

HILLSDALE COLLEGE
2015 - 2016 CATALOG



WELCOME TO HILLSDALE COLLEGE

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

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

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



Hillsdale College, founded in 1844, is an independent, coeducational, residential, nonsectarian college for about 1,400 students. Its four-year curriculum leads to the degree of bachelor of arts or bachelor of science. It is accredited by the Higher Learning Commission, located at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604. Hillsdale is included on the approved lists of leading universities for transfer and graduate studies and holds membership in the American Association of Colleges for Teacher Education.

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

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

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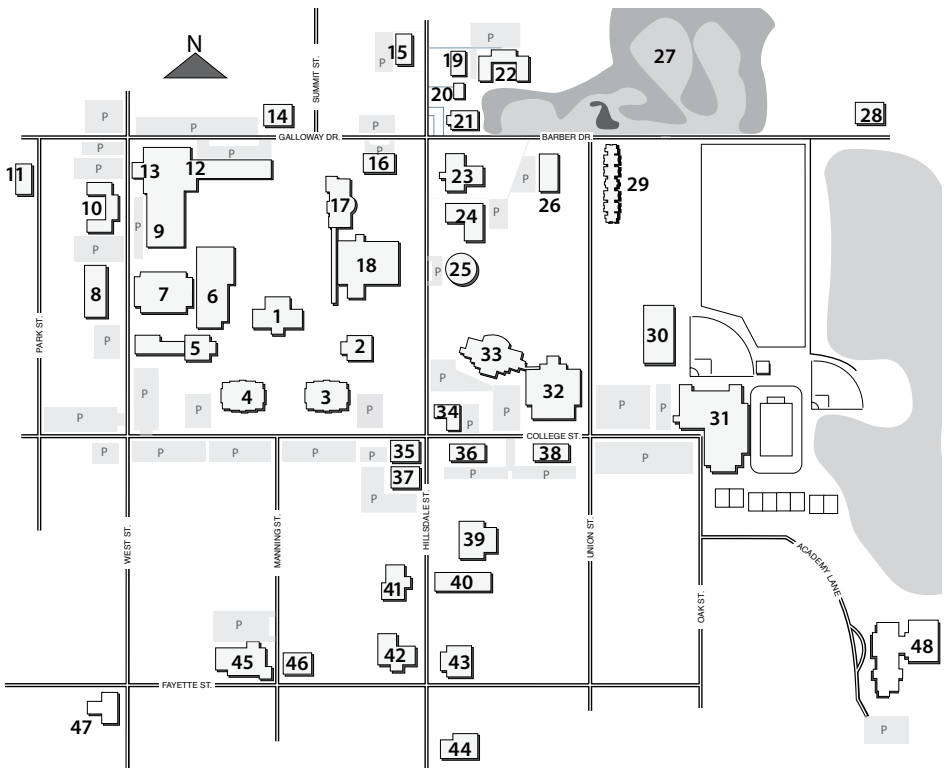
The provisions in this and other Hillsdale College publications do not create a contract between Hillsdale College and a student for enrollment for a fixed period of time or other contractual relationship. Only the President of Hillsdale College has the authority to enter into such a contract which must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

THE CAMPUS

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

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





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

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

THE AMBLER HOUSE HEALTH AND WELLNESS CENTER, open to all regularly enrolled students, is staffed by a registered nurse who maintains regular hours for consultation and treatment. A health care professional (doctor, physician's assistant, or nurse practitioner) is available five days a week and is available for walk-in appointments between 8:00 a.m. and 9:00 a.m. Students may be referred to other professionals for specialized care and/or follow-up. Medical attention is also available at the Hillsdale Community Health Center (local hospital) in the city of Hillsdale.

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

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

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

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

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

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

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

FRATERNITY HOUSES for two of Hillsdale's four 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.

THE WILLIAM L. AND BERNIE C. E. GREWCOCK STUDENT UNION is a 52,000-square-foot building that features the Richardson Commons, the Knorr Family Dining Room, the College Bookstore, student publication offices and all student mailboxes. The main floor provides a variety of spaces for students to gather and study with three conference rooms, recreational spaces featuring ping pong and pool tables, Xbox gaming stations, a media room for movie nights and the elegant formal lounge for quiet nights of studying and formal social gatherings as well as lounge areas nestled around a stone fireplace. A.J.'s Café 1844 provides students with a place to grab a bite to eat and socialize. The Student Activities Office is located in the southwest corner of the main floor and oversees the reservations and event coordination for the union in addition to working with student life and activities campus-wide. Volunteer Services is located in the Student Activities Office. Contact Jacqueline Frenkel at jfrenkel@hillsdale.edu for more information concerning our volunteer service programs.

THE HERBERT HENRY DOW SCIENCE BUILDING, completed in 1996, is a 32,500-square-foot, state-of-the-art science facility that houses four classrooms, a mathematics/computer science lab, a file-server room, three seminar rooms, two physics laboratories, five biology laboratories, five chemistry laboratories, 14 faculty offices and an animal suite. The computer lab contains 24 PowerMac G4 computers, five Sun Microsystem Blade UNIX computers, two Dell computers and

several laser printers. Two LCD computer projection systems are available for use in the building. 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 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. Laboratories are equipped with electronically controlled chemical fume hoods. New biology equipment includes 48 stereo microscopes and 48 compound Olympus bright-field microscopes. New chemistry equipment includes a Cary UV-Vis-NIR spectrophotometer and a JEOL Scanning Electron microscope. An 8-Tesla superconducting magnet, 3.8K low-temperature cryostat, helium vacuum leak detector and ultrasensitive microbalance are housed in the physics laboratories.

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.

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

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

THE ALLAN P. KIRBY, JR. CENTER FOR CONSTITUTIONAL STUDIES AND CITIZENSHIP is an educational endeavor of Hillsdale College and is located in Washington, D.C. Through teaching the principles and practice of American constitutionalism, the Kirby Center seeks to inspire all Americans to act worthy of the blessings of liberty. It offers a variety of programs to students, citizens, policymakers, public servants, and scholars. The Kirby Center is dedicated to the goal of re-establishing the fundamental conditions of freedom: true civic education in schools and universities; a pride in self-government within society; and an understanding among elected leaders of enduring constitutional principles.



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

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

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

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

THE MICHAEL ALEX MOSSEY LIBRARY provides a variety of collections and services to support the learning, teaching and research activities of Hillsdale College students and faculty in an attractive and inviting environment. The main section of the library building was completed in 1971, and the Leighton/Taylor Wing was added in 1994. The 43,000-square-foot library boasts a collection of over 1,000,000 volumes, including over 613,000 electronic books and other e-resources, 500,000 microforms, 261,000 books, 21,000 audio-visual items and over 30,000 periodical subscriptions in various formats that include numerous full-text computer file titles. These collections are supplemented by more than 424 million items available through interlibrary loan from nearly 72,000 libraries in 171 countries within the OCLC (Online Computer Library Center) global library cooperative as well as access to the collections of Michigan libraries that participate in the student-favorite Michigan eLibrary (MeL) consortium.

The collections are accessible via an electronic catalog, which contains numerous direct links to online reference databases and to numerous full-text electronic versions of books and journals. Through participation in various databases, the library has access to approximately 23,000 electronic journals. The catalog is available from over 30 computer workstations throughout the library and from any computer on or off campus with access to the Internet. The library also provides a wireless electronic communication system that allows users with laptop computers to access campus network resources from anywhere in the library without directly connecting to a wall circuit. Most of the collections are arranged on the shelves according to the Library of Congress classification system. The library is open 108.5 hours per week with longer hours during final exam periods. Nearly 400 study spaces are available to library users in both individual and group settings.

In addition to the main study and research collections, Mossey Library contains a number of rare and special holdings, including the Ludwig von Mises Collection, the Russell Kirk Collection, the Carus Coin Collection and the special collections housed in the classically and tastefully decorated Richardson Heritage Room. The library also maintains a comprehensive collection of books and other materials on conservative thought.

Assistance in using the collections and services is readily available at the Reference Desk and throughout the library from five librarians, five support staff and 35 student assistants, all dedicated to helping students and other library patrons become independent, self-sufficient, lifelong library users.

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 Teacher Education Department. Qualified college students can obtain course credit for supervised instruction at the preschool.

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

- Three regulation wood floor basketball courts that also hold four regulation volleyball courts
- The game venue for the basketball and volleyball teams, which seats 2,100 and includes the President's Suite and Hall of Fame Room
- Team meeting/video room
- Locker rooms for women's volleyball and basketball, and men's basketball
- Offices for women's volleyball and basketball, men's basketball, and men's golf
- Golf simulator room
- The Fitness Center with the following amenities:
 - Cardio equipment: 10 treadmills, eight ellipticals, four stationary bicycles, two rowers
 - Complete circuit of individual station selectorized strength training equipment
 - Free weights and free exercise space
 - Eight station rock climbing wall
 - 3,200-square-foot wood floor, mirror-lined Exercise Studio with advanced video capabilities
 - Spin cycling room with instructor platform and 24 cycles

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

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

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

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

THE SAGE CENTER FOR THE ARTS houses the Departments of Art, Theatre and Speech. Opened in 1992, the distinctive, multipurpose Sage Center 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. Sage Center for the Arts 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 and Speech Department faculty and students, provides 600 square feet for dance classes, as well as other performance classes within the department. Throughout the Sage Center, 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.

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 is a 48-acre garden and natural area directly adjacent to the campus. Featuring woody and herbaceous plants from the temperate regions of the world, the Arboretum is open from dawn to dusk for visitors, students and faculty. The Arboretum was started in the 1920s and serves the Biology Department as an outdoor laboratory. It also attracts residents from the greater Hillsdale area as a place to walk, seek nature, and partake in education and outreach programs for the community. The Arboretum grounds include two ponds, fieldstone buildings, two gazebos, a Children's Garden, nature trails, and a waterfall, which was reconstructed in 2013. An Arboretum office and horticultural library are also available. Arboretum brochures are available at the Barber House (Arboretum Office) or by calling the College.

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.

STROSACKERSCIENCE CENTER AND JOSEPH H. MOSS FAMILY LABORATORY WING has well-equipped facilities for the Departments of Biology, Chemistry/Biochemistry, Chemistry and Physics. The Moss Wing, which opened in January 2008, is a state-of-the-art facility that helps continue the advancement of scientific learning at Hillsdale. It includes a general/organic chemistry lab, along with a large preparation room; a microbiology/cell biology lab; an anatomy/physiology lab; a specialized conservation genetics lab; a water lab, which houses a living stream; and a greenhouse for the botanical collections needed for classes and student research programs. A large area on the physics floor is available for future development. New audio-visual and scientific equipment also enhances the education for Hillsdale students. Several new or renovated offices are occupied by science faculty. Biology equipment includes ABI 310 Genetic analyzer, Steris model 110 autoclave, high-speed and ultra-centrifuges, computer-based digital sound-analysis apparatus, cryostat and microtomes, chromatographs, spectrophotometers, research-grade microscopes, and a variety of vivaria, incubators and culture chambers. Chemistry apparatus includes an ion chromatograph, high performance liquid chromatograph, gas chromatograph/mass spectrometer, FTIR spectrophotometer and a JEOL 400 MHz Nuclear Magnetic Resonance spectrophotometer. Physics resources include a multimode atomic force microscope, melt-spinner, powder X-ray diffractometer, sophisticated analysis software, well-equipped laboratories and a machine shop.

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

THE ACADEMIC PROGRAM

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

—CHRISTIAN SCIENCE MONITOR



2015 - 2016 ACADEMIC YEAR CALENDAR

First Semester

Sunday, August 30, Orientation Begins, Freshman Convocation—4:00 p.m.

Tuesday, September 1, Validation for New and Returning Students

Wednesday, September 2, Classes Begin—8:00 a.m.

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

Sunday through Wednesday, October 4-7, Center for Constructive Alternatives (CCA I)

Friday, Saturday and Sunday, October 9-11, Fall Parents Weekend

Tuesday, October 13, Last day to drop with a W

Thursday and Friday, October 15-16, Mid-Semester Recess

Friday, Saturday and Sunday, October 23-25, Alumni Reunion and Homecoming Weekend

Monday, October 26-Thursday, November 5, Pre-Registration for Spring Semester

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

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

Wednesday, November 25, Thanksgiving Recess Begins After Last Class

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

Friday, December 11, Last Day of Classes

Monday, December 14, Semester Examinations Begin

Saturday, December 19, Semester Ends

Second Semester

Monday, January 18, Orientation for New Students, Returning Students Register

Tuesday, January 19, Registration for New and Returning Students

Wednesday, January 20, Classes Begin—8:00 a.m.

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

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

Tuesday, March 1, Last day to drop with a W

Sunday through Thursday, March 6-10, Center for Constructive Alternatives (CCA IV)

Friday, March 18, Spring Recess Begins—5:00 p.m.

Monday, March 28, Post-Easter Travel Day; No Classes

Monday, April 4, through Thursday, April 14, Pre-Registration for Fall and Summer Sessions

Thursday, April 14, All-College Convocation—11:00 a.m.

Tuesday, May 3, Last Day of Classes

Thursday, May 5, Semester Examinations Begin

Wednesday, May 11, Semester Ends

Saturday, May 14, Commencement—2:00 p.m.

Monday through Friday, May 16-June 3, First Three-Week Summer Session

Monday, May 30, Memorial Day, No Classes

Monday through Friday, June 6-24, Second Three-Week Summer Session

Hillsdale College Founding Articles of Association *(excerpted)*

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

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

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

Mission Statement

HILLSDALE COLLEGE is an independent, nonsectarian 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 and scientific 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.”

The College considers itself a trustee of modern man’s intellectual and spiritual inheritance from the Judeo-Christian faith and Greco-Roman culture, 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 1,400 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 49 states and ten foreign countries.

Aims

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

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

HILLSDALE COLLEGE FACULTY STATEMENT ON ACADEMIC FREEDOM

ADOPTED MARCH 2, 1995

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

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

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

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

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

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

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

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

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



ACADEMIC REQUIREMENTS

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

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

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

CATALOG CHANGES

The Catalog is a general summary of programs, rules, policies, and procedures for academic and student life, and is provided for the guidance of students. However, the Catalog is not a complete statement of all programs, rules, policies, and procedures in effect at the College. In addition, Hillsdale College reserves the right to change without notice any programs, rules, policies, and procedures that appear in the Catalog. The 2015-2016 edition of the Catalog was published on August 1, 2015. Anyone seeking clarification on any of this information should consult with the Registrar.



PROGRAM OF STUDIES FOR THE FRESHMAN AND SOPHOMORE YEARS

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 eight specific courses that every Hillsdale student must complete: SCI 101, Physical Science; BIO 101, Core Principles in Biology; 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; POL 101, The U.S. Constitution; and SSD 180, Physical Wellness Dynamics.

In addition, a student will complete at least one course from each group in the humanities, 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.

Freshman and Sophomore Program

COURSE OPTIONS AND REQUIREMENTS

The Humanities

ENGLISH REQUIRED IN THE FRESHMAN AND SOPHOMORE YEARS:

- | | |
|---------|---|
| ENG 104 | Great Books in the Western Tradition: Ancient to Medieval
<i>(Spring semester, freshman year)</i> |
| ENG 105 | Great Books in the British and American Traditions
<i>(must be completed by the end of the sophomore year)</i> |

Students choose three courses, one from each of the following three groups.

GROUP I: WESTERN LITERATURE IN CONTEXT

- | | |
|---------|--|
| ENG 201 | Great Books in Continental Literature: Renaissance to Modern |
| CLS 200 | Greco-Roman Literature and Culture |
| THE 215 | The Theatre in History II |
- Literature courses (numbered 400) taught in the Departments of French, German and Spanish

GROUP II: FINE ARTS (ART, MUSIC, THEATRE)

- | | |
|-------------|--|
| ART 203 | History of Art: Prehistoric through Medieval |
| ART 204 | History of Art: Renaissance through Modern |
| MUS 204 | The Understanding of Music |
| MUS 206 | Advanced Understanding Music |
| MUS 322/323 | History and Literature of Music I and II (Music majors and minors) |
| THE 200 | Understanding Theatre |

GROUP III: PHILOSOPHY/RELIGION

- | | |
|---------|----------------------------------|
| PHL 105 | Introduction to Philosophy |
| REL 105 | Introduction to Western Religion |

The Natural Sciences and Mathematics

MATHEMATICS

MTH 105 Mathematics and Deductive Reasoning, or a higher 3-4 credit mathematics course. An ACT mathematics score of 27 or higher (or equivalent SAT mathematics score) will also satisfy this requirement. Recommended to be completed by the end of the sophomore year.

CHEMISTRY/PHYSICS

SCI 101 Physical Science

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

BIOLOGY

BIO 101 Core Principles in Biology

Students may substitute BIO 201 or BIO 202 to satisfy this requirement. These courses are strongly recommended to be completed during the freshman and/or sophomore year.

The Social Sciences

HISTORY

HST 104 The Western Heritage to 1600 (Required, fall semester, freshman year)

HST 105 The American Heritage (Must be completed by the end of sophomore year)

POLITICS

POL 101 The U.S. Constitution (Recommended to be completed by end of sophomore year.)

Students choose one course from the following:

ECONOMICS

ECO 105 Introduction to Political Economy

ECO 202 Principles of Microeconomics

PSYCHOLOGY

PSY 101 Introduction to Psychology

SOCIOLOGY AND SOCIAL THOUGHT

SOC 101 Understanding Society and Culture

Modern and Classical Languages

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 any of the above languages, as determined exclusively by the Hillsdale College placement test in that language, must take at least one course at Hillsdale College at or above the 201 level in the language of said demonstrated competency in order to satisfy the requirement.

Sport Studies

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

Center for Constructive Alternatives Seminars (CCA)

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

PROGRAM OF STUDIES FOR THE JUNIOR AND SENIOR YEARS

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

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

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

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

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

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

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

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

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

Standard Major Fields of Concentration

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

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

Interdisciplinary Major Fields of Concentration

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

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

For more detailed information on interdisciplinary fields of concentration, see pp. 190-199.

Minor Fields of Concentration

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

Minor fields of concentration are offered in:

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

Preprofessional Programs

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

For more detailed information on preprofessional programs, see pp. 200-203.



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.

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

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

MATHEMATICS PROFICIENCY Students must demonstrate a proficiency in mathematics at or above the level of Mathematics 105, Mathematics and Deductive Reasoning. This requirement may be satisfied either by having an ACT mathematics score of 27 or higher (or an equivalent SAT mathematics score of 670) or by passing Mathematics 105 or a higher 3-4 credit mathematics course. It is recommended that this requirement be completed by the end of the sophomore year.

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, a 12-semester-hour competency 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 any of the above languages, as determined exclusively by the Hillsdale College placement test in that language, must take at least one course at Hillsdale College at or above the 201 level in the language of said demonstrated competency in order to satisfy the requirement. This upper-level course must be for at least three credit hours.

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.

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 26 for more information.)

Bachelor of Science

Special Requirements

Candidates must complete no fewer than 36 semester hours in mathematics and the sciences (biology, biochemistry, chemistry, physics, and psychology) including at least one year of laboratory science and at least a minor in the aforementioned sciences or mathematics. Candidates may be permitted, after consultation with the dean of natural sciences, to include a maximum of three courses from other specified areas.

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

ACADEMIC INFORMATION AND REGULATIONS

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

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

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

CLASS REGISTRATION GENERAL RULES Students pre-register for Summer and Fall semester classes during the preceding Spring term. Pre-registration for Spring semester classes occurs during the preceding Fall term. Priority for pre-registration is based on class level (seniors first, then juniors, and so on). Pre-registration is completed through computer software made available to students, and the software remains accessible for making schedule changes until the week before classes actually begin. Once classes begin, students must use Add and Drop cards to make schedule changes.

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

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

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

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

Fall and Spring Semesters: A course dropped before the beginning of the third week of the semester will not appear on the student's permanent record. A course dropped after the start of the third 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 week of a summer term will not appear on the student's permanent record. A course dropped during the second week of the term will be assigned a "W" (Withdrawn) grade. After the second week of the term, 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 Students may audit most Hillsdale College courses on a no-credit basis; however, permission of the instructor and the appropriate division dean is required. 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.

Students must officially register for an audited class by completing the prescribed procedure in the Registrar's Office. An audited course is assigned a "Y" grade that does not award credit or impact grade-point averages. A student is to fulfill the instructor's expectations in terms of work and participation in order to have the audit recorded 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.

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.

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.

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

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

GRADING SYSTEM Letter grades are used to evaluate academic achievement.

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

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

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

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

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

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

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

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

If resolved, an Incomplete grade is replaced with a new grade; however, the deficiency remains noted on the transcript. The notational convention employed in such cases incorporates both the Incomplete grade and the final, resolved grade into one, recorded grade (Example: an Incomplete “I” resolved with a “B+” will display on the transcripts as “IB+”). Grade-point averages will be computed based on the resolved 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 Accumulative grade-point averages required for satisfactory academic standing are as follows:

<u>Attempted Institutional Credit Hours Plus Completed Non-Course and Transfer Hours</u>	<u>Accumulative Grade Point Required</u>
1 – 34 hours	— 1.750
35 – 64 hours	— 1.900
65 – 124 hours	— 2.000

Any student who, at the end of any given semester, fails to reach the required accumulative 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. A suspended student may, on the basis of significant improvement or other extenuating circumstances, appeal to the Academic Status Committee for reinstatement.

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.

TRANSFER STUDENT ACADEMIC PROBATION 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). Failure to do so will result in probationary status.

ACADEMIC SUSPENSION 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.

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

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

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

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

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

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

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

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.

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

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.

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



ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE PROGRAMS

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

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

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

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.



ACADEMIC ENRICHMENT

The Honors Program

Hillsdale College seeks to enrich the academic experience of high-performing students by providing opportunities to become broadly and deeply versed in the contents and methods of inquiry of the liberal arts, especially as conveyed by the great thinkers of the Western tradition. Beginning in and effective for the 2015-2016 academic year, the College will pursue this same object through a restructured program. Enhanced admission and selection criteria, as well as modified programs and curricula, are presently in development and will be implemented beginning this year. Questions about this restructuring and its progress may be directed to the Program Director or to the Registrar.

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 1,300 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 Michael Medved; scientists like Edward Teller; filmmakers like Peter Bogdanovich; economists like Nobel Laureate James Buchanan and Walter Williams; foreign policy experts like Jeane J. Kirkpatrick; theologians like Malcolm Muggeridge and Michael Novak; athletes like Peggy Fleming; and businessmen like Steve Forbes and Dave Thomas.

CCA seminars are held four times each year. Students are required to complete one CCA seminar during their undergraduate years. They may elect to enroll in more. For further information, see the Center for Constructive Alternatives Seminars on page 189.

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 Ken Myers, Kevin J. Vanhoozer, John W. Montgomery, Peter J. Leithart, James R. Edwards, R. Albert Mohler Jr., Ray Ortlund Jr., Gerald McDermott, Donald Kraybill, Samuel Moffett, John Piper, Keith Yandell, James Sire, Wilson Kinnach and Helen Westra.

Professional Artists Series

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

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 Registrar's Office about applying for Summer College.

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.

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 two or three three-hour academic courses taught by Hillsdale College faculty or adjunct faculty while working in Washington, D.C., in an internship in the public, private, or non-profit sector. Students may also opt to participate in a teacher's apprenticeship in tandem with the Education Department. Student interns normally work 28-40 hours per week. Students earn one grade for each of the three-hour courses and one grade for the six hours of WHIP credit (WHP 385). The grade for WHP 385 is determined by the Kirby Center's Dean of Academic Programs and will be based on successful completion of the internship; the grade for WHP 385 counts toward the student's general elective credits.

WHIP is open to all students in all majors. POL 101: The U.S. Constitution is the only prerequisite for the program. Students are encouraged to participate in the program during their junior or senior years. Only in exceptional cases will sophomores be admitted to the program. Freshmen are ineligible for WHIP.

Tuition for WHIP is the same as a regular full-semester class load at Hillsdale College. Scholarships are transferable to study in Washington, and WHIP scholarships are available.

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

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

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

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

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

Admission to the summer or semester program is normally restricted to students who have



completed two years of college Spanish and hold an overall grade-point average of 3.0. Interested students should apply to the Spanish Department for admission.

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

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

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

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

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

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

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

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

Eligibility: Hillsdale College at Universität des Saarlandes requires junior standing, sufficient fluency in German to enter into German university courses, a 3.500 grade-point average in German at Hillsdale and a high degree of social maturity. Students will be admitted upon the recommendation of the German Department.

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

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

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

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

HILLSDALE COLLEGE INTENSIVE LANGUAGE AND CULTURE SUMMER PROGRAM IN WÜRZBURG (GERMANY) Interested students may enroll in an intermediate- to advanced-level German course through normal summer school procedures. This four-week-long intensive language and culture course is conducted in July on the campus of Universität Würzburg by Hillsdale College faculty. Participating students live in Universität Würzburg residence halls. Classes meet four hours per day. Numerous excursions and cultural activities are provided. Prerequisite: completion of GRM 201 with a grade of "B" or better. The German Department will provide interested students with further information.



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

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

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



RECOGNITION FOR ACADEMIC ACHIEVEMENT

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

Graduation Honors

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

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

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

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

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

Honorary Societies

ALPHA MU ALPHA This national marketing honorary selects for membership senior marketing/management majors who have performed in the top ten percent of their class. 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 is a campus honorary that promotes activities in the Art Department such as field trips to art museums and bringing artists, art history programs and exhibits to campus. Its membership is open to anyone who enrolls in at least one art course per year.



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 3.000 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 2.500-3.000 in all biology courses; students with 12 hours of biology credit and a grade-point average of 3.000 or above in all biology courses who have not declared a major; and students with a biology minor and a grade-point average of 2.500 or above in all biology courses.

DELTA PHI ALPHA The national German honorary, Delta Phi Alpha, recognizes excellence in the study of German. Membership requirements include: two years of college German or its equivalent, sophomore standing, registration in an advanced course, B+ average in all German courses taken, and a 3.000 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 3.000.

ETA SIGMA PHI This national classical studies honorary promotes interest in and understanding of the Greco-Roman tradition. Students must have taken language courses in either Greek or Latin and met the national standards of the honorary.

IOTA SIGMA PI This is a national honorary society for women in chemistry. The goal of this honorary is to encourage the advancement of women and their interest in the field of chemistry.

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 IOTA TAU An international honor society, Lambda Iota Tau is composed of junior and senior literature majors and minors who have a grade-point average of 3.000 in at least 12 hours of literature courses and who are in the upper 35 percent of their class in cumulative grade-point average. Its purpose is to stimulate interest in the literary arts on the Hillsdale campus.

LAMBDA PI ETA This national speech and communication honorary was established under the auspices of the National Communication Association in 1984. It recognizes academic excellence in communication at the undergraduate level. Its mission is fourfold: recognition and fostering of scholastic achievement; stimulation of interest in communication as an academic discipline; provision of a forum to exchange ideas; and the establishment and maintenance of relationships between faculty and students. Membership qualifications include the completion of 60 credit hours at the undergraduate level, including completion of 12 speech credits, an overall grade-point average of 3.000, a minimum grade-point average of 3.250 in all speech courses and status in the top 35 percent of the junior academic class.

LAMPLIGHTERS Organized in 1949, Lamplighters honors eight senior women students who have distinguished themselves because of high standards of scholarship, character, leadership and service to the College.

MU ALPHA music fraternity for men aims to further the musical development of its members and to encourage interest in music at Hillsdale College. Members of Hillsdale's chapter perform at several campus events throughout the 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 superior scholarship, leadership, and exemplary character. Each spring, a rising senior member

of the honorary is awarded the David S. Nicholson Omicron Delta Kappa Leadership Scholarship in recognition of achievement that is outstanding 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 3.300 or better, and must have a grade-point average of 3.000 in the remainder of his academic work.

PHI MU ALPHA SINFONIA professional music fraternity for men aims to further the musical development of its members and to encourage interest in music at Hillsdale College. Members of Hillsdale's chapter perform at several campus events 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 3.000 or higher, have the recommendation of a faculty member in the Philosophy and Religion Department, and have completed at least two semesters in philosophy, one of which must have been in a 200 level course or above, with at least a "B" average in philosophy. Meetings involve student presentations of papers and debates on philosophical issues.

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 3.000 grade-point average in French courses and a 2.750 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 speech and debate events, forms, and formats, and works to nurture the institutional and financial capacity of the entire forensic community. The honorary has recently paired 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 organize a homeschool forensics and debate tournament held on campus. As a national forensics honorary, 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.

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 politics. Requirements are ten semester hours of work in politics, including at least one course above the 200 level; a 3.500 grade-point average in all politics courses; and maintenance of general scholarship sufficient to place the student in the upper ten percent of his or her class.

PSI CHI This national honor society in psychology was founded on September 4, 1929, for the purpose of encouraging, stimulating, maintaining scholarship in, and advancing the science of psychology. Membership is open to all students who are either majoring or minoring in psychology. Requirements include at least nine completed semester hours in psychology with a 3.000 grade-point average and an overall grade-point average of 3.000.

SIGMA ALPHA IOTA is an international music fraternity for women founded in 1903 at the University of Michigan. 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; a music grade-point average of 3.00.

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

SIGMA DELTA PI This national Spanish honorary recognizes those who seek to attain excellence in the study of the Spanish language and the literature and culture of the Spanish-speaking people. Requirements: at least a B- in a class in literature or civilization and culture, and a minimum grade-point average of 3.000 in all Spanish courses taken. The candidate must also rank in the top 35 percent of his class (or have a 3.2 minimum grade-point average) and must have completed at least three semesters of college work.

SIGMA PI SIGMA This national honor society for physics has more than 400 active chapters. One purpose of Sigma Pi Sigma is to encourage and recognize high scholarship and achievement in physics. Sigma Pi Sigma uses common interests in physics to build fellowship among members. Another goal is that of service, so that members will help others who are striving to learn physics. Qualifications for membership are (1) a standing in the top third of the applicant's college class; (2) 36 or more hours of college credit; (3) completion of three physics classes required for the major; and (4) a grade-point average of 3.000 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 3.000, have completed a minimum of 15 semester hours in the sciences with at least a 3.000 grade-point average, and have a science or mathematics major (including pre-med).

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



Achievement Awards

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

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

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

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

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

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

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

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

THE DEPARTMENTAL AWARD IN COMPUTER SCIENCE A student membership in the Association for Computing Machinery will be given to the member of each graduating class who has obtained the highest grade-point average in the computer science classes in the minor, provided that grade-point average is 3.500 or higher.

EDWARD EVERETT PRIZE IN ORATORY Cash prizes honor the top three students in an annual oratorical contest. Contestants must emphasize rhetorical skills, critical thinking and American values in persuasive speeches on a topic chosen each year by a committee comprised of faculty and administrative staff. Contestants' speeches are judged at the preliminary levels by panels comprised primarily of faculty and administrative staff, and at the final level by invited experts and community leaders. Prizes range from \$1,000 to \$3,000. The remaining finalists receive small stipends.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

OUTSTANDING PHYSICS SENIOR AWARD is given each year to the senior physics major who achieves the highest grade-point average, above 3.500, in all of his or her physics classes.

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

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

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

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

TAYLOR MATHEMATICAL PRIZE An award for proficiency in mathematics, established by R. E. Taylor (1885), is awarded to the member of each graduating class who has obtained the highest grade in the full course of mathematics, provided that grade is 3.500 or higher.

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

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

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

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

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

CAMPUS LIFE

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

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



RESIDENTIAL LIVING

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

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

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

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

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

RESIDENCE HALL POLICIES Hillsdale College prides itself on being a residential college. Students reside in residence halls, Greek houses or in College-owned houses. These residences are staffed by house directors and resident assistants who maintain an atmosphere conducive to community pleasantries and academic study as well as safety and privacy. Smoking is not allowed in any of the residence halls. If the need arises (because of student population) for off-campus placement of students, the offices of the dean of men and dean of women determine which students qualify. (See policy on page 41.)

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

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

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

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

OFF-CAMPUS HOUSING POLICY

Some students at Hillsdale College live off campus. However, anyone wishing to be considered for permission to reside off campus should make application for off-campus privileges to the appropriate office of dean of men or dean of women. Applications must be received by February 1 for the requests. The dean of men or dean of women will notify those students before the end of the semester if permission has been granted to reside off campus for the coming semester.

The following guidelines will be used in determining off-campus privileges and shall pertain to all students enrolled for, or who will earn, seven or more semester hours.

- A. Married students are exempt from the on-campus requirement.
- B. Local residents who resided with parents immediately prior to enrolling at Hillsdale and who continue that residence are exempt.
- C. Non-freshman fraternity or sorority members who reside in the fraternity or sorority houses are exempt. When a student ceases to live in a fraternity or sorority, that student will return to another on-campus residence, unless student enrollment allows for off-campus privileges as determined by the appropriate dean. [Students planning to study abroad (e.g. Seville Program, WHIP, internships, etc.) during fall semester who wish to remain living off-campus when they return to Hillsdale for the ensuing spring semester must obtain off-campus permission in the previous spring semester.]
- D. Fifth-year seniors are exempt.
- E. Students age 24 years or older by day of registration are exempt.
- F. Commuting students are exempt (recognized only if within a 25-mile radius and residing with their immediate family).
- G. All other students should expect to reside in residence halls except when facilities are not available. The appropriate dean shall grant off-campus privileges, giving seniors top priority and working down through the required number by credit hours earned. Good academic standing is necessary before consideration may be given.

When the College has a need to allow additional students, who do not meet the above requirements, to live off-campus, the following guidelines are used in determining those off-campus privileges.

- A. Year of high school graduation
- B. Total Hillsdale College credits accumulated by the end of the current academic year (summer credits do not count until fall).

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

All students given permission for off-campus living are required to purchase a limited meal plan on campus.

CAREER SERVICES

The Career Services Office, located on the lower level of the Knorr Center ((517) 607-2457), provides services available to all students and alumni. The office counsels students on career-related matters and conducts career preparation workshops. Employment and internship on-campus recruiting schedules and company and organization presentations are established and coordinated. The staff of the Career Services Office encourages Freshman Career Discovery Meetings and Sophomore Career Checkups, while also working with upperclassmen. Hillsdale's placement record for the graduating seniors has averaged 97 percent for the past three years. The Class of 2014 garnered a 98 percent placement rate within six months after graduation. Nineteen percent of the class is attending graduate or professional school. The report has a 100 percent response rate.

ACADEMIC SERVICES

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

HEALTH AND WELLNESS SERVICES

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

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

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

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



STUDENT POLICIES

Hillsdale College Honor Code

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

Understanding the Code

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

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

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

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

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

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

Regulations for Proper Student Conduct

The following regulations comply with the stated mission of the College to “furnish to all persons who wish . . . a 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.” “The College considers itself a trustee of modern man’s intellectual and spiritual inheritance from the Judeo-Christian faith and Greco-Roman culture, a heritage finding its clearest expression in the American experiment of self-government under law.”

It is probably unnecessary for these regulations to appear in writing, given the fine character of Hillsdale College students, and their open acknowledgement of the Honor Code. However, the relationship between College and student requires a clear expression of the position of the College in certain areas. The College will follow the Procedure for Student Discipline for any of the following offenses. Violations will result in disciplinary actions up to and including suspension or expulsion.

1. Dishonesty. This includes all offenses covered in the Policy on Academic Honesty 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 or failure to comply with the faculty, staff, administrators, or their designees, e.g. house directors, resident assistants, parking enforcement and security personnel from carrying out their duties.

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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; or conduct that threatens or endangers the health, safety or overall well-being of any such person, barring no one.
 4. Theft of, damage to, or misuse of property of the College or of a member of the College community or campus visitor. Possession of stolen property, including also intellectual property, i.e. course work, as covered in the Policy on Academic Honor.
 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, or that disrupts the climate of academic reflection and discourse proper to serious study.
 7. Unauthorized entry to or use of College facilities, including College logo; this includes students who illegally attend a College-sponsored or -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 pornographic or otherwise dehumanizing films.
 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, e-mail, Twitter, Facebook, blog or other social media.
 10. Use of bullhorns, loud speakers, radio or any other type of audio equipment to encourage assembly for purposes of demonstrations, riots, destruction of property or any other unauthorized use of College property.
 11. Use, possession, distribution (including sharing) or being in the presence of any amount of a controlled substance (drugs and/or drug paraphernalia: water pipes, bongs, etc.), except as permitted by law. Parents will be notified in all instances.
 12. Violation of the Michigan State Law requiring persons to be 21 years of age before consuming alcohol; illegal or unauthorized possession and/or consumption of alcohol, being in the presence of, or having containers formerly or presently holding alcoholic beverages found within campus residences. This applies to Greek houses as defined by their national regulations and alumni governing groups, and in honorary housing as well. Students should be familiar with the Hillsdale College Social 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; this includes items such as pellet guns, BB guns, paint guns, airsoft guns, bows and arrows, etc.
 14. Violation of rules governing College-owned or -controlled residences (See Residence Hall Guidelines and guidelines for specific Greek residences).
 15. Violation of social policies, residence hall policies, off-campus housing policies, vehicle and parking policies, information technology acceptable use policy, and academic honor policy.
 16. Conduct that adversely affects a student's ability, or a fellow 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 disciplinary action against any student who has matriculated to Hillsdale College who has been cited, arrested and/or convicted of violating local, state or federal law. Probation, suspension or expulsion may be applied.

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 deans reserve the right to issue fines, community service, counseling, social probation, etc., as deemed appropriate. In all cases, an incident report will be filed in the deans' offices.

In order for a student to be approved for graduation and to receive a Hillsdale College degree, he/she must resolve any outstanding charges of misconduct and must have complied with the terms of any penalties imposed as a result of misconduct. This applies to summer school students as well. 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 questions are resolved.

DAMAGE COSTS The administration reserves the right to prorate damage costs incurred as a result of vandalism or damage to College property in common areas of the residence buildings. Students will sign room condition papers before occupying a room and will sign after occupancy has ended. Any damage not present upon occupancy but evident after occupancy will result in damage costs. Students are required to return furniture to original positions upon the ending of occupancy as well. Failure to return furniture to original position and/or to leave the room reasonably clean will result in a \$10 fine.

Procedure for Student Discipline

The following Disciplinary Procedure is designed to preserve the Mission of Hillsdale College and the health and safety of its students. This policy outlines the basic structure of the Procedure for Student Discipline. If a unique issue should arise, the appropriate dean shall act at his/her discretion. The deans may seek input from the president of the College 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:** The Dean of Men's or Dean of Women's Office receives a report about a student's violation of school policy. Reports of student violations are generated by, but not limited to, resident assistants, house directors, security, public safety officials, and other staff and students. The dean will notify a student of the violation report and provides written details of the violation and its consequences. Secured copies of disciplinary documents are typically provided to appropriate college administrators.
2. **CONSEQUENCES:** The administration reserves the right both to define the severity of the violation and to choose the appropriate consequences. Typically, fines and community service hours are issued to students who violate school policies or local citations, but for more serious violations, students may be suspended or even expelled.
3. **APPEAL PROCESS:** Each student subject to disciplinary action may formally appeal that action (after paying the fine) by obtaining an appeal form from the Dean of Men/Dean of Women and filing that form, which must present new evidence, with the appropriate dean. The deans, at their discretion, may require the student to file other materials in addition to or in place of the aforementioned appeal form. Upon receipt of an appeal, the appropriate dean will oversee a background investigation of the violation in question. The dean will notify the student of the administrative decision on the appeal.

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

4. **SOCIAL PROBATION:** A student may be placed on social probation when his/her behavior demonstrates a significant break in commitment to the Honor Code; has been cited, arrested and/

or convicted of violating a local, state or federal law, or has committed serious infractions of the Regulations for Proper Student Conduct and other College Regulations and Policies. Social Probation typically requires a student to remain free of violations for the remainder of the semester and possibly the following semester, to pay a fine, and to complete service hours. If a student violates the agreement of Social Probation, the student may be immediately suspended from school.

5. SUSPENSION AND EXPULSION: Suspension means the student will be removed as a student from Hillsdale College. The length of suspension depends upon the violation and discretion of the appropriate dean. Expulsion means the student will be removed permanently as a student from Hillsdale College and his/her matriculation is terminated. The College reserves the right to deny readmission for cause to any student.

6. PARENT NOTIFICATION: Hillsdale College reserves the right to notify the parents of a student's violation at the dean's discretion.

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 an official written 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 deans reserve the right to issue fines, community service, counseling, social probation, etc., as deemed appropriate. In all cases, an incident report will be filed in the deans' offices.



Academic Honor Policy

Virtue, courage and wisdom, goods of the highest order being the aim of a liberal education, it is necessarily the policy of Hillsdale College to act firmly and decisively to promote the academic integrity and honor of this institution. 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, by its very existence and application, to increase 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 aid in examinations; that they will not give or receive unpermitted aid in any 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 an instructor's or an administrator's signature;
 3. That they will familiarize themselves with, and adhere to, the standards for proper acknowledgment of sources set out in Chapter 2 of the *MLA Handbook for Writers of Research Papers*, 7th edition.*
 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 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, undertakes:
1. To avoid, as far as practicable, academic procedures that create temptation to dishonorable conduct;
 2. To assist in educating and strengthening the students in their growth as honorable men and women;
- C. While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.
- * The *MLA Handbook* is available for reference in the library and for purchase in the College Bookstore.

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: Registration of a motor vehicle for on-campus and commuter (off-campus) use is a free/no-cost process. The registration of motor vehicles will assist the Security Department with accurate identification of vehicles parked on campus, providing better service for students, faculty, and staff.

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 rear window of the registered vehicle and must be clearly visible from the outside. If the rear window is tinted, the sticker should be placed on the driver's side front window above the VIN number. Note: All student parking stickers expire at the end of each academic year and re-registration begins before each fall term/semester.

ON-CAMPUS PARKING STATUS: Students residing in residence halls, all Greek houses, honorary houses, and students residing off campus within the boundaries of Montgomery Street on the north, Salem Street on the east, and Carleton Road on the south and west will be considered "On-Campus."

OFF-CAMPUS/COMMUTER PARKING STATUS: All students not living within the described on-campus perimeter (listed above) are considered “Off-Campus.”

SIMPSON PARKING STATUS: Residents of Simpson Dormitory may park behind the building (not on grass), and in Lot 15 (north side of Simpson Dormitory).

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.).

GRADUATE STUDENTS may park on the west side of Lot #29.

STUDENT PARKING LOTS

- Lot 5 Northwest corner of Galloway and N. West Streets
- Lot 7 Northwest corner of Galloway and Hillsdale Streets
- Lot 10 Southwest corner of Galloway and N. West Streets
- Lot 15 North side of Simpson Dormitory (Simpson residents, Faculty and Staff)
- Lot 19 North side of Biermann Athletic Center
- Lot 25 Northwest corner of College and N. West Streets
- Lot 31 North of College Street and on the southwest side of Biermann
- Lot 35 Southwest corner of College and N. West Streets
- Lot 39 South of College Street and West of Koon Dormitory (Koon/Mu Alpha, east side)
(Faculty and Staff, west side).

FRATERNITY AND SORORITY PARKING: All fraternities and sororities have designated parking areas 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 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 AFTER 5:00 P.M. DAILY, ALL DAYS SATURDAY AND SUNDAY

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



RESTRICTED PARKING AREAS:

Both Dow Center parking lots located on Galloway Drive are restricted at all times and are clearly marked "Hotel Meetings and Guests." Students wishing to use the Bookstore or Student Union must park in Lot #7. The Bookstore spaces are reserved for outside patrons. Dow Center parking is reserved for the use of customers, event attendees, faculty, and staff.

- Lot #6 Dow Center Parking Lot – Restricted at all times.
- Lot #11 Dow Center Parking Lot – Restricted at all times.
- 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 #32 Sports Complex Faculty/Staff lot – Restricted at all times.
- Lot #39 Koon/Mu Alpha – Residents (east and south side) and Faculty/Staff (west side only).

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

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

TEMPORARY/HANDICAPPED/VISITOR PARKING TAGS: (rear view mirror placards)

- **CAMPUS VISITORS:** Official visitors to the campus will be issued a special visitor parking tag (green in color) 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 rear view 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 requiring crutches or curtailed walking may apply for a handicapped parking permit (pink in color) at the Security Office (a doctor's note must accompany the request or the obvious sign of need be noted). The handicapped tag/placard will be displayed from the inside rear view mirror of the vehicle.

This tag/placard does not entitle the user to park in an ADA handicapped parking space, but in any other space as would have been designated for faculty, staff, visitor, or student.

- **TEMPORARY OR CONTRACT EMPLOYEES:** Any temporary employee, vendor, or person conducting business with Hillsdale College may obtain a temporary parking tag/placard (blue in color) from the Security Office, upon application, and as with other temporary tags, will be displayed from the inside rear view 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 \$20.00 if paid within the first seven days; \$25.00 thereafter.
- **FINES: UNREGISTERED STUDENT VEHICLES**
- Students will be assessed a \$35.00 charge if paid within the first seven days and \$40.00 thereafter 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.
- **TOWED CARS:** Cars may be 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 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 Security Office (25 E. Galloway). A lot will be designated by the Security Department and the vehicle's keys will be left with Security 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 Department. Each bicycle is provided 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 and 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 Medical Requirements

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

The College makes available an insurance plan through the "1st Agency Student Health Plan," which may be purchased by the semester or by the year; detailed information will be mailed by the company to enrollees during the summer, or literature may be requested in the offices of the dean of men or dean of women once school commences.

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 a 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 B—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 within the last three years

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/admissions/admitted-students.asp. This information should be returned to the Admissions Office or the Ambler Health and Wellness Center prior to registration.

Co-Curricular Programs

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

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

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

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

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

On the Individual Events Team, students have the opportunity to work with three primary speaking styles: prepared, limited preparation and interpretation. Prepared speeches are ten-

minute speeches that are researched, written and memorized by the student. Limited preparation speeches allow the student to think on his feet and learn to organize and use information quickly. Interpretation events are ten-minute performances of great works of literature that are performed “script in hand.” There are a total of 11 events that students can compete in, the rules of which are governed by the American Forensics Association and the National Forensics Association.

On the nationally recognized Debate Team, students have the opportunity to work with a number of styles of debate. In the past, our students have competed across a wide range of debate styles and organizations, including NPDA (Parliamentary Debate), NEDA, CEDA (Cross-Examination), NDT and Lincoln-Douglas (Individual) Debate. Students may compete in a number of styles during any semester.

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

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

The individual specifically interested in communications should refer to the Herbert H. Dow II Program in American Journalism on pages 194-195 or the speech communications minors on page 155.



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 sponsors all-College dances and other all-campus entertainment.

Social activities at Hillsdale are stimulating and varied. Plays, lectures, dances, classical and rock concerts, spectator and participation sports, foreign and domestic films—these all find their way onto the Campus Calendar.

At Hillsdale, there are also activities traditionally associated with college life. Kings and queens appear with their courts, and special weekends, such as Homecoming and Parents Weekends, are planned.

Because of the College's central location, students have available, within easy driving distance, the social and cultural activities of other Michigan cities such as Jackson, Ann Arbor, Lansing and Detroit. Finally, Michigan has a large number of ski areas, the nearest of which is only 30 miles from campus.

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

VOLUNTEER SERVICE The GOAL program seeks to connect Hillsdale College students with meaningful opportunities to serve the local community with their time and talents. GOAL strives to invest in the local community by developing sustainable programs that address unmet needs and connecting student volunteers where they can have the greatest impact, ultimately preparing citizens willing and excited to serve. The 22 individual programs under GOAL function as student-run entities from the administrative level of director and coordinator through the individual program leaders and the student volunteers who contribute over 8,000 hours per semester to the community. Programs include Adopt-a-Grandparent, Hospital Volunteering, King's Cupboard Food Pantry, Salvation Army, and the Humane Society, to name a few.

FRATERNITIES AND SORORITIES Greek organizations are a vibrant part of Hillsdale College life. Four fraternities and three sororities have a presence on Hillsdale's campus. In fact, over 30 percent of students are members of Greek organizations. As a group, they're among the College's highest achievers. Hillsdale fraternities and sororities stress the importance of academics, character, leadership, and service to the community and the mission of the College.

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

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

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

VARSITY AND RECREATIONAL SPORTS Hillsdale College is a member of the National Collegiate Athletic Association (NCAA), Division II, and the Great Lakes Intercollegiate Athletic Conference. Members of the conference include Ashland University, Ferris State University, the University of Findlay, Grand Valley State University, Lake Erie College, Lake Superior State University, Malone University, Michigan Technological University, Northern Michigan University, Northwood University, Ohio Dominican University, Saginaw Valley State University, Tiffin University, Walsh University, and Wayne State 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.

Hillsdale enthusiastically supports men's and women's intramural sports programs, which include flag football, volleyball, basketball, table tennis, racquetball, dodge ball, sand volleyball, and special events like Intramural Games. Hillsdale also encourages and supports club sports, and currently has 11 recognized club sports—rugby, men's soccer, women's soccer, firearms club, men's golf, women's volleyball, men's volleyball, crew, equestrian club, cheerleading, and co-ed tennis. The College also sponsors a competitive shotgun team.

ADMISSION TO HILLSDALE

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

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



THE EVALUATION PROCESS

Admission to Hillsdale College is a privilege extended to students who are able to benefit by, and contribute to, the academic and social environment of the College. Important determinants for admission are intellectual ability, ambition and upstanding character. Accordingly, grade average, test scores, class rank, strength of curriculum, extracurricular activities, interviews, volunteerism and leadership, work experience, essays and recommendations are all reviewed carefully and are important in the evaluation process. While some factors are necessarily more important than others, seldom is any single criterion, however important, decisive.

College Preparatory Requirements

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

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

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

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

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

Entrance Examinations

Accordingly, another important measure of intellectual preparedness, standardized testing, is helpful, since grading procedures and the competitive environments of high schools inevitably vary. Furthermore, test results are especially useful for counseling, for placement in college courses, and for determining academic scholarship awards. Hillsdale, therefore, *requires* the submission of the results of either the Scholastic Aptitude Test (SAT) or the American College Test (ACT), although exceptions are occasionally made for transfer candidates and the non-traditional student. Equal preference is given to both tests. The SAT Subject Tests of the College Board are not required except in special circumstances. Because they are useful for placement after admission, however, the College recommends that these tests be taken, if possible. The ACT writing test is recommended but not required.

It is suggested that these tests be taken toward the end of the junior year in order to avoid unnecessary delay in processing your application. Senior-year SATs or ACTs are recommended also, and sometimes required, since a later administration provides college counselors with additional material for advising.

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) scores taken during a single sitting.

Both the SAT and the ACT are administered at many centers in the United States and in other countries on various dates during the year. Students register to take the tests about a month in advance of the test date. Registration materials may be obtained at the guidance office of most secondary schools, or by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, or collegeboard.com for SAT information; or to the American College Testing Program, Box 414, Iowa City, Iowa 52240, or actstudent.org for ACT information.

2015-2016 ACT Exam Schedule

September 12, 2015	April 9, 2016
October 24, 2015	June 11, 2016
December 12, 2015	
February 6, 2016	

2015-2016 SAT Exam Schedule

October 3, 2015	March 5, 2016
November 7, 2015	May 7, 2016
December 5, 2015	June 4, 2016
January 23, 2016	

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

Interviews and Campus Visits

No applicant is a lifeless set of statistics. A student's greatest asset may be a spirited determination, poise or character. An impersonal or purely objective analysis ignores these subtle, though often compelling, forces. Therefore, we strongly encourage you to visit our campus, since it is to our mutual benefit to become more personally acquainted.

You will, of course, want your visit to Hillsdale to be as informative as possible. Visits at Hillsdale are designed to meet the needs of our guests. Our hospitality toward prospective students is a hallmark of a Hillsdale College visit. It is necessary to inform the Admissions Office at least two weeks in advance of your visit so that we may confirm the availability of counseling personnel for interviews and make arrangements, as requested, for you to tour the campus, attend classes, meet specific professors and/or coaches, or stay overnight, if you wish.

Admissions interviews and campus tours are scheduled, with very few exceptions, year-round, Monday through Friday, from 9:00 a.m.-noon and from 1:00-4:00 p.m. During the academic year, the Admissions Office is also open on Saturdays from 9:00 a.m.-noon. (From mid-May through mid-August, campus tours are given at 9:30 a.m. and 1:30 p.m. Monday through Friday.) The state of Michigan observes Eastern Daylight Saving Time from mid-March until early November.

To arrange a mutually beneficial visit, please contact the Admissions Office at (517) 607-2327 or admissions@hillsdale.edu. A three-week notice is strongly encouraged.

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 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.

APPLICATION PROCEDURE

When to Apply

You may apply to Hillsdale College any time after the completion of your junior year of high school using either the Early Decision or Regular Decision Admissions Plan. International applicants may apply under any admissions plan. Transfers may apply using regular decision plan. The details of each plan, as well as all associated deadlines, are detailed below.

Freshman Applications

Early Decision—Application deadline is November 1, candidate notification is December 1, and Admission deposit is due January 15. Early Decision is a binding application plan; accepted applicants agree in writing to withdraw all applications from other institutions and submit an Admission deposit early as a member of Hillsdale's incoming class.

Regular Decision—Students may apply for admission following the completion of their junior year in high school. Applications will be reviewed on a rolling basis beginning June 1 with first notification on December 15. Students submitting applications after December 15 will be notified of decisions within four weeks following completion of the application file. All applicants wishing consideration for the fall semester must apply no later than April 1. Admitted students are encouraged to submit the Admission deposit before the May 1 deposit deadline.

Transfer Applications

(a high school graduate who has subsequently enrolled full time in college courses)

Regular Decision—Transfer student applications will be reviewed on a rolling basis.

Spring Admission—Applications for spring enrollment must be submitted by December 1.

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

How to Apply

A formal application to Hillsdale College includes (1) a completed application using Hillsdale's online application or The Common Application, (2) the scores from either the Scholastic Aptitude Test (SAT) or the American College Test (ACT), (3) an official transcript of high school grades (and post-secondary grades, if available), (4) two written essays, (5) two academic letters of recommendation, (6) a resume of extracurricular activities, volunteerism, leadership and work experience, and (7) a current photograph.

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

Paper applications also may be downloaded from the College's website. A non-refundable \$35.00 application fee must accompany all applications submitted via postal service.

Homeschooled Students: Hillsdale welcomes homeschooled students. In completing the application process, homeschooled students are encouraged to submit an official transcript from a homeschooling guild or association; or detailed course description, proficiency level and list of textbooks used. The lack of a traditional high school diploma should not be seen as a deterrent.

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

Requesting Additional Information

The Admissions Committee may require additional information or documentation deemed necessary in further evaluating applications for admissions.

SPECIAL ADMISSIONS

Early Admission

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

TRANSFER CANDIDATES

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

Once admitted to Hillsdale, a transfer student may 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, and withholding of this information by the candidate is considered improper and grounds for dismissal. Likewise, the transfer candidate is expected to indicate any and all colleges previously attended.

Guest Students

Students in good standing at another institution who plan to return to that institution may enroll briefly at Hillsdale as guest students after filing a guest application with the Admissions Office. That application form is available at the records office of most colleges.



INTERNATIONAL STUDENTS

Application Process

Candidates for admission from other countries follow the customary entrance procedures, except that they are responsible also for submitting all transcripts with English translation from their international preparatory schools or universities at the time of making application. If this service is not available at your 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 for International Students

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

Required: Completion of the American College Test (ACT) or Scholastic Aptitude Test (SAT) (Information regarding registration and testing sites for the ACT can be found at act.org and for SAT at sat.collegeboard.org.)

Optional:

- Complete level 108 at an English as a Second Language (ESL) Language Center with a proficiency score of at least 15 and a motivational score of at least 15.
- Score at least 560 (paper), 220 (computer), or 83 (Internet) on the Test of English as a Foreign Language (TOEFL). The TOEFL Bulletin of Information and the registration forms are available at American embassies and consulates, offices of the United States Information Service (USIS), United States educational commissions and foundations abroad and binational centers; or within this country from the TOEFL Program Office, Educational Testing Service, Princeton, New Jersey 08540.
- 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 two semesters of the Great Books 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.

EXCEPTION TO THE USUAL REQUIREMENTS

The usual criteria for admission may be modified in the case of veterans or adults, provided there is evidence to indicate that these applicants are otherwise qualified to pursue studies at the college level. USAFI credits are accepted. The College Level Examination Program (CLEP) of CEEB is suggested for students seeking credit and placement on the basis of experience rather than formal study. (See page 26 for details on CLEP.)

SPECIAL 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 not more than 11 hours of coursework each semester. They are designated as special students who may or may not be working toward a degree.

EXPENSES AND FINANCIAL AID

“*A pioneer in independent education.*”

—READER'S DIGEST



EXPENSES

Basic annual undergraduate expenses at Hillsdale are as follows:	FULL YEAR
Tuition (12-17 credit hours/semester)	\$23,840
Room	4,800
Board (Knorr Family Dining Room)	4,960
General Fees	216
Computer Fee	150
Student Center and HESC Fee	386
TOTAL	\$34,352

The tuition expense for each additional credit hour over 17 hours is \$670; for fewer than 12 credit hours, the charge is \$950 per credit hour. Refer to page 22 for information regarding the waiver of an 18th-hour charge.

The room charge is based on double occupancy. The additional charge for a single room is \$250 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 \$650 per semester.

There are six meal plan choices available to students. Two of these plans provide a fixed number of meals per week. Four of these plans include "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	\$2,480
15 meal plan	15/week	-0-	\$2,295
Block 200	200/semester	\$200	\$2,480
Block 150	150/semester	\$75	\$2,295

Only available to off-campus and Suite residents:

10 MEAL PLAN	10/week	-0-	\$1,700
BLOCK 100	100/semester	\$25	\$1,700

A student may change from one meal plan to the other only until September 3, 2015, at 4:00 p.m. for the fall semester, and January 21, 2016, at 4:00 p.m. for the spring semester.

The general fee of \$108 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 printing of the *Winona*, the College yearbook; a subscription to *Tower Light*, the literary magazine; recreational sports; admission to athletic events; Health Service; identification card; and graduation cap and gown.

The computer fee of \$75 per semester is to support general student computer services.

The student center and HESC fee of \$193 per semester is a building usage fee for the Knorr Memorial Student Center, the Grewcock Student Union, the Health Education and Sports Complex, and the Margot V. Biermann Athletic Center.

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

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

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

Out-of-State Students

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

Van Andel Graduate School of Statesmanship Students

Basic annual graduate expenses at Hillsdale are as follows:	FULL YEAR
Tuition (full-time)	\$22,290
General Fees	210
Computer Fee	150
Student Center and HESC Fee	200
TOTAL	22,850

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

The computer fee of \$75 per semester is to support general student computing services.

The student center fee and HESC fee of \$100 per semester is a building usage fee for the Knorr Memorial Student Center, the Grewcock Student Union, the Health Education and Sport Complex, and the Margot V. Biermann Athletic Center.

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.

Deposits

New Students

After acceptance is granted by the Admissions Committee, a non-refundable deposit of \$300 is required as assurance that the student intends to enroll. 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 five months each semester.

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

Special Fees

Application fee (payable once and not refunded)	\$35
Late semester registration fee	50
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
Payment plan late fee	50

Academic Course Fees

Art: 120, 321, 322, and 420, \$25; 206, 311, 313, 414, \$40.00; and 353, 355, 361, 362, and 393, \$50
 Biology: \$35 for each course requiring laboratory work; 101, \$20; 368, \$100, enrollment in Marine Biology requires a non-refundable deposit of \$250.
 Chemistry: \$20 for each course requiring laboratory work
 History: 104 and 105, \$30 for each (covers required primary source reader)
 Physics: 101, 102, 201, 202, 310, 311, 472, \$20; 410, \$25
 Science: 101, \$20
 Sport Studies: 112, \$65; 118, \$50; 124, 125, \$30; 150 and 151, \$146, and Scuba requires a swimsuit, mask, fins, snorkel boots, and mouthpiece; 155, \$35; 190, \$19; Western and English Riding, \$240; Introduction to Firearms, \$30; Basic Rifle, \$70; Basic Pistol, \$90; Basic Shotgun, \$90; Intermediate Shotgun, \$90; Wilderness Survival, \$30; additional fees may be charged for Tae Kwon Do.
The academic course fees are refundable only during the first two weeks of classes.

Music Fees

Hillsdale College students not majoring or minoring in music who wish to take private music lessons will be charged a non-refundable fee of \$85 per semester credit hour. Students are not considered majors or minors until they are enrolled in Music Theory (MUS 221-321). Also see page 22 (Academic Information and Regulations).

Auditing Fees

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

Mary Proctor Randall Preschool Tuition for Children

One semester, half-day session, morning or afternoon \$560
Note: No refund will be considered for an absence of less than six weeks. Refunds, when granted, will be prorated.

Dining Hall Policy

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

Recognized exceptions to this policy:

1. Students registered for six or fewer hours.
2. Members of a fraternity or sorority on an approved board plan through their organization.
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 #3 through #9 must be applied for by completing an "Application for Board Excuse." 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.

If a student withdraws from school or drops courses affecting his bill during the semester, refunds of a proportion of the total sum of tuition, general fee and student center fee are made according to the following table of percentages:

Registration Week	100 percent
Week 2	80 percent
Week 3	75 percent
Week 4	60 percent
Week 5	40 percent
Week 6	20 percent
Week 7	None

Board will be prorated based upon return of the student's identification card. **Room is nonrefundable after the semester begins.**

Written requests for exception to the refund policy may be made to the controller. 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 predicated on full-time enrollment. Any student dropping below, or any student registering for less than full time, will experience a proportionate aid reduction. For purposes of such reduction in the case of dropping to less than full time, the date used will be the stamped date that the student returns the signed drop card to the Registrar's office.

FINANCIAL AID

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

Financial aid from Hillsdale College is available in many forms. These are most easily understood when discussed in terms of need-based assistance and assistance without regard to financial need. Awards based on financial need are made on a first-come, first-served basis. Scholarships awarded without regard to financial need are determined by the scholarship committee. All students receiving need-based financial aid from Hillsdale College are required to meet published standards of progress and to exhibit good citizenship and sound moral character. Scholarships require a minimum 3.0 accumulative grade-point average. Students placed on academic or scholarship probation may continue to receive institutional financial assistance until the end of the probationary semester. At the conclusion of the probationary term, students on academic probation must have attained the required minimum grade-point average set forth for maintaining satisfactory academic standing. Students on scholarship probation must attain the minimum 3.00 accumulative grade-point average and/or other requirements set forth in the scholarship agreement. Students placed on social probation may be allowed to continue receiving institutional financial aid at the discretion of the financial aid director.

Financial aid from Hillsdale College is awarded without regard to race, color, religion, gender, or national or ethnic origin. Financial aid, including scholarships, is granted for four years (eight semesters) as long as criteria continue to be met. **Hillsdale College scholarships and grants may not be used to pay for off-campus room or board; however, loans may be used to cover these expenses.** Additionally, institutional scholarships and grants may not be used to cover the cost of a private or "single" room, fraternity/sorority fees, course fees, or any other discretionary expense

not included in the student budget and not assessed to all students. Scholarships and grants may only be used toward books when specified for such. Financial aid is awarded based on full-time enrollment. Financial aid awarded to students who then register as part-time and/or drop below full-time will be prorated on a percentage basis. Aid awarded to students attending less than half-time (six hours) may be cancelled.

Citizenship

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

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

Need-Based Financial Aid

How need is determined: To be considered for need-based assistance, a student must first complete an accepted needs analysis. For incoming and first-time applicants, the student should complete a Hillsdale College Confidential Family Financial Statement. For renewal consideration, students must 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, loans, and campus employment, 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.

Campus Jobs are varied and often require a commitment of approximately eight to ten hours per week.

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.



Designated Scholarships

Several designated scholarships are awarded to students who meet established criteria as determined by the Scholarship Committee. All students receiving a scholarship from Hillsdale College must maintain standards of good citizenship and moral conduct and must sign a scholarship contract entitled "Acceptance Agreement for Grants/Scholarships." Failure to do so may result in the loss of funding. Designated scholarships include:

Women Commissioners Scholarships

The Board of Women Commissioners provides 21 scholarships annually to selected upperclassmen:

BAILLE-CHASE SCHOLARSHIP is a combination of the Melville W. Chase funds (established in 1944) and the Matti King Baille funds (established in 1946). Preference is given to students in the Music Department but is not limited to music majors or minors.

ETHEL HILL BERKLUND SCHOLARSHIP is awarded to deserving students who meet the Hillsdale College general scholarship criteria.

ANA CLOSSON GREEN SCHOLARSHIP was established in 1944 in memory of a Woman Commissioner and is awarded to deserving students with a "B" average.

BETTY TAYLOR HAYHOW SCHOLARSHIP, established in 1972, is awarded to upper-class students interested in journalism, photography or physical education.

HELEN M. HENNESSY SCHOLARSHIP was established in 1983 by Mr. Hennessy in memory of his wife. This scholarship is awarded to students meeting the Hillsdale College scholarship criteria.

THE WELDON AND VIRGINIA JUDD SCHOLARSHIP assists students who meet the Hillsdale College general scholarship criteria.

GLADYS JOHNSON KIESS (CLASS OF '25) SCHOLARSHIP, established in 1987, is awarded to students demonstrating academic proficiency, leadership qualities and an all-around contribution to campus life.

MARGARET SNYDER KLINE SCHOLARSHIP was established in 1998 by her husband, James, and is awarded to needy and deserving students attending Hillsdale College with a preference given to students majoring in music.

DOROTHY HALL KNEEN SCHOLARSHIP was established in August 1981 by the last will and testament of her husband. This scholarship is awarded to needy and deserving students.

ELIAS P. LYON SCHOLARSHIP is one of three scholarships established by the Lyon-Lewis family in 1957 and is awarded to students with a "B" average.

GENEVIEVE LYON LEWIS SCHOLARSHIP is one of three scholarships established in 1957 by the Lyon-Lewis family. This scholarship is awarded to students with a "B" average.

WAVE MCCALL SCHOLARSHIP was established in 1979 by Mrs. McCall and is awarded to worthy Hillsdale County residents meeting the Hillsdale College scholarship criteria.

FRANCES BALL MAUCK SCHOLARSHIP was the first scholarship established in memory of a Woman Commissioner. Initiated in 1943, this scholarship is awarded to students with outstanding academic records.

VIVIAN LYON MOORE SCHOLARSHIP is awarded to upperclassmen with satisfactory academic progress and an all-around contribution to campus life.

ELIZABETH SCHERMERHORN SCHOLARSHIP was established by a will in 1967 and is awarded to students demonstrating satisfactory academic progress and an all-around contribution to campus life.

LEROY SMITH FAMILY SCHOLARSHIP was established in 1984 by Mrs. Winifred Rosecrance and Mrs. Emma Ollis in memory of their parents, LeRoy and Bessie Smith.

BESS KILLAM SNIDER SCHOLARSHIP is awarded to students with high academic standards (preferably members of the Lamplighters).

THE R. JOY STEWART AND DONALD B. STEWART SCHOLARSHIP, established in 2004 by a grateful Board of Women Commissioners in memory of Hillsdale's beloved art professor and her brother, is awarded to deserving students meeting general scholarship criteria.

EMMA KOON STOCK SCHOLARSHIP was established in 1944 as a living tribute to a Woman Commissioner and is awarded to students with special interest in music.

JOHN DEWEY STONER SR. SCHOLARSHIP, established in 1989, is awarded to needy students meeting the prescribed Hillsdale College scholarship criteria.

THE WOMEN COMMISSIONERS MEMORIAL SCHOLARSHIP is awarded to deserving students meeting the prescribed general scholarship criteria.

Scholarships provided by the ALS Scholarship, Baer Scholarship, Bainbridge-Cobb Scholarship, Loren Berry Foundation, Brett Scholarship, John and Sharon Broadley Endowed Scholarship, The Church of Eternal Life and Liberty Scholarship, George W. Cowan Scholarship, Evans Science Scholarship, Clio Falconbury Scholarship, William W. Gaffney Endowed Scholarship, Agnus L. Gilbert Scholarship, Burt F. Green Scholarship, Holbert L. Harris Foundation Scholarship, Gayle M. Jensen Science Scholarship, Ronald L. and Marvel C. Jones Endowed Scholarship, Robert E. Kibbey Endowed Scholarship, Juanita Kruse Memorial Scholarship, Martin C. Kuntz, Jr. Memorial Scholarship Fund, Florence Smith Leutheuser Endowed Scholarship, Paul Leutheuser Memorial Scholarship, Lewis Scholarship, Mary Stone Malpass Scholarship, Omer and Emily Marsden Memorial Scholarship, Jack and Adele Mason Endowed Scholarship, John and Uriel McGuire Scholarship, Joseph "Joe" S. McNamara Memorial Scholarship, Dorothy Borton Merrill Scholarship, Bruce and Marion Miller Scholarship, Edward W. Miltenberg Endowed Scholarship, Charles Morse Endowed Scholarship, Welles V. Moot Endowed Scholarship, Raymond M. and Jane Preston Scholarship, Charles Rogers Scholarship, Roy Ross Scholarship, the Joseph Rubbo Memorial Scholarship, Leonard Schoenherr Foundation Scholarship, Lillian Gregg Scott Scholarship, Robin Snell Restricted Scholarship, Stegelmann Economics Scholarship, William and Hazel Van Allen Scholarship, Frances Cook Vanaken and Elsie Vanaken McCleary Scholarship Endowment Fund, George B. and Shirley L. Viele Endowed Scholarship, Lindsey F. (Fred) and Yvonne Welles Endowed Scholarship, John Wesley Memorial Scholarship, James N. and Gwendolyn L. Womack Endowed Memorial Scholarship, and the Annette Yourich Scholarship Fund are presented to students who meet the general criteria regarding academic standards and financial need established by the Committee on Financial Aid.

The **CHARLES AND MARY ABERCROMBIE ENDOWED SCHOLARSHIP** is awarded to students from Texas and/or Oklahoma.

The **ACCOUNTING CLUB ENDOWED SCHOLARSHIP** is restricted to students majoring in accounting and maintaining a 3.000 or better accumulative grade-point average.

E. ROSS ADAIR SCHOLARSHIP is restricted to Ethiopian students.

The **ADMIRAL'S LIFE AND EAGLE SCOUT ENDOWED SCHOLARSHIP FUND** recognizes students who, as members of the Boy Scouts of America, attained the rank of Life Scout or Eagle Scout.

The **ELI G. ALCORN III ENDOWED SCHOLARSHIP** awards up to half the cost of tuition to students who demonstrate financial need, maintain a 3.000 grade-point average and participate in extracurricular activities.

C. REX ALLISON SCHOLARSHIP is awarded to a student maintaining a minimum 3.900 grade-point average, demonstrating leadership ability and expressing a commitment to traditional principles, the Judeo-Christian heritage and the American free-enterprise system.

The **ALUMNI LEGACY SCHOLARSHIP** is an annual \$1,000 tuition discount to any full-time student who is the child or grandchild of a Hillsdale College graduate. Children or grandchildren of alumni who are employed by Hillsdale College are not eligible.

AMERICANISM EDUCATIONAL LEADERS SCHOLARSHIP is awarded to a history or politics major who has demonstrated an appreciation of the American experience and the respon-

sibilities of a good citizen by participating in campus clubs, the Washington-Hillsdale Internship Program, the George Washington Fellowship Program, and/or outside internships.

AMWAY CORPORATION FREE ENTERPRISE SCHOLARSHIP PROGRAM, given through the Michigan Colleges Foundation (MCF), assists a business major with excellent academic standing and financial need.

The **ANDERSEN FOUNDATION FUND** is used as replacement funding for Hillsdale Independence Grant awards.

JOHN ANDREWS ENDOWED SCHOLARSHIP FOR MILITARY STUDENTS gives first preference to students who are honorably discharged veterans of the U.S. military with at least two years of active duty or to students who are currently in an armed forces officer training program.

The **ANSBAUGH SCHOLARSHIPS** are restricted to Arizona residents.

The **ROBERTA SIMPSON ANSBAUGH ENDOWED MEMORIAL SCHOLARSHIP** is restricted to graduates of Litchfield High School (Michigan) meeting admissions criteria of Hillsdale College. Recipient must maintain a 3.000 grade-point average and demonstrate financial need.

The **RAYMOND Q. AND E. R. ARMINGTON SCHOLARSHIP** is awarded on the basis of academic performance and overall character. Financial need is considered but not a determining factor.

The **PAUL AND GEORGIA ARNN MEMORIAL SCHOLARSHIP** gives first consideration to an Arkansas resident exhibiting leadership and academic excellence.

AUCH SCHOLARSHIP IN BUSINESS is awarded to a business major. Recipient must be of good moral character and good academic standing and be in a family with multiple siblings attending college at the same time.

The **JOHN F. AND JO L. BABBITT ENDOWED SCHOLARSHIP** is awarded based upon academic achievement and demonstrated need.

The **WILLIAM C. AND KELLY S. BAHLBURG SCHOLARSHIP** gives preference to students from Oregon, Washington or Texas.

BAIRD ENDOWED SCHOLARSHIP is awarded to students pursuing a degree in economics, business, or politics. Preference is given to students who have completed military service.

ROBERT BAIRD MEMORIAL ENDOWED SCHOLARSHIP is awarded to economics or business majors maintaining a 3.000 or better accumulative grade-point average and demonstrating financial need.

The **JEFFREY WILLIAM BALDWIN MEMORIAL SCHOLARSHIP** was established in memory of Jeff Baldwin of the class of 1972 by his friends, family and classmates to be awarded annually to an English major.

The **JAB INITIATIVE SCHOLARSHIP FUND** makes an award to a deserving junior or senior based upon achievement at Hillsdale. The recipient should have an above-average work ethic, good leadership potential and a grade-point average of 3.000 or higher.

The **BERTRAM A. BARBER SCHOLARSHIP** is awarded to a biology major.

The **CHARLES M. BAUERVIC SCHOLARSHIP** is presented to a student majoring in business.

HARRY W. BAUROTH ENDOWED MEMORIAL SCHOLARSHIP IN ENTREPRENEURSHIP was established by Octavia Bauroth in memory of her husband and aids a student interested in becoming an entrepreneur.

The **BEAUFORT COUNTY REPUBLICAN SCHOLARSHIP** is awarded to a student from Beaufort County, South Carolina, in good academic standing.

The **MARGIE F. BECK ENDOWED SCHOLARSHIP** is awarded to a junior or senior accounting or business major who demonstrates strong moral character, leadership potential and involvement in campus activities. Financial need and academic achievement are also considerations. First consideration is given to students from Northwest Ohio.

The **BEEBE-KNIGHT SCHOLARSHIP** aids students in the field of business administration.

The **GEORGE BENDA ENDOWED ACCOUNTING SCHOLARSHIP** benefits junior or senior students with a declared major in accounting.

ALVIN BENTLEY SCHOLARSHIP is reserved for Michigan residents with a 3.000 or better grade-point average and a wide range of interests.

The **SALLY A. BEOTHY ENDOWED SCHOLARSHIP FOR READING SPECIALIST TRAINING** is available to sophomore, junior, and senior students, with preference given to those interested in becoming a reading specialist like Sally Beothy. If no such candidates are available, the scholarship is available to other Hillsdale College students.

BICKNELL FUND is used as replacement funding for Hillsdale Independence Grant awards.

CORNELIUS P. BLAY AND MILDRED R. BLAY ENDOWED SCHOLARSHIP is based upon academic merit, character and leadership.

The **BILL AND NANCY BLOUNT OREGON SCHOLARSHIP** is designated for students who demonstrate good academic standing and financial need. Recipients must have attended all four years of high school—public, private, or homeschooled—while residents of the state of Oregon. Recipients are also expected to participate in voluntarism and/or to work on-campus.

The **JUDITH CRICHLEY BLUE AND J. CHARLIE BLUE EDUCATION SCHOLARSHIP** awards up to half the cost of tuition to elementary education majors with preference given to applicants seeking an early childhood education endorsement. Recipients must demonstrate financial need, maintain a 2.800 grade-point average in their majors, and correspond with the donor annually.

THEDA BOAG MEMORIAL SCHOLARSHIP is awarded to promising science and mathematics majors.

The **BOLD GOLD MEDIA GROUP SCHOLARSHIP** is awarded to Pennsylvania residents with a declared major in politics, history, economics, business administration, marketing/management, political economy, American studies, philosophy, classics, music, or speech. Recipients will assist with the College's on-campus radio station (WRFH) and participate in internships.

The **SUZANNE AND NELSON P. BOLTON ENDOWED SCHOLARSHIP** provides two full-tuition scholarships. Recipients must work on campus to contribute to their educational expenses.

The **PAUL W. BORCHERDING INITIATIVE FOR LEADERSHIP SCHOLARSHIP** provides scholarships to students in good academic standing with outstanding records of citizenship, sound moral character and proven leadership ability. One hour per week of volunteer service is required of recipients.

The **JOHN MILLARD BOTTS SCHOLARSHIP** is awarded to biology majors.

JOHN K. BOYLE SCHOLARSHIP is awarded to a deserving student showing academic promise.

The **HEATHER KATHLEEN BRENEMAN MEMORIAL SCHOLARSHIP** assists qualified students majoring in biology and psychology.

THE CHARLES L. BRETSCHNEIDER ENDOWED SCHOLARSHIP FUND provides scholarships for deserving students majoring in the natural sciences.

HILDA E. BRETZLAFF SCHOLARSHIP is awarded to students who demonstrate financial need and have at least a 2.0 grade-point average.

THE ELIZABETH ANNA BREUER SCHOLARSHIP, established by Dr. Annelies Dziadzka in memory of her aunt, assists students who have declared a major in English, religion, philosophy, American studies, classics, classical or modern languages, history or politics. Additionally, students must be enrolled in the Herbert H. Dow II Program in American Journalism; maintain a 3.000 grade-point average, and demonstrate financial need. First priority will be given to students coming from single-parent families.

CONNIE BRICKER SCHOLARSHIP is awarded to a student-athlete maintaining a 3.0 or better grade-point average, with preference given to an individual from Hillsdale County.

The **BRINE FAMILY ENDOWED SCHOLARSHIP** gives first preference to students from the state of Washington.

BRINGARD FAMILY ENDOWED SCHOLARSHIP IN STATESMANSHIP is awarded to students with a declared major in American history with a focus on the study of the U.S. Constitution. When the Center for Citizenship and Constitutional Studies is established, recipients must participate in classes offered through the Center. Recipients must be practicing Christians and participate in the on-campus Hillsdale Christian Fellowship and other religious clubs or organizations.

The **RICHARD AND JOYCE BROWN SCHOLARSHIP** gives preference to a female graduate of Cherry Creek High School in Denver, Colorado.

The **RICHARD KING BROWN SCHOLARSHIP** gives preference to a student from Colorado, with first preference given to students from Valor Christian High School (Denver); second and third preferences given to students from Denver Academy (Denver) and Colorado Springs Christian School (Colorado Springs), respectively. If no suitable candidates are available from those schools, the most qualified student from Colorado shall be awarded the scholarship.

The **NATALIE WARREN BRYANT SCHOLARSHIP** is awarded annually to deserving students with a deep and abiding commitment to the American free-enterprise system and the conservative principles upon which this nation is based.

The **WILLIAM F. BUCKLEY JR. AND PATRICIA TAYLOR BUCKLEY SCHOLARSHIP** was established in memory of, and in tribute to, William F. Buckley, Jr. and Patricia Taylor Buckley. Recipients must have an expressed interest in faith, free government, journalism, and family. Students interested in botany, gardening, and the Slayton Arboretum may also be considered.

ALBERT M. AND LAURA VERNIER BUHRER MEMORIAL SCHOLARSHIP is awarded to deserving students who have demonstrated financial need and academic excellence.

The **ROBERT H. BULLINGTON SR. M.D., ENDOWED SCHOLARSHIP FUND** assists students of good character and demonstrated financial need. Preference is given to students from Arkansas and Arizona.

The **WILLIAM T. BURGESS COMMUNICATIONS SCHOLARSHIP** was established to assist high-achieving students in English, exhibiting good character and demonstrated financial need, and intending to pursue vocations in communication arts. Preference will be given to students from Wisconsin, then to upper Midwestern states.

The **JACK AND GWEN BURNS ENDOWED SCHOLARSHIP IN BUSINESS** was established by Gwen in loving memory of her husband. This half-tuition scholarship is awarded to a student majoring in business who best understands and embraces the principles of free enterprise as articulated by Adam Smith.

The **MAY E. BURSE SCHOLARSHIP** aids students who would otherwise be unable to fund a Hillsdale College education.

BUSBY EDUCATIONAL MEMORIAL FUND SCHOLARSHIPS are awarded to deserving students based on financial need, 3.000 grade-point average and overall contribution to campus life.

The **FRED AND KAREN BUTLER SCHOLARSHIP** is awarded to students with the potential to enhance Hillsdale's reputation by their performance in real life. Preference may be given to students majoring in politics, history, and economics who are involved in WHIP and the Center for Constitutional Studies and Citizenship.

LEE E. BUTTERFIELD SCHOLARSHIP is awarded to needy foreign-language students.

The **C & N FOUNDATION ENDOWED MERIT SCHOLARSHIP** gives first preference to students from Wyoming and second preference to students from other western states.

The **DANIEL W. CAIN MEMORIAL ENDOWED SCHOLARSHIP FUND** assists sophomores, juniors and seniors majoring in history, economics or business who work at least ten hours per week to help pay for their education and who are involved in volunteer programs for local community organizations. Recipients must maintain a 3.000 grade-point average.

The **MICHAEL A. AND PAMELA D. CARNOCK CHRISTIAN LEADERSHIP SCHOLARSHIP** assists a student with demonstrated leadership in his/her church and community and a willingness to demonstrate such leadership on the Hillsdale campus based upon "trust in God and faith in Jesus Christ as Savior and Lord."

The **AMON G. CARTER FOUNDATION SCHOLARSHIP** will award four annual three-quarter tuition scholarships to students for each of their four years of study at Hillsdale College.

The **DINO AND CORINNE CASALI ENDOWED SCHOLARSHIP** is awarded to students entering Hillsdale with a high school grade-point average of 3.6 or above. First preference goes to students from any school or those who have been homeschooled in the states of Connecticut and New Hampshire.

JOHN A. CATENHUSEN MERIT-BASED SCHOLARSHIP IN BIOLOGY has been made possible through a leadership gift provided by Mrs. John A. Catenhusen, two members of the immediate family, friends and former Hillsdale College students in recognition of the late Professor Emeritus of Biology John A. Catenhusen's outstanding teaching and advising.

The **SALVATORE AND BEVERLY CAVALLARO ENDOWED LEGACY SCHOLARSHIP** gives first preference to children born in the United States of at least one immigrant parent. If there is no suitable candidate, the scholarship will be awarded to a senior with demonstrated financial need.

CHAPPELL ENDOWED SCHOLARSHIPS assist demonstrably gifted and talented students without regard to financial need. Recipients must score in the top 15 percent nationally on standardized tests, graduate in the top ten percent of their high school classes and present letters of recommendation from high school officials to support a superior interview with the selection committee.

The **DAVID P. CHARLESWORTH MEMORIAL SCHOLARSHIP** is awarded to students with financial need who agree to work to help pay for their expenses. Recipients must participate in the annual David P. Charlesworth Memorial Scholarship Fund Charity Golf Outing.

RABBI G. ROBERT CHENOWETH MERIT SCHOLARSHIP is awarded to a student majoring in the humanities with a focus on communication. Preference is given to a student pursuing interdisciplinary studies in arts and literature.

EUGENE CHMIEL ENDOWED SCHOLARSHIP is awarded primarily on the basis of merit ("B+" or better), with financial need as a secondary consideration.

The **LOU CHURCH ENDOWED FREEDOM SCHOLARSHIP** assists deserving students with a deep and abiding commitment to the American free enterprise system and the conservative principles upon which this nation is based. Recipients may major in economics, history, politics, political economy, accounting, finance or marketing. Money from this scholarship may also be used to assist participants in the summer Freedom 101 program.

CHURCH OF ETERNAL LIFE AND LIBERTY SCHOLARSHIP recipients are selected on the basis of need and character.

The **WINSTON CHURCHILL ENDOWED SCHOLARSHIP** is awarded to outstanding students with an interest in the study of statesmanship. Scholarship recipients must complete coursework in the study of statesmanship and Winston Churchill, and must contribute to the Churchill Project through research and writing.

The **LYNWOOD AND JOAN CLARK MILITARY SERVICE SCHOLARSHIP** is awarded to any veteran or service member of the United States military.

The **CLEMENS FOUNDATION LEADERSHIP SCHOLARSHIP** is awarded to a student from the state of Oregon, with preference given to those with high academic merit and having attended Philomath, Eddyville, Crane, or Alsea High Schools. The recipient is expected to remain in good academic standing and is required to work and/or volunteer at least six hours per week during every regular semester.

The **DAISY J. CLOUD AND VELMA LEE JONES ENDOWED SCHOLARSHIP** gives first priority to single mothers, children of single mothers and/or descendants of Daisy J. Cloud or Velma Lee Jones. Recipients must maintain a minimum 3.000 grade-point average and demonstrate financial need.

COBB FOUNDATION SCHOLARSHIP is restricted to students with a keen awareness of the conservative philosophy and the free-enterprise system.

The **COBB SHOTGUN TEAM SCHOLARSHIP** assists students who are members of the Hillsdale College Intercollegiate Shotgun Team. First preference will be given to students who have completed the 4-H Shooting Sports Program in high school.

The **THOMAS H. COBB ENDOWED SCHOLARSHIP IN OBJECTIVE AMERICAN JOURNALISM** provides assistance to students enrolled in the Herbert H. Dow II Program in American Journalism.

REV. AND MRS. W.P. CONSTABLE MEMORIAL SCHOLARSHIP is awarded to a student who demonstrates leadership and character. Student must maintain a 3.000 grade-point average.

The **ROMAYNE REED COOK STUDENT BOOK ENDOWMENT FUND** provides an annual stipend for the purchase of books to a student with demonstrated financial need.

The **JEFFREY H. AND LIS L. COORS CHRISTIAN LEADERSHIP SCHOLARSHIP** is awarded to junior and senior students who have “demonstrated leadership in their church, community and on campus based upon their trust in God, faith in Jesus Christ as Lord and Savior of their lives and faithfulness to His calling on their lives.”

FRANK CRANE MEMORIAL SCHOLARSHIP is awarded to eligible students participating in WHIP or studying abroad at Keble College.

The **WILLIAM A. AND MARILYN J. CREAGER ENDOWED SCHOLARSHIP FOR STUDENTS OF THE COMMONWEALTH OF VIRGINIA AT HILLSDALE COLLEGE** gives assistance to students who are residents of the Commonwealth of Virginia based upon financial need.

The **H. RALPH AND LESLIE R. CRIPPS FAMILY SCHOLARSHIP FUND** is given to first-year students in the Graduate School of Statesmanship.

The **FRANK, CAROLINE, ELOISE AND MARILYN CUNARD ENDOWED SCHOLARSHIP** is awarded based on academic promise and merit. High standards of character, morality and citizenship are considerations, as well as a minimum 2.500 grade-point average. Recipients are encouraged to work and participate in community service.

JOHN D’GINTO SCHOLARSHIP is awarded to a student who is academically talented and demonstrates great financial need.

The **WILLIAM D. AND NENA DAHLING ENDOWED SCIENCE SCHOLARSHIP** is awarded to students majoring in biology, chemistry, physics or mathematics who are United States citizens and who agree to attend a United States institution if they choose to pursue a master’s or doctoral degree in their declared major.

The **VINCENT E. DAILEY MATHEMATICS SCHOLARSHIP** is reserved for juniors to be used for senior-year expenses. The recipient must be majoring in mathematics and meet the minimum “B” grade-point requirement. The student must be planning to pursue mathematics as a career goal.

The **CHARLES B. DAVID SHOOTING SPORTS SCHOLARSHIP ENDOWMENT** provides a half-tuition scholarship to a member of the Hillsdale College Shooting Sports Team.

BERNARD L. DAVIS SCHOLARSHIP, established in 1984, is awarded to Hillsdale High School graduates who meet the 3.000 grade-point requirement. Financial need and character are also primary considerations.

JOHN R. DAVIS MARKETING SCHOLARSHIP provides scholarship aid to students who are seeking an education in business with preference for those interested in marketing.

The **DEBOWER FOUNDATION GRANT** is awarded to students with high financial need and good grade-point averages who are majoring in mathematics or the sciences. Awards are restricted to students from Western Michigan counties.

CHARLES G. DECKMAN III MATH SCHOLARSHIP is awarded to a math major.

DEITRICH FAMILY FOUNDATION—RONALD REAGAN COMMEMORATIVE SCHOLARSHIP is awarded to upperclassmen majoring in any discipline.

A.A. DELAPP FAMILY HERITAGE SCHOLARSHIP is designated to fund the offspring of Hillsdale College graduates. Awards go to well-rounded individuals with academic merit who are active in extracurricular activities and who demonstrate financial need. Scholarships are not to exceed one-half tuition.

The **EARL W. AND GLADYS L. DELONG GOLF TEAM ENDOWED SCHOLARSHIP** aids students who are members of the golf team.

The **CARLOS DELONGHI SCHOLARSHIP** is awarded to students with demonstrated financial need and a minimum 3.0 cumulative grade-point average. Recipients must also have a declared major in the natural sciences or pre-professional programs of medicine and osteopathy. Documentation of United States citizenship is also required.

The **JOHN J. DELP ENDOWED HERITAGE SCHOLARSHIP** gives preference to students from northwestern Ohio and who are affiliated with closely held or family businesses. If no suitable candidates from this area are available, candidates from the Midwest and the balance of the country will be considered.

DELTA SIGMA PHI/WATKINS MEMORIAL SCHOLARSHIP is restricted to Delta Sigma Phi members selected by the DSP Scholarship Committee.

DELTA TAU DELTA MEMORIAL SCHOLARSHIP is restricted to Delta Tau Delta members selected by the DTD Scholarship Committee.

THE DENES FAMILY SCHOLARSHIP is awarded to two rising seniors excelling in the fields of politics and journalism.

ELSIE MAY DIMMERS MEMORIAL SCHOLARSHIP Preference is given to qualified descendants of Elsie May Dimmers.

DIMMERS-SCHERMERHORN ENDOWED SCHOLARSHIP is awarded to qualified history and English majors with preference given to Hillsdale County residents.

The **LUEBERT AND MARGARET DOCTER ENDOWED SCIENCE SCHOLARSHIP** gives first preference to students with financial need who are majoring in the natural sciences.

The **IONE DOUGLAS ENDOWED SCHOLARSHIP** is awarded to students with high academics, good character and proven leadership.

HELEN DRYDEN SCHOLARSHIP is awarded to Pi Beta Phi members in good standing demonstrating financial need.

DUFRESNE SCHOLARSHIP gives preference to students from Montana demonstrating academic ability, good moral character, Christian activities and financial need.

The **JENNIFER DUKE MEMORIAL REMITTED SCHOLARSHIP** is given to freshman women intent on majoring in economics, history, and/or politics.

The **DENNIS AND KAREN DUNN ARCHERY SCHOLARSHIP** is awarded to students who have participated in a competitive archery program in high school or through a standing, organized club, and must participate in varsity or club competitions while enrolled at Hillsdale College. The scholarship is renewable from year to year as long as the recipient remains in good academic standing and continues in the College's competitive archery programs.

The **LUCY AGNES DZIADZKA SCHOLARSHIP** was established by Dr. Annelies Dziadzka in memory of her mother. Recipients must have declared a major in English, religion, philosophy, American studies, classics, classical or modern language, history or politics. Additionally, students must be enrolled in the Herbert H. Dow II Program in American Journalism, maintain a 3.000 grade-point average, and demonstrate financial need. First priority will be given to students coming from single-parent families.

The **DR. DAVID A. ENGSTRAND SCIENCE SCHOLARSHIP** assists bachelor of science degree candidates who are U.S. citizens born in the 48 contiguous states. Recipients must take History 470, "The Two World Wars," and have resided in Arizona, Colorado, Florida, Idaho, Iowa, Kansas, Minnesota, Missouri, Montana, Nebraska, New Mexico, Nevada, North Dakota, South Dakota, Ohio, Oklahoma, Oregon, Utah, Washington, Wisconsin or Wyoming, or any combination thereof, for most of their lives prior to admission.

The **JOSEPH F. DWORSKI ENDOWED FINE ARTS SCHOLARSHIP BY DOROTHY D. PRICE** is awarded to students majoring in one of the fine arts. The award is based on academic performance and financial need. Students must correspond with the donor once each semester.

The **HILLSDALE COLLEGE EAGLE SCOUT ENDOWED SCHOLARSHIP** is awarded to Eagle Scouts who have a 3.000 grade-point average. Recipients must volunteer with local Boy Scout units while at Hillsdale.

The **ROLAND L. EBERSOLE SCHOLARSHIP** is available to qualified students who meet the 3.000 academic standard and who are also affiliated with an organization such as, but not restricted to, the NRA or other such shooting advocacy clubs and/or organizations for two years prior to receiving this scholarship.

The **EDWARDS' ENDOWED SCHOLARSHIP FUND** assists undergraduate students who are pursuing majors in Christian studies or religion and students in the Graduate School of Statesmanship.

EDWARDS SCHOLARSHIP gives first consideration to students from the Jerome, Michigan, area to assist deserving women enrolled in any academic major.

The **ELLWOOD FOUNDATION SCHOLARSHIP** was established in 1988 to assist qualified, talented, pre-med students who plan to pursue a medical career.

ENDOWMENT FOR COMMUNITY LEADERSHIP PROGRAM SERVICES SCHOLARSHIP was established for qualified students with first consideration given to children of clergy and/or missionaries. Students need not be majoring in religion, but they must have strong Christian convictions and abiding faith in the Lord our God.

ALICE ENGRAM VOCAL SCHOLARSHIP is awarded to a full-time student taking private vocal lessons, holding membership in the Hillsdale College Choir, maintaining a 3.000 grade-point average and demonstrating financial need. Selection is made by the Scholarship Committee and the Music Department.

EVANS SCIENCE SCHOLARSHIP is reserved for biology majors with an interest in medicine.

The **FACEY SCHOLARSHIP** gives first consideration to business and accounting students on the basis of academics and character.

THE WILLIAM "RED" AND CHARLOTTE FARQUHARSON ENDOWED SCHOLARSHIP assists student-athletes, with preference given to varsity baseball players.

The **GEORGE B. AND RUTH E. FERGUSON ENDOWED SCHOLARSHIP** is awarded to students from Michigan or Washington who have demonstrated financial need, participate in on- and off-campus volunteer activities, and meet the general Hillsdale College scholarship criteria.

PROFESSOR BERT C. FINK SCHOLARSHIP FUND IN THE ARTS AND HUMANITIES is awarded to students majoring in the arts and humanities area. Recipient must maintain a "B" average.

The **J. LYNN FISHER MEMORIAL SCHOLARSHIP** gives preference to pianists.

The **RICHARD E. FOX CHARITABLE FOUNDATION SCHOLARSHIP** is awarded to students studying Austrian economics. A minimum 2.80 grade-point average is required.

FREEDOM AS VOCATION SCHOLARSHIP assists students with exceptional leadership qualities. Scholarships will be available to current and incoming students. Current students must maintain a 3.000 grade-point average. Candidates must commit to a series of courses in business, history, politics, economics and public speaking. Outstanding leadership, character, citizenship and working knowledge of the free market system are also prime considerations.

The **NANCY FREEMAN ENDOWED SCHOLARSHIP FUND** gives first consideration to students who are working part time or on a volunteer basis in the area of substance abuse counseling and/or the prevention of drunk driving.

The **G.W. "DUTCH" FREISE AND BARBARA ANN FREISE ENDOWED SCHOLARSHIP** gives first preference to juniors and seniors from rural communities in Illinois who intend to go into business or be an entrepreneur. Awards are for one year only and are not renewable.

DR. MICHELE D. FRIEDMAN SCHOLARSHIP is an annually remitted scholarship for students who were homeschooled or attended a private school. First preference is given to students from Sandy Springs, Georgia; second preference is given to students from Georgia, and third preference is given to students from other states.

The **BARBARA FRIEND AWARD FOR ACADEMIC EXCELLENCE** supports a female upperclassman with a declared major in mathematics, biology, chemistry, or physics.

The **BARBARA, HAROLD AND MERRICK FRIEND MEMORIAL SCHOLARSHIP** gives preference to a freshman who is particularly gifted or serious about majoring in biology, chemistry, mathematics, or physics. If a freshman student cannot be found who meets the criteria, the scholarship may be awarded to an upperclassman.

The **FRANK A. FUSCO MEMORIAL ENDOWED SCHOLARSHIP IN JOURNALISM** is awarded to upper-class students who are enrolled in the Herbert H. Dow II Program in American Journalism.

GANZ ECONOMICS SCHOLARSHIP is awarded to outstanding economics majors who also have exhibited qualities of leadership and citizenship.

GAR FOUNDATION REPLACEMENT GRANT FUNDS are awarded to students who meet admissions criteria of Hillsdale College and have demonstrated financial need.

The **GAR FOUNDATION SCHOLARSHIP**, established in 1984, is awarded to students maintaining a 3.000 grade-point average. Leadership qualities and overall ability to benefit are taken into account, with first consideration given to students from Northeast Ohio.

ROSEMARY GEISLER PENNOCK AND MARY LEE LAWSON GEISLER AND WALTER LOUIS GEISLER ENDOWED SCHOLARSHIP assists students with a minimum grade-point average of 3.500 with a declared major in English or politics or students who intend to complete the Dow Program in American Journalism.

GENOVISE FAMILY SCHOLARSHIP gives first preference to students from Villa Park, Illinois. If no suitable candidates are found, the scholarship may be awarded to students from elsewhere within Illinois. The recipient must be a sophomore, junior or senior with a declared major in the humanities.

The **ARLAN K. GILBERT SCHOLARSHIP** is awarded to a student pursuing a history or politics major. Strong academic record, involvement "up the hill," and financial need are also considered.

The **KEVIN STANLEY GILCHRIST MEMORIAL ENDOWED SCHOLARSHIP** honors the memory of 2002 alumnus Kevin Stanley Gilchrist and was established by his family. Recipients must be members of the baseball team with a 2.75 or higher grade-point average who have demonstrated good character and a willingness to succeed.

The **RICHARD GILDER SCHOLARSHIP** aids history majors who have completed a minimum of 90 credit hours. Preference is given to students whose coursework indicates an emphasis on American history and whose career goals include pursuing a profession that focuses on American history. Recipients must have a minimum 3.400 grade-point average overall with a minimum 3.500 grade-point average in history courses, and must have completed History 104 and 105. Furthermore, they must be enrolled in at least three U.S. history courses, with two of them at the 300 level or above.

The **GOAL (GREAT OPPORTUNITIES FOR ASSISTANCE AND LEADERSHIP) SCHOLARSHIP** supports students in the GOAL Program. These students must involve themselves in one or more volunteer activities on campus or in the community for a minimum of 3.5 hours per week throughout the academic year and abide by all other expectations of the GOAL Program.

The **WERNER J. GOGEL AND MARGARET F. GOGEL ENDOWED SCHOLARSHIP** covers up to full tuition, books, fees, room and board and gives preference to men and women who have served in the United States Marine Corps Infantry Squads and their lineal descendants to the level of grandchildren.

ROBERT S. AND SUSANE E. GOODMAN AMERICAN PATRIOT ENDOWED SCHOLARSHIP provides awards to students majoring in history, politics, American studies, Christian studies, or the natural sciences. Recipients must belong to the National Rifle Association or another shooting advocacy club or organization and must be active members of the Hillsdale College Shooting Sports Club.

GORDON FOOD SERVICE SCHOLARSHIP, given through MCF, assists students with good academic standing and financial need.

The **GRAND MOUND, WASHINGTON/JAMESTOWN CLAN ENDOWED SCHOLARSHIP** gives preference to students from Grand Mound or Hoquiam, Washington. Recipients must participate in voluntary activities and work eight to ten hours per week to help pay for educational expenses.

RALPH I. GREEN SCHOLARSHIP assists students of the Jewish faith.

GREILACH MEMORIAL FUND is awarded to deserving students demonstrating merit and financial need with an all-around contribution to campus life.

The **GREWCOCK SCHOLARSHIP** is restricted to students matriculating from Nebraska Christian schools or Nebraska homeschoolers who meet the Hillsdale College general scholarship criteria.

The **RACHEL J. AND JUDSON R. GROSVENOR ENDOWED SCHOLARSHIP** makes awards to sophomores, juniors or seniors in good academic standing and of good character with demonstrated financial need. Recipients must work on or off campus to cover a part of their educational expenses.

The **HADLEY LOAN** is replacement funding for an Independence Loan.

The **HADLEY SCHOLARSHIP** is awarded to a Litchfield, Michigan-area resident.

The **ARTHUR AND GLADYS HALE SCHOLARSHIPS** recognize students in the fields of piano and debate. Recipients must be at least sophomores, and must exhibit good moral character and an ability to work effectively with peers and professors in their discipline.

The **ALBERT AND ADA HALL SCHOLARSHIP** is given to students demonstrating financial need.

The **CHARLES HALLOCK ENDOWED SCHOLARSHIP IN SCIENCE**, established in 2000, supports a life sciences student.

MINERVA A. HALVORSON ENDOWED SCHOLARSHIP gives first preference to qualified students from Ada County, Idaho, and second preference to students from the state of Idaho.

The **EDWYN H. HAMES MEMORIAL SCHOLARSHIP** is awarded to "string players" selected by the Music Department. An audition is required.

The **DOUGLAS GERALD HAMILTON FAMILY SHOOTING CENTER SCHOLARSHIP** is for students who are members of Hillsdale College's shooting team. First preference is for students from Colorado, and second preference is for students from the Mountain West. If there is no eligible student from either of these geographical areas, the scholarship can be awarded to any member of the shooting team. Recipients must maintain a 2.75 grade-point average.

The **ARTHUR AND CHARLOTTE HANCOCK REMITTED SCHOLARSHIP** gives first preference to students identified through The Sponsors scholarship program, and second preference to students from Tennessee who demonstrate financial need.

KRISTIAN HANSTAD NORWEGIAN SCHOLARSHIP was established in 1993 by Douglas L. Johnson to be awarded to students from Norway.

LOUIS M. HARDENBURGH SCHOLARSHIP is restricted to students maintaining a "B" average, involved in campus activities and demonstrating financial need.

The **JANE HARDIE SCHOLARSHIP** was established in 1994 to assist students majoring in the area of free-market economics or business administration. Recipient must maintain a 3.000 accumulative grade-point average, demonstrate financial need and leadership qualities, and be of sound character and good citizenship.

The **HARDGRAVE FAMILY SCHOLARSHIP** is awarded to an academically talented student.

The **HARD KNOCKS ENDOWED SCHOLARSHIP** is awarded to upperclass students with a declared major in biology, chemistry, biochemistry, physics, and/or math and with demonstrated financial need.

The **MAURICE S. AND MARGARETTE O. HARTLEY SCHOLARSHIP** is awarded to full-time students from any academic major who maintain a minimum 3.000 grade-point average.

The **NICHOLAS HARTMAN AND MARGUERITE LILLY NOYES ENDOWED SCHOLARSHIP** gives preference to students majoring in American studies or politics.

The **VIRGIL THOMAS HARTQUIST ENDOWED SCHOLARSHIP IN CHEMISTRY** assists chemistry majors who demonstrate financial need and volunteer on and off campus.

The **VIRGIL THOMAS HARTQUIST ENDOWED SCHOLARSHIP IN POLITICAL SCIENCE** is awarded to a politics major.

HARTWIG ENDOWED SCHOLARSHIP assists students who are graduates of a public or private high school located within the Fox Valley region of Wisconsin, defined as the corridor from Neenah on the south to Kaukauna on the north. Recipients must also participate in either voluntary activities on or off campus and/or varsity athletics.

The **THOMAS HARVEY MEMORIAL SCHOLARSHIP** is awarded to needy students maintaining a minimum 3.000 accumulative grade-point average and possessing sound character and good citizenship qualities.

VICTOR AND VICKY HARVEY REPLACEMENT FUNDS are used as replacement funding for Hillsdale Independence Grant awards.

VICTOR AND VICKY HARVEY SCHOLARSHIP is awarded to students on the basis of merit and financial need.

The **HAWAIIAN LIBERTY ENDOWED SCHOLARSHIP** offers up to full tuition for students matriculating from Hawaii.

The **DOUGLAS H. HAWKINS ENDOWMENT FUND** assists students who present a strong, honest work ethic and a desire for a college education but have borderline scholastic records.

AGNES HAYDEN ENDOWED SCOUTING SCHOLARSHIP assists students who have attained the rank of Eagle Scout. Recipients must participate in activities with Hillsdale County scout troops.

The **GERALD A. AND JOANNE HEIN SCHOLARSHIP** gives first preference to cross-country and/or distance runners. Recipients must demonstrate good character and participate in general campus activities.

THE JACK R. AND ANNETTE H. HENDERSON SCHOLARSHIP assists students at any grade level who have served in any branch of the armed services or any sophomore, junior or senior student who is enrolled in armed forces officer training with the intention of serving in the armed forces upon graduation.

The **DOLORES P. HENSLEY MEMORIAL STRINGS SCHOLARSHIP** is awarded to a different female member of the College orchestra strings section each year, with preference to a violinist, and the recipient does not have to be a graduating senior. The recipient should also contribute to her educational expenses by holding a campus job while classes are in session.

The **DOLORES P. HENSLEY WOMEN'S CROSS-COUNTRY SCHOLARSHIP** assists a member of the women's cross-country team who has financial need and is working to pay for part of her educational expenses.

The **ARTHUR HERCZ ENDOWED INITIATIVE FOR LEADERSHIP SCHOLARSHIP** assists students in good academic standing with outstanding records of sound moral character, citizenship and proven leadership ability. One hour per week of volunteer service is required.

SHIRLEY HERRICK SCHOLARSHIP is awarded to students majoring in politics. Academics and citizenship are requisites.

REBECCA DEAR LEE HERRIN MEMORIAL SCHOLARSHIP gives first preference to junior and senior Christian studies majors who have "demonstrated leadership in their church and community and on campus based upon their trust in God, faith in Jesus Christ as Lord and Savior of their lives and faithfulness to His calling on their lives." If no qualified candidates are available in any given year, second preference will be given to junior and senior music majors or minors with the same restrictions as above. In the event an exceptional musician matriculates to Hillsdale, the restriction to juniors and seniors may be waived in consultation with Mrs. R. Curtis Lee and/or her representative.

The **H.R. "DICK" HICKORY ENDOWED SCHOLARSHIP** gives first preference to graduates of Addison High School, followed by graduates of other Lenawee County high schools, followed by upperclassmen whose parents, grandparents, great-grandparents or other very close relatives are either Hillsdale College alumni or have demonstrated long, strong financial support of the College. Recipients must exhibit great spirit and enthusiasm for Hillsdale College.

The **STEPHEN S. AND ROBERTA C. HIGLEY RESERVE GROUP ENDOWED SCHOLARSHIP** aids non-traditional students as identified by the Financial Aid Office. If a non-traditional student is not enrolled in a given year, the scholarship may be awarded to a student-athlete entering his or her senior year with demonstrated financial need.

ARTHUR W. HILL SCHOLARSHIP FUND is awarded on the basis of academics, citizenship, leadership and good moral character. All majors are considered.

JAMIE HILL THEATRE SCHOLARSHIP is awarded to juniors and seniors with a declared major in theatre. Recipients must have a 3.500 grade-point average in theatre and an overall grade-point average of 3.000.

The **ROSE PHILLIPS HIMELHOCH SCHOLARSHIP** is awarded to a Michigan resident majoring in teacher education.

The **ANNA LIBBIE HODGES SCHOLARSHIP** provides assistance to female students.

The **JACK W. HOFFMAN SCHOLARSHIP** is awarded to a student beginning in his or her freshman year, who is enrolled or interested in the Dow Journalism Program and who demonstrates considerable financial need. The recipient may retain the scholarship for four years by maintaining a minimum 2.800 grade-point average.

HOLLADAY-ARMEY FREEDOM WORKS WHIP SCHOLARSHIP is awarded to students participating in the Washington-Hillsdale Internship Program.

The **BENJAMIN W. HOLMES ENDOWED SCHOLARSHIP** is awarded to merit students in the natural sciences and/or mathematics who maintain a minimum grade-point average of 3.600 and have an ACT score of 32 or higher. These scholarships shall be awarded without regard to family income or financial aid.

LETA HOLMES MEMORIAL SCHOLARSHIP is awarded on the basis of academics, moral character and citizenship. Need is a consideration.

The **HERBERT HOOVER MEMORIAL PUBLIC POLICY ENDOWED SCHOLARSHIP** is awarded to a junior student who exhibits exceptional talent and motivation in economics, history, and political science.

DAVID A. AND HELEN P. HORN ENDOWED SCHOLARSHIP is awarded to students with above-average academic achievement and demonstrated financial need.

The **HERBERT J. HOSTETLER, M.D. ENDOWED SCHOLARSHIP** gives first preference to students from South Carolina and second preference to students majoring in politics. Academic merit and financial need will be given third and fourth preference, respectively.

The **JOHN E.N. AND DEDE HOWARD ENDOWED MUSIC SCHOLARSHIP** assists full-time, instrumental music majors, studying woodwinds, brass and/or percussion instruments. An audition and letters of recommendation from high school music directors and/or private lesson instructors are required. Recipients must have demonstrated leadership and excellence in their high school music studies and must maintain a 3.000 grade-point average in all college classes. Financial need will not be a factor.

HUBACHEK ENDOWMENT GRANT is part of the Hillsdale Independence Fund.

The **JOHN A. HUGHES ENDOWED SCHOLARSHIP** assists a student enrolled in the pre-law curriculum who intends to attend law school after graduating from Hillsdale College.

The **ROBERT T. AND MARY E. HUGHES MEMORIAL SCHOLARSHIP** is awarded on the basis of merit, with emphasis preferred for students making an original contribution to the study, practice or promulgation of the free enterprise system.

The **DAVID AND ANNE HUNT ENDOWED SCHOLARSHIP** is awarded to students who meet the qualifications of leadership, citizenship, involvement and demonstrate an understanding of the American free enterprise system. Financial need is a factor.

EDWIN J. AND FRANCES HUNTER ENDOWED REPLACEMENT GRANT FUND is used as replacement funding for Hillsdale Independence Grant awards.

RICHARD E. AND JAN HUNTER INTERNATIONAL SCHOLARSHIP gives first consideration to students matriculating from Turkey and then to students from other areas of the Middle East. Recipients must maintain a 2.500 grade-point average, demonstrate financial need, participate in campus activities and correspond with the donors or their representative annually.

HUSTAD ENDOWED SCHOLARSHIP is awarded to students majoring in the "exact sciences." Citizenship and leadership are requisites; however, financial need is not a prime consideration.

STEPHEN D. AND ALICE HUTSINPILLAR SCHOLARSHIP is awarded to upper-class students with 3.000 or better grade-point averages.

The **WALLACE G. IVERSON SCHOLARSHIP** gives preference to students who have graduated from a high school in the state of Oregon.

The **ROSEMARY M. AND JAMES A. JAQUES GEORGE WASHINGTON FELLOWSHIP SCHOLARSHIP** is awarded to students who are selected to be a part of the three-year George Washington Fellowship Program.

The **JEANNE S. JENNINGS SCHOLARSHIP** is awarded to a student from Iowa, preferably from the Des Moines area. First preference goes to a Christian of good moral character, or thereafter a student of any religious persuasion and good moral character.

LINN JOHNSTON MEMORIAL SCHOLARSHIP is awarded to students who have a 3.000 grade-point average and exhibit financial need. Recipients must also exhibit leadership, citizenship and moral character. All majors are considered.

The **ALVIN B. JORDAN SCHOLARSHIP—STUDIES IN PHILOSOPHY** is awarded to junior or senior students solely on the basis of academic merit. Recipients must be majoring in philosophy while maintaining a 3.750 grade-point average in philosophy-related courses and a 3.500 grade-point average in all other courses.

The **JKL MERIT SCHOLARSHIP**, created by Dr. Kenneth D. Chastain, is awarded to high-achieving juniors and seniors who demonstrate devotion to the principles and actions that promote the superiority of representative republican government and free-market economics in our nation.

GEORGE C. KAPNICK SCHOLARSHIP is awarded to students who have a 3.000 grade-point average, exhibit financial need and work on campus. Recipients must also exhibit leadership, citizenship and moral character and participate in volunteerism each semester.

The **GEORGE W. AND CARMELA A. KENASTON ENDOWED SCHOLARSHIP** gives preference to students on the F-1 student or J-1 exchange visitor visa choosing to major in Christian Studies, mathematics, or business.

RALPH KENT ACCOUNTING SCHOLARSHIP is restricted to students who are pursuing a career in accounting. Must have declared a major.

The **ALBERT E. JAMIESON AND MARIANNE JAMIESON KERR MEMORIAL SCHOLARSHIP FUND** is awarded to students majoring in education who demonstrate academic merit and financial need. The scholarship will not be awarded in conjunction with an athletic grant-in-aid or scholarship.

GEORGE KIDMAN ENDOWED SCHOLARSHIP is awarded to a prospective football player who has attained a minimum grade-point average of 3.000 and who demonstrates good character and has a determined willingness to succeed at Hillsdale College.

MRS. PEGGY J. PERKINS KILBY WHIP SCHOLARSHIP ENDOWMENT provides assistance to students participating in the Washington-Hillsdale Internship Program.

The **RUSSELL KIRK SCHOLARSHIP IN AMERICAN STUDIES** is awarded to students exhibiting leadership qualities, sound character and good citizenship. A minimum 3.200 grade-point

average is required, and the student must have declared a major in the Hillsdale College American Studies Program in Honor of Russell Kirk.

ROBERT AND MARNA KISER ENDOWED TEXAS SCHOLARSHIP provides aid to students from Texas who enter Hillsdale with a grade-point average of at least 3.7, and an ACT score of 28+ or an SAT score of 1830+.

The **CHARLES W. AND FANNIE G. KISSELEFF ENDOWED SCHOLARSHIP FUND** gives first consideration to students with high academic achievement and demonstrated financial need pursuing a major in classics. Students from other fields of study and students interested in studying abroad may be considered if no candidates meeting the above criteria are available.

The **JOHN AND CAROLE KLEIN REMITTED SCHOLARSHIP FOR MILITARY STUDENTS** gives first consideration to students who are veterans of the United States military or are currently in an armed forces officer-training program.

The **VELMA I. KNIGHT SCHOLARSHIPS** are established in her memory by her husband to support students that represent high moral standards and Christian character and have a need for scholarship aid. Students who are pursuing a career in philosophy, Christian studies or religion are the primary beneficiaries, although students with other career pursuits are actively considered.

The **ROBERT E. AND SHARON ANN KOHNEN ENDOWED SCHOLARSHIP** gives first preference to students from Indiana or Illinois.

The **V. ERIK AND SUZANNE KONSEN REMITTED SCHOLARSHIP** is a full-tuition scholarship for students pursuing majors within the natural sciences or business administration.

FLORENCE KREITER SCHOLARSHIP is awarded to a student maintaining a "B" average and demonstrating good citizenship.

The **JOHN AND MURIEL KREY ENDOWED SCHOLARSHIP** assists students based on academic merit, financial need and consistency with the ideals of the founders of Hillsdale College. Recipients shall not have attended a private school.

The **DONALD W. KRUMREY ENDOWED SCHOLARSHIP** is based upon academic merit and gives first preference to students who are visually impaired.

The **FLORA H. LACLAIR ENDOWED INDEPENDENCE GRANT FUND** assists students with demonstrated financial need.

The **CARLE E. AND JOAN LAGG ENDOWED SCHOLARSHIP** is awarded to qualified students who have graduated from Hazel Park High School in Hazel Park, Michigan. In years when no students from Hazel Park High School have applied to or are attending Hillsdale College, the scholarship may be awarded to qualified candidates from other high schools southeast Michigan. Preference will be given to those who plan to major in business administration and/or economic study programs.

The **HERBERT LAMBERSON AND MYRNA LAMBERSON SCHOLARSHIP ENDOWMENT** is available to freshman and renewable each year provided recipients maintain a 2.800 cumulative grade-point average. Recipients must be of the Christian faith and demonstrate high merit and financial need.

The **LANE FAMILY SCHOLARSHIP** is awarded to an incoming freshman qualified by virtue of being a National Merit Finalist or having shown other evidence of exceptional academic performance and potential. Preference will be given to a student with an interest in medicine, health care, business or the arts; a resident of California, Michigan or Wyoming; an individual with the last name Lane; an individual related to an employee of Specialty Health Services Management, LLC; a student who has been schooled in whole or in part at home; and a nationally ranked tennis player.

HENRY F. LANGENBERG ENDOWED SCHOLARSHIP is awarded to a student at the sophomore level or higher, with first preference going to a student from Missouri and an economics major. Second preference is given to a politics major.

THE MARY JEANETTE LANNON MEMORIAL SCHOLARSHIP assists a female student, preferably with demonstrated financial need, from a rural or remote area of any state.

GINA VAN LAAR LANSER MEMORIAL SCHOLARSHIP is awarded on the basis of academics, with first consideration given to a female runner who is also involved on campus and in the community.

MATHILDE FREDRICKA LARSEN (FOULKE) FUND, established in memory of a 1920 Hillsdale graduate and Kappa Kappa Gamma member by her son, makes quarter-tuition awards based on scholastic merit to students pursuing a traditional, classical education.

The **FORREST C. AND FRANCES H. LATTNER SCHOLARSHIP** is awarded to academically promising students demonstrating financial need with preference given to students from California, Florida, Georgia, Kansas, Texas, Pennsylvania and Rhode Island.

The **LAWRENCE AND ANN LAUTERBACH SCHOLARSHIP** is awarded to a student matriculating from middle Tennessee who exhibits sound moral character. A 3.0 grade-point average is also required. Preference is given to graduates of Christ Presbyterian Academy in Nashville.

The **CHARLES O. LEE JR. AND LOUISE K. LEE CHARITABLE FOUNDATION SCHOLARSHIP IN HISTORY** is awarded to a student with a declared history major and is based on financial need and academic merit.

The **CHARLES O. LEE AND LOUISE K. LEE SCHOLARSHIP** offers assistance to finance majors.

The **R. CURTIS LEE MEMORIAL SCHOLARSHIP** is awarded to juniors and seniors maintaining a minimum 3.400 grade-point average who have “demonstrated leadership in their church and community and on campus based upon their trust in God, faith in Jesus Christ as Lord and Savior of their lives and faithfulness to His calling on their lives.” Physics, chemistry, and math majors receive first consideration, followed by majors in one of the other natural sciences. The grade-point requirement need not be strictly enforced if a recipient is active in extracurricular activities.

The **RAYMOND CONNER “RUSTY” LEE ENDOWED SCHOLARSHIP** is awarded to juniors and seniors maintaining a minimum 3.400 grade-point average who have “demonstrated leadership in their church and community and on campus based upon their trust in God, faith in Jesus Christ as Lord and Savior of their lives and faithfulness to His calling on their lives.” Physics and math majors receive first consideration, followed by majors in one of the other natural sciences. The grade-point requirement need not be strictly enforced if a recipient is active in extracurricular activities.

HAROLD AND RUTH ANN LEEVER ENDOWED MUSIC SCHOLARSHIP is awarded to a student who is a music major or a member-in-good-standing of a vocal or instrumental group who maintains a grade-point average of 3.200. If a music student meeting the above criteria cannot be found, the scholarship may be awarded to a student in any academic discipline.

The **LEMOND-WRIGHT SCHOLARSHIP** is given to the male and female athlete with the highest grade-point average.

LEM TRUST SCHOLARSHIP gives first preference to a graduate of the Chop Point School in Woolwich, Maine. Second preference goes to deserving students as determined by the Office of Financial Aid.

The **JUDD AND MARY MORRIS LEIGHTON SCHOLARSHIP** was established in 1979 in memory of Edwyn H. Hames to assist musically talented students. An audition is required.

The **JOHN WOODWORTH LESLIE STUDENT SCHOLARSHIP FUND IN BUSINESS**, established in his memory by his wife, Elizabeth Allen Leslie, consists of annual awards for talented business or economics majors. Applicants must demonstrate sound moral character, leadership, business ability and a commitment to free enterprise. Students from the greater Chicago area receive first consideration.

THE DORCAS GILES LINCH AND ALBERT OSBORN LINCH SCHOLARSHIP gives first preference to lineal descendants of the scholarship’s namesakes. Students must also meet the Hillsdale College general scholarship criteria.

THE WILLIAM AND ALICE LINDENMUTH ENDOWED SCHOLARSHIP gives preference to students majoring or minoring in music and/or the natural sciences.

The **WILLARD AND ISABELLE LOUDEN SCHOLARSHIP** is awarded to a Montpelier, Ohio, resident, upon two letters of recommendation from the high school.

THE FRED AND MARTHA LUKENS MILITARY SCHOLARSHIP PROVIDES UP TO FULL tuition and room and board, depending on need, for veterans from any branch of the United States military.

LUMEN CHRISTI SCHOLARSHIP aids students who graduated from Lumen Christi Catholic High School in Jackson, Michigan.

The **THOMAS JACK LYNCH ENDOWED SCHOLARSHIP** recipients are selected on the basis of character, merit, diligence, financial need and ability to succeed.

THE DR. LEONARD L. AND GEANA MADISON ENDOWED SCHOLARSHIP FUND is awarded to students in the preprofessional program in medicine.

The **DAVID M. MADDUX ENDOWED SCHOLARSHIP IN JOURNALISM** assists a student enrolled in the Dow Program in American Journalism.

The **MAHER FAMILY ENDOWED SCHOLARSHIP** is awarded to students who are pursuing a pre-veterinary program and are showing demonstrated efforts in this pursuit, such as through volunteering at a veterinary clinic or animal hospital; or to students who will conduct their senior thesis on animals at the G.H. Gordon Biological Station; or to students who participate in the Henry Doorly Zoo Internship Program.

The **DORYCE HILL MAHER FINE ARTS SCHOLARSHIP** is restricted to aspiring sophomores, juniors or seniors who have demonstrated a commitment to art and who are maintaining a 3.200 grade-point average.

The **EDWIN E. AND JANICE L. MANSKE ENDOWED SCHOLARSHIP** gives first preference to graduates of Marinette High School in Marinette, Wisconsin. Second preference goes to graduates of Menominee High School in Menominee, Michigan, and Lourdes High School in Marinette, Wisconsin. If no candidates from those schools are found, the scholarship may be awarded to a junior or senior student at Hillsdale from Wisconsin.

The **SYLVIA MARCINIAK MEMORIAL ART SCHOLARSHIP** is awarded to an art major or minor.

THE R. JOSEPH AND CORRIE MARILLEY ENDOWED SCHOLARSHIP gives preference to students from Colorado.

IRL H. MARSHALL SCHOLARSHIP is awarded to a student of good moral character, citizenship and a sincere interest in others.

The **MANNA TODD MARSHALL ENDOWED SCHOLARSHIP** was established to honor active Chi Omega sorority members with preference going to recipients from the Chicago area. Grades and need are considered, but also required is the involvement in at least two college activities outside the sorority.

The **JOHN AND NANCY MARTIN SCHOLARSHIP** assists students who maintain a 3.500 grade-point average and display good character and citizenship.

The **ROBERT L. MARTIN AND ISABEL M. MARTIN SCHOLARSHIP** was established to assist students demonstrating financial need who have a "B" average, leadership ability and experience, and display a motivation to make significant contributions to culture, society or history.

The **MARCIA W. MARVIN MEMORIAL SCHOLARSHIP FUND** was established in 1999 by Stanley H. Marvin in memory of his wife. It provides scholarships to students majoring in science education, chemistry and/or biology and minoring in music, based on academic merit.

The **EARL VIRGIL MASON JR. ENDOWED SCHOLARSHIP** is awarded to students demonstrating superior academic ability in their chosen field of study. Recipients must exhibit high moral standards and character, and have an abiding appreciation for America. Athletic ability shall be given no consideration in the awarding of this scholarship.

The **RAYMOND AND MARGARET MASON FOUNDATION ENDOWMENT FUND FOR WHIP** is awarded to students while studying in Washington, D.C.

The **LILLIAN AND THOMAS MASTIN FOUNDATION SCHOLARSHIP**, established in 1991, is awarded to students majoring in the natural sciences, with pre-med or mathematics majors receiving first priority. Recipients must also qualify as a National Merit Scholarship finalist or semi-finalist or achieve a composite ACT score of 27 or better.

The **BARBARA B. MATTHEWS REMITTED SCHOLARSHIP** is designed to assist in the recruiting and support of students engaged in the voice program at Hillsdale College.

The **WILFRED O. MAUCK MEMORIAL SCHOLARSHIP**, established in the name of the Class of 1921, is awarded annually on the basis of academic achievement and financial need. Wilfred Mauck served as president of Hillsdale College from 1933 to 1942.

BARNES MAUK SCHOLARSHIP gives first consideration to upper-class Delta Tau Delta members demonstrating leadership qualities.

JOHN (JACK) MCAVOY SCHOLARSHIP is awarded to a student with a 2.500 grade-point average who is active in campus activities and displays good moral character and citizenship. Does not need to be an athlete.

The **EVERT MCCABE/UNITED PARCEL SERVICE MEMORIAL ENDOWMENT FOR SCHOLARSHIPS IN ECONOMICS, BUSINESS AND ACCOUNTING** gives children of UPS employees first consideration. Applicants must meet the following requirements: financial need, 3.000 grade-point average, and majoring in economics, business finance, marketing or accounting. Recipients are required to read the history of UPS.

The **SUE BRODBECK MCCLOSKEY ENDOWED SCHOLARSHIP** assists junior and senior students enrolled in elementary education with a preference for students preparing to obtain a teaching certificate.

MCCULLOUGH ECONOMICS SCHOLARSHIP is awarded to an economics major on the basis of outstanding academics and senior status.

The **PROFESSOR JAMES W. AND SALLIE A. MCGINNIS ENDOWED SCHOLARSHIP** shall make scholarship awards to students majoring in any discipline who plan to teach in classical schools upon graduation. Award recipients must minor in classical education and/or early childhood education and shall remain in good academic standing.

CHARLES AND IRMA MCINTYRE ENDOWED SCHOLARSHIP gives first preference to a student from Monroe County, Michigan. Recipients must maintain a minimum grade-point average of 2.500 and participate in volunteer activities. Athletic talent is a consideration but not a requirement.

The **DAVID AND RUTH MCINTYRE ENDOWED SCHOLARSHIP** gives first preference to junior or senior students who are members in good standing of Pi Beta Phi sorority and/or are history or politics majors.

MCKINNEY ENDOWED SCHOLARSHIP FUND aids students who have demonstrated success in secondary school, have significant financial aid and are American citizens.

JOHN C. MCLEAN SCHOLARSHIP is awarded to students demonstrating good leadership qualities and academic skills.

The **FRANK W. AND FRANCES MCQUISTON ENDOWED SCIENCE SCHOLARSHIP** awards one-half tuition to students with demonstrated financial need majoring in the natural sciences and/or mathematics. Recipients must maintain a 2.500 grade-point average in their major field of study.

The **A. DUANE MEHMEN ENDOWED SCHOLARSHIP** is awarded to students from Iowa. First consideration is given to graduates of North Butler High School and Waverly Shell Rock High School and then to the balance of students from Butler and Bremer counties. Second consideration will be given to students from elsewhere within Iowa.

The **RAYMOND C. AND RUTH S. MENDRALA SCHOLARSHIP FOR EXCELLENCE** is awarded to a sophomore, junior or senior with demonstrated financial need who is a U.S. citizen. Preference is given to students studying journalism, and/or the scholarship may be awarded as a President's scholarship choice for a qualified, deserving student.

FRED AND CHARLOTTE MERRITT SCHOLARSHIP is a half-tuition award, given to a junior or senior student from the state of Washington, who demonstrates the qualities of leadership, citizenship and campus involvement. The recipient may major in any field but must have a grade-point average of 3.000 or better and have financial need.

The **GEORGE AND PRISCILLA MESSENGER ENDOWED SCHOLARSHIP** aids students majoring in the hard sciences (biology, chemistry, physics or mathematics). If more than one scholarship is available to award, at least one will be given to a history major.

HOWARD "CHAMP" MESSENGER SCHOLARSHIP is awarded by the Athletic Department and is based on character, grade-point average and athletic ability.

The **LEATHA MEYER ENDOWED SCHOLARSHIP** shall make awards to students based upon financial need, with a primary preference to students from the state of Colorado, and a secondary preference to Eagle Scouts. Students must agree to work at least 10 hours per week during the school year in order to help pay for their education and be involved in volunteer programs for local community organizations.

The **JAMES W. MICHAELS ENDOWED ECONOMIC JOURNALISM SCHOLARSHIP** is awarded to a junior or senior with a declared major in economics or politics. Preference is given to students in the Herbert H. Dow II Program in American Journalism. The recipient should seek an internship, preferably at leading business publications such as *Forbes*, *Wall Street Journal*, *Investor's Business Daily*, or *Barron's*.

The **GEORGE E. MILLER SCHOLARSHIP IN JOURNALISM** aids students with demonstrated financial need participating in the Herbert H. Dow II Program in American Journalism.

The **MILLER FAMILY SCHOLARSHIP** awards up to one half of tuition, room, board and fees to a graduate of Providence-St. Mel High School in Illinois. The recipient must demonstrate academic merit and financial need, maintain a 3.000 grade-point average and work to defray remaining educational expenses.

The **NELLIE HURLEY MINIFIE ENDOWED JOURNALISM SCHOLARSHIP** is awarded to students participating in the Dow Journalism Program.

LUDWIG VON MISES AUSTRIAN ECONOMICS SCHOLARSHIPS assist declared economics majors. Recipients must demonstrate financial need, participate in volunteer programs and campus organizations, correspond with the donor, and have and maintain a 3.200 grade-point average.

THE NANNETTE MOFFETT AND RALPH CROW ENDOWED SCHOLARSHIP gives preference to graduates of Bishop Manogue High School in Reno, Nevada. If no graduate from Bishop Manogue meets Hillsdale College standards, then second preference will be given to graduates from Carson City High in Carson City, Nevada, or other Northern Nevada high schools.

The **DOROTHY DONNELLEY MOLLER ENDOWED MEMORIAL SCHOLARSHIP** gives preference to students with declared majors in economics or who are in the pre-veterinary program.

The **FRED W. AND NANCY MORRIS ENDOWED SCHOLARSHIP FOR SCIENCE AND TECHNOLOGY** aids students who major in the natural sciences and/or technology.

The **MOSER FAMILY ENDOWED SCHOLARSHIP IN HONOR OF MARSHALL MOSER JR.** is available to sophomore, junior and senior students who must work at least ten hours per week to help pay for their education, in addition to volunteering for local community organizations.

The **JOSEPH H. MOSS ENDOWED CHEMISTRY SCHOLARSHIP** is awarded to chemistry majors with a 3.0 or higher grade-point average.

MOSSEY-PHILIPS SCHOLARSHIP is awarded to business and economics majors with a 3.000 or better grade-point average.

The **VERA R. MUELLER EAGLE SCOUT SCHOLARSHIP** is for Eagle Scouts with a 3.000 grade-point average who must volunteer with local Boy Scout units while at Hillsdale.

The **PATRICK J. MURPHY ENDOWED SCHOLARSHIP FUND** is awarded to students who have completed their sophomore year at Hillsdale College and been accepted into the Dow Journalism Program or are attending the Van Andel Graduate School of Statesmanship.

The **LYNN MCAVOY MURRAY ENDOWED MEMORIAL SCHOLARSHIP** was established in honor of a 1984 alumna. It assists students from Michigan or Chicago, Illinois, who are majoring in elementary education.

JIM AND JUDY MYERS ENDOWED ACADEMIC SCHOLARSHIP is awarded to a student maintaining a 3.000 grade-point average. No restriction on major.

The **F. ALEX AND KATHARINE NASON SCHOLARSHIP**, established in 1987, is awarded to promising students majoring in either chemistry, mathematics, physics or business.

SHIRLEY J. NEITZEL MEMORIAL SCHOLARSHIP is awarded to students majoring in music with an emphasis on organ or piano.

RAY AND HELEN SPENCER NELSON SCHOLARSHIP FUND assists a full-time student who demonstrates academic merit and financial need.

The **HILDA NEWMAN ENGLISH SCHOLARSHIP** gives first preference to a Michigan resident who has completed two years of study at Hillsdale College and has declared a major in English. The recipient must demonstrate financial need, maintain a 3.000 grade-point average in English, and participate in on- and off-campus volunteer activities.

HARVEY AND HELEN NORBERG ENDOWED SCHOLARSHIP shall provide funds for sophomores, juniors and seniors. The awards vary in amount, and need is the primary consideration. Citizenship and character are also considered.

AMOS NORDMAN SCHOLARSHIP is awarded to students with extreme financial need, carrying a "B" average.

The **MORRIS T. NORWOOD ENDOWED SCHOLARSHIP FUND FOR SCOUT HONOR** offers awards to students that are currently involved with the Boy Scouts of America, have participated in Scouting for a period of years and have demonstrated a commitment to the Boy Scouts of America. Recipients must work at least ten hours per week during the school year in order to help pay for their education.

The **GEORGE R. OETGEN MEMORIAL SCHOLARSHIP** was established in 1986 by his family, friends, students and colleagues. The scholarship honors the student who demonstrates a commitment to the understanding of humanity by taking additional courses in literature, rhetoric and composition. Application must be made by the student.

The **ALGINE NEELY OGBURN DISTINCT HONOR SCHOLARSHIP CANDIDATES** must be in the top two percent of their high school graduating class, place in the top five percent of national norms on the SAT or ACT, and have achieved academic excellence.

The **OLIN FOUNDATION SCHOLARSHIP** is presented to a qualified student from a middle-income family.

RUTH OLSON-GALLUP GRANT provides replacement funding for the Student Independence Grant and Loan Fund.

The **ZELMA MAY OOLE SCHOLARSHIP** is presented to a junior or senior woman showing promise of improving the social, economic, educational or political status of career women in education.

THE PATRICIA A. OPPENHEIM SCHOLARSHIP gives first preference to students from Indiana with declared majors in economics, business, history and/or politics. If there are no eligible students from Indiana, students from Midwestern states with a major in one of the above areas may be selected.

The **JOHN T. AND GWENDOLYN HEAVLIN ORR MEMORIAL SCHOLARSHIP** assists deserving students majoring in economics, education or art.

BEULAH OWEN SCHOLARSHIPS are awarded to worthy students who are permanent residents of the city of Hillsdale.

The **HOPE ANN PARKER MEMORIAL SCHOLARSHIP**, established by the Parker family, is granted to students demonstrating academic promise and financial need.

The **PARRISH SCHOLARSHIP** assists upperclassmen with demonstrated financial need.

The **AMBROSE D. PATTULLO ENDOWED SCHOLARSHIP FUND** provides support to students majoring in the humanities or natural sciences. Recipients must work on or off campus to help with educational expenses and participate in community service projects at Hillsdale and at home during school breaks.

The **PEABODY FAMILY SCHOLARSHIP** assists students majoring in pre-medicine, biology or chemistry who demonstrate financial need.

The **PECK FINE ARTS SCHOLARSHIP** was established in 1984 to assist deserving musically talented students. Financial need is also a consideration.

DR. CARL AND MARTHA PETERSON ENDOWED SCHOLARSHIP gives primary preference to graduates of Hillsdale High School in Hillsdale, Michigan, and secondary preference to graduates of any Hillsdale County high school.

The **PETERSON DANISH-NORWEGIAN ENDOWED SCHOLARSHIP** gives first consideration to students of Danish or Norwegian ancestry. Recipients must maintain a 2.000 grade-point average, work on or off campus to cover a portion of his/her remaining educational expenses, and participate in community service projects while at Hillsdale and in their home communities during vacations.

The **WILLARD AND EUNICE PETERSON ENDOWED CHRISTIAN SCHOLARSHIP** assists students who profess and live a Christian life and are involved in at least one on-campus Christian organization.

The **ROBERT AND PRISCILLA PETTENGILL MUSIC SCHOLARSHIP** shall be awarded to students based upon merit and financial need, and shall be renewable each semester. Recipients must register for private lessons on their instruments and participate in their appropriate ensemble each semester as determined by the Music Department.

The **GARY L. AND RUTH PILGRIM CHRISTIAN SCHOLARSHIP** aids students who graduate from Christian high schools. Academic ability takes precedence over financial need. Preference goes to students who plan to major in areas other than religion and Christian studies.

The **LOUIS C. PITCHFORD MEMORIAL SCHOLARSHIP** is awarded to history majors who maintain a 3.000 grade-point average.

The **COLONEL ELMER M. AND HEDY PLEW-BURNS ENDOWED SCHOLARSHIP** provides assistance to students with declared majors in accounting, finance, marketing and/or economics who maintain a 3.200 overall grade-point average.

The **RALPH L. POLK MEMORIAL SCHOLARSHIP** was established in 1985 to assist qualified students majoring in business who are planning, in the true sense of the entrepreneurial spirit, to launch a new business.

C.R. CORNER/R. POON ENDOWED SCHOLARSHIP assists students from mainland China to attend Hillsdale College. This scholarship covers tuition, room, board and expenses. Student must maintain a 3.000 grade-point average and correspond with the donors.

The **HELEN M. AND Y.M. "BABE" POSTHUMA REMITTED SCHOLARSHIP** assists students from California, with preference to those from southern California.

The **AARON B. POWERS AND SARAH E. CLABAUGH ENDOWED SCHOLARSHIP** is awarded to students who demonstrate financial need and maintain an above average grade point. Additionally, the qualities of sound moral character and dutiful civic-minded leadership are requirements.

The **PRATT FAMILY ENDOWED ENGINEERING SCHOLARSHIP** assists qualified students entering the field of engineering.

KENNETH G. AND FLORA G. PRETTIE SCHOLARSHIP is awarded to students exhibiting excellent character, academic proficiency and superior leadership qualities.

The **HENRY D. PRICE ENDOWED SCHOLARSHIP FUND** assists economics majors.

The **THOMAS R. AND JOSEPHINE PULLEN, THOMAS H. AND WILMA “WILLI” PULLEN ENDOWED SCHOLARSHIP** awards up to one-half tuition to students in good academic and social standing who exhibit the qualities of leadership and citizenship and work and volunteer in the community.

The **GENEVIEVE AND HENRY J. RACKI INITIATIVE FOR LEADERSHIP SCHOLARSHIP**, established by Henry R. Racki, O.D., in memory of his parents, provides support for up to four years to students with outstanding records of citizenship, sound moral character and proven leadership ability. All majors are considered. Preference is given to students of Polish descent or Roman Catholic faith.

The **DR. HENRY R. RACKI ENDOWED BOOK FUND FOR VETERANS** assists military veterans with purchasing textbooks.

The **RICHARD GREER RAESE SCHOLARSHIP** is awarded to students majoring in politics, history or economics. First preference is given to candidates from West Virginia. If no candidate is available from West Virginia, a recipient may be selected from elsewhere in the United States.

The **BOBBIE N. AND JEAN V. RAMSEY ENDOWED SCHOLARSHIP** is for students from Adams, Brown, Clinton, Highland, and the eastern half of Clermont Counties in Ohio. First preference will be given to students who plan to major in education. Second preference will be given to students who plan to major in economics.

The **RICHARD AND NANCY RASCHKE ENDOWED SCHOLARSHIP** is awarded to students pursuing the following majors and/or pre-professional programs: accounting, biochemistry, chemistry, computational mathematics, physics, and pre-engineering. First preference is given to students from Oregon.

The **RASMUSSEN FAMILY FREE ENTERPRISE SCHOLARSHIP** gives first preference to qualified students from Illinois pursuing a degree in economics, business, the sciences or mathematics. Recipients must maintain a 3.000 grade-point average, be engaged in work and/or volunteer activities while on campus, exhibit sound character and possess outstanding leadership and citizenship qualities.

MILTON M. RATNER SCHOLARSHIP is reserved for academically promising students exhibiting financial need.

The **ROSCOE R. RAU MEMORIAL SCHOLARSHIP** is designated for a student who has a 3.000 grade-point average and demonstrates leadership potential and financial need.

LEONARD READ SCHOLARSHIP is awarded to students with a minimum 3.400 grade-point average who also demonstrate financial need. Recipient may either major or minor in politics.

READER’S DIGEST SCHOLARSHIP selects academically promising recipients from middle-income families.

RONALD REAGAN COMMEMORATIVE SCHOLARSHIP honors our 40th U.S. President. Recipients must be upperclassmen majoring in business, economics, history, or politics, and preference is given to those with at least a 3.5 grade-point average.

ROBERT H. REAKIRT SCHOLARSHIP gives first consideration to students from the Cincinnati, Ohio, area who exhibit superior academic talents and are involved in campus activities.

The **MR. AND MRS. MORRIS J. REDDOUT ENDOWED SCHOLARSHIP** gives preference to students from Naples Central School in Naples, New York.

IAN AND FRED G. REDPATH REMITTED ATHLETIC SCHOLARSHIP is awarded to student-athletes in good academic standing (restricted to sophomores, juniors and seniors). Preference will be given in the following order: football and then men’s track. First preference is given to a student-athlete from Berkley, Michigan. In the event there are no qualified candidates from this area, the scholarship may be awarded without geographic limitation.

The **MARY LOIS REED ENDOWED SCHOLARSHIP** provides a half-tuition award. First preference is given to a student from Hawaii; second preference is given to a student from Eugene, Oregon; and third preference is given to a student from anywhere in Oregon.

The **MARJORIE S. REID SCHOLARSHIP**, awarded according to need and merit, gives the student an opportunity to develop, through a Hillsdale liberal arts education, the basis for a lifetime of intellectual growth and the skills to reach his full potential as a human being and as a citizen of a free society. The student is expected to demonstrate leadership qualities and to pursue an academic major in the natural sciences, humanities, social sciences or American Studies.

The **JEAN JENSEN REMINGTON JOURNALISM SCHOLARSHIP** is awarded to students participating in the Herbert H. Dow II Program in American Journalism.

The **RESTORE MY COUNTRY ENDOWED SCHOLARSHIP** assists students who intend to major in politics. Recipients must also work at least 10 hours per week during the school year and volunteer with local community organizations.

ARTHUR L. REUTER MEMORIAL SCHOLARSHIP is awarded to upperclass history majors planning to teach.

The **DOROTHY STONE RICHARDS MUSIC SCHOLARSHIP FUND**, in memory of 1930 Hillsdale College alumna Dorothy Richards, aids students who study and/or participate in vocal performance at Hillsdale College. Recipients need not be music majors, but must demonstrate extraordinary talent and a love for singing.

ROBERT E. AND BEVERLY RICHARDSON ENDOWED SCHOLARSHIP, established by Mr. and Mrs. John Hagale, the daughter and son-in-law of this Hillsdale College Trustee and his late wife, aids students with a 3.000 grade-point average who work on or off campus and volunteer in the community and whose families contribute toward educational expenses.

The **LILIAN LIBBY RICK MODERN LANGUAGES SCHOLARSHIP FOR FOREIGN STUDY** is awarded for the purpose of language study abroad to students who meet the criteria established by the French, German and Spanish Departments.

GENEVIEVE ROBERTS MEMORIAL SCHOLARSHIP assists students who come from middle-income families, maintain a 3.000 grade-point average, work part time on campus to earn a portion of their tuition costs, meet the qualifications of leadership, citizenship and involvement and demonstrate an understanding of our free society and free-market economics.

The **WINDSOR HALL ROBERTS, LEO H. PHILLIPS, MAGNI GROUP SCHOLARSHIP** is sponsored by David and Paula Berry and the stockholders of the Magni Group. The scholarship is awarded annually to two deserving students in honor of the individualism and fortitude that former Hillsdale professors Roberts and Phillips sought to instill in their students.

ROBEY CHARITABLE TRUST GRANTS are awarded to students who complete the Building Better Effectiveness self-study program.

The **ROBIDEAU ENDOWED SCHOLARSHIP FOR ACCOUNTING** is restricted to accounting students maintaining a 3.000 or better accumulative grade-point average.

The **EDWIN WILLIAM ROODHOUSE MEMORIAL SCHOLARSHIP** honors the memory of a son, a brother, a co-worker, a friend and a soldier who was killed in the service of his country near Fallujah, Iraq, in December 2004. It was established by Edwin's family to carry on "his passion for expression in the written word" at a school whose principles embody the principles by which he lived. Faculty in the Department of English select the recipient of this award—a junior or senior who has declared a major in English and demonstrated both a zeal for writing and exemplary writing skills. The scholarship assists with tuition expenses and is renewable.

The **RALPH C. ROSECRANCE SCHOLARSHIP** is awarded to a worthy all-around economics or business administration student with a good grade-point average.

GARY A. ROSS MEMORIAL SCHOLARSHIP gives first consideration to a physically handicapped student with a math or science major. Need is a consideration. This annually funded scholarship requires the recipient to maintain a 2.600 grade-point average.

R. DESMOND AND J. PATRICIA ROWAN ENDOWED INTERN SCHOLARSHIPS are awarded to students who have reached sophomore status and are participating in the Washington-Hillsdale Internship Program or are interning at the Mackinac Center in Midland, Michigan.

Recipients must have a declared major in economics, American studies, history, politics, business, or political economy.

The **RALPHE. RUDER SCHOLARSHIP** is awarded to upperclassmen from the state of Colorado.

The **GEORGIE IRENE OCKER RUDY AND HARRY STARLING RUDY SCHOLARSHIP FUND** gives consideration to accounting, mathematics, biology, chemistry, physics, English or music students from low- to moderate-income families ranking in the upper one-third of their graduating classes. Preference is given to students majoring or minoring in music. (Music minors must be majoring in a discipline listed above.) The recipient must maintain a 3.000 grade-point average.

The **TIM RUPLI AWARD**, established by a 1985 Hillsdale alumnus, provides assistance to students participating in the Washington-Hillsdale Internship Program or other Washington, D.C., internships.

The **ARTHUR SABLE MUSIC SCHOLARSHIP** assists students studying music.

The **SAGE FOUNDATION SCHOLARSHIP**, established in 1980, is restricted to a senior with a minimum 3.800 accumulative grade-point average. Recipient must demonstrate good character and citizenship, possess leadership qualities, and be actively involved in volunteerism. Financial need is considered but not a determining factor in the selection process.

The **ST. MICHAEL'S PREPARATORY SCHOOL/CORNELIA CONNELLY SCHOOL ENDOWED SCHOLARSHIP** was established by Helene S. Rufran. First preference goes to graduates of St. Michael's Preparatory School and Cornelia Connelly School in Silverado, California. In the event that a suitable candidate from those schools cannot be found, the scholarship may be awarded to a junior or senior enrolled at Hillsdale from California.

SAJAK SCHOLARSHIP FOR CONSTITUTIONAL STUDIES is awarded to an undergraduate attending Hillsdale College's Kirby Center for Constitutional Studies and Citizenship.

DR. G. JAMES AND RUTHANN SAMMARCO NATURAL SCIENCES REMITTED SCHOLARSHIP is awarded to a student with a declared major in the natural sciences.

The **CHRISTOPHER B. SANDERS ENDOWED SCHOLARSHIP** gives preference to students from Colorado.

The **MARY MARGARET "MOLLY" SANTEE ENDOWED SCHOLARSHIP FUND FOR ACADEMIC EXCELLENCE** provides assistance to sophomore, junior, and senior students. Preference may be given to students from Pennsylvania, or to students intending to pursue teaching.

The **CHARLES A. AND ERMA E. SARAHAN ENDOWED EAGLE SCOUT SCHOLARSHIP** is awarded to an Eagle Scout attending Hillsdale College with demonstrated financial need. The recipient is also required to work approximately 10 hours per week and volunteer during the regular semesters.

The **SAUNDERS FAMILY SCHOLARSHIP** is awarded to a student of high academic merit with financial need. First preference goes to a student from Mission High School in Mission, Texas. Second preference goes to a student from southern Texas, and if suitable candidates cannot be found from those areas, the award can be given to a student from anywhere in Texas.

The **MARJORY S. AND MAURICE S. SCHILLER SCHOLARSHIP IN FINE ARTS** gives preference to a student, beginning in his or her freshman year, majoring or interested in the performing or fine arts who demonstrates considerable financial need. The scholarship is renewable for four years, provided the recipient maintains a minimum 2.800 grade-point average.

JOSEPH P. AND MARJORIE E. SCHMIT ENDOWED SCHOLARSHIP assists students with declared majors in the sciences and/or mathematics. First preference will be given to students from Minnesota, and second preference will be given to students from Arizona.

The **DONALD AND MARIAN HALL ('21) SCHNEIDER SCHOLARSHIP** is an endowed scholarship awarded to students in humanities studies, especially English and English literature.

WALTER AND SUSAN SCHRAY ENDOWED INTERNATIONAL SCHOLARSHIP is restricted to international students in good academic standing at Hillsdale College.

The **WALTER A. SCOTT III AND CHRISTINE NELSON ENDOWED SCHOLARSHIP FUND** assists deserving Pennsylvania residents who demonstrate financial need, with preference given to applicants from the western part of the state.

The **EUGENE H. SELDEN REMITTED SCHOLARSHIP** gives first preference to a student from Antrim County, Michigan. Second preference goes to a student from northern lower Michigan, and if a suitable candidate cannot be found, the scholarship is awarded to a qualified student from elsewhere in Michigan.

The **RICHARD P. SHOOSHAN MILITARY SERVICE SCHOLARSHIP** provides assistance to students who have served in the military or who will be entering military service upon completion of their Hillsdale degree.

The **JOHN AND MARY SHOUP REMITTED SCHOLARSHIP** is awarded to students on the basis of academic merit.

The **KIMBERLY JAMES-NANCY LENZ SHULTS ENDOWED SCHOLARSHIP** gives preference to a graduate of Canajoharie Central School in Canajoharie, New York, and is based on financial need.

The **SIGMA ALPHA IOTA SCHOLARSHIP** of \$100 is given annually to a sophomore, junior or senior member with a field of concentration in music.

The **SAUL N. SILBERT ENDOWED SCHOLARSHIP** is awarded to students majoring in English, history, and/or theatre. Recipients must earn a minimum 3.0 cumulative grade-point average and demonstrate financial need. Recipients are also expected to participate in volunteerism on or off campus.

GRACE LOW SIM MEMORIAL SCHOLARSHIP gives first consideration to Farmington High School graduates, second consideration to students graduating from Northville High School, and final consideration to students graduating from Stevenson, Churchill or Franklin High Schools in Livonia, Michigan. Recipients may be selected from four classes if they meet the above requirements and the added requirements of financial need and good academics, although a 3.000 grade-point average is not required. Leadership and character are also considerations. This scholarship may be renewed each year.

The **WILLIAM E. SIMON SCHOLARSHIPS** are awarded to outstanding students who maintain a 3.000 grade-point average, volunteer in community-service activities each semester and work on campus. First preference is given to deserving students majoring in economics, political economy, business administration, politics and the traditional liberal arts. Financial need and academic merit are considerations, as are strong character, good citizenship and outstanding leadership qualities.

The **JOHN SLAVIN MEMORIAL SCHOLARSHIP** is awarded to students who support the principles that Hillsdale College embraces, including free enterprise. Need and academic merit are also strong considerations.

The **ADAM SMITH FREE ENTERPRISE SCHOLARSHIP AT HILLSDALE COLLEGE** is reserved for qualified students from Oklahoma pursuing a degree in economics or business. Recipient must maintain a 3.400 grade-point average (on a 4.000 scale), possess leadership qualities, be engaged in volunteer activities, and have sound character and good citizenship qualities. Recipients must work on campus to fund a portion of their educational costs.

The **MARTIN R. SMITH ENDOWED JOURNALISM SCHOLARSHIP** assists students participating in the Herbert H. Dow II Program in American Journalism.

The **COL. ANSE H. SPEAIRS AND VIRGINIA HOWELL SPEAIRS ENDOWED SCHOLARSHIP** gives first preference to students exhibiting high academic merit and good character, with second preference going to economics majors. Third preference goes to students exhibiting financial need.

The **DORI SPENCER SCHOLARSHIP FUND** is awarded to deserving students from Oregon.

KATHERINE B. ANDERSEN/ST. PAUL FOUNDATION provides replacement funds for Hillsdale Independence Grants.

The **JACK E. AND GRETA W. STALSBY GRANTS** cover the cost of education, i.e., costs of tuition, room and board, and course materials for the academic year. Recipients must have demonstrated a leadership role and have at least a 3.300 grade-point average. The grants are renewable for four years provided the recipients remain in good academic standing and active in leadership activities.

The **DAVID J. AND LAURA STANTON SCHOLARSHIP** provides full tuition, room and board to a student who is involved in weekly on- and off-campus voluntary activities during the academic year and who participates in one or more campus student organizations/clubs or sports teams.

The **GRACE B. STAPFF MEMORIAL ENDOWED SCHOLARSHIP FUND** was established to provide financial support to students majoring in English or creative writing who have demonstrated financial need and high academic achievement.

JAMES AND GWEN STEELE SCHOLARSHIP is awarded to full-time students on the basis of financial need. Students must maintain a “C+” grade-point average or better. The recipients must exhibit leadership in their church, community and on campus.

EDWARD C. AND HAZELL. STEPHENSON SCHOLARSHIP is awarded to students meeting the Hillsdale College general scholarship criteria with a 3.000 grade-point average.

The **FRANK STERN AND MARGA BACZYNSKY ENDOWED SCHOLARSHIP FUND** gives first preference to economics majors and second preference to finance or business majors.

LOWELL F. AND WILMA C. STEUSLOFF SCHOLARSHIP is awarded to high merit students from Toledo, Ohio, with additional consideration given to any student from the state of Ohio. Demonstrated financial need is also a consideration.

STEWART HUMANITIES SCHOLARSHIP gives special consideration to juniors and seniors who have elected art as a major.

The **ROBERT W. STODDARD MEMORIAL MERIT-BASED SCHOLARSHIP**, established in 1987, is awarded to talented students believing in the principles of personal freedom, traditional American principles and the free-market economic system.

The **STONISCH FOUNDATION LEADERSHIP SCHOLARSHIP** is awarded to a student who is appointed to a student director’s position by the Dean of Students and Director of Financial Aid. The position must provide leadership and management opportunities, and is intended to provide credible work experience that will benefit the student when seeking post-college employment. Examples of these positions are Student Director of the Grewcock Student Union, Student Director of Men’s Residence Life and Campus Recreation Services, and Student Director of Women’s Residence Life and Spirit Club.

The **ISABEL A. SULLIVAN REMITTED MILITARY SCHOLARSHIP** provides awards to veterans of any branch of the United States military.

The **SUSONG FAMILY SCHOLARSHIP** is awarded to students with a 3.7 or better incoming grade-point average and an ACT/SAT composite score in the top 10% of the national average. A 3.0 accumulative grade-point average is required for renewal of this scholarship.

The **TRAVER AND MARJORIE SUTTON EDUCATION AWARD FUND** assists a Hillsdale College junior or senior Teacher Education student who demonstrates high ability in academic studies.

The **TANTRIS SCHOLARSHIP** is awarded to a student who has attained the rank of Eagle Scout or demonstrated a plan and progress toward achieving that status within a year of his arriving at Hillsdale College. Recipients must volunteer with a local Boy Scout troop and demonstrate an interest in history. Preference is given to eligible candidates who are graduates of Hillsdale Academy.

The **JANE STEVENSON TATE MEMORIAL SCHOLARSHIP** was established by her family to assist upper-class students of good moral character majoring in English, literature, religion, education and/or music. Financial need is also a primary consideration.

The **J. DUANE AND BEVERLY U. TAYLOR ENDOWED MEN’S BASKETBALL SCHOLARSHIP** provides assistance to members of the men’s basketball team.

ROBERT E. TAYLOR SCHOLARSHIP is awarded to academically promising students who demonstrate financial need.

The **THOMAS TAYLOR AND CHARLOTTE V. TAYLOR EDUCATIONAL FOUNDATION SCHOLARSHIPS** are awarded to academically promising students who graduate from private secondary schools in the top one-third of their classes. Students are selected on the basis of financial need and academics.

BESS HAGAMAN TEFFT SCHOLARSHIP is restricted to English majors interested in creative writing.

The **B.F. TEMPLETON MEMORIAL SCHOLARSHIP** is awarded to students majoring in business, economics or accounting who have demonstrated an understanding of the importance of maintaining honesty and integrity in the marketplace. Candidates must submit two letters of recommendation from a current or past employer or volunteer coordinator and a one- to two-page essay discussing the importance of honesty and integrity in the marketplace.

HOWARD TERM SCHOLARSHIP is awarded to students in the Music Department.

The **TEXAS SCHOLARSHIP**, established by the Amon G. Carter Foundation, is a \$10,000 annual award. Recipients must live in Texas, with first preference going to residents of Fort Worth and then Tarrant County. Preference will be given to those interested in history and/or politics.

The **MRS. MARGARET HILDA THATCHER SCHOLARSHIPS** are awarded to students majoring in chemistry or biochemistry.

The **ALAN W. AND ELIZABETH D. THEBERT SCHOLASTIC ENDOWMENT** provides financial assistance to veterans of any branch of the U.S. military to obtain their undergraduate or graduate degree. Funds may be used for tuition, textbooks, subscriptions to educational publications, or general purposes while those veterans are enrolled at Hillsdale College.

The **BOB AND INGRID THOMAS SCHOLARSHIP** provides assistance to a student from Carson City, Nevada.

The **DONALD AND NELLIE THOMAS FAMILY SCHOLARSHIP FUND** is awarded to qualified, deserving students from the Clinton, Michigan, area. Applicants must be a member of and regularly attend a Christian church as well as maintain a "C" average in college. The award gives first consideration to Clinton High School graduates.

THE TADE HARTSUFF THOMAS FOUNDATION SCHOLARSHIP is awarded to a first-generation American high school graduate of Hispanic or Latino descent, preferably a male, who intends to major in economics, history, politics, or Christian studies.

LOIS J. THOMPSON ENDOWED SCHOLARSHIP FUND gives first preference to graduates of Gladstone High School, then to students from Escanaba High School, and finally to students from Michigan's Upper Peninsula. Recipients must work at least ten hours per week to help cover educational expenses and must participate in volunteer programs for local community organizations.

The **GEORGE C. AND BEATRICE B. TINSLEY INDEPENDENCE SCHOLARSHIP** was established in 1987 and is awarded to students of good moral character with a "B" average. Financial need is also a primary consideration.

The **TOCCO SPORTS CHALLENGE PI BETA PHI ENDOWED SCHOLARSHIP** is awarded annually to an active member of the Pi Beta Phi sorority. Grade-point average and need are considerations, but are not determining factors in awarding this scholarship. The Hillsdale College Financial Aid Office and the Dean of Women are responsible for selecting the annual recipient of this award.

The **TOLEDO ALUMNI ASSOCIATION SCHOLARSHIP** is restricted to students from the Toledo, Ohio, area.

The **JEAN P. TOOMBS ENDOWED SCHOLARSHIP** gives preference to female students from the Commonwealth of Virginia.

RAY ETHAN TORREY SCHOLARSHIP aids environmental sciences majors with an emphasis on botany preferred.

The **JAMES M. TROUTMAN ENDOWED SCHOLARSHIP** is awarded annually to two recipients who are Michigan residents, with preference given to members of Alpha Tau Omega fraternity and Kappa Kappa Gamma sorority.

ROBERT M. AND CATHERINE BUHRER TRUE SCHOLARSHIP is awarded to students who have demonstrated both financial need and academic excellence.

FREDERICK S. UPTON FOUNDATION SCHOLARSHIP, given through MCF, makes awards in memory of the co-founder of the Whirlpool Corporation to students who meet the Hillsdale College general scholarship criteria.

JOAN LAVON VALENTINE MEMORIAL SCHOLARSHIP is awarded to a student maintaining a 3.000 grade average who demonstrates financial need and a commitment to independence.

The **JOE AND MARY VANDER ZANDEN ENDOWED SCHOLARSHIP** gives preference to students majoring in English or classics from the states of Wisconsin, Florida, and Michigan.

The **LIEUTENANT COLONEL DEBORAH "BORAH" VAN DORMOLEN ENDOWED WHIP SCHOLARSHIP** aids a student participating in the Washington-Hillsdale Internship Program.

The **MARY ALICE VANLANDINGHAM ENDOWED SCHOLARSHIP** gives first preference to pre-medical students, second preference to students who are descendants of Purple Heart recipients, and third preference to students who have earned the Boy Scout Star Rank or the Girl Scout Gold Award.

JOSEPH M. VIJUK SCHOLARSHIP FOR DEFENSIVE LINEMEN was established by a generous gift from a former athlete and alumnus of Hillsdale College. Recipients must maintain a minimum 2.500 grade-point average and have a high standard of citizenship and leadership on campus.

The **VILKAS SCHOLARSHIP** is awarded to students of Lithuanian descent. Second consideration is given to students from Eastern Europe. In the event these two considerations cannot be met, the scholarship is awarded to a student exhibiting a solid Christian character.

The **ANDREW VOGT MEMORIAL SCHOLARSHIP** is awarded by application through the Hilda E. Bretzlaff Foundation to assist a qualified member of the Charger football team.

The **VOLLENWEIDER ENDOWED SCHOLARSHIP** gives first preference to students majoring in education or politics who maintain a 2.500 grade-point average. If a suitable candidate in those fields is not available, a senior in good standing will be considered. Recipients must demonstrate leadership, citizenship, involvement and an understanding of a free society.

MARGARET ELAINE WADLEY SCHOLARSHIPS are awarded to academically promising students demonstrating financial need.

The **RICHARD WAGNER FREE ENTERPRISE ENDOWMENT FUND SCHOLARSHIP** was established by his children and is awarded to junior and senior students with strong economics majors.

MICHAEL S. AND ELIZABETH DEER WALKER ENDOWED SCHOLARSHIP gives preference to a U.S. citizen with a declared major in economics or finance.

The **HENRY, EMILIE AND BETTY WALTER SCHOLARSHIP FUND** is available to juniors or seniors who graduated from the Oshkosh, Wisconsin, School District (public or private). The student must declare a major in business, science or English. Applications must be sent to the Oshkosh Area Community Foundation.

The **TRACY GOAD WALTER MEMORIAL ENDOWED SCHOLARSHIP** was established in 2004 in memory of Tracy Goad Walter, a 1987 Hillsdale graduate and member of Alpha Xi Delta who majored in English and history. The recipient must be a junior or senior with a declared major in English or pursuing the pre-law curriculum.

AB AND LIZ WALTERS SPONSORED SCHOLARSHIPS are awarded to students participating in a semester of the Washington-Hillsdale Internship Program. Preference is given to students from Texas.

The **ELMER D. AND IRMGARD WARNES ECONOMICS SCHOLARSHIP** was established in 1974 to recognize talented business and economics majors maintaining a "B+" or better grade average.

NETTIE TURNBULL WARREN SCHOLARSHIP is awarded to deserving students who demonstrate financial need and maintain a minimum "C+" average.

The **GEORGE WASHINGTON SCHOLARSHIP** is awarded to students participating in the George Washington Fellowship Program at Hillsdale College. As part of the GWFP, recipients must also participate in the Washington-Hillsdale Internship Program in Washington, D.C., and must maintain a minimum 3.5 cumulative grade-point average.

The **REGINALD AND AGNES F. WASHINGTON MILITARY GRANT** is awarded to veterans of the United States military who are seeking education at Hillsdale College.

The **MUDDY WATERS ENDOWED SCHOLARSHIP** is awarded to members of the Hillsdale College football team. Academics are considered.

LAURA WATSON MEMORIAL SCHOLARSHIP gives first consideration to young women in sociology or psychology. Academics, need and character are also considered in the selection process.

WEBB FOUNDATION INDEPENDENCE REPLACEMENT GRANT is part of the Hillsdale Replacement Grant program.

The **ELENA ANDELENITA WEBER INTERNATIONAL PRIVATE ENTERPRISE SCHOLARSHIP** gives first preference to students from the Philippines, Vietnam, Taiwan or mainland China. If there are no eligible students from these countries, the scholarship will be awarded to a senior international student majoring in history, economics, business or science based upon financial need.

The **JOSEPH E. WEBER AND MARTHA GESLING WEBER ENDOWED SCHOLARSHIP** gives first preference to students from Greenfield County, Indiana, and in Ohio, Wood County, Fairfield County and Huron County, in that order. If no students from those four counties are eligible, then preference is given to students from either Indiana or Ohio.

The **LOUIS A. WEICHSELFELDER MUSIC SCHOLARSHIP** gives preference to students concentrating in music or students that intend to choose music as a field of concentration. However, the scholarship may also be awarded to students who intend to major in another academic discipline while at the same time planning to study music and participate in performing ensembles.

The **RICHARD AND BEATRICE WENCEL SCHOLARSHIP** is awarded to students who exhibit leadership, citizenship and volunteerism. The recipient must maintain a 3.000 grade-point average and demonstrate an understanding of our free society.

The **BRUCE E. AND JUDY WENCEL ENDOWED ATHLETIC SCHOLARSHIP** assists student-athletes participating in a varsity sport at Hillsdale. Recipients must have demonstrated financial need, maintain a 3.000 grade-point average and help pay a portion of his or her college expenses.

SAMUEL WESTERMAN SCHOLARSHIP FUND is awarded to students with financial need, a 3.000 grade-point average and a commitment to conservative principles and the free market system.

The **WILDERN FAMILY MERIT SCHOLARSHIP** is awarded to high-achieving juniors and seniors who demonstrate devotion to the principles and actions that promote the superiority of representative republican government and free market economics in our nation.

The **J. MICHAEL WILKES ENDOWED MERIT SCHOLARSHIP** assists an incoming freshman with a 3.7 or higher grade-point average who is a member of the National Honor Society, or a junior or senior at Hillsdale College with a 3.7 or higher grade-point average.

The **RICHARD AND SUSAN WILKEY SCHOLARSHIP** is awarded to a Wisconsin resident in good academic standing.

The **MRS. THEO WILLARD ENDOWED SCHOLARSHIP FUND** aids worthy students who demonstrate financial need.

The **H.K. AND CAROLYN A. WILLIAMS ENDOWED SCHOLARSHIP FUND** assists students on the basis of both need and merit and may vary in amount at the discretion of the Scholarship Committee.

The **MRS. LIDA R. WILLIAMS ENDOWED SCHOLARSHIP** is based on financial need with preference given to students from Florida and Michigan.

The **ALBERT R. WITKINS MEMORIAL ENDOWED SCHOLARSHIP FUND FOR EAGLE SCOUTS** provides awards to students who are currently involved with the Boy Scouts of America, have participated in Scouting for a period of years to have earned the award of Eagle Scout, have demonstrated a commitment of giving back to the Boy Scouts and outstanding Scout spirit. Recipients must participate in volunteer activities and work at least ten hours per week during the school year.

The **BILL AND DEE WRIGHT ENDOWED SCHOLARSHIP FUND** aids students of U.S. citizenship who demonstrate financial need and maintain at least a 2.800 grade-point average. First preference will be given to a member of the Hillsdale College/Community Orchestra, and if no suitable candidate is available, then a recipient may be chosen from the Hillsdale College Choir. An audition is required. Recipients must participate in various extracurricular and volunteer activities.

The **EDGAR AND ANNA YALE SCHOLARSHIP** is given to students studying the social sciences with a major in business, economics and/or a minor in computer science. Recipients must maintain at least a 3.000 grade-point average, demonstrate financial need, be a U.S. citizen and correspond with the donor once each semester.

The **MASATO DAVID YOSHIMATSU ENDOWED MEMORIAL SCHOLARSHIP** is available to qualified freshmen or upperclass students in good academic standing who demonstrate financial need and express an interest in Austrian economics, philosophy or intercultural understanding.

HOWARD E. YOUNG SCHOLARSHIP is awarded to students with a commitment to Christian service and a strong interest in economics. The recipient is required to do a report on a book selected annually by the donor.

The **KAREN AND DAVID YOST ENDOWED SCHOLARSHIP** gives preference to students majoring in chemistry, biology, biochemistry, or education.

STEPHEN J. ZICCARDI MEMORIAL SCHOLARSHIP gives first consideration to students majoring in chemistry and maintaining a 3.000 or better accumulative grade-point average. Second preference will be given to business students.

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



Tradition Awards

The Hillsdale College Tradition Award program extends additional assistance to meritorious students who present financial need of at least one-half the cost of education. Recipients are expected to maintain academic excellence while also working a minimum of eight hours per week each semester and participating in volunteer projects in the Hillsdale community at least 15 hours per semester. In this, recipients serve as goodwill ambassadors to the local community by demonstrating qualities of leadership and good citizenship.

The amount of each Tradition Award is equal to one-half the cost of tuition and may be funded through one of the following:

MILA STOJANOWA AMBRUS ENDOWED BULGARIAN HERITAGE TRADITION AWARD
 STEPHEN ROSS ANGEL TRADITION AWARD
 CLEOTA BARLOW TRADITION AWARD
 HERBERT BRETZLAFF JR. TRADITION AWARD
 C.A. CARROLL TRADITION AWARD
 CHERNE FAMILY ENDOWED TRADITION SCHOLARSHIP
 W.G. CONWAY ENDOWED TRADITION SCHOLARSHIP
 ROBERT C. AND MAUREEN COOPER TRADITION SCHOLARSHIP
 CHARLES B. DAVID TRADITION SCHOLARSHIP ENDOWMENT
 RAYMOND A. DAVIES ENDOWED TRADITION SCHOLARSHIP
 RICHARD AND CAROL GATLEY TRADITION AWARD
 HARRY AND EDITH GUTTZEIT DAUGHTREY ENDOWED SCHOLARSHIP
 HARRY S. AND MARGARET E. GWIAZDA REMITTED TRADITION SCHOLARSHIP
 DONALD E. AND ELLEN HALL ENDOWED TRADITION SCHOLARSHIP
 LEWIS HALL ENDOWED TRADITION AWARD
 PAUL HARVEY TRADITION AWARD
 WILLIAM AND MARIA HENDERSON TRADITION AWARD
 HILLSDALE TRADITION AWARD (HTA)
 RICHARD SEE HOLSON, JR. MEMORIAL TRADITION SCHOLARSHIP
 ROBERT L. AND MAUREEN O. JOHNSON ENDOWED TRADITION AWARD
 HARRY AND MARGUERITE KENDALL ENDOWED SCHOLARSHIP
 JAMES H. LAKE ENDOWED TRADITION SCHOLARSHIP
 C. ERIK AND PHYLLIS S. LARSON ENDOWED TRADITION SCHOLARSHIP
 LLOYD LAWSON TRADITION AWARD
 THOMAS AND GRAYCE MASK TRADITION AWARD
 RAYMOND E. MASON AND MARTHA E. MASON TRADITION SCHOLARSHIP
 NORMA JEAN MATT ENDOWED TRADITION SCHOLARSHIP
 WILLIAM AND KATHARINE MEYER TRADITION AWARD
 LOUISE MCLOUTH PARK ENDOWED TRADITION AWARD
 THORA PASSEKEL TRADITION AWARD
 JAMES C. QUAYLE ENDOWED TRADITION AWARD
 THE DONALD C. AND JUANITA RAMSEY ENDOWED TRADITION SCHOLARSHIP
 GEORGE ROSARIO ENDOWED SCHOLARSHIP
 ROBERT AND MILDRED SCHEEL TRADITION AWARD
 MATHEW H. AND WILMA J. SEIDL TRADITION AWARD
 THE PHIL C. AND MELISSA SHAFFER ENDOWED TRADITION SCHOLARSHIP
 RICHARD SHOOSHAN TRADITION AWARD
 JOHN AND PATRICIA SMITH HILLSDALE TRADITION AWARD
 DAVID A. AND STEPHANIE H. SPINA FAMILY FOUNDATION TRADITION SCHOLARSHIP
 JAMES H. STONE MEMORIAL TRADITION SCHOLARSHIP

ARMANDO TADDEI ENDOWED TRADITION SCHOLARSHIP IN ECONOMICS
THOMAS LEWIS LATANÉ TEMPLE SCHOLARSHIP
ARTHUR N. THOMAS TRADITION AWARD
THE DON L. AND MARTHA T. TUFFLI ENDOWED SCHOLARSHIP
DR. LEROY TUNNELL JR. AND MARIAN TUNNELL ENDOWED TRADITION AWARD
TWARDZIK FREE ENTERPRISE TRADITION AWARD
HAZEL C. VAN ALLEN ENDOWED TRADITION AWARD
ROBERT AND EVELYN WEIL ENDOWED TRADITION SCHOLARSHIP
CAROL WILLIAMS TRADITION AWARD

Statement of Loan Policy

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

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



Loan Programs and Funds

Hillsdale College has several private loan funds that are sponsored by private individuals, foundations and companies who support Hillsdale's independence. These loan funds are need-based and have various interest rates and individual, specialized criteria for selection. All loans require a creditworthy cosigner.

Consolidated Loan Funds at Hillsdale College

AUSTIN F. BATES MEMORIAL STUDENT LOAN FUND
 BOYD ARC LOAN
 BING CROSBY YOUTH FUND LOAN
 HENRY Z. AND NELLIE H. DAVIS MEMORIAL LOAN
 HARRIETT A. DEERING LOAN
 D. C. AND IRENE ELLWOOD LOAN FUND
 FITE LOAN
 ORA L. GIAUQUE LOAN FUND
 WILLIAM RANDOLPH HEARST ENDOWED LOAN FUND
 HILLSDALE COLLEGE - S LOAN FUND
 KEMBERLING LOAN
 C. ERIC AND PHYLLIS S. LARSON ARC LOAN ENDOWMENT
 RIVINGTON D. LORD LOAN FUND
 MCKIBBIN LOAN
 EBEN MUMFORD LOAN FUND
 FRED B. ODLUM LOAN
 JAMES I. AND LINNIE E. POST LOAN FUND
 MILDRED A. REEVES ENDOWED LOAN FUND
 ROSE ARC LOAN
 ROWE ARC LOAN
 STRONG LOAN
 THOMAS EXTERNAL LOAN
 THOMAS INTERNAL LOAN
 JOAN THOMAS ARC LOAN FUND
 WAYNE E. AND VIRGINIA R. THURMAN ARC LOAN FUND
 ELBERT W. VAN AKEN MEMORIAL LOAN
 ZELLA U. WEATHERBY LOAN

* **Hillsdale Independence Loan** is based on extreme financial need and includes the following:

HADLEY LOAN FUND
 JACK R. AND ANNETTE H. HENDERSON LOAN FUND
 LEIBACHER LOAN FUND
 ALEX AND KATHARINE NASON LOAN FUND
 SMITH, RHODEN, HAYS FAMILY LOAN FUND
 VIANI INDEPENDENCE LOAN
 WILL CARLETON LOAN FUND

* **Hillsdale Independence Loan Supplement** is based on financial need.

Student Employment

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

An average student job will require a commitment of at least eight to ten hours per week, which should not interfere with study or other activities. Several types of employment are available.

Bon Appétit Dining Service employs many students each semester to work during mealtimes and to help in catering and serving special dinners and luncheons on campus. Other students work in the library, bookstore, student union or as part-time office help for professors or departments of the College. Others are employed by the College Maintenance Department and help with grounds work. Some are employed as chauffeurs and escorts for guests on campus. Students are paid an hourly wage.

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

Service Opportunities and Rewards (SOAR) Program

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

FINANCIAL AID WITHOUT REGARD TO NEED

Each year, Hillsdale College makes available to incoming freshmen a number of scholarships awarded on the basis of outstanding achievement and satisfactory citizenship in secondary school. All applicants to Hillsdale College are automatically considered for these awards upon acceptance. No formal application is necessary, nor is need a factor in the determination of awards.

Due to the competitive nature of the awards, which considers the overall strength of an Admissions application, not everyone who qualifies can receive an award.

Academic Merit Awards

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

DISTINCT HONORSCHOLARSHIPS A limited number of full-tuition scholarships are available to outstanding incoming freshmen. For consideration, a candidate must have an ACT or SAT score of at least 33 or 2190, respectively, a high school grade-point average of 3.85 or higher, a superior record of leadership and extracurricular involvement, two strong academic letters of recommendation from high school officials, and a superior interview with the Scholarship Selection Committee.

PRESIDENTIAL SCHOLARSHIPS A number of half-tuition awards are also available to incoming freshmen. Recipients are chosen from those who have an ACT or SAT score of at least 31 or 2040, respectively, a high school grade-point average of 3.75 or higher, an exceptional record of leadership and extracurricular involvement, two academic letters of recommendation from high school officials, and an exemplary interview with an Admissions representative.

TRUSTEE SCHOLARSHIPS To be eligible for one of these scholarships, which start at \$1,000, a candidate must have an ACT or SAT score of at least 28 or 1860, respectively, a high school grade-point average of 3.65, a record of well-rounded extracurricular involvement, and have either a strong interview with the Scholarship Selection Committee or submit excellent academic letters of recommendation.

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.

HISTORICAL PROFILE

*“Hillsdale—unique among all educational institutions—
was and remains unfettered.”*

—PAUL HARVEY



In 1844, Hillsdale College was founded on the then truly exceptional precept of offering “all persons, irrespective of nationality, color or sex . . . a literary and scientific education,” enrolling blacks, women and other minorities nearly two decades before the Civil War. Hillsdale was the first college in the nation to have its principles of nondiscrimination written into its state charter. And in the state of Michigan, the school’s history includes a number of educational “firsts”:

- Hillsdale was the first Michigan college and the second in the nation to admit women on an equal basis with men
- The first to issue a college newspaper
- The first to introduce a military department, a biology laboratory and a preschool
- The first (and the second in the nation) to confer a classical degree on a woman
- The first to elect a woman to its Board of Trustees
- The first to issue state teaching credentials
- The first to employ women as faculty members

Hillsdale’s beginnings as a pioneer college on the edge of the Western frontier were humble: The first classes met in a two-room deserted store about 20 miles from the College’s present campus. But within a few years, the number of students and the size of the school began to increase, and by 1853, the permanent campus was established on 25 hilltop acres in the small farming community of Hillsdale, Michigan, which was the far Western railroad terminus and which promised to be a good location for a growing college.

During the Civil War, the school’s population was at an all-time low; proportionately, more students from Hillsdale saw military service in this conflict than from any other American college or university. Among Hillsdale’s graduates during this era and the late 19th century were six college presidents, six congressmen, an ambassador, a U.S. consul, a U.S. senator, four generals and the world-famous poet and lecturer, Will M. Carleton.

In 1874, a disastrous fire destroyed the original College edifice, which had been a multi-winged building constructed of over a million bricks. But Hillsdale’s financial supporters rallied, mostly with small gifts of \$5-100, and new construction resulted in five separate brick buildings, one of which remains today: the familiar College symbol of Central Hall.

Throughout its history, Hillsdale has remained steadfast to principle, but the 20th century brought several key challenges. The first was during World War I, when the College resisted the government edict that black students be forced to enroll in segregated ROTC units. This was in direct conflict with Hillsdale’s charter, and the school successfully petitioned the War Department to continue its own color-blind policies.

In 1975, the government once again threatened to overturn Hillsdale’s then over-a-century-old tradition of nondiscrimination by instituting an “affirmative action” plan that required detailed reporting about the race, gender and ethnic origin of students, faculty and staff at all colleges, public or private. Hillsdale was the only college in the nation to respond negatively to the Department of Health, Education and Welfare by refusing to comply on the grounds that its own nondiscrimination guidelines were superior, and that as an institution that had never in its history accepted federal taxpayer funds, it was unwilling to accept federal control. In a battle that went all the way to Congress and the Supreme Court, it was finally decided that even if one student on campus received a federal grant or loan—from a National Direct Student Loan to the G.I. Bill—the school would be classified as a “federal recipient.” Thus, in 1985, Hillsdale established its own alternative grant and loan program and once more stymied attempts to curb its independence. In 1998, the Hope Scholarship and Lifetime Learning Tax Credits were denied to Hillsdale families. Once again, Hillsdale College affirmed its independence by refusing to be classified as a “federal recipient.”

Today, Hillsdale College is still known for its unyielding commitment to principle. It continues to offer a liberal arts curriculum in the humanities, the natural sciences and the social sciences that emphasizes Western culture, the Judeo-Christian tradition and the American heritage of freedom and independence.

COURSES OF INSTRUCTION

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

—THE DETROIT NEWS



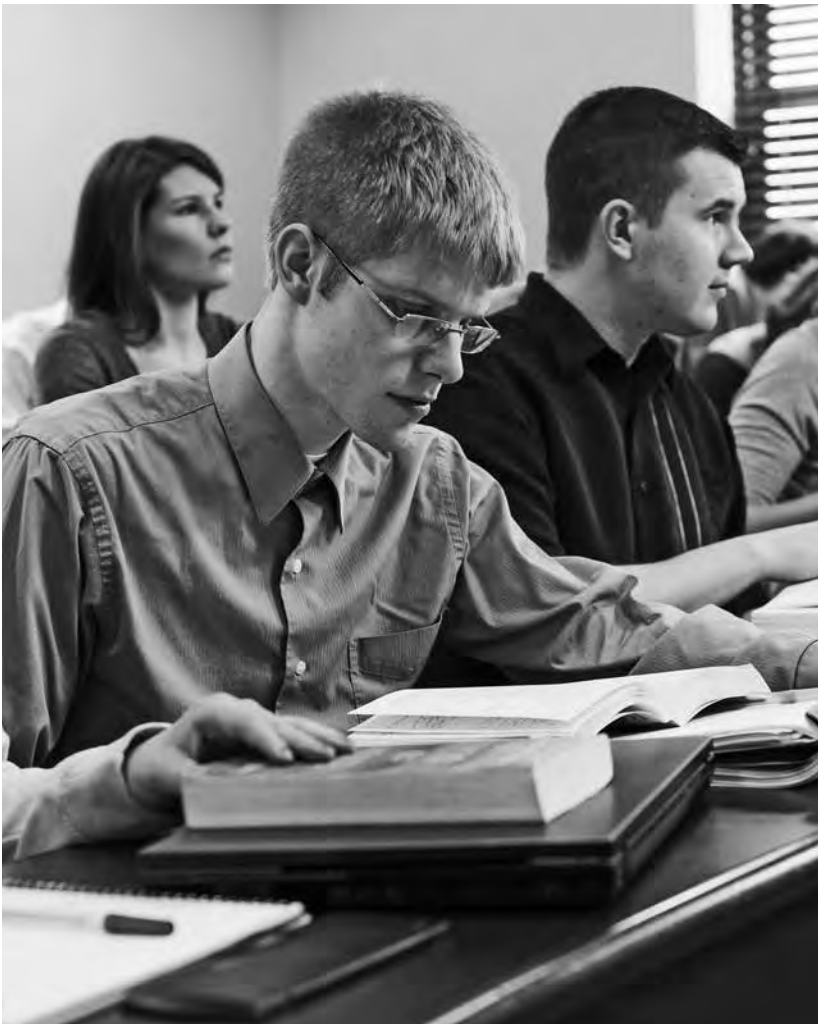
GUIDE TO COURSE DESCRIPTIONS

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

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

The number of hours listed opposite the title of each course refers to the amount of credit granted each semester for the successful completion of the course. In general, each hour of credit implies one hour of classroom work per week throughout the semester.

The College reserves the right to cancel or postpone any course for which the enrollment is insufficient.



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

NATURAL SCIENCES: Dean, Christopher VanOrman

Biology
Chemistry/Biochemistry
Mathematics
Physics

HUMANITIES: Dean, Thomas J. Burke Jr.

Art
Classics
 Greek
 Latin
English
French
German
Music
Philosophy and Religion
 Philosophy
 Religion
Spanish
Speech
Theatre

SOCIAL SCIENCES: Dean, Jon Fennell

Business Administration
 Accounting
 Financial Management
 Marketing/Management
Economics
History
Politics
Psychology
Teacher Education

SPORT STUDIES: Chairman and Athletic Director, Don Brubacher

Exercise Science
Physical Education
Sport Management
Sport Psychology

INTERDISCIPLINARY STUDIES

American Studies: Director, Kevin Portteus
Christian Studies: Director, Michael E. Bauman
Comparative Literature
Herbert H. Dow II Program in American Journalism: Director, John J. Miller
European Studies
International Studies in Business and Foreign Language
Political Economy
Sociology and Social Thought

PREPROFESSIONAL PROGRAMS

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

THE LEE AND ROLAND WITTE NATURAL SCIENCES DIVISION

Dean: CHRISTOPHER A. VANORMAN

Director of Science Laboratories: TED MILLER

Required Courses

The following two courses (along with the mathematics competency) satisfy the natural science core curriculum requirement. The two-semester series, taken in sequence and listed below, is designed to introduce students to the physical and biological universe and complement the Mission Statement of Hillsdale College. Each course will stress the following general themes: science as a way of knowing, theoretical basis of science, historical perspective and “hands-on” laboratory experience.

SCI 101 Physical Science

4 hours

This lecture and laboratory course is a joint offering by the Physics and Chemistry Departments. It is designed to introduce students to the physical and chemical world and also lay the foundation for the succeeding course, BIO 101. The first half will discuss the basic physical laws of nature and evidence for these laws. Topics to be covered will be selected from the following: The Structure of the Universe, Newtonian Mechanics, Energy, Electricity and Magnetism, Waves and Electromagnetic Radiation, The Atom, and Nuclear Physics. The second portion will discuss chemical principles and seek to explain the macroscopic nature of matter in terms of atoms and molecules. Topics to be covered will include Properties of Matter, Chemical View of Matter, Chemical Reactions, Solutions and Organic Chemistry. Three lectures and one laboratory per week.

BIO 101 Core Principles in Biology

3 hours

This biology core class is a three-credit, theme-based, lecture and discussion course that covers unifying concepts in the biological sciences. Several sections of this course will be offered, with each section covering topics within a specific discipline of biology. Major themes will be consistent in each section offering, including historical aspects, principles of evolution, understanding science as “a way of knowing” and others, but most important is the connection made among man, his environment, society, and the scientific process used to discover what we know. Each section will incorporate supplemental resources in lieu of standard textbooks to make the course a unique liberal arts experience and to establish connections with other areas of the core curriculum. Some sections may also have laboratory components, demonstrations, or field trips to complement what is being taught in the lecture.

Biology

Chairman and Professor: FRANCIS X. STEINER

Professors: RANESSA L. COOPER, DAVID C. HOUGHTON, ROBERT R. MILLER JR.,
ANTHONY L. SWINEHART, DANIEL S. YORK

Associate Professor: JEFFREY VAN ZANT

Assistant Professor: SILAS JOHNSON

Visiting Lecturer: ANGELICA J. PYTEL

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

The Biology Department offers a diversity of courses ranging from microbiology and molecular biology to organismal biology and ecology. State-of-the-art facilities and equipment enhance coursework and student research. Additionally, the Department uses Slayton Arboretum, Lakes Winona and Barber, and the 685-acre G.H. Gordon Biological Station in northern Michigan as outdoor laboratories. Additional summer courses in marine and field biology and an internship in conservation genetics are also available.

A minimum of 32 hours in biology courses at or above the 200 level is required for a major in biology. Courses required for all majors include: Biology 201, 202, 250, 287, 309, 340, 590, 591, 592

and 593 or 594; and at least one from each of the following three categories: (1) advanced core in cellular biology/molecular biology/genetics, chosen from Biology 302, 306, 320, 360, or 430; (2) advanced core in organismal biology, chosen from Biology 301, 302, 303, 305, 315, 316, 370, 383, 390, 412, or 413; (3) advanced core in evolution and ecology, chosen from Biology 311, 317, 318, 345, 350, 364, 368, 380, or 405. Courses that appear more than once may only count toward one category. The successful completion of BIO 201 and 202 is recommended before students proceed in taking upper-level coursework.

Biology majors must register or receive credit for Mathematics 120 or 112/113 (previously MTH 213), and five additional cognate courses chosen from Chemistry 101, 102, 303, 304; Physics 101, 102, 201, 202; or Mathematics 105, 220. Additionally, biology majors must participate as teaching assistants for one semester in biology laboratories.

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 at a level determined to be acceptable by the Department for graduation.

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

For preprofessional programs in medicine, veterinary medicine, osteopathy, nursing and other science- and health-related disciplines, please refer to pages 200-201.

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.

201 Evolution and Biological Diversity

4 hours

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

202 Molecular Genetics and Cellular Function

4 hours

An introduction to cellular structure and function and the biochemical basis for genetic control of cell function. Laboratory work included. Required in the field of concentration. It is strongly suggested that students taking this course have taken or are concurrently enrolled in general inorganic chemistry.

250 General Ecology

3 hours

This course examines the characteristics of populations, communities and ecosystems in terms of energy flow, biogeochemistry and multivariate interactions (biotic and abiotic). The course will demonstrate the role of evolution in ecosystem composition, structure and function. The nature of the major North American Biomes will also be discussed with an emphasis on the importance of biodiversity and the interdependence of living things. Two weekend field trips are required. Also offered during the summer at the G.H. Gordon Biological Station. Prerequisites: CHM 101, CHM 102 and BIO 201; or consent of instructor.

287 Biology Seminar

1 hour

Discussion of selected topics in evolution.

297 Special Problems

1-3 hours

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

301 Invertebrate Zoology

4 hours

The study of the structure and development of various invertebrate animals. Laboratory work is included. Prerequisites: BIO 201 and 202.

302 Developmental Biology

4 hours

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

303 Comparative Vertebrate Anatomy

4 hours

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

- 305 Plant Anatomy** **4 hours**
The study of plant development, structure and function. Laboratory work is included. Prerequisites: BIO 201 *and* either BIO 202 or permission of the instructor.
- 306 Plant Physiology** **3 hours**
The study of physiological processes in plants. Laboratory work is included. Prerequisites: BIO 201 and 202; BIO 305 is beneficial but not required.
- 308 Human Anatomy and Physiology** **4 hours**
A study of the structure and function of the human body; fundamental processes of body defense, nervous function, hormones, integument, respiration, circulation, blood and lymph, muscles, skeleton, digestion, excretion and hygiene. Laboratory work is included.
- 309 Genetics** **3 hours**
The study of the principles of heredity, gene function and mutation, and growth and reproduction. Prerequisite: BIO 202.
- 311 Methods in Field Biology** **2nd Summer Session 3 hours**
An introduction to field biology with an emphasis on hands-on field research techniques. Lecture topics will include terrestrial and fisheries biology, forest ecology and forestry practices, soil science, conservation management, and the demography and genetics of wildlife populations. Laboratories will focus on sampling terrestrial and aquatic organisms, estimation of population size, ecological evaluation, radio telemetry, small mammal trapping, wildlife forensics, DNA barcoding, field anesthesia, mist netting bats and birds, and proper use of field research equipment. Prerequisites: BIO 101 and BIO 201 or BIO 368.
- 315 Michigan Flora** **3 hours**
The study of Michigan's native plants, including trees, shrubs, wildflowers, aquatic plants and grasses. Prerequisite: BIO 201.
- 316 Plant Taxonomy** **3 hours**
The study of the principles and practice of plant systematics. Laboratory work is included. Prerequisite: BIO 201; BIO 315 is beneficial but not required.
- 317 Plant Morphology** **4 hours**
The study of plant evolution through the evaluation of morphology. Laboratory work is included. Prerequisites: BIO 201 *and* either BIO 202 or permission of the instructor.
- 318 Historical Geology** **3 hours**
An introduction to the history of the earth from its formation to the present, including the development of the earth's interior, crust, oceans, climate, continents, mountains and glaciers. In addition to the abiotic history of our planet, prevailing scientific theories on the origins, evolution and diversity of life (from bacteria to dinosaurs) on earth will be examined. Emphasis is placed on developing skills in both spatial and temporal cognition. Lectures are enhanced by field trips. Prerequisites: SCI 101 and BIO 101 or equivalent.
- 320 Advanced Cell Biology** **4 hours**
A study of the infrastructure and function of cells. Topics include the study of electron micrographs, cellular respiration, enzyme kinetics, mechanisms of movement, protein synthesis and the implications of cellular function in multicellular organisms. Laboratory work is included. Prerequisites: BIO 201 and 202, CHM 101 and PHY 101.
- 340 Biostatistics** **4 hours**
An introduction to philosophy of science, logical structure of the scientific method and principles of univariate statistics for the biological sciences. Laboratory work is included, which will require the mastering of a statistical software program. Prerequisites: MTH 105 and BIO 101 or equivalent. Required in the field of concentration.
- 345 Advanced Ecology** **4 hours**
The study of plants and animals in a natural environment: interdependence of living organisms, plant and animal succession, population, food and energy, habitat and ecological niches. Field exercises, laboratory work, lectures and critiques are inherent to the course. Prerequisites: BIO 201 and 202.
- 350 Conservation** **3 hours**
An overview of anthropogenic environmental degradation and solutions for achieving a sustainable planet. Topics include the history of conservation, economics and ethics, sustainable engineering and building, principles of ecology, overpopulation, world hunger, principles of soil science, agriculture, waste management, air and water pollution, climate change, habitat loss, and extinction. Course includes field trip opportunities for hands-on learning that can be applied to environmentally responsible homestead management.

- 356 Animal Histology** **1 hour**
The tools and techniques of the light microscope will be practiced, from tissue preparation to photomicroscopy and manuscript preparation. Prerequisite: BIO 202.....Offered on demand.
- 360 Microbiology** **4 hours**
The study of microorganisms, focusing on bacteria and viruses. General topics include morphology, growth, reproduction, metabolism, mechanisms of genetic exchange, control, pathogenic and applied microbiology. Fundamental concepts of virology and immunology are also covered. Laboratory work includes isolation and identification techniques.
- 364 Freshwater Biology** **4 hours**
An introduction to the ecology of inland waters, including lakes, ponds, wetlands and streams. Major topics include geologic origins, typology, geographic distribution, biota, ecological succession, ecosystem function and restoration/management. Emphasis is placed on the interaction between organisms and the environment. Laboratories include use of field equipment, field research techniques and identification of aquatic organisms, including protozoa, invertebrates, fish, herpetofauna and plants. Many laboratories will be conducted out of doors, and there is one required field trip off campus.
- 368 Marine Biology** **1st Summer Session 4 hours**
A concentrated field study that introduces students to the ecology of shallow, subtropical, marine environments. Lectures and laboratories are complemented with boat and snorkeling trips to coral reefs and other marine habitats in the vicinity of Long Key, Florida. Additionally, students work together in groups and conduct independent research on a selected marine habitat. The course includes a survey of the marine life of the Florida Keys, as well as investigation of the autecology of the organisms. The course is designed to suit both biology majors and non-majors. Students enrolled in the course live and study on location. Prerequisites: Consent of instructor. A \$250.00 non-refundable deposit is required, in advance, to enroll in the course.
- 370 Entomology** **4 hours**
The study of insects, their classification, their physiology and structure, and their relationships to each other, to their environment and to man. The course includes laboratory and field exercises. Prerequisites: BIO 201 and 202.
- 380 Animal Behavior** **4 hours**
The study of empirical, theoretical and conceptual foundations of animal behavior. Laboratory experiments, emphasizing ethological methodology, as well as discussion, will reinforce these foundations. Prerequisites: BIO 201 and 202. BIO 309 and BIO 412 are strongly recommended.
- 383 Mammalogy** **3 hours**
The lecture will present the diversity and biology of mammals from an evolutionary perspective. It will examine the diversity of living and extinct mammals and explore the mechanisms responsible for their evolution and extinction and will include discussion of mammal origins, evolution, phylogeny, paleontology, physiology, behavior, ecology and economic importance. There are approximately 4,600 living species of mammals that are spread throughout all the earth's environments and make up 26 diverse orders, such as carnivores, whales, bats, rodents, and primates.
- 390 Animal Parasitology** **3 hours**
A survey of animal parasites, including their taxonomy, structure, life histories and evolution. Prerequisites: BIO 201 and 202.
- 402 Ornithology** **4 hours**
A study of the classification, habits and ecological relations of birds, with laboratory and field work, assigned reading and illustrated lectures. Early-morning field trips are arranged for the identification of birds by size, form, color, habit and song. Prerequisites: BIO 201 and 202.
- 405 Population Genetics** **3 hours**
The lecture will present both an introduction to theoretical studies, and discussion of actual molecular and phenotypic variation in natural populations and how processes such as mutation, recombination, and selection affect genetic variation. Topics discussed will include genetic variation, Hardy-Weinberg Equilibrium, genetic recombination, linkage and disequilibrium, basic natural selection models, molecular evolution and phylogenetics, mutation, genetic drift, inbreeding and nonrandom mating, population subdivision and gene flow, and the neutralist versus selectionist debate.

412 Mammalian Physiology**4 hours**

A study of the functional properties of mammalian systems. Laboratory work includes experimental analysis of typical vertebrate systems. Prerequisites: BIO 202, CHM 102, PHY 102, CHM 304, and any of the following: BIO 303, 308, or 413.

413 Human Gross Anatomy**3 hours**

This laboratory-based course will consist of two hours of lecture and four hours of directed cadaveric dissections each week. It will be limited to ten students. Prerequisite for the course will be either BIO 303 (Comparative Vertebrate Anatomy) or BIO 308 (Anatomy and Physiology).

430 Molecular Biology**4 hours**

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

590 Junior Seminar**1 hour**

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

592 Junior Research**1 hour**

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

591 Senior Seminar**1 hour**

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

593 Senior Thesis**1 hour**

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

594 Biology Honors Thesis**3 hours**

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

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

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

Chemistry and Biochemistry

Chairman and Professor: MARK A. NUSSBAUM

Professors: LEE ANN FISHER BARON, CHRISTOPHER A. VANORMAN

Associate Professors: CHRISTOPHER S. HAMILTON, MATTHEW A. YOUNG

Assistant 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.

Requirements for a major in chemistry include the following mandatory courses: Chemistry 303, 304, 406, 415, 452, 475, 502, 503, 522, 570, and 590. Note also that Chemistry 101 and 102,

or the equivalent, are required as prerequisites for 303. In addition, Biology 202, Mathematics 220, and Physics 201-202 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. Chemistry 570 and 590 require completion of a guided laboratory research project (completed no later than fall of the senior year) and a written report. All chemistry majors must also pass a standardized comprehensive chemistry examination prior to graduation.

Requirements for an ACS-certified degree include all of the above with the addition of one of the following four advanced courses: Chemistry 403, 419, 453, or 504. Also, students are required to do a more extensive research project culminating in a senior presentation and thesis, which requires completion of Chemistry 575.

A minor in chemistry consists of Chemistry 101-102, 303-304, and 415 (20 credit hours).

Biochemistry Major and Minor

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

The biochemistry major at Hillsdale is designed to prepare students for careers in biochemical and biotechnical research, graduate study in biochemistry, and for further education in professional schools of medicine, dentistry, and allied health fields. The courses for the major draw from both the Chemistry and Biology Departments. The required courses follow the recommendations of the American Society of Biochemistry and Molecular Biology. Requirements for a major in biochemistry include the following mandatory courses: Chemistry 303, 304, 415, 452, 453, 475, 501 (or 502 and 503), 570, and 590. In addition, students must take at least two of the following courses: Biology 302, 306, 309, 320, 360, or 430. Students must also complete the following cognates: Biology 202, Mathematics 220, and Physics 101-102 (or 201-202), or their equivalents. Chemistry 570 and 590 require completion of a guided laboratory research project (completed no later than fall of the senior year) and a written report. All biochemistry majors must also pass a standardized comprehensive biochemistry examination prior to graduation.

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

A minor in biochemistry consists of the following courses: Chemistry 101-102, 303-304 and 452-453 (22 credit hours).

Departmental Honors:

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

101-102 General Chemistry I and II

4 hours each

Two four-hour courses in introductory inorganic chemistry. These courses cover fundamental laws and theories: the atom and the nature of the chemical bond, stoichiometry, phases of matter, solution chemistry, kinetics, equilibria, electrochemistry, coordination complexes and an introduction to thermodynamics. Three lectures plus one three-hour laboratory per week. Prerequisites: two years of high school mathematics plus high school chemistry. CHM 101 is a prerequisite for 102.

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

Two four-hour courses in the general field of organic chemistry including reaction and preparations of both aliphatic and aromatic compounds, functional group approach to reactions, and the theoretical relationship of electronic structure to mechanisms. The laboratory will emphasize preparative methods. Designed for preprofessional students in allied health fields, as well as for students working in this field of concentration. Three lectures plus one laboratory period per week. Prerequisite: CHM 102. CHM 303 is a prerequisite for CHM 304.

403 Advanced Organic Chemistry**3 hours**

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

406 Inorganic Chemistry**3 hours**

An in-depth study of the structure and properties of atoms, ions and molecules. Topics include coordination chemistry, ligand field theory, organometallic compounds and descriptive chemistry. Lecture with lab. Pre- or co-requisite: CHM 503.

415 Analytical Chemistry**4 hours**

The theory, principles and practices of analytical chemistry involving statistical analysis, equilibria, acid-base chemistry, complexation, oxidation-reduction, spectroscopy, and electrochemistry. Quantitative determinations using gravimetric analysis, titrations (acid-base and complexiometric), and spectrophotometry are a part of the laboratory portion of this course. Three lectures plus one four-hour laboratory per week. Prerequisite: CHM 102..... Fall.

419 Analytical Separation Science**3 hours**

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

452 Biochemistry**3 hours**

A descriptive study of the chemistry of nucleic acids, carbohydrates, proteins, lipids, vitamins, hormones and enzymes. Three lectures per week. Prerequisites: CHM 304 and BIO 202..... Fall and Spring.

453 Advanced Biochemistry**3 hours**

Detailed study of enzyme mechanisms, the role of cofactors, enzyme kinetics and metabolism. The course will focus on recent advances in the field of biochemistry. Students will learn techniques in protein purification, enzyme assays and molecular biology in the laboratory portion of the class. Lecture with lab. Prerequisite: CHM 452..... Spring.

475 Junior Seminar**1 hour**

An introduction to oral presentations, critical listening, literature research and scientific writing as applied to chemistry. To be taken by majors in the fall of their junior year.

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

A study of thermodynamics, kinetics, molecular structure and spectroscopy, with an emphasis on biological applications. The concepts of energy, enthalpy, entropy, chemical equilibrium, kinetics of complex reactions, dynamics of microscopic systems, chemical bonding, non-covalent interactions, optical spectroscopy and magnetic resonance will be covered in some detail, and the discussion will center on the importance of these concepts in the life sciences. Three lectures per week. Prerequisites: CHM 304, PHY 102, MTH 220... Fall.

502 Physical Chemistry I**4 hours**

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

503 Physical Chemistry II**4 hours**

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

- 504 Advanced Topics in Physical Chemistry** **3 hours**
This course will expand on topics introduced in CHM 502 and 503. Course content will vary with each offering and will depend on the interests of enrolled students. Possible topics to be covered include computational chemistry, surface chemistry, advanced group theory and crystallography, advanced microscopy and nuclear chemistry. Three lectures per week; some laboratory work may be required. Pre- or co-requisite: CHM 503..... Spring, odd-numbered years.
- 522 Instrumental Methods of Analysis** **4 hours**
A course that includes lecture and/or laboratory work in basic electronics, flame atomic emission and absorption spectroscopy, UV-Vis and IR molecular absorption, luminescence methods, NMR spectroscopy, mass spectrometry, electrochemical analysis, and liquid and gas chromatography. Three lectures and one four-hour laboratory per week. Prerequisite: CHM 415 and 501 or 502. Spring.
- 570 Senior Seminar** **1 hour**
Building on CHM 475, this course aims to strengthen skills in critical listening and evaluation of oral scientific presentations. In addition, students will present findings of their own research work, either in oral or poster format, and will provide mentoring to junior majors. Required of all senior chemistry and biochemistry majors. Prerequisite: CHM 475.
- 575 Senior Thesis** **1 hour**
Preparation of a written thesis describing laboratory research performed by the student under the guidance of a mentor on a specific chemical problem. Required of all chemistry and biochemistry majors seeking Departmental Honors or ACS-certified degrees. Pre- or co-requisite: CHM 570.
- 590 Chemical Research** **1-3 hours**
Laboratory and/or literature research in advanced chemistry, designed to develop independent research skills through the guidance of a research mentor on a specific chemical problem. Prerequisite: CHM 304.
- 597 Special Problems** **1-3 hours**
Investigation of special problems under faculty supervision. Prerequisite: Permission of the instructor.
- 598 Laboratory Assistantship** **1-2 hours**
Practical experience in setting up experiments and supervising laboratory work. Time requirement: three hours per week of laboratory work for each credit hour. Total limit: two hours of credit.
- 599 Assistantship Honors** **2 hours**

Mathematics

Chairman and Associate Professor: SAMUEL G. WEBSTER

Associate Professors: RYAN HUTCHINSON, DAVID C. MURPHY,
THOMAS I. TRELOAR

Assistant Professors: WILLIAM C. ABRAM, DAVID GAEBLER

Lecturer: JONATHAN R. GREGG

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

The Department continues to stress modern trends in mathematics, with a reasonable blend of the old and the new. Newer topics are included along with important traditional concepts.

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

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

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

the 12 hours of electives. Also, students majoring in mathematics are required to take the ETS mathematics major assessment test.

A minor in mathematics requires a minimum of 20 semester hours. Mathematics 120 (or 113), 220, and four elective courses (12 or 13 hours) selected from three-hour or four-hour mathematics courses numbered 300 or higher are required. Mathematics courses of one hour do not count toward the 12 hours of electives.

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

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

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

For a preprofessional program in engineering, please consult pages 201-203.

Typical Sequence of Classes for Math Majors

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

Mathematics Electives

FALL SEMESTER	SPRING SEMESTER
Non-Euclidian Geometry	Differential Equations and Dynamical Systems
Theory of Probability	Symbolic Logic
Complex Analysis	Mathematical Modeling
History of Mathematics	Theory of Numbers
Numerical Analysis	Topology
Topics in Mathematics (either semester)	

Mathematics

105 Mathematics and Deductive Reasoning

3 hours

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

112 Integrated Calculus I-A

3 hours

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

113 Integrated Calculus I-B

3 hours

The second of a two-semester sequence designed to introduce the ideas and applications of the Differential Calculus. This course focuses on the Differential Calculus of transcendental functions, including exponential, logarithmic and trigonometric functions. The course will introduce integration including the Fundamental

Theorem of Calculus. The successful completion of MTH 113 is equivalent to successful completion of Calculus I. Prerequisites: MTH 112 with a grade of C- or better.Spring, every year.

120 Calculus I **4 hours**

A comprehensive study of limits, continuity and differentiation of functions of one real variable and their applications. Introduction to integrals. Credit will not be granted for both MTH 113 and MTH 120. Prerequisites: For students in their first two years of college and an ACT mathematics score of 27 or higher. Fall and spring, every year.

220 Calculus II **4 hours**

A continuation of MTH 120. Techniques and applications of integration. Infinite sequences and series. Prerequisite: MTH 113 or 120 with a grade of C- or better.Fall and spring, every year.

303 Symbolic Logic **3 hours**

A thorough treatment of the techniques of formal reasoning. Topics include truth-functional logic, quantification logic and construction of correct deductions. Prerequisite: MTH 105 or higher mathematics course....Spring, even-numbered years.

310 Linear Algebra **3 hours**

The theory and applications of vector spaces, matrix algebra, linear transformations and eigenvalues. Prerequisite: MTH 220. Fall and spring, every year.

320 Multivariable Calculus **4 hours**

A third-semester calculus course. Topics will include vectors and three-dimensional coordinate systems, partial differentiation and multiple integrals, and vector calculus. Prerequisite: MTH 220. Fall and spring every year.

330 Theory of Numbers **3 hours**

Properties of the integers, the Euclidean Algorithm, divisibility, diophantine equations, prime numbers, congruences and residues. Prerequisite: MTH 220. Spring, odd-numbered years.

340 Differential Equations and Dynamical Systems **3 hours**

A study of the techniques and theory of solving ordinary and partial differential equations. Topics may include series solutions, numerical methods, Fourier and Laplace transforms, linearization, stability theory, periodic orbits, and bifurcations and chaos. Prerequisite: MTH 310 or PHY 304.Spring, every year.

360 Non-Euclidean Geometry **3 hours**

A college-level approach to Euclidean and non-Euclidean geometries. The course will pursue an in-depth investigation into the following topics: Hilbert's postulates for Euclidean geometry, the parallel postulates, neutral geometry and non-Euclidean geometry. Prerequisite: MTH 220. Fall, odd-numbered years.

370 Theory of Probability **3 hours**

Introduction to the mathematical theory of probability. Discrete probability spaces, conditional probability, discrete and continuous random variables, expectations and distributions. Prerequisite: MTH 320.Fall, every year.

375 Game Theory **3 hours**

Game theory is the study of the interaction of rational decision makers. This course uses game theory to study incentives and strategic behavior in practical situations of inter-dependent decision making and negotiations. The course will develop basic theoretical concepts in tandem with applications from a variety of areas, including bargaining, competition, and strategic voting. Prerequisite: MTH 310 or MTH 320.Spring, even-numbered years.

380 Mathematical Modeling **3 hours**

This course serves as an introduction to the formulation, analysis and interpretation of mathematical models in the study of problems in the natural, management and social sciences. Topics may include optimization, dimensional analysis, Markov chains and autonomous systems. The course will require the use of the Eaton Corporation Computer Laboratory and the software packages Minitab, Mathematica, and Matlab. Prerequisite: MTH 310. Spring, odd-numbered years.

390 History of Mathematics **3 hours**

A study of the historical development of various branches of mathematics from antiquity through the end of the nineteenth century. Topics include mathematics prior to classical antiquity, mathematics in ancient Greece, Islamic mathematics, the development of symbolic algebra, the invention of the calculus,

and the nineteenth century evolution of algebra, geometry, and analysis. The course will emphasize primary source materials. Prerequisites: MTH 310 and 320. Fall, even-numbered years.

391 Seminar **1 hour**

An introduction to proof writing, oral presentations, literature research, and computer software applied to mathematics. Prerequisite: MTH 220. Offered as needed.

403 Real Analysis **3 hours**

A rigorous treatment of the calculus of one variable, including limits, continuity, sequences, differentiation and Riemann integrals. This course should be taken in the junior or senior year. Prerequisite: MTH 320 or permission of the instructor. Spring, every year.

405 Complex Analysis **3 hours**

The theory of functions of a single complex variable. Complex numbers, elementary complex functions, differentiation and integration of complex functions, complex series and residue theory. Prerequisite: MTH 320. Fall, even-numbered years.

406 Numerical Analysis **3 hours**

Numerical methods for approximation of roots, systems of linear equations, interpolation and curve fitting, numerical integration and differentiation, and differential equations. Problems are generally approached through structured algorithms. Prerequisite: MTH 310 and 320. Fall, odd-numbered years.

410 Abstract Algebra **3 hours**

An introduction to the theory of algebraic structures, including the elementary properties of groups, rings and fields. This course should be taken in the junior or senior year. Prerequisite: MTH 310 or permission of the instructor. Fall, every year.

415 Topics in Mathematics **3 hours**

Further study of upper-level mathematics in areas including algebra, analysis, geometry, and dynamical systems. Please consult the Mathematics Department for course descriptions. Prerequisite: Consult instructor. Offered as needed.

430 Topology **3 hours**

An introductory course in the fundamental concepts of general topology, including metric spaces, topological spaces, connectedness and compactness. Prerequisite: MTH 310. Spring, even-numbered years.

458 The Teaching of Elementary Mathematics **1 hour**

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

459 The Teaching of Secondary Mathematics **1 hour**

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

575 Honors Thesis **1-2 hours**

Investigation of a mathematical topic, under faculty supervision, leading to the honors thesis option in mathematics or computational mathematics. Prerequisite: permission of the instructor. ... Offered as needed.

597 Special Problems **1-2 hours**

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



Physics

Chairman and Professor: KENNETH G. HAYES

Professor: JAMES J. PETERS

Associate Professor: ADAM H. SMITH

Assistant Professors: TIMOTHY DOLCH, 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.

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

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

Physics majors will take Physics 201-202 in the freshman year, and Physics 303, 304, 310, and 311 in the sophomore year. After these classes, 400- and 500-level physics classes follow. A physics major consists, at a minimum, of the following required courses: Physics 201, 202, 303, 304, 310, 311, 410, 421, 451, 460, 490, one course chosen from 470, 471, 472, or 480, one course chosen from 507, 509, 511, or 520, and 575; Chemistry 101 and 102; and Mathematics 120, 220, and 320. At least 36 hours of physics courses and 20 hours of cognate courses are required. The Graduate Record Exam (GRE) comprehensive physics test and the ETS Physics Assessment Test are also required. An acceptable score on the GRE physics test must be received by April 15 of the senior year. The ETS Physics Assessment Test will be given by the Department during the major's senior year. Physics seniors also complete the Senior Survey. Physics course times are usually scheduled or arranged to allow interested physics majors to complete a second major.

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

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

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

* Or PHY 101 with department approval.

101-102 College Physics

4 hours each

An introduction to mechanics, waves and thermodynamics is taught in 101. Electricity, magnetism, light, optics and modern physics are taught in 102. Modern physics consists of relativity and quantum, atomic, nuclear and particle physics. The class has three hours of lecture, two hours of laboratory investigation

and one hour of recitation per week. Recommended for the general student, those who have not taken high school physics and science students who do not take calculus. Prerequisites: competence in algebra, geometry and trigonometry. MTH 112 is a recommended but not required co-requisite. PHY 101 with at least a C-, or PHY 201 with at least a C-, or permission of the instructor, is a prerequisite for PHY 102. (Physics and chemistry majors, see PHY 201-202.)

110 Meteorology **3 hours**

The behavior of the atmosphere, the factors which influence its behavior, including solar radiation and the earth's rotation, and the effects which this behavior produces. Prerequisite: any introductory college physics or chemistry course or good high school background. Offered on demand.

120 Astronomy **3 hours**

A study of the source of our information about the universe and our concepts of the solar system, the galaxy and the cosmos; the use of light in learning about distant objects. Fall, even-numbered years.

130 Physics of Sound and Music **3 hours**

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

140 Cosmology **3 hours**

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

201-202 University Physics **4 hours each**

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

303 Theoretical Physics I **3 hours**

An introduction to modern physics. This course will recap the advances of physics in the 20th century. In a decisive departure from classical physics, the wave property of matter will be investigated alongside other topics including nuclear physics, particle physics, relativity and cosmology. Required in the field of concentration. Prerequisite: PHY 202. Corequisite: PHY 310, MTH 320. Fall semester.

304 Theoretical Physics II: Mathematical Methods for Physics **3 hours**

Study of the mathematical methods needed for junior/senior level physics courses. Topics will include: power series, complex numbers, coordinate transformations, linear algebra, ordinary and partial differential equations and vector calculus. Computer-based analysis tools will be used when appropriate. Prerequisites: PHY 303, 310, and MTH 320. Corequisite: PHY 311. Required in the field of concentration. Spring semester.

310 Experimental Physics I **1 hour**

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

311 Experimental Physics II **1 hour**

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

350 Introduction to Computational Physics**2 hours**

Computer techniques and methods to solve physical problems are taught. Students will be introduced to UNIX based cluster computing using FORTRAN or C++ and MPI. These tools will be employed in the study of standard computational techniques such as solutions of ordinary differential equations, Monte Carlo simulations, molecular simulations (density functional theory), Bayesian analysis and Stochastic processes. Examples chosen will reflect the student's background and interests. Prerequisites: CMP 100 or equivalent programming experience and MTH 220. Offered on demand.

410 Electronics**3 hours**

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

421-422 Mechanics**3 hours each**

Two three-hour courses basic to advanced work in physics, chemistry and mathematics. Dealing with both statics and dynamics, they are essentially Newtonian mechanics, but concepts necessary to relativity and quantum mechanics are included. Some topics covered are motion with viscous forces and applications of mathematics (i.e., vector analysis and differential equations) to the solution of physical problems. Prerequisite for 421 is PHY 304 or permission of the instructor; prerequisite for 422 is 421. Physics 421 is required in the field of concentration. 421, Fall, odd-numbered years; 422, offered on demand.

451 Thermal Physics**3 hours**

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

459 Teaching of Secondary Physics**1 hour**

This course includes an introduction to and the use of Michigan Curriculum Framework K-12 Science Content Standards and Benchmarks as applied to physics teaching. Included in this course will be the study of principles and methods involved in the teaching of physics at the secondary level, including historical perspectives and trends, goals and objectives of teaching physics, curriculum perspectives and the safe use of equipment and/or chemicals such as liquid nitrogen in demonstrations and laboratories. Prerequisites: Admission to Teacher Education Program, PHY 303 (or permission of instructor). Offered on demand.

460 Electricity and Magnetism**3 hours**

An essential study of electric and magnetic phenomena, with emphasis on the fields in vacuo and in materials. Vector calculus is introduced and then applied throughout. Electrostatics and magnetostatics are developed, with emphasis on Gauss' and Ampere's laws. Induced EMF's and Maxwell's equations conclude this basic course. Required in the field of concentration. Prerequisites: PHY 304 and 311. Spring, odd-numbered years.

470 Advanced Experimental Physics: Mechanics and Light**1 hour**

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

471 Advanced Experimental Physics: X-Ray and Nuclear Physics**1 hour**

A state-of-the-art X-ray diffractometer will be used to teach crystallography. The course stresses principles and measurement of atomic crystalline arrangements. Identification and physical properties of metals, inorganics, minerals, etc., will be considered. The second part of the laboratory will use gamma ray spectrometry to measure and identify nuclear isotopes. Principles of nuclear radiation and its detection will be taught. Both the X-ray and nuclear equipment use computer data collection and analysis. Radiation measurement may be studied to a greater extent as an option for those with corresponding career interests.

(One course chosen from Physics 470, 471, 472, or 480 is required for the major.) Corequisite: PHY 507. Prerequisites: PHY 304 and 311. Spring, even-numbered years.

472 Advanced Experimental Physics: Electricity and Magnetism **1 hour**

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

480, 481, 482, 483 Research in Magnetism **1 hour each**

This course involves an introduction to the magnetism of metals and alloys and magnetic impurities in these systems. In the first semester, 480, theoretical and experimental ideas will be discussed and demonstrated. The class will then carry out an experimental procedure for one alloy. In 481-483 the student will begin a series of his own measurements to contribute to the ongoing faculty-student research project. Four semesters of this work are possible. In addition, this work or a related area may be chosen as the subject for the senior thesis. This research is supported by an 8-Tesla superconducting magnet, a microbalance (0.1 micrograms), a low-temperature cryostat (3.8-300K), a helium leak detector and high-vacuum equipment. A machine shop and other departmental equipment support the research. (One course chosen from PHY 470, 471, 472 or 480 is required for the major.) Prerequisite: PHY 304 and 311. Prerequisites for 481-483: PHY 480 and permission of the instructor. Offered each spring.

490 Quantum Mechanics I **3 hours**

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

506 Electrodynamics **3 hours**

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

507 Nuclear and Atomic Physics **3 hours**

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

509 Light **3 hours**

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

511 Quantum Mechanics II **3 hours**

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

520 Condensed Matter Physics**3 hours**

A study of the properties and physical processes taking place in the solid. This subject draws on all the areas of physics and thus tends to unify knowledge from other courses. The course begins by laying groundwork in crystal structure, crystal binding energies, crystal diffraction and the reciprocal lattice. We will then consider thermal properties of crystals, the free electron gas in metals, Fermi surfaces, energy bands in solids, paramagnetism at the mean-field level, electron transport, and BCS theory of superconductivity. Some of the latter topics are illustrated by use of a superconducting magnet. Strongly recommended for those considering graduate school in physics, chemistry or engineering, or seeking an industrial position in physics. (One course chosen from PHY 507, 509, 511, or PHY 520 is required for the major.) Pre/Corequisites: PHY 304, 421, and 490. Fall, even-numbered years.

575 Writing the Senior Thesis**1 hour**

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

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

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

599 Teaching Assistantship**2 hours**

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



HUMANITIES

Dean: THOMAS J. BURKE JR.

Art

Chairwoman and Associate Professor: BARBARA BUSHEY

Professor: SAMUEL J. KNECHT

Associate Professor: ANTHONY FRUDAKIS

Artist/Teacher: BRYAN SPRINGER

Lecturers: DOUGLAS COON, KATHARINE TAYLOR

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

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

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

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

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

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

101 Drawing I

3 hours

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

104 Design I

3 hours

A course in visual communication offering experience in using fundamental elements of design: line, space, texture, value, form, pattern and color. Students make projects solving design problems using

visual elements with respect to design principles. Media used include ink, charcoal, collage, pencil and assorted black-and-white and color media.

120 Sculpture I **3 hours**

An introduction to sculpting the figure in clay with an emphasis on the portrait bust. Techniques in plaster casting will be taught. Human anatomy for artists will be emphasized.

203 History of Art: Prehistoric through Medieval **3 hours**

A survey of the visual arts of architecture, painting and sculpture in their developments from Paleolithic art through the ancient civilizations of the Mediterranean and the Christian Middle Ages.

204 History of Art: Renaissance through Modern **3 hours**

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

206 Oil Painting I **3 hours**

Introduction to various techniques in oil painting. Prerequisite: ART 101 or 104 or permission of the instructor.

207 Watercolor Painting I **3 hours**

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

302 Drawing II **3 hours**

Intermediate-level problems in objective drawing techniques. Prerequisite: ART 101.

308 History of Renaissance Art **3 hours**

A study of both sacred and secular art in Europe from about 1300 to 1550, the development of an individualistic spirit, the beginnings of scientific naturalism and classic revival during an age which laid the foundations of the modern world. Spring, even-numbered years.

309 History of Baroque Art **3 hours**

An examination of the principal developments in Italian and northern European art of the 17th century.

310 Survey of Non-Western Art **3 hours**

This course studies art created outside the Western tradition, including China, India, Japan, Africa, and native American cultures. Additionally, the course considers issues ranging from the influence of Christianity on the development of art to the anthropologic understanding of the importance of art-making.

311 Oil Painting II **3 hours**

Intermediate-level approaches in oil painting. Studio problems will provide opportunities for more personal development. Prerequisite: ART 206.

312 Watercolor Painting II **3 hours**

Intermediate-level approaches in watercolor painting. Studio problems will provide opportunities for more personal development. Prerequisite: ART 207.

313 Oil Painting III **3 hours**

Further work with still life and the figure as subjects, with possibilities for landscape. Exploration of more sophisticated preparation of canvases, priming, preparation of paints. More individual expression will be encouraged, yet tested against tradition. Prerequisite: ART 311.

321 Sculpture II **3 hours**

Further work in sculpting the complete figure in clay, along with experiencing other techniques and materials in sculpture. More human anatomy for artists will be emphasized beyond what is taught in ART 120. Prerequisite: ART 120.

322 Sculpture III **3 hours**

Exploring the subtractive method using various media and encouraging the student's individual expression. Prerequisite: ART 321.

323 Artistic Anatomy **3 hours**

Exploration of human anatomy for the emerging artist. Skeletal and muscular structure will be studied in the clay medium. Prerequisite: ART 120.

333 Drawing III **3 hours**

Additional experience in figure drawing with an emphasis on anatomy and development of graphic proficiency. Prerequisite: ART 302.

- 334 Drawing IV** **3 hours**
Continued mastery of figure drawing. Prerequisite: ART 333.
- 335 Drawing V** **3 hours**
Continued mastery of figure drawing. Prerequisite: ART 334.
- 350 Art Internship** **1-3 hours**
The student may arrange credit for art-intensive work experience in an organization such as an art museum, art gallery or publication office. The student applying for the internship must already have completed collegiate art coursework providing prerequisite skills appropriate to the work experience (e.g. having completed ART 361, Photography, if applying to work as a photojournalist for a newspaper). The student must see the Art Department chairman for details on the application process. At the end of the internship period, the student and the student's work supervisor should submit a report to the Art Department chairman, who will be responsible for determining the final grade.
- 353 Graphic Design I** **3 hours**
A course involving visual design in computer applications. Involves Adobe Photoshop software and Macintosh hardware.
- 354 Website Design** **3 hours**
A course exploring digital communication on the Internet. Prerequisite: ART 101 or 104 or permission of the instructor.
- 355 Color Theory and Design** **3 hours**
Explores principles, terminology and theories of color perception from Chevreul through Albers. Taught with computer applications. Prerequisites: ART 101 or 104 or permission of the instructor.
- 361 Digital Photography** **3 hours**
Introduction to the techniques and aesthetics of digital photography. Emphasis will be placed on understanding photographic principles and digital imagery workflow. Prerequisite: ART 101 or 104 or permission of the instructor. Also required: single lens reflex digital camera or permission of instructor.
- 362 Intermediate Digital Photography** **3 hours**
Continued exploration of technical processes in shooting and printing digital photographs. Students are challenged to develop greater artistic expression and impact in creating original images. Prerequisite: ART 361..... Offered once per year.
- 411 History of Modern Art** **3 hours**
An examination of both revolutionary and traditional styles of art and architecture during the 19th and 20th centuries.
- 412 History of American Art** **3 hours**
A study of art and architecture of the geographic region of the United States from older Indian cultures through European colonial to modern American art.
- 413 Portraiture** **3 hours**
Developing competent likenesses and personal style in both drawing and painting media. Concerns range from anatomical structure to characterization through lighting, pose and media handling. Prerequisites: ART 101 and 206.
- 414 Oil Painting IV** **3 hours**
Emphasis on developing multi-figured composition. Prerequisite: ART 313.
- 420 Sculpture IV** **3 hours**
Emphasis on developing multi-figured composition. Prerequisite: ART 321.
- 500 Senior Exhibit and Portfolio** **3 hours**
Preparation and installation of an exhibit featuring one's best studio artwork from the undergraduate period. Preparation of a photographic portfolio featuring such artwork.....Spring, every year.
- 597 Special Problems** **1-3 hours**
An independent work course with individual instruction for the advanced art major in selected problems. Prerequisite: permission of the instructor..... Offered on demand.
- 599 Assistantship Honors** **2 hours**

Classics

Chairman and Professor: JOSEPH GARNJOBST

Professor: DAVID A. JONES

Associate Professors: ERIC HUTCHINSON, GAVIN WEAIRE, GRACE STARRY WEST

Assistant Professor: LAURY WARD

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

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

The Classics Department offers three majors:

The Classics major, which includes elements of both the Greek and Roman traditions, consists of the following: Classics (CLS) 301, 302, 401, 402 and 14 credit hours in language courses beyond the level of CLS 201-202. Students concentrating in one classical language may substitute up to 12 credit hours of coursework in the other, with elementary courses in the second language also counting toward the major.

The Latin major, which concentrates on the Latin language and the Roman tradition, consists of CLS 302, 310, and 402, and 15 credit hours of Latin language courses beyond the 201 level.

The Greek major, which concentrates on classical and koine Greek and the Greek tradition, consists of CLS 301, 310, and 401, and 15 credit hours of Greek language courses beyond the 202 level.

Courses offered by other departments that are centered on the Greco-Roman tradition and that are appropriate for one of the majors may be counted toward that major with approval of the Chairman of Classics. Students may double-major with the Latin major and Greek major, but may not double-major with the Classics major and one of the other majors.

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

The Classics Department offers three minors:

The Classics minor, which consists of CLS 301 or 302, 12 credit hours of Greek or Latin language courses, and six credit hours of either language or culture courses.

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

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

Latin Language and Literature

101 Beginning Latin I **4 hours**

An elementary course concentrating on the grammar, reading and translation of Classical Latin.

102 Beginning Latin II **4 hours**

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

201 Intermediate Latin **4 hours**

Selections of Latin prose and poetry from major classical authors.

320 Introduction to Vergil's *Aeneid* **3 hours**

The class will read in Latin several books of Vergil's epic.

321 Literature of the Roman Republic **3 hours**

Selections from Plautus, Terence, Lucretius, Caesar, Cicero and Sallust.

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

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- 423 Greek Historical Writing** **3 hours**
A close study of Herodotus, Thucydides and Xenophon.
- 424 Greek Drama** **3 hours**
Selections from Attic tragedy and comedy.
- 425 Greek Epic and Lyric** **3 hours**
Homer, archaic lyric, Pindar.
- 494 Seminar in Greek Literature** **3 hours**
A seminar dealing in depth with one or more Greek authors or a particular genre or period. Greek prose composition will occasionally be offered as the seminar topic. This course may be repeated for credit if the topic is different.

Classical Civilization (sources in English translation)

- 200 Greek and Roman Literature and Culture** **3 hours**
A study of Greek and Roman literature and culture and its influences on the Western tradition.
- 301 Greek Civilization** **3 hours**
An in-depth study of Greek culture from Homer to Aristotle and its legacy in the West.
- 302 Roman Civilization** **3 hours**
An in-depth study of Roman culture from the founding of Rome through the Empire and its legacy in the West.
- 310 Greek Mythology** **3 hours**
A study of the myths and legends concerning the gods and heroes of Greek and Roman antiquity as they appear in literature and art.
- 311 Rhetoric and Persuasion in the Ancient World** **3 hours**
A close reading in English translation of speeches and other rhetorical Greek and Roman literature, leading to an understanding of the nature of the art of persuasion, ancient and modern.
- 313 The Ancient Epic** **3 hours**
An intensive study of ancient epic from Gilgamesh through the Roman poet Lucan, with the goal of understanding the nature of the genre.
- 315 Justice and the Law in the Greco-Roman World** **3 hours**
A study of the evolution of the concepts of justice and of the legal systems of the Greeks and Romans and their legacy to the Western tradition.
- 316 Pagans and Christians in the Greco-Roman World** **3 hours**
A study of the various interrelationships of the non-Christian and Christian in the ancient world, with readings from primary sources.
- 380 The Antiquities of Rome** **3 hours**
A study-abroad course that investigates the antiquities of Rome in Italy.
- 401 Greek Literature in Translation** **2 hours**
An intensive reading course of the important authors and genres of Greek literature in translation. Required for majors.
- 402 Roman Literature in Translation** **2 hours**
An intensive reading course of the important authors and genres of Roman literature in translation. Required for majors.

English

Chairman and Professor: STEPHEN SMITH

Professors: MICHAEL E. BAUMAN, CHRISTOPHER S. BUSCH, MICHAEL M.

JORDAN, JOHN N. SOMERVILLE JR., DAVID M. WHALEN

Associate Professors: PATRICIA BART, DEBRA BELT, JUSTIN A. JACKSON

Assistant Professors: LORRAINE EADIE, KELLY FRANKLIN, DUTTON KEARNEY,

DWIGHT LINDLEY

Visiting Assistant Professor: BENEDICT WHALEN

Lecturer: TIMOTHY GREEN

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

All students choosing English as their field of concentration should consult the chair of the Department as soon as possible.

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

English 310	Anglo-Saxon and Medieval British Literature: 600-1500	3 hours
English 320	Renaissance British Literature: 1500-1660	3 hours
English 330	Restoration and Romantic British Literature: 1660-1830	3 hours
English 340	Victorian and Modern British Literature: 1830-present	3 hours

Likewise, majors must take any two of the three American Literature courses:

English 350	American Literature: Colonial-1820	3 hours
English 360	American Literature: 1820-1890	3 hours
English 370	American Literature: 1890-present	3 hours

As these courses together comprise the core of the major, students are encouraged to take as many as possible before venturing into the more specialized courses at the 400 level.

In addition to the 15-hour minimum in historical period courses, students must also take at least 12 hours (four courses) at the 400 level:

English 401	Special Studies in British Literature	3 hours
English 402	Special Studies in American Literature	3 hours
English 403	Special Studies in Western Literature	3 hours
English 404	Special Studies in Genre, Literary Criticism and Writing	3 hours

At least three of the four 400-level course areas must be represented, and 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 (in time for registration) detailing the topics, instructors and any prerequisites for its 400-level courses. These bulletins will be available from the Department chairman, secretary and/or website.

With the permission of the English Department chairman, up to three hours of credit from courses taken outside English may count toward the 400-level requirement in the major. Upper-level offerings in the Departments of Theatre and Speech, Classics, French, German and Spanish are examples of courses that may qualify for this credit. These credits may not be used to count toward requirements in another major or minor. No more than three hours of English credit, including Hillsdale-approved study-abroad credit, may be transferred in for the English major. Credit toward the major or minor in English is not granted for hours earned by Advanced Placement (AP) work.

These requirements for the English major are a minimum, and many students will find it helpful to take additional English courses. This is particularly the case if students wish to pursue graduate study in English.

Departmental Honors is a distinction available to graduating students given the following criteria. English majors who have a departmental grade-point average of approximately 3.600 or higher and who wish to write an honors thesis must propose a thesis topic in the spring semester of their junior year and submit a formal application in the early weeks of their senior year. This application will be reviewed by the entire Department. Applications are available from the Department chairman and must be submitted *no later than October 1*. Only successful applicants will then be enrolled in English 575 during the spring semester of their senior year. Part of the application consists of securing a professor to be an advisor for the thesis, as well as a secondary reader for the completed thesis. These faculty will constitute the student's thesis committee. Honors will be granted only to those students whose thesis earns an "A-" or above and who maintain their departmental grade-point average of 3.600 until graduation.

A minor in English consists of 18 hours of credit in English (beyond 104-105) and/or journalism courses. Of the 18 hours required for a minor, the following courses are mandatory: one English period course (310, 320, 330, 340), one American period course (350, 360, 370) and two advanced literature courses (400 level). The remaining required hours are completely open. No more than six hours of journalism internship credit may be applied toward the minor. The internships must be pre-approved.

104 Great Books in the Western Tradition: Ancient to Medieval **3 hours**

This course will introduce the student to representative Great Books of the Western World from Antiquity to the Middle Ages. Selections may include the Bible and works by authors such as Homer, Aeschylus, Sophocles, Plato, Aristotle, Vergil, Ovid, Augustine, and Dante. The writing content includes a variety of writing exercises that incorporate traditional compositional and rhetorical skills.

105 Great Books in the British and American Traditions **3 hours**

A continuation of English 101 but with a focus on Great Books in the British and American traditions. English authors may include Chaucer, Shakespeare, Milton, Swift, Wordsworth, Dickens, Yeats, Eliot; American authors may include Thoreau, Hawthorne, Melville, Whitman, Dickinson, Twain, Frost, Hemingway, Faulkner, and O'Connor. The writing emphasis continues with a variety of writing exercises that incorporate traditional compositional and rhetorical skills.

201 Great Books in Continental Literature: Renaissance to Modern **3 hours**

This course will introduce the student to Great Books of European literature from the Renaissance to modern times. Some emphasis will be placed on the literature in the context of general historical and artistic periods and movements: Renaissance humanism, Enlightenment, Romanticism, Realism, Naturalism, and Modernism. When appropriate, the function and form of literary works (for instance, the lyric, the novel, the short story) will be discussed. Authors studied may include Petrarch, Erasmus, Montaigne, Cervantes, Voltaire, Goethe, Rousseau, Flaubert, Tolstoy, Dostoevsky, Kafka, Camus, Sartre, and Solzhenitsyn.

310 Anglo-Saxon and Medieval British Literature: 600-1500 **3 hours**

A literary survey of Anglo-Saxon and Medieval literature in the context of its age. Authors may include Bede, the anonymous poets of *Beowulf* and *Sir Gawain*, the medieval dramatists, Chaucer, Langland and Malory.

320 Renaissance British Literature: 1500-1660 **3 hours**

A literary survey of English Renaissance literature in the context of its age. Authors may include More, Wyatt, Sidney, Spenser, Marlowe, Shakespeare, the Metaphysical poets and Milton.

330 Restoration and Romantic British Literature: 1660-1830 **3 hours**

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

340 Victorian and Modern British Literature: 1830-present **3 hours**

A literary survey of Victorian and Modern literature in the context of its age. Authors may include Dickens, Tennyson, Browning, Newman, Eliot, Yeats, Woolf, Joyce, the Inklings and Heaney.

350 Colonial and Early American Literature: 1620-1820 **3 hours**

A literary survey of Colonial and Early American Literature in the context of its age. Authors may include Smith, Bradford, Bradstreet, Taylor, Edwards, Franklin, Jefferson and Irving.

360 Romanticism, American Renaissance and Realism: 1820-1890 **3 hours**

A literary survey of American Romanticism, the American Renaissance and Realism in the context of the age. Authors may include Emerson, Thoreau, Hawthorne, Poe, Melville, Whitman, Dickinson, Twain, Howells and James.

370 Naturalism and Modernism: 1890-present**3 hours**

A literary survey of late 19th-century and 20th-century literature in the context of the age. Authors may include Pound, Eliot, Frost, Williams, Hemingway, Fitzgerald, Faulkner and O'Connor.

401 Special Studies in British Literature**3 hours**

ENG 401 provides an upper-division study of the particular authors, themes and periods initiated in the 300-level courses. Regular offerings include courses on major authors such as Chaucer, Spenser, Milton and Shakespeare, or special studies on subjects such as Anglo-Saxon literature, Elizabethan and Jacobean drama, 18th-century literature, Romantic poetry, Victorian literature, 19th-century novel or 20th-century literature. Please consult the Departmental Bulletin for details.

402 Special Studies in American Literature**3 hours**

ENG 402 provides an upper-division study of the particular authors, themes and periods initiated in the 300-level courses. It includes the traditional array of American literature courses from Colonial and Early National American literature, to 20th-century American literature and the American novel. ENG 402 also offers the opportunity to relate American literature to British and Continental literatures for parallels and contrasts. Please consult the Departmental Bulletin for details.

403 Special Studies in Western Literature**3 hours**

ENG 403 provides an upper-division study of the Western literary tradition. Regular offerings include courses on major Western authors from Italian, French, Spanish, German and Russian traditions. Please consult the Departmental Bulletin for details.

404 Special Studies in Genre, Literary Criticism and Writing**3 hours**

ENG 404 provides an upper-division study of one or more of the traditional genres: epic, lyric, tragedy, comedy, the essay and the novel. The course may also concentrate on literary criticism, advanced composition or creative writing. Please consult the Departmental Bulletin for details.

453 The Teaching of English**3 hours**

Topics in language, literature and composition designed to assist the prospective elementary and/or secondary school teacher to understand new approaches and to meet curricular problems in the teaching of English at the elementary and secondary levels. It does not count toward an English field of concentration.

575 Senior Thesis**3 hours**

Students wishing to graduate with honors in English must write a substantial thesis under the direction of a Department member. The thesis must address some narrowly defined topic proposed by the student in the spring semester of the junior year and be approved by the Department.

597 Special Topics**1-3 hours**

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

French

Chairwoman and Professor: MARIE-CLAIRE MORELLEC

Professor: MARIA A. REBBERT

Assistant Professors: SHERRI ROSE, ANNE THEOBALD

The study of French contributes to the education of the student in the following ways: (1) it stimulates and directs the acquisition of a national and international understanding by developing knowledge of the civilization, literature and language of one or more of the modern nations, which is a part of a cultural and liberal education; (2) it develops accuracy and precision in the use of language as an instrument for the comprehension and communication of ideas; (3) it offers training in the reading knowledge of a foreign language essential to advanced study in most fields of learning; (4) it is of practical value in diplomatic service, business and industry or foreign trade; and (5) it prepares the student to qualify for secondary or elementary school instruction or, after graduate study, for instruction at the college level in French.

Bachelor of Arts Language Requirement

For the bachelor of arts degree, a student must demonstrate a level of proficiency in the language achieved by three semesters of college study (through at least the 201 level). This requirement may be satisfied only by successful completion of French 201, or a higher-level three-credit course, on the Hillsdale campus.

Satisfactory completion of two semesters of Freshman Rhetoric and the Great Books fulfills the bachelor of arts requirement in foreign language for students from non-English-speaking cultures who demonstrate possession of literary competence in their native tongue.

Students who arrive with a 12-semester-hour competency in French, as determined exclusively by the Hillsdale College placement test, must take at least one course at Hillsdale College at or above the 201 level in French in order to satisfy the B.A. requirement. No student may fulfill the B.A. requirement by means of the placement exam alone.

The CLEP Examination

Any student qualifying on the basis of the departmental placement test to enter a French course numbered 102 or higher may receive a maximum of four hours of credit by successfully taking the CLEP examination in French. This test may be taken only once and must be taken during the first semester of enrollment at Hillsdale. If a student has more than four hours of Advanced Placement credit in French, or if a student has transferred or is expected to transfer more than four hours of French credit from another institution, said student is NOT eligible to take the CLEP exam in French for credit.

Credit is given for the completion of the first semester of the introductory French course (101), whether or not the second semester is completed.

The French Major

For a field of concentration in French, the student must complete 26 hours of French beyond the 201 level, including French 300; French 301 or 302; the two language courses: 410 and 411 (412 and one credit of 400-level French may be substituted for either 410 or 411); four of the following six literature courses: 421, 422, 423, 424, 425 or 426; and two additional credits of French at the 400 level. With permission of the Department, French 493 may be substituted for one or more of these courses. Any student beginning French studies at a higher level than French 300 must replace the 300 requirement for the major with one higher-level, three-credit course in French.

History 415, History of France Since 1815, is suggested as a worthwhile elective. This cognate will not, however, count toward a field of concentration in French. Prerequisite for any of the courses numbered 300 or above: a minimum grade of "B-" in 201 or permission of the instructor. Students choosing French as a field of concentration are advised, but not required, to elect a second language of at least 18 semester hours, including 101 and 102. French majors are required to complete satisfactorily a comprehensive examination during the senior year.

The French Minor

A minor in French shall consist of 20 semester hours of coursework, beyond the beginning (101) level and must include 300; 301 or 302; French 410 or 411 (412 and one credit of 400-level French may substitute); and at least one literature course at the 400 level taken on the Hillsdale campus. Any student beginning French studies at a higher level than French 300 must replace the 300 requirement for the minor with one higher-level three-credit course in French.

If the French placement test allows the student to begin study beyond the 102 and/or 201 level, as many as eight hours may be assumed completed for the purpose of the minor requirement. However, this does not apply to those students in the Teacher Education Department.

Study in France is highly recommended for all students pursuing a French or international business major.

For requirements of the bachelor of arts degree in international studies in business and foreign language, see pages 196-197.

101-102 Beginning French

4 hours each

Two four-hour elementary courses stressing conversation as well as pronunciation, reading and grammar.

201 Intermediate French

4 hours

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

300 Introduction to Literary Texts

3 hours

Reading and discussion of representative works of French literature, with special attention to compositional skills. Prerequisite: minimum grade of "B-" in 201 or permission of the instructor.

- 301 French Civilization and Culture I** **3 hours**
A study of French life and culture from the Middle Ages to the Revolution of 1789. Conducted in French. Prerequisite: A minimum grade of "B-" in FRN 201 or permission of the instructor.
- 302 French Civilization and Culture II** **3 hours**
A study of French life and culture from the Revolution of 1789 to the 20th century. Conducted in French. Prerequisite: A minimum grade of "B-" in FRN 201 or permission of the instructor.
- 350 Travel in a French-Speaking Country** **1-3 hours**
Travel during summer, spring break or January interterm in a French-speaking country. Supervised and evaluated by a member of the Hillsdale College French faculty.
- 410 Speaking and Writing French** **3 hours**
A course designed to increase the student's range of self-expression in the speaking and writing of French. Grammar study is included. Prerequisite: FRN 302 or permission of the instructor.Fall, every year.
- 411 Conversation and Composition** **3 hours**
Practice in oral and written expression, with study of grammar to develop an acceptable prose style. Prerequisite: FRN 302 or permission of the instructor.Spring, every year.
- 412 French for International Business** **2 hours**
French using international business usage and terminology as points of departure. Conducted in French.Offered on demand.
- 414-17 French Discussion I, II, III, or IV** **1 hour each**
A weekly discussion class in French with topics drawn from current events in France, relationships between the French and American cultures, the French film and television media, *l'informatique*, etc.Offered on demand.
- 421 Survey of French Literature From the Middle Ages through the Eighteenth Century** **3 hours**
The major themes and movements of each period are examined through representative works from the *chanson de geste* to the *conte philosophique* of Voltaire.
- 422 The Modern Novel** **3 hours**
A study of novels representing the literary currents of Realism, Naturalism and Existentialism in the 19th and 20th centuries.
- 423 Classical French Literature** **3 hours**
A close reading of major works of the 17th-century Golden Age. Special attention is given to the plays of Corneille, Racine and Moliere.
- 424 The Age of Enlightenment** **3 hours**
Major concerns and themes of 18th-century literature will be studied through representative works. Special attention will be paid to the theatre, the philosophies and the beginnings of Romanticism.
- 425 Nineteenth-Century French Literature** **3 hours**
A survey of the principal writers and literary movements of the 19th century from Romanticism to Symbolism, focusing primarily on the novel, short story and poetry.
- 426 Contemporary Drama** **3 hours**
A study of representative plays from the French theatre of the 20th century.
- 452 French Masterworks in English Translation** **1-3 hours**
A study of complete versions of French masterpieces in English translation. This course will NOT count toward any of the requirements of the French major or minor.
- 460 Foreign Internship** **3 hours**
Work in a foreign country outside the borders of the United States.
- 465 The Teaching of Modern Languages** **1 hour**
A methods and materials course for the teaching of French, German and Spanish at the elementary and secondary levels. Taught in English.Offered spring semester of even-numbered years.
- 493 Seminar** **3 hours**
A seminar dealing with a major theme, literary movement, genre, author or comparison of two or more authors. This course may be repeated for credit if the topic is different.Offered on demand.
- 597 Special Problems** **2 or 3 hours**
Supervised independent study of a limited field, with a summarization in French of the results of the study. Prerequisite: a field of concentration in French, with three years of college French or permission of the instructor.Offered on demand.

German

Chairman and Professor: EBERHARD GEYER

Associate Professor: FRED YANIGA

Visiting Assistant Professor: STEPHEN P. NAUMANN

The study of German provides the student access to a rich cultural, literary and scholarly tradition. It enhances linguistic acumen, international literacy, and opens doors to commerce, industry and government. Hillsdale College's German Department offers a curriculum, both on campus and abroad, that appeals to and supports a broad range of interests. Hillsdale German majors pursue careers in business, education, engineering, finance, law, journalism and intelligence services, as well as in art, literature, philosophy, film and music.

A 12-semester-hour competency (through third-semester 201) level in German is required for the bachelor of arts degree and for certain preprofessional programs. This requirement may be satisfied only by successful completion of 201, or a higher level course, on the Hillsdale campus.

Students who arrive with a 12-semester-hour competency, as determined exclusively by the Hillsdale College placement test, must take at least one course at Hillsdale College above the 201 level in German in order to satisfy the requirement.

No student may fulfill the B.A. degree language requirement by means of the placement exam alone.

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

For a major in German, students may pursue a Literature (A) or a Language (B) track:
(A) Literature Track: A major degree in German (Literature Track) requires a minimum of 24 credit hours beyond the 201 level and shall comprise 202, a minimum of nine hours from 303, 304, 399, 400 and 350, and at least four of the following literature courses: 412, 413, 414, 420 or 493, for a minimum of 12 credit hours.

(B) Language Track: A major degree in German (Language Track) requires a minimum of 24 credit hours beyond the 201 level and shall comprise 202, a minimum of nine hours from 412, 413, 414, 420 or 493, and at least four of the following language courses: 303, 304, 399, 400 and 350 for a minimum of 12 credit hours.

A minor in German shall consist of a minimum of nine credit hours beyond the 201 B.A. requirement level and must include 202, one course from 303, 304, 350, 399, 400, and one 400-level literature course.

Students pursuing German certification in elementary or secondary Teacher Education are subject to catalog language of their year of entry.

The German Department offers to its students two study-abroad programs in Germany. Participation in the Würzburg summer program or Saarland University exchange program is strongly recommended to all students seeking a degree in German. Students majoring in international studies in business and foreign language must either participate in the Würzburg summer program, Saarbrücken exchange program or another international study option approved by the German Department.

For requirements of the bachelor of arts degree in international studies in business and foreign language, see pages 196-197.

101-102 Beginning German

4 hours each

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

201 Intermediate German

4 hours

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

202 Intensive Intermediate German

3 hours

An intensive language course whose reading segments place emphasis on themes in German culture and civilization. Prerequisite: "B-" in 201 or permission of the instructor.

- 303 German Composition, Conversation and Grammar I** **2 or 3 hours**
An intermediate intensive language course seeking to further the student's writing skills, oral competence and knowledge of grammar.
- 304 German Composition, Conversation and Grammar II** **2 or 3 hours**
A continuation of German 303.
- 350 Study in a German-Speaking Country** **2-6 hours**
Supervised and/or evaluated by a faculty member. This course may be repeated for credit if topic or study location is different. (Study location and topic noted on transcript, i.e. GRM 350 Advanced Grammar in Würzburg, Germany.)
- 399 Advanced Written and Spoken German I** **2 or 3 hours**
A study and practice of idiomatic language through presentations, debate, essay writing, reading and grammar.
- 400 Advanced Written and Spoken German II** **2 or 3 hours**
A continuation of German 399.
- 401 Business German** **2 hours**
An applied study of communication skills, terminology, rhetorical devices and the culture of German business..... Offered on demand.
- 402 Contemporary Topics** **1 hour**
A conversation course focusing on media, film, trans-Atlantic relations, etc. Offered on demand.
- 412 Classical German Literature (The Age of Goethe)** **3 hours**
A survey of Classical German literature through the study of major works by Lessing, Goethe and Schiller.
- 413 Nineteenth-Century German Literature** **3 hours**
A study of representative works of German Romanticism, Biedermeier, Realism and Naturalism.
- 414 Twentieth-Century German Literature** **3 hours**
A study of representative literary works of the 20th century, including the modern classical authors Franz Kafka, Thomas Mann, Robert Musil and Stefan Zweig.
- 420 German Literature and Culture from the Middle Ages to the 18th Century** **3 hours**
German culture and civilization reflected in great literary, philosophical and religious writings.
- 452 German Literature in English Translation** **1-3 hours**
This course is open to all students and does not satisfy the German major or minor requirements.
- 460 Foreign Internship** **3 hours**
Departmentally approved foreign internship.
- 465 The Teaching of Modern Languages** **1 hour**
A methods and materials course for the teaching of French, German and Spanish at the elementary and secondary levels. Taught in English.
- 493 Seminar in German** **3 hours**
A seminar dealing with a specific aspect of German language, literature or culture, such as a literary period, genre, an author, history or linguistics. This course may be repeated for credit if the topic is different.
- 597 Special Problems** **1-3 hours**
Supervised independent study of a limited field. Prerequisite: a field of concentration in German, with three years of college German or permission of the instructor.



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

Chairman and Professor: JAMES A. HOLLEMAN

Professor: MELISSA GERBER KNECHT

Associate Professor: MATHEW FUERST

Assistant Professor: DEREK STAUFF

Artists/Teachers: BRAD BLACKHAM, STACEY JONES, CHRISTOPHER McCOURRY,
MELISSA OSMOND, DEBRA WYSE

Adjunct Instructors: JAMES BALL, JONATHAN CHESSON, JOSH COOK,
CYNTHIA DUDA, DANA DUNCAN, JONATHON GEWIRTZ, DAN HARRIS,
DEAN JAMES, AARON JOHNSON, AMY LEY, ROBERT LIVINGSTON,
KRISTEN MATSON, ARLENE MCDANIEL, LAWRENCE OCHILTREE,
DANIEL PALMER, DAVID PESHAKAI, KARL SCHMIDT, LINDA SMITH,
DOUGLAS SPANGLER, ANDREW SPRUNG, AL TAPLIN, JAIMIE WAGNER,
KAYCEE WARE-THOMAS, RANDY WESTMORELAND

The Department of Music pursues a two-fold mission: 1) to allow students to choose music as a field of concentration toward the completion of a bachelor of arts or science degree by undertaking a comprehensive program of music study and performance, and 2) to allow students of any discipline to study music and participate in performing ensembles.

Music Concentration Requirements

The concentration in music requires a minimum of 40 credit hours, which includes the fine arts core requirement. After completion of MUS 110 and MUS 111 (fall semester freshman year) students must complete: 12 hours of Music Theory (MUS 201, 201 L, 221, 221 L, 321 and 321 L); nine hours of Music History (MUS 322, 323 and three credits selected from any 400-level music history course); 12 hours of Applied Music (four hours of a primary ensemble, four hours of 300-level lessons and four hours of 400-level lessons); and five hours of music electives at the 300 or 400 level excluding private instrument/voice study. All students declaring a concentration in music are required to pass a Music Department juried audition prior to registration for 300-level lessons. Typically taken at the end of the sophomore year, the quality of the performance and an established record of progress in studio lessons and juries at the 200 level will be determining factors for successful advancement to 300-level lessons. Every semester, students majoring in music or intending to major in music must participate in the appropriate ensemble and enroll in private study on their primary instrument/voice.

Music Concentration Requirements with an Emphasis in Education

The concentration in music with an emphasis in education requires a minimum of 47 credit hours, which includes the fine arts core requirement. The required courses are the same as the requirements for the Music Concentration EXCEPT in place of the five credits of electives (at the 300 and 400 level), students must complete: MUS 324, 417, and participate in a primary ensemble (orchestra, choir, or band) for one semester on a secondary instrument/voice. In addition, students must complete, from the Education Department, EDU 360 and EDU 401. Students must also pass a keyboard proficiency exam, which includes sight-reading, harmonization, basic improvisation, and performance.

Senior Recital/Project

During the senior year of study, as an extension of the 400 level of private study, students majoring in music are required to present a full recital on their major instrument/voice or a half recital and a project. The project may be in the areas of music theory, music history, music pedagogy, music composition or conducting. During the second jury of the 300 level of lessons, the music faculty will either approve a full recital or recommend the half recital/project option. If the second option is appropriate, then the student, with the advice of a faculty supervisor, will present a proposal for the project that will be due by the end of the first three weeks of the following semester. The project will be due no later than the end of classes during the semester in which a student will graduate.

Music Minor Requirements

The minor in music requires a minimum of 20 credit hours. Students choosing to minor in music must complete: MUS 110, 111, 201, 201 L, 322, 323; four semesters of lessons on an instrument or voice and four semesters of participation in a primary ensemble.

Music Minor with an Emphasis in Education

The minor in music with an emphasis in education requires a minimum of 24 credit hours. Students choosing to minor in music must complete: MUS 110, 111, 201, 201L, 206, 417, and either MUS 324 or 310; four semesters of lessons on an instrument or voice, four semesters of participation in a primary ensemble, and one semester in a primary ensemble on a secondary instrument. From the Education Department, students must complete EDU 360 and 401. Students must also pass a keyboard proficiency exam, which includes sight-reading, harmonization, basic improvisation, and performance.

110 Introduction to Music Studies

1 hour

Serves as an overview to the concentration in music. This course is to be taken during the freshman year of study. It will focus on rhythmic understanding and execution, textures in music, practice techniques, listening skills, basic vocabulary, performance etiquette, music bibliography and study resources, and will include assigned readings in music and performance. No prerequisites.

111 Fundamentals of Music

1 hour

This course is to be taken during the first semester of the freshman year in conjunction with MUS 110, Introduction to Music Studies. During this semester, students will acquire foundational skills in the aural and written components of music theory. Aural training will include introductory activities in the performance and recognition of pitch and rhythmic materials. The written component will cover basic notation in multiple clefs, intervals, keys, scales, chords and simple key-defining harmonic statements. All incoming music majors and minors will take a theory placement exam during the registration period prior to the first day of classes. This test will determine whether students must complete MUS 111 or move onto MUS 201. Fall, every year.

201 Theory I

3 hours

Introduces students to principles of melodic composition and voice leading in species counterpoint in all modes. Diatonic harmony is learned through realization of figured bass, four-part chorale writing, cadences, and analysis of chorale fragments. Prerequisite: MUS 111 or permission of instructor. Simultaneous enrollment in MUS 201 required. Spring, every year.

201 L Musicianship Lab I

1 hour

Develops skills necessary to support concepts in theory and practical musicianship through singing with solfège, rhythmic drills, contextual listening exercises, and basic keyboard proficiency. Pitch material will include major, minor, and modal scales, chords, and melodies. Rhythm topics will include basic drills in simple and compound meters. Prerequisite: MUS 111 or permission of instructor. Simultaneous enrollment in MUS 201 required. Spring, every year.

204 The Understanding of Music

3 hours

Provides non-music majors with basic listening skills, the ability to discuss music intelligently, and a survey of historical styles and periods of music via the study of representative composers and works. Fulfills the Fine Arts Core requirement.

206 Advanced Understanding Music

3 hours

Provides non-music majors and non-music minors with prior music experience (i.e. experience in music ensembles past and current), and those seeking the minor in music with an emphasis in education with an advanced survey of the historical style periods of music via the study of representative composers and works. Fulfills the Fine Arts Core requirement. Prerequisite: music reading skill.

221 Theory II

3 hours

Extends the subjects and practices of MUS 201 to include secondary dominants, tonicization, modulation, sequences, and Augmented Sixth and Neapolitan Sixth chords. Students will analyze numerous Bach chorales to become comfortable with using analysis to understand the structures of the works and to help the student form well-supported interpretations of each chorale. Prerequisite: MUS 201 or permission of instructor. Simultaneous enrollment in MUS 221 L required. Fall, every year.

- 221 L Musicianship Lab II** **1 hour**
 Continues to develop skills necessary to support concepts in theory and practical musicianship through singing with solfège, rhythmic drills, contextual listening exercises, and basic keyboard proficiency. Pitch material will include major and minor melodies, chords, and Augmented Sixth and Neapolitan Sixth chords and their resolutions. Rhythm topics include basic drills in simple and compound meters and polyrhythmic exercises. Prerequisite: MUS 201 L or permission of instructor. Simultaneous enrollment in MUS 221 required..... Fall, every year.
- 321 Theory III** **3 hours**
 Relates whole movements and multi-movement works to compositional designs and historic genres through analysis of the large-scale treatment of rhythm, meter, harmony and voice leading, motivic transformation, phrase structure, and sectional repetition. Students use various analytical approaches to discover and describe the form and develop well-supported interpretations of the music's expressive range. Prerequisite: MUS 221 or permission of instructor. Simultaneous enrollment in MUS 321 L required. Spring, every year.
- 321 L Musicianship Lab III** **1 hour**
 Continues to develop skills necessary to support concepts in theory and practical musicianship through singing with solfège, rhythmic drills, contextual listening exercises, and basic keyboard proficiency. Pitch material will include two-voice dictations and exercises and harmonic dictations. Rhythm topics will include exercises and dictations with two separate lines and asymmetric and changing meters. Prerequisite: MUS 221 L or permission of instructor. Simultaneous enrollment in MUS 321 required..... Spring, every year.
- 322 History and Literature of Music I** **3 hours**
 Survey of music and its development in Western civilization to about 1750. Emphasis on an acquaintance with representative musical works and styles, and on understanding musical concepts in the light of their historical and general cultural context. Fall, every year.
- 323 History and Literature of Music II** **3 hours**
 Survey of the development of music as an art in Western civilization from about 1750 to the present. Emphasizes an acquaintance with formal and stylistic problems through the study of representative works and on understanding specific musical concepts in the light of their historical and general cultural context. Spring, every year.
- 324 Beginning Conducting** **2 hours**
 Technique of the Baton; a workshop course in the fundamental theory and practice of conducting for students with little or no experience. Prerequisites: MUS 201 or permission of instructor. Fall, every year.
- 403 American Music** **3 hours**
 Survey of indigenous, popular and art music of the United States, from the pre-colonial period to the present day. Emphasis on representative works and styles and on understanding American Music in light of its historical and general cultural context.
- 404 History of Opera** **3 hours**
 Surveys opera and related forms from the end of the 16th century to the present; studies representative works in some detail.
- 405 The History of Chamber Music** **3 hours**
 A study of the literature, composers, and cultural construct of chamber music from the Renaissance to the present day.
- 423 Orchestration** **3 hours**
 Includes analysis of exemplary works for orchestra coordinated with a study of the instruments, including discussion of range, basic playing techniques, and characteristic tone colors of each. Assignments are given in composition and arranging for various instrumental ensembles and the orchestra. Prerequisite: MUS 221 or permission of instructor.
- 424 Advanced Conducting** **1 hour**
 A detailed course in baton technique, score reading, rehearsal technique and conducting larger ensembles. Prerequisites: MUS 324..... Spring, every year.
- 425 Music Since 1900** **3 hours**
 Analysis and interpretation of compositions written since 1900 with an emphasis on stylistic innovations and extensions of traditional principles. Students develop comprehension and aural awareness of extended scales, chords, serial ordering, transformational techniques, contextual designs and popular idioms. Repertoire for study includes representative works of European and American composers. Students integrate techniques and creativity in composition assignments. Prerequisite: MUS 321 or permission of instructor.

426 Counterpoint**3 hours**

A study of 16th and 18th century contrapuntal techniques. Students will be introduced to each of the five species of 16th century counterpoint, and be required to compose a number of counterpoint exercises. The study of 18th century counterpoint will include both written and analytical assignments of such compositional techniques as canons, inventions, and fugues. Prerequisite: MUS 321 or permission of instructor.

Music Education Courses

These practical methods courses, added to other applied and theoretical music courses, are intended for students who wish to teach music in the public schools. A teaching certificate from the Michigan State Department of Education will be issued after satisfactory completion of the requirements.

310 Music Pedagogy**2 hours**

Students wishing to teach private studio instruction on their primary instrument will study the methods, materials and techniques of private instrument instruction. Students may be supervised in the teaching of local community students.

313 Woodwind Methods**1 hour****314 Brass Methods****1 hour****315 Percussion Methods****1 hour****316 String Methods****1 hour****417 The Teaching of Music in the Classroom****3 hours**

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

Applied Music Courses**Ensembles****160-01 Pep Band****1 hour**

Open to any student who plays a wind, brass or percussion instrument. The pep band performs at football and basketball games.

160-02 Big Band**1 hour**

Standard jazz big band instrumentation. Performing standard jazz literature through new compositions.

160-03 Wind Symphony**1 hour**

Open to any student that plays a wind, brass or percussion instrument. Standard and modern repertoire is performed.

170 Chamber Music Ensembles**1 hour**

An opportunity for students to study chamber music for string, brass, woodwind or percussion ensembles. Two hours of rehearsal weekly.

170 J Jazz Combos**1 hour**

Small jazz combos focusing on the study of improvisation through scales, chord changes and jazz forms.

180 Orchestra**1 hour**

A full instrumentation college symphony orchestra performing advanced standard repertoire. Any student with sufficient performing skill may become a member by audition or recommendation of the studio teachers. Public performances.

180-01 String Orchestra**1 hour**

Open to all string players. This ensemble focuses on repertoire for string ensemble. Students who are not able to make the time commitment to the large orchestra or seek to improve their ensemble skills are encouraged to participate.

190 College Choir**1 hour**

Open to all students desiring a choral ensemble experience. Music of various historical periods is performed both on and off campus and is sung in the original languages. Promoting musical excellence is the choir's chief purpose.

199 Chamber Choir**1 hour**

An auditioned group of 28 voices which focuses on challenging a cappella repertoire. Multiple performances in various venues are presented on and off campus each year.

Class Lessons

120 A, B, C Guitar Class

1 hour

Emphasis on posture and procedures in holding the instrument and fundamentals of reading various forms of tablature and notation. Students are grouped into sections of: A - Beginning, B - Intermediate and C - Advanced.

130 Voice Class

1 hour

Emphasis on finding the student's true voice, establishing proper resonance and singing effectively with an evenly placed melodic line, with stress on the projection and delivery of the text and foreign language reading. Posture, breathing, diction, stage poise and physical makeup of the vocal apparatus are some of the principles covered. Open to all students.

135 Class Instrument Instruction

1 hour

Students wishing to learn an instrument at the beginning level will either sign up for private instruction or class instruction. The number of beginners registered on a single instrument per semester will determine whether the student will receive private or small group lessons. Permission of instructor required.

Private Lessons

There is an \$85 per credit/per semester fee for private music lessons. If a student chooses either to major or minor in music, the lesson fee is waived.

030-040 Applied Instruction in Composition

1 hour

The student learns historically informed compositional techniques and applies creative musical concepts through weekly private instruction. With the supervision of the instructor, students work on an assigned composition project, produce fully edited performance scores, secure student ensembles to perform, supervise rehearsals and perform as needed. Prerequisite: MUS 201, 201 L

033-043 Private Conducting

1 hour

Students who have completed MUS 324, Beginning Conducting, and MUS 424, Advanced Conducting, and who wish to continue the study of conducting may sign up for private conducting lessons. Permission of instructor required.

131/231 Voice

1 hour

132/232 Voice

2 hours

332/432 Voice

2 hours

141/241 Piano

1 hour

142/242 Piano

2 hours

342/442 Piano

2 hours

141J/241J Jazz Piano

1 hour

142J/242J Jazz Piano

2 hours

151/251 Woodwinds

1 hour

152/252 Woodwinds

2 hours

352/452 Woodwinds

2 hours

Sections: F (Flute), S (Saxophone), C (Clarinet), O (Oboe), B (Bassoon)

161/261 Strings

1 hour

162/262 Strings

2 hours

362/462 Strings

2 hours

Sections: V (Violin/Viola), C (Cello), B (String Bass), G (Guitar), H (Harp)

171/271 Brass

1 hour

172/272 Brass

2 hours

372/472 Brass

2 hours

Sections: T (Trumpet), H (French Horn), R (Trombone), U (Tuba/Euphonium)

181/281 Organ

1 hour

182/282 Organ

2 hours

382/482 Organ

2 hours

191/291-01 Percussion

1 hour

192/292-01 Percussion	2 hours
392/492-01 Percussion	2 hours
191/291-02 Drum Set	1 hour
192/292-02 Drum Set	2 hours

Philosophy and Religion

Chairman and Professor: THOMAS J. BURKE JR.

Professors: MICHAEL E. BAUMAN, PETER C. BLUM,
JAMES STEPHENS, DONALD A. TURNER JR.

Associate Professor: NATHAN SCHLUETER

Assistant Professors: LEE COLE, JORDAN WALES, DONALD J. WESTBLADE

Lecturers: CHARLES JOHNSON, MADELYN JOHNSON, LYNNETTE Z. KING,
JOHN STUDEBAKER

The courses in philosophy are designed to present students with historical and contemporary attempts to think critically and reflectively about fundamental questions of knowledge and value. The study of such philosophical problems in a spirit of free inquiry encourages the student to learn to think clearly and critically and to examine and develop his or her own views.

The courses in religion are designed to ground students in the history, philosophy, theology and ethics of the Judeo-Christian tradition and to expose them to non-Christian religious thought. Ultimately, they aim to provide the intellectual tools necessary to study, interpret and critically evaluate religious beliefs and then to integrate these both intellectually and personally.

The Department offers a concentration in philosophy, a concentration in religion and a combined emphasis in philosophy and religion. Requirements for a major in philosophy: a minimum of 27 semester hours (not including Philosophy 105 or Religion 105), including Philosophy 211, 212, 213, either Philosophy 107 or Mathematics 303 (Symbolic Logic) and 15 hours of electives. Electives must include the following: (a) either Philosophy 312 or 313, (b) an elective from among Philosophy 340, 341, 342, 343, 410, 420 and 451, and (c) one philosophy seminar. Majors must also pass a written comprehensive exam. Students who take Philosophy 575, complete an "A-level" thesis and comprehensive exam, and have at least a 3.400 grade-point average in their philosophy major will graduate with honors in philosophy. Students planning to attend graduate school are urged to try for honors.

Requirements for a major in religion: 27 semester hours (not including Religion 105 or Philosophy 105), including Religion 101, 211, 212, 213 and 214, and 12 hours of electives. Majors must also pass a written comprehensive exam. Students who take Religion 575, complete an "A-level" thesis and comprehensive exam, and have at least a 3.400 grade-point average in their religion major will graduate with honors in religion. Students planning to attend graduate school are urged to try for honors.

Requirements for a major in philosophy and religion: 27 semester hours (not including Religion 105 or Philosophy 105), including Philosophy 211 and at least one of Philosophy 212, 213 and 217, and two of Religion 211, 212, 213 and 214. A minimum of 12 semester hours in both philosophy and religion are required. Majors must also pass a written comprehensive exam. Students who take Philosophy or Religion 575, complete an "A-level" thesis and comprehensive exam, and have at least a 3.400 grade-point average in their philosophy and religion major will graduate with honors in philosophy and religion. Students planning to attend graduate school are urged to try for honors.

A minor in philosophy requires 18 semester hours (not including Philosophy 105), including either Philosophy 107 or Mathematics 303, Philosophy 211 and 213, either Philosophy 312 or 313, and at least one elective from among Philosophy 340, 341, 342, 343, 410 and 451. A minor in religion requires 18 semester hours (not including Religion 105), including Religion 101, two of Religion 211, 212, 213 and 214, and nine hours of electives. A minor in philosophy and religion requires 18 semester hours (not including Philosophy 105 or Religion 105), including Philosophy 211, one of Philosophy 212, 213 or 217, two of Religion 211, 212, 213 and 214, and one elective from each

discipline. Substitution of courses from other departments for any of the above required courses or electives is at the discretion of the Department chairman.

Each year, accomplished and notable philosophers, theologians and biblical scholars are brought to campus through the Visiting Philosopher and Theologian Series and the annual Faith in Life Lectures. In addition, the Department administers the annual Willisford Prize in New Testament studies.

Philosophy

105 Introduction to Philosophy

3 hours

A general introduction to the problems, methods, scope and history of philosophical inquiry as exemplified by the course of moral theory. In particular, the major views on human nature and morality are examined in their philosophical and historical contexts, tracing the development of ethics from Socrates through the medieval and the modern eras down into the 20th century. Metaphysical and epistemological issues are treated as needed for the proper exposition and criticism of the various moral theories studied, giving students an introductory knowledge of the full range of philosophical problems and demonstrating their interconnections.

107 Introduction to Logic

3 hours

An introduction to the principles of valid reasoning designed to develop analytical skills and abilities. Emphasis is placed on the evaluation of arguments through both informal and formal methods. Topics covered include informal fallacies, syllogisms, inductive logic and probability. No prerequisites.

211 Ancient Philosophy

3 hours

A historical survey of ancient philosophy from Thales to St. Augustine. Attention will be given to the pre-Socratics, the Sophists, Socrates, Plato, Aristotle, the Stoics and Epicureans, Plotinus, the early Church Fathers and St. Augustine.

212 Medieval Philosophy

3 hours

A historical survey of medieval philosophy from St. Augustine to the late Scholastics. St. Augustine, the later Church Fathers, Boethius, John Scotus Erigena, Anselm, Abelard, Bonaventura, Aquinas, Ockham, Scotus and other medieval thinkers are studied.

213 Modern Philosophy

3 hours

A historical survey of modern philosophy from Bacon to Kant. Major emphasis is placed upon the Rationalists (Descartes, Leibniz and Spinoza), Empiricists (Locke, Berkeley and Hume) and Kant's synthesis of those two traditions.

217 Nineteenth-Century Philosophy

3 hours

A study of the major philosophical developments in the 19th century. Figures covered include Hegel, Kierkegaard, Marx, Nietzsche, Comte, Mill, Brentano and Frege.

310 Classical Metaphysics

3 hours

A study of "first philosophy," this course inquires into the nature of being, considered as such. It addresses such concerns as the legitimacy of metaphysics and its distinction from natural philosophy, the nature of substance and of causality, and the possibility of knowing the first cause of all things. A careful examination of Aristotle's *Metaphysics* will be central to this endeavor, and after such examination Aristotle will be brought into dialogue with his medieval interpreters (e.g., Aquinas) and his more contemporary readers (e.g., Heidegger).

312 Ethical Theory

3 hours

A critical review of recent developments in ethical and value theory. Topics covered may include the dispute between utilitarianism and deontological theories, the nature of justification in ethics, the distinction between facts and values, and meta-ethical theories.

313 Social and Political Philosophy

3 hours

A philosophical examination of major social and political concepts such as authority, justice, law, obligation and rights. Special attention will be given to the use of these concepts in such ideologies as communism, fascism and democracy.

314 Aesthetic Theory

3 hours

An introduction to the most influential philosophical positions on the nature of the beautiful, both in art and in the natural world. The figures covered will include such philosophers as Plato, Aristotle, Kant, Schiller, Tolstoy, and Heidegger; the theories examined will include art as representation, as expression, as form, and as aesthetic experience.

320 American Philosophy**3 hours**

A survey of American philosophical thought. Emphasis is placed on the views of the major Pragmatists of the late 19th and early 20th centuries, Peirce, James and Dewey. Attention is also given to contemporary American philosophers who have incorporated aspects of Pragmatism in their thought, as, for example, Quine, Putnam and Rorty.

335 Phenomenology**3 hours**

The phenomenological movement, initiated at the beginning of the 20th century by Edmund Husserl, has had an enormous impact on subsequent philosophy and social theory, in terms of both its many adherents and its many detractors. This course explores the origins of the idea of "phenomenology" in late modern philosophy, and the popularizing of phenomenological method by Husserl, Heidegger, Sartre, and Merleau-Ponty. Other topics may include its development in later French philosophy (Ricoeur, Levinas, Derrida, Marion, Nancy, et. al), or its relationship to so-called "existentialist" thought, to Christian personalism (via Scheler), to Neo-Thomism, or to pragmatism. Specific recent figures covered will vary.

340 Twentieth-Century Continental Philosophy**3 hours**

An examination of some of the main themes in recent philosophical thought in Europe, including phenomenology, existentialism, structuralist and post-structuralist thought and hermeneutics. Figures to be covered include Husserl, Heidegger, Sartre, Merleau-Ponty, Gadamer and Derrida.

341 Twentieth-Century Analytic Philosophy**3 hours**

A survey of the development of analytic philosophy from Frege and Russell to Quine and other contemporary analytic philosophers. Emphasis is placed upon Russell, the Positivists, the early and later Wittgenstein, Austin and the "ordinary language" school, Sellars and Quine.

342 Issues in Contemporary Epistemology**3 hours**

Readings in contemporary theories and disputes in epistemology. Topics will vary from offering to offering, so students will be able to take the course for credit more than once.

343 Issues in Contemporary Metaphysics**3 hours**

Readings in contemporary theories and disputes in metaphysics. Topics will vary from offering to offering, so students will be able to take the course for credit more than once.

350 Philosophy of Law**3 hours**

An analysis of key issues in legal philosophy. Special emphasis is placed on such questions as the proper role and the justification of punishment, the relationship between law and morality, and the objectives and requirements of the rule of law.

360 Philosophy of Education**3 hours**

Through close study of writers such as Plato, Aristotle, Augustine, Rousseau, Freud, Dewey, and C.S. Lewis, students learn to identify the conceptions of human nature and the good life that inform educational practice while examining the relationship between education and establishment of the just regime. During this investigation of the philosophical dimensions of educational theory and the educational dimensions of political theory, the course explores such vital questions as the nature of justification, the role of character education in addressing the problem of preservation, and the adequacy of a naturalistic conception of man and the universe.

410 Philosophy of Mind**3 hours**

A study of contemporary issues in the philosophy of mind, including the concept of personhood, knowledge of other minds and the relation between mind and body.

420 Philosophy of Religion**3 hours**

A philosophical examination of the nature of religious belief, experience and activity. The course will also include an examination of such concepts as God, freedom and immortality.

435 Knowledge, Thought and Society**3 hours**

Readings from both philosophers and social scientists on the social dimensions of knowledge and cognition. The course usually will include some historical attention to the emergence of sociology of knowledge under the influence of Nietzsche, Marx and Durkheim, culminating in the 20th-century formulations by Karl Mannheim and by Peter Berger and Thomas Luckmann. Other specific topics may vary.

451 Philosophy of Science**3 hours**

A survey of the major views on the nature and methods of science. Included will be a brief historical introduction to the philosophy of science in the 19th century, the development of logical positivism and recent criticisms of it, and proposed alternatives to the traditional view. The positions of Hempel, Carnap, Popper, Kuhn, Hanson, Toulmin, Hesse, Quine and Van Fraassen will be considered.

493 Seminar in Philosophy**3 hours**

A seminar for advanced students in philosophy. Topics may include the philosophy of a historical figure such as Plato, Aristotle, Kant or Wittgenstein, or the study of a major philosophical topic in epistemology, metaphysics or ethics. May be repeated for credit.

575 Philosophy Senior Thesis**1-3 hours**

Students wishing to graduate with honors in philosophy must write a substantial thesis under the direction of one of the members of the Department or another qualified faculty member. Upon completion, the student must defend the thesis before a committee of three faculty members.

597 Special Problems**1-3 hours**

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

Religion**101 Introduction to World Religions****3 hours**

A survey of the major religious traditions of the world. Emphasis is placed upon the theologies, religious practices and ethical teachings of the faiths studied. The course will begin with an inquiry into the nature of religion and religious belief, and then survey ancient religions, primarily those of Egypt, Mesopotamia and Greece. The course will then turn to the major Eastern (Hinduism, Buddhism, Shintoism, Taoism and Confucianism) and Western (Judaism, Christianity and Islam) religions. Some time will also be spent on Jainism, Zoroastrianism, Sikhism and African religions.

105 Introduction to Western Religion**3 hours**

A study of the origins and development of religious thought and practice in the Western tradition, beginning with the Old and New Testaments and extending through modern theological developments in Judaism, Christianity and Islam. The course explores basic theological themes of the Bible against a backdrop of alternative contemporary beliefs and then surveys the subsequent history of endeavor to define and establish the authority of competing interpretations of Western scriptures. Lectures and readings are designed not only to build familiarity with the varied content of Western faiths but also to provide the religious methods, skills and background essential to a better understanding of Western history, literature, society and culture.

211 Old Testament History and Literature**3 hours**

A study of the history and theology of the Old Testament. The Mosaic Law, the prophetic tradition and the wisdom literature are studied in the context of the historical development of Israel from the Patriarchal to the Hellenistic era.

212 New Testament History and Literature**3 hours**

A survey of the history and theology of the New Testament. A brief overview of the political, cultural and religious background of the New Testament is followed by a study of the life and teachings of Jesus as portrayed in the Gospels, the history of the early Apostolic Church, the life and thought of St. Paul and the theology of the General Epistles. Modern theories of New Testament composition and hermeneutical methods are also evaluated.

213 History of Christian Thought I**3 hours**

The development of Christian philosophical and theological thought from the close of the New Testament to 1500 A.D. Special emphasis will be placed on the development of the ecumenical creeds, the philosophy and theology of Augustine, and medieval scholasticism.....Fall, odd-numbered years.

214 History of Christian Thought II**3 hours**

A study of Christian intellectual and doctrinal history from 1500 to the present. The Reformation, Counter Reformation, the Age of Orthodoxy, the rise of biblical criticism, 19th-century Liberal theology, 20th-century Neo-orthodoxy and existential theology, the Vatican Councils and important papal encyclicals and current trends of thought will be studied.Spring, even-numbered years.

302 Patristic Theology**3 hours**

A study of the form and spirit of theology in the early Church fathers, from A.D. 100 to 600, emphasizing primary source texts in translation and focusing on the development of this theology through several early Christian controversies and theological loci, including: The relationship of the Old and New Testaments; the meaning of creation; the divinity and humanity of Christ; the theology of the Holy Spirit; the Cross; Christian worship; monasticism; and the life of grace.

309 Medieval Theology**3 hours**

This course traces the development of Scholasticism as a distinct movement in theology in the medieval period. There will be a parallel focus on some distinctive Scholastic themes, but also on the diversity within that tradition.

316 Sixteenth-Century Theology: Reformation and Counter Reformation**3 hours**

A study of the theology of the major 16th-century Protestant Reformers and of the Roman Catholic Counter Reformation. Particular attention will be paid to Luther, Zwingli, Calvin, the Anabaptists and the Council of Trent.

319 Eighteenth-Century Theology: Jonathan Edwards and American Puritanism**3 hours**

An examination of Puritan theology and polity in 18th-century America and their formative influence upon subsequent American life and thought. A leading representative among Colonial Puritans and, many argue, the greatest theologian America has yet produced, Jonathan Edwards furnishes the course with its primary case study and point of orientation. Study also encompasses Puritanism from the Mathers through the demise of New England Theology.

320 Contemporary Religious Thought**3 hours**

A study of the major theological positions developed in the 20th century, including Modernism, Neoorthodoxy, Fundamentalism and Liberation Theology. Thinkers studied will include, among others, Karl Barth, Paul Tillich, Rudolf Bultmann and Wolfhart Pannenberg.

333 Theology of the Trinity**3 hours**

This course will examine the tradition of Christian reflection on the triune God, arguably the foundational doctrine of Christianity. Using primary texts in translation, students will investigate the development of Trinitarian belief and thought from the first century to the twenty-first, with special attention to historical understandings of this doctrine's implications for Christian life.

340 Studies in Biblical Interpretation**3 hours**

An in-depth, exegetical study of a particular case or problem in the interpretation of biblical texts. Topics, to vary from year to year, include Jesus and the Gospel Tradition, Luke and Other Ancient Historians, Paul and his Churches, Romans—History of Interpretation, and Literature of the Johannine Community. May be repeated for credit.

341 Studies in Biblical Theology**3 hours**

A literary and historical study of a selected, classical focus of theological debate. Topics, to vary from year to year, include Gospel and Law, the Unity of the Bible, the Old Testament in the New Testament, Biblical Theologians Since 1850, and Lives of Jesus. May be repeated for credit.

342 Studies in the World of Ancient Christianity**3 hours**

A close study of a particular social and textual slice of the first- and second-century Hellenistic world with which the early Church interacted. Topics, to vary from year to year, include Gnostics, Pagans and Heretics; Judaism in the Greco-Roman World; Ancient Mediterranean Mystery Religions; the Social Context of Early Christianity; and History of Ancient Christianity. May be repeated for credit.

352 Roman Catholic Theology**3 hours**

A study of the major doctrines and practices of the Roman Catholic Church. The Councils, Creeds and Papal Decrees of the Church are studied in order to give students a general introduction to the theology governing the beliefs and practices of traditional and contemporary Roman Catholicism.

355 Introduction to Islam**3 hours**

This course introduces the Muslim religion, its history, doctrine and practice, and sets it into its several contexts among other Western religions, among interpretive traditions of sacred literature, within varying national expressions, and, amid contemporary debates concerning its warrants for militarism, theocratic rule, or suppression of women, and its compatibility with democracy and other aspects of modern, Western culture.

356 Introduction to Eastern Religion**3 hours**

An introduction to some of the major Chinese, Indian and Japanese religious traditions, including Buddhism, Confucianism, Hinduism, Taoism and Shintoism. The class will cover both the origins of these traditions and their development to the present and will include readings from the important primary texts.

359 Christianity and Competing Worldviews**3 hours**

This course examines the incongruities and distinctions between the Christian faith and its contemporary rivals: Marxism, Atheism, Humanism and Post-Modernism. The aim is to develop students' abilities to engage in dialectic encounter with all worldviews which press modern humanity for consideration.... Fall.

373 Religion, Society and Culture**3 hours**

Readings in the study of religion from the perspectives of social theory and social science. Specific topics may vary. Possible foci: sociology of religion, anthropology of religion, religion in modern and postmodern thought, phenomenology of religious experience, or classical (19th and early 20th century) theories of religion.

374 The American Religious Landscape**3 hours**

A survey of patterns of religious thought, practice and social organization in the United States over the last few decades, as seen from a broadly sociological perspective. Attention to denominationalism and ecumenism, the interplay of liberalism, fundamentalism and evangelicalism; "new religious movements;" parachurch organizations and interest groups, contemporary forms of spirituality, church and state, religion in "the public square," etc. Students will be given opportunity to focus individually on particular issues or religious groups that are of interest.

390 Introductory Biblical Hebrew**3 hours**

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

393 Readings in the Septuagint**3 hours**

An introduction to the special grammar and vocabulary of the Jewish Bible (Old Testament) in Greek, with an emphasis upon acquiring proficiency in reading selected texts. Prerequisites: CLS 103, 104.

394 Readings in New Testament Greek**3 hours**

An introduction to the grammar and vocabulary of Koine Greek with emphasis upon building proficiency in reading the Greek New Testament. Prerequisites: CLS 103, 104.

493 Seminar in Religion**3 hours**

A seminar on special topics or problems in the study of religion, biblical studies and Christian studies. The seminar may cover such topics as Christian ethics, individual biblical books or authors, prominent thinkers in the Judeo-Christian tradition and specific non-Christian religions or religious thinkers. May be repeated for credit.

575 Religion Senior Thesis**1-3 hours**

Students wishing to graduate with honors in religion must write a substantial thesis under the direction of one of the members of the Department or another qualified faculty member. Upon completion, the student must defend the thesis before a committee of three faculty members.

597 Special Problems**1-3 hours**

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

Spanish

Chairwoman and Professor: SANDRA J. PUVOGEL

Professor: CARMEN WYATT-HAYES

Associate Professor: KEVIN E. TEEGARDEN

Assistant Professor: OLGA MUÑIZ

Lecturer: AMANDA M. STECHSCHULTE

The study of Spanish contributes to the education of the student in the following ways: (1) it stimulates and directs the acquisition of a national and international understanding by developing knowledge of the civilization, literature and language of one or more of the modern nations, which is part of a cultural and liberal education; (2) it develops accuracy and precision in the use of language as an instrument for the comprehension and communication of ideas; (3) it offers training in the reading knowledge of a foreign language essential to advanced study in most fields of learning; (4) it is of practical value in diplomatic service, business and industry, or foreign trade; and (5) it prepares the student to qualify for secondary or elementary school instruction or, after graduate study, for instruction at the college level in Spanish.

For native speakers of English, a 12-semester-hour competency (through third-semester 201) level in French, German, Spanish, Latin or Greek is required for the bachelor of arts degree and for certain preprofessional programs. This requirement may be satisfied only by successful completion

of 201, or a higher level course, on the Hillsdale campus.

Students who arrive with a 12-semester-hour competency in Spanish, as determined exclusively by the Hillsdale College placement test, must take at least one three-credit course at Hillsdale College at the 201 level or above in Spanish in order to satisfy the requirement.

No student may fulfill the B.A. degree language requirement by means of the placement exam alone. Optionally, a student may elect another of the languages offered at Hillsdale to satisfy the bachelor of arts requirement by successfully completing the (third-semester) 201 course in said language on campus.

Satisfactory completion of two semesters of Freshman Rhetoric and the Great Books fulfills the bachelor of arts requirement in foreign language for students from non-English-speaking cultures who demonstrate possession of literary competence in their native tongue.

Students entering with high school Spanish credits must take an entrance language placement examination. Those demonstrating sufficient command of the language to begin study on the 102 or 201 level need complete only the remaining one or two courses (through 201).

Any student qualifying on the basis of a departmental placement test to enter a Spanish course numbered 102 or higher may receive a maximum of four hours of credit by successfully taking the CLEP examination. This test may be taken only once and must be taken during the first semester of enrollment at Hillsdale. If a student has more than four hours of Advanced Placement credit in Spanish, or if a student has transferred or is expected to transfer more than four hours of Spanish credit from another institution, said student is NOT eligible to take the CLEP exam in Spanish for credit.

Credit is given for the completion of the first semester of the introductory Spanish course (101), whether or not the second semester is completed.

Spanish Major and Minor Requirements

Requirements for a field of concentration: a minimum of 27 semester hours in Spanish, not including 101, 102 or 201. The student must complete Spanish 202, 302 or 303 (not both), 412, 413, 414, 415 (with permission of the department, 493 may be substituted for one or more of these courses), and at least three of the following: 306, 310, 406 or 408. Prerequisite for any of the courses numbered 202 or above: a minimum grade of "B-" in 201 or permission of the instructor. Students choosing Spanish as a field of concentration are advised, but not required, to elect a second language of at least 18 semester hours, including 101 and 102. History 321, History of Colonial Latin America; History 322, History of Modern Latin America; and/or History 412, History of Spain, are suggested as worthwhile electives. These cognates will not, however, count toward a field of concentration in Spanish.

A minor in Spanish shall consist of 20 semester hours of coursework beyond the beginning (101) level and must include Spanish 202, a civilization course (either 302 or 303, not both), a composition/conversation course (either 306, 310, 406, or 408), and a literature course at the 400 level. If the Spanish placement test allows the student to begin study beyond the 102 and/or 201 level, as many as eight hours may be assumed completed for the purpose of the minor requirement.

Any student beginning the study of Spanish above the 202 level must replace those three credits for the Spanish major or minor with any 300- or 400-level course.

All Spanish majors and international studies majors in Spanish are required to complete satisfactorily both a written and an oral comprehensive examination during the senior year.

Study abroad in Spain is highly recommended for those students choosing a major (or minor) in Spanish and for prospective Spanish teachers. (See page 28 for "Hillsdale in Seville, Spain.")

For requirements of the bachelor of arts degree in international studies in business and foreign language, see pages 196-197.

101-102 Beginning Spanish

4 hours each

Two four-hour elementary courses stressing conversation as well as pronunciation, reading and grammar.

201 Intermediate Spanish

4 hours

Intensive drill in conversation, supplemented with grammar review and composition. Reading of Spanish prose and poetry.

202* Intensive Intermediate Spanish I

3 hours

The reading and discussion of some representative works of Spanish literature with oral practice and composition. Conducted in Spanish. Prerequisite: minimum grade of "B-" in 201 or permission of the instructor.Fall.

- 302 Spanish Civilization and Culture** **3 hours**
Studies of the Spanish people and contributions to world civilization. Conducted in Spanish..... Fall.
- 303 Iberoamerican Civilization and Culture** **3 hours**
A study of Latin American civilization and culture from pre-colonial times to the present. Conducted in Spanish.
..... Spring.
- 306 Composition and Grammar Review** **3 hours**
A concentrated review of grammar with the aim of developing an acceptable prose style. Conducted in Spanish. Fall, odd-numbered years.
- 310 Oral Spanish** **3 hours**
Intensive oral practice and composition on topics of current interest, based on readings from Spanish-language periodicals. Conducted in Spanish..... Spring, even-numbered years.
- 350 Study Travel in a Spanish-Speaking Country** **1-3 hours**
Travel during summer, spring break or January interterm in a Spanish-speaking country. Supervised and evaluated by a member of the Hillsdale College Spanish faculty. This course is not part of the Hillsdale program in Seville, Spain.
- 406** Advanced Composition and Conversation** **3 hours**
Intensive practice in oral and written expression, with emphasis on original composition. Conducted in Spanish. Fall, even-numbered years.
- 408 Spanish for International Business** **3 hours**
Oral and written Spanish using international business usage and terminology as points of departure. Conducted in Spanish..... Spring, odd-numbered years.
- 412 Spanish-American Literature** **3 hours**
The reading and discussion of representative works of Spanish-American literature from Modernism to the present. Conducted in Spanish. Spring, odd-numbered years.
- 413 Spanish Literature: 1140-1700** **3 hours**
The reading and discussion of representative works of literature from the Middle Ages to the end of the Golden Age. Conducted in Spanish. Fall, odd-numbered years.
- 414 Spanish Literature: 1700-1910** **3 hours**
The reading and discussion of representative works of Spanish literature from the Neoclassical, Romantic and Realist periods and continuing into the Generation of '98. Conducted in Spanish..... Spring, even-numbered years.
- 415 Spanish Literature: 1910 to the Present** **3 hours**
The reading and discussion of representative works of Spanish literature from Post-Modernism to the contemporary period. Conducted in Spanish..... Fall, even-numbered years.
- 460 Foreign Internship** **3 hours**
Work in a foreign country outside the borders of the United States.
- 465 The Teaching of Modern Languages** **1 hour**
A methods and materials course for the teaching of French, German and Spanish at the elementary and secondary levels. Taught in English. Spring, even-numbered years.
- 493 Seminar** **3 hours**
A group study of a specific field: Contemporary Drama of Spain; Drama of the Golden Age; Modern Spanish-American Drama; the Contemporary Novel of Spain; the Contemporary Spanish-American Novel; Cervantes; Unamuno; Galdos; the Short Story of Spain and Spanish-America; the Poetry of Spain; Spanish-American Poetry. Each student is assigned phases of the study and submits reports for group discussion and criticism. Prerequisite: a field of concentration in Spanish with three years of college Spanish or permission of the instructor. Conducted in Spanish. The course may be repeated for credit if the topic is different.
- 597 Special Problems** **2 or 3 hours**
Supervised independent study of a limited field with the summarization in Spanish of the results of the study. Prerequisite: a field of concentration in Spanish, with three years of college Spanish or permission of the instructor.
- 599 Assistantship Honors** **2 hours**

*A grade of "B-" or higher or permission of the instructor is required to go beyond the 201 level.

**The student must complete 202 and one 300-level course before proceeding to the 400 level.

Theatre and Speech

Chairman, Professor, and Director of Theatre: GEORGE W. ANGELL

Professor of Theatre and Director of Forensic Speaking: JAMES M. BRANDON

Professor and Director of Speech Studies: KIRSTIN KILEDAL

Assistant Professor of Speech and Director of Debate: MATTHEW DOGGETT

Visiting Assistant Professor of Dance: HOLLY HOBBS

Visiting Assistant Professor of Scenic Design and Technical Director of Theatre Arts: RENÉE SURPRENANT

Lecturers in Dance: ALISON PLEMMONS, JESSICA POST, DOUGLAS SPANGLER

Lecturer in Broadcasting: LARA HYRCAJ

Lecturer in Communications: TODD HARCEK

Lecturer in Speech and Director of Forensics: MATTHEW WARNER

Lecturer in Costume Design: BRYAN E. SIMMONS

Production Manager and Lighting Designer: MICHAEL J. BEYER

Both the Theatre and Speech disciplines require successful completion of at least 36 hours of the departmental offerings with a grade of “C-” or better in order to graduate.

Field of Concentration in Theatre

The art of theatre is unique in its manner of focusing and reflecting the concerns of the society in which it exists. At the same time, it is composite in its materials and means: bringing together speech and acting skills, literature, dance, music, and visual and plastic arts, as well as the technologies of lighting, recorded sound, mechanics, electronic communications media, computer technology and acoustics. It is, in fact, a builder of bridges among many arts and crafts, and likewise between the fine arts generally and the humanities and behavioral sciences: critical and historical studies, social studies, rhetoric and psychology. For students concentrating in theatre, the discipline is thus a flexible “home base” for a true liberal arts education. For undergraduates in general, it is a productive training field in creative and practical rhetoric, image-making and cooperative action—useful preparation not merely for the stage but also for the law court, the legislature, the classroom and the marketing or sales office.

Requirements for the Concentration in Theatre:

A major in Theatre consists of at least 36 hours of course credits chosen with respect to the following guidelines.

Lower Division Courses

1. Every student who wishes to emphasize theatre studies within the Theatre and Speech Department must take a “core” consisting of the following courses, all of which are considered to be “Lower Division” classes within the major. Although not strictly required in every case, it is strongly recommended that students complete the Lower Division classes before moving to Upper Division classes:

Part 1, Practical Essentials: Theatre 225 or 236; 235 (6 hours).

Part 2, Essentials of Literature, History and Theory: THE 200 and THE 210 or THE 215. (12 hours total, Parts 1 and 2).

Upper Division Courses

1. Every student must complete the Theatre History Sequence beyond the single course taken for the Lower Division Theatre Core.

THE 210 – Theatre in History I (If not taken in Lower Division Core)

THE 215 – Theatre in History II (If not taken in Lower Division Core)

THE 301 – Theatre in History III

THE 302 – Theatre in History IV

Depending on a student’s interest and tracking in the major, DNC 215 – History of Dance, may be substituted for any other Theatre in History class in either the Upper or Lower Division sequence. (9 hours)

The remaining 15 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.

The Developing Historian

Every student must choose at least one from the following list of courses:

- DNC 215 – History of Dance (May not “double-dip” with Upper Division Core)
- SPC 301 – Movies as Medium
- THE 404 – History of Musical Theatre
- THE 408 – History of American Theatre
- THE 340 – Basic Directing
- THE 393 – Variable Topics
(3 hours)

The Developing Artist

Every student must select at least two from the following list of courses:

- THE 236 – Design for the Theatre I (May not “double-dip” with Lower Division Theatre Core)
- THE 336 – Design for the Theatre II (Prerequisite: THE 236)
This course may be taken as Scenic, Lighting or Costume Design and may be repeated in a different specialty for credit.
- THE 310 – Playwriting
- THE 335 – Acting II (Prerequisite: THE 235)
- THE 338 – Makeup Design
- THE 350 – Voice for the Stage
- THE 355 – Acting for the Camera
- Any combination of Dance Activity classes (1-6 hours)
(6 hours)

The Maturing Artist

Every student must select at least two from the following list of courses:

- DNC 220 – Choreography and Improvisation
- THE 312 – Projects in Playwriting (Prerequisite: THE 310)
- THE 410 – Dramaturgy
- THE 425 – Advanced Projects in Design (Prerequisites: THE 236 and 336)
- THE 435 – Acting III (Prerequisite: THE 235)
- THE 440 – Projects in Directing (Prerequisite: THE 340)
(6 hours)

Capstone Activities and Other Requirements

1. Each student must work backstage in a significant capacity on at least two Department productions.
2. In the senior year, or, at the earliest, the second semester of the junior year, a comprehensive capstone project is required. This project will be chosen in consultation with the Department Chairman 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. Whenever possible, this project will be done in conjunction with one of the following classes, any one of which (except THE 335, Acting II) may also fulfill the requirement under The Maturing Artist section above:
 - DNC 320 – Choreography and Improvisation II
 - THE 312 – Projects in Playwriting

THE 335 – Acting II, or THE 435 – Acting III, depending on sequence. All three acting classes must be completed or in progress before beginning the capstone project.

THE 410 - Dramaturgy

THE 425 – Advanced Projects in Design

THE 540 – Advanced Projects in Directing

Requirements for the Minor in Theatre:

A student wishing to minor in theatre studies must complete all of the following courses: Theatre 200, 225 and 235; plus two courses chosen from Theatre 210, 215, 301 or 302; plus any other two courses taught in the Department, including up to three hours of credit in Theatre Production, or up to six hours of credit in Dance (21 hours).

200 Understanding Theatre

3 hours

Readings, lectures, discussion, live performances, video presentations and creative projects provide the student with the basic concepts and terms necessary to appreciate the theatre as an art, and its development as an expression of Western culture. Dramatic structure, style, purpose and effect are the keys to understanding the forms of communication among author, performer and audience. Special attention is paid to the interlocking functions of all the artists of the theatre: not only playwright and actor, but also director, designer, critic and architect.

205 Theatre Production

1 hour

Open to all Hillsdale College students (including freshmen) interested in working on Hillsdale College theatre productions either as actors; as members of technical crews in set construction and painting, lighting, properties, costumes or makeup; or in promotion, ticket sales and house management. Students can earn one credit each semester that they are enrolled during the four-year course of study.

210 The Theatre in History I: Dramatic Literature,

History, Theory and Criticism of the Ancient World

3 hours

The history of theatre as an art, as a medium of cultural expression and communication, and as a social institution. The theatre of the past is examined both for its own artistic techniques and for the light that it may shed on the cultural patterns and values of the societies in which it has served as a forum of the public imagination. THE 210 investigates the drama and theatre of preliterate cultures, ancient Greece and Rome, medieval Europe and the traditional civilizations of the Orient.



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- 215 The Theatre in History II: Dramatic Literature, History, Theory and Criticism; Renaissance to Revolution (1500-1800)** **3 hours**
The history of drama and theatre in Europe from approximately 1500 to approximately 1800. Renaissance, Neoclassical, Elizabethan, Spanish Golden Age, English Restoration, and early German Romantic periods are considered with particular emphasis on the relationship between dramatic literature and the social, political, religious, and theoretical thinking that is reflected in the plays. This course satisfies the general college core requirement for a second-tier literature course. Prerequisite: At least one of the following – THE 200, ENG 104-105, HST 104-105.
- 225 Basic Theatre Technology** **3 hours**
The theatre craftsman as technician and problem solver. Students are engaged in both practical and theoretical exercises in stage carpentry, scene painting, scenery rigging, lighting, drafting, acoustics, electronically amplified sound, scenic projection, stage properties, costume construction and the offstage handling of a whole production.
- 235 Acting I: Basic Performance Techniques** **3 hours**
Fundamental processes, structures and forms of theatrical performance are investigated experientially through theatre-games, improvisation and rehearsed events, as well as conceptually through assigned readings and discussion. The course serves as a unifying introduction to acting and direction, with emphasis on dramatic spontaneity and on the visual and kinetic dimensions of the art.
- 236 Design for the Theatre I** **3 hours**
An introduction to the various ideas and techniques of designing in the theatre. This team-taught course will explore the fundamentals of the design process in set, lighting and costume design disciplines. Stress is placed on script analysis, design research and the shared aspects of drawing for the theatre; as well as the creative handling of the elements of design and composition as they relate to all areas of theatrical design. This course is the prerequisite for THE 336, Design for the Theatre II.
- 301 The Theatre in History III: Dramatic Literature, History, Theory and Criticism; Early Modern Drama (1800-1918)** **3 hours**
A careful examination of the relationship of the development of social drama, Romanticism, Melodrama, Realism, Naturalism and the early anti-realist movements to the general trends of history and poetic theory between 1800 and the end of World War I.
- 302 The Theatre in History IV: Dramatic Literature, History, Theory and Criticism; Contemporary Drama (1918-present)** **3 hours**
A study of contemporary drama and dramatic theory, and its development from early 20th century models, with particular emphasis on contemporary dramatic theory.
- 310 Playwriting: Sources and Methods** **3 hours**
Intensive exercises in creating short scenes and one-act plays, with the goal, first, of learning a variety of dramatic forms and structures by “hands-on” application, and second, of increasing the student’s appreciation of drama as a flexible mode of artistic expression and communication.
- 312 Advanced Projects in Playwriting** **3 hours**
Students who have completed 310 and wish to practice script-writing on larger projects or screenplays work together in a group setting.
- 335 Acting II: Characterization for the Stage** **3 hours**
Practical works, readings, rehearsed scenes and discussion supply the basics of creating a character. Students learn techniques of character analysis and the interaction of roles in scenes. Attention is given to rehearsal techniques and to considering the choices made by the actor, emphasizing the techniques of psychological realism. Prerequisite: THE 235.
- 336 Design for the Theatre II** **3 hours**
The creative design process as it relates to a specific area of theatrical design, chosen from among the following types: scenic, lighting or costume. Students will build on the material from Design for the Theatre I to focus their learning in one of the three areas listed. Both artistic and practical drawings will be emphasized. Opportunities for realized designs or assisting faculty designers will be provided when possible. May be repeated for credit in each of the three design areas. Prerequisite: THE 236.
- 339 Makeup Design** **3 hours**
Intended for the serious performer, this class will prepare students to proceed from character analysis to finished performance makeup. Topics include understanding, emphasizing and changing basic facial structure; application of wigs and hairpieces; special-effects makeup; prosthetics and plastics; aging; and historical period effects. Prerequisite: THE 225.

340 Basic Directing for the Theatre**3 hours**

Provides an introduction to the techniques of directing for the theatre. Students will study the history of directing and the performance theories of several important directors. The course will provide discussion and practical experience in script analysis, conceptualization, use of the stage, derivation of ground plan, choosing and working with actors, and the development of a set design for a production. Prerequisite: THE 235.

350 Voice for the Stage**3 hours**

Training in the physical and emotional techniques used in producing strong vocal characterizations for the stage. This course is equally important for students of speech.

355 Acting for the Camera**3 hours**

Working in front of the camera every week with a professional film and television actor, students are trained in the specialized forms, processes, and vocabulary of this important aspect of performance.

393 Seminar in Theatre Studies: Variable Topics**3 hours**

A seminar concerned with the interrelation of dramatic theory and literature with theatrical practice: questions of style, genre, period, aesthetics, politics, philosophy and cultural history. Specific topics vary each year, and the course may be taken for credit more than once.

404 Musical Theatre**3 hours**

The study of the musical as a distinct form in style and content. The class will trace the development of and trends in this particular theatrical form from the mid-19th century to the present. Selected musicals, as well as composers, lyricists and librettists, will be studied in depth.

408 History of American Theatre**3 hours**

American plays from the colonial period to the present will be examined in relation to changing political, social and cultural issues in the United States and to the search for—and development of—a distinctly “American” theatrical identity.

410 Dramaturgy**3 hours**

This course will directly involve students in the research, conceptualization, and production of a main-stage play. Students will embark on a rigorous study of the author, the author’s other works, the theatre history and the cultural history of the time period of the play. Students will be expected to incorporate their research into all aspects of the production and produce a substantial essay on some aspect of the play. This essay will be included in a dramaturgical pamphlet presented to each audience member. Prerequisites: THE 210 and 215.

425 Projects in Theatre Design and Technology**3 hours**

Student scene-, costume- and lighting-designers will form a team with student technical craftsmen to research, conceive and realize all the visual and mechanical components of a major production, under faculty direction and guidance. Prerequisite: THE 225 or 336.

435 Acting III: Movement for the Stage**3 hours**

The emphasis of the course is on training in movement and period style for the theatre. The student will learn psycho-physical “centering” techniques, Laban movement analysis and work in the neutral mask. The student will also come to grips with acting styles required by such genres of theatre as the Elizabethan, Neoclassical, Absurdist and Post-Modern. Prerequisite: THE 335 or permission of the instructor.

436 Professional Preparation for the Stage**1 hour**

Designed for students needing to prepare for professional or summer work, or prepare for graduate school admission, this course will help students ready themselves for the demands of auditioning, interviewing and portfolio presentation. Acting students will develop audition pieces and get working headshot/resumes. Design students will work on portfolio development and on the presentation of design projects for the American College Theatre Festival regional design competition. Theatre history students will work on the development and presentation of substantial writing projects and prepare for the GRE examinations. Open to juniors and seniors only, this course should be part of every student’s training package. Requires permission of the instructor.

440 Projects in Directing**3 hours**

Under faculty guidance, each student will choose, research, plan, cast and rehearse a sizable one-act play for public audiences. Throughout the projects, emphasis will be placed on the challenges of style: by period, genre or clearly projected experiment. Prerequisites: THE 340 and permission of the instructor.

540 Advanced Projects in Directing**3 hours**

For the student working on a Senior Project in Directing. Under faculty supervision, the student will analyze, cast and stage a full-length production in the regular Tower Players’ season. The production will be subject to a response from the American College Theatre Festival. Requires permission of the instructor.

Dance

Dance at Hillsdale College is offered under the general umbrella of the Theatre program. While it is not possible for a student to have a major concentration in Dance, a Dance minor is offered. All dance classes (except those indicated by an asterisk) may be used to fulfill the general education requirement for Sport Studies activity classes, which will be automatically applied as such by the registrar. Dance technique classes may be repeated once for credit at each level.

Requirements for the Minor in Dance:	CREDITS
Ballet (DNC 160, 260, or 360)	2
Modern Dance (DNC 190 290, or 390)	2
Improvisation/Choreography I (DNC 220)	2
Improvisation/Choreography II (DNC 320)	2
Acting III (THE 435)	3
Pilates (DNC 170)	1
History of Dance (DNC 215)	3
Repertoire (DNC 210)	2
TOTAL	17

Electives—Any combination adding to five or more credits:

Ballet/Modern Dance (DNC 160, 260, 360, 190, 290, 390)—courses beyond the classes required above	
Intermediate Social Dance (DNC 250)	
Special Topics in Dance (DNC 393)	
Acting I (THE 235)	
Basic Theatre Technology (THE 225)	
Any MUS course (subject to approval of the director of the Dance Program)	
TOTAL	5 credits

150 Social Dance

1 hour

Students will learn social dances of the 19th-20th centuries. Included forms are the waltz, foxtrot, ballroom, two-step and other partner dances. Special emphasis will be placed on basic social elements of dance, patterns, music, rhythmic awareness and foot positions, as well as leading and following. Students will have the opportunity to learn basic dance and social etiquette skills.

160 Ballet I

1 hour

Students will receive an introduction to the basic techniques and vocabulary of ballet. Students will develop strength, flexibility, core-strength and control while analyzing the principles of body alignment. Rhythm and dynamics will be emphasized.

170 Pilates I

1 hour

Pilates exercises help to strengthen core muscles and increase flexibility, endurance, posture and body awareness. This class is designed for the beginning Pilates student. Students will begin by learning Pilates fundamentals and essential matwork exercises, then work toward mastery of these basic skills.

180 Folk Dance

1 hour

Varying types and styles of folk dance may be the topic of any given semester of study: Scottish Highland Dance, African Dance, Contra and Square Dance are just a few examples of what the class might cover. When the course is offered, the class bulletin will indicate which type of dance will be taught.

190 Modern Dance I

1 hour

Students will learn principles of contemporary dance such as fall and recovery, contract and release, and improvisation, as well as a basic movement vocabulary. The development of technical skill in modern dance will include rhythmic perception, kinesthetic awareness and proper alignment. The traditional modern dance techniques of Limon, Cunningham, Horton, Graham and/or Nikolais will be covered.

210 Dance Repertoire

1 hour

This course is designed for those students who are part of the dance company for any given year. Class time will be given to choreographing and rehearsing pieces for the annual Dance Concert. Students will learn and rehearse choreographic works of both Hillsdale faculty members and guest artists, culminating in a fully produced performance. Students will also learn basic principles of dance theatrical staging and production values as related to the production of this concert. Admission to the course is by audition and permission of the instructor only.

215 History of Dance**3 hours**

Dance is a reflection of humanity: a viable and powerful form of expression and communication. Dance is used to support and/or challenge social/political views, ideas and values of individuals and of whole societies. It has even been an instrument of diplomacy: Romans found that a very detailed, exaggerated form of pantomime/dance was an excellent tool for spreading influence throughout the empire, while the court of France's Louis XIV used dance to emphasize the Sun King's power, and the New York City Ballet visited Russia during the Cold War in hopes of finding common ground through culture. Students will be given an overview of dance forms from around the world and throughout history. The interrelatedness and impact of dance on other art forms, as well as its role in society, will be particularly emphasized. Students will gain this knowledge through lectures, readings and viewing live dance performance and films.

220 Choreography and Improvisation I*2 hours**

This course is an introduction to improvisation and its use as a basis for dance choreography. Students will be taught the fundamentals of spontaneous movement and learn how to craft this material into set choreography. Students will explore improvisations based on the principles of Laban Movement Analysis and the effects of shape, space, rhythms, props and other stimuli upon movement. Admission to the course requires the completion of DNC 190 or permission of the instructor.

250 Intermediate Social Dance**1 hour**

Building on the basics learned in Social Dance, the student will learn new dances and combinations, building confidence, rhythm and musicality. Admission to this class requires the successful completion of DNC 150 or permission of the instructor.

260 Ballet II**1 hour**

Intermediate ballet sections will be for students who have had previous ballet training and who demonstrate a mastery of the basic alignment principles and vocabulary of ballet. Students will be expected to combine rhythm, dynamics, alignment, strength and flexibility while developing artistry and working with more speed and with a more advanced movement vocabulary. Placement at level two requires the permission of the instructor.

270 Pilates II**1 hour**

A continuation of Pilates I, this class will focus on mastery of the essential matwork exercises learned in Pilates I, and then add new skills and intermediate matwork exercises. Admission to this class requires the completion of DNC 170 and the permission of the instructor.



290 Modern Dance II**1 hour**

Students will build on basic modern dance principles to execute more advanced movement phrases and musical rhythms. Students will also increase their movement vocabulary while exploring the potential of modern dance as an expressive idiom. The traditional modern dance techniques of Limon, Cunningham, Horton, Graham, and/or Nikolais will continue to be explored. Admission to this class requires the permission of the instructor.

320 Choreography and Improvisation II*2 hours**

Building on the skills learned in DNC 220, students will be challenged with more complex improvisations and will use improvisational material to create solo and group choreography. Students will continue to explore a variety of internal and external stimuli as the basis for their artistic expression. Admission to the course requires the completion of DNC 220 or permission of the instructor.

360 Ballet III**1 hour**

Continued development of ballet vocabulary. Further turning and jumping skills will be explored in depth. Musicality, artistry and expression will be emphasized. Placement at level three requires the permission of the instructor.

370 Pilates III**1 hour**

A continuation of Pilates II, this class will focus on mastery of the intermediate matwork exercises learned in Pilates II, and then add new skills and advanced matwork exercises. Admission to this class requires the completion of DNC 270 and the permission of the instructor.

390 Modern Dance III**1 hour**

This course is an advanced level modern dance technique class, designed to build upon the skills learned in DNC 290. Movement dynamics and qualities, rhythmic and spatial patterns, and personal expression will be explored in depth. Traditional modern dance techniques as well as contemporary and cutting-edge dance techniques will be utilized. Admission to this class requires the completion of DNC 290 and the permission of the instructor.

Field of Concentration in Speech

The speech curriculum has as its main focus the history, theory, criticism and performance of rhetoric. Public persuasion, as an area of study as well as a practiced skill, has been central to the human experience throughout the history of Western Civilization. The advent of democracy in ancient Greece gave rise to the necessity of its citizens to be equipped with rhetorical understanding and ability. The major in speech follows in this Western tradition of rhetoric. The speech curriculum is designed to encourage in students an understanding of the nature and function of rhetorical communication in a free society, while guiding them in the development of effective, ethical skills in the expression and analysis of ideas.

The student may also elect to pursue the concentration in speech or the rhetoric minor in conjunction with the Classical Education minor or the Early Childhood Education minor. The Early Childhood Education program recommends SPC 201 as an elective for all students.

SPC 303 serves as an elective in the Business Administration program.

SPC 356 serves as an elective in the Business Administration program.

SPC 455 serves as an elective in the American Studies program.

SPC 453 serves as an elective in the Sociology and Social Thought program.

Requirements for the Concentration in Speech:

1. Students who wish to emphasize speech studies within the Theatre and Speech Department must take a "core" consisting of all the following courses: SPC 275, SPC 290 (or CLS 311), SPC 291, SPC 320, SPC 325 (or THE 310) and SPC 575 (18 hours).
2. Each student must select two from the following list of courses: SPC 240, SPC 310 or SPC 401 (6 hours).
3. Each student must select one from the following list of courses: SPC 453 or SPC 463 (3 hours).
4. Each student must select one from the following list of courses: SPC 450 or SPC 455 (3 hours).
5. Each student must select one from the following list of courses: SPC 285, SPC 301, SPC 303, SPC 340, SPC 356, SPC 370, #SPC 393 (3 hours).

6. Each student must select one from the following list of courses: SPC 201, SPC 440, SPC 599, THE 235, IDS 312, IDS 318, IDS 320, IDS 322, IDS 324, IDS 326 (3 hours).
7. During senior year, each student must successfully complete SPC 575, the product of which will serve as a speech thesis. This project will be chosen in conjunction with the director of Speech Studies. The project will combine research, analysis and written skills. The senior project may be undertaken in any area taught within the concentration (3 hours).

+Speech courses not counted toward the speech major: SPC 241, SPC 251, SPC 261.

#Requires permission from the program director.

Requirements for the Minor in Speech:

The student wishing to minor in speech has three options:

A.) A 24-hour minor in Speech—Rhetoric

1. Each student must take a “core” consisting of ALL the following courses: SPC 201, SPC 290, SPC 401, SPC 455 (12 hours).
2. Each student must take two of the following courses: SPC 301, SPC 450, SPC 453, SPC 463, THE 302 (6 hours).
3. Each student must take one of the following courses: SPC 275, SPC 310, SPC 320, THE 235 (3 hours).
4. Each student must take one of the following courses: SPC 285, SPC 303, SPC 325 (3 hours).

+Speech courses not counted toward the Speech—Rhetoric minor: SPC 241, SPC 251, SPC 261, SPC 240, SPC 340, SPC 356, SPC 370, SPC 393*, SPC 440, SPC 575, SPC 597* and SPC 599*.

*These courses may, under special circumstances, be counted toward the minor.

B.) A 24-hour minor in Speech—Mass Communication

1. Each student must take a “core” consisting of ALL the following courses: SPC 201, SPC 320, SPC 240, SPC 340 (12 hours).
2. Each student must take two of the following courses: SPC 301, SPC 350, SPC 450, SPC 453, JRN 301/302 (6 hours).
3. Each student must take one# of the following courses: SPC 275, THE 235, THE 350, THE 355 (3 hours).
4. Each student must take one of the following courses: ART 104, BUS 315, SPC 303, SPC 401 (3 hours).
5. Each student must take one* of the following courses: JRN 340, IDS 312, IDS 318, IDS 320, IDS 322, IDS 324, IDS 326, SPC 599 (3 hours).

+Speech courses not counted toward the Speech—Mass Communication minor: SPC 275, SPC 310, SPC 356, SPC 370 and SPC 463.

*Internships may be taken for 1-3 hours but must equal or exceed three hours to fulfill this requirement.

#SPC 393 may be taken for three hours with the permission of the program director.

C. A 24-hour minor in Speech—Organizational Communication

1. Each student must take a “core” consisting of ALL the following courses: SPC 201, SPC 303, SPC 356, SPC 370 (12 hours).
2. Each student must take one of the following courses: SPC 290, SPC 291, SPC 455, CLS 311 (3 hours).
3. Each student must take one of the following courses: SPC 275, SPC 310, SPC 320, BUS 315 (3 hours).
4. Each student must take one of the following courses: SPC 285, SPC 325, SPC 401 (3 hours).
5. Each student must take one* of the following courses: IDS 312, IDS 318, IDS 320, IDS 322, IDS 326 (3 hours).

+Speech courses not counted toward the Speech—Organizational Communication minor: SPC 241, SPC 251, SPC 261, SPC 240, SPC 301, SPC 340, SPC 450, SPC 453, SPC 463, SPC 575.

*Internships may be taken for 1-3 hours but must equal or exceed three hours to fulfill this requirement.

#SPC 393 may be taken for three hours with the permission of the program director.

201 Fundamentals of Speech Communication**3 hours**

The theory and process of shaping ideas into an effective oral presentation. Particular attention is paid to selecting supporting materials, arranging ideas in a logical manner, and delivering the speech effectively. Emphasis is placed on an extemporaneous style of presenting informative and persuasive speeches, with opportunities also provided for impromptu speaking experiences.

240 Introduction to Broadcasting**3 hours**

Includes discussion of the development of the broadcast media in the U.S. and elsewhere, the regulatory function of the Federal Communications Commission, and the organization of the media, both at network and local levels. It provides some practical experience with writing and performing basic types of programming that are to be found on radio and television today.

241 Mock Trial**1 hour**

Open to all students interested in learning or polishing skills in communication. 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.

251 Debate**1 hour**

Open to all students interested in learning or in polishing and employing existing skills in the fundamentals of debate. The Hillsdale College Debate Team is nationally recognized as one of the finest in the country. The course includes instruction in debate technique and style, and participation in both on- and off-campus tournaments. Students may repeat the course for credit each semester during their four-year course of study.

261 Forensics**1 hour**

Open to all students interested in learning the fundamentals of competitive public speaking, or in polishing and employing existing skills. The Hillsdale College Individual Events Team actively and aggressively pursues regional excellence. The course includes instruction in Individual Events techniques in the areas of informative, persuasive, extemporaneous, and impromptu speaking, as well as in the oral interpretation of prose, poetry and drama. Students participate in an active season of on- and off-campus tournaments. Students may repeat the course for credit each semester during their four-year course of study.

275 The Performing Voice**3 hours**

Oral interpretation teaches the art of communicating to an audience a work of literary art in its intellectual, emotional and aesthetic entirety. The course will be tailored both to the student of acting and to the student of platform (or microphone) oratory. Students will be coached in performing selections from all genres of literature, but special emphasis will be given to storytelling and to dramatic verse.

285 Interpersonal Communication**3 hours**

Provides an arena to examine the necessity of specific communicative processes and understandings particular to interpersonal interaction. Students will examine the processes of interpersonal communication at the levels of theory, analysis and performance. Course objectives include process understanding, awareness of nonverbal patterning, improved listening (data, critical, empathetic), understanding of speech and self-disclosure issues, and the recognition and analysis of ethical dilemmas.

290 The Western Tradition of Rhetoric I**3 hours**

A survey of the major developments in the theory and practice of rhetoric in Western Civilization, beginning with the ancient Greek and Roman traditions. The course explores the historical relationship between rhetoric and truth, knowledge, and the political order. Readings and lectures are designed to encourage students to engage such enduring issues as the ethical responsibilities of the public persuader and the exercise of the rights and responsibilities of free speech in a democratic society. Students will examine the works of figures such as Plato, Aristotle, Cicero, Quintillian, and St. Augustine.

291 The Western Tradition of Rhetoric II**3 hours**

A survey of the major developments in the theory and practice of rhetoric in Western Civilization, beginning with the Renaissance. The Belles Lettres, Enlightenment and Modern Periods in the Western Tradition are explored. This course continues to explore the relationship between rhetoric and truth, knowledge and the political order that began with the Greek and Roman traditions of public persuasion. Readings and lectures are designed to encourage students to engage rhetorical theory at the levels of theory building, philosophy, application and analysis. Students will examine the works of such figures as Erasmus, Ramus, Campbell, Whately, Blair, Burke, Vico and Richards. *Note: Students who enroll in this course without taking either CLS 311 or SPC 290 must have the permission of the instructor.

301 Movies as Medium**3 hours**

A historical and critical survey of the film as art in the 20th century. The course includes opportunities for analysis of dozens of important films from historical, artistic, technological, formal and musical perspectives. Students in this course will work in teams to create a short film.

303 Business Communication**3 hours**

This course allows students to examine not only the theories, but also the practical applications of those theories to communication in the business environment. Students in this course will examine the communication constraints imposed at the functional levels of group and interpersonal management in organizations. Students will engage in qualitative problem solving, address issues of written and oral communication, and prepare analytical cases as a means of application.

310 Argumentation: Theory and Practice**3 hours**

Analysis of the types of reasoning commonly employed in argumentative discourse. Students learn to apply standard argumentation issues to central propositions of fact, value and policy; to employ them in argument; and to recognize the refutations to which they are susceptible.

320 Advanced Public Speaking**3 hours**

The theory and process of preparing and delivering specialized forms of public speeches. Emphasis is placed on a variety of types of persuasive and ceremonial speeches. Students are provided the opportunity to develop a personal rhetorical style appropriate for impromptu, extemporaneous and manuscript speaking. Prerequisite: SPC 201 or permission of the instructor.

325 Speech Composition**3 hours**

A consideration of the elements necessary to effective speech writing. Through the study of rhetorical masterpieces, students learn elements of style and arrangement especially suitable for discourse written for oral communication. Emphasis is on student production of original speech manuscripts. Prerequisite: SPC 201 or permission of instructor. SPC 320 preferred.

340 Practicum in Broadcasting**3 hours**

The course requires extensive participation in the writing, performing and production of programming for radio and television. It provides practical experience in the production of news, sports and entertainment programming in a laboratory situation. Prerequisite: SPC 240 or permission from instructor or Program Director.

356 Organizational Communication**3 hours**

The theory and processes of communication in organizations. Through such techniques as role-playing, problem-solving and presentations, emphasis is placed on the communicative processes and functions of individuals in groups. Leadership, image building and the use of influence will be topics. Inventories based on business norms, as well as videotaping, will be part of the learning experience.

370 Leadership in Group Dynamics**3 hours**

Examines the role of communication in the productivity of task-oriented groups. Special attention is paid to the function of communication in group development, leadership emergence, conflict and cohesion.

393 Seminar in Speech Studies: Variable Topics**3 hours**

A seminar concerned with the interrelation of rhetorical theory and practice: questions of theory, politics, philosophy and cultural history. Offered as needed, specific topics vary, and the course may be taken for credit more than once.

401 Theories of Persuasion**3 hours**

An investigation into the theoretical bases for understanding the dynamics of persuasive communication from the interpersonal to the social level. The main focus is on major social scientific models that seek to explain the relationship between persuasive messages and attitude change. Students will study the process of persuasion in various contexts, including advertising, interpersonal communication, political communication and mass media.

440 Internship in Broadcasting**3 hours**

Involves on-the-job experience at a commercial radio station and includes supervision by the station's personnel. The student will be exposed to the numerous support functions that make radio broadcasting possible. Prerequisite: permission of the program director.

450 Political Rhetoric and the Electronic Media**3 hours**

Examines the impact of the mass media on American democratic political culture. Explores the influence of television on the rise of image and style over substance and rationality in political rhetoric. Addresses changes in political communication brought about by public opinion polling, political advertising, television news reporting, and computer technology.

453 Theories of Rhetoric**3 hours**

An extensive examination of contemporary ideas about the nature and function of rhetoric. Students will conduct in-depth readings into the works of such major figures as I.A. Richards, Jean-François Lyotard, Richard Weaver, Kenneth Burke, Jurgen 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: SPC 290 or permission of the instructor.

455 History of American Public Address**3 hours**

The study of speeches influential in shaping public life in America, especially within the political sphere. Primary emphasis is placed upon the textual analysis of selected speeches for the purpose of discovering the rhetorical dynamics, as well as linking each speech to its historical context. Special attention is paid to the changing nature and function of oratorical culture throughout American history.

463 Methods of Rhetorical Analysis**3 hours**

An exploration of the major methodological approaches to the explanation of the persuasive dynamics of rhetoric. Students will learn to write analyses of specific instances of rhetoric from various theoretical bases, including neo-Aristotelian, ethical, dramatic, ideological, and postmodern perspectives. Prerequisite: SPC 290 or permission of the instructor.

575 Senior Thesis**3 hours****597 Special Problems and Research****1-3 hour(s)**

Individual work on a topic or problem selected and supervised by the speech and theatre 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 speech or theatre as their field of concentration. Offered on demand.

599 Assistantship Honors**2 hours**

SOCIAL SCIENCES

Dean: JON FENNELLS

Economics and Business Administration

Chairman and Professor: DAVID PAAS

Professors: ROBERT W. BLACKSTOCK, BRUCE IKAWA, IVAN PONGRACIC,
MICHAEL P. SWEENEY, GARY WOLFRAM

Associate Professors: DAVID BASTERFIELD, THOMAS P. BUNDT,
SUSAN KING, CHARLES N. STEELE

Assistant Professors: MICHAEL J. CLARK, DOUGLAS R. JOHNSON,
CHRISTOPHER MARTIN

Visiting Associate Professor: ROGER BUTTERS

Lecturers: JACQUELYN R. BLACKSTOCK, CHRISTINA MAIER, CARTER SNIDER

The Department of Economics and Business Administration offers majors in accounting, economics, financial management and marketing management. The Department offers a distinctly "Hillsdale" approach to economics and business administration, utilizing the methodology and context of a liberal arts college to present the nature, scope and function of economic exchange and business decision-making within a democratic, free-market society.

In keeping with the Hillsdale College Mission Statement, the Department promotes an understanding of how economic ideas and the peaceful practice of commerce have contributed to the development of our Western heritage. A consistent free-market approach to economics and business distinguishes the Department's faculty, curriculum and course content from typical college programs.

Emphasis is placed on creating well-rounded, literate entrepreneurs, business professionals and economists. The study of business is a vehicle used in obtaining a broad-based, liberal arts education. A strategic viewpoint is adopted where functional areas are interrelated and considered in a larger economic and social context. An entrepreneurial focus, emphasizing new ventures and family-owned businesses, permeates much of the required coursework. A moral philosophy of business and economics is routinely presented in the required courses.

The Department offers a major in economics for students interested in careers in research, teaching, business or public service. The majors in fields of accounting, finance and marketing management prepare students to embark upon careers in today's dynamic and global business environment. The Department strongly encourages its students to double major or minor in a foreign language, the sciences or mathematics. The Department offers a joint major with the Departments of French, German and Spanish. This major in international studies in business and foreign language is well-suited to students seeking careers in the growing global economy, allowing them to combine business coursework with study of their chosen foreign language.

Students at Hillsdale College may take courses in economics or business administration in one of three ways. First, any student at Hillsdale College may take any economics and business course so long as the student meets the prerequisites of the course. These courses may be in accounting, business administration, economics or law. Certain courses have no listed prerequisites and may be taken to enrich the student's curriculum, broaden the base of knowledge in another area of study or create a fund of knowledge for further study in other areas.

Second, students in other majors may elect a minor in economics, accounting, financial management, marketing/management, or general business. The requirements for each minor are found in the following pages.

Third, students may elect a major in economics, accounting, financial management or marketing/management. The requirements for each major are found in the following pages. Students may also elect a major in International Business and Foreign Language. The requirements for this major may be found on pages 196-197.

Economics

In addition to meeting general College requirements, the student who wishes to major in economics must complete 39 semester hours of coursework in the Department, plus four hours of Mathematics 120, Calculus I (or Mathematics 113, Integrated Calculus I-B). The courses listed below under Sophomore Year and Junior Year are required for the major. In addition, students in the economics major must take an additional 18 credit hours in upper-level economics courses (300 or above) as listed below. Students may declare a major in economics and enroll in junior- and senior-level courses only after successfully completing all sophomore-level courses listed below. Grades in all courses must be “C-” or better for successful completion.

The minor in economics consists of Economics 202, 203, 206, 303 and 304. In addition, six more credits must be taken in economics, and a grade of at least “C-” must be achieved in Mathematics 113, Integrated Calculus I-B or Mathematics 120, Calculus I.

Sophomore Year

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

Economics 202	Principles of Microeconomics	3 hours
Economics 203	Principles of Macroeconomics	3 hours
Economics 206	Business and Economic Statistics	3 hours
Mathematics 113 or	Integrated Calculus I-B	3 hours
Mathematics 120	Calculus I	4 hours

Junior Year

These four courses are required for a major in economics.

Economics 303	Intermediate Microeconomics	3 hours
Economics 304	Intermediate Macroeconomics	3 hours
Economics 355	History of Economic Thought I	3 hours
Economics 356	History of Economic Thought II	3 hours

Junior/Senior Year

Eighteen additional hours of courses in economics numbered 300 and above.

105 Introduction to Political Economy 3 hours

An introduction to the study of economics and its relationship to political systems. Emphasis is on the study of markets, the role of government and constitutional law. These topics will be analyzed from a historical perspective as well as by examining current political/economic circumstances.

202 Principles of Microeconomics 3 hours

An examination of markets, prices, production, costs, competition, monopoly, wages, rent, interest, profits, unions and international trade.

203 Principles of Macroeconomics 3 hours

A continuation of ECO 202, including an examination of the economy as a whole based on aggregates of price, output and employment. Private and public finance, money and banking, and national income accounting and determination will be analyzed. Prerequisite: ECO 202.

206 Business and Economic Statistics 3 hours

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. Prerequisite: MTH 105 or equivalent.

303 Intermediate Microeconomics 3 hours

An advanced analysis of exchange, production, productive resource use and price theory. Prerequisites: ECO 202 and 203, MTH 113 or 120 or equivalent.

304 Intermediate Macroeconomics 3 hours

A thorough exposure to classical, Keynesian and Monetarist macroeconomics. A critique of macro-analysis is provided. Prerequisites: ECO 202 and 203, MTH 113 or 120 or equivalent.

- 323 Industrial Organization** **3 hours**
A survey of antitrust laws and practices, regulated industries, governmental enterprises and other governmental interventions in the marketplace. The approach is more theoretical and philosophical than technical. Prerequisites: ECO 202 and 203.
- 328 Labor Economics** **3 hours**
A survey of the labor movement, union structures and internal political forces. Union strategies, governmental labor arbitration and employment contracts and negotiations are also described. Prerequisites: ECO 202 and 203.
- 330 U.S. Economic History** **3 hours**
See course description for HST 442.
- 355-356 History of Economic Thought I and II** **3 hours each**
A two-course evaluation of man's ideas about economic matters, including an examination of the relationship of economic theories to the respective historical environments in which those theories were developed. Prerequisites: ECO 202 and 203.
- 362 Econometrics** **3 hours**
An introduction to, 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. Prerequisite: ECO 206.
- 373 Game Theory** **3 hours**
Game theory is the study of the interaction of rational decision makers. This course uses game theory to study incentives and strategic behavior in practical situations of inter-dependent decision making and negotiations. The course will develop basic theoretical concepts in tandem with applications from a variety of areas, including bargaining, competition, and strategic voting. Prerequisite: MTH 310 or MTH 320 (spring, even-numbered years).
- 393 Special Topics** **1 to 3 hours**
By arrangement with the instructor.
- 402 Public Finance and Taxation** **3 hours**
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. Prerequisites: ECO 202 and 203; 303 is recommended.
- 412-413 Austrian Economics I and II** **3 hours each**
A year-long course which will present, analyze and critically assess the Austrian school of economics from its founder, Carl Menger, to present-day representatives such as Murray Rothbard and Israel Kirzner. The course will emphasize the works of Ludwig von Mises, whose personal library and papers will be utilized. Prerequisites: ECO 202 and 203.
- 415 Economics of Public Choice** **3 hours**
Applications of supply and demand in the analysis of collective decisions. Emphasis will be on explanation/prediction of legislative, bureaucratic and judicial decisions. Prerequisites: ECO 202 and 203.
- 440 Money and Banking** **3 hours**
An analysis of the mechanics and objectives of the Federal Reserve System. A brief history and analysis of money and credit in modern financial markets. Prerequisites: ECO 202 and 203.
- 441 Monetary Theory** **3 hours**
Studies in the theory of money and credit. Emphasis will be placed on the role of money in a market economy and the impact which changes in the supply of and demand for money have on both the structure and level of economic activity. Prerequisites: ECO 303 and 304.
- 460 Theory of International Trade** **3 hours**
A study of the microeconomics of international trade, with emphasis on the determinants of the direction, volume, terms and gains from international trade. Issues surrounding the impact of trade, tariffs, quotas and other factors affecting the distribution of earnings will be examined. Prerequisites: ECO 202 and 203.
- 461 International Monetary Economics** **3 hours**
A study of the macroeconomics of international trade. A systematic analysis of the monetary and financial components of economic transactions across international boundaries. Topics covered will include various models of exchange-rate adjustments under fixed, floating and mixed-exchange regimes. Prerequisites: ECO 202 and 203.

- 464 Mathematical Economics** **3 hours**
 A mathematical treatment of the theory of the firm and household behavior, including optimization problems, implicit functions and comparative statistics. This course may be viewed as advanced microeconomics. Prerequisites: ECO 303 and MTH 220 or 310 or equivalent, or special permission from the instructor.
- 465 Comparative Economic Systems** **3 hours**
 A study of the 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.
- 470 Constitutional Political Economy** **3 hours**
 Conventional microeconomics courses seek to understand individual decisions without regard for the institutional framework under which such decisions are made. In this course, students learn different institutional structures and how they influence incentives, and thus individual decision-making.
- 472 Law and Economics** **3 hours**
 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.
- 493 Special Topics** **1 to 3 hours**
 By arrangement with the instructor.
- 575 Political Economy Senior Thesis** **1 hour**
 The senior thesis in Political Economy is a one-credit course that serves as a capstone for the major. The purpose is to allow the student to demonstrate his or her ability to analyze a topic in political economy using the knowledge gained from their course work in history, political science and economics. The paper is expected to be approximately 25 pages in length, although this may vary according to the topic and method of analysis. It is suggested that the paper follow the general guideline of: (1) a statement of the topic and why it is of interest; (2) a review of the literature; and (3) the student’s own analysis of the topic which will incorporate the literature review and the student’s background knowledge.

Business Administration— Accounting, Financial Management and Marketing/Management

Students may elect a major in accounting, financial management or marketing/management. All three majors require the completion of a common core of business courses in addition to the general College requirements. This core consists of the following courses totaling 34 semester hours:

Sophomore Year

Economics 202	Principles of Microeconomics	3 hours
Economics 203	Principles of Macroeconomics	3 hours
Economics 206	Business and Economic Statistics	3 hours
Accounting 209	Principles of Accounting I	3 hours
Accounting 210	Principles of Accounting II	3 hours
Mathematics 112	Integrated Calculus I-A	3 hours
or		
Mathematics 120	Calculus I	4 hours

Junior Year

Business 315	Principles of Marketing	3 hours
Business 320	Quantitative Analysis	3 hours
Business 325	Management Theory and Practice	3 hours
Business 330	Financial Management	3 hours
Law 320	Business Law I	3 hours

Accounting and Business students are encouraged to take additional mathematics and computer science courses. Also, it is recommended that they learn a second language. The following courses are recommended as electives: Speech 356, Organizational Communication, Philosophy 107, Introduction to Logic, and Business 302, Business Written Communication.

Accounting

A student majoring in accounting must complete a total of 55 credit hours. In addition to the core courses in economics and business administration, the accounting major must take 21 advanced hours in accounting. The advanced required courses in accounting are:

Accounting 311	Intermediate Accounting I	3 hours
Accounting 312	Intermediate Accounting II	3 hours
Accounting 316	Federal Income Tax I	3 hours
Accounting 401	Accounting Information Systems	3 hours
Accounting 405	Principles of Auditing	3 hours
Accounting 411	Advanced Accounting/Fund Accounting	3 hours
Accounting 431	Managerial and Cost Accounting	3 hours

(Intermediate Accounting I and II are to be taken in the junior year.)

Financial Management

Students choosing a major in financial management must complete a total of 49 credit hours. In addition to the core courses in economics and business administration, the financial management major must take 15 advanced semester hours in financial management. Students majoring in financial management must take Business 401, 410 and 411; Business 418 or 419; and one from among Business 431, 432, 433, 434 or Economics 362.

Business 401	Advanced Financial Management	3 hours
Business 410	Investments I	3 hours
Business 411	Futures and Options Markets	3 hours
Business 418	Readings in Power, Leadership and Responsibility	3 hours
Business 419	Business Ethics	3 hours
Business 431	Case Studies in Finance	3 hours
Business 432	International Finance	3 hours
Business 433	Investments II	3 hours
Business 434	Risk Management	3 hours
Economics 362	Econometrics	3 hours

Marketing/Management

Students choosing to major in marketing/management must complete a total of 49 credit hours. In addition to the core courses in economics and business administration, the marketing/management major must take 15 advanced semester hours in marketing/management. Students majoring in marketing/management must take Business 452, 453 and 516; one of 440, 441, or 442; and either Business 418 or 419. Students are encouraged to take other elective courses in marketing and management.

Business 418	Readings in Leadership, Power and Responsibility	3 hours
Business 419	Business Ethics	3 hours
Business 440	Operations Management	3 hours
Business 441	Strategic Management	3 hours
Business 442	Project Management	3 hours
Business 452	Marketing Management	3 hours
Business 453	International Business	3 hours
Business 516	Marketing Research	3 hours

MINORS IN BUSINESS ADMINISTRATION. There are four minors in the business administration area (for the minor in economics, see above under Economics).

Minor in General Business consists of 18 credit hours and includes the following courses: Accounting 209; Economics 202; Business 315, 325, and 330; and Law 320.

Minor in Accounting consists of 18 credit hours and includes the following courses: Accounting 209, 210, 311, and 312, plus two other courses in accounting of three credits each.

Minor in Financial Management consists of 18 credit hours and includes the following courses:

Accounting 209 and Business 330

One course from Economics 105, Economics 202 or History 442

One course from Business 401, 410, or 411

Two courses from Business 401, 410, 411, 431, 432, 433, or 434 (unless already taken above)

Minor in Marketing/Management consists of 18 credit hours and includes the following courses:

Accounting 209, Business 315, and Business 325

One course from Economics 105, Economics 202 or History 442

One course from Business 440, 441, 442, and 445

One course from Business 452 and 459

Accounting

209 Principles of Accounting I 3 hours

The basics of financial accounting and an appreciation of the content and usefulness of accounting measurements and financial reports. Prerequisite: sophomore standing or instructor approval.

210 Principles of Accounting II 3 hours

A study of accounting systems and controls, including job order cost and process cost systems. The development and application of managerial accounting concepts and principles. Also stressed are the organization and operation from a managerial accounting perspective. Prerequisite: ACC 209 or instructor approval.

311 Intermediate Accounting I 3 hours

An in-depth and comprehensive study of the financial statements, with special emphasis on valuation of each class of asset. Also reviewed are the concepts and principles underlying accounting and their application in the accounting process. Prerequisite: completion of all core courses, or permission of instructor.

312 Intermediate Accounting II 3 hours

A continuation of Intermediate Accounting I, emphasizing liability and stockholders' equity accounts. In addition, such topics as statement of cash flows and financial analysis are included.

316 Federal Income Tax I 3 hours

A study of the taxation of individuals under the Internal Revenue Code. Emphasis will be placed on concepts of gross income, exclusions, deductions and credits available to individual taxpayers. Business income and deductions of sole proprietors will be addressed. Prerequisite: ACC 210.

317 Federal Income Tax II 3 hours

A study of the Internal Revenue Code relating to the taxation of corporations, partnerships, trusts, estates and related entities. This course assumes a knowledge of the taxation of individuals, including sole proprietorships, and is a continuation of ACC 316. Prerequisite: ACC 316.

393 Special Topics 1 to 3 hours

By arrangement with the instructor.

401 Accounting Information Systems 3 hours

A comprehensive survey of information systems commonly used in modern business, emphasizing the role of computer hardware/software. Prerequisite: Completion of all sophomore-year business core courses or permission of instructor.

405 Principles of Auditing 3 hours

The basic principles of auditing, including elements of internal control, statistical sampling, financial statement and audit reports. The auditor's professional responsibilities and legal liability are also explored. Prerequisite: ACC 312.

411 Advanced Accounting/Fund Accounting 3 hours

An advanced analysis of accounting theory and practice designed to prepare the accounting major for complex problems that arise from partnerships, home office and branch relationships, consolidations and mergers, receiverships and governmental units. Also a study of the theoretical and practical approach of accounting, budgeting, reporting and auditing for governmental units, colleges and universities, hospitals and other not-for-profit organizations. Prerequisites: ACC 312.

431 Managerial and Cost Accounting 3 hours

The accumulating and reporting of costs of operations, budgets and other tools of management for measuring profitability of a business enterprise are studied. Emphasis is given to the various cost systems—job

order, process cost, standard cost and variable costing. Economics and monetary incentives are also considered. Prerequisite: ACC 210.

493 Special Topics**1 to 3 hours**

By arrangement with the instructor.

Business Administration**215 Business Topics for the Non-Business Student****1 hour**

A series of one-credit courses in various business topic areas. Designed as a general introduction to topics studied in greater detail in other business courses. May include general discussions of personal finance, beginning investing, leadership, starting a business, as well as other topics. Not available for students who have declared a major in business (accounting, financial management, marketing/management, and international studies in business and foreign language). Not available for juniors and seniors who have taken or enrolled for more than two courses in business above the 200 level. Students who enroll for this course and violate any of these requirements will be disenrolled.

302 Business Written Communication**3 hours**

Emphasis on written communication in various business and professional contexts. Topics include report writing, business plans, professional correspondence and reports, and written communications in the employment context.

304 Entrepreneurship**3 hours**

A study of entrepreneurs and the creation of new ventures. Emphasis is on the characteristics of successful entrepreneurs, the identification and analysis of new ventures, and the traditional requirements for continued success of a venture after its founding. There is no business or economics prerequisite for this course. It is open to all Hillsdale College students with junior standing.

315 Principles of Marketing**3 hours**

An introduction to the principles and practices of marketing goods and services. The essentials of strategy, organization, marketing mix, ethical responsibilities, communication and inter-functional relationships are studied. Prerequisite: ACC 209 or permission of instructor.

320 Quantitative Analysis**3 hours**

An introduction to the quantitative tools necessary for advanced courses in business, covering such topics as regression analysis, decision-making under uncertainty, linear programming, forecasting, elementary game theory, queuing theory and inventory management. Prerequisites: ECO 206 or instructor approval.

325 Management Theory and Practice**3 hours**

A study of basic principles of management and leadership in global organizations. Emphasis is placed upon organizational structure, development and change. Professional competencies and ethical issues are outlined.

330 Financial Management**3 hours**

An introduction to business finance, covering the topics of present value, stock and bond valuation, capital budgeting, financial forecasting and capital structure.

393 Special Topics**1 to 3 hours**

By arrangement with the instructor.

401 Advanced Financial Management**3 hours**

Analysis of decision-making within the firm, emphasizing the conceptual structure of problems and the use of advanced analytic techniques. Specific topics include current asset management, capital budgeting, capital structure, dividend policy, long-term financing, mergers and corporate planning models. Prerequisite: BUS 330.

410 Investments I**3 hours**

The course introduces mean-variance portfolio analysis stressing the core knowledge and tools used by professional portfolio managers. Topics include security markets and trading basics, fundamental security analysis, portfolio theory, mean-variance asset pricing and market efficiency. Case studies and assignments require use of Excel. Prerequisite: BUS 330.

411 Futures and Options Markets**3 hours**

This course provides an introduction to the trading, pricing and risk management applications of financial derivatives. The derivatives contracts studied include: futures on commodities, currencies, bonds and stock indices; currency forward contracts; forward rate agreements; and options on stocks, stock indices, currencies and futures. Prerequisite: BUS 330.

- 418 Readings in Power, Leadership and Responsibility** **3 hours**
Classic and contemporary readings in organizational and human-resource management, leadership style and responsibility, ethical and social dimensions of business, and moral philosophy of business. Prerequisite: junior standing.
- 419 Business Ethics** **3 hours**
A case course focusing on typical ethical dilemmas encountered by business managers. Students will be introduced to the context in which managers are forced to make ethical decisions and provided with various models and frameworks by which ethical problems may be analyzed. Prerequisite: junior standing.
- 431 Case Studies in Finance** **3 hours**
Case studies covering the topics of corporate financial analysis, value creation, financing alternatives, international finance and derivative securities. Extensive case readings and class participation are required. Prerequisite: BUS 330.
- 432 International Finance** **3 hours**
This course surveys the modern paradigms in international finance stressing the behavior and the global competitive environment facing the multinational firm. Specifically, the course examines the theory linking the world's various foreign exchange (FX), money and securities markets, emphasizing global investment and risk management. Topics include international monetary arrangements, 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. Prerequisite: BUS 330 or permission of instructor.
- 433 Investments II** **3 hours**
A seminar in portfolio management, this course examines advanced topics in professional management of investment funds. Course topics vary, depending on the instructor, and typically focus on innovations in investment strategies and products. Specific topics may include principles of active portfolio management, performance evaluation, hedge funds and investment applications of derivative products. The course requires use of Excel and outside research resources. BUS 410 is a prerequisite.
- 434 Risk Management** **3 hours**
This course provides an introduction to enterprise risk management, where the management of risk is integrated and coordinated across the entire organization. All categories of risk (financial, market and operational) are studied. Value-at-risk, which is the main method for measuring risk, is examined in detail. Other measures, such as earnings-at-risk and shareholder value added, are also considered. Finally, the course also examines how enterprise risk management may be implemented, and the issues that arise when one attempts to change the culture of a firm. Prerequisite: BUS 330 or permission of instructor.
- 440 Operations Management** **3 hours**
The processes and management of the production of goods and services, the transformation of inputs into the finished product and services available to the consumer or organization are studied. Emphasis will be given to understanding operations management as a competitive force within the organization. Site visits are an integral part of the course. Prerequisite: BUS 325 or permission of the instructor.
- 441 Strategic Management** **3 hours**
Case studies involving the formulation, analysis and implementation of corporate strategy in a global business context. Extensive readings and class participation are required. Prerequisite: BUS 325 or permission of the instructor.
- 442 Project Management** **3 hours**
Develops the student's understanding and ability to plan and organize the various components required for successful project management. Emphasis will be on the fundamental steps essential for an organization to meet goals and objectives using effective project management. Prerequisite: BUS 325 or permission of the instructor.
- 445 Sales Management** **3 hours**
Planning, employment, organization, training, evaluation and compensation in combination with trends in sales management are the integral areas of study. Additionally, emphasis will be given on developing new sales approaches for achieving organizational goals.
- 448 Small Business Management** **3 hours**
Effective processes for managing small businesses in today's global economy will be studied. Researching available resources for small businesses and effective management structures and developing a plan for managing a small business comprise the basic content of this course. Small business owners may be invited as speakers.

- 452 Marketing Management** **3 hours**
An in-depth analysis of the quantitative and qualitative factors involved in the management of the marketing function. Also, the non-quantitative tools of management will be applied to marketing. Students must develop a course project. Prerequisite: Completion of junior-year business core courses.
- 453 International Business** **3 hours**
Study of the political, economic and cultural environment of international business, the comparative advantages of countries, and the strategies companies may pursue to gain and sustain competitive advantage. Particular attention will be given to the features of the strategic and functional areas of management that are distinctive to international business. Prerequisite: Completion of junior-year business core courses.
- 457 E-Commerce** **3 hours**
E-Commerce, through a business application, directly applies marketing strategies and concepts to a practical commerce-based website. It prepares future business decision makers for the rapidly changing world of Web business practices. Prerequisite: BUS 315; computer and Web literacy.
- 459 Advertising** **3 hours**
Focuses on communication tools in marketing management: advertising, sales promotion, personal selling, public relations and publicity, packaging and their interaction with personal selling and both externally and internally within the organization. Course culminates with the development of an integrated marketing communication plan. Prerequisite: BUS 315.
- 493 Special Topics** **1 to 3 hours**
By arrangement with the instructor.
- 516 Marketing Research** **3 hours**
A seminar outlining the essential components of marketing research. Emphasis is given to the systematic and objective analysis of market research processes. A written and oral research project is required. Prerequisite: BUS 315 and BUS 452.
- 597 Summer Intern Program** **1-3 hours**
Students may earn up to three credit hours that are applied to total hours required for graduation but may not be applied to core hours. Please see program director for program information and application forms.
- 597 How to Start and Manage a Business—A Seminar** **3 hours**
Students receive instruction in five areas, namely; Management, Marketing, Finance, Business Law, and Human Resources selection and development. A Business Plan is developed by the participants for a business of their choice.
- Law**
- 320 Business Law I** **3 hours**
An introduction to legal rights and processes as they affect business. Detailed discussion of torts, crimes, sales and contract law. Offered Fall semester only.
- 321 Business Law II** **3 hours**
A sequel to LAW 320, this course continues the exploration of basic business law. Agency, partnership, employment, corporations, negotiable instruments, secured transactions, bankruptcy, insurance and property are the substantive areas examined. Prerequisite: LAW 320 or permission of instructor.
- 322 Labor and Employment Law** **3 hours**
This course is designed for the student who is planning a career in business. All major national labor legislation is studied. In addition, the problems of union organization, collective bargaining agreements, antitrust laws, as they apply to unions, and affirmative action legislation are explored. Prerequisite: LAW 320 or permission of instructor.
- 393 Special Topics** **1 to 3 hours**
By arrangement with the instructor.
- 400 Real Estate Law** **3 hours**
Property law is the subject of this course. The elements of real property, personal property, trusts and estates are analyzed. Prerequisite: LAW 320 or permission of instructor.
- 430 International Business Law** **3 hours**
An introduction to the legal considerations of international business transactions. A survey of international comparative law concepts and legal and arbitral aspects of dispute settlement. Specific topics include the

regulation of the multinational enterprise, the regulation of foreign investment, labor-dispute settlement and laws of international taxation and protection of intellectual property. Prerequisite: LAW 320 or permission of instructor.

493 Special Topics

1 to 3 hours

By arrangement with the instructor.

Political Economy

A field of concentration is also offered in political economy, which combines work from the three disciplines of economics, history and politics. This approach allows students to gain a broad, well-rounded background in these inter-related areas, providing a unique perspective and preparation for law school, or for political and governmental positions. A major in political economy requires the completion of 37 credit hours, including: **ECONOMICS** (18 hours): Economics 105, 202, 203, 355 and 356, plus one additional three-hour elective from among upper-division (300 and above) Economics courses. All three-hour upper-division economics courses count as electives toward the political economy major. **POLITICS** (12 hours): Politics 101 is a required course for the political economy major. Students must choose three three-hour courses as electives. All three-hour politics courses count as electives toward the political economy major. **HISTORY** (six hours): Two electives from among History 307 or 308, History 315 or 316, or History 442 (same as ECO 330). A student may take either History 307 or 308, but not both, as part of the major requirements. A student may take History 315 or 316, but not both, as part of the major requirements. **SENIOR THESIS** (one hour): Economics 575. The student must select one faculty supervisor for the thesis from among faculty in economics, politics and history.

International Studies in Business and Foreign Language

For requirements of the bachelor of arts degree in international studies in business and foreign language, see pages 196-197.

History

Chairman and Professor: MARK A. KALTHOFF

Professors: LARRY ARNN, BRADLEY BIRZER, THOMAS H. CONNER,

BURTON W. FOLSOM JR., RICHARD GAMBLE, PAUL MORENO, PAUL A. RAHE, DAVID STEWART

Distinguished Fellow: VICTOR DAVIS HANSON

Distinguished Visiting Professors: DARRYL HART, DAVID P. RAWSON

Associate Professors: KENNETH R. CALVERT, LUCY E. MOYE, DAVID RANEY

Assistant Professors: MATTHEW GAETANO, KOREY MAAS

Visiting Assistant Professor: SAMUEL NEGUS

Lecturer in History: MILES SMITH IV

History

A concentration in history includes History 104, "The Western Heritage to 1600," History 105, "The American Heritage," and 27 additional hours of coursework. The student electing to major in history must complete not fewer than nine hours in Western Civilization courses, of which at least three hours must be taken from each of the two Western Civilization categories, "Ancient and Medieval History" and "Early Modern and Modern Europe." The third Western Civilization course may be History 206. The student must complete not fewer than six hours in American History, of which at least three hours must be taken from each of the two American History categories, "Early American History" and "Modern American History." The remaining 12 required hours may be elected from any History Department offerings. A minor in history consists of 18 hours beyond the College core, with at least one course selected from each of the four core categories. Exceptionally competent students may seek to graduate with departmental honors in history by completing History 575, an independent three-hour research project under the supervision of a faculty committee. Admission

to this course is at the discretion of the history faculty. The three credits required for History 575 may not be included in the 27 hours required for the field of concentration. Senior history majors must also complete a comprehensive history examination covering coursework completed while at Hillsdale and achieve an acceptable score as determined by the history faculty.

I. WESTERN CIVILIZATION

A. Ancient and Medieval History

- 310 The Ancient Worlds
- 311 Early Middle Ages
- 312 High and Late Middle Ages
- 400 Ancient Near East
- 401 Ancient Greece
- 402 Ancient Rome
- 406 Medieval England

B. Early Modern and Modern Europe

- 314 Europe, 1618-1798
- 315 Nineteenth-Century Europe
- 316 Europe in the 20th Century
- 407 Renaissance
- 416 History of England After 1485
- 452 The Reformation

II. AMERICAN HISTORY

A. Early American History

- 300 Colonial America to 1763
- 301 The Founding of the American Republic
- 302 Jacksonian America
- 483 Constitutional History of the United States to 1865

B. Modern American History

- 303 Sectionalism and the American Civil War
- 307 Reconstruction to World War II
- 308 U.S. and the World Since World War II
- 484 Constitutional History of the United States Since 1865

The Department generally does not accept transfer credit for core classes. Exceptions may be granted by the chairman for work in such courses already completed at another accredited institution. Credit toward the major in history is not granted for hours earned by Advanced Placement (AP) work. Finally, credit earned in the Washington-Hillsdale Internship Program (WHIP) no longer counts toward a major in history.

From time to time, selected 400-level or 500-level elective courses are offered with an "S" (Seminar) designation. Enrollment is strictly limited in size and requires permission of the instructor. Seminars are designed to be reading-, research-, and writing-intensive courses for highly motivated students working closely with the professor. Although seminars are electives and not required for the major, students seeking to graduate with departmental honors, wishing to develop their research and writing skills, and those planning to pursue graduate work in history are encouraged to enroll.

104 The Western Heritage to 1600

3 hours

The course will focus on the development of political cultures in Western Europe before 1600. It begins with a consideration of Mesopotamian and Hebrew civilizations and culminates in a survey of early modern Europe. The purpose of the course is to acquaint students with the historical roots of the Western heritage and, in particular, to explore the ways in which modern man is indebted to Greco-Roman culture and the Judeo-Christian tradition. Required course for all students in the College, and except in extraordinary circumstances, must be taken in the fall semester of the freshman year.

105 The American Heritage**3 hours**

This course, a continuation of HST 104, will emphasize the history of “the American experiment of liberty under law.” It covers from the colonial heritage and the founding of the republic to the increasing involvement of the United States in a world of ideologies and war. Such themes as the constitutional tensions between liberty and order, opportunity in an enterprising society, changing ideas about the individual and equality, and the development of the ideal of global democracy will be examined. Attention will also be given to themes of continuity and comparison with the modern Western world, especially the direct Western influences (classical, Christian and English) on the American founding, the extent to which the regime was and is “revolutionary,” and the common Western experience of modernization. Required course for all students in the College. May be taken in the freshman year but must be completed by the end of the sophomore year. Prerequisite: HST 104.

206 The Western Heritage Since 1600**3 hours**

Similar in format to HST 104, this course is a document-based, thematic study of Western civilization and culture that focuses on the development of European political culture since 1600. Major topics include the Scientific Revolution, the Enlightenment, the Church, revolutionary movements, imperialism, scientific naturalism, social democracy, total war, and totalitarianism. As a continuation of HST 104 and 105, the course permits students to place their understanding of the American Heritage into an international context and to comprehend more fully the development of the modern and contemporary world. Prerequisite: HST 104. May be taken as the third Western Civilization major requirement.

300 Colonial America to 1763**3 hours**

British colonial America from the founding to the Treaty of Paris of 1763; emphasis on the religious, political and economic elements of colonial culture.

301 The Founding of the American Republic**3 hours**

The United States from its emergence in the Revolution to the end of the War of 1812; emphasis on the thought of the Founding Fathers and their Constitution-making.

302 Jacksonian America**3 hours**

From the Peace of Ghent to the era of “Manifest Destiny” and the deepening of sectional conflict. Special attention is given to the presidency of Andrew Jackson and the broadening of democracy which it brought.

303 Sectionalism and the American Civil War**3 hours**

The rise of American sectionalism, the conflicting interpretations of the Constitution and state sovereignty, the approach of sectional division, Civil War and Reconstruction.

307 Reconstruction to World War II**3 hours**

Post-Reconstruction political, cultural and intellectual trends, the rise of modern industrialism, agrarian unrest, social and economic legislation, progressivism, the United States as a world power, the Depression and the New Deal.

308 U.S. and the World Since World War II**3 hours**

Political and cultural history of the United States since 1945, with emphasis on America’s role as a world power.

310 The Ancient Worlds**3 hours**

Survey of the ancient polities and cultures from Mesopotamia to the collapse of the Roman Empire in the West.

311 Early Middle Ages**3 hours**

Beginning with an in-depth analysis of the Roman, Germanic and Christian contributions to the emergence of a distinctive medieval culture by the time of Charlemagne, the class will then examine the development of political, social and economic structures in Western Europe, the revitalization of agriculture and trade, and the issues involved in the Investiture Controversy and the Crusades.

312 High and Late Middle Ages**3 hours**

The class will begin by examining medieval civilization at its height: the development of limited monarchies and representative institutions in England, France and the Holy Roman Empire; the growth of papal monarchy; the 12th-century renaissance; the rise of universities; scholasticism; Gothic architecture; and the chivalric ideal. Students will then explore the disintegration of the medieval order as a result of factors including religious disillusionment brought on by disorder within the Church and social and economic pressures resulting from the Black Death and the Hundred Years’ War.

314 Europe, 1618-1798**3 hours**

Europe in the 18th century, through the French Revolution to the fall of Napoleon in France; the expansion of education, science and philosophy; the growth of the middle class and the beginnings of industrialism.

315 Nineteenth-Century Europe**3 hours**

From Waterloo to World War I. Major themes include the persistence of revolution, the reaction of European society to industrialization, the development of new political ideologies and the problems of militarism and international rivalries.

316 Europe in the 20th Century**3 hours**

World War I and the “lost peace,” the birth of totalitarian regimes, World War II and the Cold War, European integration and the problems and the nuclear age.

321 History of Colonial Latin America**3 hours**

Survey of Latin American history from pre-colonial times through the coming of independence. Indigenous civilizations, the age of European explorations, the settlement phase, the mature period of fully developed Iberian social and political institutions, and the impulses behind the independence movements of the early 19th century will all be examined. While focused primarily on Spanish and Portuguese America, this course also investigates the role of non-Iberian settlement and intervention in the Western hemisphere.

322 History of Modern Latin America**3 hours**

Continuation of HST 321. Major themes include the impact of independence, the growth of national consciousness, boundary disputes and war in the 19th century, the rise of the caudillo, economic and social development, international relations and the place of Latin America in the contemporary world.

393 Special Topics**3 hours****400 Ancient Near East****3 hours**

Specialized historical survey of the politics and culture of ancient Mesopotamia, Egypt, Persia and Israel.

401 Ancient Greece**3 hours**

Emphasis on politics and culture from the Mycenaean Age to the Greeks’ conquest of the Persian Empire under Alexander the Great (about 1400-300 B.C.).

402 Ancient Rome**3 hours**

Emphasis on politics and culture from the foundations of the city to the reign of the Emperor Constantine (about 750 B.C.-300 A.D.).

403 The Ancient Greek City**3 hours**

Historical consideration of the ancient Greek polis as a political regime from a variety of angles. The course explores the similarities and differences between ancient and modern republics. Readings include complete works by Aristophanes, Euripides, Plato, Xenophon, Aristotle, Plutarch, Adam Ferguson, Numa Denis Fustel de Coulanges, and selected briefer texts illustrating the character of the ancient Greek economy and social life.

406 Medieval England**3 hours**

English history from the coming of the Romans through the early 16th century, with emphasis on Anglo-Saxon, Norman and Plantagenet England.

407 The Renaissance**3 hours**

The course will examine the dynamic intellectual and cultural life of late medieval and early modern Europe in its political, social and economic contexts. Through readings from the works of Dante, Petrarch, Salutati, Bruni, Valla, Pico della Mirandola, Machiavelli, Castiglione, Erasmus, More and others, students will consider the emergence of new humanist methods of scholarship and their influence on the literature of political and social comment.

412 History of Spain**3 hours**

Spanish history and culture from the Islamic invasion of Iberia in 711 to the Civil War and the Franco dictatorship.

414 The French Revolution and Napoleon**3 hours**

This course offers an intensive investigation of the French Revolution. The ideas and events of each successive phase of the Revolution, including the reign of Napoleon, will be examined. Emphasis will be placed on studying competing political theories, the role of religious belief and practice in Revolutionary France, the impact of local identities on the course of the Revolution, and the effect of events in France throughout Europe.

415 History of France Since 1815**3 hours**

Seven different regimes from Louis XVIII to Francois Mitterrand: the revolutionary legacy, the acquisition and loss of a colonial empire, the impact of war and defeat, the redefinition of France’s role in the world, and the transition from Gaullism to socialism.

- 416 History of England After 1485** **3 hours**
The Tudor and Stuart dynasties, constitutional monarchy under the Hanoverians, the Industrial Revolution, characteristics of the Victorian era, British imperialism and the problems stemming from two world wars.
- 419 History of Russia to 1917** **3 hours**
Russia from earliest times to the Bolshevik Revolution of 1917: Major topics include the Kievan state and its collapse, the Mongol overlordship, Muscovite Russia, the founding of the Romanov dynasty, Imperial Russia through the Revolution of 1917 and the Bolshevik seizure of power. The political, social, economic and intellectual forces which shaped the above developments will be examined.
- 425 History of the Middle East** **3 hours**
The Middle East from the rise of Islam to the present: the Arab Caliphates; the Ottoman Empire; European imperialism and the Near Eastern question; World War I and its impact; modern Turkish, Iranian, Arab and Israeli nationalism.
- 430 History of the Far East** **3 hours**
The ancient civilizations of China, Japan, Korea and Vietnam and their subsequent changes and relations with the West.
- 440 History of the American West** **3 hours**
History of the moving frontier from early colonial times to 1890. Emphasis on the meaning of the West in American history. Special attention to the Turner Thesis and Western literature.
- 442 Economic History of the United States** **3 hours**
The economic development of the United States. The course is designed to encourage the student to develop theories and answers to questions such as these: How and why did there develop in this nation the highest level of material living ever known? Are there any lessons here which can be used to help other developing nations?
- 450 Ancient Christianity** **3 hours**
The history of the Christian Church from its origins to its rise as the dominant religion in the Roman Empire. Focusing on primary texts, the course will trace the development of Christian thought, community and politics in the first 400 years of Christian history.
- 451 Medieval Christianity** **3 hours**
Continues HST 450. Church history in Western Europe from late antiquity through the 15th century, with emphasis on trends in spirituality as well as institutional development.
- 452 The Reformation** **3 hours**
Continues HST 451. Major religious movements of the 16th century in their political, social, economic and cultural contexts, from Christian humanism through the Wars of Religion.
- 455 History of American Religion** **3 hours**
Survey of the Judeo-Christian heritage of the United States, with special attention to church histories.
- 465 Topical Studies in the History of Science** **3 hours**
This course considers several topics in the history of science, which may vary from offering to offering. Usually one of four themes will be the focus for the semester: 1) Survey of Ancient, Medieval and Early Modern Science; or 2) Survey of Science Since the 17th Century; or 3) Science in American Culture; or 4) Science and Christian Faith. The course may be repeated with different content.
- 469 European Military History to 1870** **3 hours**
Survey of major military innovations (technological and intellectual), land campaigns in Europe and colonial activity from the medieval period to the Franco-Prussian War. The interaction of war and political, economic and cultural change will be closely examined.
- 470 The Two World Wars** **3 hours**
A survey of the major military campaigns of both wars, with emphasis upon strategies, tactics and generalship. Extensive use of maps and audio-visual resources is featured.
- 475 Case Studies in the Origins of War** **3 hours**
Historical consideration of five case studies—four sets of developments that eventuated in war, and one that did not. Study of the origins of the Peloponnesian War in Pericles' day precedes consideration of the origins of World War One. The origins of the Second Punic War in the time of Hannibal are compared with those of the Second World War. The course concludes with a consideration of the Cuban Missile Crisis and the Cold War.

- 480 The History of the American Identity** **3 hours**
Formation and development of America's sense of historical mission from the Puritans to the present day. Analysis of primary documents guides students through a chronological evaluation of America's "political theology," including its sense of divine calling, national mission, and redemptive world role. Readings focus on the religious, political, ideological, and historical roots of America's understanding of its place in history, exploring how that identity has been shaped both by Americans themselves and by foreign observers.
- 481 Modern European Intellectual History** **3 hours**
Explores the contested views regarding the nature of man and his place in society beginning with John Locke, Adam Smith, and Jean-Jacques Rousseau. Continues through exploration of influential nineteenth- and twentieth-century foundations of modern economics, politics, science, psychology, and sociology. Particular attention is given to readings from Rousseau, Smith, Hegel, Marx, Mill, Tocqueville, Darwin, Nietzsche, Freud, and Weber.
- 482 Intellectual History of the United States** **3 hours**
Studies in American thought and its social consequences from the colonial period to the present. Readings include interpretations of the American mind and selections from important thinkers in social criticism, philosophy, economics, politics and literature.
- 483 Constitutional History of the United States to 1865** **3 hours**
The origins of American Constitutional concepts, the writing of the Constitution, American federalism in operation, and legal issues caused by sectionalism and the Civil War.
- 484 Constitutional History of the United States Since 1865** **3 hours**
Constitutional problems of Reconstruction, labor and trust issues, expansions of governmental operations, controversies of the New Deal, civil liberties during the world wars and the Cold War, the struggle of minority groups for legal equality, the Warren court and legal issues of the Nixon administration.
- 485 History of the United States Presidency** **3 hours**
This course explores the history of the United States Presidency from the administration of George Washington to the present. It studies major presidencies and the increasing centralization of power in the executive branch since the mid-20th century.
- 487 History of American Foreign Policy** **3 hours**
United States foreign policy from the American Revolution through the Cold War.
- 495 The Christian Humanist Historiographical Vision** **3 hours**
Explores some of the most important historians and scholars of the twentieth century: Christopher Dawson, Eric Voegelin, Joseph Schumpeter, John Lukacs, Michael Oakeshott, and Owen Barfield. It considers metahistory, symbol, myth, and theology in the study of history and the philosophy of history. Explicitly and implicitly, it analyzes alternatives to progressive, Marxian, and Nietzschean visions of history, so predominant in the past century.
- 500 The History and Philosophy of History** **3 hours**
This course considers the perennial disciplinary questions that historians have confronted since classical times. It takes up significant philosophical and theoretical approaches to history, as well as important analytical and historiographical problems within the major historical fields of study. The course places special emphasis upon the history of historical writing. The History Department faculty strongly recommends the course for all history majors intending to pursue graduate study or wishing to write a thesis for departmental honors in history.
- 518 History Study Travel Programs** **1-3 hours**
Offers students an opportunity for intensive and focused exploration of a historically significant region under the close guidance of a member of the history faculty. Courses are offered both occasional summers and during January. May be taken more than once. Only three credit hours may be applied to the major, however.
- 575 Thesis for Departmental Honors** **3 hours**
- 597 Special Research** **1-2 hours**
Generally, this is a directed readings course designed to enable students to explore areas not covered in scheduled courses.

Politics

Chairman and Professor: MICKEY CRAIG

Professors: LARRY P. ARNN, ROBERT EDEN, RONALD PESTRITTO,
THOMAS G. WEST

Distinguished Visiting Professors: STEPHEN J. MARKMAN, DAVID P. RAWSON

Associate Professor: KEVIN PORTTEUS

Assistant Professors: ADAM CARRINGTON, JOHN GRANT, MATTHEW MENDHAM,
KEVIN SLACK

Lecturers: TIMOTHY W. CASPAR, TODD LOWERY, MONICA TRUTY

A major in politics requires 33 hours of coursework. Specifically required courses are Politics 101, 202, 211, 220 and 212 or 214. Of the additional 18 hours required, at least six hours must be taken at the 400 level and at least one elective must be chosen from the American Politics offerings. Otherwise, students may choose electives in any order or combination from the sub-fields of Political Philosophy, American Politics and World Politics. A minor in politics consists of 21 hours, with Politics 101 required as part of the total. Politics 101 is a prerequisite for all other politics courses.

Senior politics majors must also complete a comprehensive politics examination covering coursework completed while at Hillsdale and achieve an acceptable score as determined by the politics faculty. In addition, exceptionally competent students may, at the discretion of the politics faculty, write a thesis under the supervision of the politics faculty. Students writing a thesis will register for Politics 575; the three credits earned in Politics 575 may not be included in the 33 hours required for the politics major. A student must either complete the thesis project or earn an exceptional grade on the comprehensive examination, as determined by the politics faculty, in order to graduate with departmental honors.

American Politics

REQUIRED:

101 U.S. Constitution 3 hours

This course introduces students to early American political thought and its crowning political achievement, the United States Constitution. Focusing on *The Federalist Papers* and other original source documents from the Founding period, students learn basic American political concepts such as natural rights, social compact theory, religious liberty and constitutional features such as limited government, separation of powers and the rule of law. By studying the Constitution, students will understand better the nature of political justice and the serious challenges, especially those represented by the Civil War and the rise of progressivism, in preserving “the American experiment of self-government under law.”

202 American Political Thought 3 hours

This course focuses on the political thought of the late 19th century through today with special emphasis on the Progressive movement, New Deal, Great Society and contemporary politics.

ELECTIVES:

301 American Government 3 hours

This course focuses on the relationship between the major institutions of American government with a special emphasis on the relationship between the Presidency and the Congress in the formation of policy and in the control of the bureaucracy.

302 The American Congress 3 hours

This course is a study of the legislative power in the American regime. It focuses on the nature of the legislative power, and how that power was institutionalized in the Constitution. Emphasis is also placed upon the way the theory of the modern progressive administrative state has altered our conceptions of Congress and the legislative power, and how that change is manifested in the delegation of legislative power to administrative agencies. The course also introduces the student to contemporary functions and procedures of Congress.

303 The American Presidency 3 hours

This course is an intensive study of the American presidency. It seeks to understand the structure and function of executive power in the American constitutional order. It will begin with the place of the president in the constitutionalism of the Founding Fathers, and then examine how that role has been altered by the modern progressive administrative state, along with the implications of that alteration for constitutional government.

304 Constitutional Law**3 hours**

Survey of the Constitution and leading decisions of the Supreme Court concerning the separation and distribution of power within the national government and between the national government and the state governments. Specific topics covered, among others, include judicial interpretation, judicial review, federalism and the nature and scope of executive, legislative and judicial powers.

305 Civil Rights**3 hours**

A study of civil rights in the American regime, with a view to this question: what are the rights of the individual, and how does government protect them? Supreme Court and other court cases will be studied, along with other sources in the American tradition. Topics include freedom of speech and press, religious liberty, freedom of association, gun rights, rights of persons in judicial proceedings, equal protection of the laws, due process of law, and privileges and immunities of citizenship. For each topic, the current liberal and conservative approach will be contrasted with that of the Founders.

306 Political Parties and Elections**3 hours**

This course begins with an overview of the role of elections in a constitutional republic. The course then traces the development of American political parties from the founding period to the present day, with a special focus on presidential elections and the electoral college.

307 Administrative Law**3 hours**

The course focuses on the legal framework within which national policy and regulations are promulgated by administrative agencies, and on the role played by federal courts in supervising the process of making regulatory policy. A central theme of the course will be the connection between the principles of administrative law today and the original principles of the U.S. Constitution. The course will take a case-law approach.

308 Public Policy**3 hours**

Study of the principles and practice of public policy-making in America, with special attention to major controversies in contemporary public policy. Possible topics, among others, include welfare, immigration, education, campaign finance, business, religion, morality and national defense.

401 Statesmanship of Abraham Lincoln**3 hours**

This course focuses on the political thought and actions of Abraham Lincoln and his contemporaries, including Stephen Douglas, John C. Calhoun and Roger Taney, and the political controversies of the antebellum and Civil War periods.



403 American Progressivism and Liberalism **3 hours**

An examination of the Progressive political thought that was integral to the new direction undertaken in American politics in the 20th century. The course addresses the most important national Progressive thinkers and their arguments, and also aims to understand the Progressives in light of the sources in the tradition of political philosophy from which they drew their principles. The course examines how progressivism has impacted contemporary American politics, and focuses on Woodrow Wilson, Herbert Croly, Theodore Roosevelt and John Dewey, among others.

404 American Conservatism **3 hours**

This course will explore the nature and origin of American conservatism through a careful study of its principal thinkers and writers. Possible authors include, among others, Richard Weaver, Eric Voegelin, Leo Strauss, Harvey Mansfield Jr., Harry Jaffa, Russell Kirk, Irving Kristol, Robert Nisbet and F.A. Hayek. Special attention will be given to the conservative movement after 1945.

405 Readings in American Politics **3 hours**

This course focuses in greater depth on some of the political themes and statesmen covered in other courses in American politics.

406 The American Founding **3 hours**

A thorough study of the political theory of the American founding. Topics include natural law and social compact theory, the purpose and structure of national and state governments, the relation of the American revolution to the British political tradition and Enlightenment thought, foreign and domestic policy, and the character of religion in America. The doctrines of the founding will be contrasted with Progressive and later liberal and conservative views of justice.

407 *The Federalist* **3 hours**

This course examines the political teaching of *The Federalist* in order to discover the distinctive features of American constitutionalism, to explore theory and practice in the American Founding, and to see how Publius meets the challenges of its critics. This course will be based upon an explication of each paper in the text and will address the argument of Publius in light of his Anti-Federalist adversaries.

Political Philosophy**REQUIRED:****211 Classical Political Philosophy** **3 hours**

This course will offer an overview of major themes in classical political philosophy. The course will focus on the writings of Plato and Aristotle and selections from other writers such as Thucydides, Aristophanes, Xenophon and Cicero.

REQUIRED: Students are required to take either POL 212 or POL 214. Students are strongly encouraged to take both.

212 Modern Political Philosophy I: Social Contract Theory **3 hours**

This course will analyze the emergence of early modern political philosophy beginning with Machiavelli and developed later by Hobbes, Locke, Rousseau and other social contract theorists.

214 Modern Political Philosophy II: Idealism, Historicism, Nihilism **3 hours**

This course begins with Rousseau's philosophic critique of human nature and examines the development of that critique in the political philosophy of Kant, Hegel, Marx, Nietzsche and other late modern theorists.

ELECTIVES:**313 Christianity and Politics** **3 hours**

This course explores the political tension between what Augustine called the City of God and the City of Man. It examines the interaction between Christian theology and tradition, politics, and the philosophical claims of reason. Authors studied include Augustine, Aquinas, Dante, Luther, Calvin and others.

412 Politics and Literature **3 hours**

This course takes seriously the claim that great works of literature can serve as the source for the serious study of philosophic, moral and political problems. Students will study great works of fiction, which treat the permanent political questions. Possible authors include, among others, Homer, Virgil, Shakespeare, Milton, Swift, Dostoyevsky, Twain and Orwell.

414 Readings in Classical Political Philosophy **3 hours**

An intensive study of one or more authors or works in classical political philosophy. Specific content varies at the discretion of the faculty.

415 Readings in Medieval Political Philosophy**3 hours**

An intensive study of one or more authors or works in medieval political philosophy. Specific content varies at the discretion of the faculty.

416 Readings in Modern Political Philosophy**3 hours**

An intensive study of one or more authors or works in modern political philosophy. Specific content varies at the discretion of the faculty.

World Politics**REQUIRED:****220 Introduction to American Foreign Policy****3 hours**

American statesmen have defended the principles of the regime and the rights of its citizens in a world of empires and nation-states. This course provides an overview of controversies over independence and imperialism, modern tyranny and regime change, which have marked U.S. foreign policy from the founding to the present day.

ELECTIVES:**319 World Politics: The Modern State****3 hours**

The modern state has dominated world politics for more than three-and-a-half centuries. Beginning with the philosophic origins of the modern state in Machiavelli and Hobbes, the course then moves from the political beginnings of the state system in 17th-century Europe to the beginning of the First World War. Special attention is paid to the causes influencing the formation and change of political regimes.

320 American National Security Studies**3 hours**

This course will investigate the meaning and nature of war and its relationship to politics. Special emphasis will be placed on strategic studies of threats to American national security and defense policies necessary to keep America safe and protect its interests.

323 African Political Systems**3 hours**

This course concentrates on the dynamics of the post-colonial state in Africa and considers traditional African notions of politics. The course investigates, as well, the implications of African politics for U.S. foreign policy.

324 Comparative Politics: 20th Century Founders**3 hours**

The 20th century saw new, often radical challenges to the regime of commercial republicanism. The political thought of the founders of major regimes—including Lenin, Hitler, Gandhi, de Gaulle, Khomeini and Havel—will be examined in order to understand the character of those regimes.

421 International Politics: The 21st Century**3 hours**

“Globalization,” “democratization,” the “clash of civilizations,” the “war on terror”: citizens in the contemporary world confront challenges unanticipated at the end of the last century. This course highlights current themes and debates in light of the perennial questions of political life.

422 Statesmanship of Winston Churchill**3 hours**

This course examines the principles and practice of statesmanship and focuses on the writings and actions of Sir Winston Churchill. The course aims to discover what a statesman is, what sort of statesman Churchill was, and what is the place of and need for a statesman in a popularly governed nation.

431 Readings in World Politics**3 hours**

This course will focus on a particular text or set of texts crucial to the understanding of some key theme or set of themes in international politics. A classical author (e.g., Grotius, Vattel) or an important topic (e.g., Islam, nuclear deterrence, the Cold War) will frame the inquiry.

575 Thesis Research**3 hours**

Psychology

Chairman and Associate Professor: KARI L. McARTHUR

Assistant Professors: COLLIN BARNES, JERI LITTLE

Lecturer: NORMAN MAISON

This program provides students with breadth and depth of undergraduate education in psychology, within the context of a balanced liberal arts curriculum. The major is structured to encourage examination of basic issues in psychology from a number of theoretical and empirical perspectives and to foster an appreciation of the intellectual history of the discipline. The program emphasizes psychology as a science seeking to develop in students the ability to critically evaluate research in the field and to complete an original empirical research project. Completion of the major provides a firm foundation for advanced training in psychology or allied disciplines and for entrance into professions for which a background in psychology is appropriate. Psychology courses may be applied to the science requirement for the bachelor of science degree.

Psychology 101, Introduction to Psychology is a prerequisite for all other psychology courses. Students completing Advanced Placement (AP) in Psychology will receive elective psychology credit only. All psychology majors must take Psychology 101 and should do so in the freshman year. This should be followed by Psychology 209, Statistics for Social Sciences in the fall of the sophomore year. Mathematics 105, Mathematics and Deductive Reasoning is a prerequisite for Psychology 209. Psychology 210, Research Design should be taken in the spring of the sophomore year. The two-semester research project (Psychology 411 and 412) should be initiated in the junior year. Psychology 499, History and Systems of Psychology should be taken in the senior year.

The requirements for a major are a minimum of 33 hours of psychology, including Psychology 101, Introduction to Psychology; Psychology 209, Statistics for Social Sciences; Psychology 210, Research Design; Psychology 411 and Psychology 412, Research Project I and Research Project II; Psychology 311, Lifespan Developmental Psychology; Psychology 312, Learning; Psychology 313, Cognitive Psychology; Psychology 314, Biological Psychology; Psychology 315, Social Psychology; and Psychology 499, History and Systems of Psychology. A comprehensive examination is also required.

The requirements for a psychology minor are 21 hours, including Introduction to Psychology and Psychology 311, 312, 313, 314, and 315. Statistics cannot be applied to these 21 hours.

101 Introduction to Psychology

3 hours

Survey of the contemporary science of psychology. Topics covered include the brain basis of mind, sensation and perception, learning and memory, thinking, social psychology, developmental psychology, and psychopathology.

209 Statistics for Social Sciences

3 hours

Students learn quantitative methods for describing empirical phenomena and testing hypothesized relationships between variables and differences between groups. The emphasis is on methods commonly used in psychology. Prerequisite: MTH 105 or equivalent.

210 Research Design

3 hours

A crucial study of experimental methods, problems, materials, results and conclusions. Students will learn how to collect and analyze data and how to prepare experimental research reports utilizing APA guidelines. Recommended for psychology majors only. Prerequisite: PSY 209.

250 Psychology Internship

1-3 hours

A supervised practical experience in a professional setting. The experience can include observing, assisting, assuming regular duties, or pursuing a special project topic. Permission of the instructor is required.

311 Lifespan Developmental Psychology

3 hours

Considers biological, cognitive, and psychosocial development from birth until the end of life. Students will learn how these domains act in concert to influence development.

312 Learning

3 hours

Survey and analysis of major classical and contemporary learning theories. Attention is directed to experimental research using animal and human subjects.

313 Cognitive Psychology**3 hours**

This course critically examines convergent experimental evidence contributing to the understanding of the fundamental cognitive processes, including those involved in attention, perception, memory, problem solving and decision making, and language.

314 Biological Psychology**3 hours**

This course addresses findings of neuroscience, cognitive science and cognitive neuroscience involved in the biological bases of fundamental psychological processes, including sensation and perception, action, memory, language, and higher cognition.

315 Social Psychology**3 hours**

Traditionally, social psychology has taken an experimental approach to studying the effects of the presence, characteristics and behaviors of other people on an individual. After examining research findings and theoretical systems generated by this tradition, its assumptions and methods will be critically assessed and alternative perspectives examined.

350 Child Psychology**3 hours**

Students will study cognitive and psychosocial development from the prenatal period through the onset of puberty. Small research projects provide firsthand experience in collecting data, and observing the abilities and behaviors of children of different ages.

360 Abnormal Psychology**3 hours**

Introduction to the study of psychopathology. Focuses on theoretical models of abnormal behavior as they relate to the definition, etiology, and treatment of mental disorders. Diagnostic classification, behavioral, and biological features of the major syndromes of psychopathology emphasized.

393 Topics in Psychology**3 hours**

Topical courses for advanced students are offered on demand.

411 Psychology Research Project I**3 hours**

This course will culminate in a written research proposal for an empirical project. Students will identify an area of interest, review the literature, determine the hypothesis to be tested, and describe the necessary materials, method, and expected results. This course should be taken in the junior year. Prerequisite: PSY 210.

412 Psychology Research Project II**3 hours**

Students will complete the empirical study that they designed in PSY 411. This includes the gathering and analysis of data and the writing and presentation of a final research report. Prerequisite: PSY 411.

472 Psychological Tests and Measurement**3 hours**

This course is intended to facilitate students' understanding of theories and methods underlying psychological assessment. After learning about the theory of measurement with an emphasis on reliability and validity, students will evaluate, administer and interpret widely accepted measurement instruments including intelligence, personality, and aptitude tests. Prerequisite: PSY 209.

499 History and Systems of Psychology**3 hours**

This history of psychology from the ancient Greek period through the contemporary era is surveyed. Major approaches to psychology are addressed, each in its historical context, offering an understanding of the intellectual development of the discipline. This provides a foundation for more thorough study of particular aspects of psychology, and for research that understands itself historically.

597 Special Topics**1-3 hours**

Special study of topics in psychology. Supervised independent studies require permission of the instructor.



Education

Chairman and Professor: JON M. FENNELL

Associate Professor: DANIEL B. COUPLAND

Assistant Professor: JEFFREY S. LEHMAN

Instructors: SONJA DREWS, JEAN NOLAN, SUSAN PITTS, MARY JANE RUMLER

The Education Program specializes in the preparation of teachers for classical and other schools not requiring State certification. To facilitate this end, the Department offers an elementary- or secondary-level apprenticeship that generally qualifies students to teach in private schools only (as well as in charter schools not requiring certification). Students wishing to follow this path may apply to the Hillsdale College Liberal Arts Teacher Apprenticeship.

Minor in Classical Education

Rather than enforcing ever-changing “standards” of the teaching profession, this minor is grounded in the rich heritage of the liberal arts tradition. Using the seven classical liberal arts—the trivium (the three language arts) and quadrivium (the four mathematical arts)—as its foundation, the classical education minor enables students to develop a clear picture of what it means to be classically educated. Through the teacher apprenticeship, the minor provides opportunities for students who would like classroom teaching experience in a reputable classical school. The minor also provides an alternative path for students who either do not need pedagogical experience to be effective teachers or have no interest in teaching. A student wishing to minor in Classical Education must complete 18 credit hours, as outlined below.

Course Requirements for the Minor in Classical Education

REQUIRED (12 credit hours):

Education 101	English Grammar	3 hours
Education 301	Classical Quadrivium	3 hours
Education 360	Philosophy of Education	3 hours
Education 393	Logic and Rhetoric in Classical Education	3 hours

ELECTIVES (6 credit hours):

Education 401	Liberal Arts Teacher Apprenticeship	3 or 6 hours
Education 402	Master Teachers in the Western Tradition	3 hours
Education 403	Explicit Phonics Reading Instruction	3 hours
Education 404	Classic Children’s Literature	3 hours

Minor in Early Childhood Education

Educating young children for the liberal arts has been a tradition at Hillsdale College for more than 80 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 elementary grades and provides a thorough acquaintance with the curriculum used therein. Students who minor in Early Childhood Education have an opportunity to complete this course and the ECE minor with a semester of preschool teaching at Mary Randall Preschool, a semester-long K-3 elementary classroom assignment, or a combination of the two. Such preparation gives students a clear career-path advantage in today’s competitive marketplace.

REQUIRED (20 credit hours):

Education 106*	Introduction to Early Childhood Education	1 hour
Education 206*	Child Development and Early Childhood Education	3 hours
Education 306*	Early Childhood Education Instructional Program	3 hours

Education 404	Classic Children's Literature	3 hours
Education 476#	Assessment and Screening in Early Childhood Education	3 hours
Education 506	Early Childhood Directed Teaching	7 hours

RECOMMENDED:

Psychology 101	Introduction to Psychology	3 hours
Speech 201	Fundamentals of Speech Communication	3 hours
Education 599	Assistantship	1-3 hours

*Prerequisites for Education 476

#Prerequisite for Education 506

101 English Grammar**3 hours**

This course covers the elements of English grammar. Students will study the eight parts of speech, sentence construction, and punctuation. Students will also learn about the role of grammar in a liberal arts education and develop some basic pedagogical strategies – including sentence diagramming – for teaching grammar. There are no prerequisites.

106 Introduction to Early Childhood Education**1 hour**

An overview of the Mary Randall Preschool program and a survey of general considerations such as instructional strategies, cognitive development, classroom management and discipline.

206 Child Development and Early Childhood Education**3 hours**

An overview of the development of children in three developmental stages: infancy, toddlerhood and preschool. Prerequisite: PSY 101.

295 Technology for the Classroom**2 hours**

The course is designed to combine practical experience in the classroom with ideas for the integration of computers, computer software and multimedia. Students will review, modify and design teacher-created instructional materials that meet their specific curricular needs.

299 Educational Psychology**3 hours**

The application of psychological principles to such problems as understanding of mental and social growth, individual differences and their measurement, the learning process and the guidance and adjustment of the school child. Prerequisite: PSY 101.

301 Classical Quadrivium**3 hours**

This course focuses on the four mathematical arts known as the quadrivium: arithmetic, geometry, music, and astronomy. Students will read classic works in each of the four arts and discover the role that these mathematical arts have in a liberal education.

306 Early Childhood Education Instructional Programs**3 hours**

A comparative study of the curriculum and philosophy of various early childhood education programs. Students learn accepted methods of teaching and guiding children in preschool and early elementary years. Prerequisite: EDU 206.

333 Contemporary Issues in Education**3 hours**

Students will deepen their understanding of educational policy and institutional practices by engaging in thorough and systematic examination of contemporary issues in education.

360 Philosophy of Education**3 hours**

Through close study of writers such as Plato, Aristotle, Augustine, Rousseau, Freud, Dewey, and C. S. Lewis, students learn to identify the conceptions of human nature and the good life that inform educational practice while examining the relationship between education and politics. During this exploration of the philosophical dimensions of educational theory and the educational dimensions of political theory, the course addresses 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.

393 Logic and Rhetoric in Classical Education**3 hours**

This course focuses on logic and rhetoric, which along with grammar comprise the “arts of the word” known as the trivium. Students will read from classic works in logic and rhetoric and discover the foundational role that these arts play in a liberal education.

- 400 Practicum** **3 hours**
The placement of students in local schools specific to their anticipated certification and endorsements. The student actively participates with children, in both individual and group settings, and assists the classroom teacher as requested. The practicum requires a minimum of 44 clock hours.
- 401 Liberal Arts Teacher Apprenticeship** **3 or 6 hours**
Students complete a part-time (10-20 hours per week) or full-time (30-40 hours per week) apprenticeship in an approved private or charter school. Note: To receive credit for EDU 401, it is necessary to complete EDU 360. A grade-point average of 3.0 or higher at the time of application is required to enter the apprenticeship.
- 402 Master Teachers in the Western Tradition** **3 hours**
This course focuses on the lives, writings, and pedagogical practices of great teachers by reading classic works by or about them. The master teachers will include such figures as Solomon, Socrates, Plato, Aristotle, Cicero, Jesus, Paul, Quintilian, Augustine, Aquinas, Erasmus, and Calvin.
- 403 Explicit Phonics Reading Instruction** **3 hours**
The study of how children best learn to read and print alphabetic language, and practice in explicit phonics instruction.
- 404 Classic Children's Literature** **3 hours**
A survey of classic children's literature from preschool through secondary grades, with occasional comparisons to modern children's literature.
- 450 Teaching Language Arts** **2 hours**
This course is designed to assist prospective teachers in their understanding of important concepts, instructional methods, and curricular issues related to the teaching of English language arts at the elementary level.
- 456 Teaching the Exceptional Child** **3 hours**
The course is designed to assist teachers in understanding the diagnostic categories as well as the practices and methods for working with exceptional children in the regular classroom.
- 472 The Teaching of Reading in the Secondary Content Areas** **3 hours**
This course is designed to help the prospective middle school or secondary teacher in the acquisition of understanding and skills in the area of reading.
- 476 Assessment and Screening in Early Childhood Education** **3 hours**
An examination of techniques, materials and purposes for assessing preschool children in various areas of growth and development. Specific measurement instruments, professional ethics, legal restrictions and the application of assessment results are discussed. Prerequisite: EDU 306.
- 481 The Teaching of Reading in the Elementary Content Areas** **3 hours**
This course is designed to help the prospective elementary school teacher in the acquisition of understanding and skills in the area of reading.
- 491 Teaching Methods in the Elementary School** **3 hours**
Study of the principles and methods involved in classroom instruction at the elementary level.
- 492 Teaching Methods in the Secondary School** **3 hours**
Study of the principles and methods involved in classroom instruction at the secondary level.
- 506 Early Childhood Directed Teaching** **7 hours**
Requires planning and delivering instruction for children in the early childhood grades. Students teach in an early childhood classroom during the morning or afternoon for the entire semester. The student must plan his or her program so that each morning or afternoon is free from courses that meet during the period reserved for EDU 506. Prerequisite: EDU 476.
- 555 Elementary Directed Teaching in Grades K-8** **6, 9 or 12 hours**
The full-time, full semester placement of students in local schools specific to their anticipated certification and endorsements. Prerequisites: admission to Teacher Education, an approved field experience and EDU 403 and 491.
- 559 Secondary Directed Teaching in Grades 7-12** **6, 9 or 12 hours**
The full-time, full semester placement of students in local schools specific to their anticipated certification and endorsements. Prerequisites: admission to Teacher Education, an approved field experience and EDU 492.
- 597 Special Problems in Education** **1-3 hours**
An elective course involving individual work on an approved topic of study in order to meet individual interests not covered by other courses. Prerequisite: permission of instructor.
- 599 Assistantship** **1-3 hours**

SPORT STUDIES

Chairman and Professor: DON BRUBACHER

Assistant Professors: KURT KIRNER, WILLIAM J. LUNDBERG, LYNNE NEUKOM,
KEITH OTTERBEIN, JOHN THARP

Lecturers: SUZANNE J. ABEL, JOE ABRAHAM, BRIAN ANDERSON,
ALESIA AUMOCK, KATHLEEN CONNER, CHRISTOPHER D. GRAVEL,
STEPHANIE GRAVEL, RITA JENKINS, ERIN PORTER, MIKE ROBERTS,
ERIC THEISEN, NICOLE WALBRIGHT

The Sport Studies curriculum at Hillsdale College provides foundational study in Physical Education and related areas as well as preparation for graduate studies in several fields. Courses to fulfill the college core requirements for physical activities are also offered.

Four majors are available in the Sport Studies Department: Physical Education, Exercise Science, Sport Psychology, and Sport Management.

The following six courses will be required for all four majors. Completion of these courses will also satisfy the requirements for a minor in Physical Education.

REQUIRED (Core—17 credit hours):

SSD 180	Physical Wellness Dynamics	2 hours
SSD 260	Athletic Training	2 hours
SSD 300	Personal and Community Health	3 hours
BIO 308	Anatomy and Physiology	4 hours
SSD 335	History and Philosophy of Physical Education and Sport	3 hours
SSD 490	Exercise Physiology	3 hours

Physical Education Major

The Physical Education major offers general study in the field and specific preparation for a career in teaching.

REQUIRED (27 credit hours—44 total):

SSD 190	Safety and First Aid	2 hours
SSD 292	Methods of Outdoor Recreation	2 hours
SSD 310-315	One Coaching Theory and Practice Course	2 hours
SSD 320	Methods of Teaching Physical Education I	2 hours
SSD 321	Methods of Teaching Physical Education II	2 hours
SSD 325	Teaching School Health	2 hours
SSD 330	Motor Learning/Kinesiology	3 hours
SSD 340	Adapted Physical Education	2 hours
SSD 350	Measurement in Physical Education	2 hours
SSD 370	Sport Psychology	3 hours
SSD 410	Organization and Administration	2 hours
SSD 492	Field Experience	3 hours

RECOMMENDED:

SSD 200	Water Safety Instructor	2 hours
SSD 430	Biomechanics/Advanced Kinesiology	3 hours

Exercise Science Major

REQUIRED (27 credit hours—44 total):

SSD 330	Motor Learning/Kinesiology	3 hours
SSD 360	Advanced Athletic Training	3 hours
SSD 430	Biomechanics/Advanced Kinesiology	3 hours
SSD 305	Nutrition	3 hours
BIO 202	Molecular Genetics and Cellular Function	4 hours
BIO 340	Biostatistics	4 hours

CHM 101	General Chemistry I	4 hours
CHM 102	General Chemistry II	4 hours
CHM 303	Organic Chemistry I	4 hours

ADDITIONAL COURSES that may be required for Pre-Physical Therapy/Sports Medicine/
Athletic Training:

PHY 101	College Physics I	4 hours
PHY 102	College Physics II	4 hours
BIO 412	Mammalian Physiology	4 hours
BIO 413	Human Gross Anatomy	4 hours

ADDITIONAL COURSES that may be required for Nutrition/Food Science:

PHY 101	College Physics I	4 hours
PHY 102	College Physics II	4 hours
CHM 304	Organic Chemistry	4 hours
CHM 452	Biochemistry	3 hours

ADDITIONAL RECOMMENDED COURSES (for specific graduate programs):

SSD 190	Safety and First Aid	2 hours
SSD 340	Adaptive Physical Education	2 hours
SSD 405	Advanced Nutrition (by special arrangement)	3 hours
SSD 482	Therapeutic Modalities (by special arrangement)	3 hours
MTH 105	Mathematics and Deductive Reasoning	3 hours
MTH 120	Calculus I	4 hours
MTH 220	Calculus II	4 hours
CHM 304	Organic Chemistry II (for biology track)	4 hours
CHM 453	Advanced Biochemistry	3 hours
PSY 311	Lifespan Developmental Psychology	3 hours
PSY 350	Child Psychology	3 hours

Sport Psychology Major

REQUIRED (27 credit hours—44 total):

SSD 370	Sport Psychology	3 hours
PSY 101	Introduction to Psychology	3 hours
PSY 209	Statistics for Social Sciences	3 hours
PSY 210	Research Design	3 hours
PSY 311	Lifespan Developmental Psychology	3 hours
PSY 312	Learning	3 hours
PSY 314	Biological Psychology	3 hours
PSY 315	Social Psychology	3 hours
PSY 360	Abnormal Psychology	3 hours

ADDITIONAL RECOMMENDED COURSES:

SSD 330	Motor Learning/Kinesiology	3 hours
SSD 340	Adapted Physical Education	2 hours
SSD 410	Organization and Administration	2 hours
SSD 470	Advanced Sport Psychology (special arrangement)	3 hours
SSD 494	Internship	3 hours
PSY 313	Cognitive Psychology	3 hours
PSY 393	Introduction to Counseling	3 hours

Sport Management Major

REQUIRED (35 credit hours—52 total):

SSD 410	Organization and Administration	2 hours
ECO 202	Principles of Microeconomics	3 hours
ECO 203	Principles of Macroeconomics	3 hours
ECO 206	Business and Economic Statistics	3 hours
ACC 209	Principles of Accounting I	3 hours

ACC 210	Principles of Accounting II	3 hours
BUS 302	Business Written Communication	3 hours
BUS 304	Entrepreneurship	3 hours
BUS 315	Principles of Marketing	3 hours
BUS 330	Financial Management	3 hours
BUS 400	Management Theory and Practice	3 hours
BUS 419	Business Ethics	3 hours

ADDITIONAL RECOMMENDED COURSES:

SSD 292	Methods of Outdoor Recreation	2 hours
SSD 310-315	Coaching Theory and Practice Course(s)	2 hours each
SSD 330	Motor Learning/Kinesiology	3 hours
SSD 494	Internship	3 hours
BUS 434	Risk Management	3 hours
BUS 440	Operations Management	3 hours
BUS 448	Small Business Management	3 hours
BUS 455	Retail Management and Marketing	3 hours
BUS 459	Advertising	3 hours

All majors must also pass written and oral comprehensive exams during their senior year.

Theory Courses

144 Officiating Sports **2 hours**

The techniques, methods, and science of officiating team sports. The student is required to officiate in organized athletic contests.

180 Physical Wellness Dynamics **2 hours**

Students engage in a basic physical wellness program through physical conditioning, strength development, diet monitoring, and/or specific wellness activities. Weekly seminar sessions offer a knowledge base of the physiological effects and adaptations of exercise, nutrition, and stress on their mind, body, and spirit while managing a fit lifestyle. Additionally, discussion focuses on health and wellness issues and recent research findings. This course of study is intended to give students better preparation to make informed lifestyle choices and patterns of behavior, as well as provide rationale and motivation to pursue the highest quality of health and wellness. This class meets a core course requirement. Lecture and laboratory sections are required.

190 Safety and First Aid **2 hours**

The course covers theory and techniques of accident prevention, emergency care, and cardiopulmonary resuscitation. Red Cross certification in first aid and CPR is included in successful completion of the course.

200 Water Safety Instructor **2 hours**

This course covers methods and techniques of teaching swimming. Students also perfect their own swimming strokes and skills. Upon successful completion of the course, students will receive an American Red Cross Water Safety Instructor's certificate. Prerequisite: current advanced lifesaving certificate.

260 Athletic Training **2 hours**

A basic athletic training class with emphasis placed on application of knowledge. This theory and practical application course is designed to provide the student with information on the prevention, assessment, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations and disabilities, treatment and rehabilitation of athletic injuries, pharmacology, and general medical considerations. Prerequisite: BIO 308.

292 Methods of Outdoor Recreation **2 hours**

An outdoor experience in camping, canoeing, and cross-country skiing, plus an exposure to orienteering, shooting sports, angling, cycling and backpacking is included in the course.

300 Personal and Community Health **3 hours**

This course discusses and analyzes various aspects of nutrition, including but not limited to: proper components of a healthy diet; the role of the six categories of nutrients (proteins, carbohydrates, vitamins, minerals, fats, and water); an inspection of healthy and unhealthy lifestyles and how they are impacted by an individual's overall nutritional intake; nutritional relevancy when dealing with cancer and other diseases; how the sources of our food have changed; and how to incorporate necessary aspects of nutrition that will result in an improvement of overall health for a lifetime. It will also include a description of

basic concepts of fitness: muscular strength and endurance, cardio-respiratory endurance, and flexibility; how these components should be balanced and effectively implemented into the lifestyle of individuals of any age; and how to implement them cost-effectively in order to promote wellness that lasts a lifetime.

305 Nutrition **3 hours**

This course is a survey of the basic principles of nutrition in health and disease. The material covers nutrient classes, their functions and sources, deficiency and toxicity symptoms, along with practical applications that reflect nutritional impact in relationship to physical activity, weight loss, and maintenance. Nutritional needs at different stages of life and consumer concerns about food are also covered.

310 Theory and Practice of Football **2 hours**

Fundamentals and philosophy of coaching, with emphasis on best-known offensive and defensive systems are addressed. Modern techniques of training, game strategy, scouting and officiating are also explored.

311 Theory and Practice of Baseball **2 hours**

This course discusses the philosophy and techniques in coaching individual skills, team play and strategy.

312 Theory and Practice of Basketball **2 hours**

This course covers the philosophy and techniques in coaching individual skills, team play and strategy.

313 Theory and Practice of Track and Field **2 hours**

This course covers the philosophy and techniques in coaching various events, administrating and managing meets, and methods of training, while considering factors that affect speed, endurance and fatigue.

315 Theory and Practice of Volleyball **2 hours**

Coaching and advanced skills are covered, along with selection of a team, preparation, officiating, and conducting competitive events. Prerequisite: SSD 115 or permission of the instructor.

318 Theory of Cycling **2 hours**

Classroom lecture and practical theory of personal and competitive cycling are covered.

320 Methods of Teaching Physical Education I **2 hours**

The student will examine the role and procedures of teaching Physical Education at the elementary school level. The course will have a strong emphasis on skill development, activity promotion, and physical fitness behaviors. Students will be provided with an experience that will encourage them to inspire elementary school-level students to live healthy, active lives and enjoy physical fitness throughout their lifespan. The course will also include practical experience in unit lesson planning, classroom management techniques, evaluation procedures, assessments, and developing age-appropriate units.

321 Methods of Teaching Physical Education II **2 hours**

The student will examine the role and procedures of teaching Physical Education in the Secondary School setting. The course will have a strong emphasis on skill development, activity promotion, and physical fitness behaviors. Students will be provided with an experience that will encourage them to inspire middle and high school-level students to live healthy, active lives and enjoy physical fitness throughout their lifespan. The course will also include practical experience in unit lesson planning, classroom management techniques, evaluation procedures, assessments, and developing age-appropriate units.

325 Teaching School Health **2 hours**

The student will study the methods of teaching health education, new directions in the field, planning a curriculum, and organization of material.

330 Motor Learning and Kinesiology **3 hours**

This course is designed to help the student understand the basics of human movement and simple motor skills. The course is structured to allow the student to examine each articulation (joint) and movement characteristics. The course concludes with a look at simple, gross motor movement pattern investigation. Prerequisite: BIO 308.

335 History and Philosophy of Physical Education and Sport **3 hours**

This three-credit-hour course is designed to teach fundamental concepts and philosophy underlying physical education, fitness, and sport, as well as historical developments and their significance.

340 Adapted Physical Education **2 hours**

This course will provide students with theoretical and practical knowledge necessary to plan and implement appropriate physical education programs in integrated settings for students with disabilities. Emphasis is given to the adaptation of physical education to the needs of children with physical, intellectual, emotional, or sensory disabilities. Strategies for program planning and implementation include writing modified IEP goals, activity and equipment adaptation, case studies, and techniques of teaching.

350 Measurement in Physical Education**2 hours**

A theory and methods course using statistical analysis of various physical tests in the area of health and physical education. Consideration is given to evaluating and grading the physical education student and to interpretation of the test results.

360 Advanced Athletic Training**3 hours**

This is a theory and practical application course designed to provide the student with information on the identification, triage, treatment, and rehabilitation of athletic injuries. Prerequisite: SSD 260.

370 Sport Psychology**3 hours**

This course is designed for the undergraduate student interested in sport and exercise psychology as an academic discipline. It applies concepts derived from the study of sport to an applied setting. Topics covered are: motivation in sport and exercise, arousal attention and personality of the athlete, situational factors related to anxiety and mood, cognitive and behavioral interventions, social psychology of sport, and the psychobiology of sport and exercise.

392 Field Experience**1-3 hours**

This study is a laboratory experience in a health, sport studies, teaching, or athletic program which includes student assistantships in teaching, intramurals, club sports, and varsity athletics. Minimum of sophomore status is required.

393 Seminar in Sport Studies**1-4 hours****405 Advanced Nutrition****3 hours**

This course is a study of the basic biological principles of human nutrition in health and disease. The course covers the chemical nature of essential nutrients, the biology of their functions in the human body, survey of nutrition in the life cycles, introduction of computer use in diet analysis and diet adequacy, and modification of diets for therapeutic use. Prerequisite: SSD 305.

410 Organization and Administration**2 hours**

This course covers theories and methods of organizing and administering physical education, athletic, and recreational programs. Finances, budgeting, organizational structure, program development, legal liability, and evaluation are included. Prerequisite: junior standing.

430 Biomechanics and Advanced Kinesiology**3 hours**

This course is designed to help the student further understand the basics of human movement by applying mechanical principles to biological systems. The course is structured to allow the student to examine problems of static and dynamic systems from kinematic and kinetic perspectives and analyses. The course concludes with a look at the laws of mechanics as applied to gain a greater understanding of effective athletic performance and prevention of sport injuries. Prerequisite: SSD 330.

470 Advanced Sport Psychology**3 hours**

This course looks into contemporary research topics in the field of psychology in sport and exercise settings. Students will study advanced team-building, leadership literature, and specialized topics of dysfunction, such as injury coping, burn-out, slump busting, drug abuse and addiction, aggression in sports, and eating disorders. Other more practical topics such as emotional/social intelligence, character development, assertiveness and empathy, trust and respect, and behavior modification will be examined and discussed. Prerequisite: SSD 370.

482 Therapeutic Modalities**3 hours**

This course focuses on the study of current theories and applications in the use of therapeutic modalities in the athletic training and/or clinical setting. The student will gain an understanding of the underlying physics, physiological effects, indications, and contraindications of the use of physical agents. Emphasis will be placed on the proper procedures for application of thermal, electrotherapeutic and hydrotherapeutic modalities.

490 Exercise Physiology**3 hours**

This course provides a broad survey of the physiological mechanisms involved in the human response to exercise. Nutrition and its role in athletic performance will also be considered. The student is to develop his/her knowledge of cardiovascular and respiratory physiology as well as strength training and anaerobic exercise. Prerequisite: BIO 308.

494 Internship**3-6 hours**

This course provides extended experience in a sport-related business or activity. The student may work with his/her advisor to identify the opportunity that will best accomplish the student's goals. Prerequisite: junior standing.

597 Special Studies**1-3 hours**

Activity Courses for Both Men and Women

100 Fitness for Life	1 hour
101 Strength Training for Life	1 hour
102 Beginning Weight Training	1 hour
103 Advanced Weight Training	1 hour
104 Indoor Cycling	1 hour
105 Sport Conditioning	1 hour
106 Core Athletic Training	1 hour
110 Basic Shotgun	1 hour
111 Advanced Shotgun	1 hour
112 Bowling	1 hour
113 Tennis	1 hour
114 Aerobic Dance Exercise	1 hour
115 Volleyball	1 hour
118 Golf	1 hour
120 Basketball	1 hour
121 Racquetball	1 hour
124 Tae Kwon Do, Beginning (Korean karate)	1 hour
125 Tae Kwon Do, Intermediate and Advanced	1 hour
130 Personal Safety	1 hour
150 Scuba	1 hour
151 Advanced Scuba	1 hour
153 Swim Fitness	1 hour
154 Beginning and Intermediate Swimming	1 hour
155 Lifeguard Training	1 hour
180 Physical Wellness Dynamics	2 hours



CENTER FOR CONSTRUCTIVE ALTERNATIVES SEMINARS

Center for Constructive Alternatives (CCA) seminars are held four times each year. Students are required to enroll in one CCA seminar during their undergraduate years. Additional CCA seminars may be taken for credit.

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|--|---------------|
| 101/401 CCA I Winston S. Churchill | 1 hour |
| This seminar will be held October 4-7, 2015. | |
| 102/402 CCA II Money: History and Controversies | 1 hour |
| This seminar will be held November 8-11, 2015, and is co-sponsored by the Ludwig von Mises Lecture Series. | |
| 103/403 CCA III The Art of Biography | 1 hour |
| This seminar will be held January 31-February 3, 2016. | |
| 104/404 CCA IV TBD | 1 hour |
| This seminar will be held March 6-10, 2016. | |

INTERDISCIPLINARY STUDIES

Certain courses give students an opportunity to engage in study which may not be included within the regularly scheduled departmental course structure. They are suggested as electives to enrich the liberal arts curriculum. Frequently they differ in format from other courses, and they may vary according to student interest.

The courses listed below are non-departmental and interdisciplinary.

- | | |
|--|------------------|
| 100 Computer Applications for the Liberal Arts | 2 hours |
| An introduction to the computer-based tools commonly used in scholarly activities, including word processing, spreadsheets, data bases, telecommunications and graphics. | |
| 300 We the People: An American Journey | 3 hours |
| This course is required of all students majoring and minoring in American Studies. The course is also open to all students who wish a general survey of American intellectual history. The purpose of the course is to develop an integrated understanding of our American historical, literary, and political experience from the seventeenth century to the twentieth century. The readings are extensive in both primary and secondary works. | |
| 312 Public Relations Internship | 1-3 hours |
| 316 Foreign Travel Study | 1-4 hours |
| This course is designed to combine classroom presentations, when appropriate, with a study tour to a foreign country or countries where a firsthand experience of the people and their culture will be studied. | |
| 318 Media Internship | 1-3 hours |
| 320 Advertising Internship | 1-3 hours |
| 322 Publishing Internship | 1-3 hours |
| 324 Video Production Internship | 1-3 hours |
| 326 Writing Research Internship | 1-3 hours |
| 400 Artes Liberales: The History and Literature of Liberal Education | 3 hours |
| This seminar examines the historical, literary, philosophical, theological and scientific perspectives that animate liberal education from its inception in classical Greece to its modern American manifestations. As such the course integrates a variety of disciplines while exploring selected texts, practices and institutions associated with liberal education. The readings are extensive, and lectures and discussions take up historically important primary works as well as scholarly studies of the subject. The purpose of the course is to develop an integrative understanding of liberal education, its seminal texts and modes of thinking (both about specific disciplines and itself), and to explore the possibilities for perpetuating the liberal arts in contemporary education. | |

452 French and German Masterworks in English Translation**2-3 hours**

A comparative literature course which will examine complete versions of French and German masterpieces in English translation. This course will NOT satisfy the French or German major/minor requirements.

575 Senior Thesis**1-3 hours**

Students seeking an interdisciplinary field of concentration (see page 181) 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.

575 Looking Backward: Fifty Years of American History**3 hours**

This course is the required capstone seminar for students majoring in American Studies. The course is also open to all students who wish a concentrated survey of American intellectual history since World War II. The purpose of the course is to complete the more general survey found in IDS 300, "We the People: An American Journey." The readings are extensive and delve into post-World War II economic, historical, literary, political, religious, and sociological interests.

584 Internship in International Business and Foreign Language**3-6 hours**

This course provides working experience with a business firm in a foreign country for the student majoring in international studies in business and foreign language. Prerequisites include completion or near-completion of the field of concentration and the permission of the Department of Economics and Business Administration and the Department of French, German or Spanish. Students who take this course do not have to take IDS 575, Senior Thesis. If a suitable internship cannot be arranged in a foreign country, an internship with a company in this country may be substituted, provided the student is placed in work dealing with international business. Such decisions will be made jointly by the chairman of the Economics and Business Administration Department and the chairman of the French, German or Spanish Department in consultation with the student and considering the student's particular abilities and preparation.

593 Humanities Seminar**2 or 3 hours**

An honors seminar requiring extensive reading and the preparation of extended papers in an area of interest that spans one or more of the humanities.

597 Special Problems**1-3 hours**

An independent study course designed for work in a special area or on a project or problem requiring an interdisciplinary approach. Application should be made to the deans of the divisions in which the study is to be made.

Interdisciplinary Fields of Concentration

At Hillsdale, any qualified student may opt for an interdepartmental field of concentration consisting of 36 semester hours of credit with no fewer than 24 hours in courses carrying 300 numbers or above. Once the student selects an interdisciplinary field of concentration, with the exceptions of international business and political economy, it must be approved by the chairmen of the departments in which the work is to be done and by the Educational Policies Committee. The student must also select an advisor in consultation with the chairmen of the departments involved in the field of concentration.

The student with an interdisciplinary field of concentration must prepare, during his last year, a senior thesis. The work must be done under the direction of a thesis committee and will carry the course number IDS 575. If completed satisfactorily, three semester hours of credit will be granted.

A comprehensive examination is also required. It is constructed by the advisor and the departments involved and is administered under the direction of the advisor.

Any student wishing to develop an interdisciplinary field of concentration other than one of those listed below is expected to secure a prospective advisor and submit his proposed program to the chairmen of the departments involved and to the Educational Policies Committee for approval.

A minor in an interdisciplinary area for which specific requirements have not been outlined shall consist of 21 hours. At least three semester hours must be taken in each of the disciplines represented in the major, and nine of the hours must be in courses numbered 300 or above. Since the same course may not be counted toward both a major and a minor, students with conflicts should see the chairman of one of the concerned departments for an appropriate substitute.

Possible areas for consideration are these:

American Studies

American Studies at Hillsdale College broadens a student's understanding of American thought and culture through three component areas: American History, American Literature, and American Politics. The aim is a disciplined synthesis of knowledge, an intellectual process whereby the student conducts intensive study with considerable flexibility.

American Studies is also not pursued in isolation from parallel influences. An interdisciplinary focus requires a concentration on the problems of diffusion, and the transmission of ideas from one culture to another. To that end, American Studies at Hillsdale College is firmly set within the context of Western civilization and the American example of self-government under law.

Students who wish to complete a major in American Studies must complete 36 semester hours of credit with no fewer than 24 hours in courses carrying 300 numbers or above.

REQUIRED (Core—3 credit hours):

IDS 300 Introduction to American Studies: "We the People": An American Journey"

This course is required of all students majoring and minoring in American Studies. The course is also open to all students who wish a general survey of American intellectual history. The purpose of the course is to develop an integrated understanding of our American historical, literary, and political experience from the seventeenth century to the twentieth century. The readings are extensive in both primary and secondary works.

REQUIRED (Capstone—3 credit hours):

IDS 575 Looking Backward: Fifty Years of American History

This course is the required capstone seminar for students majoring in American Studies. The course is also open to all students who wish a concentrated survey of American intellectual history since World War II. The purpose of the course is to complete the more general survey found in IDS 300, "We the People: An American Journey." The readings are extensive and delve into post-World War II economic, historical, literary, political, religious and sociological interests.

As is the case with all interdisciplinary fields of concentration, American Studies majors must prepare a senior thesis. To complete that obligation, during the second semester of their last academic year, American Studies majors will enroll in IDS 575, a senior seminar capstone course taught by the American Studies director. A student who receives an "A" grade on the senior seminar thesis and maintains an American Studies grade-point average of 3.5 will qualify to graduate with American Studies honors.

REQUIRED (Comprehensives):

A written comprehensive examination is required. During the second semester of a student's junior year, the director of the American Studies Program will publish a reading list and suggested guidelines. During the last semester of the final year, students will sit for their comprehensive examination. The comprehensive exam will always be at a time never to compete with final examinations. Exams will be evaluated as Honors, Pass, or Fail. To graduate with American Studies honors, students must achieve an Honors evaluation on their comprehensives. A student who fails the exam will be obliged to re-take the exam to fulfill all graduation requirements.

ELECTIVES (30 credit hours):

The American Studies curriculum is concentrated in three departmental component areas and one elective component area. The departmental areas are American History, American Literature and American Politics. The majority of the American Studies electives' curriculum is drawn from these areas.

Majors will elect nine-hour concentrations in two of the areas and a six-hour concentration in the remaining area.

The remaining curriculum area consists of two three-hour electives from Art, Journalism, Music, Philosophy, Religion, Theatre and Speech. An IDS 393 course and an IDS 597 course titled "Special Problems" allow for independent study in more specialized areas. Academic credit for an IDS course is allowed when a proposal for study is accepted by the American Studies director.

A minor in American Studies consists of 21 hours: IDS 300 and two three-hour courses each from American History, American Literature and American Politics.

Curriculum

Art 412	History of American Art
Economics 330	U.S. Economic History (same as History 442)
English 350	Colonial and Early American Literature 1620-1820
English 360	Romanticism, American Renaissance, and Realism: 1820-1890
English 370	Naturalism and Modernism: 1890-present
English 402	Special Studies in American Literature
History 300	Colonial America to 1763
History 301	The Founding of the American Republic
History 302	Jacksonian America
History 303	Sectionalism and the American Civil War
History 307	Reconstruction to World War II
History 308	U.S. and the World Since World War II
History 440	History of the American West
History 442	Economic History of the United States (same as Economics 330)
History 455	History of American Religion
History 480	The History of the American Identity
History 482	Intellectual History of the United States
History 483	Constitutional History of the United States to 1865
History 484	Constitutional History of the United States Since 1865
History 485	History of the United States Presidency
History 487	History of American Foreign Policy
IDS 393	Special Problems
Journalism 306	Major Figures in Journalism
Journalism 310	The History of Journalism from Gutenberg to the Muckrakers
Journalism 311	Journalism in the 20th and 21st Centuries
Journalism 318	Issues and Themes
Music 403	American Music
Philosophy 320	American Philosophy
Politics 202	American Political Thought
Politics 220	Introduction to American Foreign Policy
Politics 301	American Government
Politics 302	The American Congress
Politics 303	The American Presidency
Politics 304	Constitutional Law I
Politics 305	Constitutional Law II
Politics 306	Political Parties and Elections
Politics 307	Administrative Law
Politics 320	American National Security Studies
Politics 401	Statesmanship of Abraham Lincoln
Politics 402	Public Policy
Politics 403	American Progressivism and Liberalism
Politics 404	American Conservatism
Politics 405	Readings in American Politics
Religion 319	Eighteenth Century Theology: Jonathan Edwards and American Puritanism
Religion 374	The American Religious Landscape
Theatre 408	History of American Theatre
Speech 455	History of American Public Address
IDS 597	Special Problems

Christian Studies

The interdisciplinary Christian Studies program at Hillsdale College strives to integrate the College's strong liberal arts curriculum from the perspective of a Christian understanding of God, man, society and the world. Building upon a core of courses in Bible and theology, students take a variety of electives in English literature, history, political science, psychology, sociology and philosophy. As in all liberal arts majors, the Christian Studies major aims at developing students' potential for rigorous and intense analysis, rational and cogent argumentation, lucid and graceful expression, coherent and compelling communication, broad and integrative synthesis, and refined and intelligent aesthetic sensibilities. Its uniqueness lies in its stress on a thorough and appreciative knowledge of the biblical and theological elements woven into the culture and imagination of Western civilization and in its attempt to interpret man and society from the perspective of the Judeo-Christian tradition.

Requirements for a Christian Studies Major

- Core:** (1) Religion 211, Old Testament History and Literature
 (2) Religion 212, New Testament History and Literature
 (3) Religion 213, History of Christian Thought I or
 Religion 214, History of Christian Thought II

Elective: 24 hours

Christian Studies electives for a major include courses chosen from at least three departments other than religion. A maximum of 18 hours (including core courses) may be taken in religion. At least one seminar in which the student writes a research paper comparable to the senior thesis requirement in English, history and other areas must be taken in the senior year.

Requirements for a Christian Studies Minor

- Core:** (1) Religion 211 or 212
 (2) Religion 213 or 214

Elective: 15 hours

Christian Studies electives for a minor includes courses chosen from at least two departments other than religion. A maximum of 12 hours may be taken in religion (including 211-214) and may be applied to the minor.

Representative Offerings

English 320	Renaissance British Literature
English 597	Special Topics
History 450	Ancient Christianity
History 451	Medieval Christianity
History 452	The Reformation
History 455	History of American Religion
English 401	Special Studies in British Literature
English 403	Special Studies in Western Literature
Philosophy 212	Medieval Philosophy
Philosophy 420	Philosophy of Religion
Philosophy 493	Seminar in Philosophy (when appropriate)
Politics 313	Christianity and Politics
Politics 212-214	Modern Political Philosophy I and II
Religion 105	Introduction to Western Religion
Religion 211	Old Testament History and Literature
Religion 212	New Testament History and Literature
Religion 213	History of Christian Thought I
Religion 214	History of Christian Thought II
Religion 316	Sixteenth-Century Theology
Religion 359	Christianity and Competing Worldviews
Religion 493	Seminar in Religion (when appropriate)

Other courses may be elected with permission of the director of the program.

Comparative Literature

English, American, French, German and Spanish literatures, classics and biblical studies. Students electing a field of concentration in comparative literature must take coursework in at least four of these six fields, with not less than six semester hours in each of the four chosen fields. For the student seeking a bachelor of arts degree, this field of concentration must include literature courses in at least one foreign language.

European Studies

Economics, history, various literature and civilization courses, politics, philosophy and fine arts. Students electing a field of concentration in European studies must take coursework in at least four of these six fields, with not less than six semester hours in each of the four chosen fields. Eight semester hours of study abroad may be counted toward the field of concentration.

Journalism

The Herbert H. Dow II Program in American Journalism

Lecturers: JOHN J. MILLER, MARIA SERVOLD, LAUREN FINK

Mission Statement

The Herbert H. Dow II Program in American Journalism is devoted to “the restoration of ethical, high-minded journalism standards, and to the reformation of our cultural, political, and social practices. Through academic challenge and practical application, the Program seeks to educate students to become defenders of traditional values, passing on to posterity the blessings of our American heritage and the legacy of First Principles intended by our Founding Fathers.”

Minor in Journalism

The great strength of Hillsdale College is the liberal arts, and students with an interest in journalism must major in a traditional academic discipline. The study of journalism is excellent preparation for many careers, however, and students may minor in it, combining classroom instruction with hands-on work at *The Collegian*, the weekly campus newspaper and website, and also gaining professional experience through internships.

Required: 21 credits

JRN 301	Introduction to Journalism 1	3 hours
JRN 302	Introduction to Journalism 2	3 hours
JRN 380	<i>The Collegian</i> : six 1-credit courses	6 hours
JRN electives	Three courses from the offerings below, totaling 9 hours	

Specialization in Journalism: 8 hours

As an alternative to the 21-credit minor, students may obtain a specialization in journalism, which requires a year of intensive work both on and off campus. Students must take JRN 301 and JRN 302, plus two semesters of JRN 380, for a total of eight credit hours.

Non-Curricular Requirements

Students who pursue either a minor or a specialization in journalism must complete an internship in journalism, approved by faculty advisors. It may be taken for optional course credit as JRN 340. In addition, students must complete a portfolio of their work and submit it to the faculty advisors.

Course Offerings

Journalism courses are open to all students, though several have prerequisites or other restrictions, as described below.

301-302 Introduction to Journalism

3 hours each

This two-semester sequence focuses on journalistic writing and an ethical free press. JRN 301 offers practice in news writing and copyediting, accompanied by the study of style, punctuation, usage, and spelling. JRN 302 continues with practice in feature writing, editorial writing, headlines, typography, and layout. JRN 301 and JRN 302 are offered in the fall and spring semesters, respectively. ENG 101 is a prerequisite and sophomore standing is required, as are basic typing and computer skills. Students must complete JRN 301 before starting JRN 302.

306 Major Figures in Journalism**3 hours**

A close, critical study of major figures: their lives, their work, and their impact.

310 The History of Journalism from Gutenberg to the Muckrakers**3 hours**

This course combines a survey of journalistic literature with practical lessons in how to write well, in which students will aspire to bring historical subjects to life through vivid prose. Along the way, students will examine the story of journalism from the advent of the printing press in the 15th century to the birth of investigative reporting at the turn of the 20th century. Representative readings include well-known journalists such as John Milton, Daniel Defoe, Addison and Steele, Jonathan Swift, Samuel Johnson, Benjamin Franklin, James T. Callender, William Lloyd Garrison, Frederick Douglass, Mark Twain, Henry Morton Stanley, Nellie Bly, Stephen Crane, and Ida Tarbel. The course also will pay special attention to journalism at the time of the American founding and the Civil War.

311 The History of Journalism in the 20th and 21st Centuries**3 hours**

This course combines readings in modern journalism with practical lessons in how to write well. It will focus on print journalism but also cover the rise of radio, television, and the Internet. Representative readings include Ernest Hemingway, H.L. Mencken, Evelyn Waugh, George Orwell, Truman Capote, William F. Buckley Jr., Tom Wolfe, and Bob Woodward. JRN 310 is not a prerequisite for this course.

312 Editing**3 hours**

This course helps students become better editors through writing and editing their own work and the work of their peers, focusing on clarity, accuracy, style, length, content, and deadline pressure.

315 Political Journalism**3 hours**

This course helps students improve as political reporters and commentators by writing stories on public figures and elections as well as op-eds on public-policy topics. Frequent writing assignments will receive thorough critiques from the instructor and classmates. Students will read outstanding works in political journalism from past and present, coming to know both the qualities of excellent journalism and the people who have produced it. A secondary goal of the course will be to familiarize students with recent political history.

317 Sportswriting**3 hours**

This course teaches students how to write about athletes and sporting events by covering national events on television (such as the Super Bowl) as well as games on campus. Frequent writing assignments will receive thorough critiques from the instructor as well as classmates. A major assignment will require each student to attend a professional sporting event as a credentialed member of the press, sit in the press box or at the press table, and attend post-game news conferences. Students also will read classic works of sportswriting.

318 Issues and Themes in Journalism**3 hours**

A close examination of particular topics in journalism, such as investigative reporting, freedom of the press, and ethics.

340 Internship in Journalism**1-3 hours**

By working at a newspaper, magazine, media website, radio station, television channel, or other journalistic enterprise, students gain essential practical experience. Recent internship hosts include the *American Spectator*, CNN, Daily Caller, Fox News, *Humanities*, *National Review*, *Santa Barbara News-Press*, *Tennessean*, *Toledo Free Press*, *Wall Street Journal*, *Washington Examiner*, *Washington Post Express*, and *Washington Times*. Students who secure journalism internships have the option of enrolling in this course, but it is not required. It does not count as an elective for the journalism minor.

380 The Collegian**1 hour**

This repeatable course provides students with hands-on journalism experience at *The Collegian*, the campus weekly newspaper and website.

393 Special Topics in Journalism**1-3 hours**

One-credit courses listed under this number do not count as electives for the journalism minor except under special circumstances, such as participation in a fall or spring session of WHIP.

404 Advanced Writing**3 hours**

This course is for good writers who want to become great writers, and especially for students on the brink of careers in journalism, communications, and public relations. Students will read examples of excellent writing, both old and new, but primarily they will produce and examine their own work through weekly assignments. Enrollment is limited to eight students and instructor permission is required.

Note: EDU 101 (English Grammar) and ART 353 (Computer Graphics) count as journalism electives.

International Studies in Business and Foreign Language

The bachelor of arts degree in international studies in business and foreign language is designed for undergraduates planning to enter a career in world business or international government and public administration. This degree provides students with academic preparation in two fields, business and foreign language, as well as a practical, on-site work and/or study experience abroad.

The major consists of: 1) 40 hours of study of business; 2) 17 hours of one modern foreign language and culture above the 201 level (French, German or Spanish); 3) three hours of an elective in international studies; and 4) three hours in French/German/Spanish 460 or in an approved foreign study program. These three hours of internship or study abroad must be in addition to the 17-hour foreign language requirement. The major will therefore total 63 hours.

- 1) Required courses in business are Economics 202, Principles of Microeconomics; Economics 203, Principles of Macroeconomics; Economics 206, Business & Economic Statistics; Economics 460, Theory of International Trade, or Economics 461, International Monetary Economics; either Mathematics 112, Integrated Calculus I-A or Mathematics 120, Calculus I; Accounting 209, Principles of Accounting I; Accounting 210, Principles of Accounting II; Business 330, Financial Management; Business 315, Principles of Marketing; Business 325, Management Theory and Practice; Business 453, International Business; Law 320, Business Law I; and Law 430, International Business Law.
- 2) Required courses in French, German or Spanish are one literature course to be taken at Hillsdale, one civilization and culture course taken at Hillsdale or in an approved foreign study program, and any combination of advanced foreign language courses (in French, German or Spanish) above 201 taken at Hillsdale or in an approved foreign study program, for a total of 17 hours in one modern foreign language. (See description of study-abroad option below.) All seniors must demonstrate language and civilization proficiency on a written and an oral comprehensive exam.
- 3) One elective from the following representative list: Business 320, Quantitative Analysis; History 322, History of Modern Latin America; History 412, History of Spain; History 415, History of France Since 1815; Politics 421, International Politics; Spanish 302, Spanish Civilization and Culture; Spanish 303, Iberoamerican Civilization and Culture. The above list is representative, not exhaustive. Additional international elective options are possible with prior approval by either the chairman of the French, German or Spanish Department or the chairman of the Economics and Business Administration Department.
- 4) Internship/Study-Abroad Experience: Majors gain practical knowledge of international affairs by actually working or studying in a foreign country. Students must either complete an internship abroad or participate in a foreign study program abroad as outlined below.

INTERNSHIP OPTION, FRENCH/GERMAN/SPANISH 460 (THREE CREDIT HOURS):

If the internship option is chosen, it must be in a foreign country (i.e. outside the borders of the United States). Internships are an important part of Hillsdale College's Summer Study Program in London at Regent's College; they may also be available through other foreign study programs or through non-academic contacts that students have established. Generally, for the required three hours of credit, the internship must be for a minimum of three weeks of documented 8:00-5:00 work or the equivalent amount of time (approximately 135 hours) spread over a semester or academic year. The internship may be awarded for up to six credits for six weeks or more of work overseas or the equivalent (approximately 270 hours). However, only three of those credits may count toward the major. The remaining three will count toward credits for graduation. The internship must be arranged in advance of the semester in which it is to occur. A supervisor in the foreign firm must agree to write an evaluation of the intern's performance. A professor in the French, German, Spanish or Economics Department at Hillsdale College must agree to serve as contact person for the internship and to assign a final grade. This grade will be based on the evaluation from the overseas supervisor and the weekly diaries and final report prepared by the student intern.

STUDY-ABROAD OPTION: In addition to the 17-hour foreign language requirement, majors must either participate for a minimum of three weeks in a foreign study program in an area of the world

where French, German or Spanish is spoken or attend Hillsdale College's summer study in London at Regent's College. The study-abroad program in any of the foreign languages must be pre-approved by the French, German or Spanish Department. Except for the literature requirement, which must be met on the Hillsdale College campus, all other foreign language requirements for the major (above the 201 level) may be fulfilled during study abroad provided that they are approved by the French, German or Spanish Department prior to the foreign study experience.

Political Economy

History, politics and economics. (See page 168 for specific requirements.)

Sociology and Social Thought

The interdisciplinary program in sociology and social thought brings together contemporary perspectives from the social sciences with religious and philosophical perspectives in particular, and with Hillsdale's liberal arts emphasis in general. The goal of the program is to provide a broad, cross-disciplinary understanding of contemporary society and culture, organized around a core of studies in the theoretical and methodological traditions specific to sociology. It approaches sociological perspectives sympathetically, while also addressing critical questions regarding tradition, authority and commitment from the standpoint embodied in the mission statement of Hillsdale College. Its theoretical and methodological focus is historical and interpretive, while core courses are geared toward familiarizing students with the range of contemporary approaches in the discipline. Majors in sociology and social thought will mix core courses in sociology with approved courses in philosophy and religion, and in other appropriate disciplines, in consultation with the program director.

Requirements for a Sociology and Social Thought Major

The major in sociology and social thought requires a minimum of 29 semester hours (not including SOC 101), including SOC 390 and 391, either SOC 317 or PSY 385, either SOC 306 or 319, two hours of SOC 570 (taken during the student's last two semesters before graduation), and 15 hours of electives chosen from sociology courses, or from other courses approved by the sociology program director. Non-sociology courses which are approved as in-major electives will be specified in the course listings each semester. At least one of these electives must be at the 400 level. As part of the work for SOC 570, students will prepare a senior paper at least 10 pages in length, not including notes or references (which may be a revision and expansion of a paper written in another major course), give a public presentation of that paper, and take a comprehensive examination.

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.

Majors and minors who have not taken SOC 101 at Hillsdale for the core are urged to read Peter L. Berger's *Invitation to Sociology* at their earliest convenience. Consult with the program director for further information.

Requirements for a Sociology Minor

The minor in sociology requires 18 semester hours (not including Sociology 101), including Sociology 390 and 391, either 306 or 319, and nine additional hours in sociology. (Students majoring in psychology may substitute another SOC course for SOC 390.) Counting non-sociology courses for the minor will normally not be permitted, but exceptions are at the discretion of the sociology program director, and may be indicated in the course schedule each semester.

Sociology Courses**101 Understanding Society and Culture****3 hours**

A broad introduction to sociocultural structure and dynamics, and to the various theoretical perspectives grouped under the name "sociology." The perspective of the course will be historical (considering classical as well as contemporary formulations), conceptual (emphasizing grasp of theoretical outlooks over memorization of facts) and cross-disciplinary (noting connections with such allied fields as anthropology, philosophy and religion). Not counted toward the SST major or minor.

306 Cultural Anthropology**3 hours**

An overview of cultural anthropology which aims to illustrate how the basic concepts, techniques and theories developed by cultural anthropologists help us to understand human cultures of various degrees of complexity, including our own. Topics considered will include: language, kinship, gender, ethnicity, economics, politics, myth, ritual, art and social change in a broad comparative framework.

317 Interaction and Social Definition**3 hours**

Studies in the sociology of everyday interaction and meaning, usually from a broadly symbolic interactionist perspective. Specific topics may vary, but will likely include symbols and meaning, typification and definition of situation, social construction, agency and selfhood, roles, self-presentation and interaction ritual.

319 Comparative Human Societies**3 hours**

This course is an overview of the field of comparative sociology, focusing on some of the common features and differences among human societies from prehistoric times through the present. The major structural aspects of societies will be emphasized, including patterns of subsistence, political and economic systems, family structure, institutions, social stratification, inequality, religion and social change. The emphasis will be on identifying factors that impact how societies adapt and change, and the relationship between structure and agency.

327 Deviance and Social Control**3 hours**

A survey of deviance theory, and readings in the sociology of deviance and social control. Emphasis will usually be on types of deviance other than crime. Possible topics include social functions of deviance, historical shifts in the social definition of deviance, mental illness as deviance, ideological and/or religious deviance.

329 Crime and Punishment**3 hours**

A general introduction to the sociological fields of criminology and criminal justice. Crime is a specific form of deviance which is officially addressed by social institutions administered by the state. This course explores the history and current state of criminological theory, the institutional apparatus of the criminal justice system, and the dominant philosophies of punishment.

390 Research Methods in Sociology**3 hours**

A thorough introduction to the research methods which dominate mainstream contemporary sociology. Techniques of data gathering, multivariate analysis, and standard experimental designs are the primary foci, with more brief attention to participant observation and other forms of "fieldwork." Limitations of scientific methods, practical problems, and ethical issues that arise in the research process will also be discussed. Required for both majors and minors.

391 Emergence of Sociological Thought**3 hours**

An historical and philosophical examination of major figures in social theory during the period when sociology was emerging as a discipline (mid-1800s through early 1900s). Emphasis will be placed on philosophical influences, with special attention to the influence of Kant, Hegel and classical European conservatism. Major figures to be considered will usually include Marx, Durkheim, Weber, George Herbert Mead and Georg Simmel. Other possible figures could include Talcott Parsons and Pitirim Sorokin. Required for both majors and minors.

393 Sociology Topics**3 hours**

A survey of a specific institutional or topical specialization within sociology. Possible offerings include aging, death and dying, medical sociology, arts and popular culture, marriage and family, collective behavior and social movements, urban sociology, social inequality. Offerings based on instructor availability and student interest. Specific course descriptions will generally be made available by the program director. May be repeated with different content.

493 Seminar in Sociology and Social Thought**3 hours**

Advanced study of substantive topics in sociology and social thought, or of selected contemporary social theorists. Specific course descriptions will generally be made available by the program director. Prerequisite: consent of instructor; may vary with content. May be repeated for credit with different content.

570 Senior Capstone**2 hours, 1 per semester**

A year-long course in which students majoring in sociology and social thought reflect upon and synthesize their program of study in preparation for graduation. The course will include both group sessions and individual work, and will culminate in a major paper (which may be revised and expanded from a prior course), a public presentation, and a comprehensive examination. Required for majors during the last two semesters of study. (Students studying abroad during senior year, please consult with program director.)

575 Senior Thesis**3 hours**

Students who wish to graduate with honors in sociology and social thought must write a substantial thesis under the direction of an appropriate faculty member approved by the program director. Upon completion, the student must defend the thesis before a committee of three faculty members, chosen with departmental approval. Prerequisite: consent of both program director and thesis advisor.

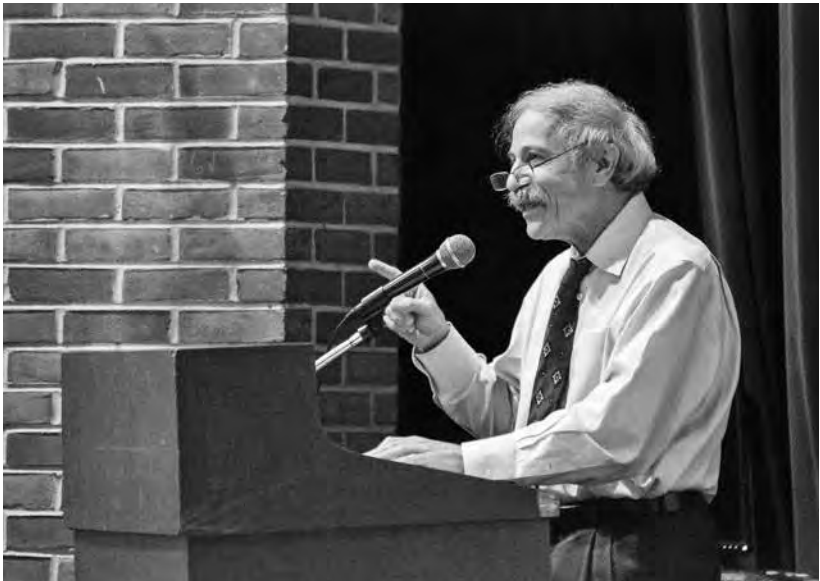
597 Special Problems**1-3 hours**

Independent work, under faculty supervision, in an area within sociology not covered by other courses. Prerequisite: consent of instructor and program director.

Examples of other courses approved for credit toward the SST major

(additional approved courses may be announced each semester in the course schedule):

Philosophy 217	Nineteenth Century Philosophy
Philosophy 313	Social and Political Philosophy
Philosophy 320	American Philosophy
Philosophy 335	Phenomenology
Philosophy 340	20th Century Continental Philosophy
Philosophy 350	Philosophy of Law
Philosophy 435	Knowledge, Thought and Society
Psychology 311	Lifespan Developmental Psychology
Psychology 385	Social Psychology
Religion 356	Introduction to Eastern Religion
Religion 373	Religion, Society and Culture
Religion 374	The American Religious Landscape



PREPROFESSIONAL PROGRAMS

Within a sound liberal arts curriculum, Hillsdale College has included basic courses preparing students for graduate study or entrance into professional schools. The student planning such specialized study should consult the advisor in his particular field of interest for an outline of required subjects and should also consult the catalog of the institution at which he intends to continue his studies. Though requirements are fairly uniform within a given field, they do vary somewhat among professional and graduate schools.

In some instances there may seem to be a conflict between the general liberal arts requirements of the freshman and sophomore years and the courses which must be completed in the preprofessional sequences. In such cases, appropriate adjustments may be made to permit the student to meet the requirements of the preprofessional area.

Combined Liberal Arts-Preprofessional Programs

Students who complete a three-year preprofessional program in medicine, allied health, law, engineering or dentistry at Hillsdale College may earn a baccalaureate degree from Hillsdale College after completion of the first year in the appropriate professional school. In order to qualify for this program, the student must complete the freshman and sophomore program and fulfill the requirements for a field of concentration at Hillsdale College. The junior courses for the field of concentration (and all special senior-year requirements) will be completed at Hillsdale, and professional school courses will be chosen in consultation with the appropriate department at Hillsdale to substitute for the senior-year course requirements.

Preprofessional Programs in Medicine

Allopathic and osteopathic schools of medicine recommend that candidates complete work for the liberal arts degree before applying for admission. Candidates should consult early with the professional 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 pre-professional advisor.

General Requirements:

FRESHMAN YEAR: CHM 101-102, General Chemistry I and II (8 hours); MTH 120-220, Differential and Integral Calculus (8 hours)*; BIO 201, Evolution and Biological Diversity (4 hours); and BIO 202, Molecular Genetics and Cellular Function (4 hours).

*Or MTH 112 and 113, Integrated Calculus followed by MTH 220 during sophomore year.

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 303, Comparative Vertebrate Anatomy (4 hours) or BIO 308, Human Anatomy and Physiology (4 hours).

JUNIOR AND SENIOR YEARS: CHM 452, Biochemistry (3 hours); CHM 453, Advanced Biochemistry, (3 hours); PSY 101, Introductory Psychology (3 hours); SOC 101, Understanding Society and Culture (3 hours); BIO 412, Mammalian Physiology (4 hours); BIO 360, Microbiology or BIO 302, Developmental Biology (4 hours); BIO 309, Genetics (3 hours); and BIO 413, Human Gross Anatomy (3 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 pro-

grams: 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 February 1 of their sophomore year at Hillsdale College. Students interested in the 3+ track in Pharmacy should apply no later than February 1 of their freshman year at Hillsdale College.

Preprofessional Program in Veterinary Medicine

It is generally recommended that candidates for schools of veterinary medicine complete work for the liberal arts degree before applying for admission. The requirements for admission to schools of veterinary medicine are very similar to the requirements for schools of medicine. Most programs additionally require BIO 340, Biostatistics, and BIO 320, Advanced Cell Biology. Other requirements vary among veterinary schools, so the student should develop a curriculum plan in consultation with the preprofessional advisor and with the schools to which the student intends to apply.

Preprofessional Program in Allied Health Sciences

The requirements for admission to the schools and colleges of optometry, pharmacy, physical therapy, nursing, medical technology, etc. vary. However, in all schools, emphasis is placed on mathematics, physics, chemistry and biology. Some schools require additional courses, such as psychology, social sciences, literature, philosophy and foreign language. The student should contact the school or college of his 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 agreements with both Palmer College of Chiropractic and Life University (Chiropractic). Students who have a 3.00 grade-point average and complete required prerequisite courses are given preference in admissions. Please contact the preprofessional advisor for more details.

Preprofessional Program in Environmental Sciences

Students interested in a career in the environmental sciences should gain expertise in one scientific field and the familiarity necessary to converse with scientists and engineers in other fields. Such students should pursue a major in either biology, chemistry or physics. A minor in one of the other two areas is desirable. The choice of major and minor field will depend upon an individual's interests and career goals.

Preprofessional Programs in Engineering

The following programs are implemented in consultation with the pre-engineering advisor at Hillsdale College:

TWO/TWO PROGRAM: An engineering curriculum that includes about two years of liberal arts courses, common to the various engineering areas. Two to three years of engineering studies follow, depending on the engineering specialty and the engineering school. The common liberal arts core generally includes humanities, social sciences, English, science and mathematics courses. Thus, one may study liberal arts courses at Hillsdale College for two years before taking junior and senior courses at any college or university with an engineering program. Some schools may require a few hours of additional courses in their first two years, such as computer drawing or FORTRAN programming, that Hillsdale does not offer. However, these courses may be taken after transferring to the engineering school. Thus, a standard engineering curriculum may consist of two years of liberal arts courses at Hillsdale College replacing the equivalent at the engineering school. After these courses are transferred to the engineering school, courses may be taken there to complete the engineering degree. The advantage of this is to be able to take the science, math and liberal arts courses at Hillsdale College. In all cases, the student should consult with

the Hillsdale College pre-engineering advisor and the school to which the transfer is planned to determine course selections. If a conflict between course requirements occurs, courses required by Hillsdale College will be replaced by those required by the engineering school.

THREE/TWO PROGRAM: Although the above two-year program leads to a standard engineering degree, a student may wish to stay at Hillsdale for three years. The Three/Two Program offers several advantages to students. They may further study liberal arts and sciences at Hillsdale and then receive credit toward a second degree from Hillsdale based on their engineering studies at an engineering school.

Specific Requirements for the Physics-Engineering Option:

The specific requirements for the three/two program with an emphasis in physics will consist of the following:

Freshman and sophomore core: 32 hours

Physics: 201, 202, 303, 304, 310, and 311; three of 410, 421, 451 or 460; one of 470, 471, 472, or 480. Total physics courses: 26 hours

Mathematics: 120 (or 113), 220, 320, 340. Total mathematics courses: 15 hours (or 14 hours)

Chemistry: 101, 102. Total chemistry courses: 8 hours

Hillsdale electives: 12 hours

Total Hillsdale requirements: 93 hours

It is expected that the students in this program will complete two years of physics-related studies at an accredited engineering school before receiving the Hillsdale degree.

Staying at Hillsdale College for a third year allows the student to be much better prepared in the subjects which are the basis for their desired engineering specialty: physics for most engineering areas, chemistry for chemical engineering, and biology for bioengineering. This also allows more time for the study of mathematics which is needed for all engineering areas. However, the Three/Two Program offers an advantage even beyond the extensive science and mathematics preparation: two undergraduate degrees based on three years of study at Hillsdale, combined with two years of engineering study. This program may be completed with coursework at the engineering school of the student's choice. Thus, one may replace the standard one-degree engineering program at any school with our combined liberal arts and engineering two-degree program. This requires approximately one extra year. This is possible for two reasons: First, the liberal arts courses taken at Hillsdale satisfy requirements at both schools. Second, the courses at the engineering school may be chosen to substitute for the senior year requirements for the Hillsdale College field of concentration. To facilitate arrangements for this program, the student should choose a Hillsdale College field of concentration program early, preferably in the freshman year. During the three years at Hillsdale, the freshman-sophomore year college requirements must be completed. Also the junior year field of concentration requirements and any special senior year requirements that may not be fulfilled at the engineering school must be taken at Hillsdale. The courses at the engineering school that are to satisfy the remaining senior year Hillsdale College field of concentration requirements should be determined in consultation with the pre-engineering advisor. This is best done while the student is still at Hillsdale College. These courses should be approved by the corresponding department chairman at Hillsdale College, with notification to the division dean, registrar and the pre-engineering advisor.

FOUR-YEAR GRADUATE SCHOOL PROGRAM: After successful completion of a four-year degree at Hillsdale College emphasizing science and mathematics, the graduate may apply to the engineering graduate school of choice. The graduate will then be well prepared for the corresponding graduate school studies. This is because the graduate work corresponds to engineering science. It does not depend on undergraduate engineering coursework but on science and math knowledge. Engineering graduate schools may provide a special course to introduce the science graduate to the science basics of the chosen engineering specialty. Completion of the master's or Ph.D. degree in this way leads to many professional employment opportunities.

Pre-Engineering Curriculum

FRESHMAN AND SOPHOMORE YEARS: University Physics (Physics 201 and 202), eight hours; Mathematics (120 or 113, 220, 320 and 400), 18 hours; Chemistry (101), four hours; Great Books (English 104 and 105), six hours; humanities, nine hours; social science (including economics) nine hours. Computer Programming (C), six hours; speech, three hours.

The above curriculum should be a strong basis for entry into any engineering program but should be adjusted to reflect specific requirements for the chosen area of study at the engineering school of choice. Some engineering fields require additional chemistry courses. Chemical engineering students would also take Chemistry 102. Students wishing to receive a degree from Hillsdale under one of the programs described above should add the college core requirements. Please refer to the Freshman and Sophomore Program course options and requirements on pages 17-18.

Prelaw Curriculum

Students pursuing an undergraduate curriculum in prelaw usually select a field of concentration in one of the following areas: history, political economy, economics, philosophy or English. The specific major which a prelaw student elects is not as significant as the nature of the study he undertakes. Courses which emphasize reading comprehension, verbal and written expression, critical understanding of human institutions and values and creative power in thinking should be elected.

The development of prelaw skills is not the monopoly of any one academic discipline. Courses in logic, mathematics, religion, accounting, finance, sociology, speech, statistics, psychology and theatre are recommended in addition to the fields of concentration mentioned above. A knowledge of accounting principles, basic economics and a course in financial management are strongly advised as preparation for most law schools.

Pre-Ministerial Curriculum

Students planning a career in ministry or biblical and theological studies are encouraged to choose a major and a minor in the humanities and/or social sciences or in Christian studies. Regardless of major, they should take the basic courses in such fields as history, philosophy, religion and literature. A familiarity with the methods, findings and philosophical foundations and implications of the sciences and social sciences is also highly desirable. The best preparation for seminary is a thorough and broad exposure to culture—ancient and modern—literature, the arts and the history of ideas. They also need to develop solid analytic abilities, facility in developing logically rigorous and sound arguments, and skills in written and oral expression. This is best accomplished by reading, studying, analyzing and creatively interacting with the literary and philosophical classics. It should also be mentioned that, along with the College chaplain, the Religion Department at Hillsdale has four faculty members with seminary degrees, each one of them ordained, and with a number of years of practical experience in Christian ministry. In addition, a Pre-Seminary Forum meets several times during the school year to provide information and resources to assist students in planning and preparing for professional ministerial education.



VAN ANDEL GRADUATE SCHOOL OF STATESMANSHIP

“What spectacle can be more edifying or more seasonable, than that of Liberty and Learning, each leaning on the other for their mutual and surest support?”

—JAMES MADISON



VAN ANDEL GRADUATE SCHOOL OF STATESMANSHIP

Dean and Professor: RONALD J. PESTRITTO

Professors: LARRY P. ARNN, MICKEY CRAIG, ROBERT EDEN, PAUL A. RAHE,
THOMAS G. WEST

Associate Professor: KEVIN PORTEUS

Assistant Professors: ADAM CARRINGTON, JOHN W. GRANT, KEVIN SLACK

The Hillsdale College Van Andel Graduate School of Statesmanship offers the Doctor of Philosophy in Politics and the Master of Arts in Politics. The principal aim of the Graduate School is to educate students in the language of American constitutionalism, and to place its graduates in positions of public service in politics, in journalism, in the academy, and elsewhere. This aim is grounded in the mission of the College, which seeks to perpetuate the civil and religious liberties of the United States by the “diffusion of sound learning” and the comprehension of the “American experiment of self-government under law.” The premise of the Graduate School is that American politics is best understood from the perspective of its first principles. Such an approach requires both a study of those principles as they were understood by America’s founders and an examination of the fate of those principles in the development of modern American political institutions and practice. The first principles of American politics are rooted in what Jefferson called the “elementary books of public right,” beginning with the classic works of the Western tradition. The program will start with these and continue, through the Moderns, to contemporary American political thought and politics.

Admissions Requirements

Admission to the Graduate School requires the completion of a bachelor’s degree from an accredited college or university. Applicants for admission are required to submit the following:

1. A completed application, which may be submitted online
2. Official transcripts from all institutions where undergraduate and graduate work has been undertaken
3. Official score report from the Graduate Record Examination, taken within the last five years
4. Three letters of recommendation
5. A sample of written work
6. A concise statement of interest
7. An application fee in an amount set by the College administration

Degree Requirements – Ph.D.

1. 72 credit hours
2. Minimum of 18 hours in each of the two tracks (Political Philosophy and American Politics)
3. Maximum of 12 hours in advanced undergraduate courses cross-listed for graduate credit (only courses designated at the 500 level)
4. POL 601-605, POL 621-625, POL 810
5. Completion of six hours of Doctoral Humanities Seminar (included in the 72-hour requirement)
6. Reading competence in two foreign languages, one classical and one modern
7. Successful completion of a doctoral qualifying exam (consisting of written and oral components), administered by the graduate faculty to determine students’ suitability for continuing in the program, taken during the third semester of full-time coursework or its credit equivalent
8. Successful completion of a doctoral comprehensive examination (consisting of written and oral components), to be administered upon the completion of all coursework, based upon a set of core texts (see below)
9. Successful completion and defense of a doctoral dissertation

Core Texts of the Graduate Program

- Plato, *Republic*
- Aristotle, *Nicomachean Ethics*; *Politics*
- Aquinas, *Summa Theologiae*, Treatise on Law
- Machiavelli, *The Prince*
- Hobbes, *Leviathan*
- Locke, *Second Treatise of Government*, *Letter Concerning Toleration*
- Rousseau, *Second Discourse*, *Social Contract*
- Kant, *Groundwork of the Metaphysics of Morals*
- Hegel, *Philosophy of History*; *Philosophy of Right*
- Marx, *Communist Manifesto*; Critique of Hegel's *Philosophy of Right*
- Nietzsche, *Use & Disadvantage of History*; *Beyond Good and Evil*
- U.S. Declaration of Independence
- U.S. Constitution
- *The Federalist*
- Essential writings of Alexander Hamilton, Thomas Jefferson, James Madison, George Washington
- Tocqueville, *Democracy in America*
- Lincoln-Douglas Debates
- Lincoln, Lyceum Speech; Temperance Address; Speech on the Kansas-Nebraska Act; Speech on the Dred Scott Decision; Cooper Institute Speech; House Divided Speech; First and Second Inaugural Addresses; Message to Congress of July 4, 1861; Gettysburg Address
- Progressive commentaries on American constitutionalism by Woodrow Wilson, John Dewey, Theodore Roosevelt, and Herbert Croly
- Franklin Roosevelt, Commonwealth Club Address; 1944 Annual Message
- Other writings on 20th and 21st century thought and politics in America, including institutions and policies, used in doctoral coursework during the student's time in the program

Degree Requirements – M.A.

1. 36 credit hours
2. Minimum of nine hours in each of the two tracks (Political Philosophy and American Politics)
3. Maximum of nine hours in advanced undergraduate courses cross-listed for graduate credit (only courses designated at the 500 level)
4. Completion and oral defense of an M.A. thesis, which counts as six credit hours toward the 36-hour requirement
5. For students in the doctoral program having passed the doctoral qualifying examination, the M.A. degree may be earned without the M.A. thesis, completing six hours of coursework in its place, for a total of 36 hours



Course Offerings—Political Philosophy

REQUIRED:

- 601 Plato** **3 hours**
Republic, Apology, and additional dialogue(s) selected by the instructor.
- 602 Aristotle** **3 hours**
Nicomachean Ethics, Politics.
- 603 Medieval Political Philosophy** **3 hours**
 Augustine, Aquinas, Alfarabi, Maimonides, Dante.
- 604 Early Modern Political Philosophy** **3 hours**
 Machiavelli, Hobbes, Locke, Rousseau, in addition to other thinkers at the discretion of the instructor, such as Montesquieu, Grotius, Pufendorf.
- 605 Late Modern Political Philosophy** **3 hours**
 Rousseau, Kant, Hegel, Marx, Nietzsche, in addition to other thinkers at the discretion of the instructor, such as Weber or Heidegger.

ELECTIVES:

- 701 The Natural Law** **3 hours**
 Cicero, Aquinas, Grotius, Pufendorf, Hooker.
- 702 Twentieth and Twenty-First Century Political Thought** **3 hours**
 Martin Heidegger, Leo Strauss, Richard Rorty, Allan Bloom, and selected postmoderns.
- 703 Politics and Religion** **3 hours**
 Augustine, Aquinas, Calvin, Luther, Spinoza, Hobbes, Rousseau, Nietzsche, and Leo Strauss.
- 720 Machiavelli** **3 hours**
 Works such as *The Prince*, the *Discourses on Livy*, and others selected by the instructor.
- 722 Xenophon** **3 hours**
 Works such as *Hiero*, *Memorabilia*, and *The Education of Cyrus*.
- 723 Thucydides** **3 hours**
 The period to be studied is that of the Peloponnesian War—the last third of the fifth century. The principal historical sources are Thucydides, Diodorus Siculus, Xenophon, and Plutarch.
- 724 Tocqueville** **3 hours**
 Texts may include *Democracy in America* and *The Old Regime and the Revolution*, focusing on the question of whether or not modern states can sustain social equality without succumbing to bureaucratic despotism.
- 725 Nietzsche** **3 hours**
 This course will focus on the emergence of late-modern political philosophy in the writings of Friedrich Nietzsche. Readings may include *Ecce Homo*, *Beyond Good and Evil*, and *Genealogy of Morals*.
- 726 Hobbes** **3 hours**
 A study of selected writings of one of the founders of modern political philosophy.
- 727-739 Specialized courses based upon the interest of instructors and students** **3 hours**
- 740 Independent Study in Political Philosophy** **3 hours**

Course Offerings— American Politics and Political Thought

REQUIRED:

621 **The American Founding** **3 hours**

Selected essays, speeches, and letters of leading founders, including (but not limited to) James Otis, Thomas Jefferson, James Madison, Alexander Hamilton, and George Washington. Public documents such as the Declaration of Independence, the Virginia Declaration of Rights, the U.S. Constitution, and the Northwest Ordinance. Sermons from the founding era.

622 **The Federalist** **3 hours**

An in-depth study of *The Federalist*, focusing on its understanding of republicanism.

623 **Nationalism and Sectionalism** **3 hours**

The challenges of slavery and sectionalism to the founders' principles, studied through such writers as John C. Calhoun, Abraham Lincoln, Stephen A. Douglas, Jefferson Davis, and Alexander Stephens. Course will also address Tocqueville's assessment of the American republic.

624 **American Progressivism** **3 hours**

The Progressive critique of American constitutionalism and its influence on politics in the twentieth century. Begins with the debates over Reconstruction, industrialization, and imperialism, then focuses on the works of Woodrow Wilson, John Dewey, Herbert Croly, Theodore Roosevelt, Frank Goodnow, Franklin Roosevelt, James Landis.

625 **The Modern American Regime** **3 hours**

An examination of the theory and practice of constitutional government in America today. Special emphasis is placed upon the relationship between contemporary American politics and the political science of the Constitution. Topics to be considered may include delegation of legislative power, the regulatory process, control of the bureaucracy, the federal budget, presidential leadership, war powers, and the role of the judiciary. Case studies in public policy issues and debates will be employed to illustrate contemporary issues in constitutional government.

ELECTIVES:

741 **The American Congress** **3 hours**

A study of the legislative power in the American regime. It focuses on the nature of the legislative power, and how that power was institutionalized in the Constitution. Emphasis is also placed upon the way the theory of the modern progressive administrative state has altered our conceptions of Congress and the legislative power, the implications of that change for Congress, and how that change is manifested in the delegation of legislative power to administrative agencies. The course also introduces the student to contemporary functions and procedures of Congress.

742 **The American Presidency** **3 hours**

An intensive study of the American presidency. It seeks to understand the structure and function of executive power in the American constitutional order. It will begin with the place of the President in the constitutionalism of the Founding Fathers, and then examine how that role has been altered by the modern progressive administrative state, along with the implications of that alteration for constitutional government. Consideration will also be given to the President's role in war and foreign affairs.

743 **Constitutional Law I** **3 hours**

Significant court cases and other writings from the founding to the present day regarding federalism, separation of powers, delegation of power, judicial review and the scope of judicial power. Course may be taught topically or historically.

744 **Constitutional Law II** **3 hours**

Significant court cases and other writings from the founding to the present on civil rights and liberties, especially religious liberty and freedom of speech. Course may be taught topically or historically.

745 **Administrative Law** **3 hours**

A study of the way in which regulatory agencies make national policy and the legal structure of agency policymaking. Readings will include federal court cases and will examine the constitutional legitimacy of the regulatory state.

746 Parties and Elections**3 hours**

An examination of the party and electoral systems in America from both an historical and contemporary perspective. Begins with an overview of the role of elections in a constitutional republic, and then traces the development of American political parties from the founding period to the present day. Examines the role played by political parties in shaping our constitutional order, and addresses the manner in which recent elections and the contemporary operation of parties affects the character of American politics.

751 Statesmanship of Abraham Lincoln**3 hours**

This course focuses on the political thought and actions of Abraham Lincoln and his contemporaries, including Stephen Douglas, John C. Calhoun and Roger Taney, and the political controversies of the antebellum and Civil War periods.

752 Liberalism and New Progressivism**3 hours**

Readings from the most influential statesmen and thinkers of the twentieth century, including Franklin Roosevelt, James Landis, Lyndon Johnson, John Rawls, Ronald Dworkin, Ronald Reagan, Russell Kirk, Harry V. Jaffa.

753 American Foreign Policy**3 hours**

Beginning with the Declaration of Independence, U. S. statesmen have publicly explained and defended the principles and practices of their foreign policies. Through the study of original-source documents, students will trace the course of these policies as America moved from relative weakness to great strength in the world.

754 American Geopolitics**3 hours**

By 1890, the United States had established itself as a major power; at the same time, technological advances enabled modern regimes to project military and political power more extensively and more rapidly than ever before. This course addresses the thought of American strategists who considered this new set of conditions: Mahan, Mackinder, and Spykman in the first half of the twentieth century; Fukuyama, Huntington and others in subsequent decades.

760-779 Specialized courses based upon the interest of instructors and students.**3 hours****780 Independent Study in American Politics****3 hours**

OTHER COURSEWORK:**801 Doctoral Humanities Seminar I: Antiquity** **2 hours**

Two credit hours, year-long. Focuses on the major works from antiquity in the formation of the West, and is taught from the perspective of a variety of liberal arts disciplines.

802 Doctoral Humanities Seminar II: Middle Ages **2 hours**

Two credit hours, year-long. Focuses on the major works from the middle ages in the formation of the West, and is taught from the perspective of a variety of liberal arts disciplines.

803 Doctoral Humanities Seminar III: Modernity **2 hours**

Two credit hours, year-long. Focuses on the major works from modernity in the formation of the West, and is taught from the perspective of a variety of liberal arts disciplines.

804 Independent Study **3 hours****805 Intensive Greek for Graduate Students** **3-9 hours**

Offered during occasional summers to prepare graduate students for reading competence in Greek. Credit hours do not count toward the credit requirements for graduate degrees.

806 Intensive Latin for Graduate Students **3-9 hours**

Offered during occasional summers to prepare graduate students for reading competence in Latin. Credit hours do not count toward the credit requirements for graduate degrees.

810 Studies in Statesmanship **3 hours**

This course takes as its subject the work of a particular statesman or of a group of statesmen in a particular period. Topics will vary considerably, and the reading will vary accordingly. Subjects that might be addressed include but are not in principle limited to the following: the Persian Wars; the Peloponnesian War; Cicero's struggle to save the Roman Republic; Augustus' establishment of the Roman Principate; the Glorious Revolution, its defense during the War of the League of Augsburg and the War of the Spanish Succession, and the Hanoverian Succession; the American Constitutional Convention; the career of George Washington; Alexander Hamilton and Thomas Jefferson as rival statesmen; the statesmanship of James Madison; Napoleon as statesman and tyrant; Metternich and the Congress of Vienna; the statesmanship of Otto von Bismarck; the origins of the First World War; World War I, the Congress of Versailles, and the Aftermath; Adolf Hitler as statesman and tyrant; Josef Stalin as statesman and tyrant; the origins of World War II; World War II and the postwar settlement; the statesmanship of Charles de Gaulle; the statesmanship of Winston Churchill; and the Cold War.

821 Churchill **3 hours**

An examination of the principles and practice of statesmanship, focused on the writings and actions of Sir Winston Churchill. The course aims to discover what a statesman is, what sort of statesman Churchill was, and what is the place of and need for a statesman in a popularly governed nation.

831 Teacher-Scholar Apprenticeship I **1 hour**

For doctoral students with interest in teaching at the college level, this course—in conjunction with POL 832—may be taken instead of the third year of the Doctoral Humanities Seminar. Enrolled students will work individually with a member of the graduate faculty on developing some of the essential skills for a career in college-level teaching and scholarship. Like an independent study, the particular requirements and contact hours of each apprenticeship will be agreed upon by the individual student and faculty member, put in writing, and approved by the graduate dean prior to the beginning of the semester in which the apprenticeship is to take place. Requirements may include, but are not limited to: observing the professor as he/she teaches class, drafting sample syllabi and other course material, preparing and delivery mock classes, research (not to exceed 5 hours per week) and co-authorship for scholarly work.

832 Teacher-Scholar Apprenticeship II **1 hour**

As with POL 831, above, though normally taken with a different member of the graduate faculty.

850 Master's Thesis **6 hours****860 Doctoral Readings** **0 hours**

For the doctoral student needing additional time to prepare for language-competence examinations or comprehensive examinations, or to complete the dissertation. Registration for this course indicates that the student is involved in full-time studies and is working toward the satisfaction of one of the non-coursework requirements. Registration for this course requires the approval of the Graduate Dean, and at the end of it the student must give evidence that progress has been made toward the completion of a program requirement. Students may register for this course a maximum of four times.

870 Dissertation Research I**3 hours**

For the doctoral student who has completed coursework requirements, foreign language requirements, and has passed the comprehensive examination.

880 Dissertation Research II**3 hours**

For the doctoral student who has completed an approved dissertation proposal.

The Graduate School is governed by the Graduate Dean and the Graduate Committee, which exercise jurisdiction over the curriculum and academic policies of the graduate program. All policies of the graduate program are detailed in the Graduate Handbook, available online or through the Graduate Dean's office. These policies may differ in important ways from the undergraduate regulations contained in this catalog, so graduate students should be sure to consult the Handbook.



COLLEGE PERSONNEL

“The college best known as ‘the school that doesn’t take government money’... Hillsdale is famous after all as the little college that fights for rightness and independence.”

—THE DETROIT NEWS



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Assistant Director of Southeast Recruitment.....	Aubrie Lupo
Assistant Director of Illinois and West Michigan Recruitment	Anna Saewert
Assistant Director of Northeast Recruitment	Kelly Scott
Assistant Director of Indiana and Ohio Recruitment	Aaron Tracey
Admissions Counselor.....	Leah Reed
Admissions Counselor.....	Katherine Vael

Athletic Department

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Assistant Athletic Director/Head Women's Volleyball Coach.....	Christopher Gravel
Sports Information Director and Assistant Athletic Director for Media Relations and Event Management.....	Brad Monastiere
Director of External Relations for Athletics.....	Jeffrey Lantis
Director of Recreational Sports and Athletic Facilities.....	Brad Kocher

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Manager of Rockwell Lake Lodge.....	LuAnn Nevins-Trombly

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College Physician's Assistant.....	Andrew Scholl
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Assistant Headmaster/Athletic Director.....	Michael Roberts
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Upper School Literature Division.....	Ellen M. Condict
Upper School Science Division	Christopher Heckel
Upper School Science Division	Michael Nikkila
Upper School Humanities Division.....	Andrew Holm
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Upper and Lower School Art.....	Jennifer Lehman
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First- and Second-Grade Teacher	Carin Harner
Third- and Fourth-Grade Teacher	Charyl Sanford
Fifth- and Sixth-Grade Teacher.....	Karen Somerville
Seventh-Grade Teacher	Brent Falke
Eighth-Grade Teacher.....	Julie Budd
Lower School French Teacher.....	Christina Pongracic

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Institutional Advancement Associate.....	Patrick Krueger
Institutional Advancement Associate.....	Matthew Johnson
Institutional Advancement Associate.....	Geneva Oster

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Assistant Director.....	Craig Kreinbihl
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Research Assistant to the President	Soren Geiger

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Associate Dean of Men.....	Jeffery Rogers
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Director of Career Services.....	Joanna Wiseley
Assistant Director of Career Services	John Quint
Director of Student Activities	Anthony Manno
Chaplain	Peter Beckwith
Academic Counselor	Christy Maier



COLLEGE FACULTY

“May earth be better and heaven be richer because of the life and labor of Hillsdale College.”

—PRAYER WRITTEN INSIDE THE BIBLE PLACED
IN THE CENTRAL HALL CORNERSTONE, 1853



THE FACULTY

LARRY P. ARNN, *President and Professor of History and Politics*. 2000. B.A., Arkansas State University, 1974; M.A., Claremont Graduate School, 1976; Ph.D., 1985; director of research for Martin Gilbert, Merton College, Oxford, 1977-80; editor, Public Research, Syndicated, 1980-85; president, The Claremont Institute, 1985-2000; founding chairman, California Civil Rights Initiative, 1996; director, Henry Salvatori Center of Claremont McKenna College, the Heritage Foundation, the Center for Individual Rights, The Claremont Institute; member, Mont Pelerin Society, International Churchill Society, Philanthropy Roundtable.

Emeriti

THOMAS J. CARSTENS, *Professor Emeritus of Business and Marketing*. B.S., College of the Holy Cross, 1955; J.D., University of Michigan, 1958; M.S., Massachusetts Institute of Technology, 1966; president and chief executive officer of an industrial service company, 1980-86. Appointed 1987. Emeritus status granted 1997.

MARCUS J. COUSINO, *Professor Emeritus of Spanish*. A.B., University of Toledo, 1962; M.A., Universidad de las Américas, México D.F., 1966; M.S., Ph.D., Universidad de Sevilla, España, 1979. Appointed 1966. Emeritus status granted 1997.

KAY J. COSGROVE, *Professor Emerita of English*. A.B., Western Michigan University, 1958; M.A., University of Washington, 1962; instructor, Jackson Community College, 1963-67. Appointed 1967. Emerita status granted 1998.

CHARLES E. DAVIES JR., *Professor Emeritus of Business*. B.A., Gettysburg College; M.Div., Drew University; M.Ed., Temple University; Ed.D., Nova University; Methodist clergyman, 1956-69; administrator, public education system, 1969-77; executive, Healthcare Computer Systems, 1977-90. Appointed 1990. Emeritus status granted 2011.

DONALD ERNST, *Professor Emeritus of Psychology*. B.S., University of Missouri-Rolla, 1983; M.A., University of Pennsylvania, 1985; Ph.D., 1990; undergraduate research supervisor, University of Pennsylvania, 1986-89; instructor, University of Pennsylvania, 1985-90. Appointed 1990. Emeritus status granted 2008.

FEBEST. FACEY, *Professor Emerita of Accounting*. B.S.C., University of San Carlos, Philippines, 1954; CPA, Philippines, 1955; M.B.A., Stanford University, 1957; Ph.D., New York University, 1964; assistant professor, St. John's University, 1964-68; management consultant, Liggett & Myers Co., Philippines, 1968-70; assistant professor, St. John's University, 1970-73; visiting professor, Columbia Graduate School of Business, NYC, 1972; consultant, AOC International, 1984-86. Appointed 1973. Emerita status granted 1994.

ARLAN K. GILBERT, *Professor Emeritus of History*. A.B., Susquehanna University, 1955; M.A., University of Delaware, 1957; honorary Ph.D., Hillsdale College, 1994. Appointed 1960. Emeritus status granted 1998.

DONALD B. HECKENLIVELY, *Professor Emeritus of Biology*. B.A., University of Denver, 1963; M.S., New Mexico State University, 1965; Ph.D., University of Michigan, 1974; teaching fellow, University of Michigan, 1965-71; research associate, University of Colorado Medical Center, 1966; visiting associate professor of physiology, Michigan State University, 1981. Appointed 1971. Emeritus status granted 2003.

LORNA HOLMES, *Professor Emerita of Classics*. B.A., University of Washington, 1977; M.A., University of California, Santa Barbara, 1981; Ph.D., Harvard University, 1990; instructor, Harvard University, 1987-88; visiting assistant professor, University of Michigan, 1991-92. Appointed 1988. Emerita status granted 2013.

JAMES G. JUROE, *Professor Emeritus of English*. A.B., Wayne State University, 1959; M.S., 1965; Ph.D., University of Nebraska, 1971; instructor, Wayne State University, 1968-69. Appointed 1965. Emeritus status granted 2001.

ELLEN R. JUSTICE-TEMPLETON, *Professor Emerita of French*. A.B., Hillsdale College, 1971; M.A., University of Michigan, 1972; Ph.D., 1980. Appointed 1972. Emerita status granted 2015.

PAULA A. LUCAS, *Professor Emeritus of Physics*. B.A., Hope College, 1963; M.S., University of Illinois, 1965; Ph.D., Johns Hopkins University, 1976; assistant professor of physics, Heidelberg College, 1968-71; assistant professor of mathematics, 1973-75; assistant professor of physics, 1975-77. Appointed 1977. Emeritus status granted 2006.

WILL MORRISEY, *Professor Emeritus of Politics*. Kenyon College; Ph.D., New School University, 2002; assistant editor, *Interpretation: A Journal of Political Philosophy*, 1979-present; consultant, The Jersey Shore Partnership, 1994-00; executive director, Monmouth County Historical Commission, 1996-00; teaching assistant, New School University, 1998-99. Appointed 2000. Emeritus status granted 2015.

TED F. PLATT, *Professor Emeritus of Biology*. B.S., Michigan State University, 1959; M.A., University of Michigan, 1964; secondary school science teacher, 1959-63; AICUM Kellogg Fellow, Western Michigan University, 1971-72; Embryo Culture Systems, Chapel Hill, North Carolina, 1982. Appointed 1964. Emeritus status granted 1995.

JOHN H. REINOEHL, *Professor Emeritus of Mathematics and Computer Science*. B.S., Michigan State University, 1969; Ph.D., University of California Berkeley, 1975; instructor, University of New Orleans, 1977-82. Appointed 1982. Emeritus status granted 2014.

ROBERT V. V. RICE JR., *Professor Emeritus of English*. A.B., University of Michigan, 1960; M.A., 1961; Ph.D., 1969; instructor, University of Missouri, 1961-63; instructor, Defiance College, 1963-65. Appointed 1970. Emeritus status granted 1994.

PAUL J. SPICUZZA, *Professor Emeritus of Music*. B.Mus., University of Michigan, 1964; M.Mus., 1966; D.A., Ball State University, 1980; instructor and assistant professor, Taylor University, 1966-71; teaching fellow, Ball State University, 1971-74; assistant professor, Houghton College, 1975-77. Appointed 1977. Emeritus status granted 2002.

DANIEL J. SUNDAHL, *Professor Emeritus of English*. B.A., Gustavus Adolphus College and Northern Arizona University, 1973; M.A., University of Utah, 1977; Ph.D., 1982; assistant professor, College of the Ozarks, 1979-83. Director of the Hillsdale College program in American Studies. Appointed 1983. Emeritus status granted 2015.

MARJORIE H. SUTTON, *Professor Emerita of Education*. B.S., Miami University, 1944; M.A., Ball State University, 1963; Ph.D., 1967; public school teacher, 1944-48 and 1957-64; supervisor of practice teaching, Ball State University, 1962-64; teaching fellow in psychology, Ball State University, 1964-65. Appointed 1965. Emerita status granted 2004.

RICHARDE E. TEMPLETON, *Professor Emeritus of English*. A.B., Western Michigan University, 1966; M.A., University of Michigan, 1967; Ph.D., 1973. Appointed 1967. Emeritus status granted 1997.

ELDRED A. THIERSTEIN, *Professor Emeritus of Music*. A.B., Bethel College, 1958; M.M.E., Indiana University, 1963; Ph.D., University of Cincinnati, 1974; instructor, Kentucky State University, 1972-77. Appointed 1978. Emeritus status granted 2000.

DONALD R. TOCZEK, *Professor Emeritus of Biology*. B.S., Purdue University, 1961; M.S., North Dakota State University, 1963; Ph.D., 1967. Appointed 1967. Emeritus status granted 2005.

MARK J. WATSON, *Professor Emeritus of Mathematics*. B.S., Michigan State University, 1966; M.S., 1967. Appointed 1967. Emeritus status granted 2007.

JOHN WILLSON, *Professor Emeritus of History*. B.A., Hobart College, 1962; M.A., University of Wyoming, 1964; Ph.D., Syracuse University, 1969; instructor, assistant professor, associate professor, St. Louis University, 1967-75. Appointed 1975. Emeritus status granted 2005.

REINHARDT R. ZELLER, *Professor Emeritus of Computer Science*. B.A., Miami University, 1970; M.A., 1971; M.S., Oklahoma State University, 1978; Ph.D., Kent State University, 1994; instructor, Bowling Green State University, 1972-75; teaching and research assistant, Oklahoma State University, 1975-80; research statistician and scientific programmer, Alliance Research Center, Babcock and Wilcox Company, Alliance, Ohio, 1980-85; instructor, American Society for Quality Control, 1985-86; instructor, Mount Union College, 1986; teaching assistant, Oklahoma State University, 1986-87; teaching and research assistant, Kent State University, 1988-90; research assistant, Liquid Crystal Institute, Kent, Ohio, 1990-93. Appointed 1992. Emeritus status granted 2015.

PROFESSORS

GEORGE W. ANGELL, *Chairman, Department of Theatre and Speech; Director and Professor of Theatre*, 1984. B.A., Tufts University, 1973; M.F.A., University of Massachusetts, 1981; lecturer, University of Massachusetts, 1977-80; instructor, Walnut Hill School, 1981-82. Co-founder and theatre program director, Windhover Foundation for the Arts, 1985-08.

LEE ANN FISHER BARON, *Vincent and Anneliese Savona Professor of Natural Sciences and Professor of Chemistry*, 1989. B.A., Wittenberg University, 1977; M.S., University of Michigan, 1979; Ph.D., 1984; lecturer, University of Michigan, 1984-86; post-doctoral fellowship, University of Michigan, 1986-88; assistant professor of chemistry, Adrian College, 1988.

MICHAEL E. BAUMAN, *Director of Christian Studies and Professor of Theology and Culture*, 1988. B.A., Trinity College, 1977; M.A., McCormick Seminary, 1979; Ph.D., Fordham University, 1983; adjunct associate professor, Fordham University, 1982-83; assistant professor, Northeastern Bible College, 1983-88; chairman, division of general education, 1986-87; lecturer, Regional Seminary of the Northeast, 1985-87; associate dean of the summer school, lecturer in Renaissance literature and theology, Centre for Medieval and Renaissance Studies, Oxford, 1989-97.

BRADLEY J. BIRZER, *Russell Amos Kirk Chair in American Studies and Professor of History*, 1999. B.A., University of Notre Dame, 1990; M.A., Utah State University, 1992; Ph.D., Indiana University, 1998; adjunct lecturer, St. Francis College, 1995-96; assistant editor, *OAH Magazine of History*, 1994-97; associate editor, *Montana: The Magazine of Western History*, 1997-98; adjunct lecturer, Carroll College, 1998; visiting assistant professor, University of Texas-San Antonio, 1998-99.

ROBERT W. BLACKSTOCK, *Professor of Law*, 1977. B.S., Lake Superior State College, 1974; J.D., Ohio Northern University, 1977; executive director of Gift and Estate Planning, Hillsdale College, 1983-93; vice president of Admissions, Hillsdale College, 1993-96; provost, Hillsdale College, 1996-2010; acting president, Hillsdale College, 1999-00; secretary to the board, Michigan Higher Education Authority, 1996-00; member, State Bar of Michigan, Hillsdale Bar Association.

PETER C. BLUM, *Director of Sociology and Social Thought, Professor of Philosophy and Culture*, 1992. B.A., Goshen College, 1984; M.A. in philosophy, University of Notre Dame, 1988; Ph.D. in sociology, 1993; adjunct instructor in sociology, Indiana University, 1992; adjunct instructor in philosophy, Indiana University at South Bend, 1988; adjunct professor of sociology, Spring Arbor University, 1998-01.

JAMES M. BRANDON, *Professor of Theatre and Speech*, 1998. B.A., Eureka College, 1994; M.A., Bowling Green State University, 1995; Ph.D., 2000; instructor, Bowling Green State University, 1994-98; instructor, Terra Community College, 1996; instructor, Adrian College, 1997-99; editor, *The Michigan Association of Speech Journal*, 1999-02; chairman of the Theatre Division of the National Communication Association, 2002-03; editorial board member, *Baylor Journal of Theatre and Performance*, 2004-present.

DON W. BRUBACHER, *Athletic Director and Professor of Sport Studies*, 2008. B.A., Tabor College, 1975; M.S., Emporia State University, 1980; Tabor College employment: head women's basketball coach, 1976-78; head men's basketball coach, 1978-95, 1999-07; head men's soccer coach, 1976-84, 1987-88; physical education instructor, 1977-94, 1998-08; athletic director, 1999-08.

THOMAS J. BURKE, *Dean of Humanities, William and Berniece Grewcock Chair in the Humanities, and Chairman and Professor of Philosophy and Religion*, 1979. B.A., Baylor University, 1965; M.Div., Trinity Evangelical Divinity School, 1969; M.A., Michigan State University, 1983; Ph.D., Northwestern University, 1978; Ph.D., Michigan State University, 1989.

CHRISTOPHER S. BUSCH, *Professor of English*, 1991. B.A., University of San Diego, 1983; M.A., 1985; Ph.D., University of Notre Dame, 1993; instructor's credential, 1985; teaching credential, University of San Diego, 1986; lecturer, University of San Diego, 1985-86, 1990-91; teaching assistant, University of Notre Dame, 1986-90; academic leave of absence, 2002-04; headmaster, Marshall Academy, 2002-04.

THOMAS H. CONNER, *William P. Harris Chair in Military History and Professor of History*, 1983. B.A., Elizabethtown College, 1972; M.A., University of North Carolina, 1974; Ph.D., 1983; instructor, North Carolina State University, 1982-83; instructor, University of North Carolina, 1983.

RANESSA L. COOPER, *Board of Women Commissioners Chair in Botany, Professor of Biology and Director of Slayton Arboretum*, 2002. B.S., B.A., Truman State University, 1997; Ph.D., University of Alberta, 2001; teaching assistant, University of Alberta, 1997-01; assistant professor, University of Tennessee at Martin, 2001-02.

MICKEY CRAIG, *William and Berniece Grewcock Professor of Politics and Chairman and Professor of Politics*, 1986. B.A., Arkansas State University, 1977; M.A., Claremont Graduate School, 1982; Ph.D., 1986.

ROBERT EDEN, *Professor of Politics*, 1987. B.A., University of California Berkeley, 1966; graduate study, University of Chicago, 1968; Ph.D., Harvard University, 1974; lecturer, University of California Berkeley, 1967-68; visiting assistant professor, McGill University, 1974-75; associate professor, Dalhousie University, 1975-87.

JON M. FENNELL, *Dean of Social Sciences, Director and Professor of Teacher Education*, 2005. B.A., M.A., University of California, Davis; Ph.D., University of Illinois, Urbana; adjunct instructor, Boise State University, 1979, 1981-84; assistant professor, Hillsdale College, 1993-95; adjunct instructor, North Central College, 2001.

BURTON W. FOLSOM JR., *Charles F. Kline Chair in History and Management and Professor of History*, 2003. B.A., Indiana University, 1970; M.A., University of Nebraska, 1973; Ph.D., University of Pittsburgh, 1976; professor, Murray State University, 1976-94; senior fellow, Mackinac Center for Public Policy, 1994-99; historian in residence, Center for the American Idea, 1999-03.

RICHARD M. GAMBLE, *Anna Margaret Ross Alexander Chair in History and Political Science, Director of Honors Program, and Professor of History*, 2006. B.S., Bob Jones University, 1984; M.Ed., 1986; Ph.D., University of South Carolina, 1992; assistant professor, Palm Beach Atlantic University, 1994-04; associate professor, 2004-06.

JOSEPH GARNJOBST, *Chairman and Professor of Classics*, 1997. B.A., Grinnell College, 1988; Ph.D., University of California, Santa Barbara, 2006; teaching assistant and instructor, University of Cincinnati, 1991-93; teaching assistant, University of California, Santa Barbara, 1993-96.

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KENNETH G. HAYES, *Chairman and Professor of Physics*, 1989. B.S., University of California, Davis, 1975; Ph.D., Stanford University, 1980; scientific associate, EP Division, CERN, 1981-83; research associate and staff scientist, Stanford Linear Accelerator Center, 1983-89.

JAMES A. HOLLEMAN, *Chairman and Professor of Music, Choirs and Orchestra*, 1997. B.M., Michigan State University, 1986; M.Mus., 1989; music director-conductor, Michigan State University School of Music Opera Productions, 1987-89; assistant conductor/production manager, Jackson Symphony Orchestra, 1988-94; instructor of music history, music appreciation and choral music, Michigan School of the Arts, Jackson Community College, 1989-94; conductor, music director/conductor, Jackson Chorale, 1990-1999; music director/conductor, Jackson Youth Symphony Orchestra, 1992-present; MSBOA Festival conducting adjudicator.

DAVID C. HOUGHTON, *Professor of Biology and Director, G.H. Gordon Biological Station*, 2005. B.S., University of Wisconsin—Stevens Point, 1994; M.S., University of North Texas, 1997; Ph.D., University of Minnesota, 2002; assistant professor, School of Sciences, Lynchburg College, 2002-05.

BRUCE E. IKAWA, *Brouwer D. and Jane E. McIntyre Chair in Business Administration and Professor of Accounting*, 1999. Waseda University, Tokyo, Japan, 1972-73; B.A., Wabash College, 1974; M.M., Northwestern University, 1976; Ph.D., University of Michigan, 1989; assistant professor, University of Pittsburgh-Johnstown, 1978-81; teaching and research assistant, University of Michigan, 1981-88; assistant professor, University of Illinois-Chicago, 1989-90; assistant professor, Loyola Marymount University, 1990-95; adjunct professor, Pepperdine University, 1995-96; associate professor, LaSierra University, 1996-99.

DAVID A. JONES, *Edward Reid Chair in Classics and Professor of Classics*, 1994. B.A., Kent State University, 1973; M.A., University of California, Santa Barbara, 1989; Ph.D., 1994; teaching assistant, 1986-91; teaching associate, 1991-93; lecturer, 1993-94.

MICHAEL M. JORDAN, *Professor of English*, 1991. B.A., Bryan College, 1977; M.A., International College, 1982; Ph.D., University of Georgia, 1989; preparatory school teacher, the Webb School, 1982-83; teaching assistant, University of Georgia, 1983-88; instructor, University of Georgia, 1988-91.

MARK A. KALTHOFF, *Henry Salvatori Chair in History and Traditional Values, Chairman and Professor of History*, 1989. B.S., Hillsdale College, 1984; M.A., Indiana University, 1987; Ph.D., Indiana University, 1998.

KIRSTIN KILEDAL, *Director and Professor of Speech*, 2001. B.S., Hillsdale College, 1987; M.A., Ball State University, 1988; Ph.D., Pennsylvania State University, 1995; instructor and presenter, Pennsylvania State University, 1989-95; instructor, presenter and debate coach, Henry Ford Community College, 1993-01.

MELISSA GERBER KNECHT, *Professor of Music*, 1997. B.M. with high distinction, University of Michigan, 1976; M.M., Indiana University, 1979; Ph.D., University of Michigan, 1992; adjunct professor, University of Toledo, Siena Heights University, Hillsdale College, 1992-97; Director of Education and Outreach, Toledo Symphony, 1999-02; principal viola, Spoleto Festival of the Two Worlds, 1979; assistant principal viola, The Florida Orchestra, 1979-83; violin/viola section: Philharmonia de Caracas, 1981, American Chamber Orchestra, 1983-86, Concertante de Chicago, 1986, Toledo Symphony, 1992-01.

SAMUEL J. KNECHT, *Professor of Art*, 1973. B.F.A., Michigan State University, 1971; M.F.A., University of Michigan, 1976; instructor, Kendall School of Design, 1972-73; visiting assistant professor, University of Michigan academic program in Florence, Italy, 1985; adjunct professor of art, University of Michigan, 2002-04; awards in international competitions, American Society of Portrait Artists, 2001-02; awards in members-only competition, Portrait Society of America, 2008-09.

ROBERT R. MILLER JR., *Professor of Biology*, 1997. B.S., Elmhurst College, 1975; M.S., Illinois State University, 1977; Ph.D., University of Iowa, 1989; visiting assistant professor of biology, Knox College, 1989-91; post-doctoral fellowship, National Institutes of Health, 1991-92; assistant professor of biology, Grand View College, 1992-94; associate professor of biology, 1994-97.

MARIE-CLAIRE MORELLEC, *Chairwoman and Professor of French*, 1995. B.A., College of Saint Catherine, 1980; M.A.T., Portland State University, 1986; Ph.D., University of Oregon, 1994; teacher, Institution Saint-Joseph, Plestin-les-Grèves, France, 1972; teaching assistant, College of Saint Catherine, 1973-74, 1979-80; graduate assistant/instructor, Portland State University, 1985-87; graduate teaching fellow, University of Oregon, 1986-89, 1992-93; instructor, Oregon State University, 1994; graduate teaching fellow/instructor, University of Oregon, 1994.

PAUL MORENO, *William and Berniece Grewcock Chair in Constitutional History and Professor of History*, 1999. B.A., State University of New York, Albany, 1987; M.A., 1988; Ph.D., University of Maryland at College Park, 1994; graduate teaching assistant, SUNY, Albany, 1987-88; graduate teaching assistant, University of Maryland at College Park, 1989-94; assistant professor, St. Thomas Aquinas College, 1994-98; editor-in-chief, *The Massachusetts News*, 1998-99; John M. Olin Junior Faculty Fellow, 2001-02; Fellow, James Madison Program in American Ideals and Institutions, Princeton University, 2005-06; visiting professor, University of Paris School of Law, 2009.

MARK A. NUSSBAUM, *Joseph H. Moss Chair in Chemistry in Honor of Margaret Thatcher and Chairman and Professor of Chemistry*, 2001. B.A., Taylor University, 1982; Ph.D., University of Illinois, 1987; assistant professor of chemistry, Ripon College, 1987-91; senior analytical chemist/research, scientist, Eli Lilly & Co., 1991-01.

DAVID PAAS, *Ralph and Winifred Rosecrance Chair in Business, Chairman of Economics and Business Administration and Professor of Business Law*, 1993. B.A., University of Nebraska, 1971; M.A., University of Nebraska, 1974; J.D., 1977; Ph.D., 1982; associate, Qualley, Larson and Jones, Omaha, Nebraska, 1977-79; private law practice, 1979-87; assistant professor, University of Nebraska at Omaha, 1979-87; associate professor, Texas Woman's University, 1987-93.

RONALD J. PESTRITTO, *Graduate Dean, Charles and Lucia Shipley Chair in the American Constitution and Professor of Politics*, 2006. B.A., Claremont McKenna College, 1990; M.A., Claremont Graduate University, 1992; Ph.D., 1996; assistant professor, Saint Vincent College, 1997-99; University of Dallas, 1999-02; associate professor, 2002-06.

JAMES J. PETERS, *Professor of Physics*, 1971. B.S., Indiana Institute of Technology, 1963; M.S., University of Detroit, 1965; Ph.D., University of Illinois, 1971; teaching assistant, University of Detroit, 1963-65; research assistant, University of Illinois, 1965-70; assistant professor, Tri-State University, 1970-71.

IVAN PONGRACIC JR., *William E. Hibbs/Ludwig von Mises Chair of Economics and Professor of Economics*, 2000. B.S., Purdue University, 1992; M.A., George Mason University, 1996; Ph.D., 2004; instructor, George Mason University, 1996-98; instructor, Indiana Wesleyan University, 1998-00.

SANDRA J. PUVOGEL, *Chairwoman and Professor of Spanish*, 1987. B.S., Central Michigan University, 1976; M.A., Michigan State University, 1978; Ph.D., 1986; lecturer, University of Michigan, 1982-86; part-time instructor, Eastern Michigan University, 1986-87; Michigan State University, 1987.

PAUL A. RAHE, *Charles O. Lee and Louise K. Lee Chair in the Western Heritage and Professor of History*, 2007. B.A. Yale University, 1971; B.A. University of Oxford, 1974; Ph.D., Yale University, 1977; instructor, Yale University, 1976-77; assistant professor, Cornell University, 1977-80; assistant professor, Franklin and Marshall College, 1981-83; assistant professor, The University of Tulsa, 1983-91; associate professor, The University of Tulsa, 1991-94; professor, The University of Tulsa, 1994-07; Jay P. Walker Professor of American History, The University of Tulsa, 1994; visiting professor, Yale University, 1996-97.

DAVID P. RAWSON, *Distinguished Visiting Professor of Politics*, 1999. B.A., Malone College, 1962; M.A., American University, 1964; Ph.D., 1966; assistant professor, Malone College, 1965-71; U.S. Department of State, 1971-99; Fellow, Woodrow Wilson School, Princeton University, 1988-1989; Fellow, Center for the Study of Foreign Affairs, Washington, D.C., 1991-1992; U.S. Ambassador to Rwanda, 1993-1996; U.S. Ambassador to Mali, 1996-1999.

MARIA A. REBBERT, *Professor of French*, 1984. B.A., Georgetown University, 1975; M.A., Catholic University, 1977; Ph.D., 1983; assistant professor, University of Wyoming, 1983-84.

STEPHEN SMITH, *Dean of Faculty, Temple Family Chair in English Literature and Chairman and Professor of English*, 2001. B.A., University of Notre Dame, 1994; M.A., University of Dallas, 1999; Ph.D., 2001; adjunct instructor, University of Dallas, 1997-2000; assistant director of the Center for Thomas More Studies, University of Dallas, 2001.

JOHN N. SOMERVILLE JR., *Barbara Longway Briggs Chair in English Literature and Professor of English*, 1991. B.A., Covenant College, 1976; M.A., Appalachian State University, 1981; Ph.D., University of North Carolina, Chapel Hill, 1991.

FRANCIS X. STEINER, *William and Berniece Grewcock Chair in the Natural Sciences and Chairman and Professor of Biology*, 1986. B.A., Walsh College, 1975; M.S., Ohio University, 1978; Ph.D., 1981; postdoctorate, instructor, Rutgers, The State University, 1981-84; visiting assistant professor, University of Massachusetts, 1984-86.

JAMES STEPHENS, *Professor of Philosophy*, 1984. B.A., Yale University, 1971; Ph.D., Princeton University, 1978; instructor, Princeton University, 1973-75; instructor, University of New Hampshire, 1975-77; assistant professor, Purdue University, 1978-84.

DAVID STEWART, *Professor of History*, 1993. B.A., B.S., Eastern Nazarene College, 1987; M.A., Ohio State University, 1989; Ph.D., 1993; lecturer, Ohio State University, 1988-93; instructor, Otterbein College, 1991.

MICHAEL P. SWEENEY, *Evert McCabe/UPS Memorial Endowed Chair of Economics, Business and Accounting and Professor of Accounting*, 1996. B.S., Aquinas College, 1974; M.B.A., University of Detroit, 1977; Ph.D., University of Kentucky, 1994; staff accountant, Nemes, Allen & Company, C.P.A.s, 1977-79; associate professor, Lawrence Technological University, 1979-88; research associate, National Association of State Auditors, Comptrollers and Treasurers, 1989; adjunct instructor and teaching/research assistant, University of Kentucky, 1988-93; visiting professor, Centre College, 1990-93; assistant professor, Lindsey Wilson College, 1993-94; assistant professor, Bellarmine College, 1994-96.

ANTHONY L. SWINEHART, *Professor of Biology and Curator, Daniel M. Fisk Museum of Natural History*, 1998. B.A., Goshen College, 1992; M.S., Central Michigan University, 1994; Ph.D., Purdue University, 1997; curator, Arthur & Kriebel Herbaria, Purdue University, 1997-98; adjunct assistant professor of civil engineering, Purdue University, 1997-98.

DONALD A. TURNER, *Professor of Philosophy*, 1998. B.A., Knox College, 1984; M.A., University of Pittsburgh, 1988; Ph.D., 1994; visiting assistant professor of philosophy, University of Notre Dame, 1994-95; West Virginia University, 1995-98.

CHRISTOPHER A. VANORMAN, *Dean of Natural Sciences, William and Berniece Grewcock Chair in Chemistry and Professor of Chemistry*, 1992. B.A., Albion College, 1987; Ph.D., Case Western Reserve University, 1992.

THOMAS G. WEST, *Paul Ermine Potter and Dawn Tibbetts Potter Endowed Professorship in Politics*, 2011. B.A., Cornell University, 1967; M.A., Claremont Graduate University, 1969, Ph.D., 1974; assistant, associate, and full professor, University of Dallas, 1974-2011; Salvatori Visiting Scholar, Claremont McKenna College, 1990-92.

DAVID M. WHALEN, *Provost and Professor of English*, 1994. B.A., University of Kansas, 1982; M.A., 1985; Ph.D., 1992; teaching assistant, University of Kansas, 1983-87, 1988-92; assistant professor, Belmont Abbey College, 1992-94.

GARY WOLFRAM, *William E. Simon Professor in Economics and Public Policy and Professor of Economics*, 1989. B.A., University of California Santa Barbara, 1972; Ph.D., University of California Berkeley, 1976; lecturer, University of California Davis, 1976; assistant professor, Mount Holyoke College, 1976-77; visiting assistant professor, Washington State University, 1979-80; assistant professor, University of Michigan-Dearborn, 1976-86; adjunct professor, 1986-89; senior economist, Michigan Senate Republican Staff, 1983-89; deputy treasurer, State of Michigan, 1991-92; chief of staff to Congressman Nick Smith, 1995-96.

CARMEN WYATT-HAYES, *Professor of Spanish*, 1989. B.A., College of Notre Dame, 1973; M.A., Stanford University, Department of Education, 1981; Ph.D., Stanford University, Department of Spanish, 1983; teaching fellow, Stanford University, 1974-75, 1976-80; lecturer, Stanford University, 1984-86; lecturer, College of Notre Dame, 1985-89.

DANIEL S. YORK, *Professor of Biology*, 1997. B.A., University of Tennessee, 1979; M.S., 1983; Ph.D., University of Michigan, 1995; research assistant, Universität Bonn, Germany, 1979-80; lecturer in physiology, University of Michigan, 1987; instructor of biology, Barry University, 1990-95; assistant professor of biology, 1995-97.

Associate Professors

PATRICIA BART, *Associate Professor of English*, 2008. B.A., University of Pittsburgh, 1986; M.A., University of Virginia, 1994; Ph.D., University of Virginia, 2007; *The Piers Plowman Electronic Archive* (associate editor, 2001-08; editorial board member, 2008-present; executive board member, 2013-present).

DAVID BASTERFIELD, *Associate Professor of Finance*, 2008. B.S., University of Birmingham, 1974; Ph.D., University of Manchester, 1984; MBA, Open University, 1994; Technology, 1999; M.S., Oregon Graduate Institute of Science & Technology, 1999.

DEBRA BELT, *Associate Professor of English*, 1987. B.A., Agnes Scott College, 1975; M.A., Vanderbilt University, 1980; M.A., The Johns Hopkins University, 1981; Ph.D., 1988.

THOMAS P. BUNDT, *Associate Professor of Finance and Quantitative Analysis*, 2003. B.A., University of Michigan, 1980; Ph.D., Michigan State University, 1985; assistant professor, University of Notre Dame, 1985-92; assistant professor, University of Portland, 1992-97; associate director, Masters of Science in Computational Finance Program, OGI School of Science and Engineering at OHSU, 1997-00; associate professor, 2000-03.

BARBARA BUSHEY, *Chairwoman and Associate Professor of Art*, 2001. B.S., University of Michigan, 1977; B.F.A., Eastern Michigan University, 1982; M.F.A., Eastern Michigan University, 1988; M.A., Wayne State University, 1999.

ROGER B. BUTTERS, *Scholar in Residence and Associate Professor of Economics*, 2014. B.A., Brigham Young University, 1994; M.A., Brigham Young University, 1996; M.A., University of California, Davis, 2000; Ph.D., University of California, Davis, 2003.

KENNETH R. CALVERT, *Associate Professor of History and Hillsdale Academy Headmaster*, 1996. B.A., Wheaton College, 1984; M.Div., Gordon-Conwell Theological Seminary, 1988; Th.M., Harvard University, 1991; Ph.D., Miami University (Ohio), 2000; visiting scholar, Trinity College (Bristol, U.K.), 1988; graduate assistant, Miami University, 1991-92; teaching associate, Miami University, 1992-95; part-time instructor, Miami University, 1995-96; visiting instructor, Thomas More College, 1995-96; academic leave of absence, 2002-04; interim headmaster, Hillsdale Academy, 2002-03; headmaster, Hillsdale Academy, 2003-present.

DANIEL B. COUPLAND, *Associate Professor of Education*, 2006. B.A., Liberty University, 1994; M.A., Oakland University, 1999; Ph.D., Michigan State University, 2003; high school teacher, 1994-99; instructor, Michigan State University, 1999-03; assistant professor, Saginaw Valley State University, 2003-06.

ANTHONY FRUDAKIS, *Associate Professor of Art*, 1991. M.F.A., University of Pennsylvania, 1992; Duke University, 1973; Pennsylvania Academy of the Fine Arts, 1975; National Academy of Design Daniel Chester French Award, 2001, National Academy of Design, The Artist's Fund Prize, 1991; National Sculpture Society: Gold Medal, 1982; Socrates Monument, Athens Square, Astoria, NY, 1993; Andromeda, monumental bronze, East Lansing, 2000; member and fellow of the National Academy of Design and the National Sculpture Society.

MATHEW FUERST, *Associate Professor of Music*, 2008. B.M., Eastman School of Music, 1999; M.M., The Juilliard School, 2001; D.M.A., 2006.

CHRISTOPHER S. HAMILTON, *Associate Professor of Chemistry and Preprofessional Advisor*, 2007. B.A., North Central College, 1999; Ph.D., University of Delaware, 2005; graduate instructor, University of Delaware, 1999-05; post-doctoral fellow, University of Texas at Austin, 2005-07.

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JUSTIN A. JACKSON, *Associate Professor of English*, 2004. B.A., California State University, Fresno, 1994; M.A., 1997; Ph.D., Purdue University, 2004; instructor, California State University, Fresno, 1994-97; instructor, Purdue University, 1997-02.

SUSAN KING, *Associate Professor of Marketing*, 2005. B.S., Miami University, 1978; M.B.A., 1980; director of marketing, Banc One, Middletown, 1984-87; Society National Bank, 1987-94; Ence Homes and Prudential Ence Realty, 1996-01; vice president, 4 Kings Marketing, Inc., 2001-05.

KARI L. MCARTHUR, *Chairwoman and Associate Professor of Psychology*, 1995. B.A., Kalamazoo College, 1986; M.A., University of Notre Dame, 1990; Ph.D., 1995; graduate research assistant, University of Notre Dame, 1986-88; statistics lab instructor, University of Notre Dame, 1987-88; performance management specialist, Whirlpool Corporation, 1988-92.

LUCY E. MOYE, *Associate Professor of History*, 1988. B.A., College of William and Mary, 1975; M.A., University of Toronto, 1976; Ph.D., Duke University, 1985; part-time instructor, Duke University, 1986; visiting assistant professor, North Carolina State University, 1987.

DAVID C. MURPHY, *Associate Professor of Mathematics*, 2007. B.A., Western Michigan University, 1996; M.S., University of Illinois at Urbana-Champaign, 1998; Ph.D., University of Illinois at Urbana-Champaign, 2004; graduate teaching assistant, University of Illinois at Urbana-Champaign, 1996-00, 2003-04; assistant professor, Kalamazoo College, 2004-07.

KEVIN PORTTEUS, *Director of the Hillsdale College Program in American Studies and Associate Professor of Politics*, 2008. B.A., Ashland University, 2001; M.A., University of Dallas, 2003; Ph.D., University of Dallas, 2006; adjunct instructor, Mountain View College, 2004-06;

assistant professor, Belmont Abbey College, 2006-08; visiting graduate faculty in American history and government, Ashland University, 2009-present.

DAVID A. RANEY, *John Anthony Halter Chair in American History, the Constitution, and the Second Amendment and Associate Professor of History*, 2005. A.B., University of Chicago, 1991; A.M., University of Illinois at Urbana-Champaign, 1993; Ph.D., 2001; visiting assistant professor, Grand Valley State University, 2002-05.

NATHAN W. SCHLUETER, *Associate Professor of Philosophy*, 2005. B.A., Miami University, 1993; M.A., University of Dallas, 1995; Ph.D., 1999; assistant professor and director of pre-law studies, St. Ambrose University, 2001-05.

ADAM H. SMITH, *Associate Professor of Physics*, 1998. B.A., Wabash College, 1987; M.S., Indiana University, 1989; Ph.D., 1996; graduate teaching assistant, Indiana University, 1987-88; research associate, 1988-95; visiting professor, Wabash College, 1995-96; visiting professor, Rose-Hulman Institute of Technology, 1996-97; visiting professor, Wittenberg University, 1997-98.

CHARLES N. STEELE, *Herman A. and Suzanne S. Dettwiler Chair in Economics and Associate Professor of Economics*, 2006. B.A., Montana State University, 1978; M.S., 1990; Ph.D., New York University, 1997; adjunct instructor, Montana State University, 1995-98, 2003-06; adjunct professor, University of Colorado-Denver, China Agricultural University (Beijing), and Moscow State University (Russia), 1998-99; visiting professor, National University of Kyiv-Mohyla Academy (Kyiv, Ukraine), 1999-01; economic consultant, Watts and Associates, Inc., 2002-06; visiting scholar, Institute for Health, Health Care Policy and Aging Research, Rutgers, the State University of New Jersey, 2012-13.

KEVIN E. TEEGARDEN, *Associate Professor of Spanish and Director of the Seville Program*, 1991. B.A., Indiana University-Purdue University, Fort Wayne, 1981; M.A., Indiana University, Bloomington, 1984; Ph.D., 1994; associate instructor of Spanish, Indiana University, 1982-86, 1987-91; instructor of English, Universitat Central de Barcelona, 1986-87.

THOMAS I. TRELOAR, *Associate Professor of Mathematics*, 2004. B.S., Buena Vista College, 1995; Ph.D., University of Maryland, 2001; graduate teaching assistant, University of Maryland, 1996-01; instructor, University of Maryland, 2001-02; VIGRE post-doctoral fellow, University of Arizona, 2001-04.

JEFFREY VAN ZANT, *Associate Professor of Biology*, 2008. A.A., Gulf Coast Community College, 1994; B.S., University of Montana, 1996; Ph.D., Auburn University, 2006; adjunct professor, Valencia Community College, 2007-08.

GAVIN WEAIRE, *Associate Professor of Classics*, 2003. B.A., Trinity College, Dublin, 1993; M.A., University of Illinois at Urbana-Champaign, 1995; Ph.D., 2000; teaching assistant, University of Illinois at Urbana-Champaign, 1993-98, 1999-00; visiting assistant professor, 2000-01; visiting assistant professor, Union College, 2001-03.

SAMUEL G. WEBSTER, *Chairman and Associate Professor of Mathematics*, 2004. B.S., Villanova University, 1998; M.S., University of Maryland, Baltimore County, 2001; Ph.D., 2004; graduate teaching assistant and instructor, University of Maryland, Baltimore County, 1999-04.

GRACE STARRY WEST, *Associate Professor of Classics*, 2011. B.A., Scripps College, 1968; C.Phil., University of California, Los Angeles, 1972; Ph.D., 1975; instructor, 1975-77, University of Dallas; assistant professor, 1978-85; associate professor, 1985-11.

FRED YANIGA, *Associate Professor of German*, 2010. B.A., Ohio University, 1991; M.A., Washington University in St. Louis, 1993; Ph.D., Washington University in St. Louis, 2007; Lecturer, Universität Tübingen, Germany, 1999-01; Fulbright Scholar, Vienna, Austria, 1993-95; Study Abroad Coordinator, Göttingen, Germany, 1995; Senior Lecturer in German and Director, Modern Language Center, Butler University, 2001-09.

MATTHEW A. YOUNG, *Associate Professor of Chemistry*, 2007. B.S., Seattle Pacific University, 2002; Ph.D., Northwestern University, 2007; graduate instructor, Northwestern University, 2002-04.

Assistant Professors

WILLIAM ABRAM, *Assistant Professor of Mathematics*, 2013. B.S., University of Chicago, 2010; M.S., University of Michigan, 2011; Ph.D., University of Michigan, 2013.

COLLIND BARNES, *Assistant Professor of Psychology*, 2012. B.S., John Brown University, 2003; M.S., University of Oklahoma, 2006; Ph.D., University of Oklahoma, 2010.

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MICHAEL J. CLARK, *Assistant Professor of Economics*, 2012. B.A., Hillsdale College, 2004; M.A., George Mason University, 2006; Ph.D., George Mason University, 2011; visiting assistant professor, University of Baltimore, 2008-11.

LEE COLE, *Assistant Professor of Philosophy*, 2011. B.S., Hillsdale College, 2004; M.A., Villanova University, 2007; Ph.D., 2014; teaching assistant, 2005-07, instructor, 2007-08, Villanova University; research fellow, Jacques Maritain Center, Notre Dame University, 2010-11.

MATTHEW DOGGETT, *Assistant Professor of Speech and Director of Debate*, 2010. B.A. and B.S., Appalachian State University, 1995; M.A., Appalachian State University, 1997; Ph.D., University of Memphis, 2008.

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MATTHEW GAETANO, *Assistant Professor of History*, 2011. B.A., Hillsdale College, 2005; M.A., University of Pennsylvania, 2007; Ph.D., 2013.

JOHN W. GRANT, *Assistant Professor of Politics*, 2010. B.A., Eureka College, 1994; M.A., University of Dallas, 1997; Ph.D., 2009.

DARRYL HART, *Distinguished Visiting Assistant Professor of History*, 2010. B.A., Temple University, 1979; M.A.R., Westminster Theological Seminary, 1981; M.T.S., Harvard University, 1983; M.A., Johns Hopkins University, 1985; Ph.D., Johns Hopkins University, 1988; director of the Institute for the Study of American Evangelicals and assistant professor, Wheaton College, 1989-93; library director and associate professor, Westminster Theological Seminary, 1993-00; academic dean and professor, Westminster Seminary California, 2000-03; director of Academic Projects, Intercollegiate Studies Institute, 2003-08.

HOLLY J. HOBBS, *Visiting Assistant Professor of Dance*, 2007. B.A., Western Michigan University, 1997; M.F.A., University of Michigan, 1999; adjunct professor, Bowling Green State University, 1999-00; instructor, Peter Sparling Dance Company/Dance Gallery Studio, 1999-07; adjunct lecturer and guest artist, Eastern Michigan University, 2002-13; lecturer in dance, Hillsdale College, 2007-13.

PAUL T. HOSMER, *Assistant Professor of Physics*, 2012. B.A., Hillsdale College, 1999; M.S., Michigan State University, 2001; Ph.D., Michigan State University, 2005; instructor, United States Navy, 2005-10; affiliate professor, Spring Arbor University, 2010-11; assistant professor, Carson-Newman College, 2011-12.

DOUGLAS R. JOHNSON, *Assistant Professor of Management*, 2013. B.A., Wabash College, 1985; graduate study, California Institute of Technology, Pasadena, 1986; Ph.D., Anderson Graduate School of Management at University of California—Los Angeles, 1995.

SILAS JOHNSON, *Assistant Professor of Biology*, 2014. B.S., Hillsdale College, 2004; Ph.D., University of Michigan, 2012.

DUTTON KEARNEY, *Assistant Professor of English*, 2011. B.A., University of Texas at Austin, 1991; M.T.S., University of Dallas, 1999; M.A., 2003; Ph.D., 2005; assistant professor, Aquinas College, 2005-11.

KURT E. KIRNER, *Head Swimming and Diving Coach and Assistant Professor of Sport Studies*, 2007. B.S., University of Wisconsin-Milwaukee, 1983; M. S., New Mexico State University, 1987; Ph.D. candidate, University of Minnesota-Twin Cities, 1989-92; head swimming coach and recreation center coordinator, Lawrence University, 1991-07.

JEFFREY S. LEHMAN, *Assistant Professor of Education*, 2013. B.A., Taylor University, 1994; M.A., Biola University, 1996; M.A., University of Dallas, 1999; Ph.D., 2002.

DWIGHT LINDLEY, *Assistant Professor of English*, 2011. B.A., Hillsdale College, 2004; M.A., University of Dallas, 2008, Ph.D., 2011; adjunct instructor, University of Dallas, 2009-11.

JERI LITTLE, *Assistant Professor of Psychology*, 2014. B.A., University of California, Berkeley, 2003; M.A., University of California, Los Angeles, 2006; Ph.D., University of California, Los Angeles, 2011; postdoctoral research associate, Washington University in St. Louis, 2011-14.

WILLIAM J. LUNDBERG, *Assistant Professor of Sport Studies and Hayden Park Fitness/Recreation Director*, 1985. B.A.E., Kansas University, 1977; M.S., Eastern Michigan University, 1984; head track coach and assistant director of admissions, Jackson Community College, 1977-81; assistant track coach, University of Michigan, 1981-83; teaching fellow, Eastern Michigan University, 1983-84; assistant cross-country and track coach, Eastern Michigan University, 1984-85; cross-country and track coach, Hillsdale College, 1985-11.

KOREY D. MAAS, *Assistant Professor of History*, 2012. B.A., Concordia University—River Forest, 1993; M.Div., Concordia Seminary, 1998; S.T.M., Concordia Seminary, 1999; D. Phil., St. Cross College, University of Oxford, 2006; assistant professor, Christ College, Concordia University—Irvine, 2005-12.

CHRISTOPHER MARTIN, *Assistant Professor of Economics*, 2014. B.A., Yale University, 1999; M.Phil., Cambridge University, 2001; M.A., George Mason University, 2010; Ph.D., 2012.

MATTHEW MENDHAM, *Assistant Professor of Politics*, 2015. B.A., Taylor University, 2000; M.A., Fordham University, 2003; M.A., University of Notre Dame, 2006; Ph.D., 2009; Ph.D., University of Oklahoma, 2010.

COURTNEY E. MEYET, *Assistant Professor of Chemistry*, 2013. B.S., California State Polytechnic University, 1998; B.S., California State University, 2008; M.S., University of California—Riverside, 2010; Ph.D., 2013.

OLGA M. MUÑIZ, *Assistant Professor of Spanish*, 1991. B.A., Recinto Universitario de Mayagüez, Puerto Rico, 1978; M.A. in Spanish, Indiana University, 1984; M.A. in Italian, 1986; Ph.D., 1994; diploma and certificate, Instituto Universitario Ortega y Gasset and the Instituto Cervantes, Madrid, Spain, 2002; diploma, Instituto Michelangelo, Florence, Italy, 2005; English and Italian teacher, Barbara Ann Roessler Christian Academy, Puerto Rico, 1978-79; English teacher and academic advisor, Language Immersion School, Puerto Rico, 1979-80; elementary teacher, Colegio Cristiano, Isabela, Puerto Rico, 1980-81; preceptor/coordinator of Spanish, Indiana University, 1985-86; interpreter and translator for GlobalReach Language Services, 1995-present; Spanish instructor, Indiana University—Campus Art Community Center, 1987; associate instructor of Spanish, Indiana University, 1982-86, 1987-91.

STEPHEN P. NAUMANN, *Visiting Assistant Professor of German*, 2013. B.A., pre-seminary studies, Martin Luther College, 2001; B.A., German, Western Michigan University, 2005; M.A., Michigan State University, 2006; Ph.D., Michigan State University, 2012; Fulbright-Hays scholar, Poznań, Poland, and Berlin, Germany, 2009-10; Kosciuszko Foundation scholar, Poznań, Poland, 2010-11; visiting assistant professor, Transylvania University, 2011-13; German School Faculty, Middlebury College, summer 2014.

SAMUEL NEGUS, *Visiting Assistant Professor of History*, 2013. B.A., University of Bristol, 2003; M.A., Georgia State University, 2005; Ph.D., Texas Christian University, 2013.

KEITH E. OTTERBEIN, *Head Football Coach and Assistant Professor of Sport Studies*, 2002. B.A., Hillsdale College, 1979; M.A., Central Michigan University, 1983; linebacker coach and development officer, Hillsdale College, 1979-81; graduate assistant and tight end coach, Central Michigan University, 1982-83; defensive coordinator, Ferris State University, 1984-85; head football coach, Ferris State University, 1986-95; recruiting coordinator and running backs coach, Ball State University, 1995-01.

SHERRI ROSE, *Assistant Professor of French*, 2015. B.A., Centre College, 2004; M.A., University of Virginia, 2006; Ph.D., 2013.

KEVIN SLACK, *Assistant Professor of Politics*, 2013. B.A., Indiana University, 1999; M.A., University of California–Davis, 2003; M.A., University of Dallas, 2006; Ph.D., 2009.

DEREK L. STAUFF, *Assistant Professor of Music*, 2015. B.M., Grove City College, 2003; M.M., Jacobs School of Music, Indiana University, 2006; M.A., 2006; Ph.D., 2014.

RENEE SURPRENANT, *Visiting Assistant Professor of Scenic Design and Technical Director of Theatre Arts*, 2014. B.A., University of Rhode Island, 2009; M.F.A., Michigan State University, 2013.

ANNE THEOBALD, *Assistant Professor of French*, 2015. B.A., College of St. Benedict, 2002; M.A., University of Wisconsin-Madison, 2005; Ph.D., 2011.

JORDAN WALES, *Assistant Professor of Theology*, 2014. B.S., Swarthmore College, 2001; M.Sc., University of Edinburgh, 2002; Postgraduate Diploma in Theology, Linacre College, Oxford University, 2003; M.T.S., University of Notre Dame, 2007; Ph.D., 2015.

LAURY WARD, *Assistant Professor of Classics*, 2011. B.A., classics, B.A., philosophy, B.S., psychology, Virginia Polytechnic Institute and State University, 2003; M.A., 2004; Ph.D., Duke University, 2011; teaching assistant/instructor, Duke University, 2007-10.

DONALD J. WESTBLADE, *Assistant Professor of Religion*, 1988. B.A., Williams College, 1974; M.Div., Fuller Theological Seminary, 1978; M.A., Yale University, 1983; M.Phil., Yale University, 1987; teaching fellow, Yale Divinity School, 1982-83; teaching fellow, Yale College, 1983-85; tutor, Yale College, 1983-86; instructor, Albertus Magnus College, 1985.

BENEDICT WHALEN, *Visiting Assistant Professor of English*, 2014. B.A., University of Dallas, 2008; M.A., University of Nevada, Las Vegas, 2010; Ph.D., 2013.

Instructors

BRAD W. BLACKHAM, *Artist/Teacher of Music (Piano)*, 2005. B.M., Kent State University, 1993; M.M., The Cleveland Institute of Music, 1997; D.M.A. candidate, The Ohio State University, 2005; keyboardist, the Cleveland Orchestra, Pittsburgh Symphony Orchestra, Canton Symphony Orchestra, Akron Symphony Orchestra; accompanist, Otterbein College, 1999-00; Kenyon College, 2000-01; faculty, the Conservatory of Piano, 2001-02; teaching assistant, The Ohio State University, 2002-05.

SONJA DREWS, *Director, Mary Proctor Randall Preschool*, 2000. B.A., Hillsdale College, 1992; M.A., Spring Arbor University, 2002.

TODD D. HARCEK, *Instructor in Speech*, 2013. B.A., Michigan State University, 1991; M.A., Central Michigan University, 1996; ABD candidate, Western Michigan University.

STACEY JONES, *Artist/Teacher of Music (Percussion)*, 2013. B.M., Michigan State University, 1999; adjunct percussion faculty, Olivet College, 2002-04, Lansing Community College, 2003-07, Albion College, 2003-11, Spring Arbor University, 2004-12; percussion instructor, Jackson Community Music School, 2005-11; artist in residence, Michigan State University, 2002.

CHRISTOPHER C. MCCOURRY, *Artist/Teacher of Music (Trumpet) and Director of Jazz Ensembles*, 1997. B.M., Ohio State University, 1987; M.Mus., University of North Texas, 1990; Specialist in Music Performance (trumpet), University of Michigan, 1992; instructor, Jackson Symphony Institute, 1990-91; Dexter Community Education, 1992-93; Albion College, 1993-94; member, Jackson Symphony, 1990-92; Flint Symphony, Lansing Symphony, Saginaw Symphony, 1992-95; Cleveland Pops Orchestra, 1997-98; Firelands Symphony, 1998-99.

MELISSA OSMOND, *Artist/Teacher of Music (Voice)*, 1985. B.A., Barrington College, 1975; graduate studies, Northwestern University, University of Michigan; private vocal instructor, 1978-present; vocal instructor, College of Du Page, 1978-80; Spring Arbor College, 1983-89; Albion College, 1984-89; professional performances, Chicago Opera Theatre; Du Page Opera; Mid Michigan Opera; Jackson Symphony Orchestra; Saginaw Opera; Chicago Lyric Opera; Albany Symphony; Jacob's Pillow; Des Moines Metropolitan Opera.

SUSAN PITTS, *Head Teacher, Mary Proctor Randall Preschool*, 2005. B.A., Saginaw Valley State University, 1992; substitute teacher, 1993-94; assistant women's basketball coach, Hillsdale College, 1993-04.

ANGELICA J. PYTEL, *Visiting Lecturer of Biology*, 2003. B.S., Ohio Northern University, 1998; graduate student, Bowling Green State University, 1998-2003; teaching assistant, Bowling Green State University, 1998-2002.

MARYJANE RUMLER, *Head Teacher, Mary Proctor Randall Preschool*, 2008. B.S., Salisbury University, 1988; substitute teacher, 1989-92; child care center director, 1992-96.

BRYAN C. SPRINGER, *Artist/Teacher of Art*, 2008. B.A., Hillsdale College, 1994; M.F.A., Savannah College of Art and Design, 1996; instructor, Ella Sharp Museum and Ann Arbor Art Center, 2002-04; adjunct professor, Hillsdale College, 2005-06; senior graphic designer, Thomson Reuters, 2000-08.

DEBRA WYSE, *Artist/Teacher of Music (Piano)*, 1995, and *Assistant Choral Conductor*, 1997. B.A., Bowling Green State University, 1975; director of vocal music, Page County, Virginia, Public Schools, 1975-76; Hillsdale Arts Chorale accompanist, 1980-85; independent piano instructor, 1975-present; staff accompanist, Hillsdale College, 1981-97; piano instructor, Hillsdale College, 1997-present.

Part-Time Faculty

SUZANNE J. ABEL, *Lecturer in Sport Studies*, 1997. Head Start, 1980-1987; house director, Hillsdale College, 1987-present; women's tennis, assistant coach, 1988-1998; head coach, 2002; men's tennis, head coach, 1998-2003.

BRIAN ANDERSON, *Lecturer in Sport Studies*, 1977. B.A., Hillsdale College, 1979; 6th-Dan-Black-Belt-Master-Level, 1997; proprietor of Anderson's Gym, Hillsdale, 1985-present.

ALESIA AUMOCK, *Lecturer in Sport Studies*, 1990. Certifications: Aerobics and Fitness Association of America; personal fitness trainer, 1997; weight room specialist, 1995; cardio kickboxing instructor, 2001; STEP REEBOK instructor, 1993; group fitness instructor, 1991; cheerleading coach, Hillsdale College, 1997-01; Hillsdale Academy physical education teacher, 1999-09; American College of Sports Medicine, member, 2002-present; Hillsdale College Fitness Program, 1989-present.

JOSEPH A. BANACH, *Lecturer in Business*, 2014. B.S., Loyola University of Los Angeles, 1970; M.B.A., University of Southern California, 1974; engineer and manager, TRW, Hughes Aircraft, and Raytheon Companies, 1970-05; registered investment advisor, Colorado and Nevada, 2006-13.

PETER H. BECKWITH, *Chaplain and Lecturer in Religion*, 2010. A.B., Hillsdale College, 1961; M.Div., University of the South, 1964; S.T.M., Nashotah House, 1974; State of Michigan Certified Marriage Counselor, 1976; (Episcopal) Bishop of Springfield (Illinois), 1992-10; Rear Admiral (Lower Half), Chaplain Corps, United States Navy (Retired), 1972-99; Reserve Instructor, Navy Chaplains School, 1979; Deputy Chief of Chaplains for Total Force, 1996-99.

MICHAEL J. BEYER, *Sage Center for the Arts Production Manager and Lighting Designer*, 2004. B.A., Ashland University, 2001; M.F.A., Wayne State University, 2004; lighting designer, Attic Theatre, 2001-02; Hilberry Repertory Theatre, 2002-04; Bonstelle Theatre, 2003; Ashland Summer Theatre Festival, 2003; Edinburgh Fringe Festival; Theatre by the Sea; The Performance Network; Michigan Shakespeare Festival; Jewish Ensemble Theatre; Cain Park; Ensemble Theatre.

JACQUELYN R. BLACKSTOCK, *Lecturer in Economics*, 1990. B.S., Michigan State University, 1980; teaching assistant, Michigan State University, 1979-80; production control manager, James Industries, Litchfield, Michigan, 1981; manufacturing engineer, L & S Products, Inc., Coldwater, Michigan, 1981-83.

TIMOTHY W. CASPAR, *Lecturer in Politics*, 2005. B.A., Hillsdale College, 1994; Ph.D., Claremont Graduate University, 2006; director of seminars, 2000-08; associate vice president for External Affairs, 2008-present; deputy editor, *Imprimis*, 2000-present.

ELLEN M. CONDUCT, *Lecturer in English and Honors Program*, 2014. B.A., Belhaven College, 1998; Ph.D., Baylor University, 2010.

KATHLEEN A. CONNOR, *Lecturer in Sport Studies*, 1988. B.L.S., Hillsdale College, 1979; M.A., Eastern Michigan University, 1992.

DOUGLAS A. COON, *Lecturer in Art and Staff Photographer*, 2005. B.S., Western Michigan University, 1986; director of creative media, Hillsdale College, 1990-present; lecturer in art, Hillsdale College, 2003.

LAUREN FINK, *Lecturer in Journalism*, 2014. B.A., Hillsdale College, 2007.

CHRISTOPHER D. GRAVEL, *Head Volleyball Coach and Lecturer in Sport Studies*, 1996. B.S. Grand Valley State University, 1994; assistant women's volleyball coach, Wayne State University, 1992-93; instructor of physical education, assistant women's volleyball coach and men's club head volleyball coach, Grand Valley State University, 1994-96.

STEPHANIE GRAVEL, *Assistant Volleyball Coach and Lecturer in Sport Studies*, 1998. B.S., Grand Valley State University, 1995; licensed massage therapist/state certification, 1996; personal fitness program developer/sales associate, American Health Fitness Center, 1993-94; varsity and J.V. volleyball coach, Grandville High School, 1994-95; personal trainer/sales associate, Powerhouse Gym, 1995-96; permanent substitute teacher, Fowlerville Public Schools, 1996; certified massage therapist/chiropractic assistant, 1996; professional athlete, Midwest Professional Volleyball Association, 1994-97.

JONATHAN GREGG, *Lecturer in Mathematics*, 2015. B.A., Hillsdale College, 2011; M.A., University of Chicago, 2015.

RITA A. JENKINS, *Lecturer in Sport Studies*, 1998. B.S., Asbury College, 1992; M.S., Eastern Kentucky University, 1995; teacher, Assembly Christian School, 1992-94, 1995-96; Waldron Area Schools, 1996-97.

LYNNETTE Z. KING, *Lecturer in Sociology*, 1999. B.A., Hope College, 1982; M.A., Western Michigan University, 1997; lecturer in Sociology and Anthropology and instructor, Western Michigan University, 1996-01.

CHRISTINA MAIER, *Lecturer in Business and English*, 2005. B.A., Hillsdale College, 1998; M.A., University of Michigan, 2000.

MARK MAIER, *Lecturer in English and Assistant to the Provost*, 2008. B.A., Hillsdale College, 1998; M.I.L.S., University of South Carolina, 2003; director, Hillsdale Community Library, 2005-08; Public Services Librarian, Hillsdale College, 2008-11.

NORMAN W. MAISON, *Lecturer in Psychology*, 2003. B.S., Wayne State University, 1971; M.A., Central Michigan University, 1973; professor of psychology and social science department chair, Jackson Community College, 1972-present.

STEPHEN J. MARKMAN, *Distinguished Visiting Lecturer of Politics*, 1993. B.A., Duke University, 1971; J.D., University of Cincinnati Law School, 1974; legislative assistant, U.S. House of Representatives, 1975-78; chief counsel, U.S. Senate Subcommittee on the U.S. Constitution, 1978-85; deputy chief counsel, U.S. Senate Committee on Judiciary, 1984; Assistant Attorney General of the U.S., 1985-89; U.S. Attorney, Michigan, 1989-93; attorney, Miller, Canfield, Paddock & Stone, 1993-94; judge, Michigan Court of Appeals, 1995-1999; Justice, Michigan Supreme Court, 1999-present.

JOHN J. MILLER, *Director of the Herbert H. Dow II Program in American Journalism and Lecturer in Journalism*, 2011. B.A., University of Michigan, 1992.

TED MILLER, *Director of Science Laboratories*, 2005. B.S., University of Detroit, 1971; M.S., Michigan State University, 1973; instructor, Delta College, 1978-84; scientist, Dow Chemical Company, 1974-04.

LYNNE NEUKOM, *Athletic Training Program Director*, 2008. B.A., Hillsdale College, 1991; M.S., Western Michigan University, 1993.

JESSICA POST, *Lecturer in Dance*, 2013. B.F.A., Cornish College of the Arts, 2006; M.F.A., University of Michigan, 2013.

MICHAEL K. ROBERTS, *Lecturer in Sport Studies and Assistant Headmaster at Hillsdale Academy and Director of Athletics at Hillsdale Academy*, 2007. B.A., Hillsdale College, 1998; teacher, Sturgis Migrant Summer Education Program, 1997-98; graduate assistant, Hillsdale College, 1998-99; coach, Sturgis Middle School and Sturgis High School, 1999-00; teacher and coordinator, Sturgis High School Alternative Education, 1999-00; coach, Cheyenne Mountain Junior High and Cheyenne Mountain Senior High, 2000-02; teacher, Cheyenne Mountain Junior High School.

MARIA SERVOLD, *Assistant Director of the Herbert H. Dow II Program in American Journalism and Lecturer in Journalism*, 2011. B.A., Hillsdale College, 2010.

BRYAN E. SIMMONS, *Lecturer in Theatre and Costume Designer*, 2002. B.S., Ball State University, 1995; M.F.A., University of Arizona, 2001; costume shop assistant, Ball State University, 1992-95; graduate teaching assistant, University of Arizona, 1998-01; costume designer, Ball State University, Arizona Repertory Theatre, Music Theatre of Arizona, the University of Arizona.

MILES SMITH IV, *Lecturer in History*, 2014. B.A., College of Charleston, 2006; M.A., College of Charleston, 2008; Ph.D., Texas Christian University, 2013.

CARTER SNIDER, *Lecturer in Business*, 2013. B.A., West Virginia University, 1976; M.A., West Virginia University, 1977.

DOUGLAS R. SPANGLER, *Lecturer in Dance*, 2007. B.A., Hillsdale College, 1994; M.A., Michigan State University, 1997; M.A. Michigan State University, 1999; computer lab monitor, Computer Music Labs, Michigan State University, 1995-99; teacher, Holy Cross Elementary School, Lansing, MI, 1998-2000; private piano instructor, Hillsdale Academy, 1998-present; adjunct music instructor, Hillsdale College, 1999-present.

AMANDA M. STECHSCHULTE, *Lecturer in Spanish*, 1996. B.A., Saint Mary's College; M.A., University of Texas, Austin; Ph.D. candidate, University of Michigan; assistant instructor, University of Texas, 1992-93; teaching assistant, University of Michigan, 1993-96; Spanish instructor, Middlebury College, 1994.

JOHN STUDEBAKER, *Lecturer in Religion*, 2008. B.S., Michigan State University; M.Div., 1989, International School of Technology; Ph.D., 2003, Trinity Evangelical Divinity School.

JOHN THARP, *Head Men's Basketball Coach and Lecturer in Sport Studies*, 2007. B.A., Beloit College, 1991; M.A., Beloit College, 1993; men's basketball coach, Lawrence University, 1994-07.

MONICA E. TRUTY, *Lecturer in Politics*, 2013. B.A., University of St. Francis; M.A., University of Dallas, 2013; Ph.D. candidate, University of Dallas.

MATTHEW WARNER, *Assistant Director of Forensics*, 2008. B.S., Liberty University, 2006; M.A., 2008.

Librarians

DANIEL L. KNOCH, *Library Director*, 1976. B.A., West Liberty State College, 1974; M.S.L., Western Michigan University, 1976; acquisitions librarian, Hillsdale College, 1976-78; technical services librarian, 1978-96, director of technical services, 1996-2000.

MAURINE W. MCCOURRY, *Technical Services Librarian*, 2000. B.A., University of the South, 1988, M.I.L.S., University of Michigan, 1994; Ph.D., Dominican University, 2014; technical library assistant, University of Michigan Libraries, 1991-95; assistant librarian, Oberlin College Conservatory of Music Library, 1995-2000.

LINDA A. MOORE, *Public Services Librarian*, 1976. B.A., Western Michigan University, 1974; A.M.L.S., University of Michigan, 1975; M.A., Western Michigan University, 1983.

LEANNE RUMLER, *Technical Services Librarian*, 2014. B.S., Michigan State University, 1982; M.L.L.S., Wayne State University, 2013.

BRENNA M. WADE, *Public Services Librarian*, 2011. B.A., Hillsdale College, 2008; M.L.S., Indiana University, 2011.

THE BOARD OF TRUSTEES

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THE HILLSDALE COLLEGE ALUMNI ASSOCIATION

Established in 1865, the Hillsdale College Alumni Association resolves to organize the alumni of Hillsdale College to promote the development and maintenance of a bond between the alumni and the College, to keep the alumni fully informed of news from the College, to reflect the views of the alumni on matters affecting the College, to help maintain and raise the standards of the College, to aid in the enrollment of new students, and to encourage all alumni to support the College tangibly on an annual basis.

All graduates and all former students who have attended Hillsdale College for a period of four semesters (two years) automatically receive membership in this non-dues-paying organization. All non-graduates will be designated as members of the class they would have graduated with had they remained at Hillsdale College. The Alumni Association holds membership in the Council for the Advancement and Support of Education (CASE). Alumni are informed about their college through *Hillsdale Magazine*, published triannually, and the alumni website: www.alumni.hillsdale.edu.

A 30-member Board functions as the executive branch of the Alumni Association, with the power to transact all of the business of the Alumni Association. This Board meets three weekends per year, plus Homecoming Weekend. Board responsibilities include planning the Alumni Awards Banquet, Homecoming activities and student/alumni activities. As part of Homecoming Weekend, Hillsdale alumni chosen for outstanding accomplishments in their respective fields and/or their notable service on behalf of the College are honored by the College and the Alumni Association. Since 1951, more than 300 alumni have been so honored. The Board sponsors an annual fundraiser to benefit The Legacy Scholarship program, an automatic \$1,000 tuition discount for the children and grandchildren of all Hillsdale College graduates. The Annual Alumni Phonathon is held each October to promote alumni giving. Hillsdale receptions are held in cities throughout the U.S. on an annual basis.

The Alumni Executive Board

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 Linda Berk Voit, '73

Historian

Ronda Doane Deer, '60..... Northville

Alumni Liaison

Thelma Mullin Sim, '57..... Northville

Alumni Director

Grigor Hasted, '74..... Jonesville



HILLSDALE ASSOCIATES

The Hillsdale College Associates are a group of volunteers who contribute their time and energy in a variety of ways to advance the College's mission. They serve as hosts for receptions and luncheons across the country, as liaisons between the College and prospective donors, and also connect prospective students and their families to the College. In general, Associates excel as ambassadors for the College and its students. They also share College materials with like-minded friends, politicians, journalists, school principals, teachers and those who share the College's commitment to independent academic excellence. Associates widen the College's circle of friends through the addition of names of friends, family and business colleagues to the *Imprimis* subscribership list. Hillsdale College Associates represent 42 states and two foreign countries.

THE PARENTS ASSOCIATION

The purpose of the Parents Association is to assist Hillsdale College in the service and advancement of its mission.

Founded in 1844 "to furnish all persons who wish, irrespective of nationality, color, or sex, a literary, scientific or theological education...and to combine with this such moral, social and artistic instruction and culture as will best develop the minds and improve the hearts of the students," Hillsdale College is dedicated to challenging but noble ends. In concert with the parents of its students, the College cultivates moral, spiritual and intellectual virtues that are good in and of themselves and necessary for free and self-governing citizens.

The Parents Association advances these ends by promoting all it does to achieve them, and by soliciting parents' support for its efforts. Through involvement in College projects and functions, fundraising and student recruitment, and effective communication with parents and others, the Association serves students by helping the College enrich students' lives through a classical liberal arts education, what Matthew Arnold called "the best of what has been known and said in the world."

All parents of Hillsdale College students are members of the Hillsdale College Parents Association.

Director of Parent Relations	Mary Ewers
Assistant to the Director of Parent Relations.....	Cheryl Clawson
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TOTAL ENROLLMENT FOR 2014-2015

	MEN	WOMEN	TOTAL
Full-time academic	639	739	1358
Part-time academic	36	20	56
Total head count	675	739	1414
Summer session, 2014			320
Total: all sessions			1734

GEOGRAPHICAL SUMMARY FOR 2014-2015

Alabama.....	4	Michigan.....	510	Utah.....	1
Alaska.....	3	Minnesota.....	42	Vermont.....	1
Arizona.....	21	Mississippi.....	2	Virginia.....	23
Arkansas.....	3	Missouri.....	15	Washington.....	34
California.....	79	Montana.....	1	West Virginia.....	1
Colorado.....	41	Nebraska.....	48	Wisconsin.....	45
Connecticut.....	7	Nevada.....	6	Wyoming.....	5
Delaware.....	5	New Hampshire.....	5	Belgium.....	1
District of Columbia.....	1	New Jersey.....	10	Bulgaria.....	1
Florida.....	22	New Mexico.....	5	Canada.....	2
Georgia.....	8	New York.....	18	Germany.....	4
Hawaii.....	3	North Carolina.....	12	Greece.....	2
Idaho.....	7	North Dakota.....	1	India.....	1
Illinois.....	84	Ohio.....	134	Kenya.....	3
Indiana.....	75	Oklahoma.....	3	Korea, Republic of.....	3
Iowa.....	15	Oregon.....	20		
Kansas.....	12	Pennsylvania.....	27		
Kentucky.....	11	Rhode Island.....	1		
Louisiana.....	1	South Carolina.....	8		
Maine.....	3	South Dakota.....	2		
Maryland.....	13	Tennessee.....	10		
Massachusetts.....	8	Texas.....	39		



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*“It is extremely important to preserve what Hillsdale represents.
It’s more than just a tiny college up here in the state of Michigan.”*

—PHIL CRANE, FORMER U.S. CONGRESSMAN
AND HILLSDALE COLLEGE ALUMNUS



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