



HILLSDALE COLLEGE

Van Andel Graduate School of Statesmanship

GRADUATE HANDBOOK

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Section 1: Organization

Located on the campus of Hillsdale College in Hillsdale, Michigan, the Van Andel Graduate School of Statesmanship offers the Doctor of Philosophy in Politics and the Master of Arts in Politics. The principal aim of the Graduate School of Statesmanship is to educate students in the language of American constitutionalism, and to place its graduates in positions of public service in politics, in journalism, in the Academy, and elsewhere. This aim is grounded in the mission of the College, which seeks to perpetuate the civil and religious liberties of the United States by the “diffusion of sound learning” and the comprehension of the “American experiment of self-government under law.” The premise of the Graduate School of Statesmanship is that American politics is best understood from the perspective of its first principles. Such an approach requires both a study of those principles as they were understood by America’s founders and an examination of the fate of those principles in the development of modern American political institutions and practice. The first principles of American politics are rooted in what Jefferson called the “elementary books of public right,” beginning with the classic works of the Western tradition. The program will start with these and continue, through the Moderns, to contemporary American political thought and politics.

The Graduate School of Statesmanship was formally established by a resolution of the Hillsdale College Board of Trustees adopted at its meeting of September 15, 2010. Final approval of the degree programs of the Graduate School of Statesmanship was announced by the Higher Learning Commission of the North Central Association in July, 2011, and reaffirmed in January, 2018, during a campus reaccreditation visit. Hillsdale College (including its graduate programs) is accredited by The Higher Learning Commission and is a member of the North Central Association. The Commission can be contacted at (800) 621-7440 or at www.hlcommission.org.

Governance

The Graduate School of Statesmanship is governed by a Graduate Dean, who is appointed by the President from the tenured faculty in Politics, and a Graduate Committee, chaired by the Graduate Dean and consisting of all tenured faculty who hold a full-time appointment in Politics. The Graduate Dean reports to the President and the Provost. Subject to the approval of the President, the Graduate Committee exercises exclusive jurisdiction over the curriculum and academic policies of the graduate program in Statesmanship. The responsibilities of the Graduate Dean and the Graduate Committee are as follows:

The Dean, with the approval of the Graduate Committee:

- Structures the content of the graduate curriculum
- Establishes academic procedures for graduate degrees
- Makes admissions decisions for the M.A. and Ph.D. programs

The Dean:

- Determines the schedule of graduate course offerings and the personnel, from among the graduate faculty, who will offer the courses each semester

- Designs the qualifying and comprehensive examinations, appoints faculty to the examination panels, and serves on each of the panels
- Approves thesis and dissertation committees and sits on all defense panels
- Submits periodic reports on probationary faculty to the Provost and President

Graduate Faculty

The regular faculty of the program, by virtue of their full-time appointment to the tenured or tenure-track Politics faculty, hold a regular, joint appointment to the graduate faculty. The Graduate Dean, with the approval of the Graduate Committee, may designate other college faculty or visiting faculty as members of the graduate faculty, for a specific term or for the purpose of offering a specific course. All courses taken for credit in the Graduate School of Statesmanship must be taught by graduate faculty.

The expectations for scholarly publishing are higher for a graduate faculty member than those for an undergraduate faculty member, including articles in scholarly journals and books with academic presses. Accordingly, reviews during the probationary period and for tenure will take these expectations into account, by means of reports conveyed by the Graduate Dean to the Provost and the President on the suitability of each probationary faculty member's publishing record for the Graduate School of Statesmanship and on the faculty member's effectiveness in teaching graduate courses and working with graduate students. These reports will be submitted not more than once per year and not less than once every two years, with copies provided to the faculty member and to the Chairman of the Department of Politics. In order to write the reports, the Graduate Dean will have access to graduate course syllabi and student evaluations of graduate courses, and may request copies of scholarly work and observe faculty teaching of graduate courses.

These factors will also be among those taken into account in the Graduate Dean's determination of who, among the graduate faculty, will be asked to offer courses in the Graduate School of Statesmanship each semester.

Section 2: Course Offerings

Graduate courses carry the “POL” designation in the course listings, and are offered at the 600-800 level in order to distinguish them from undergraduate offerings. Some advanced undergraduate courses may be cross-listed for graduate credit, designated at the 500 level. All courses are for 3 credit hours, unless otherwise noted. The courses numbered 601-605, 621-625, and 810 are required core courses, the readings from which form the backbone of the required core texts for comprehensive examinations in the doctoral program; these courses will be offered at least once every three years so that all doctoral students will have the opportunity to take them during their tenure in the program. These courses are indicated in the below list with a double asterisk (**). Other courses will be offered on a rotation determined by faculty availability and student interest.

I. Political Philosophy

Students in these courses will study the great works of the Western political tradition, and will, in particular, become deeply familiar with the books that the American founders read, studied, and discussed, and that they relied upon in forming a new nation and framing the Constitution.

****601. Plato.** *Republic, Apology*, and additional dialogue(s) selected by the instructor.

****602. Aristotle.** *Nicomachean Ethics, Politics*.

****603. Medieval Political Philosophy.** Augustine, Aquinas, Alfarabi, Maimonides, and Dante.

****604. Early Modern Political Philosophy.** Machiavelli, Hobbes, Locke, Rousseau, in addition to other thinkers at the discretion of the instructor, such as Montesquieu, Grotius, and Pufendorf.

****605. Late Modern Political Philosophy.** Rousseau, Kant, Hegel, Marx, Nietzsche, in addition to other thinkers at the discretion of the instructor, such as Weber or Heidegger.

701. The Natural Law. Cicero, Aquinas, Grotius, Pufendorf, and Hooker.

702. Twentieth and Twenty-First Century Political Thought. This course will feature the postmodern political philosophies that emerge in the twentieth century and retain their influence: existentialism, Marxist-humanism, Neo-liberalism, and the return to natural rights philosophy. Readings may include Martin Heidegger, Jean-Paul Sartre, Herbert Marcuse, Leo Strauss, Hannah Arendt, Friedrich Hayek, John Rawls, Michel Foucault, Richard Rorty, and Daniel Dennett.

703. Politics and Religion. Augustine, Aquinas, Calvin, Luther, Spinoza, Hobbes, Rousseau, Nietzsche, and Leo Strauss.

720. Machiavelli. Works such as *The Prince*, the *Discourses on Livy*, and others selected by the instructor.

722. Xenophon. This course explores the place of Xenophon in the history of political philosophy. Through a careful reading of Xenophon's major works, students will examine Xenophon's presentation of the way of life of Socrates as the best way of life. They will also examine Xenophon's presentation of the way of life of the political man as a serious alternative to the life of Socrates. *Memorabilia, Apology of Socrates to the Jury, Hiero or On Tyranny*, and excerpts from other works.

723. Thucydides. A study of Thucydides' history of the Peloponnesian War, focusing on the themes of necessity, justice, and the connections between foreign and domestic politics. Additional historical sources may include Diodorus Siculus, Xenophon, and Plutarch.

724. Tocqueville. 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. 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. A study of selected writings of one of the founders of modern political philosophy.

727. Locke. Readings may include the *Second Treatise, Reasonableness of Christianity, Letter on Toleration*, as well as other selections chosen by the instructor.

728. Plato's Laws. Close study of Plato's *Laws* prefaced by an examination of the institutions of the ancient Greek *poleis*, esp. Athens and Sparta.

729. Rousseau. Covers significant works sometimes overlooked in political theory surveys, such as the *Discourse on the Sciences and the Arts*, the *Letter to d'Alembert on the Theatre*, the *Emile*, and the *Reveries of the Solitary Walker*. Focuses on citizenship, the formation of the virtuous person, and the search for the good life in accordance with nature.

730. Cicero. This course will consider the political philosophy of Marcus Tullius Cicero through a careful reading of *De Finibus, De Officiis, De Re Publica*, and *De Legibus*.

731. Plato's Dialogues. Advanced themes in selected dialogues of Plato other than those taught in the core Plato course.

732. Scottish Enlightenment. A close reading of selections from the works of David Hume, Adam Smith, and Adam Ferguson prefaced by an examination of material by the third earl of Shaftesbury, Bernard Mandeville, and Montesquieu that set the stage for their debates.

733. Classical Political Rhetoric. This course considers the nature of rhetoric, its essential elements, and its relationship to philosophy and politics through a careful reading of works by Plato, Aristotle, and Cicero.

734-738. Specialized courses depending upon the interest of instructors and students.

739. Special Topics in Political Philosophy. Focuses on specialized themes in Political Philosophy, with particular themes to be selected based upon mutual interest of faculty and graduate students. Students may take this course number more than once in cases where there are distinct topics.

740. Independent Study in Political Philosophy. 1-3 credit hours.

II. American Politics and Political Thought

Students in these courses will develop a firm knowledge of the first principles of American constitutionalism and will understand the fate of those principles in American political development and contemporary American politics.

****621. The American Founding.** 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.** An in-depth study of *The Federalist*, focusing on its understanding of republicanism.

****623. Nationalism and Sectionalism.** A study of American political thought from the end of the Era of Good Feelings through the Civil War. Topics include Whig and Jacksonian political thought, the nature of the Union, proslavery and abolitionist thought, popular sovereignty, and Abraham Lincoln. The course explores the divisions in American political thought from disputes over the Constitution and the Union to the more fundamental problems of the nature of liberty and of equality.

****624. American Progressivism.** The Progressive critique of American constitutionalism and its influence on politics in the twentieth century. Begins with the debates over Reconstruction, industrialization, and imperialism, then focuses on the works of Woodrow Wilson, John Dewey, Herbert Croly, Theodore Roosevelt, Frank Goodnow, Franklin Roosevelt, and James Landis.

****625. The Modern American Regime.** This course examines the development of American political institutions and policymaking from 1932 to the present. Emphasis is placed upon the relationship between American political thought and changes in the arrangements of institutions and offices. The course employs case studies to illustrate the impact of these forces on policymaking and policy outcomes. The ability of the modern American regime to serve the general interest of the nation is evaluated.

741. The American Congress. 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. 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. 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. 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. 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. 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 affect the character of American politics.

747. Special Topics in American Political Thought. Focuses on specialized themes in American Political Thought, with particular themes to be selected based upon mutual interest of faculty and graduate students. Students may take this course number more than once in cases where there are distinct topics.

751. Statesmanship of Abraham Lincoln. 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 the New Progressivism: American Politics after the Progressive Era. This course will focus on the rise of liberalism after 1920, and the self-styled radicals' philosophic and political break with liberalism in the 1960s. Readings will connect philosophic ideas to changes in American institutions and culture; they may include: John Dewey, Sigmund Freud, Arthur Schlesinger, Jr., Franklin Roosevelt, Lyndon Johnson, Martin

Luther King, Jr., Erich Fromm, Herbert Marcuse, C. Wright Mills, Paul Goodman, Norman O. Brown, Betty Friedan, Tom Hayden, and John Rawls.

753. American Foreign Policy. 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. By 1890, the United States had established itself as a major power; at the same time, technological advances enabled modern regimes to project military and political power more extensively and more rapidly than ever before. This course addresses the thought of American strategists who considered this new set of conditions: Mahan, Mackinder, and Spykman in the first half of the twentieth century; Fukuyama, Huntington and others in subsequent decades.

760-779. Specialized courses depending upon the interest of instructors and students.

780. Independent Study in American Politics. 1-3 credit hours.

Other Coursework

****801. Doctoral Humanities Seminar I: Antiquity.** 1 credit hour, year-long. Focuses on the major works from antiquity in the formation of the West, and is taught from the perspective of a variety of liberal arts disciplines.

****802. Doctoral Humanities Seminar II: Middle Ages.** 1 credit hour, year-long. Focuses on the major works from the Middle Ages in the formation of the West, and is taught from the perspective of a variety of liberal arts disciplines.

****803. Doctoral Humanities Seminar III: Modernity.** 1 credit hour, year-long. Focuses on the major works from modernity in the formation of the West, and is taught from the perspective of a variety of liberal arts disciplines.

804. Independent Study. 1-3 credit hours.

805. Intensive Greek for Graduate Students. 3-12 credit hours (hours do not count toward the credit requirements for graduate degrees). Offered during occasional summers to qualify graduate students for reading competence in Greek. See [Appendix A](#) for additional information.

806. Intensive Latin for Graduate Students. 3-12 credit hours (hours do not count toward the credit requirements for graduate degrees). Offered during occasional summers to qualify graduate students for reading competence in Latin. See [Appendix A](#) for additional information.

807. Modern Language for Graduate Reading Knowledge. 3-6 credit hours (hours do not count toward the credit requirements for graduate degrees). Offered during occasional summers to qualify graduate students for reading competence in an approved modern language. See [Appendix A](#) for additional information.

****810. Studies in Statesmanship.** 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. 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 credit hour. For doctoral students with interest in teaching at the college level, this course may be taken instead of the third year of the Doctoral Humanities Seminar. Enrolled students will work individually with a member of the Graduate Faculty on developing some of the essential skills for a career in college-level teaching and scholarship. Like an Independent Study, the particular requirements and contact hours of each apprenticeship will be agreed upon by the individual student and faculty member, put in writing, and approved by the Graduate Dean prior to the beginning of the semester in which the apprenticeship is to take place. Requirements may include, but are not limited to: observing the professor as he/she teaches class, drafting sample syllabi and other course material, preparing and delivering mock classes, research (not to exceed 5 hours per week), and co-authorship for scholarly work.

832. Teacher-Scholar Apprenticeship II. 1 credit hour. As with POL 831, above, though normally taken with a different member of the Graduate Faculty.

833. Classical School Administrator Apprenticeship. 1 credit hour. This apprenticeship aims to introduce and familiarize students with many of the practical aspects of classical-school administration. Enrolled students will apprentice at the Hillsdale Academy. Under the direction of the Headmaster of Hillsdale Academy, enrolled students will spend one hour per week at the Academy, interacting with Academy staff and administration as they are exposed to various elements of classical secondary education/administration. This apprenticeship is

open to both M.A. and Ph.D. students, and may not be substituted for any other requirement in either degree program. See [Appendix B](#) for additional information.

850. Master's Thesis. 6 credit hours.

860. Doctoral Readings. 0 credit hours. For the doctoral student needing additional time to prepare for language-competence examinations or comprehensive examinations, or to complete the dissertation. Registration for this course indicates that the student is involved in full-time studies and is working toward the satisfaction of one of the non-coursework requirements. Registration for this course requires the approval of the Graduate Dean. Upon completion, the student must give evidence that progress has been made toward the satisfaction of a program requirement. Students may register for this course a maximum of six times.

865. Doctoral Workshop I. 2 credit hours, normally taken in the fall of the fourth year. This course is designed to guide the fourth-year student in preparation for comprehensive exams and in crafting and securing approval for a dissertation proposal. It involves regular meetings with the Graduate Dean and, when appropriate, the prospective dissertation Chair. Meetings will normally be bi-weekly, and students must be in residence in the vicinity of the College while taking this course.

866. Doctoral Workshop II. 1 credit hour, normally taken in the spring of the fourth year. A continuation of POL 865.

870. Dissertation Research I. 3 credit hours. For the doctoral student who has completed an approved dissertation proposal and has started work on the dissertation.

880. Dissertation Research II. 3 credit hours. For the doctoral student who is in the final semester of writing the dissertation.

In those cases where the Graduate Dean authorizes an advanced undergraduate course to be cross-listed for graduate credit, it shall be listed at the 500 level. In such courses, the professor is to require additional work from the graduate students, and is to expect a higher level of understanding and performance. Minimally, a major term paper is to be required of graduate students in such courses, and professors may also set additional requirements at their discretion. The Graduate Dean shall also determine whether such courses apply to the Political Philosophy track or the American Politics and Political Thought track. POL 525 is designated for Special Topics in Political Philosophy, and POL 526 for Special Topics in American Political Thought. Students may take POL 525 or POL 526 more than once in cases where there are distinct topics.

Courses offered at the 600-800 level are reserved exclusively for graduate students. Unless a waiver is granted by the Graduate Dean for an exceptional case, undergraduate students may not be invited to sit in on these courses, even if they are registered for an undergraduate independent study on the course topic. Any course which is offered for both undergraduate and graduate students must be offered at the 500 level.

Section 3: Doctor of Philosophy in Politics

Doctoral students are expected to develop a firm knowledge of the first principles of American constitutionalism and to understand the fate of those principles in American political development and contemporary American politics. Since the first principles of American constitutionalism and subsequent developments in the American political tradition have been informed by the great works of Western political thought, students ought also to understand the critical elements of Western political thought, both classical and Modern. In addition to becoming conversant in the most relevant contemporary scholarship on these themes, doctoral students are expected to develop an understanding of the following Core Texts of Western and American political thought:

Plato: *Republic*

Aristotle: *Nicomachean Ethics; Politics*

Aquinas: *Summa Theologiae; Treatise on Law*

Machiavelli: *The Prince*

Hobbes: *Leviathan*

Locke: *Second Treatise of Government; Letter Concerning Toleration*

Rousseau: *Second Discourse; Social Contract*

Kant: *Groundwork of the Metaphysic of Morals*

Hegel: *Philosophy of History; Philosophy of Right*

Marx: *Communist Manifesto; Critique of Hegel's Philosophy of Right*

Nietzsche: *Use & Disadvantage of History; Beyond Good and Evil*

U.S. Declaration of Independence

U.S. Constitution

The Federalist

Essential writings of Alexander Hamilton, Thomas Jefferson, James Madison, and George Washington

Tocqueville: *Democracy in America*

Lincoln-Douglas Debates

Lincoln: Lyceum Speech; Temperance Address; Speech on the Kansas-Nebraska Act; Speech on the Dred Scott Decision; Cooper Institute Speech; House Divided Speech; First and Second Inaugural Addresses; Message to Congress of July 4, 1861; Gettysburg Address

Progressive commentaries on American constitutionalism by Woodrow Wilson, John Dewey, Theodore Roosevelt, and Herbert Croly

Franklin Roosevelt: Commonwealth Club Address; 1944 Annual Message

Other writings on 20th and 21st century thought and politics in America, including institutions and policies, used in doctoral coursework during the student's time in the program

Degree Requirements

- 72 credit hours.
- Minimum of 18 hours in each of the two tracks.
- Maximum of 12 hours in advanced undergraduate courses cross-listed for graduate credit (only courses designated at the 500 level). This maximum may be raised in individual cases of compelling need at the discretion of the Graduate Dean, and the Dean will determine on a case-by-case basis which track (political philosophy or American politics), if any, will be credited for each 500-level course.
- POL 601-605, POL 621-625, POL 810, POL 865, 866, 870, 880.
- Completion of 3 hours of Doctoral Humanities Seminar (included in the 72-hour requirement, above). Third-year doctoral students interested in careers in college teaching may substitute POL 831 for the final year of the Doctoral Humanities Seminar, with the permission of the Graduate Dean.
- Reading competence in two foreign languages, one classical and one modern.
- Successful completion of the Doctoral Qualifying Evaluation, made by the Graduate Committee during the third semester of full-time coursework or its credit equivalent, consisting of a written and oral examination as one part of a broader assessment by the faculty of the student's suitability for continuing in the program.
- 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 above).
- Successful completion and defense of a doctoral dissertation.

Regulations

Required Courses

Doctoral student coursework will consist of required elements and electives. Required 3-hour courses are POL 601, 602, 603, 604, 605, 621, 622, 623, 624, 625, and 810. The requirement for one or more of these courses may be waived by the Graduate Dean if the student demonstrates that he or she has taken graduate coursework dealing substantially with the same text(s) as the required course for which a waiver is sought. Also required are courses pertinent to the dissertation process: POL 865, 866, 870, and 880.

Independent Study

One independent study (up to three credit hours) may be counted toward the required credit hours for the Ph.D. Independent studies count toward elective credit only and cannot be substituted for core courses. Independent studies must be on topics that are not covered by the regular course offerings of the Graduate School of Statesmanship. All independent studies require the approval of the Graduate Dean, application for which must be submitted to the Graduate Dean's office at least one week prior to the beginning of the semester in which the independent study is to be taken. Upon approval, the Graduate Dean will assign an appropriate course number in consultation with the Registrar, and will determine whether the course will apply to the political philosophy track or the American politics track.

Doctoral Humanities Seminar Requirement

All doctoral students are required to take 3 hours of Doctoral Humanities Seminar (POL 801, 802, 803), though POL 831 may be substituted for one of these, as noted above. The Doctoral Humanities Seminars are year-long, 1-credit courses that address the broad themes of the humanities and draw upon the breadth of the Western tradition. The purpose of these seminars is to emphasize to students the place of the study of politics within the humanities and liberal arts as a whole, and to help prepare them for teaching positions which will often be found at liberal arts institutions. The texts studied will be drawn from the great books of the Western canon. The seminar will meet 5 times per academic year, and each session will be guided by a different Hillsdale College faculty member. Disciplines to be drawn from will most likely include, but are not limited to: Classics, English, History, Philosophy, and Politics. Sessions will normally be scheduled for 3 hours in the evening, and will consist of a faculty lecture followed by questions and discussions with the doctoral students led by the faculty member. Students will write a paper for each year of the seminar, based upon a particular session from that year, under the direction of the faculty member who conducted the session. Session themes and faculty will be organized by the Graduate Dean.

Foreign Language Competence

The requirement is for reading competence, demonstrated either by passing a written translation examination on material from a critical text in the Western political tradition in the relevant language, or by taking relevant coursework. Determination of relevant coursework or of the text and the faculty member who is competent to administer the examination is made by the Graduate Dean, who makes the final decision as to whether or not a student has demonstrated foreign language competence. Students should consult Appendix A to this handbook for further information. Competence in one ancient language is required (Latin or ancient Greek), in addition to competence in one modern language (normally French, Italian, German, or Spanish). In those cases where a student's doctoral research would benefit most from specialized language competence, the Graduate Dean has the discretion to permit the student to qualify in two ancient languages or two modern languages, instead of one of each. No coursework that students may take in preparation for a language exam is counted toward the 72-hour degree requirement.

Doctoral Qualifying Evaluations

The purpose of this evaluation is to determine students' suitability for continuing in the doctoral program. Grade achievement in individual courses is not sufficient to establish a student's suitability for continuing. The Qualifying Evaluation will normally occur during a student's third semester of coursework (or its credit equivalent); the timing may vary for master's students who transfer to the doctoral program.

During the relevant semester the Graduate Committee will meet and consider the following criteria for students at the qualifying stage:

- 1) the student's record of academic achievement in graduate coursework;
- 2) the faculty's assessment of the student's overall intellectual development in the

program to date and the student's engagement in the program both in and out of the classroom;

3) the extent to which the student has demonstrated the writing skills necessary to complete a dissertation;

4) the results of the student's Qualifying Examination. In the case of Master's students who are accepted to transfer to the doctoral program, the results of the student's MA comprehensive examination may be substituted, if the student took the MA comprehensive exam prior to accepting their transfer to the PhD.

On the basis of these factors, the Graduate Committee shall, by majority vote, render one of three decisions:

1) Qualified (the student continues on to the next stage of the doctoral program);

2) Not Qualified – Provisional (the student is not approved for continuing, but is invited to make a second attempt in the subsequent semester; this re-try is permitted only once);

3) Not Qualified – Final (the student is not approved for continuing, and is automatically transferred into the master's program without opportunity to re-try the qualifying process). The judgment of the Graduate Committee is final.

The Qualifying Examination, one of the four factors considered by the Graduate Committee as part of its Evaluation, consists of written and oral components and is conducted in the first half of the semester in advance of the Committee's Evaluation.

The Examination will be based on coursework the individual student has completed during his or her time in the program thus far. The Graduate Dean will appoint an examination panel for each student consisting of himself and two other graduate faculty. He will administer a four-hour written examination, to be followed by an oral examination held within 4 weeks after the written examination. It will be conducted by the examination panel, will last from 45 to 90 minutes, and will cover the written examination and other questions the examiners may deem pertinent based upon the student's body of work in the program.

At the conclusion of both exam components, the panel shall, by majority vote, assign one of the following assessments: 1) High Pass; 2) Pass; 3) Low Pass; 4) Fail. The result will be reported by the Dean to the Graduate Committee when it meets to make its Qualifying Evaluation. The result of the exam is one factor in the Committee's overall evaluation; it is not determinative, in itself, of the results of the Evaluation. A passing exam is necessary, but not sufficient, to qualify for continuance in the program.

The student will also submit, at the time of the Examination, a substantial paper to be considered by the Graduate Committee in its evaluation as evidence of the student's writing, scholarly, and intellectual abilities. The paper (a minimum of 10 typed, double-spaced pages)

may be one previously submitted in satisfaction of a course requirement in the program, though it should be free of the instructor's grades or remarks.

Results of the Qualifying Evaluation are released to students prior to the end of the semester, along with a letter from the Graduate Dean summarizing the Committee's evaluation on all of the factors indicated above, and including the results of the Qualifying Examination. Those students deemed "Not Qualified – Final" will be transferred into the master's program for the subsequent semester, though they will keep their tuition scholarship and full fellowship stipend until completion of the M.A. (assuming full-time status and satisfaction of all other Handbook requirements).

Doctoral Comprehensive Examinations

Comprehensive exams, containing both written and oral components, are to be taken upon the completion of all required coursework and satisfaction of language requirements. The exams will be based both upon the individual student's coursework in the program and the list of Core Texts (above) which applies to all doctoral students and for which all doctoral students will be responsible. In choosing their coursework, students should thus keep in mind the list of Core Texts; the list is based upon courses that will be offered at least once every three years (that is, courses that all students will be able to take during their time in the program). Courses from which these core texts are drawn are numbered in the 600s.

Each semester the Graduate Dean will appoint Comprehensive Examination Panels from among the Graduate Faculty, each consisting of three members including the Dean, to conduct comprehensive exams for students who are due to take them that semester. The Dean will write the questions for the written portion of the examination based upon the list of Core Texts. The examination consists of two parts:

- 1) An eight-hour written examination, administered over the course of two days, which will be the same for all students taking the examination that semester and which all students will take at the same date and time.
- 2) A one- to two-hour oral examination for each individual student, held within 4 weeks after the written examination, based not only upon the written examination but also any material that a student is expected to know on the basis of the Core Texts and his or her coursework in the program. All works from the list of Core Texts are legitimate grounds for examination for all students. Note: In cases where the Panel is unanimous in its judgment that the written portion of the exam is seriously deficient, the Panel may deem the student to have failed the exam without conducting the oral component.

At the conclusion of the oral examination, the panel will deliberate on whether or not the student has demonstrated satisfactory knowledge of the Core Texts and of the concepts outlined in the aims of the doctoral program. A majority vote of the panel is required for the student to pass the examination. As a condition of passing a

particular exam, the exam panel may, at its discretion, require the student to complete further written work on texts in which the student may be judged deficient.

Students who do not pass may be given one re-examination in the subsequent semester. Students failing the examination a second time may not proceed to candidacy and are removed from the doctoral program. Students who fail their second attempt at comprehensive examination may appeal the decision of the Comprehensive Examination Panel to the full Graduate Committee. In the case of such an appeal, the Graduate Dean will submit to the Graduate Committee the student's written answers from both the first and the second comprehensive exam. The Graduate Committee may, at its sole discretion, call the student before it and conduct its own oral examination. The decision of the Graduate Committee is final. Under no circumstances may a third comprehensive examination be attempted.

Dissertation

Students may move to the dissertation stage only after a written dissertation proposal has been approved by the dissertation committee and the Graduate Dean. Students must have completed all of their language requirements and the comprehensive examination before a dissertation proposal can be approved. No student is permitted to write a dissertation on a topic whose major texts are in a language in which the student has not demonstrated reading competence. Dissertation committees are to consist of three faculty, at least two of whom must be regular graduate faculty of Hillsdale College. The composition of the committee is to be approved by the Graduate Dean. The following guidelines apply to the proposal and dissertation process, and students are also to adhere to the Program's Style and Format Guide in writing both the proposal and the dissertation itself:

Dissertation Proposal. The Guide details the requirements for a proposal and provides a template for it.

Dissertation Committee. In constructing dissertation committees, students and faculty should consult the Dean, who must approve all committees, and who will be able to tell if work is being spread around evenly and also make suggestions. Students and faculty should bear in mind the following roles for members of the dissertation committee:

Chair/1st Reader: This is the faculty member primarily responsible for assuring that the dissertation meets acceptable standards. Not only will this faculty member give the most advice to the student, but will also be responsible for coordinating the advice given by other readers. Other readers should always coordinate their advice with the chair, so that a student is not driven in competing directions. The first reader is also under the greatest obligation to read drafts thoroughly and promptly - if the student is diligent in getting drafts to the chair regularly, it is not acceptable for the chair to make the student wait weeks for feedback. Faculty should not accept this role if they are not comfortable with these guidelines.

2nd Reader: This member should support the chair, whom it is the student's primary obligation to satisfy. The second reader should offer substantive comments, and should bring objections if he or she believes there are serious deficiencies. But in cases where there are two competing, but acceptable, directions, the chair is to get the deference. If readers reach an impasse on competing advice, it will be resolved by the Dean. The second reader position should involve considerably less work than the chair. The second reader should at some point in the process read a draft of all parts of the dissertation and offer substantive comments (coordinated with the chair), and then should read through the final submission before signing off - but reading it through more than that (one thorough read of the draft with comments, one final read), is going beyond what is required.

3rd Reader: This member is there principally for quality control, focusing on the writing – this does not mean proofreading, but it does require a careful read of the dissertation for clarity, organization, style, and adequate citation of evidence. This member need not read through any of the dissertation until it is at the final stage; he or she may offer advice at his discretion throughout the process (coordinated with the chair), but need not read through drafts. This member is there to protect the integrity of the program. Expertise on the dissertation's subject matter is an advantage but not strictly necessary for the third reader.

As a rule, a faculty member is not permitted to chair more than one dissertation per cohort. If there are extenuating circumstances, the case should be brought to the attention of the Dean, who will consider faculty workload and the availability of other competent faculty on the topic. For second readers, faculty should not serve as second reader on more than two dissertations per cohort, with the same provision for extenuating circumstances. There is no limit to third-reader roles.

Dissertation Defense

Once the dissertation has met with the approval of all committee members, the student shall submit a final typescript to the Graduate Dean, who will then schedule an oral defense. The defense committee shall consist of five members: the dissertation's three readers, the Graduate Dean, and one other member of the College faculty (or, if appropriate, an outside scholar) appointed by the Graduate Dean. If the Graduate Dean is already a reader of the dissertation, then a second faculty member is appointed to the defense committee in order to bring the final number to five. The defense is open to all members of the Graduate Faculty, but only the five members of the defense committee may vote on the candidate's performance, with four votes required for approval. An unsuccessful defense means that the dissertation will not be accepted and the doctoral degree will not be awarded. A second and final defense will be permitted by the examiners after the candidate has made the required corrections or revisions.

After the candidate has successfully completed his or her defense, he or she must deliver a public lecture of approximately thirty minutes based on the dissertation, open to the attendance of all College faculty, staff, and students.

Timeline/Deadlines

By **May 1**: Normally, the dissertation proposal is to be approved by the end of the fourth year. This is required in order for the student to qualify for any fifth-year fellowship support that he or she may receive.

By **Dec 1**: In order for the student to qualify for any available second-semester financing in the fifth year, the Dean and Dissertation Chair must sign off that there has been satisfactory progress on the dissertation during the fall semester.

By **Apr 1**: In order to graduate, the student must successfully complete the dissertation defense by this date. At least one week prior to the *scheduled* defense, the student must also submit a properly formatted dissertation (as a single electronic file in MS Word) to the Graduate Dean's office.*

The dissertation will be reviewed for compliance with format and style requirements. The student must resubmit the dissertation, if necessary, with fixes to any identified deficiencies in format/style by the specified due date. The specified due date is designed to keep the student on schedule to meet the Dean's final approval deadline, which is required for graduation. When possible, the deadline will be at least five days. However, when multiple compliance reviews become necessary or when circumstances otherwise require, fewer than five days may be given. Students should consider this dynamic both when planning the date to turn in their properly formatted dissertation and when making plans or scheduling activities that will occur during the timeframe of the review process.

Once the dissertation defense has been successfully completed, the student will go on the preliminary list for graduation.

By **Apr 30**: The public presentation must be completed. The dissertation must receive final approval from the Dean, who will verify that a final and properly formatted dissertation has been submitted in compliance with all requirements.*

A student who is on the preliminary list for graduation but misses the April 30 deadline may have his or her name in the Commencement program and may participate in Commencement exercises. However, no degree will be awarded until the Dean has approved the final submission of a properly formatted dissertation.

* For students aiming at December graduation, substitute November for April in the deadlines stated above.

Time Limit

All requirements for the doctorate must be met within eight years from the time the student begins coursework in the program. Periods for which a Leave of Absence (see Section 5) is requested and granted are not counted toward the limit. Extensions to this limit may be granted by the Graduate Committee.

Scholarship Policy and Grade-Point Minimum

Doctoral students are normally supported with a tuition scholarship and also with a fellowship stipend and a research assistantship. The Graduate Research Assistantship (GRA) is mandatory for all students on fellowship, and requires that the fellow be available for up to a certain limit of hours each week while fall and spring classes are in session for research assistance work on behalf of the graduate faculty or other departments of the College. The GRA assignment will be managed by the Graduate Dean's office. During the school year, students on fellowship are not permitted to work more hours or to undertake any other employment inside or outside of the College. Violations of this prohibition constitute grounds for loss of financial support. Summers do not come under this prohibition nor does the break between fall and spring semesters. However, students may be limited in the number of hours they can work at the College during breaks due to federal and state regulations. Research assistants are to complete their work in a timely and satisfactory manner; this will be monitored by the Graduate Dean's office and fellows can be removed from financial assistance for failure to fulfill research assistance obligations diligently.

At the end of each semester, the Graduate Dean will also review students' academic performance. A cumulative grade point average of 3.5 is required for continuance of all financial support. The continuance of support is also contingent upon student adherence to the personal conduct policy (see Section 5), as well as satisfying the other markers of progress indicated in the timeline below:

YEAR 1

- Annual fellowship stipend
- Research Assistantship: 0 hours this year

YEAR 2

- Annual fellowship stipend
- Research Assistantship: maximum of 5 hours per week

**Requirement to move on in program: Pass Doctoral Qualifying Evaluation*

YEAR 3

- Annual fellowship stipend
- Research Assistantship: maximum of 5 hours per week

**Requirement for moving on to 4th-year stipend: Coursework completed;
Languages completed by start of 4th year*

YEAR 4

- Annual fellowship stipend
- Research Assistantship: maximum of 10 hours per week (or teach a course for the College)
- Registration for POL 865 & 866 (Doctoral Workshop I & II)

**Requirement for moving on to 5th-year stipend: Comprehensive exams passed;
Dissertation Proposal approved by May 1st*

YEAR 5 – FIRST SEMESTER

- First half of annual fellowship stipend
- Research Assistantship: maximum of 10 hours per week (or teach a course for the College)
- Registration for POL 870 (Dissertation Research I)

**Requirement for moving on to 2nd-semester stipend: Dean and Dissertation
Chair sign off on satisfactory progress on dissertation by December 1st*

YEAR 5 – SECOND SEMESTER

- Second half of annual fellowship stipend
- Research Assistantship: maximum of 10 hours per week (or teach a course for the College)
- Registration for POL 880 (Dissertation Research II)

All doctoral students receiving a fellowship stipend are expected to be in residence in the vicinity of the College during the academic year and to be active participants in Graduate School of Statesmanship events; this includes fourth and fifth-year students even though they may not be taking traditional courses in the manner of students in their first three years. Residency and active participation are critical to students' continuing education, to meeting the program's required markers of progress, and ultimately to finishing the program on time. The Graduate Dean's office will monitor residency and participation status, and may withdraw fellowship funding from students deemed to be in dereliction of these requirements. The residency requirement may be waived only in the fifth year of study and only with a unanimous vote of the Graduate Committee.

Even though most doctoral students meeting their markers of progress will be on fellowship stipends from the College through the fifth year in the doctoral program (or its equivalent), they are encouraged to seek outside support. Students receiving awards from sources outside the College are obligated to notify the Graduate Dean's office. At the Dean's discretion, students may be permitted to keep outside awards of modest amount without affecting their fellowship support from the College. Those students receiving major outside awards, however, will not be permitted to receive the College's fellowship support in addition to their outside support. They should still pursue such awards, however, both because of their prestige and also because doing so will free the student from the obligations of the College's research assistantship.

Doctoral students who decide to transfer from the doctoral program to the M.A. program may, at the discretion of the Graduate Dean, forfeit financial support.

A cumulative grade point average of 3.0 for all doctoral coursework is required for graduation.

Application for M.A.

Doctoral students may apply for the M.A. degree upon successful completion of their Qualifying Evaluation and thirty-six hours of coursework in the Graduate School of Statesmanship at Hillsdale College.

Transfer of Graduate Credit

After students have passed the Qualifying Evaluation, they may petition the Graduate Dean for a transfer of credits from previous graduate study. Credits transferred from previous study may not be counted toward those necessary to apply for the M.A. No more than 15 credits may be transferred into the doctoral program, and the transfer of credits is not automatic. Petitions for transfer credit must be for work completed within the last five years, strictly compatible with Hillsdale's Politics curriculum, must have been done at an accredited university or college, and must have received the equivalent of a "B" or better. Pass/fail courses may not be transferred. The Graduate Dean will make the final determination on any transfer of credit, and on how it will be applied to the specific requirements of the doctoral program.

Admission to Candidacy

Doctoral students are admitted to candidacy after successfully completing all course requirements, satisfying the two language requirements, and passing the Comprehensive Examination. Having completed these requirements, students are permitted to use the designation "Ph.D. (cand.)" after their name.

Section 4: Master of Arts in Politics

The aim of the M.A. program is for students to develop a firm knowledge of the first principles of American constitutionalism and to understand the fate of those principles in American political development and contemporary American politics. Since the first principles of American constitutionalism and subsequent developments in the American political tradition have been informed by the great works of Western political thought, students ought also to understand the critical elements of Western political thought, both classical and Modern.

Degree Requirements

- Minimum of 9 hours in each of the two tracks (political philosophy and American politics)
- 36 credit hours
- Maximum of 9 hours in advanced undergraduate courses cross-listed for graduate credit (only courses designated at the 500 level). This maximum may be raised in individual cases of compelling need at the discretion of the Graduate Dean, and the Dean will determine on a case-by-case basis which track (political philosophy or American politics), if any, will be credited for each 500-level course.
- One of the following three options:
 - Option 1: Completion of the 36-hour requirement by taking 12 standard courses and passing a master's comprehensive exam in the final semester of coursework.
 - Option 2: Completion of the 36-hour requirement by taking 10 standard courses, plus completion and defense of an M.A. thesis, which counts as 6 credit hours toward the 36-hour requirement.
 - Option 3: For doctoral students only: the M.A. degree may be earned by having completed 36 hours of coursework in the program. This may be done only after the student has passed the Doctoral Qualifying Exam, thus rendering a master's comprehensive exam unnecessary.

* For master's students, Option 1 is the default. Master's students wishing to pursue Option 2 must make a written request to do so within two weeks following the conclusion of the student's second semester in the program. The Graduate Committee will grant or deny such requests at its discretion, giving particular weight to writing ability demonstrated by the student during his/her time in the program.

Regulations

Choice of Courses

There are no required courses for the M.A. program. However, students will be held to account in their thesis defense or comprehensive examination for how well they have mastered the concepts described in the aims of the M.A. program (above). Students should choose their coursework with this in mind. Accordingly, it is expected that students will take

coursework in both early and contemporary American political thought and politics, as well as in classical and Modern political philosophy.

Independent Study

One independent study (up to three credit hours) may be counted toward the required credit hours for the M.A. Independent studies must be on topics that are not covered by the regular course offerings of the Graduate School of Statesmanship. All independent studies require the approval of the Graduate Dean, application for which must be submitted to the Graduate Dean's office at least one week prior to the beginning of the semester in which the independent study is to be taken. Upon approval, the Graduate Dean will assign an appropriate course number in consultation with the Registrar, and will determine whether the course will apply to the political philosophy track or the American politics track.

Comprehensive Examination

The master's comprehensive examination will be administered in the final semester of coursework for those students taking Option 1 (above). The Dean will draft written questions for each student based both upon the core concepts of the master's program (stated above) and the coursework the student has taken. The written exam will be three hours, to be followed within 4 weeks by an oral exam of 45 to 90 minutes. The examination panel will consist of the Dean and one other member of the Graduate Faculty designated by the Dean. Both members of the panel must be in agreement in order for the student to pass the examination. Students failing the exam will be permitted a second and final attempt, the timing of which will be at the Dean's discretion. Students who fail their second attempt at the exam may appeal the decision of the examination panel to the full Graduate Committee. In the case of such an appeal, the Dean will submit to the Graduate Committee the student's written answers from both the first and the second comprehensive exam. The Graduate Committee may, at its sole discretion, call the student before it and conduct its own oral examination. The decision of the Graduate Committee is final. Under no circumstances may a third comprehensive examination be attempted.

M.A. Thesis

Specific requirements for both the thesis proposal and the thesis itself can be found in the Program's Style and Format Guide.

The thesis is to be a minimum of 50 typewritten, double-spaced pages, and is often an expansion of a paper completed for coursework in the M.A. program, although this need not be the case. While students will normally register for thesis during their fourth semester, many deadlines for preliminary thesis work will come in the third semester. The following deadlines will apply for May graduates [bracketed dates apply to December graduates]:

Within two weeks following the end of the spring [fall] semester: Written request to pursue Option 2 (MA thesis) is submitted to the Graduate Dean for Graduate Committee determination

Sep 30 [Feb 28]: A topic is identified and faculty readers are secured

Oct 31 [Mar 31]: Proposal is submitted to Dean and readers

Nov 30 [Apr 30]: Any necessary revisions are completed and proposal is approved

Feb 1 [Sep 1]: Completed first draft due to readers

Mar 1 [Oct 1]: Revised thesis due in response to readers' comments

Apr 7 [Nov 7]: Thesis defenses must be successfully *completed* by this date. No later than one week prior to the *scheduled* defense, the student must also submit a properly formatted thesis to the Graduate Dean's office.

The thesis will be reviewed for compliance with format and style requirements. The student must resubmit the thesis, if necessary, with fixes to any identified deficiencies in format/style by the specified due date. The specified due date is designed to keep the student on schedule to meet the Dean's final approval deadline, which is required for graduation. When possible, the deadline will be at least five days. However, when multiple compliance reviews become necessary or when circumstances otherwise require, fewer than five days may be given. Students should consider this dynamic both when planning the date to turn in their properly formatted thesis and when making plans or scheduling activities that will occur during the timeframe of the review process.

Once the thesis defense has been successfully completed, the student will go on the preliminary list for graduation.

By **May 7** [Dec 7]: The thesis must receive final approval from the Dean, who will verify that a final and properly formatted thesis has been submitted in compliance with all requirements.

A student who is on the preliminary list for graduation but misses the May 7 deadline may have his or her name in the Commencement program and may participate in Commencement exercises. However, no degree will be awarded until the Dean has approved the final submission of a properly formatted thesis.

Thesis Defense and Examination

Once the thesis is completed and has been approved by both readers, it is to be submitted to the Graduate Dean who will schedule an oral defense and examination in consultation with the student and the readers. The Graduate Dean will serve as the third member of the examining panel (if the Dean is already one of the two readers, he will appoint another member of the Graduate Faculty to serve on the panel, bringing the total number to three). The oral defense will last from 45 to 90 minutes, and will examine the student in two areas:

- 1) The argument of the thesis itself and the student's knowledge of the topic of the thesis and the literature (primary and secondary) relevant to it.
- 2) The student's knowledge of the concepts that are central to the aims of the M.A. program (stated above). In particular, the student will be expected to demonstrate

that he or she understands the principles of the constitutional order created by the American founders, and the fate of those principles in American political development and contemporary American politics. The student will also be expected to show proficiency in knowledge of the Western tradition of political philosophy – both classical and Modern – which informs the American political order.

The defense is open to all members of the Graduate Faculty, but only the three members of the examining committee may vote on the student's performance, with three votes required for approval. An unsuccessful defense means that the thesis will not be accepted and the M.A. degree will not be awarded. A second and final defense will be permitted by the examiners after the student has made the required revisions or has prepared more adequately for the panel's questions.

The timing of defenses is set by the Graduate Dean, and defenses are scheduled only once the thesis readers have advised the Dean of their judgment that the thesis is sufficiently far along to make a successful defense likely.

Thesis Time Limit

The master's thesis must be completed and successfully defended within two years after the completion of master's coursework. Periods for which a Leave of Absence is requested and granted are not counted toward this limit. Extensions to this limit may be granted by the Graduate Committee.

Scholarship Policy and Grade-Point Minimum

Full-time master's students are normally supported with a full tuition scholarship and are usually also offered a modest fellowship stipend in conjunction with a paid research assistantship. The Graduate Research Assistantship (GRA) requires that the student be available for *up to* 10 hours each week while fall and spring classes are in session for research assistance work on behalf of the graduate faculty or other departments of the College. The GRA will be available for each semester that the student is enrolled full-time and in residence in the vicinity of the College (normally 3 or 4 semesters).

The student's GRA assignment will be managed by the Graduate Dean's office. During the school year, students participating in a GRA are not permitted to work more hours or to undertake any other employment inside or outside of the College, unless granted prior *written* permission by the Dean. This permission will only be granted in rare cases of extreme need. Violations of this prohibition constitute grounds for loss of financial support. Summers do not come under this prohibition nor does the break between fall and spring semesters. However, students may be limited in the number of hours they can work at the College during breaks due to federal and state regulations. Research assistants are to complete their work in a timely and satisfactory manner; this will be monitored by the Graduate Dean's office and students can be removed from financial assistance for failure to fulfill research assistance obligations diligently.

Master's students who elect to not participate in a GRA but who are still receiving financial support in the form of tuition scholarships receive such support on the understanding that they will be devoted full-time to their studies. A modest amount of part-time employment is not prohibited, but it will be monitored to make sure that it does not interfere with academic performance. As a condition of receiving scholarship support, master's students are obligated to apprise the Graduate Dean's office of any non-GRA employment they undertake. They also acknowledge that the College has the right to revisit and revise any scholarship commitment if, in the Dean's judgment, part-time employment is interfering with academic performance or with the timely completion of program requirements.

At the end of each semester, the Graduate Dean will also review students' academic performance. A cumulative grade point average of 3.3 is required for continuance of all financial support. The continuance of support is also contingent upon student adherence to the personal conduct policy (see below).

A cumulative grade point average of 3.0 for all master's coursework is required for graduation.

Transfer of Graduate Credit

Master's students may petition the Graduate Dean for a transfer of credits from previous graduate study. No more than 6 credits may be transferred into the M.A. program, and the transfer of credits is not automatic. Petitions for transfer credit must be for work completed within the last five years, strictly compatible with the Graduate School of Statesmanship's curriculum, must have been done at an accredited university or college, and must have received the equivalent of a "B" or better. Pass/fail courses may not be transferred. The Graduate Dean will make the final determination on any transfer of credit, and on how it will be applied to the specific requirements of the M.A. program.

Section 5: Policies

In addition to the regulations provided above, which apply to particular degree programs, the following policies apply for all students of the Van Andel Graduate School of Statesmanship.

Academic Honesty

Students should understand and adhere to the policy on academic honor stated in the College Catalog. Stated in its most basic form, students shall not cheat on quizzes or examinations, nor shall they use the words or ideas of others without proper attribution in written assignments. Students shall not submit work in completion of a course assignment the substance of which they have previously submitted for other coursework at the graduate or undergraduate level. Given their maturity and the fact that they are being prepared for careers as scholars or in public service, graduate students are held to the highest possible standards, and there will be no tolerance whatsoever for any kind of academic honor violation. Accordingly, the procedure for dealing with a potential academic honor violation by a graduate student is distinct from that which applies to undergraduates. If a professor believes that a student may have violated the academic honor policy, the professor is to notify the student and request an explanation.

If the student admits to the violation, the professor shall assign a grade of “F” for the course and prepare a written report for the Graduate Dean. Upon receipt of the report and ensuring that all procedures have been followed, the Graduate Dean shall dishonorably dismiss the student from the Graduate School of Statesmanship forthwith.

If the student does not admit to the violation, the professor shall determine if a violation has occurred based upon the student’s explanation and the evidence of the case. If after these considerations the professor does not believe a clear violation has occurred, the case ends there and the student receives a grade on the assignment that it would have merited in the absence of any academic honor issue. If after these considerations the professor determines that a clear violation has occurred, he or she will assign a grade of “F” for the course and prepare a written report for the Graduate Dean. Upon receipt of the report and ensuring that all procedures have been followed, the Graduate Dean shall dishonorably dismiss the student from the Graduate School of Statesmanship, unless the student notifies the Dean of his or her intent to appeal. If appeal is made, the Graduate Committee makes the final decision. If the Graduate Committee overturns the decision, the professor must assign a grade for the assignment that it would have merited in the absence of any academic honor issue. If the Graduate Committee confirms the decision, the Graduate Dean shall dishonorably dismiss the student from the Graduate School of Statesmanship forthwith.

Dishonorable dismissal from the Graduate School of Statesmanship includes immediate forfeiture of any scholarship or fellowship funds which may otherwise be due to the student.

Academic Regalia

All students receiving a master’s degree will be given the appropriate gown, hood, cap, and tassel. Doctoral students receiving their Ph.D. are also provided the appropriate Ph.D. hood. The remaining Ph.D. regalia is traditionally purchased by the graduate and the order must be placed enough in advance to ensure receipt in time for Spring Convocation and for Commencement. A limited

quantity of Ph.D. gowns and tams in the most common sizes have been purchased by the Graduate School of Statesmanship for rare cases when a graduating doctoral student does not purchase his/her own Ph.D. regalia. With permission of the Graduate Dean, these may be borrowed, subject to appropriate dry cleaning fees and any applicable deposits.

Academic Status

The minimum GPA required for annual continuance in the Graduate School of Statesmanship is 3.0. Records will be reviewed at the end of each spring semester for adherence to this requirement, with students falling below the threshold notified within three weeks of the semester's conclusion that they may not return for the fall. There is no appeal in this situation.

In courses in which a grade lower than "C" (2.0 GPA) is earned, the grade counts for determination of GPA but does not satisfy course or credit requirements.

In order to maintain status in the Graduate School of Statesmanship, students will be required to attend occasional events in addition to their class sessions; these may include, but are not limited to, academic convocations, orientation, and organizational meetings. Attendance at such functions, announced in advance by the Graduate Dean's office, is mandatory. It is also mandatory for students to participate in any activity that is associated with the College's assessment program, including but not limited to the completion of surveys as well as pre- and post-tests. The Graduate Dean's regular review of students' academic status will include review of their attendance at and participation in these activities.

Admission

Admission to the Graduate School of Statesmanship requires the completion of a bachelor's degree from an accredited college or university. Applicants for admission are required to submit the following:

- 1) A completed application, normally submitted online
- 2) Official transcripts from all institutions where undergraduate or graduate work has been undertaken
- 3) Official score report from the Graduate Record Examination (GRE), taken within the last five years
- 4) Three letters of recommendation
- 5) A sample of written work
- 6) A concise statement of interest
- 7) An application fee in an amount set by the College administration
- 8) International students and students whose first language is not English may have additional requirements, including but not limited to an official score report from the Test of English as a Foreign Language (TOEFL), particularly if their undergraduate program was not in English

Admissions decisions are made by the Graduate Dean, with the approval of the Graduate Committee, the decision of which is final. The Dean will set a date each year when the review of applications will begin. All applications submitted by this date will be guaranteed a review.

Applications submitted after this date may receive a review, at the discretion of the Dean and Graduate Committee. Applicants should consult the Graduate School of Statesmanship website to obtain specific information regarding deadlines, application fees, and the process and procedures for submitting the required items.

Campus Life

Graduate students will have a representative on the College's Student Federation, and are free to join and participate in student club activity. Officer positions in these organizations, however, are reserved for undergraduate students, with the exception of the Graduate Student Society, the membership of which is reserved for graduate students.

Classification of Students

Full-time students are enrolled for a minimum of 9 credit hours per semester. Part-time students are enrolled for fewer than 9 credit hours per semester. Part-time study in the doctoral program is not permitted, and no student on part-time status is eligible for scholarship support. The following exceptions apply:

For the semester in which master's students approved for Option 2 are enrolled in POL 850 (Master's Thesis), they are considered full-time students for scholarship purposes.

Doctoral students enrolled in POL 860 (Doctoral Readings), POL 865 & 866 (Doctoral Workshop I & II), POL 870 (Dissertation Research I), or POL 880 (Dissertation Research II) are considered full-time students for financial support purposes.

Diploma Application

Candidates for a degree must apply within the first two weeks of the semester in which they anticipate graduating. Those making application should reasonably anticipate finishing all required coursework during the semester in question, and should reasonably anticipate the completion of all other degree requirements (e.g. dissertation and thesis defenses) no less than four weeks prior to graduation. Students are advised to consult with the Graduate Dean in order to determine if their anticipation of graduation is reasonable.

Incomplete (I) Grade Policy

The "I" grade should be used only rarely. It may be given in a course if, for a serious reason, the student is unable to finish all assignments by the end of the semester and if the reasons for the delay have been accepted by the professor. No "I" grade shall be given unless a student explicitly requests it. All "I" grades for any semester must be cleared by the completion of the required work prior to the first day of the subsequent semester. The professor has the right to require, as condition of granting the "I" grade, that the work be finished more quickly than the established deadline.

Leaves of Absence

Students who need to interrupt their course of studies from one semester to the next must seek a leave of absence. Request for a leave must normally be made at least two weeks prior to the first day of classes and must be addressed to the Graduate Dean. The decision to grant or deny the leave is made by the Dean, and leaves will be granted for a fixed period and only where there is a good reason and a good prospect of the student's return to the program. There is no guarantee of continued

availability of scholarship or fellowship support upon return from a leave. Leaves are not counted toward the time limit for degree completion. Students who interrupt their course of studies without a leave of absence are considered to have resigned from the Graduate School of Statesmanship and must reapply for admission should they desire to return.

Personal Conduct

As members of the campus community, graduate students will adhere to the 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.”

The College Catalog elaborates on the Honor Code and outlines regulations for proper student conduct, which apply to undergraduate and graduate students alike. Graduate students are expected to be leaders in exemplifying the virtues inherent in the Honor Code, and are held to an even higher standard than undergraduates.

In order to become sufficiently familiar with the College’s high expectations for graduate student conduct, graduate students will undergo an orientation conducted by the Office of Student Affairs. Graduate students will be particularly aware of avoiding conduct inappropriate because of the difference in maturity between them and the undergraduates; they shall, for example, strictly follow the civil law and College policy with respect to alcohol consumption and providing alcohol to minors.

The procedure for student discipline outlined in the College Catalog applies to graduate students as well as undergraduates. Since students’ personal conduct and character is integral to their participation in the Graduate School of Statesmanship, the Graduate Dean shall be kept apprised of any disciplinary matters by the Office of Student Affairs.

Furthermore, as stated in the College Catalog, “good citizenship and sound character are requirements of all financial aid awards.” In the event of any discipline for personal conduct, the Graduate Dean shall be notified and shall decide if scholarship or fellowship support should be discontinued. The Graduate Dean’s decision may be appealed to the Graduate Committee.

Registration

Before students can register for courses in the Graduate School of Statesmanship, they must obtain the approval of the Graduate Dean (or his designate) for their schedules. This includes registration for courses at the undergraduate level (see below).

Repeating a Course

In cases where a student earns a grade lower than “C” in a required course, he or she may petition the Graduate Committee for permission to repeat it. Permission, if granted, is subject to course availability. If a course is repeated, 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.

Scholarships

Applicants admitted on the basis of particularly exceptional records may be awarded scholarships in the form of full or partial tuition waivers, as well as fellowships and research assistantships. All financial awards will be determined by the Graduate Committee coincident with the admissions decision.

The Graduate Dean will review the students' status each semester, with respect both to the minimum grade point average required for the maintenance of financial support (cumulative GPA of 3.5 for doctoral students, and 3.3 for master's students), and for adherence to the personal conduct policy. Students failing to adhere to the minimum GPA will be removed from financial support, effective the following semester (though the student may be permitted a single probationary semester at the Dean's discretion). If the student subsequently raises his or her GPA back to the required threshold, he or she may petition the Graduate Dean for reinstatement of support. The decision for reinstatement is solely at the Dean's discretion, and must take into account available funds, in addition to other factors.

Note: Students receiving financial support will normally have received such support due to the generosity of donors to the College. As a condition of receiving this support, students may be required, at periodic intervals, to correspond with donors and report on their progress. As well, students will usually be asked to keep current a biographical profile used to inform prospective and current donors and also in marketing the program. The Graduate Dean's office will inform students of these requirements in a timely manner. Failure to fulfill these obligations constitutes grounds for the revocation of financial support at the discretion of the Graduate Dean.

Student Absences

Graduate students are expected to attend all scheduled class sessions and to satisfy all course requirements within the timeframe established by their professors, unless prevented from doing so by an extraordinary circumstance such as a serious illness. The absence policy in each graduate course is the province of the course professor, and is to be spelled out clearly in each course syllabus. Professors may institute grade penalties for violations of their absence policies, up to and including failure of the course.

Student Publication Archival Policy

Copies of theses and dissertations may be given to Mossey Library for archival use and storage. These documents will be available for viewing by library patrons and checkout to anyone with a Hillsdale College library card, but will not be made available via inter-library loan. Students will retain copyright on their documents. Abstracts of these documents may be uploaded or posted into databases and similar systems.

Undergraduate Courses

Graduate students are permitted to register for undergraduate courses at Hillsdale College, provided there is room in the course after the end of the undergraduate registration period, and the graduate student has sought permission of the instructor of record. In all cases, permission must also be granted by the Graduate Dean. Normally, this permission will not be granted during the student's first semester in the Graduate School of Statesmanship. Tuition for the undergraduate course will be

covered by the student's tuition scholarship, but any fees associated with the course are the student's responsibility. Undergraduate course credits do not count towards graduation, and the grades are not calculated into the graduate GPA, though they will show on the student's academic transcript.

Appendix A: Guidelines for Foreign Language Qualification

As a requirement for the Ph.D., doctoral students must demonstrate reading competence in two foreign languages before they are permitted to sit for comprehensive examinations. Reading competence must be demonstrated in one ancient language (Latin or ancient Greek) and one modern language (normally French, German, Italian, or Spanish). In those cases where a student's doctoral research would benefit most from specialized language competence, the Graduate Dean has the discretion to permit the student to qualify in two ancient languages or two modern languages, instead of one of each. Students interested in qualifying in languages other than those named above need a research-related justification and the permission of the Graduate Dean. No coursework that students may take in preparation for a language exam is counted toward the 72-hour degree requirement.

What is reading competence? "Reading competence" does not mean fluency, and especially not fluency in speaking the language. It means, instead, that the student possesses the ability to work with a text in the particular original language in the course of research. Advanced doctoral-level research means that the reader of a text should not need to rely entirely upon a translator's rendering of it, since this rendering can often affect how a text is interpreted. Developing reading competence is not an end in itself, nor is it a purpose of our program, strictly speaking, to teach foreign languages; rather, foreign-language competence is one important means to the end of our program, which is the understanding of the first principles of politics and of the greatest works where these principles are explored. In demonstrating reading competence, the use of a dictionary or lexicon is permitted, but only when coupled with the kind of competence in the language that makes such use efficient as opposed to cumbersome.

When should reading competence be demonstrated? The Graduate Handbook gives a deadline (qualification for both languages must be completed prior to the comprehensive examinations – normally, just after the conclusion of all doctoral coursework), but it does not specify a particular time within the long period prior to that deadline when students should qualify. The timing is up to the student, who may choose to qualify at any time during the course of the program. Students may qualify for their two languages at two different times (this will, in fact, be the usual practice). Students are advised to complete language qualification at the earliest possible stage of their time in the program. If students come into the program with sufficient knowledge in one or both languages, they should qualify as soon as possible. Students are strongly advised not to leave their language study and qualifying to the end of their coursework.

How is reading competence demonstrated? The reading-competence requirement can be fulfilled in one of two ways:

- 1) The completion of a certain level of coursework. Students choosing this option do not take a reading-competence examination; they simply complete the final course in the sequence with a "B-" or better and are thus automatically qualified. Coursework options are as follows:

For Ancient Languages, one of the following:

- a) Completion of the 4th semester of Greek or Latin in the undergraduate curriculum of Hillsdale College
- b) Completion of one of the intensive summer courses at Hillsdale College (POL 805 or 806)
- c) Completion of an equivalent summer intensive at another institution – only if the Hillsdale summer course is not offered during the student’s time in the program. The Graduate Dean must pre-approve any proposed coursework of this nature to ensure equivalency. (NB: student convenience or travel/work plans do not constitute a legitimate reason for taking this coursework elsewhere, if it is available at the College).*

For Modern Languages, one of the following:

- a) Completion of the 3rd semester of a modern language in the undergraduate curriculum of Hillsdale College
- b) Completion of the modern language for reading knowledge course at Hillsdale College (POL 807)
- c) Completion of an equivalent summer course at another institution - only if the Hillsdale summer course is not offered during the student’s time in the program. The Graduate Dean must pre-approve any proposed coursework of this nature to ensure equivalency. (NB: student convenience or travel/work plans do not constitute a legitimate reason for taking this coursework elsewhere, if it is available at the College).*
- d) For native speakers whose country of origin corresponds with one of the required modern languages, this requirement may be waived at the discretion of the Graduate Dean

Language courses taken at the College are for credit and will appear on the student’s transcript; the credits do not count, however, toward the 72-hour requirement for the Ph.D., nor are they calculated into the determination of GPA for scholarship and academic status purposes.

In those cases where students have taken language coursework at the post-secondary level prior to their entry into the Graduate School of Statesmanship, those classes may, at the Dean’s discretion, satisfy one of the language requirements. In most circumstances, this requires at least 11 credit hours of work in a single language, completed within the 2 years prior to entry in the Graduate School of Statesmanship. Intensive language study completed at other graduate institutions prior to matriculation at Hillsdale may also be accepted in satisfaction of language requirements, at the discretion of the Graduate Dean.

* Scholarship or other financial support does not extend to any coursework, including language coursework, taken at institutions other than Hillsdale College.

2) Passing a reading-competence examination administered by the designee of the Graduate Dean. Such an exam normally consists in translating an excerpt of text in the specified language within a limited amount of time. Specifics will vary with the language in question, so students should consult the Dean's office and will need to file a request with the Dean's office requesting a reading-competence examination.

How students prepare for a reading-competence examination is up to them. Some will come into the program with extensive knowledge in a language and may need little or no preparation. Others will have more modest knowledge, and may want to spend some time either in self-study or in coursework. Still others will need to start fresh, and again may do so either through self-study or in coursework.

Limit: Students are limited to one attempt per semester at passing a reading-competence examination for a particular language.

Appendix B: Classical School Administrator Apprenticeship

Given the fact that some graduates of the Van Andel Graduate School of Statesmanship will go on to serve in teaching and administrative capacities in classically-oriented secondary schools, this one-credit-hour apprenticeship aims to introduce and familiarize students with many of the practical aspects of classical-school administration. Enrolled students will apprentice at the Hillsdale Academy, a private, classically oriented, K-12 school that is owned and operated by Hillsdale College. Under the direction of the Headmaster of Hillsdale Academy, enrolled students will spend one hour per week at the Academy, interacting with Academy staff and administration as they are exposed to the following elements of classical secondary education/administration:

- Mission statements and founding documents
- Competing philosophical and pedagogical positions
- Bibliography/resources for administrators
- Curriculum (private and charter schools)
- Balancing academics with athletics, and other extracurricular activities
- Teacher qualifications and assessments
- Administrator qualifications and assessments
- Student admissions and assessments
- Parent relations
- Board relations and duties
- Community relations
- Daily operations and schedules (budgets, class schedules, etc.)
- Fundraising activities (private schools)
- State mandates (charter schools)
- Accreditation (private and charter schools)
- Faith-based schools
- Transitions of “typical” schools to classical schools
- New school/start-up questions

In addition to observation of and interaction with Academy staff, enrolled students may also, as part of their contact hours, participate in mini-seminars for the purpose of discussing what they have observed; these seminars may be guided by Academy personnel or faculty from the Hillsdale College Education Department. While not intended to treat the principles of classical education comprehensively, apprentices will have the opportunity to discuss the connection between the core principles of classical education and the practical side of operating a classical school that their apprenticeship gives them the opportunity to observe. This apprenticeship is open to both M.A. and Ph.D. students, and may not be substituted for any other requirement in either degree program.

Application/Selection. Participation in this apprenticeship is limited to those who apply and are selected. Space in the apprenticeship is also limited, and will not likely exceed 4 students in any one semester. An introductory presentation on the apprenticeship will be given early each spring semester by the Academy Headmaster. Following this presentation, students interested in applying for either semester of the following academic year must consult with the Graduate Dean and receive his nomination. Those students nominated by the Graduate Dean will then complete an application.

This application will include evidence of convictions commensurate with the classical tradition, of high academic standards and of personality traits befitting a school administrator. Previous classroom teaching and administrative experiences are helpful, but not required, for the applicant. A brief essay touching on classical education will also be required. Applications will be forwarded to the Academy Headmaster, who will make the final decision on admission to the apprenticeship. Admission decisions for the apprenticeships will be finalized prior to pre-registration.

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