

ADVISING HANDBOOK

Macalester College

2015-2016

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INTRODUCTION

Providing meaningful academic guidance and mentoring to students, as they discover their intellectual passions and develop their professional goals, is the heart of good academic advising. At Macalester College faculty members have the primary responsibility for advising students, although professional staff supports and assists faculty in important and substantive ways.

This handbook has been designed to provide guidance and general information to assist faculty in their advising role, especially as they work with first year students and sophomores prior to major declaration. It is meant as a supplement to the official college catalog and to the information available from the websites of Academic Programs, academic departments, and various student support offices.

HOW ARE MACALESTER STUDENTS ASSIGNED ADVISORS?

Students begin with advisors who are the instructors of their First Year Courses.

This arrangement provides students with ample opportunity to receive advice and guidance on a whole range of issues. Transfer students are assigned advisors based on their academic interests. After students declare their majors, typically in the second semester of the sophomore year, they will likely switch to an advisor in that department or program; they may, however, remain with their initial advisor, if that connection is strong and continues to prove beneficial. While students have only one official advisor, guidance and mentoring is readily available from faculty and staff throughout the college. Students are expected to avail themselves of the many sources of support the college offers, beginning, but not ending, with their official academic advisor.

Change of advisor forms are available from the Academic Programs Office and are also available on the Academic Programs website, www.macalester.edu/academicprograms. Completed forms must be returned to the Academic Programs Office for processing. During an advisor's sabbatical, it is the responsibility of the current advisor to make alternate arrangements for advisees during the term of the sabbatical. The advisor should then notify the Academic Programs Office of these arrangements.

HOW DO ADVISORS ACCESS INFORMATION ABOUT THEIR ADVISEES?

The Academic Programs Office makes an advising file for each incoming student containing his or her application, high school transcripts, test scores, etc. The contents of this file are confidential. The file is sent to the initial advisor and should be transferred by that advisor to the new advisor after that assignment is made.

The Academic Programs Office does not keep a file on every student. Additionally, a student's Macalester academic information (registration, grades, degree evaluation, etc.) is available through "1600grand" under the "Academics" tab. More detailed information on accessing these records can be obtained from the Registrar's Office or on the Registrar's web page at www.macalester.edu/registrar.

WHAT IS THE ADVISOR'S ROLE IN STUDENT REGISTRATION?

Official Advising Weeks are held each term prior to the upcoming registration period.

During Advising Week students should meet with their advisors to plan the next semester's schedule, discuss current work and make future plans. The advisor provides a registration PIN following the meeting, which is required for accessing the on-line registration system. In person registration requires the advisor's signature on a registration form. Students are free to make changes to their schedules throughout the registration period; subsequent advisor approval is not required.

ADVISING GUIDELINES, RECOMMENDATIONS AND FAQs

Faculty members who are new to advising are often anxious about this role, as they assume mastery of information equals good advising. Seasoned faculty members, however, have discovered advising is more of an art than a science. Yes, it is important for new faculty to learn and accurately communicate requirements, policies and procedures to their advisees. However, information isn't static; courses, majors, instructors and policies vary from year to year. Students have different backgrounds, needs, interests and goals, and their sense of who they are and where they are headed will change over time. Discernment and effective communication are, therefore, as critical to good advising as is having the "right" answers to your advisees' questions. The following *process* and *content* suggestions are intended to help guide faculty members as they develop their own advising style. A separate document, the Student Advising Life-Cycle, <http://www.macalester.edu/academicprograms/academicadvising/faculty/lifecycles/>, provides additional guidance for advising students at various junctures during their time at Macalester

Process

Ask lots of questions. Because students have different backgrounds, needs, interests and goals, it is important to spend time early in the advising relationship asking a number of questions. Where did they grow up? What kind of high school did they attend? What made them select a liberal arts college? What majors are they considering? Do they have any careers in mind? Keeping notes in the advising file can help remind you of the answers and enable you to see patterns and trends over time.

Don't make assumptions. Because students have different backgrounds, needs, interests and goals, we can't assume the way we experienced college will be the way they experience college. Asking lots of questions can help ensure you are meeting the student's needs and not what you imagine the student's needs to be. Of course, because students are still developing their ideas about the world and who they want to be in it, taking a questioning approach also serves to help them clarify their thinking.

Make sure you know what question is really being asked. Advisee questions can sometimes have a straightforward answer, but often there are other related issues that need to be addressed. For example, if an advisee asks you for the date of the course withdrawal deadline, it would be insufficient to simply give the student that specific piece of information. Instead, it is prudent to have a conversation with the student about the circumstances leading them to consider withdrawing. Is the student having difficulty in more than one course? Has the student talked with the course instructor? Does the student have support from other campus resources? What impact will withdrawing have on the student's progress towards a degree?

Withdrawing might be a wise choice, but you won't know that until you have a better understanding of the bigger picture.

Help students integrate academic and co-curricular interests. Academics are at the heart of the college experience, but it is not the only way in which learning takes place. Surveys of undergraduates done at a variety of institutions reveal it is the integration of academic and co-curricular interests that lead students to have meaningful and successful college experiences. Internships, faculty/student collaborative research projects, civic engagement activities, and involvement in on-campus groups (i.e. student organizations, athletics, music/theatre/dance performance), are some examples of outside the classroom learning experiences you can encourage your advisees to consider.

Make referrals. Advising is a team endeavor. You can't possibly know the answer to every question your advisee will ask. But you can know what offices handle different issues and be willing to pick up the phone and identify the appropriate person to whom you can send the student. Modeling the process of finding an answer is also a very good teaching tool. It demonstrates for students that knowledge is acquired and the steps they can take to access resources and gather information for themselves.

Content

Graduation requirements. Attention to your advisees' progress toward degree should be one of the things you consider during pre-registration advising appointments. The DegreeWorks Audit on 1600grand tracks a student's progress on all degree requirements based on completed and in-progress courses. When considering courses for the upcoming semester, the Schedule of Classes will include all attributes that apply to a course (divisional distribution, General Education, etc.). If planning further into the future, the College Catalog is the best source for finding the divisional distribution designation (natural science, humanities, etc.) associated with a course and is the official word on major, minor and concentration requirements. Department websites are also a good resource for students wanting more information about a particular field of study. Good referrals include the Registrar's Office and the Academic Programs Office.

Major/Minor selection. Some students will come to college with very clear ideas about majors and minors; others will be very uncertain. In both cases, they will look to you for guidance. One anxiety students have about declaring is the fear they are locked in to that choice. Assure them they are able to add and drop majors relatively easily and that most programs can be completed in two years or less. There are exceptions, of course, especially in the sciences where the credit requirements are higher and the courses are sequenced. But in general, Macalester majors are flexible enough to allow changes into the junior year. For those who have clear ideas it is still important to ask why. The subjects of study available at the student's high school might have been quite limited compared to what we offer

at Macalester, and fondness for a teacher, rather than the material itself, can sometimes influence a student's plans. Therefore, discussing strengths, weaknesses and goals is an important first step before looking at curriculum. In this handbook each department outlines its major and suggests desirable or required course sequencing. Reviewing requirements and course descriptions is often a good way for students to confirm their interest in a field of study. Good referrals include the chair or relevant faculty members in the planned area of study, as well as the Academic Programs Office and the Career Development Center, both of which can assist students who need extra help choosing a major or connecting major with career plans.

Career Planning. Some students come to Macalester with very clear ideas about careers and majors, but most students need help thinking about what they will do for a job after graduation and connecting major with career plans. Probably the most important message you can communicate to your advisees is that there is rarely a direct connection between a liberal arts major and a job. Liberal arts degrees provide students with broad transferable skills that enable them to go in many different directions. Therefore, studying something they enjoy and excel at is what matters most. However, it is also helpful for students to hear about what Macalester alumni are doing and the kinds of outside the classroom activities with which these students were involved. Faculty members are in a good position to impart this information to students, especially when they have been teaching at Macalester for a number of years. Also, many departments host events each year that include alumni panels. Finally, the Career Development Center's mission is to help students connect their liberal arts education with their future goals; accordingly it is an important resource students should be encouraged to utilize.

Study Away. Many students choose Macalester because of its focus on internationalism and its commitment to study away. Over half of our students do in fact study in another country for a semester during their time at Macalester. So it is important to speak with students early in their college careers about their study away desires so they can plan accordingly. Some majors, particularly those with very structured course sequences, need to choose their courses strategically so they can study away and complete all their major requirements within four years. Also, adequate language preparation for a program may require several semesters of study prior to departure; beginning these courses early is, therefore, important. Finally, given that there is now a single study abroad application deadline each year, all students need to be more planful and start the process earlier than was typically the case in the past. Good referrals here include advisors in the International Center for program selection; department chairs, as students need to have a do-able 4-year plan for their intended major and secure course approval prior to submitting an application; the Registrar's Office, who can advise on how courses might fulfill general distribution requirements; and the Financial Aid Office, for questions about how study away might affect an award package.

National Scholarships. Every year dozens of Macalester students apply for nationally competitive scholarships, such as the Fulbright, Goldwater, Truman and

Watson. Those who win, and we do have winners, very often cite the mentoring they received early in their college career as a key to their success. You can help in a variety of ways: by encouraging strong students to consider these opportunities; by facilitating their involvement in research projects; by helping them to identify courses that will support their research; by encouraging them to seek out leadership opportunities, both on campus and in the community. To be competitive for these awards students need to be academically strong and meaningfully involved in co-curricular activities. Referring them to the Academic Programs Office early in their college careers is also a good idea, as the office facilitates the nominating process for most of the national competitions.

Co-curricular Activities. Surveys of undergraduates done at a variety of institutions reveal it is the integration of academic and co-curricular experiences that lead students to have meaningful and successful college careers. This is particularly true for Macalester students, who see themselves as change agents and value the opportunity to be involved on campus and in the wider community. Asking students about their outside the classroom activities is a good first step, as is encouraging them to seek out internships, faculty/student collaborative research projects, and civic engagement activities, as well as involvement in student organizations. Students welcome the opportunity to reflect with faculty about what they are learning and get ideas for courses and other academic opportunities that match their interests.

FAQs:

A student in my class is struggling with the material. Beyond my assistance, what resources are available?

1) *The MAX (Macalester Academic Excellence) Center*, located in Kagin Commons, provides personalized tutoring across the curriculum and at all skill levels. In addition, MAX staff help students with study skills, time management, and maximizing their learning styles. Referrals with a specific goal or task in mind are ideal. Students with disabilities who have been granted extra time on tests may arrange to use the testing rooms in the MAX Center.

<http://www.macalester.edu/max/>

2) *Academic Programs Office*: The Director of Academic Programs, located in Weyerhaeuser Hall, often meets with students experiencing academic difficulty.

She also convenes the Academic Standing Committee and is knowledgeable about academic standing policies and procedures.

<http://www.macalester.edu/academicprograms/>

3) *Dean of Students*: When you suspect there are non-academic issues affecting a student's performance, the Dean of Students staff (located in Weyerhaeuser Hall) is an excellent resource. They work closely with the psychologists in our Health and Wellness Center and can assist with making referrals.

<http://www.macalester.edu/studentaffairs/>

A student in my class has decided to withdraw from the course. What steps must he follow?

During the add/drop period students may remove courses from their schedules via 1600grand, our electronic registration system. After the drop/add deadline (noted in the academic calendar on the Registrar's website), students need the instructor's signature and must submit the appropriate form to the Registrar's office (located in 77 Mac) to receive a grade of "W" for a course they are no longer going to attend.

Additional registration guidance is available on the Registrar's website, <http://www.macalester.edu/registrar/faq/>.

What steps must a student take in order to withdraw from college or take a leave of absence?

Students who wish to take a semester or two off from Macalester or withdraw permanently from the College need to complete paperwork with the Student Affairs Office, <http://www.macalester.edu/studentaffairs/forms/>. The Dean of Students is responsible for reviewing and approving such requests.

The parent of a student in my course has contacted me about her performance. What information, if any, am I allowed to share? To whom should I refer such inquiries?

FERPA (the Federal Education Rights and Privacy Act) gives enrolled college students, regardless of their age, the right to decide who has access to their academic records. This means faculty members and staff should not be sharing specific information about a student with individuals outside of the college community or with other students. Students may sign a release of information that enables us to share information with named individuals, often parents; such releases are kept on file in the Registrar's Office. It is often best to forward inquiries from parents to the Director of Academic Programs, who can determine if a release is on file and decide how best to address the situation. Additional information about FERPA is available from the Registrar, <http://www.macalester.edu/registrar/>.

I suspect a student in my course has cheated on an exam/plagiarized a paper. What steps should I follow?

The Director of Academic Programs manages the college's Academic Integrity process and is available to consult with faculty about such issues. Department chairs are also good resources. Our policies and processes are described in full here, <http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/>.

In short, when a faculty member suspects a student of cheating or of plagiarizing, they should consult with the student about the suspected violation. After this consultation, if the matter appears to be a violation, the faculty member is responsible for gathering the pertinent and necessary information and reporting the violation to the Director of Academic Programs.

A student in my course tells me he has a learning disability. Should I provide an accommodation on that basis?

The Office of Student Affairs coordinates services for students with disabilities.

Students should be registered with that office to receive accommodations.

However, it is fine to talk with students about their learning challenges and determine what types of strategies might be most effective in your course. Faculty members are also welcome to contact the Student Affairs professionals working with your student to discuss how to provide the best support. Additional information can be found at the Office of Student Affairs website,

<http://www.macalester.edu/studentaffairs/disabilityservices/faculty/>.

Where can I find the college's graduation requirements?

The College Catalog, <http://www.macalester.edu/academic/catalog/index.html>,

details all graduation requirements. It is also the official source for major, minor and concentration requirements and includes the divisional designation for departmental offerings. Individual department websites also have good information about majors, minors and course sequencing. Students are able to track their own progress toward meeting graduation requirements via the DegreeWorks Audit on 1600grand.

A student's official academic advisor provides guidance on course selection in light of the student's interests and long-term plans.

Where can I send a student who needs more career advice than I feel able to provide?

The Career Development Center offers various interest/skills/personality tests; counseling appointments; holds a major/minor fair each year; helps students connect career and major/minor/concentration interests; and assists with job search, resume writing, and interviewing. They are located in Kagin Commons.

<http://www.macalester.edu/cdc/>.

Where can I send a student who is interested in applying for nationally competitive scholarships and fellowships?

There are many ways in which graduating seniors, and in some cases recent graduates, can fund graduate study, independent research and travel, and internships. The opportunities managed by the Academic Programs Office are highly competitive and typically require institutional nomination. It is wise for interested students to first review the relevant websites and then make an appointment with the Director of the Academic Programs. The early fall deadlines for many competitions mean applications require time and attention over the summer.

<http://www.macalester.edu/academicprograms/studentopportunities/scholarshipsfellowships>.

Where can I send a student to learn about internships?

The Internship Program helps students find and receive credit for intentional, academically relevant learning experiences. They are located in Kagin Commons.

<http://www.macalester.edu/internships/>

Where can I send a student who is interested in connecting with local issues, community organizations and learning about the Twin Cities?

The Civic Engagement Center has extensive knowledge of opportunities and student leaders ready to help their peers become meaningfully involved. In addition, the CEC professional staff can help faculty incorporate civic engagement into their courses. They are located in Markim Hall. <http://www.macalester.edu/cec/>.

Where should students begin their exploration of study away options?

The International Center (located in Markim Hall) regularly offers study away information sessions and is the best place for students to begin their search. All Education Abroad advisors are knowledgeable about study away policies, programs and timelines. Once students have narrowed their options, they should talk with their academic advisors and the chairs of their intended major/minor departments. <http://www.macalester.edu/internationalcenter/>

I have a number of international students in my course. Who can I talk with about how to best meet their needs?

International Student Programs, located in Kagin Commons, provides a wide-range of services for international students, including assistance with cross-cultural adjustment, immigration, and work in the U.S. The ISP staff is happy to consult about the needs of international students.

<http://www.macalester.edu/isp/>

I'm concerned about a student's irregular attendance in my class. Who should I contact?

The Dean of Students staff (located in Weyerhaeuser Hall) helps with students in crisis; behavioral issues; sexual assault and harassment; and accommodations with students with disabilities. You should contact them when you have concerns about irregular attendance or other issues with a student's behavior/performance.

<http://www.macalester.edu/studentaffairs/>

I have a question about submitting grades/granting a request for an incomplete/the academic calendar. Who should I contact?

The Registrar's Office (located in 77 Mac) handles everything regarding registration: from developing the course schedule, to assigning rooms, to handling drops/adds/withdrawals, to processing grades. They are very knowledgeable about academic policies and procedures and a good first place to call with questions related to the administration of your course. <http://www.macalester.edu/registrar/>

SERVICES AVAILABLE THROUGH STUDENT AFFAIRS

Office of Student Affairs

The Office of Student Affairs consists of the Vice President for Student Affairs, Dean of Students, Associate Dean of Students, Assistant Dean of Students, and the Executive Assistant.

The Division of Student Affairs includes the Departments of Athletics, Campus Activities and Operations, Career Development Center, Center for Religious and Spiritual Life, Disability Services, Forensics, Health and Wellness Center, International Student Programs, Department of Multicultural Life, and Residential Life. The Vice President has responsibility for all Student Affairs programs, departments and services. Questions and concerns should be directed to the Vice President.

The Dean is a member of the Academic Standing Committee. The Dean of Students and the Director of Academic Programs coordinate the Early Warning System which gives advisors, faculty and students the opportunity to anticipate problems of an academic nature within the classroom setting. As part of this system, outreach to students identified as experiencing academic difficulty is divided among the Office of Student Affairs deans and the Director of Academic Programs.

Services to Students

The Office of Student Affairs staff assist in resolving student or family members' difficulties relating to College policy or procedures and provides ombudsman services to students who are experiencing difficulty in finding the appropriate offices to handle a specific problem or inquiry. The Associate Dean of Students is responsible for updating and distributing information contained within the Student Handbook. If a student wishes to take a leave of absence or permanent withdrawal from the College, forms may be picked up in the Office of Student Affairs (or on the website), completed and then returned. Students who are wishing to withdraw from the College are urged to speak with their advisors and/or the Dean or Associate Dean. This office also handles a small emergency loan fund for students. The Associate and Assistant Dean of Students serve as the coordinators of accommodations and support for students with disabilities. The Office of Student Affairs staff advise members of the Macalester Student Government (MCSG), assist students in conflict resolution with other students or members of the larger community, and oversee the conduct system. The Dean and Associate Dean of Students also serve as Deputy Title IX coordinators and are responsible for overseeing compliance to laws and policies regarding sexual misconduct.

Services to Faculty

The Office of Student Affairs is often aware of health or family difficulties, which might affect a student's class attendance. Notification will be sent to advisors and

professors if a student anticipates missing several classes for an appropriate reason. The Health and Wellness Center does not provide written excused absence slips. The Office of Student Affairs will only send notices to advisors and professors regarding a student's absence due to illness if they have been advised by the Health and Wellness Center or been given a written reason from the student's personal physician that the student may miss some classes. If you have concerns, call the Office of Student Affairs.

It is helpful to involve the Dean of Students in student requests for incompletes. The Dean of Students can be helpful in working with students as they deal with other issues that would necessitate an incomplete.

The Dean, Associate Dean, and Assistant Dean are also available for consultation if you have concerns other than class attendance. Changes in academic performance or behavior, and concerns about finances or housing are some of the types of issues you might bring to their attention.

The Dean, Associate Dean, Assistant Dean, and Vice President work with the Director of Academic Programs to provide support services for faculty. Please contact the Office of Student Affairs if you have concerns or suggestions.

Athletics Department

Nearly 20% of Macalester students participate in intercollegiate athletics. All 19 varsity sports except tennis have full time coaches who work with students on athletics and success strategies.

Concerns with athletes' class attendance or progress may be discussed with the team's coach or the Dean of Students. The College Class Attendance and Absences policy is printed below.

The Athletic Department is housed in the Leonard Center. The Leonard Center has several spaces that can be used for classes or meetings. Contact the Assistant Director of Facilities to reserve the gym, field house, atrium, Hall of Fame room and classroom. The Leonard Center also houses Scotties, a lunch/snack counter and the Laurie Hamre Center for Health and Wellness.

Macalester College Class Attendance and Absences policy

Attending class is a basic necessity for student learning and intellectual growth at Macalester College. While implementation requires the professional judgment of faculty and staff, and assumes student responsibility in ensuring that their academic goals are not negatively impacted by their college-sponsored co-curricular activities, this policy specifies guidelines for addressing class attendance and absence issues. Questions about this policy should be directed to the Dean of Students or Director of Academic Programs.

I. Attendance in Classes

The faculty recognizes the importance of regular attendance in all courses. Attendance policy in classes, however, is left to the discretion of the individual faculty, except in the cases of College-authorized absences.

II. College-Authorized Absence for College-Sponsored Activities

- a. Absences from classes and, if necessary, from the campus are authorized for students who, as individuals or members of athletic teams or other organized groups, represent the College in college-sponsored activities. The following groups are included in this category: (1) members of properly authorized varsity and junior varsity athletic teams participating in scheduled intercollegiate competitions; and (2) participants in college-sponsored, co-curricular activities led by faculty and/or staff (not including student organizations). Though such absence for college-sponsored activities is authorized by the College, faculty and staff leading such activities should make every effort to ensure minimal disruption of student class attendance.
- b. The names of students involved in such organized activities shall be reported to the Dean of Students by the faculty or staff supervisors of the college-sponsored activities well in advance of each event necessitating absence from classes. This report will describe all necessary information, including dates of absences and the specific purpose of the activity. The Dean of Students shall then certify to faculty teaching courses with students participating in the college-sponsored activity, as far in advance of the absence as practical, College authorization of absence for students involved. It is still a student's responsibility to notify faculty of any impending class absences.

III. Individual Authorizations for Absence

The Dean of Students is empowered to authorize absences from classes and, if necessary, from the campus for individual students in cases of exigency. Authorized absences shall not relieve students of the responsibility of making up work that has been missed.

IV. Provisions for Making Up Work

- a. Instructors shall be notified of all College-authorized absences and shall provide opportunity to students to make up work missed during College-authorized absences from class without penalty. If College-authorized absences total more than 10% of the course meeting time, it shall be at the discretion of the instructor whether the student may make up the missed work. College-authorized absences shall not relieve students of the responsibility of making up work that has been missed.
- b. If a class will not meet at its regularly scheduled time or will have an additional class meeting outside of its regularly scheduled time, faculty

should provide an alternative assignment or consideration for students unable to attend due to a College-authorized absence for a college-sponsored activity. In the event that the absence is not due to a college-sponsored activity, faculty should handle possible conflicts at their own discretion.

V. Religious Academic Scheduling Conflicts

It is the policy of Macalester College to make every reasonable effort to allow students to observe their religious holidays without academic penalty.

Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, ordinarily within the first fifteen days of the semester.

Academic Requirements For Athletic Eligibility

To be eligible to participate on any Macalester College varsity or junior varsity athletics team, students must meet NCAA (National Collegiate Athletic Association), MIAC (Minnesota Intercollegiate Athletic Conference) and Macalester College eligibility requirements. In some cases, the MIAC and Macalester College have set stricter requirements than the NCAA. Students who wish to participate on an intercollegiate athletic team must first sign NCAA forms releasing their educational records to the conference and the NCAA, and they must agree to be drug tested by the NCAA at championship events. The Macalester Registrar determines academic athletic eligibility. The Macalester Financial Aid Director prepares reports on financial aid of all student athletes for the conference. Coaches are not allowed by NCAA rules to communicate with the Financial Aid Office.

There are many additional rules and regulations regarding athletic eligibility. Specific questions regarding athletic eligibility should be directed to the Registrar and/or the Athletic Director for further clarification.

To be eligible to participate (practice and compete) on an intercollegiate athletics team a student must satisfy the following academic requirements:

1. Be REGISTERED AS A FULL-TIME STUDENT (minimum of twelve semester hour credits). If a student is registered for twelve semester hour credits and drops any of the credits, the student immediately becomes ineligible.
2. Make SATISFACTORY PROGRESS toward a degree. This is defined as: In the previous academic year, accumulate an average of 12 credits per term. (This means a total of 24 semester credits, or 36 quarter, or 3-3-3 term credits.)

3. Be in GOOD ACADEMIC STANDING as determined by the College. Macalester defines students on STRICT ACADEMIC PROBATION as NOT making satisfactory progress toward a degree. Thus any student on STRICT ACADEMIC PROBATION is not eligible to practice or compete on an athletic team.

4. A student is immediately ineligible upon completing a degree at any four-year institution (MIAC rule). Exception: Students completing degrees are allowed to participate in post-season competition immediately following the awarding of their degree.

5. The MIAC prohibits red-shirting of athletes. Any athlete who practices with the team at the time of the first contest or thereafter shall be deemed to be a participant and thus, using one season of eligibility in the sport.

6. Guidelines For Missing Classes

The Department of Athletics adheres to Macalester's policies on class attendance and absences developed and approved by EPAG and listed above.

Campus Activities and Operations Office (CAO)

Services to Students

Located on the 2nd floor of the Campus Center, Campus Activities and Operations (CAO) maintains a welcoming, inclusive environment for the holistic development of students by providing co-curricular experiences, first-class facilities, service, and staff support for campus events and student organizations. CAO helps students to get involved, build community, and connect with each other through student organization involvement, leadership development opportunities, campus events, orientation, senior week and much more.

CAO also provides a number of services through its reservations and Information desk including scheduling space of most campus facilities, providing event and technical support for campus events, serving as the main lost and found location for campus, selling discounted movie theater and bus passes, and managing conference and facility rentals.

The Campus Activities and Operations staff is also available for consultation concerning the planning and implementation of lectures, conferences, dances and other educational, cultural or social events. Specifically, they can aid with goal setting, project timeline creation, contract negotiation, facility reservations, and other programmatic components.

Services to Faculty

Campus Activities and Operations personnel are available as resources to faculty. Areas where they may be of assistance include getting you connected as a student organization advisor, event planning, leadership development, Orientation and

Senior Week involvement and consultation pertaining to coupling the classroom experience with out-of-classroom teaching/learning opportunities.

Other services provided to faculty include scheduling space for most campus facilities, providing event and technical support for campus events, serving as the main lost and found location for campus, selling discounted movie theater and bus passes, and managing conference and facility rentals.

Campus Activities and Operations seeks to involve interested faculty and staff members to assist in the advisement of student organizations, as facilitators for educational sessions, and as participants in campus-wide events. If you are interested in scheduling an event, feeding a professional or personal passion and connecting with students as an advisor to a student organization, please contact Campus Activities and Operations.

Residential Life

Services to Students

The residence halls are staffed by four professional Residence Hall Directors, 1 Graduate Hall Director and 34 Resident Assistants who serve to not only support students and build community, but also to serve as educators making the most of the learning opportunities of residence hall living. These educational opportunities are intended to complement the values of the College and contribute to the building of a community, both of which will contribute to the student's success at Macalester. The Residential Life staff is trained to identify a variety of potential problems, which might interfere with coursework expectations. Staff members refer students to both on and off-campus resources. If students have concerns about their living arrangements, roommates, community standards, or other issues, they should feel free to consult with any member of the Residential Life staff for advice and help. In addition, three staff members work in the central Res Life office, including the Director of Residential Life, an Assistant Director, and an Operation Manager.

Services to Faculty

The Residential Life staff is trained to assist students who are experiencing personal problems or concerns and find appropriate resources for referral. Advisors who notice that one of their advisees is experiencing academic difficulties that may be related to the living environment should urge the student to meet with the Hall Director of the building they live in. Hall Directors possess a variety of methods and resources which can assist the student to appropriately identify both the concern and the solution. If you feel that problems or concerns are not being adequately addressed, you may call the Director of Residential Life to consult on how to work with the student. The phone number for the Residential Life Office is 651-696-6215.

Card Services

Card Services is also a part of Residential Life. Card Services provides and manages Macalester ID cards and the access they grant for meal plans and access to spaces on campus including the Leonard Center and residence halls for faculty, staff, students, and other members of the Macalester community.

Career Development Center

Services to Students

The Career Development Center offers assistance with issues related to career choices, the employment community, graduate/professional school, networking, and the transition from Macalester to the next phase of a student's academic or professional career. Appropriate topics for referral may include: deciding on a major, skill building and involvement to expand a student's options, career choices, talking to family about academic/career choices, anything related to the job-search process (including summer and part-time employment as well as full-time), alumni networking and graduate school selection and application. The CDC works closely with the Internship Program to facilitate student access to experiential learning opportunities year-round.

As a part of the decision-making process, several interest inventories are available through the CDC: Myers Briggs Type Indicator, the Strong Interest Inventory. The inventories are administered and interpreted by the CDC staff at no cost to individual students. They can also be done as a part of a class.

Workshops and one-on-one appointments are available for students for counseling and to get specific help with skills such as: interviewing, resume writing, researching occupations and employment opportunities, networking, decision-making, and applying to graduate school. Drop-in appointments are available daily 2-4 pm. Faculty are encouraged to refer students to any of the offerings and to personally attend.

The CDC has developed a comprehensive resource and job posting site on the web. Faculty are encouraged to visit the site and to forward recommendations for additions, etc.

Services to Alumni

All services available to enrolled students (except on-campus recruiting) are also available to Macalester alumni. The services are free except for a small charge to take the interest inventories. Because of the demand for services and the focus on current students and recently graduated alumni, alumni who graduated more than 10 years ago are limited to three appointments per year.

Services to Faculty

On a broad level, the CDC partners with departments and individual faculty on engaging students in the career development process. We can assist you in integrating, as appropriate, career connections in the classroom and in the advising process.

Staff are willing to design and present workshops of varying lengths (5 minutes to 1 hour) in the classroom or to majors on such topics as how to write a resume, how choice of majors relates to career options, interviewing skills, SII or MBTI group interpretations (charge for testing materials done for classes), the job search process, finding jobs in a particular field, applying to graduate school, etc. Handouts on these and other topics are available or can be tailored to your requirements. We can also assist you in assembling alumni panels to discuss career issues or in locating speakers on a variety of topics. The CDC can also provide “substitute” services: if an instructor is going to be gone for a class period, the CDC can provide a workshop on short notice for that time period.

The CDC provides “mini-grants” of up to \$200 to departments for programming on career topics. This funding can be explored by contacting the CDC director.

Chaplain/Center for Religious and Spiritual Life (CRSL)

Services to Students

The Center for Religious and Spiritual Life serves as a resource to students, faculty and staff; works with and encourages various student led religious organizations on campus such as the Macalester Jewish Organization, the Muslim Student Association, Macalester Protestants, and the Macalester Multifaith Council; and provides an umbrella for Roman Catholic and parachurch groups which often invite off-campus leadership. Chaplains provide pastoral counseling and appropriate professional referrals; and vital to the chaplaincy's presence on the campus are special religious observances such as weekly ecumenical worship services, Roman Catholic Mass, weekly prayer in the Mosque, Buddhist meditation, and the Christmas Candlelight Service.

Torah/Bible and other study groups, retreats, spiritual guidance, religious vocational advising, and off-campus service opportunities are within the scope of the office.

Services to Faculty

Staff of the CRSL offer personal support in a confidential setting to all members of the Macalester community. Faculty are encouraged to call the Chaplain for counseling and pastoral care needs of a personal nature or with student referrals/consultation. Chaplains in the CRSL seek opportunities for collaboration with individual faculty or departments in exploring ethical, moral and religious dimensions of particular disciplines, through speaking in classes, recommending

appropriate community resources, offering speakers through the Convocation or other programs.

Disability Services

Services to Students

The Associate and Assistant Dean of Students coordinate disability services for students. Students who have documentation of physical, cognitive or psychological disabilities will develop, with the appropriate Dean, an individualized plan of reasonable accommodations to help mitigate the impact of their disability on their college experience. Accommodations are implemented with support from other offices including the MAX Center, the Health and Wellness Center, the Director of Academic Programs, the Office of Student Affairs, and Information Technology Services.

Services to Faculty

Disability Services notifies the faculty of the accommodations the student qualifies for at the beginning of each semester. Appropriate accommodations may include such things as: extended time on quizzes or tests, testing in a distraction-free environment, note-taking support, use of a laptop in class or on exams, use of adaptive technology, priority seating, leniency with absences, etc. The deans are available to offer clarification and work out specific details at the faculty member's request. Faculty should refer students who request accommodation to the appropriate dean. It is important to remember that the accommodations' purpose is to enable students to access content and/or demonstrate their mastery of content, never to lower the standard.

International Student Programs

The International Student Programs (ISP) Department serves the educational and personal development needs of Macalester's international students. This involves efforts to integrate international students into all aspects of college life, helping them participate in and contribute to Macalester's high quality liberal arts education, and assisting them to apply their learning to their own lives and cultural contexts. This also means helping create an intellectually and culturally supportive environment among students, faculty and staff, and assisting the College and the community to gain from the presence of students from different countries and cultures.

ISP offers services that include:

- Advising on immigration and other U.S. regulations and laws
- Pre-Orientation for International Students (PO4IS)
- Mentor Program which involves 24 U.S. and international upper class students in a mentoring relationship with first-year international students during the fall semester

- Ametrica Project which was formed so that domestic and international students can view the world through diverse cultural lenses
- Friends of Macalester International Students Host Family Program, currently involving circa 160 Twin Cities families and approximately 180 international students
- Advising, consultations and workshops with faculty and staff regarding international student affairs and such issues as immigration regulations, cross-cultural learning, and ways of enhancing our intercultural perspective when working with international students.

Department of Multicultural Life

Services for Students

The mission of the [Department of Multicultural Life](#) (DML) is to provide transformative leadership in creating a Macalester community that is equitable, inclusive, and socially just for everyone. Located in Kagin Commons, the DML, through the Lealtad-Suzuki Center, Cultural House, and other initiatives, provides multicultural education through signature programs, speakers' series, a resource library, and ongoing training and development workshops centered around issues of identity, community, multiculturalism, and social justice. The staff in the Department of Multicultural Life are also available for personal consultation concerning areas such as program planning, identity development, cross-cultural communication, and training workshops.

Services for Faculty and Staff

The Department of Multicultural Life (DML) staff are available as resources to faculty and staff. The DML can assist with strategies on infusing multiculturalism into curricula and staff training, provides suggested literature for classes and office resources, and conducts training workshops for faculty and staff departments pertaining to issues of multicultural education, cross-cultural communication, and social justice.

In addition, the Department of Multicultural Life seeks to involve interested faculty and staff in leadership opportunities through Lealtad-Suzuki Center programming, such as participation in [The Allies Project](#) and serving as a facilitator for the [Pluralism & Unity Program](#) and [Student Identity Collectives](#).

Title IX at Macalester

The [Title IX](#) Coordinator & Director of Equity is the College's Title IX Coordinator. Title IX of the Education Amendments of 1972 is a federal law that prohibits discrimination on the basis of sex and gender in educational programs and activities. Sexual harassment, sexual violence, and gender equity are a part of the Title IX regulations.

The Title IX Coordinator & Director of Equity is responsible for the centralized review, investigation, and resolution of sexual misconduct reports involving faculty, staff, and students; coordinates sexual violence prevention efforts on campus; and provides ongoing training and education for the campus community about Title IX and the College's sexual misconduct policy.

A copy of the College's [Sexual Misconduct Policy](#) is printed in the Employee Handbook and is on the Macalester [Title IX](#) website.

Laurie Hamre Center for Health and Wellness

Services to Students

Appointments are normally available MTWF from 9:00 a.m. – 4:45 p.m., Th 10:00 a.m. – 4:45 p.m. Call 651-696-6275 to schedule an appointment or to consult with a staff member. The office is closed on weekends, fall & winter break. In addition to the services/programs listed below, the Health and Wellness Center (HWC) manages the student health insurance program in cooperation with Student Accounts and assists students in navigating insurance and health care concerns and identifying appropriate community service providers.

Medical Services: The HWC provides health care and referral for sick and injured students. By state law, students must have their immunizations up-to-date and Macalester requires that all students must be screened for TB (all new international students are screened on campus). HWC does not send notification of student illness to faculty when a student is ill. It is the student's responsibility to contact professors if classes will be missed. (For more extensive illnesses, students may wish to contact the Dean of Students, who in turn may contact faculty.) Students may also stop by the Health and Wellness Center, located in the Leonard Center, without an appointment to consult with the Triage Nurse on their health. However, to facilitate privacy, students are encouraged to call whenever possible. Medical services are physician-led, with a full-time MD on staff.

Counseling Services: Counseling Services offers short-term individual counseling and a variety of educational programs to Macalester students. Appointments are available daily, including 7 hours of walk-in appointments per week. Individual counseling typically is short-term and may range from one to ten sessions per academic year. Referral to off-campus resources is offered for those requesting such services and in other instances when appropriate, e.g., for specialized or long-term treatment or if appointments are not available. Counseling services are confidential and in accordance with the Rules of Conduct outlined by the Minnesota State Board of Psychology.

Health Education: Information, activities, events, resources and referrals are offered to help students identify healthy choices and adopt new behaviors for a healthier

lifestyle. Free safer sex products are available to students online and through the mail. These resources are available to all students.

Services to Faculty

The Health and Wellness Center offers consultation and referral to faculty and staff. Faculty may consult with the Health and Wellness Center staff regarding individuals whose behavior or medical condition or lifestyle is of concern to them – simply call 651-696-6275 to reach any staff member. (Due to privacy practices, providers will not be able to provide faculty with information about the student or acknowledge treating them). Common issues discussed include the seriousness of behavior or condition, being an effective mentor/support person, referral techniques and on and off-campus resources. Staff are also available for classroom presentations on a wide range of topics; faculty are encouraged to contact the office for more information. While the clinical services of the HWC are not generally available to faculty, specific offerings such as influenza vaccinations are occasionally offered and will be advertised.

Note: It is HWC policy to NOT provide notes for faculty acknowledging that a student has been ill or was seen for an appointment. It is assumed that students and faculty can manage communication around missed classes or assignments. Students are commonly sick enough to stay home but not need the services of the HWC; appointments just to generate a “doctor’s note” are not a good use of scarce appointment times. Faculty are also encouraged to take a public health perspective around class attendance policy – students who are sick are encouraged by the HWC to NOT attend class to minimize the spread of disease. Attendance policies that penalize students for missing class run counter to this public health practice of isolation to prevent the spread of illness. If you have questions on this, please contact Denise Ward, Associate Dean for Student Services (ward@macalester.edu).

Emergencies

If a faculty member or a student has a health emergency, please call Campus Security (651-696-6555) and 911. Staff from the HWC are not able to respond to classroom or office locations. For liability reasons, faculty are encouraged not to transport students in personal vehicles. The college has a contract with Taxi Services Incorporated and if a student needs transport assistance, Security officers can help get a taxi ride for them.

ACADEMIC SUPPORT SERVICES

The Institute for Global Citizenship (IGC)

- **Serves students** through civic leadership programs, social entrepreneurship grants, global citizenship discussions, and opportunities for reflection on personal discernment of values and vocation. We offer opportunities for

internships, off-campus employment, service, community-based learning and research opportunities. Options abroad include study away programs, internships, research collaborations and civic engagement.

- **Serves faculty and staff** by supporting community-based learning courses, hosting the Urban Faculty Colloquium, supporting academic concentrations, hosting faculty reading groups, organizing Faculty Development International Seminars, managing an Urban Resource Lounge and providing study away support.
- **Serves the community** by connecting organizations with college partners for mutual goals, bringing guests to campus for public events, and meeting community-defined needs through course integrated community-based learning, internships and service.

Offices of the IGC

- The **Dean's Office** promotes Markim Hall as a hub for global citizenship on campus, including sponsoring the annual Global Citizenship student award, Global Citizenship in the News discussion series, the Davis Projects for Peace and the annual International Roundtable. The **IGC Student Council** promotes global citizenship across campus and facilitates the Live It! Fund for global citizenship in action.
- The **Civic Engagement Center** connects members of the Macalester community with curricular and co-curricular community-based initiatives and supports student civic leadership programs. Special programs are offered to support first-generation college students, foster social entrepreneurial work, and encourage and deepen reflection on one's commitments and actions towards serving community needs through purposeful work.
- The **Center for Study Away** administers study away, Macalester-sponsored international programs, and exchange programs.
- The **Internship Office** develops and administers structured off-campus learning/work experiences that enhance professional skills and heighten career awareness.

Civic Engagement Center

Markim Hall, 3rd floor

651-696-6040

<http://www.macalester.edu/cec/>

Academic Civic Engagement at Macalester

Civic engagement, community-based coursework, and community-based research are vital components of a Macalester liberal arts education, enriching teaching and research, while benefiting the community. "Service to society" is a core tenet of the

Macalester mission and the Civic Engagement Center offers numerous venues to support faculty and students in living out the mission. The CEC supports faculty with academic civic engagement at each stage of the process.

Each year, civic engagement is incorporated in the curriculum in a wide variety of disciplines, ranging from introductory to advanced courses. Many Macalester faculty are deeply involved in public scholarship, civic learning, and public work. This is evidenced in the number of courses (over 60 each year) with a community-based learning component; the range of faculty initiatives designed to foster civic competencies; the number of participating departments (21 or 70% of academic departments) and the variety of public scholarship projects undertaken by faculty.

Our students are civically engaged and want to prepare for a life of global civic leadership. This is demonstrated through their participation in community-based learning courses, civic engagement learning opportunities, and campus activities that address issues of public concern. Over 90% of Macalester students participate in some type of community-based work before they graduate.

Most courses with a civic engagement component at Macalester are traditional community-based learning (direct contact with people), community-based research (applied research that directly benefits the community) or public scholarship. The Civic Engagement Center staff are available to work with faculty in **locating community partners** that will work with you to best meet the learning objectives of the course. Macalester's community partners encompass topics such as:

immigrant and refugee resources, children and tutoring, the arts, peace and justice, women and gender issues, public policy, economics, international issues, health, senior citizens, and environmental issues. The CEC has **resource books** on community-based learning pedagogy, samples of syllabi from other colleges and extensive information about the Twin Cities and its neighborhoods available to faculty and students. The CEC partners with a variety of offices and academic consortia to offer professional development **grants to support faculty** who wish to redesign or create a community-based learning course. The CEC often partners with the Center For Scholarship and Teaching to offer **faculty development** such as: reading groups, the Urban Faculty Colloquium and other opportunities to engage in issues pertinent to community-based learning pedagogy, Twin Cities issues and to foster a community of engaged scholars.

Co-Curricular Civic Engagement Programs for Students

The Civic Engagement Center offers students many entry points to community involvement and learning about global citizenship. Students can participate with others in one of five leadership programs to develop global citizenship skills through training, reflection/integration opportunities and meaningful civic engagement work.

Students can also pursue individual or group service experiences consistent with their interests or coursework. The CEC employs 14 students who facilitate community relationships and initiate educational programming on issues of social concern and provides students with opportunities to learn about social issues

through training, dialogue, speakers and service. The CEC's programming promotes reflection on one's commitments and actions towards serving community needs. Through guided discussions and interactions with faculty/staff and community members students learn to ask better questions of themselves and others that will help them bring meaning to their actions and guide their choices in serving the public good.

Professional staff of the Center support student programming and faculty with course development, build relationships with students and community partners and direct our student leadership programs and college access programs. The CEC also administers the "Action Fund" which promotes local small-scale social entrepreneurship. The Action Fund is an endowed fund primarily supported by alums and is administered twice a year through a competitive process.

Global Civic Leadership Programs:

"Bonner Scholars" -The Bonner Program is a four-year civic engagement program providing leadership programming, academic support, and engagement opportunities. Twelve students from each class are part of the larger cohort of 48 students. Priority is given to first generation college students.

"Lives of Commitment" engages a select group of 35 first-year students in weekly community service and intentional reflection on issues of social justice, ethical and religious commitments, and the integration of values with work. Weekly training and group meetings are designed to promote exploration of work, values, life commitments and social justice. Faculty, staff and 10 upper class students serve as mentors and group facilitators.

"Off-Campus Student Employment" More than 50 students each year earn their financial aid awards at local nonprofits and meet monthly for discussion and training on social change. Students serve as liaisons between their organization and the college and attempt to link the assets and resources of both institutions.

"Leaders in Service" is made up of approximately 40 sophomores through seniors who educate the campus about social issues, nurture relationships with local nonprofit partners, and recruit volunteers. Students participate in intensive training at the beginning of each semester and participate monthly as a group in civic education and leadership development.

"Opportunities Abound" program allows Macalester students several opportunities to connect with a variety of underserved elementary and junior high youth who visit campus. Student leaders are supported through monthly training sessions that include topics such as developing multicultural competencies in working with youth, the role of a mentor, boundary issues, college test preparation and the college application process.

The Civic Engagement Center is part of the Institute for Global Citizenship and can be found on the third floor of Markim Hall, x6040, <http://www.macalester.edu/cec/>.

International Center: Study Away

Markim Hall, Second Floor

651-696-6310

<http://www.macalester.edu/internationalcenter/>

One of the most profound educational experiences Macalester offers is the opportunity to participate in study away programs. Whether studying abroad or elsewhere in the United States, students can learn first-hand about the world beyond campus through immersion in a different setting, language, culture, and socio-economic context. Study away often encourages learning through new ways of thinking and acting, and provides a unique opportunity to discover the relationship between academic study and the world outside of the academy. Experience has shown that students' personal growth is accelerated dramatically by learning during study away and that, almost universally, students return home with changed cultural attitudes, heightened critical thinking skills, and different perceptions about the world.

With rare exceptions, Macalester approves only single-semester off-campus study plans. All students desiring to study away for a semester or longer must submit an application to the Study Away Review Committee (SARC) in early December of the preceding academic year. The application is submitted online and can be accessed through the International Center website. Applications are evaluated according to the criteria outlined on the policies and procedures page of the International Center's website. Students are asked to select programs from the International Center's approved programs list. About 60% of Macalester's U.S. students study off-campus before they graduate and over the past decade they have done so in more than 80 countries worldwide.

The International Center maintains a Study Away Library which is open 8:30-4:30 Monday through Friday.

Study away eligibility. All students may submit a study away application, subject to these qualifications:

- Students must be enrolled at Macalester the semester preceding their semester of study away.
- Students cannot be on strict academic or strict disciplinary probation during the semester immediately preceding their semester of study away. Please refer to the policies and procedures page of the International Center website for more specifics.
- Students must be current in their Macalester Student Account.
- First year students, first semester sophomores, and transfer students who enter as juniors may not participate in study away programs (except January, summer, and special Macalester organized programs).

Macalester needs to effect a rough balance between the numbers of students studying away in fall and spring semesters. Accordingly, every student will be asked to express a semester preference as part of the application. This preference will not be binding on the college.

The International Center maintains a list of approved study away programs. These programs have been vetted for academic quality, alignment with achieving the college's stated learning outcomes for study away, level of student support, and consistency in following established best practices for education abroad. Students may request to participate in a program not on the list; however approval of such requests will be at the discretion of SARC and students will be expected to clearly demonstrate a strong educational purpose in selecting a non-approved program over other already approved options. In addition, the college will not approve a student's request to study in a country, or region of a country, on the State Department's Travel Warning list.

Except for those students whose majors require study abroad, there is no requirement that students take courses in their majors during study away. They must, however, take no fewer than 12 and no more than 18 credits. All grades earned abroad appear on their transcripts and count toward their GPAs.

Financial Aid can be used towards the cost of study away in the vast majority of cases. Work/study aid is not available for off-campus study. Exceptions to using financial aid towards study away concern non-immigrant visa (F-1 and J-1) and asylee status students, as well as students who receive ACM Tuition Remission Exchange (TREP) or ACTC Dependent Tuition Assistance Program (DTAP) benefits. Please refer to the policies and procedures page of the International Center website for more information about finances.

All international students are eligible to study away at Macalester. International students who have non-immigrant visas (F-1 and J-1) or who have asylee status may study away. International students in these two categories can use Macalester financial aid in the following circumstances:

- Study away is required for a formally declared major or minor (other than International Studies); or
- The student has been approved to study on the Macalester Perspectives on Globalization Program; or
- The student has been approved to participate in a Macalester exchange (not all qualified students may be approved because of exchange balance requirements).

Faculty play an integral role in study away. Early on, faculty can help students - particularly their advisees - clarify their learning goals for study away and make connections with the Macalester curriculum. When advising students about their major or four-year plan, faculty should encourage students to plan ahead for study away to ensure that it complements their academic coursework.

Faculty are also key in the application process:

- **Four Year Plan Review:**
 - Academic Advisors: As part of the study away application, students meet with their academic advisor to discuss their off-campus coursework and four-year plan. Students are required to have their academic advisor sign off on this part of the application.
 - Department Chairs: If students have not declared a major by the application deadline, they will be required to have the chair of the department in which they intend to major review their four-year plan. Chairs can discuss the major with students and make any necessary changes to the four-year plan. Chairs will then sign the student's four-year plan.
- **Approving Courses from Study Away for Majors, Minors and Concentrations:** Department chairs and directors of concentrations determine what classes (if any) may be included in a student's major, minor, or concentration plan. Chairs and directors make notes in DegreeWorks to indicate approval. These steps are a required part of the application process for students who either (1) intend to major in a department that requires study away or (2) need a course from study away to be included in their major plan in order to complete their major.

More details are available on the International Center's website.

January and Summer programs are also options for Macalester students, though approval through the Study Abroad Review Committee is not needed. A few academic departments at Macalester offer for-credit January courses abroad. Up to \$500 in financial aid is available to students on Macalester January programs. Students arrange summer study away independently. If they wish to receive academic credit towards their Macalester degree, they should verify that the College will accept credit from their chosen program (contact the International Center or the Registrar for more information). Upon completion of a program, students may apply to the Registrar for transfer credit. Macalester financial aid is not available for summer programs.

Internship Office

1st Floor Kagin Commons

651-696-6128

<http://www.macalester.edu/internships/>

Academic Internships are an integral part of a liberal arts curriculum, enabling students to participate in structured, supervised learning experiences that enhance knowledge gained in previous course work, connecting the theoretical with real world applications. Students also benefit from having opportunities to explore fields of interest as they crystallize their passions into an academic course of action and

career path. The Internship Program works with students, faculty sponsors, and community partners to create intentional, academically relevant learning experiences. Students may engage in internships in a wide range of off-campus settings that match their academic goals, including non-profit organizations, government, business, education, and the arts. The Academic Internship Program at Macalester is part of the Institute for Global Citizenship, and accordingly works with students to find ways to gain relevant experience in local, national, and international settings.

The primary academic objectives of internships include:

1. Providing opportunities for students to examine first-hand knowledge and theories learned in the classroom for their wider impact on society and the world at large.
2. Providing opportunities for students to evaluate and apply a body of knowledge and methods of inquiry from an academic discipline.
3. Providing students access to a larger or different "laboratory" of equipment and/or situations not easily obtained or available on campus.
4. Providing students expanded opportunities for self-directed learning.
5. Enabling students to develop work competencies for specific professions and to explore career interests and form networks.
6. Providing opportunities for students to develop intellectual and professional partnerships.

However, as you advise a student, keep in mind there are other ways an internship may be a positive curricular option. For a student struggling with decisions related to the choice of a major or career, an internship can produce valuable experience and insights that provide motivation and direction. A meaningful internship can also be a great option for a student you see as being "burned out" or disillusioned with school. The real world connection can serve to re-invigorate the student and get them in touch with the value of completing a degree, perhaps more clearly seeing their education as a means to a desired end.

Policies and Guidelines from the Macalester College Catalog, 2015-2016

Students are advised to refer to the particular departmental section for Course "624 - Internship" and to consult individually with faculty members regarding department policies governing internships, including grading. The following college policies apply to all internships:

1. Only Macalester departments may offer internships and only if they are listed in the departmental course offerings.
2. Students are required to complete a Learning Contract with supporting documentation for each separate internship experience and have it reviewed/signed by the faculty sponsor and Internship Program Director before it may be registered for credit.

3. A maximum of twenty-four credits in courses numbered 604, 614, 624, 634 may be counted toward graduation. Internship credits are included among these courses.
4. Students who may not register for an internship for academic credit include students with first year status, students on academic probation, and students with incompletes (unless they have the permission of the instructor who assigned the incomplete).
5. Students may register local Twin Cities based internships for one to four credits in Fall, Spring, and Summer. If the student plans to do an internship outside of the Twin Cities area, this may be registered for up to six credits (they will be doing so as a part-time student). Students may also do one-two credit internships during the January break (see below).

Other considerations for the advisor

- International students may do paid internships, but only if done as a fully registered academic internship and if properly authorized by the International Student Program Coordinator.
- Juniors and seniors may qualify for funding to cover an unpaid internship related to an Academic Concentration (AY only) through the Great Lakes Career Ready Internship Grant.
- Summer Internships – Normally, students doing an internship in the summer have to pay for any credit earned because financial aid packages do not extend through the summer. However, any student required by an external entity to register their summer internship for credit (either the Department of Homeland Security or a hosting internship site), shall be offered a “full tuition/full grant” option for that summer credit by Macalester College. This grant will be limited to one credit; the spirit of the policy is to simply remove the financial barrier that prevents students from accessing academically relevant paid/unpaid work experiences in the summer. It is not meant to be a means to advance one’s credit accumulation towards graduation.
- January Internships – Students may do three-week long internships for one or two credits. This is an ideal time to do a shadowing experience that helps with career exploration (e.g., following medical doctors) or to engage in a short-term, intense project with an organization anywhere in the world (e.g. doing research for an NGO in D.C.). This is “free” credit, as the cost is included in the academic year tuition. These are not only great short-term learning experiences, but are a valuable way for a student to catch up or get ahead in total credits (doing two full-time January internships results in earning a class equivalent four credits!).
- A scheduling option that is often attractive to students and community partners alike is planning a “double internship” for January and Spring, working intensely for an organization for the three weeks of the January term to begin a project and following through with a two/three-credit internship in the Spring as the project is implemented.
- A student may intern for the same organization more than one term, but only if the learning objectives for the second experience are different and build

upon the learning exhibited in the first term. A student may earn a maximum of 4 credits in the same role within a single organization.

- A student may consider scheduling an internship in conjunction with a particular course, e.g. an internship in the office of a state legislator while simultaneously taking a “Legislative politics” course, or in a residential treatment facility for kids with behavior problems while taking PSYC 252 - “Distress, Dysfunction, and Disorder”. A wonderful combination of classroom theory and real world experience!
- A “Career Exploreship” is another January option for students interested in connecting with a Macalester alumni as a way to explore possible career choices/disciplines through individually negotiated job shadows. At this point, these are offered in the Twin Cities, New York City, and Washington, DC. Although these are not done for credit, they are administered collaboratively by the Academic Internship Office, Career Development Center, and the Alumni Office.

The Faculty Sponsor Role in an Internship

The faculty sponsor is the professor responsible for overseeing the academic direction of the learning experience in the internship. This is accomplished by helping the student make the connections between what they are experiencing and what they are studying. It is imperative that the internship have the academic integrity to warrant credit, and the professor's involvement in planning, processing, and evaluating the experience is key. A faculty sponsor may be different from the student's academic advisor. For more detail, please go to <http://www.macalester.edu/internships/faculty/sponsorrole/>.

The Internship Program provides ample support and information to assist the professor and student throughout this process. They help with the search for an appropriate internship, its registration, and provide oversight and intervention with any problems that arise during the term. They gather and forward to you evaluations from the site and the student midway and at the end of the term.

Hours Required for Credit

The minimum number of hours worked per week at the internship site in relation to registered credits is as follows:

Fall-Spring-Summer Internships (must last a minimum of ten weeks)

4 credits (Internship 624) = a minimum of 140 hours per semester, or approximately 10-12 hours/week

3 credits (Internship 623) = a minimum of 105 hours per semester, or approximately 8-9 hours/week

2 credits (Internship 622) = a minimum of 75 hours per semester, or approximately 5-7 hours/week

1 credit (Internship 621) = a minimum of 45 hours per semester, or approximately 3-4 hours/week

January Internships - (must last a minimum of three weeks)**2 credits** = 100 total hours for the interim period**1 credit** = 50 total hours for the interim period

Please feel free to refer your student to see Michael Porter (x6251, porter@macalester.edu) in the Internship Program Office for a consultation about possible internships. The Internship Office will help brainstorm options, develop a search strategy, create/refine a resume and cover letter, prepare for interviews, and manage all documentation to register the internship for credit. Professors are also encouraged to contact Mike to explore ways to incorporate experiential education/civic engagement in courses, and/or to learn ways to be a more effective internship faculty sponsor. The office is open from 8:30 – 5:00 M-F. Appointments may be made by calling x6128 or going to the Internship Program website at <http://www.macalester.edu/internships/>

MAX Center

The Macalester Academic Excellence Center

Kagin Commons x6121

<http://www.macalester.edu/max/>

The Macalester Academic Excellence (MAX) Center works with any student, faculty, or staff to support students in doing their best possible academic work. The MAX Center focuses on: a) the disciplines of math, science, and writing; b) the skills required for good time-management and study habits; c) building a culturally diverse learning community; and d) academic accommodations for students with disabilities. Free group and individual assistance is available in mathematics, biology, chemistry, writing, general learning skills, and time management, among other areas. The MAX Center also offers workshops in all of these areas to groups that request them. Assistance is also available to students preparing for graduate school examinations and writing graduate school applications, capstone papers, honors projects, applications for scholarships and study-abroad opportunities, etc. The MAX Center provides these services for all members of the Macalester community, but also provides specific services to develop culturally and racially diverse academic learning communities. The MAX Center offers services to accommodate students with documented disabilities, as well. *The chief goal of the MAX Center is for each student to obtain maximum learning from the Macalester College experience, with an eye toward all students developing life-long skills and benefits as independent and active learners.* In order to achieve this goal, the MAX Center is committed to anti-racism in all of its efforts.

MAX Center services are free.

HOURS**(DURING ACADEMIC TERMS, WHEN CLASSES ARE IN SESSION)**

Mon. through Fri.: 9:00 a.m. to 4:30 p.m./Sun. through Thurs.: 7:00 p.m. to 10:00 p.m.

For a schedule of workshops and other special events, contact the MAX Center at X6121.

STAFF

Dave Ehren, Math Counselor (and Director)	x6120
Sedric McClure, Multicultural Counselor	x6014
Rebecca Graham, Writing and Study Skills Counselor	x6602
Stephanie Alden, Science Counselor	x6017
Jake Mohan, Writing Counselor	x6015
Julieanne Lucking, Department Coordinator	x6121

ACADEMIC PROGRAMS

AFRICAN STUDIES

The interdepartmental program in African Studies offers a concentration that consists of six Africa-related courses. The broad theme of the African Studies concentration is continuity and change in recognition of the faculty's desire to instill students with an understanding of the internal and external forces on the African continent. Students are encouraged to take courses that place the region in its historical and global political-economic context while understanding its internal intellectual, cultural and biophysical energies. Given that students and faculty approach African Studies from an array of disciplinary perspectives, students may begin this concentration from a variety of entry points. The program promotes breadth by requiring courses in several departments, and depth by requiring a lengthy Africa related paper in an existing senior seminar or independent study.

A concentration in African Studies consists of six Africa-related courses chosen with the assistance of an African Studies advisor. Three to five courses must have an exclusive African Focus (Tier One). A maximum of two courses may be taken in the following manner: one to two in an off-campus program; and/or one to two approved courses that focus only partly on Africa or have African Diaspora content with major African inflection (Tier Two). The sixth course must be an advanced research seminar in any department in which the student completes a substantial Africa-focused paper. This may also be completed with an Africa-focused independent study with an African Studies faculty member resulting in a major paper.

Students are required to take Africa related courses at Macalester from at least two different departments, and encouraged to take them from at least three to gain interdisciplinary breadth. It is suggested that students also take introductory courses in a number of departments affiliated with the concentration (especially anthropology, geography, history, international studies, political science, literature departments, and sociology) to gain broader conceptual appreciation of regional issues and an understanding of disciplinary approaches used to interpret African material. It also is highly recommended that students participate in an Africa-focused study abroad program in Africa to experience and study first-hand the issues and ideas explored at Macalester. Students contemplating study abroad in Africa are strongly encouraged to take at least one Tier One course before departure. Africanist coursework taken elsewhere in the world (such as London, Paris or Lisbon) will also, when appropriate, count toward the concentration.

AMERICAN STUDIES

American Studies provides an interdisciplinary approach to the study of race and ethnicity in the United States and globally by encouraging close and systematic examination of a wide range of cultural and political frameworks. The department

emphasizes creating structured opportunities to apply theoretical concepts in concrete settings of civic engagement. The department underscores the central significance of race in shaping every aspect of U.S. history and contemporary life.

We encourage our students to take advantage of study abroad or away programs or the many interesting possibilities for internships.

As an interdisciplinary department, American Studies draws faculty from, and cross-lists classes with, many other departments, including Women's, Gender and Sexuality Studies; History; English; Geography; Urban Studies; Educational Studies; Media and Cultural Studies; Political Science; Hispanic Studies; Asian Languages and Cultures. The department offers both a major and a minor. Students can decide to double major in American Studies and any other discipline (or major/minor), for example, history or political science. Cross-listed classes enable students to count credits in both disciplines.

Courses numbered 100-199 are designed for beginning students. Mid-level courses (numbered 200-299) are also open to new students who have a special background or interest in the subject of the course. Required courses for the major are as follows:

- A 100-level introductory course, usually AMST 101, AMST 103 or AMST 110
- AMST 200 Critical Methods in American Studies Research
- AMST 300 Junior Civic Engagement Seminar
- AMST 400 Senior Capstone seminar
- Students must also take a credit-bearing internship prior to graduation

ANTHROPOLOGY

Anthropology is the study of humankind in all of its aspects, cultural and biological, across both space and time. The discipline consists of four sub-fields: cultural anthropology, linguistic anthropology, archaeology (which collectively examines the cultural aspects of human existence now and in the past) and biological (or physical) anthropology, which studies human physical variation and the evolution of the genus *Homo*. At Macalester, the anthropology program stresses two of the four fields, cultural and biological anthropology, and emphasizes training in anthropological methods.

The department offers four courses that are open to first year students with no prior training in anthropology. They are General Anthropology (ANTH 101), which introduces the student to all four sub-fields of the discipline; Cultural Anthropology (ANTH 111), Biological Anthropology (ANTH 115) and Archeology and Human Evolution (ANTH 112). Either Anthropology 101 or 111 can be taken as a prerequisite for upper level courses in Cultural Anthropology; Anthropology 112 or 115 serves as a prerequisite for further study in Biological Anthropology. ANTH 111, Cultural Anthropology, generally requires that students write papers in addition to taking examinations; requirements vary in other courses. First year students

wishing to take courses other than those listed above should consult the faculty member teaching the course.

In order to major in anthropology, a student must take 10 courses and complete a semester of study off-campus. The courses taken must include ANTH 111 (Cultural Anthropology) OR ANTH 101 (General Anthropology), ANTH 230 (Ethnographic Interviewing), ANTH 487 (Theory in Anthropology) and ANTH 490 (Senior Seminar). **Beginning with the class of 2016, anthropology majors must also take ONE of the following courses in Biological Anthropology or Archaeology: ANTH 112, 115, 240, or 340. Five electives complete the major.** A student may petition the department to be exempted from the study abroad requirement. Students wishing to major should consult with a member of the department.

ARCHITECTURE

Dual-Degree Architecture Program: Under an agreement with Washington University's School of Architecture in St. Louis, students may complete three years at Macalester before transferring to Washington University for a senior year of accelerated architectural study, leading to a B.A. from Macalester. Three further years of graduate study at Washington University then leads to a Master's in Architecture. More information about course requirements and other options for graduate school in architecture are available from Stanton Sears in the Art Department.

ART AND ART HISTORY

All students are welcome to take courses in any area in the Art & Art History Department. No experience is required to take any 100-200 level course. All art and art history courses count toward the general distribution in fine arts and several courses fulfill other college requirements such as Writing, United States Identities and Differences and Internationalism. ART 149, Introduction to Visual Culture, is designed as an introduction to the department. ART 130, Drawing, provides a good basis for further studio work. Many other art & art history courses are very appropriate for the first year and may be individually elected. Students considering a major with an emphasis in art history are urged to take ART149 their first semester. Consultation with an Art & Art History Department faculty member is highly recommended to ensure the best sequential order of courses for the major as well as suitable course offerings and internships for possible majors and minors.

ASIAN LANGUAGES AND CULTURES

The Department of Asian Languages and Cultures (ALC) serves as a home for the study of Asia, both for broad comparative and cultural studies of the history, literature, film, art, music, and society in Asia, and for the more focused study of Japanese or Chinese language and culture. The department thus offers an interdisciplinary major and minor in Asian Studies (with a focus on China, Japan, or

South Asia), a major and minor in Japanese Language and Culture, and a major and minor in Chinese Language and Culture. Students may study in Asia on a variety of approved study abroad programs, and live in Chinese or Japanese language houses. Language proficiency along with a sophisticated grasp of specific Asian cultures is a primary goal for ALC majors. Non-majors may take a variety of courses in English, which treat the many cultures in South, Southeast, Central and East Asia.

The department's objectives are:

- To promote the study of Asian languages and cultures as an integral part of a liberal arts education
- To offer a wide range of language courses in Chinese and Japanese for majors, minors, and other students
- To provide students with a firm foundation in fields such as literature, film, linguistics, and translation studies
- To prepare students for graduate work and professional careers related to Asia
- To support the College's mission of internationalism, multiculturalism, and civic engagement.

LANGUAGE REQUIREMENT

To fulfill the language requirement in Japanese a student must attain proficiency at the level equivalent to the completion of Japanese 204, Second Year Japanese II.

Students may take the sequence of Japanese courses through Japanese 204 (Japanese 101, 102, 203, and 204) or they may demonstrate that they have achieved equivalent proficiency by earning an appropriate score on a placement test administered by the Department of Asian Languages and Cultures. Students who wish to enroll in a level higher than First Year Japanese I (Japanese 101) should take a placement test to determine the appropriate level. Students with prior background in Japanese should proceed to register for the level they think is suitable, and then arrange to take a placement test during Orientation or during the first week of classes. The results of the placement test may or may not require a move to another class. Contact Professor Ritsuko Narita (narita@macalester.edu) for information about the placement tests.

To fulfill the language requirement in Chinese a student must attain proficiency at the level equivalent to the completion of Chinese 204, Second Year Chinese II.

Students may take the sequence of Chinese courses through Chinese 204 (CHIN 101, 102, 203, and 204) or they may demonstrate that they have achieved equivalent proficiency by earning an appropriate score on a placement test administered by the Department of Asian Languages and Cultures. Students who wish to enroll in a level higher than First Year Chinese I (CHIN 101) should take a placement test to determine the appropriate level. Students with prior background in Chinese should proceed to register for the level they think is suitable, and then arrange to take a placement test during Orientation or during the first week of classes. The results of the placement test may or may not require a move to

another class. Contact Professor Patty Anderson (andersonp@macalester.edu) for information about the placement tests.

BIOLOGY

Students considering a major in biology should consider taking one of the four “core courses”: BIOL260 Genetics, BIOL265 Cell Biology, BIOL270 Biodiversity and Evolution, BIOL285 Ecology.

BIOL260 (Genetics) and BIOL265 (Cell Biology) are lecture only courses; however, completion of the Biology major requires the completion of a stand-alone lab, BIOL255: Cell Biology and Genetics Laboratory Methods. This lab requires that a student be co-enrolled in either BIOL260 or BIOL265. Incoming students are encouraged to consider taking BIOL255 after their first semester on campus.

BIOL260: Genetics

NOTE: Completion or Co-enrollment in Chemistry 111 (General Chemistry) is required (or passing the Chemistry placement exam). As stated above, if students elect to enroll in this course their first semester, we advise they wait until a future semester to enroll in the lab course BIOL 255 concomitant with enrollment in BIOL 265: Cell Biology.

BIOL265: Cell Biology

NOTE: Because completion of CHEM112 or 115 is required, typically students do not take this until sophomore year.

BIOL270: Biodiversity and Evolution

NOTE: Students must also enroll in a lab section for this course (BIOL270L).

BIOL285: Ecology

NOTE: Ecology is cross-listed with Environmental Studies. Students must enroll in a lab section for this course (BIOL285L).

BIOL260, BIOL270, and BIOL285 are good choices for first year students interested in biology, but not sure about their intentions to major in it.

If students are planning to major in biology, we strongly advise them to also begin the general chemistry sequence (Chemistry 111 General Chemistry I) during their first semester.

Math 135, 137, or 237 is required for students majoring in Biology.

Information Regarding Advanced Placement

Students who received a score of 5 on the Advanced Placement (AP) biology exam or a score of 5 or better on the International Baccalaureate (IB) biology exam will receive 4 or 8 credits, respectively, in general biology. These credits will count

toward the graduation requirement, but may not be used toward a biology major or minor, or in fulfilling the distribution requirement in natural sciences and mathematics. Upon consultation with the department chair (Mark Davis, davis@macalester.edu) students with such test scores may be exempt from taking one of the core biology courses (Biology 260, 265, 270 or 285). Those wishing such an exemption are required to substitute for that requirement an intermediate level laboratory course in the area of the exemption.

CHEMISTRY

Chemistry 111 (General Chemistry I) and 112 (General Chemistry II) constitute a standard introductory chemistry sequence. Chemistry 115 (Accelerated General Chemistry) is an advanced introductory course designed for students intending to major in chemistry; it covers the key topics from both Chemistry 111 and 112 in a single semester. Chemistry 112 or 115 is a prerequisite for all other courses offered by the department.

Most first-year students wishing to take chemistry will take Chemistry 111 in the fall. Well-prepared entering students (those who possess strong mathematical skills and took advanced chemistry in high school, or did exceptionally well in standard high school chemistry) who are considering chemistry as a major are encouraged to enroll in Chemistry 115 in the fall. Students who learned the topics of Chemistry 111 (stoichiometry, atomic structure, bonding (including molecular orbital theory), chemical equilibria, and acid-base chemistry) prior to arriving at Macalester may wish to consider placing directly into Chemistry 112 in the spring and skipping 111.

Achieving any of the following will allow one either to enroll in Chemistry 115 or to enroll in Chemistry 112 without first taking Chemistry 111:

- A score of 4 or 5 on the Chemistry Advanced Placement (AP) exam
- A score of 5 or higher on either of the Chemistry International Baccalaureate (IB) exams (HL or SL)
- Satisfactory performance on the online chemistry placement test. (If the score is too low, the student will be required to take Chemistry 111.)

Students with a Higher Level IB Chemistry score of 5 or higher may receive transfer credit for Chemistry 111 if they request it from the Registrar and document what they accomplished in their IB course. AP students seeking college credit must have received a 4 or a 5 on the AP Chemistry exam and provide their AP Chemistry course lab notebook to the Chemistry Department Chair, Professor Keith Kuwata (kuwata@macalester.edu), for his approval.

Students with even more extensive chemistry experience prior to arriving at Macalester are encouraged to consult with Professor Kuwata about the possibility of more extensive transfer credit and/or immediate placement into more advanced chemistry courses such as Chemistry 211 (Organic Chemistry I).

Students considering a major in chemistry are strongly urged to enroll in general chemistry during their first year. The sequential nature of the required courses makes it difficult (though not impossible) to complete a full major in fewer than four years.

Supporting courses in mathematics and physics are required for a chemistry major. Two semesters of general chemistry, or the equivalent, are required for majors in biology and geology; more chemistry coursework is required for admission to medical school.

CLASSICS

The Department of Classics offers three programs: Classical Civilization, Classical Languages and Classical Archaeology. The first program is designed for those whose interest in the worlds of Greece, Rome and the ancient Near East is broad; courses in English cover the history, art, literature, politics and religion of the ancient Mediterranean. In the second program, courses focus on learning Greek, Latin, Hebrew and Arabic languages and literatures. Finally, the archaeology program incorporates courses in English on archaeological practice and theory, art, geology, geography, and the material cultures of the ancient Mediterranean world.

All three tracks require work in the languages of Arabic, Greek, Hebrew or Latin, as well as two introductory level survey courses taught in English to provide context (such as 121 Greek World, 122 Roman World, 127 Women, Gender & Sexuality, 129 Greek Myths or 145 Pagans, Christians & Jews). These and elementary language courses are therefore very appropriate for any students beginning work in Classics. Students interested particularly in archaeology will want to take 123 Introduction to Archaeology. Topics courses may also be appropriate for students new to the subject; please consult prerequisites listed in course descriptions. For more information on major and minor plans, the study away requirement, or intermediate and advanced level courses, consult the department website or contact the department chair.

SECOND LANGUAGE PROFICIENCY REQUIREMENT

Students may fulfill Macalester's second language requirement by completing the equivalent of the second semester of intermediate Arabic, Greek, Hebrew or Latin. Elementary and intermediate courses in all four languages are offered regularly.

LANGUAGE PLACEMENT

Arabic, Greek and Hebrew

For students with previous experience in the Arabic, Greek, or Hebrew languages, placement into the appropriate level is done through informal consultation with faculty in the department. Please contact the department chair (Professor Beth Severy-Hoven at 696-6721) or a faculty member currently teaching the language in

question (via Department Coordinator Herta Pitman at 696-6376) to initiate this conversation.

Guidelines for Latin Placement

The Macalester Classics department places students into our Latin program on the basis of either the number of years they have studied Latin previously, or their performance on an Advanced Placement Latin exam. These are rough guidelines and cannot account for the particulars of each high school Latin program, but they provide enough information to enroll a student for the first week. Adjustments can be made throughout the first few weeks of classes. If there are further questions or concerns, please contact Professor Beth Severy-Hoven at 696-6721 or Department Coordinator Herta Pitman at 696-6376.

Latin Program Primer: Every fall, we offer the first semester of elementary (Classics 111) and the first semester of intermediate (Classics 231: Prose). Every spring, we offer the second semester of elementary (Classics 212) and the second semester of intermediate (Classics 332: Poetry). Every other year, we offer advanced Latin (Classics 483). Contact the department for further information on these advanced options.

Latin Placement Based on Course Experience

For those who have not taken an AP exam, students with **two years of high school Latin or less** are strongly encouraged to begin again with the first semester of elementary. Much material will be review, but review is rarely bad for you, and is far superior to feeling lost. Students with **three years of high school Latin** may consider entering at the second semester of elementary, which usually begins with participles and the subjunctive mood. (Note, however, that the first semester is offered only in the fall, the second only in the spring; therefore, if you discover that the second semester is too hard, you'll have to wait until the following fall to take up Latin.) Students with **more than three years** of experience may enroll in the first semester of intermediate to find out if this level is appropriate.

Placement Based on Advanced Placement Exam

College credit is obtainable only through one of the two Latin AP exams. For a score of **4 or 5**, a student earns credit for a course equivalent to the completion of the third semester of Latin. Such students need to complete one more course (Classics 332: Intermediate Latin Poetry) to fulfill the College language requirement.

Students who earn a **3** receive credit for a course equivalent to the second semester of elementary Latin. They should enroll in the first semester of intermediate (Latin 231: Intermediate Latin Prose). They will be able to complete the college language requirement by taking one year of intermediate Latin.

Students who earn **below a 3** should begin again at the elementary level with Classics 111.

COMMUNITY AND GLOBAL HEALTH

The concentration in Community and Global Health provides students with an array of analytical frameworks for understanding the complexities of population health and offers opportunities to integrate and apply these frameworks within the context of course work, civic engagement, and independent research. The concentration builds on the strong ties between the liberal arts and the core concepts of public health—a diverse, multidisciplinary field unified around the examination of human and animal health at the population level.

For additional information, please consult our website (<http://www.macalester.edu/academics/cgh/>), or program directors Devavani Chatterjea (chatterjead@macalester.edu) and Jaine Strauss (strauss@macalester.edu).

COMPUTER SCIENCE (see Mathematics, Statistics, and Computer Science (MSCS))

CRITICAL THEORY

This concentration provides students an opportunity to engage in the interdisciplinary study of Critical Theory, one of the most influential movements in inciting thought and society to critical self-revaluations.

Critical Theory can be described as the application of philosophical thought to cultural and social phenomena with the aim of identifying formations of knowledge and the relations of power underlying them and making them possible. It is, therefore, defined not through the objects analyzed—which are found across the arts, humanities, social sciences, and even natural sciences—but through its distinctive methodology.

A concentration in Critical Theory consists of a total of 24 credits: five (5) courses—selected from two lists of courses: Core Courses and Elective Courses—and one (1) course or project that involves a major research paper.

Of the five courses required for the concentration, *at least* three (3) courses must come from the list of Core Courses; *no more than* two (2) may be chosen from the list of electives. No more than twelve (12) of the twenty-four (24) credits counted toward the concentration may be taken in any single department. All courses and the activity in which the student will produce the major research paper should be chosen with the assistance of the program advisor.

The major research paper must focus primarily on Critical Theory and must be completed in the senior year or after the student has taken four CT courses—whichever comes first. Students may fulfill this requirement by completing:

- a departmental senior seminar that requires a major paper engaging with Critical Theory;
- a departmental Honors project focused on Critical Theory; or
- an equivalent research paper or project approved in advance by the program coordinator (e.g. an independent study with a participating faculty member; a CSR summer research project).

Projects should be selected and developed as part of a coherent plan in consultation with an advisor from the steering committee, and must be approved by the director of the program. A copy of the final project should also be supplied to the program director.

Students are encouraged to take courses on Critical Theory during their study abroad. Up to one course may be counted toward the completion of the concentration with the advance approval of the program director.

Students are encouraged to take courses on Critical Theory during their study abroad. Up to one course may be counted toward the completion of the concentration with the advance approval of the program director.

ECONOMICS

Principles of Economics (ECON 119) is a prerequisite to most other courses in the department and is intended for majors and non-majors alike. Once students complete ECON 119, the next step is to take a 200-level Group A elective course in which economic principles are applied to specific areas of interest, such as international economics, environmental economics, economic history, etc. Thus, a student who believes he/she has already completed the equivalent of ECON 119 should register instead for a 200-level Group A course, but should check with the department chair soon after arrival on campus to be sure this is the right choice. To be waived from the ECON 119 requirement, the student must take both the AP Microeconomics and AP Macroeconomics exams and earn a score of 5 on both, or obtain a score of 6 or 7 on the IB exam. (If in doubt, students intending to major in economics should register for ECON 119. Subsequent courses will build on this foundation, and it's important that the foundation be solid!)

Students considering an economics major should also take as much math as possible. We require statistics and calculus for the major. In most instances Math 155 (Introduction to Statistical Modeling) and Math 137 (Applied Calculus II) are the preferred choices for economics majors. For those who have not had calculus in high school, Math 135 (Applied Calculus I) is an appropriate math course to start with and may serve as a substitute for Math 137.

Business courses (Group B) are also offered by the Economics Department and the first in the sequence is Financial Accounting (ECON 113). These can be used for the economics major – there is no business major – but students are strongly encouraged to begin with Principles of Economics (ECON 119).

The department offers a guide to course selection at <http://www.macalester.edu/economics/courses/>. Information about department faculty members is available here: <http://www.macalester.edu/academics/economics/facultystaff/>.

EDUCATIONAL STUDIES

MAJORS AND MINORS IN EDUCATIONAL STUDIES

Educational Studies is an interdisciplinary field centered on social inquiry, imagination, and advocacy. Majors involve participation in thematically related courses (32 credits), civic engagement experiences, and completion of an advanced integrative project. Students may select from one of two emphases – *Teaching & Learning* or *Education & Society*.

The major in Educational Studies emphasizing *Teaching & Learning* is designed to support students interested in entering the teaching profession. As requirements vary by state, graduate program, and focus of teaching interests (age of student, subject matter), carefully tailored personalized advising is provided for students who intend to pursue a teaching license and/or masters degree in teaching upon graduation. The Teaching & Learning emphasis also provides excellent preparation for students intending to enter teaching through programs that do not require state licensing such as Urban Teaching Fellows, World Teach, Peace Corp, JET, Teach for America, Montessori or Waldorf training, adult basic or ESL education, museum education, artists-in-residence, community education, etc.

The major in Educational Studies emphasizing *Education & Society* provides opportunities for interdisciplinary exploration of pressing social and educational issues on local, national, and international levels. Students selecting this track begin by proposing an integrative theme. Suggested themes include: Education, Equity & Diversity, Education Policy, Environmental Education, Urban Education, Civic Education, Youth Development, Media Literacy, Aesthetic Education, Feminism & Education, International/Development Education, Education for Social Justice, and individually designed focal areas.

Students majoring in Educational Studies are also required to complete a supporting major relevant to either their interests in teaching or their selected integrative theme.

A 20-credit minor provides opportunities for students to explore their interests in Educational Studies without committing to completion of a second major.

ENGINEERING

The Cooperative Program in Liberal Arts and Engineering enables students to use their work at Macalester to streamline later professional studies at the bachelor's or master's level in engineering. The program is not a major. Students can enter it at any time during their career at Macalester (or even as alumni). However, in order to

be able to do so, students must complete a sequence of mathematics and science classes. For many students, it's essential to start this sequence in the FIRST semester. Students interested in engineering should discuss a plan for engaging this sequence by talking with Chad Topaz or Danny Kaplan in the Mathematics, Statistics and Computer Science Department. If the student does not plan to take a calculus course in his or her first semester, it's absolutely essential to get consultation from Topaz or Kaplan to ensure that the student has a viable path to later participation in the engineering program.

ENGLISH

First year students considering an English major should begin with a course numbered between 105 and 194 to provide a foundation for the further study of literature. Any one of these courses serves as a prerequisite for literature courses numbered 300 and above. All of the 100's courses are recommended for non-majors as well.

Students considering an English major emphasizing creative writing should also begin their work in creative writing sometime during the first year. English 150, Introduction to Creative Writing, must be completed **at Macalester** before undertaking intermediate, advanced or independent work in creative writing. See the Catalog for descriptions of major and minor plans and affiliate courses of study.

ENVIRONMENTAL STUDIES

<http://www.macalester.edu/environmentalstudies/>

Environmental Studies is an interdisciplinary department based on a holistic understanding of environmental issues occurring at the local, national, and global level. The department teaches students to use the tools and perspectives of the humanities, natural sciences, and social sciences to understand the causes and consequences of environmental problems and to develop solutions to these problems.

Major Concentration

The Environmental Studies Major has four major components that together form the basis for a robust background for our students.

1. **Introductory Courses:** These courses are meant to introduce students to the range of topics and approaches utilized in studying environmental issues.
 - * ENVI 133 – Environmental Science or ENVI 140 – The Earth's Climate System
 - * ENVI 215 – Environmental Politics and Policy
 - * ENVI 235 – Environmental History

2. **Intermediate Courses:** These courses are designed to give students an overview of the important texts that scholars and practitioners use as the basis of their understanding of environmental issues and to give students a “real world” experience working in the environmental field. The courses are also meant to allow students to reflect on their goals as majors in environmental studies.
 - * ENVI 280 – Environmental Classics
 - * ENVI 489 and ENVI 490 – Environmental Leadership Practicum and Seminar (taken concurrently)
3. **Capstone Experience:** Students may choose either course
 - * ENVI 488 – Senior Seminar in Environmental Studies.
This course is intended to provide students the opportunity to utilize their background in environmental studies to address an environmental issue as part of an interdisciplinary team
 - * ENVI 644 – Honors Project in Environmental Studies
Based on an application process and must be approved by the department.
4. **Disciplinary or Interdisciplinary Emphasis:** The emphasis allows students to gain depth in a particular disciplinary approach to examining environmental issues or in a particular environmental theme or problem considered from an interdisciplinary perspective. The emphasis includes a series of six courses to provide the depth and a methods course to insure students have the appropriate “tools” to implement their area of study.
5. **Distribution Requirement:** Students must complete three additional courses: one from the Natural Sciences, one from Social Sciences and one from Humanities from a preapproved list (see below).

In addition to the seven-course emphasis, the Environmental Studies major consists of an additional ten courses (38 credits) in environmental studies and related subjects. The required core courses listed above are included below.

The ten course requirement is distributed as follows:

*Three introductory courses:

- * ENVI 133 – Environmental Science or
ENVI 140 – The Earth’s Climate System
- * ENVI 215 – Environmental Politics and Policy
- * ENVI 234 – American Environmental History

*Four required Environmental Studies courses:

- * ENVI 280 – Environmental Classics
- * ENVI 489 – Environmental Leadership Practicum/ENVI 490 – Environmental Leadership Seminar

- * ENVI 488 – Senior Seminar in Environmental Studies or ENVI 644 – Honors Project in Environmental Studies

*One Natural Science course:

- * ENVI 120 – Environmental Geology
- * ENVI 130 – Science of Renewable Energy
- * ENVI 133 – Environmental Science
- * ENVI 140 – The Earth's Climate System
- * ENVI 144 – Lakes, Streams and Rivers
- * ENVI 150 – Climate and Society
- * ENVI 160 – Dynamic Earth and Global Changes
- * ENVI 285 – Ecology
- * ENVI 194, 294, and 394 natural science topic courses

Other natural science courses require prior approval by the Environmental Studies Department Chair.

* One Social Science course:

- * ENVI 172 – Psychology in the Material World
- * ENVI 225 – 100 Words for Snow: Language and Nature
- * ENVI 231 – Environmental Economics and Policy
- * ENVI 232 – People and the Environment
- * ENVI 252 – Water and Power
- * ENVI 258 – Geography of Environmental Hazards
- * ENVI 259 – Indigenous Peoples of the Arctic
- * ENVI 270 – Psychology of Sustainable Behavior
- * ENVI 333 – Economics of Global Food Problems
- * ENVI 335 – Science and Citizenship
- * ENVI 365 – Environmental Anthropology
- * ENVI 368 – Sustainable Development and the Global Future
- * ENVI 370 – Education and the Challenge of Globalization
- * ENVI 375 – Rural Landscapes and Livelihoods
- * ENVI 477 – Comparative Environment and Development Studies
- * ENVI 478 – Cities of the 21st Century
- * ECON 119 – Principles of Economics when taught by either Amy Damon or Sarah West
- * ENVI 194, 294, and 394 social science topic courses

Other social science courses require prior approval by the Environmental Studies Department Chair.

* One Humanities course:

- * ENVI 221 – Environmental Ethics
- * ENVI 236 – Consumer Nation: American Consumer Culture in the 20th Century
- * ENVI 237 – Environmental Justice
- * ENVI 260 – Science Fiction: From Matrix Baby Cannibals to Brave New

World

- * ENVI 262 – Studies in Literature and the Natural World
- * ENVI 275 – Outdoor Environmental Education
- * ENVI 340 – U.S. Urban Environmental History
- * ENVI 343 – Imperial Nature: The United States and the Global Environment
- * ENVI 345 – Car Country: The Automobile and the American Environment
- * ENVI 370 – Education and the Challenge of Globalization
- * ENVI 194, 294, and 394 humanities topic courses

Other humanities courses require prior approval by the Environmental Studies Department Chair.

Disciplinary or Interdisciplinary Emphasis: Seven courses (introductory Environmental Science courses may not be counted)

* **Disciplinary Option:**

- * 6 courses in a discipline (2 must be 300-level courses)
- * 1 methods course related to focus of the emphasis

Disciplinary emphasis in departments other than Anthropology, Biology, Chemistry, Economics, Educational Studies, Geography, Geology, History, Mathematics/Computer Science, Philosophy, Physics, Political Science or Psychology must be approved by the Chair.

* **Interdisciplinary Option:**

- * 6 courses organized around a clear theme or environmental problem (2 must be 300-level courses)
- * 1 methods course related to the focus of the emphasis

Interdisciplinary emphases are Climate Science and Policy, Communication Studies, Community and Global Health, Environmental Justice, Environmental Science, Food Systems, International Environment and Development, and Sustainable Design.

Preapproved cores can be found on the Environmental Studies website <http://www.macalester.edu/environmentalstudies/majorsminors/>.

Advice for First Year Students:

Because of the interdisciplinary nature of ES, there are many ways for first year students to begin the major. One of the best ways to start is taking ENVI 140 – The Earth's Climate System, ENVI 215 – Environmental Politics and Policy, or ENVI 234 – American Environmental History. In addition, there are a number of other courses that would meet the distribution requirements for ES while introducing students to various approaches to environmental issues. Choices include:

ENVI 160 – Dynamic Earth and Global Change
 ENVI 194 – Cycling the Urban Landscape: A Bicycle Field Course
 ENVI 270 – Psychology of Sustainable Behavior

ENVI 285 – Ecology
 ENVI 294 – Americans and the Global Parks and Wilderness
 ENVI 294 – Outdoor Environmental Education in Theory and Practice
 GEOG 294 – Science, Nature, and Society

FRENCH AND FRANCOPHONE STUDIES

The French and Francophone Studies Department welcomes all students of French and offers them the possibility of studying French at all levels (French 101, 111, 102, 203, 204, 305 or 306) in the fall term. Students may enter the sequence at the appropriate level by demonstrating their proficiency in the language. This proficiency is verified by the score obtained on the French Foreign language subject test (**SAT II with listening**), which may have been taken as part of the SAT in high school, or by the score attained on the Macalester language placement test.

Students who do not have Advanced Placement or SAT II scores for French should take the 20-minute online Web-Cape placement test to place at the appropriate level (for information, contact the Academic Programs Office at x6036 or academicprograms@macalester.edu).

The following guidelines will help students in choosing the appropriate level:

- **French 101** (first semester elementary) assumes that students have had no French in their background.

- **French 111** (accelerated French I-II) is designed for students who have had some French prior to enrolling at Macalester and who want to review all basic structures from French 101 and French 102 in one semester.

- **French 102** (second semester) is designed for students who have had one or two years of French in high school, and have an SAT II score of 410-470 (SAT II with listening).

- **French 203** (third semester or Intermediate I) is for students who have had two or three years of high school French and have been introduced to all of the major structures of French. They should score between 480 and 580 on the SAT II test with listening. French 203 reviews many of the major grammatical structures and introduces students to francophone cultures from around the world.

- **French 204** (Text, Film and Media, fourth semester or Intermediate II) builds the skills of speaking, listening comprehension, reading and writing through grammar review and the use of materials from literature, the press, videos, films, etc. Students with three or four years of high school French and an SAT II score of 590-610 (SAT II with listening) should enroll in this course.

- **French 305** (Advanced Expression), **French 306** (Introduction to Literary Analysis) and **French 307** (Culture française contemporaine). Students with four or

five years of high school French AND either an AP score of 4 or 5 or an SAT II score (with listening) of 620 or above should enroll in these courses. They are also open to continuing students who have completed FREN 204. They are of equal difficulty and may be taken in any order; each course has a different emphasis. French 305 emphasizes speaking, phonetics and structures important in oral expression, French 306 emphasizes introduction to literature and writing about literature, and French 307 addresses issues in modern and contemporary France. French 305, French 306 and French 307 are the first courses that count toward a French major or minor. French 306 is required for a French major or minor, and is a prerequisite for many of the 400 level courses in the department.

See the Catalog for full descriptions of the courses listed above.

ADVANCED PLACEMENT - A score of 4 or 5 on the Advanced Placement Language Test gives credit for French 204.

INTERNATIONAL BACCALAUREATE - Students should consult with the department chair about credit. Credits are only awarded for the higher level exams.

ALL COURSES ARE TAUGHT IN FRENCH WITH THE EXCEPTION OF FREN 194 (First-Year Seminar), and OCCASIONAL TOPICS OR CROSS-LISTED COURSES OFFERED IN ENGLISH

GEOGRAPHY

Macalester's nationally and internationally recognized Geography Department is unusually broad in scope for an undergraduate liberal arts college. The department leads students through an exploration of urban and regional planning, environmental geography, cartography, geographic information science and socioeconomic development in various regions of the world. Students may major or minor in geography.

Human Geography of Global Issues (Geography 111) is our gateway course which introduces students to issues of human settlements, land use and political order. The Geography of Mongolia (Geography 294-01) and Regional Geography of the US and Canada (Geography 242-01) are also being offered as First-Year Courses in the fall and are excellent introductions to the department. Additionally, courses at the 200 level without prerequisites are open to incoming students, such as Urban Geography (Geography 241), Geography of Asia (Geography 294-02) and Geography of World Urbanization (Geography 261). Other upper division courses may be appropriate for students with the necessary background (such as AP Human Geography). Contact the department chair with specific questions.

GEOLOGY

The typical sequence for students interested in pursuing the geology major is Dynamic Earth and Global Change (GEOL160/ENV160), History and Evolution of

the Earth (GEOL165), and then on to upper level courses, many of which have one of these courses as a prerequisite. Students registering for courses with prerequisites should come to the department chair for advice.

We love having students with a minimal science background in our courses! Any student interested in earth science, or looking for a fun and interesting way to fulfill their Science Division and/or QT distribution requirements, may take the following courses with no prerequisites (note most students in these courses are not Geology majors):

Geology 101, Dinosaurs - an overview of the evolution of dinosaurs, their biology and behavior.

Geology 102, Exploring the Solar System - an introduction to the solar system and recent discoveries from planetary missions.

Geology 103, Geocinema - looks at how earth processes and geologic hazards are depicted in popular films, explores their scientific basis, and gives students the tools to critically assess their validity.

Geology 120/Environmental Studies 120, Environmental Geology - an introduction to the relationship between humans and their geologic environment: the earth.

Geology 160/Environmental Studies 160, Dynamic Earth and Global Change - an introduction to the materials and structure of the earth and to the processes acting on and in the earth to produce change.

Geology 165, History and Evolution of the Earth - an overview of the history of the earth.

Geology 194: Topics courses on a range of interesting and relevant concepts in the geosciences.

GERMAN AND RUSSIAN STUDIES

German Studies

The German Studies program offers a proficiency-based language program and an interdisciplinary approach to German literary, intellectual and cultural history, as well as to contemporary German-speaking countries. It examines a range of periods, cultural practices, and texts including literature, cinema, and music, as well as philosophical or political works. The program assumes that the study of language is the study of culture, and vice versa. Majors and minors achieve a level of language proficiency that will serve them in a variety of settings--travel, business, diplomatic service, teaching, and graduate school in a variety of disciplines.

English-Language courses: Each semester the department also offers English-language courses on continental philosophy and intellectual history (like “Marx, Nietzsche, Freud,” “Dead White Men,” “Concepts of Freedom from Erasmus to Agamben,” or “Music and Modernity”), cinema (like “Nazi Cinema” or “Art/Horror”), or literature (like “Madness and Literature” or “Eccentricity and Mediocrity”). Check with the department to see if a given course is open to first-year students.

Placement: Students with no background in German language should register for German Studies 101: Elementary German I. German Studies 110: Accelerated Elementary German, is intended for students with some background, but who are not yet qualified for Intermediate German, or for students with prior experience in learning another language. As a rule of thumb, one year of high school German is the equivalent of a college semester, but all students with prior German should take the college on-line WebCAPE placement test, since high school courses vary widely. If indicated by the on-line WebCAPE placement exam, AP or SAT II scores, first year students are also eligible for German Studies 203: Intermediate German I; German Studies 204: Intermediate German II; German Studies 305: German Through the Media; German Studies 308 or 309: German Cultural History I and II.

Study Abroad and German House: For many students, the Study Abroad Program in Berlin and Vienna is the highlight of their study at Macalester. Participation in this half-year program, which is administered by the department and accompanied by a faculty member, brings students within easy reach of a German Studies major. The program is conducted in German, and students receive internationally recognized Goethe Institute certifications of their language proficiency. Yet one need not major in German in order to participate, and may register for courses at the University of Vienna in any subject. Another asset of the German Studies program is the Macalester German House, which is staffed by a German native speaker. Students taking German may apply for residency after their first year.

GERMAN LANGUAGE REQUIREMENT

To fulfill the language requirement in German a student must attain proficiency at the level reached at the completion of German 204. Students may fulfill the language requirement by completing courses numbered 204, 305 or higher, or through AP scores of 5 or SAT-II scores (with the listening component) of 620 or higher.

Russian Studies (see RUSSIAN STUDIES)

HISPANIC AND LATIN AMERICAN STUDIES

Spanish and Portuguese

The Department of Hispanic and Latin American Studies welcomes everyone: those taking their first language classes to advanced students of Spanish and Portuguese. From the beginning sequence through senior-level courses, a primary goal is active

and meaningful language acquisition. Advanced content courses focus on literature, culture, linguistics and society.

Most Macalester students find it beneficial to study world languages at some point, citing reasons such as linguistic preparation for study abroad, major requirements, international cultural awareness, knowledge of intellectual and artistic traditions, and enhanced career opportunities. Spanish and Portuguese are languages of culture, history, economics, art, literature, and current events. Majors in Hispanic Studies go on to work in important roles such as translators, social justice advocates, lawyers, writers, community organizers, historians, teachers and travel guides. Some also continue their studies of literature, culture and linguistics at the graduate level.

First year students with no background or with limited background in the Spanish language should register for Hispanic Studies 101 (Elementary Spanish I). **Any student who has previously studied Spanish and has not taken the SAT II exam should take Macalester's on-line WebCape placement test to determine the appropriate level of study.** (Instructions for taking the online WebCape exam can be found on Macalester's Orientation webpage under World Languages). Students should strictly observe the score they receive on the WebCape test and register for the course indicated by the following guidelines:

WebCape Score	Hispanic Studies course
Over 550	Hispanic Studies 305
451-550	Hispanic Studies 204
386-450	Hispanic Studies 203
301-385	Hispanic Studies 102
0-300	Hispanic Studies 101

The first weeks of the semester allow for some flexibility for enrollment. Students who find themselves in a class above or below their ability should find their appropriate level **in consultation with a department faculty member.**

Students who have taken the SAT II should use the following guidelines for placement:

SAT II score	Hispanic Studies course
620 and above	Hispanic Studies 305
571-619	Hispanic Studies 204
471-570	Hispanic Studies 203
410-470	Hispanic Studies 102
400 and below	Hispanic Studies 101

(Note: 305 is the prerequisite course for all 300- and 400-level courses. Students may not enroll in a 300- or 400-level course without taking 305 unless they have permission from the Chair.)

Students who score at the level of 101 or 102 and who have the motivation to work at an accelerated pace might consider the course numbered 110. HISP 110 covers material from 101 and 102 in a single semester. HISP 220 is the accelerated Spanish course at the intermediate level, and it covers HISP 203 and 204 in a single semester. Permission from the instructor is required to enroll in HISP 110 or 220. Students who successfully complete 110 may choose to take either 203 or 220.

Students can also take Portuguese. Those enrolled in Accelerated Beginning Portuguese (HISP 111) often have a background in Spanish or another Romance language, such as French or Italian. Students taking the intermediate-level Portuguese course (331) will usually have completed Accelerated Beginning Portuguese, although exceptions are made for students with adequate Portuguese language skills, such as those who have lived in or studied in a Portuguese-speaking country. Contact Prof. Ernesto Ortiz-Díaz or Prof. Fernanda Bartolomei if there are any questions about placement.

LANGUAGE REQUIREMENT

A. Spanish

To fulfill the language requirement in Spanish, students must attain proficiency at the level equal to the completion of HISP 204. Achieving proficiency requires making a personal commitment to acquiring and enhancing Spanish language skills both in class and outside of class. The language requirement can be fulfilled by:

- 1) achieving a score of 620 or higher on the SAT II test with listening, or a score of 700 or higher on the SAT II test without listening; or
- 2) achieving a score of 4-5 on the advanced placement exam; or
- 3) successfully completing Macalester's Hispanic Studies 204 (or 220) or its equivalent.

Students who opt for #3 must follow the internal policies of the department regarding conditions for advancing from level to level. The department requires that students attain the minimum grade of C- to advance in the series of regular courses (101 to 102, 102 to 203, or 203 to 204), or a grade of C to advance from the accelerated courses (110). If the student's language proficiency proves to be inadequate, s/he may be required to repeat the level. Students can earn credit for 101 and 102 by scoring 5–7 on the International Baccalaureate exam, but these students still need to fulfill the above guidelines to meet the second language proficiency requirement.

B. Portuguese

Completing the Portuguese language sequence, which entails Accelerated Portuguese (111) and Luso-Brazilian Studies (331), satisfies the Macalester foreign language requirement.

Hispanic Studies Major

A major in Hispanic Studies consists of a minimum of eleven courses beyond HISP 204 or HISP 220. Every major plan must be designed in consultation with a

Department of Hispanic Studies faculty advisor. It will include HISP 305; either HISP 111 or HISP 331; the one-credit Junior Seminar HISP 388 (to be taken during the on-campus semester of junior year); HISP 488; at least three additional courses at the 300 level; and at least three courses at the 400 level. The tenth course is elective. Students must take one course from each of the four categories (areas) of the department curriculum at either the 300 or 400 level: (1) Origins and Beginnings, (2) Modern Hispanic Voices, (3) Language, Linguistics, and Community, and (4) Hispanic Peoples and Cultures: Interdisciplinary Approaches. Students majoring in Hispanic Studies are required to successfully complete one term of a study abroad program.

Hispanic Studies Minor

- The Hispanic Studies minor requires five courses beyond HISP 204 or HISP 220. They must include HISP 305; two courses at the 300 level; and two courses at the 400 level. (Care should be taken to ensure that students have completed the proper 300-level prerequisite course for any 400-level course they select.) At least one 400-level course must be taken at Macalester. With prior approval from the Chair, up to two courses successfully taken on a study abroad program can apply towards the Hispanic Studies minor.
- The Hispanic Studies minor in Portuguese language, literature and culture requires five courses beyond HISP 204 or HISP 220. They must include HISP 305; HISP 111 and HISP 331; and, with prior approval from the Chair, two courses successfully completed on a study abroad program in a Portuguese-speaking country.

Find out more about the Department of Hispanic and Latin American Studies, which focuses on language, culture, linguistics, art, and literature at our website: www.macalester.edu/hispanic

Find out more about the Latin American Studies Program, which emphasizes studies of Latin American history, politics, and society at www.macalester.edu/las

Latin American Studies (see LATIN AMERICAN STUDIES)

HISTORY

100-level courses are introductions to both the study of history and the history of a particular part of the world. As introductions, they all aim to teach students to think about events historically, that is, as reflections of a specific time and place rather than as manifestations of an abstract theory. In addition, they contain a number of “skills” components. 100-level courses are appropriate for first-year students, though first-year students may take 200-level courses with the permission of the instructor. 200-level courses are intermediate in nature and are driven by specific content. Some are surveys of a relatively broad period; others may examine a narrower topic. 200-level courses are appropriate for majors and non-majors, and

most students in a 200-level class will be sophomores and juniors. 300-level courses are intended for history majors and minors, though non-majors/non-minors with interest in the subject are welcome to enroll. They are generally narrower in focus than 200-level courses and may require some degree of independent research. History 379 (The Study of History) is a required course for history majors. Successful completion of one 100-level history course, or permission of the instructor, is prerequisite for enrolling in a 300-level course.

HUMAN RIGHTS AND HUMANITARIANISM

This concentration provides students an opportunity to engage in the interdisciplinary study of human rights and humanitarianism. The objectives of the concentration are to cultivate in students: (a) a familiarity with major developments in the history of human rights and humanitarianism; (b) an understanding of the institutional frameworks governing human rights and humanitarianism, including international law, international organizations, civil society movements, etc.; (c) an understanding of the theoretical and philosophical debates about the meanings of human rights and humanitarianism; (d) a capacity to understand and evaluate practical debates over the methods, motivations, and consequences of human rights and humanitarian action, including but not limited to questions of policy-making, fieldwork, and media and artistic representation; (e) a familiarity with a range of current and past global (including local, national, and international) human rights problems.

Given that students and faculty approach the study of human rights and humanitarianism from a variety of disciplinary perspectives, the program permits students to complete this concentration in conjunction with a wide array of majors.

Concentration

A concentration in Human Rights and Humanitarianism consists of five (5) courses selected from two lists of courses: Framework Courses and Specialized Courses. Of these five courses, at least two (2) must come from the list of Framework Courses and at least one (1) from the list of Specialized Courses.

Students are encouraged to pursue internships and take study away courses in the areas of human rights and humanitarianism. These may be counted toward the concentration with the approval of the program director.

The HRH program has also offered a Senior Colloquium for HRH concentrators since Fall 2014. This 2-credit colloquium is optional, but it can be counted toward a student's concentration requirements.

INTERNATIONAL DEVELOPMENT

The International Development concentration examines long run transitions in social,

economic, political, and cultural institutions that have accompanied industrialization in modern states, particularly focusing on states in the Global South. The field seeks to understand how these historical and contemporary shifts affect people's welfare and opportunities and how change has affected patterns of wealth and resource distribution within and between countries.

A concentration in International Development requires six courses. These six courses must come from at least three different departments and no more than three courses may come from any single department and no more than two courses coming from a department in which a student is majoring.

In addition, a student completing a concentration, minor, or major in an area studies department or program may include no more than two courses from that area studies plan on an International Development concentration plan.

For more information, contact Amy Damon at adamon@macalester.edu.

INTERNATIONAL STUDIES

The International Studies major provides an understanding of transnational and intercultural global relations through work both within the I.S. department, and also in allied departments across the campus. We aim to provide students:

1. familiarity with geographical, cultural, political, economic, literary and historical approaches to global issues;
2. working knowledge of key methodologies in participating departments;
3. an international experience through an appropriate study abroad program;
4. competence in a second language, at least equivalent to six semesters of college level work.

International Studies core faculty have a range of specialties – including political economy, comparative literature, cultural and media studies, comparative politics, international law, and human rights – and have regional expertise in Africa, the Middle East, the Black Atlantic, Russia and the former Soviet sphere of influence, and Europe. Expertise in other world regions is covered by faculty in many other departments, and with study abroad. Each I.S. major-plan must have a disciplinary focus. Most students do this in a broad range of humanities and social sciences, though the three fine arts departments and, as of 2010, biology and geology departments may also be selected.

Students plan their major in consultation with any I.S. faculty member. An Intro to I.S. (any one of INTL 110 to 115) serves as the gateway, though 200-level courses may be taken without them, given preparation and strong interest. INTL 110 to 115 may be taken only in the first or sophomore years: thus early planning is essential.

For further information consult Nadya Nedelsky, x6479, nedelsky@macalester.edu.

JAPANESE (see ASIAN LANGUAGES AND CULTURES)

LATIN AMERICAN STUDIES

The Latin American Studies (LAS) program thrives at the intersections of social science, the humanities, and the arts, and values scholarly, testimonial, and creative work by Latin American writers and artists. LAS provides a vibrant forum for students to develop core skills in interdisciplinarity, language, communication (written, oral, and visual), argumentation, comparison, theory, research design, and civic engagement.

The major culminates in an integrative capstone experience, often rooted in fieldwork conducted in Latin America. Each capstone is shared in a publication or presentation in the United States or Latin America. LAS provides outstanding preparation for professional careers, graduate studies, competitive fellowships, and community-based work in Latin America.

Macalester's Latin American Studies program is distinctive in several respects:

Outstanding breadth of faculty. LAS includes 10 faculty, with specializations in anthropology, cultural studies, economics, gender studies, language, literature, history, media studies, politics, theatre and dance, and urban studies. Our faculty not only teach over 40 Latin America-focused courses, but are also committed to forging a strong student-faculty community of scholars that are engaged in the problems confronting the Americas.

Deep commitment to language mastery. Few liberal arts colleges offer Portuguese, but Macalester has done so for decades. Many LAS students not only achieve fluency in Spanish, but also proficiency in a third language.

Original field research. LAS juniors and seniors spend over a year preparing for a project, conducting interviews and gathering data in Latin America, and writing capstones and honors theses.

Engaged scholarship. LAS students share the results of their original research with academic and community audiences. LAS majors complete at least one of four options: conference presentation, journal publication, community publication, and civic engagement presentation or event.

Latin American Studies Major

The Latin American Studies major consists of 13 courses, as follows:

I. Introduction to Latin American Studies—1 course

LAS majors must take the introductory course by the end of the sophomore year.

Choose one of the following courses:

LATI 141, Latin America through Women's Eyes

LATI 151, Caribbean Literature and Culture: Aesthetics of Resistance

LATI 181, Introduction to Latin America and the Caribbean

II. Language—1 or more courses

Competency in Spanish to the level of Hispanic Studies 305. Students who arrive at Macalester already competent at this level must achieve competence either in French to the level of 204 or Portuguese to the level of 331. In addition, the following course is required:

LATI 307, Introduction to the Analysis of Hispanic Texts

III. Latin America Across the Disciplines—6 courses

Choose six courses, including at least one Arts in Context, one Humanities, and one Social Science course:

Latin American Arts in Context

HISP 418, Acting Out: The Comedia Across the Atlantic

HISP 423, Contemporary Latin American and U.S. Latino Theater

HISP 441, Hispanic Film and Other Media

LATI 282, Latin America: Art & Nation

LATI 447, Brazilian Cinema

LATI 448, Brazilian Music

THDA 264, Rights and Resistance: Theater and Film in Latin America

Humanities

HISP 331, Luso-Brazilian Voices: Conversation and Composition

HISP 414, Here and There: Superando Límites/Crossing Boundaries

HISP 419, Neither Saints nor Sinners: Women Writers of the Early Modern Hispanic World

HISP 420, One Hundred Years of Plenitude: Modern and Postmodern Hispanic Fiction

HISP 425, Dictators, Revolutions and Insurrections

HISP 435, History of the Spanish Language

HISP 440, Theorizing Contemporary U.S. Latino Popular Culture

HISP 444, The Family as History: The Stories of U.S. Latinos

LATI 281, The Andes: Race, Region, Nation

LATI 283, The City in Latin American History

LATI 286, Media and Cultural Studies of Latin America

LATI 308, Introduction to U.S. Latino Studies

LATI 381, Transnational Latin Americas*

LATI 415, Cultural Resistance and Survival: Indigenous and African Peoples in Early Spanish America

LATI 416, Mapping the New World: Exploration, Encounters and Disasters

LATI 436, Spanish Dialectology
 LATI 494, Consuming Culture: Latin American Literature and Consumer Culture

Social Sciences

ANTH 358, Anthropology of Violence
 ANTH 487, History of Anthropological Ideas
 ECON 119, Principles of Economics (when taught by Damon or Robertson)
 ECON 221, Intro to International Economics* (paper must focus on Latin America)
 ECON 333, Economics of Global Food Problems (paper must focus on Latin America)
 LATI 244, Urban Latino Power
 LATI 245, Latin American Politics
 LATI 246, Comparative Democratization
 LATI 255, Peoples and Cultures of Latin America
 LATI 265, Economics of International Migration*
 LATI 323, Economic Restructuring in Latin America*
 LATI 341, Comparative Social Movements
 LATI 427, Human Rights and Culture in Latin America

IV. Methods—1 course

In consultation with their advisor, LAS majors choose a methods course that will prepare them for their senior Capstone project. This class should be taken before studying abroad. Possible courses include:

ANTH 230, Ethnographic Interviewing*
 HIST 379, The Study of History
 POLI 269, Empirical Research Methods
 SOCI 269, Science and Social Inquiry
 SOCI 270, Interpretive Social Research
 SOCI 275, Comparative-Historical Sociology
 THDA 260, Performance Studies Praxis: Avant-Garde Arts and the Social
 THDA 261, Sources of Global Performance (when taught by Nielsen)
 THDA 380, Oral History Research Methods
 THDA 489, Performance Theory Seminar

V. Study Abroad in Latin America—3 courses

LAS majors must complete one semester of full-time study on a study abroad program approved by the LAS Steering Committee. This fulfills the requirement of 3 study abroad courses.

VI. Capstone—1 course

Majors normally complete their LAS capstone via the senior seminar, which is offered every Fall. Occasionally, a student may be approved to complete their capstone via an Independent Project or another appropriate course. Students

participating in the Honors program take LATI 488 in the fall and LATI 644 in the spring of their senior year.

LATI 488, Senior Seminar

*Indicates a prerequisite is required. See course description for details.

Find out more about the Latin American Studies Program, which emphasizes studies of Latin American history, politics, and society at www.macalester.edu/las

LEGAL STUDIES

The legal studies concentration is available to students in any major and allows students to explore law, in all its meanings, through a variety of liberal arts perspectives. Rather than studying law as doctrine (a set of rules to learn and use), the curriculum examines law as a phenomenon in a variety of contexts. It is designed to give students a broad, yet structured, academic grounding in interdisciplinary approaches, within the liberal arts, to the study of law. For Fall 2015, first-year students interested in Legal Studies could consider PHIL 121: Ethics, POLI 206: U.S. Constitutional Law and Thought, or SOCI 220: Affirmative Action Policy.

For further information, please contact Erik Larson in the Sociology Department or Patrick Schmidt in the Political Science Department.

LINGUISTICS

Linguistics is the scientific study of language, the medium in which we do almost everything that makes us human.

There are several introductory courses suitable for first year students. These courses have no prerequisites.

Linguistics 100 - Introduction to Linguistics. The aim of this course is to make students aware of the complex organization and systematic nature of language, the primary means of human communication. We will explore topics such as the sounds of the English language, endangered languages, the history of the English language, child language acquisition and how we learn language, language and the mind, and slang.

Linguistics 104 - The Sounds of Language. In this course, students learn how to produce and perceive (almost) all the sounds of spoken languages. We will learn how to make a variety of consonants and vowels, including clicks, trills, and tones. *Sounds of Languages* is recommended for students of foreign languages, drama, music and anyone who wants to become more aware of their (and other people's!) pronunciation.

Linguistics 194 – Time and Space in Linguistics. Human languages exhibit incredible diversity when it comes to talking about time and space. In English, we can't mention an event without situating it in the past, present or future, while most Southeast Asian languages get along just fine without marking tense at all. Some languages talk about direction with cardinal terms like 'north' and 'south', while others make distinctions like 'toward the river' versus 'away from the river'. This course is an introduction to linguistic diversity through the lens of time and space.

All students completing a major in linguistics are required to take LING 100, 104, 200 and 205.

MATHEMATICS, STATISTICS, AND COMPUTER SCIENCE (MSCS)

The department offers majors in Mathematics, Applied Mathematics, and Computer Science and minors in Mathematics, Statistics, Data Science, and Computer Science.

Calculus

We offer a calculus sequence that is different from AP Calculus and different from the traditional Calculus I, II, III sequence found at most colleges and universities. *Entering students can start in any one of these courses depending on their background.*

Mathematics, Physics, and Chemistry majors need to complete the calculus sequence through Math 237. Economics and most Biology students need to complete any one of Math 135, Math 137, or Math 237. Biology majors with a Biochemistry emphasis need to complete Math 137. We encourage you to see the departmental web pages for these other majors and speak with a member of the department to verify their mathematics requirements.

Math 135 Applied Multivariable Calculus I

Math 135 is appropriate for students with no calculus background; however, it is different from a traditional Calculus I and may be the right option for students with a calculus background who are interested in developing mathematical modeling skills.

Math 137 Applied Multivariable Calculus II

This is the recommended calculus starting point for students who have had a successful year of high school calculus (for example, a year of AP-AB calculus or a year of IB-HL or IB-SL calculus).

Math 237 Applied Multivariable Calculus III

Students who enter Macalester having taken AP-BC Calculus with a score of 3 or higher or IB-HL with a score of 5 or higher should start here.

Students who are not sure which calculus course to take should contact the chair of the MSCS Department, Tom Halverson.

Other Starting Points in Mathematics

Math 155: Introduction to Statistical Modeling is our introductory statistics course. It is required for the Math major, the AMS major, the Statistics minor, and other majors on campus (including Biology and Economics). Math 155 is a course unique to Macalester, with an emphasis on multivariate modeling, and it cannot be replaced by AP Statistics credits.

Math 136: Discrete Mathematics is a good starting point for students who are interested in mathematics and want to try out areas of mathematics that are different than calculus. This course is required for the mathematics major and the computer science major but not the applied mathematics and statistics major.

Math 236: Linear Algebra is a good starting point for students who have already completed calculus at the level of Math 137. This course is required for the mathematics major and the applied mathematics and statistics major.

Starting Points in Computer Science

Comp 123: Core Concepts in Computer Science is the most common introductory course in computer science. It is suitable for students with little or no background in computing, programming, or computer science. This course serves both as a first course in the major and minor as well as an introduction to computer science for those not planning to take further coursework. This course is offered every semester.

Comp 124 Object-Oriented Programming and Data Structures. Students who have taken the AP Computer Science Exam and received a score of 3 or above may immediately register for this second course in computer science. Students who have not taken AP Computer Science but significant programming experience may start in Comp 124 after consultation with the Computer Science Coordinator, Susan Fox.

MEDIA AND CULTURAL STUDIES

Majoring in Media and Cultural Studies

The Media and Cultural Studies major analyzes the poetics, politics, and production of media texts, in alignment with the College's commitment to internationalism, multiculturalism, and civic engagement, using theories and methods drawn from the humanities and the social sciences. The department offers an innovative ten-course major that includes opportunities for students to combine analysis, criticism, and production.

The major provides a working knowledge of the methods of historians and critics of culture and the media, including new media, as well as traditional media such as film, newspapers, radio, and television; an ability to explicate a specific body of culture or type of media in depth; and opportunities to appreciate different kinds of media and to produce original work.

Students take at least ten courses toward the major. Four courses are required:

- The introductory course, Texts and Power: Foundations of Media and Cultural Studies (MCST 110), which covers the history of cultural analysis, broadly defined, from traditional to contemporary approaches, providing students with a foundation in major writings and acquainting students with issues of continuing debate in media studies. Completion of or enrollment in 110 is required for admission into the major program. The course emphasizes instruction in argumentative writing, and for students enrolling after their first semester, counts toward the college “W” requirement.
- MCST 128, Film Analysis and Visual Culture.
- MCST 126, Local News Media Institutions, or INTL/MCST 202, Global Media Industries.
- MCST 488, capstone Advanced Topic Seminar, in which students work on an independent project in line with the theme of the seminar and share their scholarship with a scholarly community, integrating what they have learned in the major. The capstone experience involves close analysis of cultural artifacts that examine at a higher level issues first raised in the introductory course. In exceptional cases, students with sufficient preparation may take the seminar prior to their senior year. Students may complete their honors projects in the capstone seminar.

The major also requires one advanced course in media/cultural theory, two courses on race or gender/sexuality and the media, one course in analyzing or making media, and two approved electives in media studies. Additional professional courses are available at the University of St. Thomas and other ACTC schools.

Minoring in Media Studies

The media studies minor is for students interested in journalism or media studies or a combination. It requires five courses, including MCST 126, Media Institutions, or INTL/MCST 202, Global Media Industries. The minor concentrates on media studies and offers opportunities for critical research as well as for pre-professional experience in media production.

Students in the department have found opportunities for internships with arts and other nonprofit organizations and with media companies. Graduates have found employment in the media, in government, and in social and cultural institutions as well as opportunities for further study in doctoral programs and professional schools.

Students who enroll as majors or minors are invited to department events and notified of internships, conferences, and other off-campus opportunities. While

enrolling as a major or minor requires a tentative course selection, students may change their selections before their last semester, provided they remain within major or minor requirements. More information is available at:

<http://www.macalester.edu/academics/mcs/>.

Especially recommended courses for first-year students:

- MCST 114 News Reporting and Writing. This course, taught by a senior editor at the Twin Cities Star Tribune, provides an introduction to and experience in professional-level journalism, traditional and online.
- MCST 126 Local News Media Institutions. This course, which meets a requirement for the major and minor, directly introduces students to community and mainstream news media institutions in the Twin Cities, and includes a civic engagement component. The course also provides an essential foundation in theories of the political economy of media: how economic and political power shape the production and distribution of news.
- MCST 234 New Media Theories/Practices. This course introduces contemporary ideas about new media and new media policy and includes practice in communication through new media. The course also explores the significance of the Internet and social media for cultural, economic, and social life.

MIDDLE EASTERN STUDIES AND ISLAMIC CIVILIZATION

The broad goal of this concentration is to provide students with an opportunity to engage in the interdisciplinary study of the Middle East and the broader Islamic world. Somewhat more specifically, the objectives of the concentration are to cultivate in students (a) a basic familiarity with culture, politics, religion, philosophy, literature, economy, and geography of both the Middle East and the wider Islamic world; (b) an understanding of some of the major theoretical and/or methodological approaches to the study of both the Middle East and the Islamic world; (c) an appreciation of the social, political, and cultural diversity/complexity of the Middle East and Islamic World; (d) a sympathetic understanding of a relevant worldwide or cultural perspective different from his/her own; (e) a capacity to engage thoughtfully and constructively in potentially difficult dialogues regarding some of the more contentious issues affecting the region/civilization (e.g. US intervention in Iraq, the Arab-Israeli conflict); and (f) if possible, facilitate knowledge of a language that is spoken natively by people of the Middle East or Islamic world.

Given that students and faculty approach the study of Middle East and Islamic civilization from a variety of disciplinary perspectives, the program permits students to complete this concentration in conjunction with a wide array of majors. The program promotes *breadth* by requiring that students complete courses (in several departments) dealing with both the Middle East and the wider Islamic world; it promotes *depth* by requiring a capstone project focused on a relevant topic.

MUSIC

All student musicians are welcome in the Music Department, which offers courses, ensembles, and lessons in a variety of musical traditions, including Western art music, jazz, pop and rock, African music, Chinese music, Scottish piping, and many others. General students should consider taking Music Appreciation, World Music, African Music, Theory I, or other introductory courses. Students should feel free to ask individual faculty about the musical background required for other courses in the music department.

Students considering the music major or minor should 1) register for Theory I, which is a prerequisite for the remainder of the music major and minor curriculum, 2) consult the catalog regarding departmental prerequisites, and 3) arrange an appointment with the department chair for advising. Note: Theory I is taught only in the fall semester. Students with a background in music theory may take a theory placement test, with the possible result of beginning the major/minor sequence with Theory II in the spring semester. Students with a Music Theory AP score of 5 may elect not to take Theory I and instead may enroll in Theory II in the spring semester. Questions regarding placement should be directed to the department chair.

All ensembles and private music lessons (for an extra fee) are available to all students at the college. Most ensembles audition at the beginning of each semester. Registration for ensembles and for private lessons takes place at the beginning of the semester. Contact Music Department Coordinator Rachel Hest for general information regarding lessons and ensemble participation.

Four (4) consecutive semesters of participation in one ensemble or private lessons in a single performance area may count toward the general distribution requirement in the Fine Arts.

NEUROSCIENCE STUDIES

Students interested in majoring in Neuroscience Studies should complete five foundational courses as early in their college career as possible to maximize their access to the full range of neuroscience courses offered. These courses are:

- Biology 260 and 265, which are lecture only courses; however, completion of the Neuroscience Studies major requires the completion of a stand-alone lab, BIOL 255: Cell Biology and Genetics Lab. This lab requires that a student be co-enrolled in either BIOL 260 or BIOL 265. Incoming students are encouraged to consider taking BIOL 255 after their first semester on campus.
- Chemistry 112 or 115.
- Mathematics 155; and Computer Science 120 or 123.

- Interested students should consult with either Eric Wiertelak or Susan Fox before deciding which Mathematics/Computer Science courses to take and to discuss their major plans.

Students should also plan to take the introductory course to the major, NEUR 180: Brain, Mind and Behavior. This course will be offered in both the fall and spring semesters of 2015-2016 and does not have any prerequisites.

Students with a focused interest in cellular and molecular neurobiology should also consider a major in Biology with added emphasis in neurobiology, and consult with the Biology Department about course choices. Recommended first year courses are listed under Biology.

PHILOSOPHY

The Philosophy Department aims to foster rigorous, creative and productive philosophical activity at Macalester College and in the broader community. The central topics of philosophy — the nature of reason and knowledge, the structure of physical and mental reality, the meaning and value of life, how one ought to live and act, and the origin and function of society — are at the heart of liberal arts education. The Philosophy Department therefore encourages focused study of these core issues as well as interdisciplinary inquiry that emphasizes the hallmarks of philosophical method: critical thinking, open and respectful dialogue, conceptual clarity, and attention to ethical and political significance. Philosophy students develop strong skills of logical analysis and textual interpretation, clear and persuasive written and oral argumentation, moral and political sensitivity, and a deep appreciation for the rich history of philosophy and its diverse ongoing practices. Such training provides excellent preparation for nearly any career and for a lifetime of continual intellectual growth, moral reflection and critical social engagement.

A number of courses appropriate for students beginning philosophy, or considering a major or minor in philosophy, are routinely offered:

Philosophy 100, Introduction of Philosophy, is a general introduction to philosophy through topics found in classical philosophical writings, such as the nature of truth and knowledge, the relation between mind and body, freedom and determinism, right and wrong, and the existence of God. Offered each semester.

Philosophy 110, Critical Thinking, is a course for students interested in understanding, using and evaluating various types of reasoning and argument. The course deals with such topics as scientific, moral and legal reasoning, fallacious reasoning, probability and deciding under uncertainty. Students work on constructing arguments and analyzing the arguments of others. Contributes to major (as alternative to Phil 111).

Philosophy 111, Introduction to Symbolic Logic (or Phil 110) is required for the Philosophy major, but is not a general introduction to the field of philosophy. It deals with ways to check for the validity of arguments. The course is formal in the sense that it recasts verbal arguments in symbolic form and uses proof techniques to determine whether the arguments are valid. Students who liked geometry in high school usually like symbolic logic.

Philosophy 121, Ethics, is another course appropriate for the beginning student in philosophy. It is required for the philosophy major, but does not assume any background in philosophy. If a student is interested in questions of right and wrong, justice and injustice, and what makes life worth living, this course would be appropriate. Offered each semester.

Philosophy 200, Ancient and Medieval Philosophies, is required for the philosophy major and deals with philosophers such as Plato, Aristotle, and Thomas Aquinas. The course is most appropriate for students who enjoy working with texts and have an interest in history and philosophy. The course is a good second course in philosophy and is required for the philosophy major.

Philosophy 201, Modern Philosophy, is a study of major 17th and 18th century philosophers, including Descartes, Locke, Hume and Kant. The course considers issues regarding skepticism, justification, freedom of the will, the self, good and evil, the origin of the state and the existence of God. Required for major.

Philosophy 202, American Philosophy. This course explores the diverse intellectual strains that have contributed to the development of American philosophy in the last three centuries, including influences that have been somewhat neglected: the American Indian thought of Arthur Parker and Zit Kala Za (Gertie Bonnin); the puritan theology of Jonathan Edwards; the political theory of Thomas Paine and Thomas Jefferson; the African American philosophy of W.E.B. DuBois and Alain Locke; the transcendentalism of R. W. Emerson and H.D. Thoreau; the 'classical' pragmatism of C.S. Peirce and William James; the 'radical' pragmatism of John Dewey and Jane Adams. Special attention will be given to American conceptions of justice, freedom, democracy, religiosity, nature, pragmatism, progress and self-reliance.

Philosophy 213. Philosophy of Mind. This course will examine a variety of philosophical problems associated with contemporary models of the mind (mind/body dualism; mind/brain identity theories; behaviorism; functionalism and artificial intelligence; eliminative naturalism and folk psychology; biological naturalism). The course will also look at contemporary philosophical accounts of personhood and personal identity, particularly narrative accounts of the self. Readings will typically include David Chalmers, Daniel Dennett, Owen Flanagan, Derek Parfit, Marya Schechtman, John Searle, Galen Strawson, and Kathleen Wilkes.

Philosophy 215, Philosophy of Sport. Sports and games deserve close philosophical examination since they have always played an important part in human life. We first ask what exactly sports, games and athletics are, and how they are distinct from other modes of life. Next, we consider the main arguments for and against sports. For example, does sport promote virtue and 'fair-play' or, on the contrary, aggression and egoism? It is often said that sport is an essential part of the 'well-rounded' life and a liberal arts education. But why are well-rounded lives, and liberal arts educations, good? We will explore numerous ethical and conceptual issues that arise within sports, such as cheating and 'sportsmanship', violence and injury, doping and enhancement, and gender and racial equity. And we will consider whether sports can help us gain insight into more general philosophical concepts, such as virtue, justice, health, embodiment, friendship, consciousness, absurdity, death, and beauty. Our ultimate concern will be: what is the place of sport and games in a good and meaningful human life? Is it possible that life itself is a game? Along with numerous philosophical readings, contemporary and historical, we will also discuss philosophical treatments of sports in literature and film. Offered every other year.

Philosophy 220, Bioethics, considers ethical issues arising in the context of medical care, biomedical research, and public health. These issues include informed consent, euthanasia, reproductive rights, confidentiality, and distribution of health care resources. The course is suitable for first-year students who have taken a course in ethics. Offered alternate years.

Philosophy 221, Environmental Ethics, considers a variety of ethical issues dealing with the environment. This includes the moral status of the natural world and of animals. It also includes specific environmental problems such as global warming and resource sustainability as well as environmental rights and environmental justice. Although the course is open to first-year students it would be helpful for students to have done previous work in ethics or political philosophy.

Philosophy 222, Philosophy of Human Rights. Although human rights play an obviously important international role, philosophers have found human rights puzzling and difficult to justify. What does it mean to say a person has a moral right or a human right? What is the relationship between human rights stated in international covenants and human rights that are said to be morally binding? Aside from questions about the nature of human rights, the course will consider possible justifications for human rights, both legal and moral, as well as arguments that there are no human rights. The course will take up the issue of whether it is possible to adopt human rights while respecting the diversity of human cultures, religions, and moral views.

Philosophy 223, Health and Human Rights. Human rights and healthcare are intimately connected. Human rights are used both to protect human subjects in biomedical research and to support claims for adequate health care. The use of human rights to protect human research subjects raises issues of informed consent, privacy, and individual autonomy. The use of human rights to secure healthcare

resources raises issues about what level of health care ought to be supported and what constitutes a just distribution of healthcare resources. The course also explores recent work on the way in which human rights and public health combine in the quest to secure overall well-being. In general the course views public health through the framework of human rights. Offered alternate years.

Philosophy 225, Ethics and the Internet. This course looks at ethical questions connected with the internet as we know it today: an online environment where content is generated and shared through user activities such as blogging, media sharing, social networking, tagging, tweeting, virtual world gaming, wiki developing, and the like. We will start by considering debates over freedom of speech, privacy, surveillance, and intellectual property: issues that pre-exist the development of the Internet, but which because of it have taken on new dimensions. From here we will go on to take up some ethical questions arising from four different domains of activity on the social web: gaming, social networking, blog/wiki developing, and "hacktivism." In the third part of the course, we will consider broad questions connected to the integration of the Internet with devices other than the personal computer and mobile phone and which open the prospect of a world of integrated networked systems. What are some of the impacts of such integration on our everyday ethical relations with others and on the overall quality of our lives? How does being networked affect the meaning of being human?

PHYSICAL EDUCATION

The Department of Physical Education provides students the opportunity to develop or improve skills in activity classes and/or compete in a wide range of recreational, intramural, club and intercollegiate sports.

A variety of activity classes are offered through the Department of Physical Education. Students may earn a maximum of four credits toward graduation for participating in four different physical education activity classes. Each class is one credit and all activity classes are graded S/NC. Some activity classes may have a participation fee.

PHYSICS AND ASTRONOMY

There is a three-semester introductory sequence for the physics major. Since these courses serve as prerequisites for most of the advanced courses, students contemplating a major in physics should be strongly advised to begin this sequence in **the fall of** their first year. The sequence consists of:

Physics 226: Principles of Physics I, **offered in** fall term only

Physics 227: Principles of Physics II, **fall and spring semesters**

Physics 331: Modern Physics, **offered in** fall term only

Normal progress toward a physics major without prior credit is charted for the first two years as shown below. Students with strong physics and math backgrounds should consult the department for advanced placement opportunities.

First Year		Sophomore Year	
<u>Course</u>	<u>Term</u>	<u>Course</u>	<u>Term</u>
Physics 226	Fall	Physics 331	Fall
Physics 227	Spring	Physics 348	Spring
Math 135	Fall	Math 237	Fall
Math 137	Spring	Math 236	Spring

If entry is delayed until the sophomore year, then more advanced courses must be taken in the senior year. Although this route is not altogether foreclosed, the course load is very heavy during the senior year, and some flexibility is lost due to alternate year offerings of some advanced elective courses.

It is to be noted that registration in Physics 226 carries the requirement of prior completion of or concurrent registration in Calculus I (Math 135). Students should plan to continue mathematics at least through Differential Equations (Math 312).

The three course sequence Physics 226, 227 and 331 is also suitable for students intending to major in one of the other sciences. A physics minor can be earned with these three courses plus two additional physics courses numbered above 331.

POLITICAL SCIENCE

The entry courses to political science are the Foundations series: POLI 100, 120 and 140. Students may begin with any of them. One Foundations course is required for a major or minor in political science. First year students entering with advanced placement credits or college-level transfer courses in political science may need to consult the department chair when they arrive on campus in the fall about which Foundations courses would be appropriate.

PREMEDICAL PROGRAM

Students interested in medical school (or other health professions) after Macalester, should seriously consider enrolling in General Chemistry 111 or 112 during their first year (see the Chemistry section of this handbook for details). All medical schools require the equivalent of one year (2 semesters) of general chemistry and an additional two to three semesters of chemistry. In addition, all medical schools require two - five semesters of biology and lab and two semesters of physics and lab. If the student is considering taking a biology course in their first semester, they should take either Biology 260 (Genetics) or Biology 270 (Biodiversity & Phylogeny).

If a student has had advanced background in biology and chemistry, they *may* be able to go directly into Biology 265 (Cell Biology). There is one, 2-credit lab,

BIOL255: Cell Biology and Genetics Lab, that needs to be taken *concurrently* with either Biology 260 (Genetics) or Biology 265 (Cell Biology). We recommend that students wait to take this lab with the second semester of biology. Since the new Medical College Admissions Test (MCAT 2015) has a section on the behavioral sciences and a number of medical schools require at least a class in this area, we also suggest taking either Introduction to Psychology (PSYC 100) or Introduction to Sociology (SOCL 110).

If the student is interested in any premedical area (medicine, nursing, dentistry, physical therapy, etc.) he/she should consult one of the premedical advisors (Professor Lin Aanonsen, Director of the Health Professions Advising Committee/Biology; Professor Devavani Chatterjea/Biology; or Professor Mary Montgomery/Biology) very early in their first year for academic advice. They should also contact Patty Byrne Pfalz in the Biology department to be included on the Health Professions mailing list (pfalz@macalester.edu). For additional information on Health Professions Advising at Macalester go to <http://www.macalester.edu/hpa/>.

Please, encourage new students to attend a group advising session on Thursday, September 3rd from 7:00 – 8:30pm in Olin Rice 100. Refreshments will be provided.

PSYCHOLOGY

While psychology is only about 150 years old as a distinct academic discipline, psychological issues have deep roots in the philosophical and humanistic traditions and have been shaped methodologically by the ascendancy of modern science.

Psychology studies the influences of biology and culture on the experience and behavior of individuals. It examines basic psychological processes of learning and motivation, sensation and perception, thinking and memory, social interaction and other social processes, and explores issues related to psychological disorders, individual differences and human and non-human animal development.

Psychology is a diverse field of study which can serve students in natural sciences, social and behavioral sciences, humanities, and pre-professional studies. The Psychology Department at Macalester emphasizes the scientific bases of psychology and provides a curriculum that includes theory and research as well as practical applications of psychological principles.

First year students who anticipate a major or minor in psychology should take Psychology 100 - Introduction to Psychology (with laboratory) during the fall term. It is a prerequisite for more advanced courses in the department and is required for the major. Students who have received a 4 or 5 on the AP exam, a 5 or above on the IB Higher Level exam, or who submit qualifying GCE A-Level grades receive credit for PSYC 100 and can proceed to one of the intermediate classes. Students who do so are still required to take 11 courses for the major.

RELIGIOUS STUDIES

Religious studies is a broadly interdisciplinary investigation that takes its place among the humanities and social sciences. Majors in religious studies enter a wide range of vocations, from the pursuit of graduate work in the study of religion or professional life in the parish ministry/rabbinate, to entering fields as diverse as journalism, law, medicine, and community activism. The department works with students who want to focus on the academic study of religion, and with students who seek courses in religion to help them frame and interrogate issues provoked in other academic areas. Students who double major in religion or choose religion as a minor area of study also benefit from the diversity of religious studies course offerings and its faculty.

Introductory courses are broad in scope, even as they seek to be selective enough to allow an in-depth encounter with source documents situated within their historical, literary, and social contexts. Seminars may take up an issue or theme and allow for a concentrated reading and pursuit of focused critical questions and issues. Methods of instruction include not only lectures and small group discussion, but also opportunities for independent study and research, one-on-one engagement with faculty, and site-specific projects in the Twin Cities and beyond. Courses are offered in specific traditions (e.g. Buddhism, Christianity, Islam) as well as geographic areas (e.g. Religions of India) and in comparative and theoretical areas of analysis.

Major Concentration

The major concentration in religious studies consists of eight courses in religion, and two supplementary courses, approved by the advisor, in a field that provides sustainable skills or theoretical tools for the study of religion. For example, for students with a primary interest in Biblical studies, a reading course in Hebrew or Greek would count toward the major; courses in philosophy, anthropology, sociology, women's, gender and sexuality studies might strengthen a student's grasp of theoretical issues in the study of religion. Courses in history and literature may also provide valuable substantive knowledge that complements the student's work in religious studies. In order to encourage breadth of understanding, students majoring in religious studies are required to take at least one course in three of the four areas of the department's offerings. Reading proficiency in at least one foreign language is advised for students contemplating graduate study in religion. Majors are required to take the disciplinary seminar Theory and Method in the Study of Religion and, preferably in their senior year, Approaches to the Study of Religion, which is offered annually. A "senior dialogue" with the members of the department is also required for all majors.

Minor Concentration

The minor concentration in religious studies consists of a minimum of five courses in religious studies taken in consultation with the department. To assure diversity,

students minoring in religious studies are required to take a course in at least two areas of the department's offerings.

RUSSIAN STUDIES

From Pushkin to Putin, Gogol to Gorbachev, Russian culture is an endlessly fascinating field of study. At Macalester, students encounter the old and new Russia through a comprehensive curriculum based in language, literature, and culture. The major also stresses Russia's relationship to the newly independent states of Eurasia and Eastern Europe, and its place within an international context, bolstered by courses taught by faculty members in Economics, International Studies, History and Music.

Besides providing skills in a foreign language, studying Russian develops understanding of other cultures and skills in interpreting cultural texts. A Russian Studies major prepares students for a variety of professions, such as history, law, international relations, diplomacy, and international commerce, as well as graduate work in the Slavic field, or work as translators and interpreters.

Students contemplating a Russian Studies major should start the language sequence early in their time at Macalester. The four-semester sequence starts with RUSS 101 and continues with 102, 203, and 204. Completion of 204 fulfills Macalester's language requirement, and prepares students for study abroad in Russia.

If students have some background in Russian, we will place them individually at the appropriate level--there is no official placement test. In general, two years of high school Russian = one year of college Russian.

Contact Julia Chadaga or James von Geldern in the Russian Studies Department for further information.

SOCIOLOGY

Sociology examines how power, culture, and institutions influence the lives of people and activities of organizations. Studying sociology enables students to situate their own lives in broader context and to understand the dynamic development and interplay of political, economic, and cultural forces. Training in sociology cultivates skills graduates use in a variety of careers and civic activities: drawing on diverse perspectives to make informed judgments, evaluating multiple forms of evidence to interpret events, developing comprehensive understandings of social life, and clearly communicating ideas.

Macalester's sociology program distinguishes itself by its emphases on comparative/international sociology and its tradition of excellence in student research. The sociology curriculum promotes understanding of cultures and societies of and outside the United States in comparative and global perspectives.

A sociology major is planned in consultation with a member of the sociology department faculty and must include at least nine courses. The successful completion of five required courses (including Sociology 110: Introduction to Sociology) and four elective courses satisfies the requirements for a major.

THEATER AND DANCE

The Theatre and Dance Department is committed to practice and performance theory as integral parts of a liberal education, and we foster students' abilities as theatre and dance artists through courses in literature and history, and in technique and training. Courses that are suitable for entering students are THDA 110 – Introduction to Theatre Studies; THDA 115 - Cultures of Dance; THDA 120 - Acting Theory and Performance I; THDA 194 – Crafting the Tangible: Technologies of Performance, THDA 220 - Voice and Speech as well as various dance technique classes. Other courses may be suitable for first-year students, with permission of the instructor.

All performance and backstage activities in Theatre and Dance are open to all students, including first year students. There are four main stage theatre productions every year, two dance concerts, and a variety of student-directed projects. Auditions are held early in the fall of each year for the first major theatre production of the fall and for the fall dance concert. Students who are interested in becoming involved in Theatre and Dance at Macalester are encouraged to contact Harry Waters Jr., Chair of Theatre and Dance, at waters@macalester.edu.

URBAN STUDIES

The urban studies concentration is directed towards students who are interested in urbanization and interdisciplinary perspectives on city life. The program combines a sound theoretical and experiential base complemented by a broad range of technical competencies. The 8-course urban studies concentration is divided into two parts: a curricular portion which will provide students with a theoretical base, and an applied portion that gives students first-hand experience conducting research on specific aspects of city life. Students are also expected to acquire skills that will enable them to make an effective contribution to urban studies research or vocation. Geography 241 is the appropriate intro-level course to the urban studies program. Other intermediate level concentration-related courses are also acceptable as an introduction to the concentration.

WOMEN'S, GENDER AND SEXUALITY STUDIES

The Women's, Gender and Sexuality Studies (WGSS) Department offers an interdisciplinary major and minor that women, men, and people of all gender identities are welcome and encouraged to explore. The goal is to provide students with a deepening expertise in using feminist theories as tools to study literature, politics, history, society, science, technology, and the arts, as well as in analyzing these very tools. The department enables students to understand the experiences

and actions of people all over the world through the analytic categories of gender, sexuality, race, class, ability, culture, and nation on which feminist theorizings are based.

Major

The women's, gender, and sexuality studies major consists of 10 courses (40 credits). These courses must include the following:

1. WGSS 100: Introduction to WGSS
2. WGSS 200: Feminist/Queer Theories and Methodologies
3. WGSS 300: Advanced Feminist/Queer Theories and Methodologies
4. WGSS 400: Senior Seminar — Linking Theory to Practice
5. Six additional WGSS courses, two of which must be 300-level courses.

Points to consider in developing your WGSS major:

- You should plan your WGSS major in consultation with a department faculty member in WGSS and as you do so, consider what you'd like to accomplish with this major.
- Although not required, we recommend you take at least one 300-level elective (see #5 above) from a WGSS department faculty member since these specific courses will build most directly on the knowledge obtained in WGSS 200.
- The major may include up to the equivalent of 4 credit hours from a study-away program.
- The department strongly recommends civic engagement or other community work. Up to 4 credit hours of independent study or internship may count toward the major.
- No more than 3 cross-listed courses from any one department can count toward the major.

Minor

The women's, gender, and sexuality studies major consists of 5 courses (20 credits). These courses must include the following:

1. WGSS 100: Introduction to WGSS
2. WGSS 200: Feminist/Queer Theories and Methodologies
3. One 300-level WGSS course
4. Two additional WGSS courses at any level

FREQUENTLY USED FORMS AND WHERE TO OBTAIN THEM

Academic Programs Office (Room 215, Weyerhaeuser)

<http://www.macalester.edu/academicprograms/>

Request for Change of Academic Advisor
Request for Transfer of Advisee Folder
Early Warning Form
Preceptorship Learning Contract
Parent/Student Waiver Form

Office of Student Affairs (Room 119, Weyerhaeuser)

<http://www.macalester.edu/studentaffairs/>

Leave of Absence Form
Permanent Withdrawal from College Form

Registrar's Office (77 Macalester Street)

<http://www.macalester.edu/registrar/>

ACTC Cross-Registration Form
Drop/Add/Withdraw Form
Grading Option Form
Summer Independent Project Registration Form and Waiver
Major Plan
Minor Plan
Concentration Plan
Individually Designed Interdepartmental Major (IDIM)
Declaration of Intent to be Graduated
Application for Readmission
Cross-Listed Course Change Form
Course Completion Agreement Form