

INTRODUCTION

Advising is an important component of the teaching and learning process at Macalester College. Faculty advisers assist students in developing an educational plan consistent with Macalester's requirements, its Mission Statement, and its Statement of Purpose and Belief as well as with the student's own educational and career goals. The student designs an educational plan that satisfies Macalester's curricular requirements and enables the student to meet personal goals. The faculty adviser assists the student in this process, facilitating critical self-reflection, and helping the student to derive maximum benefit from Macalester's academic program by utilizing campus resources.

This handbook has been designed to provide some general information about academic advising. It is meant as a supplement to the catalog. The information on academic departments and programs is intended to help advisers, especially of first year students and sophomores, explain to students how to get started at Macalester. It is understood that when students wish to prepare a major or minor in a department, they will seek advice from a faculty member of the specific department or program.

HOW DOES ADVISING WORK AT MACALESTER?

First year students are required to take a First Year Course in their first semester. Enrollment in these courses is limited to 16 entering first year students, and the instructor is the academic adviser for the students in that class. Transfer students are assigned advisers based on their academic interests.

Each student has one faculty member designated as his/her primary adviser. The primary adviser is responsible for monitoring the progress of the student through his/her career at Macalester and for helping the student to integrate his or her academic interests with other interests in a unified, coherent manner. Students are encouraged to change advisers to someone in their primary academic area of interest at the end of their second year.

When a student enters Macalester, a folder is made by the Academic Programs Office containing the student's application, high school transcripts, test scores, etc. The contents of this file are confidential. The file is sent to the initial adviser and should be transferred by that adviser to the new adviser when a student changes advisers. The Academic Programs Office does not keep a file on every student.

Change of adviser forms are available from the Academic Programs Office and are also available on the Academic Programs website. After the new adviser has signed the change of adviser form, it should be sent to the Academic Programs Office.

An official adviser signature must appear on some forms. The Registrar's Office checks faculty signatures against signature cards and action is taken against students who submit forms with a forged signature. During an adviser's sabbatical, it is the responsibility of the current adviser to make alternate arrangements for his or her advisees during the term of the sabbatical. The adviser should then notify the Academic Programs Office of these arrangements.

HOW DO ADVISERS ACCESS INFORMATION ABOUT THEIR ADVISEES?

Student Advising on-line allows you to look at registration, grades, addresses, a degree evaluation and other academic information about individual students. This can be done through "1600 Grand" 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 ADVISER'S ROLE IN STUDENT REGISTRATION?

Students are encouraged to register on-line but may choose to register in person. If they do the latter, advisers must sign the student's registration form. If students register on-line, advisers will have to give them a PIN number in order to register. More detailed information on this can be obtained from the Registrar's Office.

Official Advising Weeks are held each term prior to the upcoming registration period. During Advising Week each student should meet with his/her adviser to plan the student's schedule, discuss current work and future plans.

Please note: an adviser's signature or assignment of a PIN indicates that the adviser has had a conversation with the student but the student may still choose to make alternate course selections after the adviser has given their approval. Likewise, advisees may drop or add courses without first consulting their adviser. Therefore, it may be wise to review the student's schedule after the drop/add period ends.

HOW WILL I KNOW IF MY ADVISEE IS EXPERIENCING ACADEMIC DIFFICULTY?

1. Academic Early Warning Forms

All faculty are encouraged to complete early warning forms when a student is experiencing some difficulties. Copies of the Academic Early Warning Form are available in the Student Affairs Office and the Academic Programs Office for use by all faculty at any time during the year. It is also available on the Academic Programs web page. One copy of the completed form will be sent to the student's academic adviser with the anticipation that the adviser will see the student, make referrals as appropriate, and report back to the instructor.

2. Mid-Term and Final Grades

Advisers can check mid-term grades for all their advisees on "1600 Grand".

Advisers can check final grades for all their advisees on "1600 Grand".

Copies of letters sent by the Academic Standing Committee will also be sent to advisers in January and June.

PERSPECTIVES ON ADVISING: RECOMMENDATIONS FROM MACALESTER FACULTY

Faculty members who are new to advising are often anxious about this role because they assume that mastery of information equals good advising. Seasoned faculty members, however, have discovered that 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

represent the best thinking and collective “advice” from your colleagues. I offer them as a guide to assist you in developing your own advising style.

Process

Ask lots of questions. Because students have different backgrounds, needs, interests and goals, it is important to spend time early on 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 will 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 that 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. Rather, have a conversation with the student about the circumstances that are leading him or her to think about 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 all reveal that it is the integration of academic and co-curricular interests that lead students to have a meaningful and successful college experience. Internships, faculty/student collaborative research projects, civic engagement activities, and involvement in on-campus groups (i.e. student organizations, athletics, music/theatre/dance performances), are some examples of the type of outside of the classroom learning experiences with which you can encourage your advisees to get involved.

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 Degree Evaluation on 1600grand will track a student's progress on all degree requirements except majors and minors. Caveat: the degree evaluation only reflects completed courses. Therefore you need to know what requirements the "in progress" courses a student is taking are satisfying. The Catalog will tell you the divisional distribution (natural science, humanities, etc.) that a course satisfies; the courses approved for General Education Requirements each semester are on the Registrar's website. Major and minor requirements are described in the Catalog and are also on departmental websites. Once a student declares a major or minor it is a good idea to have a copy of the associated plan of study in the file for reference. Good referrals include the Registrar's Office and the Academic Programs Office. Also, see the web links on page 8 for additional information on specific requirements.

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 that students have about declaring is the fear that they are locked in to that choice. Assure them that 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. Further in this handbook each department outlines its major requirements and suggests desirable or required course sequencing. Reviewing requirements and course descriptions is also 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 alums are doing and the kinds of outside of the classroom activities with which these students were involved. Faculty members are in a good position to impart this information to students, especially those who 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 that students should be encouraged to utilize.

Study Abroad. Many students choose Macalester because of its focus on internationalism and its commitment to study abroad. 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 abroad desires so that they can plan accordingly. Some majors, particularly those with very structured course sequences, need to choose their courses strategically so that they can study abroad 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 on is, therefore, important. Further, since the “W” requirement must be completed before the senior year, students who study abroad typically complete the course before they depart so that they can meet that deadline. 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 Study Abroad advisers, for program selection, department chairs, as students need to declare a 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 abroad 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 be meaningfully involved in co-curricular activities. Referring them to the Academic Programs Office early in their college careers is also a good idea, as we facilitate the nominating process for most of the national competitions.

Co-curricular Activities. Surveys of undergraduates done at a variety of institutions all reveal that it is the integration of academic and co-curricular experiences that lead students to have a meaningful and successful college career. 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 of 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 on what they are learning with faculty members, who can then help them to identify courses and other academic opportunities that match their interests.

Resources by Topic Area

Academic Standing/Academic Difficulty: The Dean of Students and the Director of Academic Programs partner in providing support to students experiencing academic difficulty. Both serve on the Academic Standing Review Committee, meet jointly with students on strict academic probation, and do outreach to students following mid-term grade review. Advisers should feel free to contact either office to consult about an issue with an advisee. The Dean of Students also works closely with the psychologists in our Health and Wellness Center and can assist with making referrals. The MAX Center can assist students with time management and study skills, as well as tutoring in particular subjects, <http://www.macalester.edu/max/links/>. The GPA guidelines the Academic Standing Committee uses when making decisions about probation and dismissal can be found under instructional policies in the College Catalog, <http://www.macalester.edu/academic/catalog/ap4.html>.

Advanced Placement and International Baccalaureate: Lists of what credits, if any, a student will be granted for scores earned are available from the AP/IB link on the Registrar's website, <http://www.macalester.edu/registrar/APIBInfo.html>. Credits earned through AP, IB and A-level exams do not satisfy divisional distribution requirements nor do they count for General Education Requirements. It is up to the discretion of the department to decide if major credit will be awarded; this is normally indicated on the AP/IB listing.

College Catalog: Current and past catalogs are available from the College Catalog link on the Registrar's website, <http://www.macalester.edu/academic/catalog/index.html>. This is the official source for major, minor and degree requirements. Individual departmental webpages also have good information about majors, minors and course sequencing. The catalog also includes the divisional designation for departmental offerings.

Course Registration/Adding, Dropping and Withdrawing from Courses: Each semester the Registrar sends out email reminders to faculty prior to the registration period (how to access PINS through 1600grand, deadlines, etc.) After pre-registration ends for the upcoming semester, students may not add or drop courses until the first day of the next semester. Changes at that point may be made in person or on 1600grand and instructor permission is required. The necessary forms are available in the Registrar's Office. Registration information is available on the Registrar's website, <http://www.macalester.edu/registrar/>.

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 that 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. FERPA does not constrain the sharing of information among college personnel, if they are considered to have a "need to know" in order to carry out their duties. Additional information about FERPA is available in the Student Handbook, <http://www.macalester.edu/studentaffairs/studenthandbook/communityresponsibilities/privacyanddisclosureofstudentinformation.html>, or from the Registrar.

Graduation Requirements: Summaries are available from the Advising Resources link on the Academic Programs website, <http://www.macalester.edu/academicprograms/AdvisingResources.html> and in the College Catalog, <http://www.macalester.edu/academic/catalog/index.html>. See specific requirements below for more details and available web resources.

Divisional Distribution Requirements: The College Catalog lists the divisional designation that has been assigned to the courses a department offers, <http://www.macalester.edu/academic/catalog/index.html>. The Class Schedule on 1600grand also includes divisional designations and students can search by category for courses that meet these requirements. Students who transfer to us from another college will be granted divisional distribution, if appropriate, during transcript evaluation. Macalester students who take courses elsewhere and transfer them back will also be granted divisional distribution, if appropriate.

General Education Requirements: Individual faculty members must submit courses for consideration to the General Education Requirement Committee (GERC). Once approved, the department chair can then request recertification when the course is offered again. The approved lists, by semester, are available on the Registrar's website, <http://www.macalester.edu/registrar/GenEdMain.html>. The Class Schedule on 1600grand also includes General Education designations and students can search by category for courses that meet these requirements. Students who transfer to us from another college may petition GERC to have their courses considered for General Education Requirements. The petition forms are available on the Registrar's website, <http://www.macalester.edu/registrar/formspage.htm>. Current Macalester students may also use this form to request approval for courses taken at Macalester or elsewhere, although the threshold for approving past courses taken here is much higher.

Second Language Requirement: All students must demonstrate proficiency in a second language, other than the student's native tongue, equivalent to four (4) semesters of college-level study in a single language. Students may meet this requirement by taking courses at Macalester, by achieving certain scores on the AP or SAT-II exams, or by being a native speaker of more than one language. Details about meeting the requirement in these various ways, as well as information about placement, are available from the Academic Programs website, <http://www.macalester.edu/academicprograms/AdvisingResources.html>.

Student with Disabilities: The Associate Dean of Students coordinates services for students with disabilities; as such she is a good person to consult with about how to support an advisee with disabilities. Additional information can be found at the Office of Student Affairs website, <http://www.macalester.edu/studentaffairs/disabilityservices/>.

Temporary Leaves and Permanent Withdrawals: 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/aboutstudentaffairs.html>. The Dean of Students is responsible for reviewing and approving requests.

Key Offices and the Services they Provide to Students

(fuller descriptions and a more complete list can be found elsewhere in this handbook)

Academic Programs Office: <http://www.macalester.edu/academicprograms/>, 215 Weyerhaeuser, X6036. Academic integrity; academic standing; honors program; major decision making; national scholarships; questions on policies, procedures, and requirements.

Career Development Office: <http://www.macalester.edu/cdc/>, Kagin Commons, X6384. Offers various interest/skills/personality tests; counseling appointments; holds a major/minor fair each year; helps students connect career and majors interests; job search; resume writing; interviewing.

Dean of Students Office: <http://www.macalester.edu/deanofstudents/>, 119 Weyerhaeuser, X6220. Helps with students in crisis, behavioral issues, sexual assault and harassment, and accommodations for students with disabilities. The Student Handbook, which contains important information for students about campus life, is on their website.

Department of Multicultural Life, <http://www.macalester.edu/multiculturalism/>, and the **Lealtud-Suzuki Center,** <http://www.macalester.edu/lealtad-suzuki/>, Kagin Commons, X6243, provide a wide-range of services to support students of color, as well as to promote multiculturalism on campus.

Employment Services, <http://www.macalester.edu/employmentservices/>, 77 Mac Room 201, X6280. Many of the academic policy and procedures for the college are contained in sections 7, 8 and 12 of the Employee Handbook, which can be found on the Employment Services website.

International Student Program, <http://www.macalester.edu/isp/>, Kagin Commons, X6078. Provides a wide-range of services for international students, including issues related to cross-cultural adjustment, immigration, and working in the US.

Internship Program, <http://www.macalester.edu/internship/>, Kagin Commons, X6128. Helps students find and receive credit for intentional, academically relevant learning experiences.

MAX (Macalester Academic Excellence) Center, <http://www.macalester.edu/max/>, Kagin Commons, X6121. Helps students with time management and study skills, as well as tutoring in a variety of subjects; assistance with writing papers in all classes and at all levels; tutor training; assistance with graduate school test preparation and applications for graduate school.

Registrar's Office: <http://www.macalester.edu/registrar/>, 77 Mac, X6200. Questions on policy, procedures, and requirements; information on AP and IB credits; course lists for

General Education requirements; academic calendar; course schedules; college catalog. The major plan of study is submitted to this office and students and faculty with questions should consult the staff with questions.

BRIEF CALENDAR FOR ADVISERS (for specific dates check the College Calendar, <http://www.macalester.edu/registrar/calendar.html>)

August/September

- Group meeting with new students (First Year Course meets for the first time) --
- Orientation Week
- Individual conferences with new students -- Orientation Week
- Invite new students for conferences
- Deadlines for drop/add and grading option (advisers' signatures not required, but advisers should be informed)

October

- Check mid-term grades on Web

November

- Advising Week for Spring term registration (invite students to make appointments)
- Registration for Spring (PIN required for on-line registration; signature required for in-person registration.)

January

- Deadline for Fall incompletes
- Check final grades on Web

February

- Change of registration, drop/add (advisers' signatures not required, but advisers should be informed)

March

- Deadline for Study Abroad proposals for both Fall and Spring semesters

April

- Check mid-term grades on Web
- Advising Week
- Sophomores must file major plan
- Registration for Fall term (PIN required for on-line registration; signature required for in-person registration.)
- Honors applications

May

- Check final grades on Web

GRADUATE SCHOOL AND MAJOR SCHOLARSHIP ADVISING

It is essential for advisers and academic departments to work with juniors in a systematic way about post-graduation plans.

If juniors are considering graduate school, they should consult the websites of schools of interest during the summer before their senior year in order to be ready to apply early. The Career Development Center has a variety of print and on-line resources available to help students with the entire graduate school process (program selection, application, funding) and the Library has a database of graduate school catalogs available through its website (under E-Resources, select College Source On-line.)

The Career Development Center also has information and applications for GRE, MCAT, LSAT, GMAT, and TOEFL. The registration and test dates for 2010-2011 are as follows:

Test

GRE
(Graduate Record Exam)
www.gre.org

The **GRE General Test** is computer-based. Registration is on a first- come first-served basis. You may register on-line at, <http://www.ets.org/gre/general/register>. Computer-based testing is offered at test centers around the world. Register early to get your preferred test date and avoid the crowded testing period of November through January. Scores are returned 10-15 days following the exam.

GRE Subject Tests are paper-based and go by the following schedule:

<u>Date</u>	<u>Deadline</u>	<u>Score Mailed</u>
Oct. 9, 2010	Sept. 3, 2010	Nov. 19, 2010
Nov. 13, 2010	Oct. 8, 2010	Dec. 24, 2010
Apr. 9, 2011	March 4, 2011	May 20, 2011

You may register on-line at, <http://www.ets.org/gre/subject/register>. Scores take 6 weeks to process.

GMAT
(Graduate Management
Admissions Test)
www.gmac.com

GMAT is administered as a computer adaptive test; the paper and pencil version is no longer available. Details are available at www.gmac.com, and in the GMAT bulletin.

<u>Test</u>	<u>Date</u>	<u>Deadline</u>
LSAT (Law School Admission Test) www.lsat.org	Oct. 9, 2010	Sept. 7, 2010
	Dec. 11, 2010	Nov. 9, 2010
	Feb. 12, 2011	Jan. 11, 2011
	See LSAT bulletin for further information and registration material.	
MCAT (Medical College Admissions Test)	Tests are offered several times a year. Consult the website, www.aamc.org/students/mcat , for test administration dates, registration deadlines and additional information about the test.	
Foreign Service Exam	For information on the Foreign Service Exam dates for 2010-2011 go to, www.careers.state.gov/officer/register.html .	
TOEFL/TSE (Test of English as a Foreign Language) www.toefl.org	See TOEFL/TSE bulletin for further information and registration material.	
MAT (Miller Analogies Test)	Administration of this test is done at universities and colleges throughout the country. The University of Minnesota is the closest testing center to Macalester. Call 612-624-3571 to learn more about its offerings.	

The following is a list of major graduate scholarships and advisers with approximate campus deadlines. Additional scholarship and fellowships opportunities can be found on the websites of the Academic Programs Office, the Career Development Center, the Civic Engagement Center and individual academic departments.

	<u>Approximate Campus or Final Deadline</u>	<u>Adviser</u>	<u>Location</u>
For seniors:			
<u>THOMAS J. WATSON FELLOWSHIP</u> Macalester may nominate up to four seniors to compete for a fellowship to spend a year abroad engaged in an independent study project. www.watsonfellowship.org	Oct. 1	A. Minnick	W 215
<u>FULBRIGHT SCHOLARSHIPS</u> For study in some 125 countries. Foreign language usually required. http://us.fulbrightonline.org	Sept. 24	A. Minnick	W 215
<u>MARSHALL SCHOLARSHIPS</u> For study in British universities. www.marshallscholarship.org	Intent to apply Sept. 8 Campus Deadline Sept. 22	A. Minnick	W 215
<u>NATIONAL SCIENCE FOUNDATION</u> Graduate fellowships in mathematical, physical, medical, biological, engineering and social science; history and philosophy of science and linguistics. GRE exam necessary. www.nsfgrfp.org	Usually in Nov.	Brooke Lea	O/R 329
<u>RHODES SCHOLARSHIPS</u> For study at Oxford. www.rhodesscholar.org	Intent to apply Sept. 8 Campus Deadline Sept. 22	A. Minnick	W 215

	<u>Approximate Campus or Final Deadline</u>	<u>Adviser</u>	<u>Location</u>
For juniors:			
<u>TRUMAN SCHOLARSHIPS</u> For students with a career interest in public service. Not limited to political science or international studies majors. www.truman.gov	Intent to apply Nov. 19 Campus Deadline Dec. 17	A. Minnick	W 215
<u>BEINECKE SCHOLARSHIPS</u> Graduate scholarship for students who demonstrate superior standards of intellectual ability, scholastic achievement and personal promise, and have demonstrated financial need. http://foundationcenter.org/grantmaker/beinecke	Feb. 11	A. Minnick	W 215
For juniors and sophomores:			
<u>GOLDWATER SCHOLARSHIPS</u> For students with a career interest in math or science. www.act.org/goldwater	Dec. 17	A. Minnick	W 215
<u>UDALL SCHOLARSHIP</u> For students who intend to pursue careers in environmental public policy. www.udall.gov	Feb. 25	A. Minnick	W 215

SERVICES AVAILABLE THROUGH STUDENT AFFAIRS

Dean of Students

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

The Office of Student Affairs coordinates the Departments of Athletics, Campus Life (consisting of Campus Programs and Residential Life), Career Development Center, Center for Religious and Spiritual Life, Health and Wellness Center, International Student Programs, Conferences, Ruth Stricker Dayton Campus Center, Department of Multicultural Life, and Disabilities Services.

The Dean consults with the Academic Standing Committee and is often in contact with those students experiencing academic difficulty. The Dean of Students and the Director of Academic Programs coordinate the Early Warning System which gives advisers, faculty and students the opportunity to anticipate problems of an academic nature within the classroom setting.

Services to Students

Staff in the Office of Student Affairs assist in resolving student or parent difficulty 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 Dean is responsible for the information contained within the Student Handbook. If a student wishes to take a temporary 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 advisers and/or the Dean or Associate Dean. This office also handles a small emergency loan fund for students. The Associate Dean of Students serves as the coordinator of accommodations and support for students with disabilities.

Services to Faculty

The Office of Student Affairs is often aware of health or family difficulties which might affect class attendance. Notification will be sent to advisers 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 advisers 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, use the Early Warning slips and/or 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 works with the College harassment, sexual assault and hate incident complaint procedures involving faculty, staff and students. The Dean of Students is responsible for the smooth functioning of the procedures. A copy of the College Procedures is printed in the Faculty Handbook.

The Vice President for Student Affairs and 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 Vice President and Dean 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 21 sports except tennis and golf have full time coaches who work with students on athletics and life skills.

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.

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.

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. This requirement is also applicable for transfer students, where a previously “red shirted” season shall count as a season of participation in the MIAC.

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 Center

Services to Students

Services to students include ID and dining program card service, reservations of most College facilities, the main lost and found location for campus, discounted theater and bus tickets, and support for campus events (light, sound, etc.). The Campus Center staff also manages the College conferences and rental program.

Services to Faculty

Services to faculty include ID card service, reservations of most College facilities, the main lost and found location for campus, discounted theater and bus tickets, and support for campus events (light, sound, etc.). The Campus Center staff also manages the College conferences and rental program.

Campus Life

Campus Life is the umbrella for Residential Life and Campus Programs, two departments that impact the experience of most every Macalester student. In addition to student housing and activities, this department coordinates student conduct, orientation and leadership development. Campus Life is focused on student learning beyond the classroom and guided by learning outcomes that support the College's educational mission and core values.

Campus Programs Office

Services to Students

Located in the Campus Center, Campus Programs assists students in creating personal growth opportunities to augment their classroom experience. These opportunities manifest themselves through work with student organizations, campus committees, sponsorship of various social events and other leadership opportunities.

The office also conducts a number of personal growth workshops to enhance group leadership opportunities throughout the year. These educational sessions cover a wide range of topics including, but not limited to: organizational transition, recruitment, decision making, conflict management, delegation and goal setting.

The Campus Programs staff is also available for consultation concerning the planning and implementation of lectures, conferences, dances and other educational, cultural or social events. Specifically, we can aid with goal setting, project time line creation, contract negotiation, facility reservations, service of alcohol and other programmatic components.

Services to Faculty

Campus Programs personnel are available as resources to faculty. Areas where they may be of assistance include event planning, facility reservations and rentals including summer educational conference space, administration of the College alcohol policy, and consultation pertaining to coupling the classroom experience with out-of-classroom teaching/learning opportunities.

Campus Programs 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 feeding a professional or personal passion and connecting with students as an advisor to a student organization, please contact Campus Programs.

In addition to the services outlined above, Campus Programs is responsible for New Student Orientation, student organization advisement, and assists with the planning and implementation of Springfest, Senior Week and Commencement activities.

Residential Life

Services to Students

The residence halls are staffed by four professional Hall Directors, 1 graduate assistant and 33 Resident Assistants who serve to not only support students and build community, but also to serve as educators making the most of the pedagogical 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. The staff refers 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.

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. Advisers 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 Associate Director of Residential Life to consult on how to work with the student. The phone number for the Residential Life Office is 696-6215.

Career Development Center

Services to Students

The Career Development Center offers assistance with issues related to career choices, the employment community, graduate/professional school, 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), 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.

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.

Services to Faculty

Staff are willing to design and present workshops of varying lengths (15 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 local 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 directly (x6384).

The Center also responds to faculty questions about writing letters of recommendations and assisting students with career questions.

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 provides 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 Dean of Students serves as the Coordinator of Disability Services. Students who have documentation for physical or psychological disabilities will develop, with the Coordinator, an individualized accommodation plan to help them be successful in their college experience. Many of the accommodations are implemented in coordination with the MAX Center, the Health and Wellness Center, the Director of Academic Programs, and the Office of Student Affairs.

Services to Faculty

Disability Services notifies the faculty of the accommodations the student qualifies for at the beginning of each semester. Examples of accommodations are extended time for testing and homework, note takers, laptops in class, special seating arrangements, etc. The coordinator is available to explain and work out specific details at the faculty member's request. Faculty

should refer students who request accommodation to the Coordinator. Some accommodations may be coordinated through the MAX Center, Media Services and the Health and Wellness Center. It is important to remember that the accommodations' purpose is to help the student achieve the standard for success, never to lower the standard.

International Student Program

The International Student Programs 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. The International Center offers services that include:

Advising on immigration and other U.S. regulations and laws, Pre-Orientation for International Students (PO4IS) Mentor Program which involves 18 U.S. and international upper class students in a mentoring relationship with first-year international students during the fall semester, Host Family Program, currently involving circa 160 Twin Cities families and approximately 180 international students, and 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 to Students

The Department of Multicultural Life housed in the Lealtad-Suzuki Center and located in Kagin Commons provides ongoing training and development surrounding issues of diversity and multiculturalism. The Department also coordinates and synchronizes multicultural programming and services on campus and provides multicultural education through mediums such as literature, video, audio, and art. The staff in the Department of Multicultural Life is also available for personal consultation concerning areas such as program planning, diversity training workshops, cross-cultural communication, and identity development.

Services to Faculty and Staff

The Department of Multicultural Life staff are available as resources to faculty and staff. The Department offers consultations on infusing multiculturalism into curricula and staff training, provides suggested literature for class and office, review, and conducts training workshops for faculty and staff departments pertaining to issues of diversity and cross-cultural communication.

In addition, the Department of Multicultural Life and the Lealtad-Suzuki Center aims to involve interested faculty and staff as Center Associates who are motivated to participate in

our “Train-the-Trainer” program to provide additional faculty and staff training to their colleagues.

Health and Wellness Center

Services to Students

Appointments are available daily. Call x6275 to schedule an appointment or to consult with a staff member. Office hours are 9:00 a.m. – 5:00 p.m. M, T, W, F; 9:00 a.m. – 7:00 p.m. TH. The office is closed weekends. In addition to the services/programs listed below, the Health and Wellness Center 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 College Medical Service provides health care and referral for sick and injured students. To ensure quality health care students are required to have on file a medical history and health evaluation form signed by their personal physician. By state law, students must have their immunizations up-to-date. Health Services 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, now located in the Leonard Center, without an appointment to consult with the Health Assistant on their health and acquire appropriate over-the-counter medication free of charge. However, to facilitate privacy, students are encouraged to call whenever possible. Medical services are now 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. 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. 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 x6275 to reach any staff member. 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 offered and will be advertised.

Institute for Global Citizenship

The Institute, which came into being in Fall 2006, is designed to work with people and programs across Macalester's campus to focus new attention on the meanings of global citizenship and, as President Brian Rosenberg stated in announcing the Institute, "to forge the college's work on internationalism, multiculturalism and service into a more compelling, integrated and intellectually powerful whole."

With the Institute as a catalyst, Macalester will develop opportunities for students to consider and prepare for their roles in the creation of ethical and responsible explorations and solutions to complex problems at home and abroad. These opportunities will include new coursework in which students reflect on principles of ethical citizenship and leadership in the context of their academic interests and professional aspirations. Speakers, conferences, study abroad and study away, and programs will explore the many dimensions of global citizenship.

Civic Engagement Center

Academic Civic Engagement at Macalester

Community service, community based coursework, and action research are vital components of a liberal arts education, enriching teaching and research, while benefiting the community. The Civic Engagement Center supports faculty and 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 with a civic engagement component; the range of faculty initiatives designed to foster civic competencies, and the variety of public scholarship projects undertaken by faculty. Our students are keenly interested both in being civically engaged and in preparing for a life of global civic leadership. This is evidenced by their participation in courses, experiential learning opportunities, and campus activities that address issues of pressing concern or that are responsive to the needs of local or global communities. Currently, 80% of our students participate in some type of community-based work before they graduate.

Most courses with a community based learning component at Macalester are either traditional service-learning (direct contact with people), action research (applied research that directly benefits the community) or public scholarship. Each year between 8-12 different courses with a civic engagement component are offered in a variety of disciplines. 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. The Center

maintains files on over 500 local and national nonprofits, schools, and community organizations. These files are updated regularly and are available to faculty and students. 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 also has resource books on community based learning pedagogy, samples of syllabi from other colleges and extensive information about the Twin Cities and its neighborhoods. The Center for Scholarship and Teaching and Project Pericles offer faculty professional development grants to support faculty who wish to redesign or create a community-based learning course.

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 three leadership programs to develop global citizenship skills through trainings, 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 trainings, dialogue, speakers and service. Five professional staff are also employed by the Center who support student programming and faculty with course development, build relationships with students and community partners and direct our student leadership programs, the Lilly Project for Vocation and Ethical Leadership (with the chaplaincy) and college access programs. The CEC also administers the “Action Fund” which promotes student entrepreneurship in creating social change and is administered twice a year through a competitive process. The Action Fund is an endowed fund primarily supported by alums.

Global Civic Leadership Programs:

- “*Leaders in Service*”. Student leaders promote community partnerships with local nonprofits, educate the campus about social issues and involvement, and participate as a group in civic education and leadership development.
- “*Off-Campus Student Employment*”. Students earn their work-study award working at local nonprofit organizations and attend a monthly 2-hour training sessions on campus. Students learn about critical issues in the nonprofit sector and build their skills in social change strategies.
- “*Lives of Commitment*”. Forty first-year students start the year with a retreat, and volunteer weekly at local nonprofits teaching English as a Second Language to recent immigrants. The trainings and group meetings are designed to promote exploration of work, values, life commitments and social justice. Faculty, staff and upper class students serve as mentors and group facilitators.

The Civic Engagement Center is located in the Institute for Global Citizenship, x6040,
www.macalester.edu/cec.

ACADEMIC SUPPORT SERVICES

Internships

1st Floor Kagin Commons

www.macalester.edu/internship

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 which 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, 2010-2011

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

- a. Only Macalester departments may offer internships and only if they are listed in the departmental course offerings.
- b. 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.
- c. 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.
- d. Students who may not register 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).
- e. Students may not register in a single term for more than six semester hours of internship credit which take place outside of the Twin Cities area, or for more than four semester hours of credit for a single internship in the Twin Cities.

Other considerations for the adviser

- 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.
- 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 (either the Department of Homeland Security or a host organization/company internship site) to register for credit in order to engage in a summer internship, 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 credit (20 hours/wk) or two credits (40 hours/wk). 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, for the cost of these credits are included in the academic year financial aid package. These are not only great short-term learning experiences, but they 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 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-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.
- 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 Psych 252 - “Distress, Dysfunction, and Disorder”. An incredible combination of classroom theory and real world experience!
- A “*Career Exploreship*” is another January option for sophomore 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 and Washington DC. Although these are not done for credit, they are administered through the Academic Internship Office in cooperation with 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 the planning, processing, and evaluation of the experience is the key. The Internship Program provides ample support and information to assist the professor and student throughout this process. A faculty sponsor may be different from the student's academic advisor. For more detail, please go to

http://www.macalester.edu/internship/faculty_home.html#developing

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 = 120 hours per semester or 40 hours per week

1 credit = 60 hours per semester or 20 hours per week

Please feel free to refer your student to see Michael Porter (x6152, 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 an effective internship faculty sponsor. The office is open from 8:30 – 5:00 M-F. Appointments may be made by calling x6128 or emailing internship@macalester.edu. All of this info (and more!) may be found on the Internship Program website at www.macalester.edu/internship.

MAX Center

The Macalester Academic Excellence Center

Kagin Commons x6121

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 regularly offers workshops in all of these areas, as well. 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
Jenny White, Writing Counselor	x6017
Stephanie Alden, Science Counselor	x6017
Julianne Lucking, Department Coordinator	x6121

And a host of student tutors, mentors, and coaches to assist other students!

INTERNATIONAL EDUCATION AT MACALESTER COLLEGE: AN OVERVIEW

Macalester's internationalism seeks, in the context of liberal education and the growing transnationalization of human life, to bring students and faculty together in the quest for understanding. This entails providing numerous opportunities for the development of knowledge about specific cultures, regions, nations, ecologies, discourses, and languages in a time of unprecedented globalization. Internationalism at Macalester thus aspires to produce intellectually incisive students confident in who they are, skillful in analyzing complex problems, and willing to assume leadership in a multi-civilizational yet transnationalizing world.

Following are the key elements of Macalester's internationalism:

- *The Institute for Global Citizenship, a major Macalester initiative founded in 2006 to unify and then advance many of the College's activities in the broad domains of internationalism, multiculturalism, and civic engagement.

- *Major in international studies.

- *Three area-studies majors in Asian Languages and Cultures, Latin American Studies, and Russian Studies.

- *Concentrations in African Studies, Community and Global Health, Global Citizenship, Human Rights and Humanitarianism, and Middle Eastern Studies and Islamic Civilization.

- *Majors in French, German, Hispanic Studies, Japanese and Russian, and language instruction in Portuguese, Arabic, Latin, Greek, Chinese and Hebrew, supported by French, German, Japanese, Russian, Chinese, and Spanish language houses.

- *Substantial internationally oriented coursework in over twenty additional departments, programs, and concentrations--from Anthropology to Women's, Gender, and Sexuality Studies.

- *Special courses offered by visiting international faculty, including those under the auspices of the Hubert H. Humphrey Professorship.

- *Beginning in 1995 Macalester College supported a formal "*Visiting International Faculty*" (VIF) program. Under the auspices of this program, which was active until 2002 and continues today with a single VIF Hubert Humphrey Scholar, a total of *18 faculty members from 17 different countries* -- Bosnia, Britain, Brazil, Bulgaria, China (Hong Kong), Ecuador, France, Germany, Israel, Japan, Nigeria, Palestine, Russia, South Africa, United States, Uruguay, and Zimbabwe -- have taught courses *in 14 Macalester departments and programs* (Anthropology; Asian Studies; Chemistry; Communication Studies; Theater Arts; Economics; English; French; Geography; International Studies; Latin American Studies; Political Science; Psychology; and Russian, Central and East European Studies).

*Distinctively wide-ranging and aid-funded access to superior study abroad offerings around the globe, including foreign language immersion programs, attended by a large proportion of Macalester students. Where other colleges increasingly emphasize short-term study abroad, Macalester remains committed to a semester or more of such study.

*The Macalester International Roundtable. This yearly intellectual event focuses on a critical theme of global importance. Seasoned scholars are invited to campus to deliver commissioned essays that are vigorously discussed by Macalester students, faculty, and the attending public. The papers and responses are published in *Macalester International*, a journal that records the College's major activities in internationalism.

*A fully professionally staffed International Center responsible for study abroad programs. The Center serves as a focal point for many international programs and services.

*A faculty that studies and represents many regions throughout the world, and benefits from substantial international faculty development opportunities.

INTERNATIONAL CENTER

1st Floor, Institute for Global Citizenship
Main Telephone Number: 651-696-6310

The mission of the International Center, as a constituent unit of the Institute for Global Citizenship, is to strengthen liberal arts education by engaging students and faculty in international and intercultural learning. This mission is accomplished primarily through these programs, activities and services:

- **The Study Abroad Program**
- **Faculty Development International Seminars**
- **Faculty and Staff International Exchange & Visitor Program**
- **International Forums & Seminars**

The International Center professional staff currently includes the following individuals:

- **Michael Monahan, Director**
- **Paula Paul-Wagner, Financial Coordinator**
- **Paul Nelson, Study Abroad Coordinator**
- **Joo Ree Richards, Study Abroad Advisor**
- **Erica Ledesma, Administrative Coordinator**
- **Indra Halvorsone, Administrative Assistant**

Specially trained student employees are responsible for such projects and tasks as peer mentoring & advising on off-campus study; data management assistance; receptionist, clerical, and administrative support.

I. The Study Abroad Program

One of the most profound educational experiences Macalester offers is the opportunity to participate in off-campus study 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. Off-campus study 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 off-campus learning and that, almost universally, students return home with changed cultural attitudes, heightened critical thinking skills, and different perceptions about the world.

Generally speaking, Macalester recommends off-campus study for *one semester*, but participation in academic year, summer, or January programs, subject to the criteria outlined in the *Handbook for Off-Campus Study*, is also possible. Beginning in 2011-2012, all students desiring to study on an off-campus program during the academic year must propose such study to the Study Away Review Committee (SARC) in March of the preceding academic year. The proposal is available for download on the International Center's website. Proposals are evaluated according to the criteria outlined in the Handbook. Because of financial aid and budget constraints, there is a limit set by the College on the number of proposals for off-campus study which SARC may approve. This enrollment limit is set in advance for each semester as part of the budget process and is public information. *Over 60% of Macalester's U.S. students study off-campus before they graduate and they do so in more than 40 countries worldwide.*

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

Off-campus study eligibility. The change to a single-deadline system requires changes in some of the eligibility requirements that advisors may have become accustomed to. The requirements are now simpler, as the restrictions on transfer students and sophomores have been eliminated. All students may submit a study abroad proposal, subject only to these qualifications:

- Second and third year students must have declared a major before submitting a proposal (first-year students are exempt.)
- Students on academic or disciplinary probation may not study abroad.
- International students may not use financial aid for off-campus study unless such study is required by their major (with the exception of International Studies.)
- Study abroad advising through the International Center is now mandatory.

Starting with the 2011-12 academic year, and the adoption of the single-deadline system, the college asserts the authority to designate which semester a student may study off-campus. As most students prefer the spring semester, this means in practice that some students who wish to study abroad in spring will be required to study abroad in fall. The goal of this new policy

is to affect a balance between fall and spring off-campus study enrollment.

The college maintains a list of some **80 Recommended Programs**. These programs and universities are, as the name suggests, recommended. Students may propose a program not on that list; the objective in all cases is to find the best program and course of study for each student. The most concrete restriction on program choice is that no student may 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 the off-campus study semester. 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. Except for international students, as noted above, Macalester financial aid will apply to off-campus study. The college does not regulate students' participation in January or summer programs.

Students on the Dependent Tuition Assistance Program (DTAP) will not receive the same discount in tuition for a study away semester as he or she would for a semester on-campus, but will be charged instead the actual program tuition. DTAP Students enrolled in Macalester-run off-campus study programs will pay tuition at the same rate as if they were studying on-campus.

International students on non-immigrant visas (F-1) and asylee status students ***cannot*** apply Macalester financial aid to off-campus study (in the U.S. or abroad) unless participation is required for a formally declared major; although they will be permitted to study abroad ***without*** the transfer of financial aid if they meet the approval standards of the Study Away Review Committee. International students may also use their financial aid to participate in the Spring Semester component of Macalester's "Globalization in a Comparative Perspective" study abroad program in the Netherlands. NB: Study at Macalester fulfills the study abroad requirement for international students majoring in International Studies.

II. Faculty Development International Seminars

Working closely with the Institute for Global Citizenship and relevant departments and committees, the International Center supports the internationalization of faculty through Faculty Development International Seminars (FDIS). The FDIS usually engages 10 to 15 Macalester faculty members in a three-week intensive seminar and research with overseas colleagues. To date, these faculty seminars have included the following:

- 2010 "*Global Citizenship: Human Rights, Urban Diversity & Environmental Challenges*" in the Netherlands.
- 2008 "*The Israeli-Palestinian Impasse: Dialogic Transformations?*" in Israel and the Occupied Palestinian Territories.
- 2006 "*Chinese Worlds: Multiple Temporalities and Transformations*" in mainland China and Taiwan.
- 2004 "*Hybrid Geographies in the Eastern Mediterranean: A View from the Bosphorus*" Istanbul, Turkey.

- 2002 *Malaysia: Crossroads of Diversity in Southeast Asia*” in Kuala Lumpur and Penang, Malaysia
- 2000 *Transformation and Multiculturalism in the New Millennium*” in Pretoria and Cape Town, South Africa
- 1997 *“Landscape, Culture and Globalization: Views from Brazil”* in Campinas and Salvador de Bahia, Brazil
- 1995 *“Transition and Globalization in Central and Eastern Europe”* in Prague, Czech Republic and Budapest, Hungary

The format and content of the seminar is designed to fit the intellectual and cross-cultural interests of both Macalester College and our host partners. It focuses on selected themes of great importance to the region, while also providing some insights into other issues in the sciences, the arts, the humanities, and the social sciences.

The proceedings of the seminars, in the form of commissioned papers by scholars from the host region and meditative essays by Macalester participants, are published in the College journal of international studies, the *Macalester International*.

III. Faculty and Staff International Exchange & Visitor Program

From 1989-2002, Macalester College and Miyagi University of Education in Japan enjoyed a rewarding faculty exchange program. The exchange gave faculty of each institution an opportunity to discuss common research, approaches to teaching, and cultural differences and similarities.

Since 2001, the International Center has also sponsored a modest Faculty and Staff International Exchange and Visitor Program which brings overseas staff to Macalester and sends Macalester staff overseas for short-term (usually up to one week) professional development purposes. To date this program has sent Macalester staff to Thailand & Malaysia (International Student Program Coordinator, 2002), Spain (Study Abroad Coordinator, 2003), and South Africa (Assistant Director, 2008). We have received staff from Denmark (Head Librarian, Denmark International Study Program, 2001), Hungary (Resident Director, Lexia International in Budapest, 2002), Spain (Administrative Assistant, Universitas Castellae, 2004), China (Journalist and Macalester Faculty Seminar Assistant, 2006), the Netherlands (Administrative Head of the Center for European Studies, Maastricht University, 2007), and Spain (Resident Coordinator, International Business and Culture, CIEE Study Center in Seville, 2010).

From 1998 to the present, the International Center has worked with the Spanish Department (now the Hispanic and Latin American Studies Department) and Universitas Castellae in Spain (one of our study abroad partners) on a project that has to date brought a total of 8 different instructors from Spain to teach, usually for one spring semester, at Macalester.

IV. International Forums & Seminars

The International Center has enjoyed a long tradition (15-20 years) of sponsoring **International Week** as a cross-cultural and educational event each year in February. Since

1994 International Week, in collaboration with selected academic departments, increasingly focused each year on one significant international theme and was re-designed to bring staff, faculty, students and community members together for an intellectual examination of a particular topic through lectures, panel discussions, debates or films. This event concluded with the International Dinner featuring an invited outside keynote speaker and the presentation of the Macalester Internationalism Award to a deserving student. Recent past topics of this International Center Forum (as it was renamed in recent years) include:

- 2005 – “The Global and the Local: Current Debates in Public Affairs”
- 2004 – “Human Migration, Immigration, Refugees: A Liberal Arts Perspective”
- 2003 – “The Ancient Mediterranean”
- 2002 – “The Arts, Identity and Internationalism”
- 2001 – “Media Through an International Lens”
- 2000 – “World Thinkers: An Intellectual Odyssey”
- 1999 – “Race and Racism Through World Perspective”
- 1998 – “Understanding Cultures Through Film”
- 1997 – “Cosmopolitanism and the Globalization of Cultures”
- 1996 – “Ethnically Diverse Societies”
- 1995 – “Reflections Across Cultures”

The IC Forum was discontinued in 2005 when the IC became a constituent unit of the new Institute for Global Citizenship. The Institute now offers the Macalester Civic Forum each spring.

Further information on IC staff and programs is available on the website at:
<http://www.macalester.edu/internationalcenter>.

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 African 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 on 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

The Department of American Studies serves as the academic focal point for scholarly engagement with multiculturalism. The department's emphasis is on the study of race and ethnicity in a national and transnational frame. American Studies embraces a range of methodologies to consider such complex issues as how we define borders, who is a citizen, and how movements for social change have shaped society. The department's courses require a rigorous and systematic examination of cultural, social, economic and political

systems and narratives, and offer structured opportunities so that students can apply theoretical concepts to concrete settings of civic engagement.

American Studies provides an interdisciplinary approach to the study of racial categories and racialized experiences in the United States by encouraging close and systematic examination of a wide range of cultural and political narratives, and by 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. 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.

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 examine 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) plus six electives. 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 the 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 years of graduate study at Washington University then leads to a Master's in Architecture. Further information about course requirements is available from Stanton Sears in the Art Department.

ART

All students are welcome to take courses in any area in the Art Department. ART 149, Introduction To Visual Culture, is designed as an introduction to the art history and art studio courses. ART 130, Drawing, is designed as an introduction to the studio courses in the department. Students considering a major in Art, with an emphasis on either studio work or art history, are urged to take ART 149 their first semester. Other art courses may be individually elected for the first year. Consultation with an Art Department faculty member is suggested. Recommended four-year sequences of course offerings are available for possible art majors from faculty members.

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, Intermediate 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 Elementary 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 Week or during the first week of classes. The results of the placement test may or may not require a move to another class. Contact Satoko Suzuki (x6723) 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 Asia 204, Intermediate Chinese II. Students may take the sequence of Chinese courses through Asia 204 (Asia 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 Elementary I (Asia 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 Week 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 Xin Yang (x6423) 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 Lab. 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: BIOL265: Completion or co-enrollment in CHEM112 or 115 is required. Typically students do not take this course during their first semester.

BIOL270: Biodiversity and Evolution

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

BIOL285: Ecology

NOTE: BIOL285: 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.

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" first-year college introductory chemistry sequence. Chemistry 115 (Accelerated General Chemistry) is an accelerated course aimed at students intending to major in chemistry; it covers the key topics from both Chemistry 111 and 112 in a single semester.

Most first-year students wishing to take chemistry will take Chemistry 111. 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. Students who learned the topics of Chemistry 111 (atomic structure, bonding, and quantitative treatment of equilibria, including acid-base chemistry) prior to arriving at Macalester may wish to consider placing directly into Chemistry 112 and skipping 111.

Adequate preparation for Chemistry 115, or for waiving the prerequisite requirement for 112, may be demonstrated by any of the following:

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

If they request it from the Registrar and document their accomplishment thereof, students with a Higher Level IB Chemistry score of 5 or higher may receive transfer credit for Chemistry 111. The same holds for students with an AP Chemistry score of 4 or 5, with adequate documentation of their laboratory experience (typically their AP Chemistry course lab notebook) presented to the Chair of the Chemistry Department.

Students with even more extensive chemistry experience prior to arriving at Macalester are encouraged to consult with the Chair of the Chemistry Department on the possibility of more extensive transfer credit and/or immediate placement into more advanced chemistry courses.

Students considering taking chemistry courses elsewhere, with the intent of having the credits transfer here, are encouraged to consult with the appropriate member of the chemistry department (consult the Chair) to ensure that the course(s) they choose truly do adequately correspond to those offered here.

Chemistry 112 or 115 is a prerequisite for all other courses offered by the department. 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 to complete a full major in less than four years.

Generally speaking, mathematics is the most important supporting discipline for the study of chemistry, though physics is also required for a chemistry major or core. Chemistry is required for majors in biology and geology and 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 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 (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 Beth Severy-Hoven.

LANGUAGE PLACEMENT and FOREIGN LANGUAGE REQUIREMENT

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.

Students may fulfill Macalester's foreign language requirement by completing the equivalent of the second semester of intermediate Arabic, Greek, Hebrew or Latin. Elementary and intermediate courses in all languages are offered regularly. For further information, contact Beth Severy-Hoven.

Guidelines for Latin Placement

Rather than administering a placement exam, the Macalester Classics department prefers to place 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 in existence. Hopefully 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 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). Occasionally, we offer advanced Latin (Classics 483) or independent study in Latin. 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** 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 (www.macalester.edu/cgh), or the program director Jaine Strauss (strauss@macalester.edu).

COMPUTER SCIENCE (see page 65)

ECONOMICS

Principles of Economics (Economics 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 “200s level” course in which economic principles are applied to specific areas of interest, such as international economics, environmental economics, or economics of gender. Thus, a student who believes he/she has already completed the equivalent of Econ 119 should register instead for a course in the 200s level – but should check with the department chair soon after arrival on campus to be sure this is the right choice. (If in doubt, students intending an economics major 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 135 (Applied Calculus) are the preferred choices for Economics majors. For those who have had calculus in high school, Math 237 (Multivariable Calculus) is most appropriate, and for those who are not comfortable with math, Math 153 (Data Analysis and Statistics) is an acceptable alternative for the statistics requirement.

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/economics/faculty/>.

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 **Teaching & Learning** track is designed to support students interested in entering the teaching profession. Students may begin their teacher education at Macalester and then complete their preparation at a cooperating institution immediately after graduation. Areas of teaching supported include a broad spectrum of licenses serving public school students on elementary, secondary, and K-12 levels. The Teaching & Learning track 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 **Education & Society** track 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 is a program in which sequencing of courses requires that first year students choose the right courses beginning with their FIRST semester. See catalog and contact Danny Kaplan in the Mathematics and Computer Science Department.

ENGLISH

First year students considering an English major should begin with a course numbered between 105 and 137. 135, 136, and 137 are especially recommended as preparation for the

major. (A prerequisite for literature courses numbered 300 and above is one course in the 100's, other than 101 or 150.) 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

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
- * 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 – Environmental Leadership Practicum
- * ENVI 490 – Environmental Studies Leadership Seminar

3. Capstone Courses: These courses are 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 488 – Senior Seminar in Environmental Studies

4. Disciplinary or Interdisciplinary Emphasis: The emphasis or “core” 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 core includes a series of 6 courses to provide the depth and a methods course to insure students have the appropriate “tools” to implement their area of study.

The Environmental Studies major consists of ten courses (38 credits) in environmental studies and related subjects plus a seven-course emphasis.

The ten course requirement is distributed as follows:

*Three introductory courses:

- * ENVI 133: Environmental Science
- * ENVI 215: Environmental Politics and Policy
- * ENVI 234: American Environmental History

*Four required Environmental Studies courses:

- * ENVI 280: Environmental Classics
- * ENVI 488: Senior Seminar or ENVI 477/GEOG 488: Comparative Environment and Development Studies or GEOG 488: Urban Geography Field Seminar or ENVI 644: Honors Project in Environmental Studies
- * ENVI 489: Environmental Leadership Practicum (preferred) or ENVI 624: Internship
- * ENVI 490: Environmental Leadership Seminar

*One Natural Science course:

- * ENVI 120: Environmental Geology
- * ENVI 130: Science of Renewable Energy
- * ENVI 140: The Earth’s Climate System
- * ENVI 144: Lakes, Streams and Rivers
- * 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 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 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 477: Comparative Environment and Development Studies
- * 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 229: Environmental Ethics
 - * ENVI 236: Consumer Nation: American Consumer Culture in the 20th Century
 - * ENVI 237: Environmental Justice
 - * ENVI 265: Justice
 - * ENVI 266: Field, Fold, and Table: Literature and Sustainable Farming
 - * ENVI 267: Literature and Environment: The Poetry of Dwelling
 - * 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 Core: Seven courses

- * Disciplinary Option:
 - * 6 courses in a discipline (2 must be 300-level courses)
 - * 1 methods course related to the core's focus

Disciplinary cores in departments other than Anthropology, Biology, Chemistry, Economics, Geography, Geology, History, Philosophy, Political Science or Physics 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 core's focus

Examples of interdisciplinary core plans might be: Environmental Science, Global Citizenship, Environmental Justice, Natural Resources Management

Preapproved cores can be found on the Environmental Studies web site
www.macalester.edu/environmentalstudies/advising.htm.

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 144 Lakes, Streams and Rivers (a first-year course) 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 140 - The Earth's Climate System
ENVI 144 - Lakes, Streams and Rivers
ENVI 194 - Climate and Society
ENVI 194 - The End of the World
ENVI 225 - 100 Words for Snow
ENVI 231 - Environmental Econ/Policy
ENVI 232 - People/Agriculture/Environ
ENVI 252 - Water and Power
ENVI 267 - Literature/Environment
ENVI 270 - Psychology of Sustainable Behavior
ENVI 280 - Environmental Classics
ENVI 285 - Ecology
ENVI 294 - Indigenous Peoples of the Arctic

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 test. Students who do not have Advanced Placement or SAT II with listening scores, 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 or who want to review basic structures.
- **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 all of the major structures.
- **French 204** (Text, Film and Media, fourth semester or Intermediate II) builds the skills of speaking, listening comprehension, reading and writing through the use of materials from literature, written in French, the French 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 an SAT II score of 620 or above should enroll in these courses. 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 the 400 level courses in the department.

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

ADVANCED STANDING

ADVANCED PLACEMENT - A score of 4 or 5 on the Advanced Placement Language Test gives credit for French 305. A score of 4 or 5 on the Advanced Placement Literature Test gives credit for French 306. A score of 3 on the AP 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 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) will introduce students to issues of human settlements, land use and political order. Other courses appropriate for incoming students during the Fall 2010 semester include political geography (Geography 248), Introduction to Urban Studies (Geography 112), Cultural Geography of People, Animals & Environment (Geography 194-02), and Regional Geography of Latin America (Geography 294-01) Additionally, Regional Geography of the US/Canada, is being offered in the fall as a First Year Course. Incoming students may take other upper division courses if they have the necessary background (such as AP Human Geography).

GEOLOGY

The normal sequence for students interested in pursuing the geology major is Dynamic Earth and Global Change, History and Evolution of the Earth, and then on to upper level courses which have these as prerequisites. Students registering for courses with prerequisites should have an adviser in the department or come to the department for advice.

Any student interested in earth science may take the following non-prerequisite courses (most students in these courses are non-majors):

Geology 100, Oceanography - an introduction to the marine environment.

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 are depicted in popular films, explores their scientific basis, and gives students the tools to critically assess their validity.

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

Geology 150, 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 155, History and Evolution of the Earth - an overview of the history of the earth.

GERMAN AND RUSSIAN STUDIES

German Studies

A reunited Germany is pre-eminent in political, economic, and cultural affairs in both Western and Eastern Europe, and proficiency in German will be valuable to anyone whose professional, commercial, or cultural aspirations make them look toward Europe.

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. In each course students work toward an understanding of language in its larger cultural context and are enabled to see how cultural paradigms inform language and shape the conduct and

character of the users of a language. At the same time, the program helps students achieve a level of proficiency in German that will serve them in a variety of settings--travel, business, diplomatic service, teaching, and graduate school in a variety of disciplines.

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. As a rule of thumb, figure one year of high school German as the equivalent of a college semester and take the college on-line placement test. 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 306: Introduction to German Studies or 307: Global Cities: Berlin and Vienna. After their first year, students taking German may apply for residency in Macalester's German House. Sophomores, juniors and seniors are encouraged to participate in the Macalester German Study Abroad Program in Berlin and Vienna.

Although many of our courses are taught entirely in German, all German Studies courses are open to qualified non-majors as well as majors.

For many students, the Study Abroad Program in Berlin and Vienna is the high point of their study at Macalester. Participation in this half-year program which (unlike many study abroad programs) is a fully integrated part of the Macalester curriculum, brings students within easy reach of a German Studies major. Students need not be planning to complete a major in German Studies in order to participate in the program. Courses are available at the University of Vienna in many subjects besides German language and literature.

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 who choose to fulfill their language requirement in German may do so by taking German courses through German 204. Consult with the department about exemption through AP or SAT scores.

Russian Studies (see page 71)

GLBOAL CITIZENSHIP

The objective of this concentration is to provide students with an integrated curricular/co-curricular “pathway” that allows them to explore what it means to be an ethical and effective “global citizen-leader” – in a structured, yet open-ended, way. It does this by threading together courses and co-curricular experiences that:

- (a) purposefully interrogate key concepts related to *civic life*, including “citizenship” (global, environmental, etc.), “rights” (human, civil, political, etc.), “justice” (social, racial, environmental, etc); “democracy” (social, political, etc.), “freedom”, “leadership” and “cosmopolitanism”; and/or,

- (b) cultivate in students an understanding of the scientific concepts needed to address the major challenges confronting humanity today (including, but not limited to, public health, biodiversity, energy, climate change, and genetic modification).

The concentration requires six courses: Paradigms of Global Citizenship (POLI 394); Paradigms of Global Leadership (INTL 480); one American Studies course focused on issues of civic life, engagement and leadership within the United States; one International Studies course focused on issues of civic life, engagement and leadership beyond the United States; one “science and citizenship” course; one “supporting” course offered by any academic department (this may also be fulfilled as part of a study away program). First-Year students interested in the concentration are encouraged to explore the curriculum their first semester by taking courses that match their interests. They are invited to visit with the director of the concentration, Andrew Latham, once they are on campus in the fall.

HISPANIC AND LATIN AMERICAN STUDIES

Spanish and Portuguese:

The Department of Hispanic and Latin American Studies welcomes all levels of language students. There are courses for beginners, as well as for advanced students of Spanish. From the beginning sequence through senior level courses a primary goal is always on active language acquisition. The department also offers courses in elementary and intermediate Portuguese.

Most Macalester students find it beneficial to study languages at some point, often citing reasons such as linguistic preparation for study abroad, major requirements, international cultural awareness, knowledge of intellectual and artistic traditions of the countries and languages studied, and enhanced career opportunities.

First year students with no background or limited background in the Spanish language should register for Hispanic Studies 101 (Elementary Spanish I). Students who already have studied Spanish should register following the SAT II Spanish foreign language subject test guidelines (see below) or take Macalester’s on-line placement test for help in choosing the appropriate course. Students who have not taken the SAT II or Macalester’s on-line placement test should place themselves according to the number of years of study: one year of high school Spanish is equivalent to one semester college level. The first weeks of the semester allow for some flexibility. Students who find themselves misplaced should find their appropriate level in consultation with a department faculty member. All courses are open to qualified non-majors as well as majors. Students who have taken the SAT II should use the following guidelines for placement:

620 and above	Hispanic Studies 305
575-619	Hispanic Studies 204
475-574	Hispanic Studies 203
400-474	Hispanic Studies 102
400 and below	Hispanic Studies 101

Students who score at the level of Hispanic Studies 101 or 102 and who have the motivation to work at an accelerated pace might consider the course numbered 110.

Students can also take Portuguese in the department. Those who wish to take Accelerated Beginning Portuguese (111) usually have prior background in Spanish or another Romance language, such as French or Italian. Students taking the intermediate-level Portuguese course (331) in the spring will usually have completed Accelerated Beginning Portuguese, although exceptions are made for students with adequate Portuguese language skills, usually those who have lived in or studied in a Portuguese-speaking country. If in doubt about placement, please contact the department.

LANGUAGE REQUIREMENT

A. To fulfill the language requirement in *Spanish*, students must attain proficiency at the level reached at the completion of Hispanic Studies 204. Achieving proficiency requires making a personal commitment to acquiring and enhancing Spanish language skills both in class and outside of class. Students who choose to fulfill their language requirement in Spanish may do so 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;
- 2) achieving a score of 4-5 on the advanced placement exam; or
- 3) successfully completing Macalester's Hispanic Studies 204 or the 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 must attain the minimum grade of C- to advance in the series of required courses (for example, from Spanish 101 to Spanish 102, from Spanish 102 to Spanish 203 and from Spanish 203 to Spanish 204, or a grade of C to advance from 110). If the student's language proficiency proves to be inadequate, s/he may be required to repeat the level. Students 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. One can also choose to meet the Macalester College foreign language requirement in *Portuguese* by completing the intermediate Portuguese language sequence, which includes Accelerated Portuguese (111), and Intermediate Portuguese and Lusophone Culture (Portuguese 331).

Hispanic Studies Major

Spanish and Portuguese are languages of culture, history, economics, art, literature, and current events. Majors in Hispanic Studies go on to work in such important roles as translators, advocates, lawyers, writers, community organizers, historians, teachers, travel guides, or to further studies of the distinctive cultures, literature, and languages of people who shaped the modern world and continue to be a vital force today. Find out more about the Department of Hispanic and Latin American Studies at our website:

www.macalester.edu/hispanic.

Hispanic Studies Minor

There are three areas of emphases to the Hispanic Studies minor, each of which requires five courses beyond 204 or 220; 305 or its equivalent must be counted as part of the five:

1. The emphasis in Hispanic Letters requires 307 and four courses from areas 1 and 2;
2. The emphasis in Hispanic Linguistics requires 309 and four courses from area 3;
3. The emphasis in Hispanic/Latino Cultures requires 308 and three courses from area 4.

The Portuguese language courses 111 and 331 may be included among the required courses for any minor.

Latin American Studies (see page 61)

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. The program promotes breadth by requiring that students complete courses in more than one department.

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 coordinator.

HUMANITIES AND MEDIA AND CULTURAL STUDIES

Majoring in Humanities and Media and Cultural Studies

The HMCS major combines the best of a rigorous liberal arts program with focus in an area of student interest. It requires 14 courses, as follows:

- * HMCS 110, Texts and Power: Foundations of Cultural Studies (completion of or enrollment in the course is required to declare an HMCS major). This course introduces basic theories of cultural studies, their roots in traditional humanities, and their contemporary application.
- * One course concentrating on culture before 1700, approached from a comparative humanities or cultural studies perspective.
- * One course concentrating on culture since 1700, approached from a comparative humanities or cultural studies perspective.
- * Two courses concentrating on race, gender, or sexuality in cultural studies.
- * Two courses in the theory and philosophy of culture at the 200-level or above.
- * A six-course focus in an area of student interest that does not duplicate already existing majors or minors. Standard focus plans are available for media studies and for film studies. Other focus areas are welcome. Past and possible areas include: advertising and commercial culture, comparative literature, postcolonial studies, premodern studies, and theory.
- * A senior seminar, offered each semester, with a topics broad enough to encourage advanced independent work in all areas of the department. Students may complete their honors projects in the senior seminar.

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 HMCS 126, Media Institutions, or INTL/HMCS 202, Global Media Industries. One of the five courses must include study of media outside the United States, and no more than two of the courses may focus on film.

Additional professional courses are available at the University of St. Thomas and other ACTC 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: www.macalester.edu/hcs.

INTERNATIONAL STUDIES

The International Studies major provides an understanding of transnational and intercultural global relations through work both within International Studies, 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 the methodologies central to the 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, international law, and human rights – and have regional expertise in Africa, the Islamic world, the Black Atlantic, Central and Eastern Europe, and the Americas. Expertise in all other world regions are readily obtained via faculty in other departments. Each I.S. major-plan has a disciplinary focus. Historically these have covered the full range of humanities and social science departments, and at times fine arts. Starting September 2010, biology and geology options may also be structured.

Students plan their major in consultation with their international studies adviser. An Intro to I.S. from INTL 110 to 114 serves as the gateway, though some 200-level courses may be taken without them, given solid preparation and interest. INTL 110 to 114 may be taken only in the first or sophomore years: thus early planning is essential.

For further information consult David Moore, x6242, mooredc@macalester.edu.

JAPANESE (see **Asian Languages and Cultures, page 43**)

LATIN AMERICAN STUDIES

Deriving from Western and non-Western traditions, Latin America is defined by multiple historical and cultural processes, socio-economic paths, and political trajectories. The Latin

American studies program at Macalester College acknowledges the complexity that comes from the region's pre-Columbian past; centuries of colonial domination; and national identities constructed out of indigenous, African and European cultural elements. It also acknowledges the changing role of Latin America within the context of world order.

The interconnectedness of disciplines and the variety of approaches that define the Latin American studies program at Macalester are fundamental to the breadth and depth of comprehension that is important in an increasingly complex world. The program provides excellent preparation for graduate studies, professional careers, and personal enrichment.

The thirteen-course major, described below, encompasses multiple dimensions and educational opportunities ranging from interdisciplinary as well as disciplinary formation to global, international and transnational perspectives; and providing breadth across both the social sciences and the humanities as well as language training, study abroad, and an integrative capstone experience.

Major

Students plan their major, which consists of thirteen courses, in close consultation with a program faculty adviser. All majors must complete the following:

I. Foundations – 3 courses

Latin American Studies 141

Latin American Studies 307 (Same as Hispanic Studies 307)

International Studies 110, 111, 112, 113 or 114

II. Area Study – 6 courses

Six courses with primary Latin American content chosen from any department or program. Students may elect one of two patterns: either four courses in the social sciences and two in humanities, or the reverse. At least two of the six courses must be advanced seminars.

III. Study Abroad – 3 courses

Majors must complete one semester of study abroad on a program approved by the Latin American Studies steering committee. At least three courses from this experience must significantly confront Latin American themes and issues.

IV. Capstone – 1 course

LAS 488 or a qualified independent study

V. Language

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 in Portuguese to the level of 330.

VI. Curricular Overlap

Due to the high degree of potential overlap between major plans in Latin American Studies and International Studies, students seeking to complete both majors must list, on each plan, at least six courses that do not appear on the other plan.

LEGAL STUDIES

The legal studies concentration is available to students in any major. The curriculum brings together perspectives from the humanities and social sciences, including philosophy, sociology, political science, and history, among others. 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. Fall 2010 Legal Studies courses appropriate for first-year students include: Geography/International Studies 194-01: Contested Land and Global Commons; Philosophy 125: Ethics; and Political Science 206: U.S. Constitutional Law.

For further information, please contact 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. This course is intended to clarify ideas about language and bring students to a better understanding of its nature.

Linguistics 104 - The Sounds of Language. The goal of this course is to give students an understanding of some of the physical characteristics of speech sounds and the physiological mechanisms of speech production and perception, as well as to recognize and produce the variety of sounds found in the languages of the world. It is recommended for students of foreign languages, drama, music and anyone who wants to become more aware of their (and other people's!) pronunciation.

All students completing an interdisciplinary major in linguistics are required to take LING 100, 104, 200 and 205. After this, they may follow either a cultural or a cognitive track. The linguistics major also requires three years of a foreign language (one year beyond the college requirement). See the College Catalog for details.

MATHEMATICS, STATISTICS, AND COMPUTER SCIENCE (MSCS)

The department offers a major and minor in both Mathematics and Computer Science and a minor in Statistics. There are two tracks in the Math major: Mathematics, and Applied Math and Statistics.

Math and Statistics Course Options:

Discrete Mathematics (Math 136) is required for all Math and Computer Science options, and it has no prerequisites. It is an introduction to such topics as logic, proof methods, and number theory. It is especially appropriate for those math students who are not certain if they want to continue with calculus in their first semester, or if they want two math courses their first semester. It is also the recommended first math course for all students considering a major or minor in Computer Science.

Three semesters of *Calculus* (Math 135, 137, 237) are required for all Mathematics options. Students with a score of 4 or 5 on the Advanced Placement Calculus AB exam should begin with Math 137, while those with a score of 3 or better on the BC exam should begin with Math 236 or 237. Students who are not sure which calculus course to take should contact the chair of MSCS.

Statistics (Math 153 or 155) Both courses count towards the general quantitative requirement. Math 153 is designed for students who want to be majors in humanities/fine arts/social sciences. The course does not have any calculus prerequisite. The prerequisite for Math 155 is one semester of calculus, Math 135 or 237. Math 155 is also required for math, economics and biology majors. Either Math 153 or Math 155 is the prerequisite for the upper level statistics course, Math 253.

For students who do not intend to take more than one course in the department, we recommend one of the following:

Quantitative Thinking for Policy Analysis (Math 108; same as Econ 108)

Students will learn related approaches to collecting, interpreting, and presenting quantitative information in the context of specific public policy issues such as immigration, globalization, discrimination, health care, and environmental issues. The course will build on familiar numerical, statistical, and logical skills. Full descriptions given in advance of registration. No prerequisites.

Math & Society (Math 116) is a topics course offered for non-majors aiming to fulfill their distribution requirement. Topic changes; offerings may include Math of Elections and Voting, Climate Modeling, Game Theory, Sports Statistics. Full descriptions given in advance of registration. No prerequisite. Offered even-numbered fall semesters.

Data Analysis and Statistics (Math 153) deals with practical applications of data analysis and statistics, with particular emphasis on methods used by social scientists.

Computer Science Course Options:

Students planning to major or minor in Computer Science, or who simply want to take an individual course, have a number of options. If they have had little or no prior computer science class work, there are three entry-level courses with no prerequisites.

Computing & Society (Comp 120) is a topics course that introduces students to the field of computing by way of a central theme. Topics vary; offerings include Internet Communities, Robots in the World, and Web Development. Full description given in advance of registration. This course is suitable for students with little or no experience with computing, but it can serve as a starting point for the Computer Science major. No prerequisites. Offered fall semester.

Introduction to Scientific Programming (Comp 121) focuses on programming and problem solving for numeric and scientific problems. This course or Comp 123 is required for all Math programs and is recommended for students majoring or minoring in the physical and natural sciences or economics. This is also an excellent first course if students are combining a computer science major/minor with a second program in the sciences.

Core Concepts in Computer Science (Comp 123) is recommended for those who think they may be computer science majors or minors; it or Comp 121 is required for all Math programs. It investigates key ideas that underlie computer science, in the context of multimedia (image, sound, and text) processing and programming robots. Central concepts include the design of algorithms, and the representation of data within a computer.

All three classes (120, 121, 123) may serve as the first course for programs in computer science. Students who have taken the Advanced Placement Computer Science Exam and received a score of 3 or above (or who have had prior programming experience) can immediately register for the second course--Comp 124, *Object-Oriented Programming and Data Structures*.

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, African music, Chinese music, Scottish piping, and many others. General students should consider the basic music theory courses (Music Theory I or Basic Musicianship), Music Appreciation, World Music, African Music and topics courses. Students should feel free to ask the faculty about the musical background required for other courses in the music department.

Students considering the major or minor programs should 1) register for Theory I (Theory I is a prerequisite for most other music major and minor courses), 2) consult the Catalog regarding departmental prerequisites, and 3) arrange an appointment with one of the full-time music faculty for advising. Note: Theory I is taught only in the fall semester, and serves as an ideal introduction to both the music major and minor, and to the college. If students already have a strong theory and ear-training background they may be able to consider beginning the theory sequence at an advanced level (after consultation with a theory faculty member).

All ensembles and private music lessons (for an extra fee) are available to all students at the college. Ensembles audition at the beginning of each semester. Registration for ensembles and for private lessons are made at the beginning of the semester.

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; Chemistry 112; Mathematics 153 or 154; and Computer Science 120, 121, 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. The introductory course to the major, NEUR 180: Brain, Mind and Behavior is offered fall semester only and does not require previous completion of the foundational courses to

register; however, a prerequisite of Introductory Psychology (PSYC 100) or permission of the instructor is required.

Students with a focused interest in 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

Philosophy 115, What Is Philosophy?, is the course designed to introduce the beginning student to the field of philosophy in the Western tradition. It deals with problems drawn from a number of sub-fields in philosophy such as ethics, the theory of knowledge, and the philosophy of religion. Readings are usually drawn from both contemporary and classical philosophical writings, including such writers as Plato, Descartes, Hume and John Stuart Mill.

Philosophy 119, Critical Thinking, is a course for students interested in various types of reasoning and argument. The course deals with such topics as scientific, moral and legal reasoning as well as probability and deciding under uncertainty. Students work on constructing arguments and analyzing the arguments of others.

Philosophy 120, Introduction to Symbolic Logic, 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 125, 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 the student is primarily interested in questions of right and wrong, justice and injustice, and what makes life worth living, this course would be appropriate.

Philosophy 229, 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. (Offered Spring 2011)

Philosophy 230, Ancient and Medieval Philosophies, 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 required for the philosophy major.

Philosophy 236, Indian Philosophies, is the introductory course for students interested in traditions of philosophy in South Asia. (Offered Spring 2011)

Philosophy 238, Philosophy of Religion, deals with the problems of religion and theology such as arguments for the existence of God and the nature of religious belief.

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 incur 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 their first year. The sequence consists of:

Physics 226: Principles of Physics I
Physics 227: Principles of Physics II
Physics 331: Modern Physics, fall term only

Physics 226 and 227 are each offered both fall and spring terms. Normal progress toward a physics major 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, 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) and Biology 255 (Cell Biology & Genetics Laboratory) 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).

If the student is interested in any premedical area (medicine, nursing, dentistry, public health, etc.) he/she should consult one of the premedical advisers (Professor Lin Aanonsen, Director of the Health Professions Advising Committee/Biology, Professor Devavani Chatterjea/Biology [*on sabbatical for academic year 2010/2011*], Professor Rebecca Hoye/Chemistry 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 www.macalester.edu/HPAC.

PSYCHOLOGY

While psychology is barely over 100 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 ascendance of modern science. Psychology studies the influences of culture and biology on the experience and behavior of individuals. It examines basic psychological processes of learning and motivation, sensation and perception, thinking and memory, and explores issues related to psychological disorders, individual differences and human 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 or a 5 or above on the IB Higher Level exam receive credit for PSYC 100 and can proceed to one of the intermediate classes.

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 compliments 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 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 varied cultural texts. A Russian Studies major prepares students for graduate work in the Slavic field, for work as translators and interpreters, and it can give students a significant advantage in fields such as history, international relations, diplomacy, and international commerce.

If a student is contemplating a Russian Studies major, it is crucial to start the language sequence NOW. Start with RUSS 101 and continue with 102, 203, and 204. There are no "out-of-phase" courses, so students need to begin with RUSS 101 in the fall. Completion of 204 fulfills Macalester's language requirement.

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 Gitta Hammarberg or James von Geldern in the Russian Studies Department for further information.

SOCIOLOGY

A sociology major is planned in consultation with a member of the sociology department faculty and must include at least nine courses. The five course requisites for the major concentration are as follows:

- (1) Introduction to Sociology (SOC1 110)
- (2) Science and Social Inquiry (SOC1 269)
- (3) Social Theories (SOC1 272)
- (4) Interpretive Sociology (SOC1 270) or Comparative-Historical Sociology (SOC1

- 294)
(5) Senior Seminar (SOCI 480)

The successful completion of these five requisites and four elective courses satisfies the requirements for a major. Introduction to Sociology is designed to acquaint students with the discipline and is a good first course for students interested in the major to begin.

THEATER AND DANCE

The Department of Theater and Dance is committed to performance theory and practice as integral parts of a liberal education, and we foster students' abilities as theater 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; THDA125 – Technical Theater, and various dance technique classes. Other courses may be suitable for first-year students, with permission of the instructor.

All performance and backstage activities in Theater and Dance are open to all students, including first year students. There are at least four main stage theater 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 plus auditions for Dance Ensemble. Students who are interested in becoming involved in theater and dance at Macalester are encouraged to contact Dan Keyser, Chair of Theater and Dance, at keyser@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 7-course urban studies concentration is divided into two parts: a curricular portion which will provide students with a theoretical and methodological base, and an experimental portion which will give students first-hand contact with aspects of the city new to them. A third, additional skills portion will provide students with tools which will enable them to make an effective contribution to research or management. Geography 112 is the appropriate intro-level course to the urban studies program.

WOMEN'S, GENDER AND SEXUALITY STUDIES

The Women's, Gender and Sexuality Studies 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, planned in consultation with an adviser is comprised of no fewer than 12 courses (48 credits), is drawn from both Women's, Gender, and Sexuality Studies core courses and courses approved for Women's, Gender, and Sexuality Studies majors'. These courses

1. must include at least one 100-level (introductory) core course;
2. must include Women's, Gender, and Sexuality Studies 200;
3. must include one course in historical depth in women's/gender/sexual politics and culture;
4. must include four courses taken in ONE of the following thematic groupings: (1) (Trans) National Women's/LGBTQI Histories and Genealogies; (2) Gender/Sexuality/Race/Class/Culture and Representation; (3) Theories and Philosophies; (4) Feminisms and Social or Political Change; OR (5) Gender/Sexuality/Race/Class/Culture and the Sciences/Technologies;
5. must include Women's, Gender, and Sexuality Studies 300;
6. must fulfill the capstone requirement through completion of the senior seminar (Women's, Gender, and Sexuality Studies 400 or 405);
7. must include three elective courses approved from cross-listed courses or core courses
8. can include up to the equivalent of 4 semester credits from a study abroad program;
9. may consist of no more than 8 credits of independents and 4 credits of internship; and
10. must include at least 6 courses (24 credits) taught by Women's, Gender, and Sexuality Studies core faculty.

Minor

The women's, gender, and sexuality studies minor consists of six courses (24 credits). These courses:

1. must include one Women's, Gender, and Sexuality Studies 100-level (introductory) core course;
2. must include Women's, Gender, and Sexuality Studies 200 (intermediate);
3. must include four elective courses consisting of a combination of core courses and approved courses from other departments;
4. may be organized in the form of one of the thematic groupings described for the Women's, Gender, and Sexuality Studies major;
5. may include a 300-level (advanced) core course;
6. may fulfill the capstone requirement through completion of the senior seminar (Women's, Gender, and Sexuality Studies 400 or 405); and
7. may include 4 credit hours of internship.

The fit of these courses should be planned with an adviser who should be familiar with the women's, gender, and sexuality studies curriculum.

FREQUENTLY USED FORMS

APPENDIX I

Academic Programs Office (Room 215, Weyerhaeuser)

Request for Change of Academic Adviser

Request for Transfer of Advisee Folder

Early Warning Form

Preceptorship Learning Contract

Summer Independent Project Learning Contract

Parent/Student Waiver Form

