

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.

ADVICE ABOUT ADVISING

Advisers should help advisees by communicating accurate information, making appropriate referrals, and helping students make informed choices. Academic advisers are not expected to be personal or psychological counselors, but should be alert to situations where referrals should be made to the Macalester Health and Wellness Center, or the Dean of Students. The Director of Academic Programs and the Dean of Students are happy to consult with advisers about problems and referrals.

Advisers should be certain they have accurate information about academic programs by rechecking the newest catalog or other statements. Advisers should keep a current list of persons and offices (such as the one included in this handbook) to whom they can refer students or direct their own questions.

Advisers should provide advisees with a copy of their office hours for each term. Advisees need to know when they can count on seeing advisers and how to arrange for conferences.

Advisers should be informed about their advisees by reviewing materials in the advisee folders and through a discussion of backgrounds, progress toward goals, and future plans. Keeping notes of decisions that result from such discussions will aid in future advising conferences.

Advisers should help students make realistic decisions and discuss reasons why a particular choice is likely to result in success or failure in progress toward a goal. A student's strengths should be the focus of conversations, but weaknesses should be acknowledged and a plan for addressing them devised.

Advisers who are notified by the Director of Academic Programs about students placed on probation or required leave should invite these students for conferences and refer them to appropriate sources of help. (Students' academic progress is reviewed at the end of each semester.)

Some advising can be done most effectively in groups. In First Year Courses the opportunity is ready-made; other advisers may choose to schedule special group meetings.

Advisers of first year students and sophomores should help students choose a major and discuss with them factors in an informed choice.

Studies about the relation of academic advising to student success in college note the following:

1. First year students welcome a clear pattern for their work, with a sense of steps toward a goal.
2. Because international students come from different educational systems, they may need help understanding the nature of the liberal arts as well as Macalester's academic vocabulary.
3. When students are experiencing academic difficulties, advisers need to provide extra help. Students should be informed that having difficulties as first year students does not mean they need to leave Macalester, and they should be directed to the appropriate offices (MAX Center, Health and Wellness Center, Dean of Students) for help.
4. Studies of attrition stress the role of advisers. For example, those students who receive help from an adviser beyond registration are almost twice as likely to remain in college than those who do not. Students develop negative attitudes about a college if they encounter any of the following: abrupt treatment by advisers, failure of advisers to keep appointments, or advisers being uninformed about policies and procedures.

5. Students who have definite educational goals are more likely to remain in school, but most entering students are uncertain of a major. They tend to drop out if they feel pressed to choose a major too soon.

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 Dean of Students 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.

BRIEF CALENDAR FOR ADVISERS (for specific dates check College Calendar)

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
Deadline for incompletes for Spring and Summer work
Deadlines for drop/add and grading option (advisers' signatures not required, but advisers should be informed)

October

Check mid-term grades on Web
Deadline for Study Away proposals for Spring semester

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)
Deadline for Study Away proposals for Fall semester

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

WHO CAN I CONTACT FOR INFORMATION?

Services for students with disabilities	Lisa Landreman, x6220 Associate Dean of Students and Disability Services Coordinator Office of Student Affairs
Academic courses and programs	See pages 45-76 of this Handbook
Background information on advisees	Admissions Office, x6357 Director of Academic Programs, x6198 Dean of Students, x6220
Counseling	Ted Rueff, x6676 Macalester Health and Wellness Center
Student Affairs services	See pages 15-26 of this Handbook
First Year Courses	Academic Programs Office, x6036
Internships	Michael Porter, x6128 Director, Internship Program
Language houses	Language Departments
Off-campus programs and study abroad	Paul Nelson, x6077 International Center
Registration procedures	Registrar's Office, x6200
Summer Study	Lynn Hertz, x6330 Academic Programs Office

SUGGESTIONS FOR ADVISING INTERNATIONAL STUDENTS

1. Advisers should schedule slightly longer conferences with international students than with U.S. students, since international students frequently need more help understanding Macalester's specialized academic vocabulary. In particular, concepts such as distribution requirements, the social sciences, liberal arts, internships, and volunteerism may take more time for some international students to grasp.
2. Advisers should discuss and explain cultural concepts that underlie the U.S. educational system, such as critical thinking, direct communication, autonomy and choice, in order for international students to understand and adjust to how these concepts affect their studies. Discussions should also help international students

recognize the cultural concepts from their previous education so that they can make comparative analyses between what they have known and what they are learning and experiencing in the U.S.

3. Advisers should double check to make sure international students fully understand the options they have in:
 - dropping, adding, and withdrawing from courses;
 - changing advisers;
 - taking incompletes; and
 - electing the S/N grading option.
4. Advisers should remind international students of visa regulations related to academic course work. In particular:
 - a. International students must take a full course load each semester (no fewer than three courses) in order to comply with Immigration and Naturalization Service regulations governing their student status.
 - b. Students may not **under any circumstances** work off campus without express written permission from the Immigration and Naturalization Service. Refer students to the International Student Program Coordinator for instructions.
5. Advisers should encourage international students to plan a **balanced** program for themselves at Macalester:
 - a. A balanced workload, taking into consideration relative amounts of readings, writing, and lab work
 - b. A balance among courses in the student's major, distribution requirements, and electives
 - c. A balanced selection of extracurricular activities including sports, physical education classes, music, volunteer work, and internships

Many foreign educational systems stress curricular and extracurricular choices that can be markedly different than U.S. standards.

6. Advisers should call special attention to the many services available for academic and non-academic assistance:
 - professors' office hours
 - the MAX Center
 - availability of tutors and teaching assistants
 - advisers' office hours
 - International Center programs and services, especially those of the International Student Program (for personal, cultural, immigration, and practical concerns).

7. Given the number of international students who stay on campus during the January and summer breaks, advisers may wish to encourage these students to pursue independent projects or internships during these times.

Although international students are given an introduction to the United States educational system, cultural differences, and liberal arts education during the International Student Orientation, it may take some time for them to grasp all of the concepts and practices involved. It is very helpful that advisers reiterate basic concepts and provide reinforcement of them in subsequent advising sessions. Advisers should note that information on cultural variations of U.S. academic and campus life, as well as U.S. government laws and regulations for international students are outlined in an *International Student Handbook* published by the International Center. Should advisers have questions pertaining to international students, they should contact Aaron Colhapp, International Student Program Coordinator (x6078; e-mail colhapp@macalester.edu).

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 2009-2010 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, <https://web1.gre.org/GreWebReg>. 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. 10, 2009	Sept. 4, 2009	Nov. 20, 2009
Nov. 7, 2009	Oct. 2, 2009	Dec. 18, 2009
Apr. 10, 2010	March 5, 2010	May 21, 2010

You may register on-line at, <https://web1.gre.org/GreWebReg>. 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	Sept. 26, 2009	Aug. 25, 2009
	Dec. 5, 2009	Nov. 3, 2009
	Feb. 6, 2010	Jan. 5, 2010
	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 2009-2010 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 St. Thomas is the closest testing center to Macalester. Call 651-962-6780 for more information or visit, www.stthomas.edu/personalcounseling/testing . The University of Minnesota is also a testing site. 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. 23	A. Minnick	W 215
<u>MARSHALL SCHOLARSHIPS</u> For study in British universities. www.marshallscholarship.org	Intent to apply Sept. 7 Campus Deadline Sept. 21	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.	Chemistry Department	O/R 320
<u>RHODES SCHOLARSHIPS</u> For study at Oxford. www.rhodesscholar.org	Intent to apply Sept. 7 Campus Deadline Sept. 21	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. 4 Campus Deadline Dec. 16	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. 12	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. 16	A. Minnick	W 215
<u>MORRIS K. UDALL SCHOLARSHIP</u> For students who intend to pursue careers in environmental public policy. www.udall.gov	Feb. 26	A. Minnick	W 215

STUDENT AFFAIRS - AVAILABLE RESOURCES

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, Campus Programs, Career Development Center, CRSL, Health and Wellness Center, International Student Programs, Residential Life, Conferences, Ruth Stricker Dayton Campus Center, 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, 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 Disability Services Coordinator for all students.

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 crime 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 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.

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. This policy which was developed and approved by EPAG is listed below:

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.

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 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.

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

Residential Life

Services to Students

The residence halls are staffed by four professional Hall Directors, 1 graduate assistant and 42 Resident Assistants who have proven skills to provide direction and leadership for the educational, social and cultural programs in the residence halls. These programs 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 is instrumental in referring 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.

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. A resource library of over 300 books offers a wide variety of material for students on a range of career topics.

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

Chaplain/Center for Religious and Spiritual Life

Services to Students

The Office of the Chaplain serves as a spiritual 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

The Office of the Chaplain offers 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. The Office of the Chaplain

seeks 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 Program 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. In working toward achieving these goals, the International Center offers several programs, activities and services involving students, staff, faculty and community members. These include:

Advising on immigration and other U.S. regulations and laws, International Student Orientation Program, Mentor Program which involves 12 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 some 100 Twin Cities families and approximately 150 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.

Lealtad-Suzuki Center/Department of Multicultural Life

Services to Students

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

Services to Faculty and Staff

The Lealtad-Suzuki Center staff and the Department of Multicultural Life are available as resources to faculty and staff. The Center 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 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, W, TH, F; 9:00 a.m. – 7:00 p.m. T. 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 your 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.

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. The Health Education Program also supports the student conduct system by providing on-line alcohol and marijuana assessment tools and CHOICES, a brief motivational interviewing technique. 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. 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 is also available for classroom presentations on a wide range of topics; faculty is encouraged to contact the office for more information.

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 Institute for Global Citizenship, x6040,
www.macalester.edu/cec

ACADEMIC 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, 2009-2010

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 do a maximum of 4 credits with 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!

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 = Approximately 140-160 hours per semester or 10-12 hours per week

3 credits = Approximately 100-130 hours per semester or 7-9 hours per week

2 credits = Approximately 60-90 hours per semester or 4-6 hours per week

1 credit = Approximately 15-40 hours per semester or 1-3 hours per week

January Internships - (must last a minimum of three weeks)

2 credits = Approximately 120 hours per semester or 40 hours per week

1 credit = Approximately 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 – 4:30 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!

Writing Courses

Advisers are encouraged to ask students about their high school writing experiences: how much writing did they do, what kinds of writing did they do (personal essays, research papers, essay tests, creative writing), and how well they did with the writing (based on grades and other feedback from instructors, in addition to their own opinions). As a result of this discussion and other feedback (such as SAT or ACT scores), advisers may choose to recommend English 101, College Writing, to their students.

Advisers should also assess students' writing ability during the First Year Course and should advise those who need or want additional instruction in writing to take English 101 in a subsequent semester.

For academic year 2009-2010, College Writing will be offered fall semester in a format that combines writing practice, reading, research, and discussion. While the course emphasizes the transition from high school to college writing for first-year students, it is also an appropriate class for international students and others needing to strengthen their academic writing skills.

Departments and programs designate some of their courses as "W" courses, indicating that these courses provide some instruction in writing in the discipline. All First Year students should take at least one "W" course during either of their first two semesters. Students who register for English 100 in either fall or spring may choose to defer taking the "W" course until after they successfully complete English 100, however.

Faculty advisers of sophomores can best help those students by asking to see recent writing samples (marked and graded samples are most helpful) during pre-registration periods. Some sophomores may be good candidates for English 101, if they have not already taken it. Most will benefit from an appropriate "W" course (one from an intended major, for instance).

Faculty advisers of juniors and seniors can best help those students by encouraging them to seek and to expect to receive direct instruction and routine practice in writing in their major field from one or more instructors in their department.

Advisers can refer all students—from a struggling First Year through a Senior writing an honors project—to the MAX Center to receive individualized instruction and assistance, to have a thoughtful reader respond to their writing, or to gain assistance in managing their time wisely while working on a writing project. Faculty advisers needing assistance in assessing a student's writing needs may consult Becky Graham in the MAX Center, as well (x6121).

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: Asian Studies, Latin American Studies, and Russian Studies, as well as a concentration in African Studies and Global Citizenship.

- *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 and programs--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.

- *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 both international students and study abroad programs. The Center serves as a focal point for many international activities on campus.

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

*A principle that ten to twelve percent of the student body should be international students and come from as broad a representation of nations--typically more than eighty at any given time--regions, and socioeconomic strata as possible.

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, Assistant Director**
- **Paul Nelson, Study Abroad Coordinator**
- **TBA, Study Abroad Advisor**
- **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. 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) during the semester prior to participation in the program. 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. *Approximately two-thirds of Macalester's U.S. students study away before they graduate and they do so in more than 40 countries worldwide.*

The International Center maintains a Study Abroad Library which is open from 8:00-4:30 Monday through Friday, and during some evenings during the weeks preceding proposal deadlines. The proposal deadline for programs starting with Macalester's spring semester is usually the first Friday in October, and for programs starting with Macalester's fall semester is the second Friday in March. Precise proposal deadlines are cited in the on-line proposal forms which are available from the International Center. Deadlines are firm and no late or incomplete applications will be considered.

Listed below are the eligibility requirements for Study Abroad and Off-Campus Study in the United States. If you have further questions, you may choose either to consult the *Handbook for Off-Campus Study*, or to contact the International Center. The full text of the *Handbook* is available on-line at www.macalester.edu/internationalcenter/studyabroad/index.html.

Guidelines and practices *that apply to all Macalester students* include:

- Students may not be on academic or social probation during the semester in which they are applying for off-campus study.
- Students must have successfully completed two full semesters at Macalester prior to applying for off-campus study. NB: As a consequence, first year students and first-semester sophomores may not participate in off-campus programs (except for approved January, summer, and special Macalester-organized programs).
- Students must have a formally declared major on file with the Registrar before submitting a study away proposal. First semester sophomores are permitted to propose study away for their second semester provided they have submitted a declaration of their major.
- Students must be enrolled on campus and in residence in Saint Paul during the semester in which their proposal is under review.
- Students must meet the minimum requirements of the proposed program and be approved to participate by the program sponsor.
- Students may not have their Macalester account in arrears.
- Students must participate in the Macalester pre-departure orientation program.

Guidelines and practices *that apply to specific student populations* include:

- **Transfer students** entering Macalester as second-semester sophomores may receive a maximum of 18 credits for off-campus study. They may also receive credit for approved January or summer programs. Students entering as first-semester juniors may only receive credit for approved January or summer programs.
- **Students on the Dependent Tuition Assistance Program (DTAP)** are eligible for off-campus study but are responsible for the full cost of the program. NB: Having to assume responsibility for off-campus study costs may change students' financial aid eligibility for that term. Check with the Financial Aid Office.
- **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 engages up 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:

- 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.

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 *17 faculty members from 16 different countries* -- Bosnia, Britain, Brazil, Bulgaria, China (Hong Kong), Ecuador, France, Germany, Israel, Japan, Nigeria, Palestine, Russia, United States, Uruguay, and Zimbabwe -- have taught courses *in 13 Macalester departments and programs* (Anthropology; Asian Studies; Chemistry; Communication Studies, Drama; Economics; English; French; International Studies; Latin American Studies; Political Science; Psychology; and Russian, Central and East European Studies).

Since 2001, the International Center has also sponsored a modest Staff Exchange 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), and the Netherlands (Administrative Head of the Center for European Studies, Maastricht University, 2007).

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 had 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>.

GRADUATION REQUIREMENTS

- I. The number of credits required for graduation will be 128. These credit hours must include:
 - A. Eight (8) semester credits in courses designated as meeting the social science distribution requirement.
 - B. Eight (8) semester credits in courses designated as meeting the natural science and mathematics distribution requirement.
 - C. Twelve (12) semester credits in courses designated as meeting the humanities and fine arts distribution requirement; at least four (4) semester credits must be in courses in the humanities and four (4) semester credits in the fine arts.
 - D. No more than ninety-six (96) semester credits in courses in any one of the four areas: social sciences, natural sciences and mathematics, humanities, and fine arts.
 - E. No more than sixty (60) semester credits in courses in a single academic discipline.
 - F. No more than twenty-four (24) semester hours in various types of independent study (courses numbered 601-646).
- II. One (1) First Year Course completed in the first semester.
- III. Four (4) semester credits earned in a course designated as meeting the Internationalism requirement.
- IV. Four (4) semester credits earned in a course designated as meeting the U.S. Multiculturalism requirement.
- V. Four (4) semester credits earned in a course designated as meeting the writing requirement. This course must be taken after the First Year Course and prior to the senior year.
- VI. One (1), two (2) or three (3) courses satisfactorily completed which are designated as meeting the quantitative reasoning requirement. Students may take one or more courses with a Q3, Q2 or Q1 designation. A single Q3 course satisfies the requirement or students may take a Q2 course together with any other Q2 or Q1 course, or students may take three Q1 courses.
- VII. Proficiency in a second language equivalent to four (4) semesters of college study.
- VIII. Approved major concentration plan filed and completed.
- IX. A cumulative grade point average (GPA) of at least 2.00.

- X. At least four (4) semesters spent in residency. At least one of these must be in the senior year. Participation in off-campus study programs does not count toward satisfaction of this requirement.

- XI. Declaration of Intent to be Graduated form filed. Degree-seeking students must submit this form to the Registrar's Office one year prior to the intended date of graduation.

Courses Approved to Meet the General Education Requirements in Internationalism, Multiculturalism, Quantitative Thinking and Writing
(only apply to students matriculated in Fall 2007 and beyond)

Fall 2009 Last Updated 5/8/09

* courses with an asterisk are awaiting final approval

Internationalism (also count toward old International Diversity requirement)

ANTH 111-02, Cultural Anthropology (Barrett)

ANTH 239-01, Medical Anthropology (Barrett)

ANTH and INTL 362-01, Culture and Globalization (Shandy)

ART and ASIA 170-01, Art of the East I: Chinese Art (Kyan)

ASIA 111-01, Intro to Asian Studies (Jim Laine)

ASIA and WGSS 194-01, Goddesses and Ghosts: Images of Women in Chinese Culture and Literature (Yang)

CLAS, HMCS and HIST 121-01, Greek World (Kelly)

CLAS and WGSS 127-01, Women, Gender and Sexuality in Ancient Greece and Rome (Severy-Hoven)

ECON 221-01/02, Intro to International Economics (Robertson)

ECON and INTL 325-01, China, Russia and Central Europe in Transition (Krueger)

FREN 305-01, Advanced Expression (Fritz)

GEOG 111-01, Human Geography in Global Issues (Hazen)

GEOG 111-02, Human Geography in Global Issues (Lanegran)

GEOG and ENVI 232-01, People, Agriculture and the Environment (Moseley)

GEOG and LATI 249-01, Regional Geography of Latin America (Hazen)

GEOG 254-01, Geography of World Population Issues (Barcus)

GEOG 488-01 and ENVI and INTL 477-01, Comparative Environmental and Development Studies (Moseley)

GERM 305-01, German Through the Media (Peters)

GERM 306-01, Intro to German Studies (Huener)

HIST and ASIA 140-01, Intro to East Asian Civilization (Tam)

HIST and ASIA 274-01, Traditional China (Tam)

INTL 110-01, Intro to International Studies: Globalization (Samatar)

INTL 111-01, Intro to International Studies: Lit/Global (Moore)

INTL and HMCS 202-01, Global Media Industries (Ciafone)

INTL 286-01, Media and Cultural Studies of Latin America (Ciafone)

INTL, HMCS and ENGL 367-01, Postcolonial Theory (Moore)

INTL 485-01, Senior Seminar: Global Hatred (Nedelsky)

PHIL and ASIA 136-01, Indian Philosophies (Joy Laine)

POLI 221-01, Global Governance (Weber)

POLI 294-01, Gender and Global Politics (Weber)

RUSS 194-01, "Things Don't Like Me": The Material World and Why It Matters (Chadaga)

RUSS 251-01, 19th Century Russian Literature (Hammarberg)

SOCI and INTL 280-01, Indigenous Peoples Movements in Global Context (Larson)

THDA 115-01, Cultures of Dance (Fricke)

Multiculturalism (also count toward old Domestic Diversity requirement)

ECON 342-01, Economics of Poverty in the US (Moe)

EDUC 210-01, Urban Education in Challenging Times (Kurth-Schai)

EDUC and AMST 280-01 and POLI 211-01, Reenvisioning Education and Democracy (Kurth-Schai)
EDUC 340-01 and AMST 345-01, Race, Culture and Ethnicity in Education (DuBose)
ENVI and HIST 237-01, Environmental Justice (Rutherford)
HIST 135-01, Violence (Cremer)
HIST 235-01 and AMST 310-01, Comparative Freedom Movements (Rachleff)
HMCS 194-01, Race/Silent Film: Griffith/Micheaux (Steinman)
POLI 301-01, Law, Economy and Identity (Schmidt)
PSYC and AMST 370-01, Understanding and Confronting Racism (Brown)
SOC 190-01, Criminal Behavior (Larson)

Quantitative Thinking

Q1

ANTH 115-01, Biological Anthropology (Legge)
BIOL 270-01, Biodiversity and Evolution (Rogers)
BIOL 285-01, Ecology (Davis)
BIOL 361-01, Animal Diversity (Boyer)
CHEM 111-01, General Chemistry I (Fischer)
CHEM 111-02, General Chemistry I (Green)
CHEM 111-03, General Chemistry I (Varberg)
CHEM 115-01, Accelerated General Chemistry (Kuwata)
EDUC and PSYC 220-01, Educational Psychology (Kruse)
ENVI 133-01, Environmental Science (Hornbach)
MATH 135-03, Applied Calculus (Saxe)
MATH 136-02, Discrete Mathematics (Bressoud)
MATH 137-01/02, Single Variable Calculus (Striker)
MATH 237-01/02, Multivariable Statistics (Wagon)
PHYS 113-01, Modern Astronomy (Cannon)
PHYS 331-01, Modern Physics (Doyle)
PHYS 334-01, Optics (Heyman)
PSYC 100-02, Introduction to Psychology (Strauss)
SOC 190-01, Criminal Behavior (Larson)

Q2

CHEM 311-01, Thermodynamics and Kinetics (Varberg)
GEOG 225-01, Intro to Geographic Information Systems (Barcus)
GEOL 150-01/02, Dynamic Earth and Global Change (Wirth)
GEOL 260-01, Geomorphology (MacGregor)
PSYC 242-01 Cognitive Psychology (Lea)
PSYC 300-01, Directed Research in Psychology (Strauss)
THDA 125-01, Technical Theater (Keyser)

Q3

ECON 119-03/04, Principles of Economics (Ding)
ECON 119-05, Principles of Economics (Damon)
MATH and ECON 108-01, Quantitative Thinking for Policy Analysis: Epidemiology (Kaplan)
MATH 155-01, Intro to Statistical Modeling (Johnson)
MATH 155-02, Intro to Statistical Modeling (Kaplan)
POLI 269-01, Empirical Research Methods (Shah)

PSYC 201-01, Research in Psychology I (Lea)
PSYC 202-01, Research in Psychology II (Brown)

Writing (The Writing requirement can only be satisfied AFTER taking a First Year Course--it must be taken AFTER the first semester and before the senior year. Transfer students may satisfy the requirement in any semester prior to the senior year.)

ANTH 230-01, Ethnographic Interviewing (Shandy)
ART and ASIA 170-01, Art of the East I: Chinese Art (Kyan)
ART 263-01, Modern Art (Inglot)
ART 487-01, Art History Methodology Seminar (Kyan)
ECON 381-01/02, Intro to Econometrics (Krueger)
ENGL 101-01, College Writing (Graham)
ENGL 137-01/02, Novel (Cellikol)
GEOG and ENVI 232-01, People, Agriculture and the Environment (Moseley)
HISP 305-01/02, Visions of the Hispanic World: Oral and Written Expression (Dorca)
HMCS 110-01, Texts and Power: Foundations of Cultural Studies (Kim)
INTL 111-01, Intro to International Studies: Lit/Global (Moore)
PHIL 115-02, Problems of Philosophy (Gorham)
PHIL 125-01, Ethics (Wilcox)
PHIL 125-02, Ethics (Gunderson)
POLI 272-01, Researching Political Communication (Keremidchieva)
PSYC 300-01, Directed Research in Psychology (Strauss/No)
RELI 223-01, Orthodoxy and Heresy (Drake)
RELI 235-01, Theory and Methodology in Religion (Cooey)
RUSS 251-01, 19th Century Russian Literature (Hammarberg)
SOC and INTL 280-01, Indigenous Peoples' Movements in Global Context (Larson)
THDA 115-01, Cultures of Dance (Fricke)
THDA 489-01, Performance Theory Seminar (Nielsen)

Spring 2010 Last Updated 6/11/09

* courses with an asterisk are awaiting final approval

Internationalism (also count toward old International Diversity requirement)

ANTH 101-01, General Anthropology (Legge)
ANTH 111-01, Cultural Anthropology (Guneratne)
ANTH 358-01, Anthropology of Violence (Gonzalez)
ART and ASIA 171-01, Art of East II: Japan (Kyan)
ART 257-01 and ASIA 394-01, The Buddhist Body (Kyan)
ECON and INTL 225-01, Comparative Economic Systems (Krueger)
EDUC and ENVI 370-01, Education and the Challenges of Globalization (Kurth-Schai)
ENGL 341-01, 20th Century British Novel (Jarrin)
GEOG 111-01, Human Geography and Global Issues (Moseley)
GEOG 111-02, Human Geography and Global Issues (Hazen)
GEOG 243-01, Regional Geography of Africa (Moseley)
GEOG 258-01, Geography of Environmental Hazards (Hazen)
GERM 305-01, German through the Media (Peters)
GERM 365-01, Modernism and the Avant-garde (Schulte-Sasse)
HISP, LATI and LING 436-01, Spanish Dialectology (Kauffeld)
INTL 112-01 Intro to International Studies (Ciafone)
INTL 113-01, Intro to International Studies: Theory/Cont (Nedelsky)
INTL 345-01, Advanced Themes in Human Rights (Nedelsky)
INTL 480-01, Paradigms of Global Leadership (Samatar)
POLI 120-01, International Politics (Weber)
POLI and LATI 141-01, Latin America Through Women's Eyes (Dosh)
POLI 242-01, Development Politics (Blaney)
POLI and LATI 341-01, Comparative Social Movements (Dosh)
SOC 290-01, Islam and the West (Samman)
THDA 260-01, Sources of Global Performance (Nielsen)

Multiculturalism (also count toward old Domestic Diversity requirement)

AMST 394-01, U.S. Global Economy (San Juan)
AMST 101-01, Explorations of Race and Racism (Gilbert)
EDUC 210-01, Urban Education in Challenging Times (Kurth-Schai)
ENGL 406-01, Projects in Writing (Wang)
GEOG 341-01, Urban Social Geography: City Life and Landscapes (Trudeau)
MUSI 294-02, Jazz in America (Griffith)
POLI 203-01 and AMST 364-01, Race, Ethnicity and Politics (Shah)
POLI 261-01, Feminist Political Theory (Keremidchieva)

Quantitative Thinking

Q1

BIOL 260-01, Genetics (Montgomery)
BIOL 270-01, Biodiversity and Evolution (Boyer)
BIOL and ENVI 285-01, Ecology (Dosch)
BIOL 358-01, Microbiology (Sundby)
EDUC and PSYC 220-01, Educational Psychology (Kruse)

GEOL 155-01, History and Evolution of the Earth (Rogers)
GEOL 250-01, Mineralogy (Wirth)
MATH 135-01/-02, Applied Calculus (Beveridge)
MATH 136-01, Discrete Mathematics (Halverson)
MATH 236-01, Linear Algebra (Halverson)
MATH 237-01/-02, Multivariable Calculus (Roberts)
MUSI 314-01, Theory IV, Contemporary Theory and Literature (Macy)
PHYS 348-01, Laboratory Instrumentation (Heyman)
PHYS 440-01, Observational Astronomy (Cannon)

Q2

GEOG 225-01, Intro to Geographic Information Systems (Barcus)
PSYC 300-01, Directed Research in Psychology (Lea/Lucas-Thompson)
THDA 125-01, Technical Theater (Keyser)

Q3

ECON 119-01/-02, Principles of Economics (Damon)
ECON 119-03/-04, Principles of Economics (Moe)
GEOG 378-01, Statistical Research Methods in Geography (Laura Smith)
MATH 155-02, Intro to Statistical Modeling (Kaplan)

Writing (The Writing requirement can only be satisfied AFTER taking a First Year Course--it must be taken AFTER the first semester and before the senior year. Transfer students may satisfy the requirement in any semester prior to the senior year.)

ANTH 230-01, Ethnographic Interviewing (Guneratne)
ART and ASIA 171-01, Art of East II: Japan (Kyan)
ECON and INTL 225-01, Comparative Economic Systems (Krueger)
ENGL 270-01, Literature and Sexuality: Subversive Sexualities (Celikkol)
ENGL 311-01, Shakespeare: Comedy and Romance (Krier)
HISP 305-03, Oral and Written Expression (Dorca)
HMCS 110-01, Texts and Power: Foundations of Cultural Studies (Steinman)
MUSIC 343-01, Western Music of the 19th Century (Mazullo)
PHIL 115-01, Problems of Philosophy (Folina)
PHIL and LING 364-01, Philosophy of Language (Joy Laine)
POLI and LATI 141-01, Latin America Through Women's Eyes (Dosh)
PSYC 300-01, Directed Research in Psychology (Lea/Lucas-Thompson)
PSYC and LING 378-01, Psychology of Language (Lea)
RUSS 255-01, The Fierce and Beautiful World: Russian Culture Before the Revolution (Chadaga)
SOCI 269-01, Science and Social Inquiry (Larson)
THDA 260-01, Sources of Global Performance (Nielsen)

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 department chair.

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, Principles of Art, 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 offers students the opportunity to explore the linguistic, cultural, religious, literary, artistic, political and historic patterns and institutions of Asia; to engage in both Western and Asian methods of analyses of these patterns and institutions; to develop proficiency in an Asian language; and to spend time living and studying in Asia in an approved study abroad program. Students can major or minor in either Japanese Language and Culture or in Asian Studies. Students majoring in Asian Studies focus on Japan, China or South Asia. The department also offers a minor in Chinese.

The department's objectives are (1) to provide a firm foundation for those considering graduate level work in Japanese or Asian Studies, (2) to provide Chinese and Japanese language training for majors and for others, for travel and professional needs, and (3) to provide all students with the opportunity to broaden their liberal arts education through the study of Asia.

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.

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

1. There are three introductory-level chemistry courses in the chemistry department: the two-semester sequence General Chemistry I and II (Chem 111 and 112), and a one-semester accelerated version entitled Accelerated General Chemistry (Chem 115). Students with a strong background in high school chemistry are encouraged to consider taking Chemistry 115. The chemistry department offers a placement exam during Orientation week to assist students in determining the appropriate starting course, Chemistry 111 or 115. Those students whose preparation in mathematics and chemistry is somewhat weaker are advised to take both courses, starting with Chemistry 111. If Chemistry 115 fills up, students who score well on the placement exam can also wait until the spring and begin their studies in chemistry with Chemistry 112.
2. Incoming students with a score of 6 or 7 on the higher level IB exam will receive credit for Chemistry 111. Students with a 4 or 5 on the AP exam are eligible for Chemistry 111 credit, following a discussion about their laboratory program with the chemistry chair. Students with a 5 on the AP exam or a 7 on the IB exam should consult with the chemistry chair regarding possible additional credit.
3. Chemistry 112 or 115 is a prerequisite for all other courses offered by the department.
4. 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.
5. 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, mythology 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 course catalog or contact Beth Severy-Hoven.

LANGUAGE PLACEMENT and FOREIGN LANGUAGE REQUIREMENT

For students with previous experience in the Arabic, Greek, Hebrew or Latin 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.

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. Students need to complete one more course of Intermediate Latin: Poetry (Classics 332) 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: 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.

COGNITIVE AND NEUROSCIENCE STUDIES

Students interested in majoring in Cognitive and 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, CNS 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.

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.

First year students interested in the concentration may wish to enroll in the following courses: Biology 116 (Community and Global Health: Biological Paradigms), Math 108 (Quantitative Thinking for Policy Analysis: Epidemiology), or Geography 256 (Medical Geography: The Geography of Health and Health Care). For additional information, please consult our website (www.macalester.edu/cgh), the program director Jaine Strauss (strauss@macalester.edu), or the program associate director Devavani Chatterjea (chatterjead@macalester.edu).

COMPUTER SCIENCE (see page 67)

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. A statistics course is also required for the major. In most instances Math 154 (Elementary Statistics) will be the most appropriate choice. For students who are not comfortable with math, Math 153 (Data Analysis and Statistics) is an acceptable alternative.

The department offers a guidebook, “Career Paths,” which outlines recommended course selections and provides information about department faculty members. Copies are available in the Economics Office, Carnegie 310. The “Career Paths” document is also available on the department’s web page.

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, 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 will also be required to complete a supporting major relevant to either their interests in teaching or their selected integrative theme. A new 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.

Students who wish to work intensively on their writing may register for English 101, College Writing, a course designed to help students increase and strengthen their writing abilities for writing across the curriculum. All other students should take at least one course (in any department) marked "W" on the class schedule, indicating that the course will provide some instruction in writing appropriate to that department or field. Most First Year Courses will meet this expectation.

See the Catalog for descriptions of major and minor plans and affiliate courses of study.

ENVIRONMENTAL STUDIES

Environmental Studies is an interdisciplinary department that offers students the opportunity to develop a holistic understanding of environmental issues. The program emphasizes multidisciplinary tools and perspectives from the natural sciences, social sciences, and humanities. The program encourages depth of disciplinary knowledge, breadth of cross-disciplinary perspectives, and integration through core courses and a required off-campus internship. Students may major or minor in environmental studies.

Requirements for the major:

All ES majors are required to take

- Two of three introductory ES courses:
 - ENVI 133 *Environmental Science* (take in the first or second year)
 - ENVI 215 *Environmental Politics and Policy* (take in the first or second year)
 - ENVI 235 *American Environmental History* (take in the first or second year)
- Three required ES courses:
 - ENVI 280 *Environmental Classics* (take in second year)
 - ENVI 488 *Senior Seminar*
 - ENVI 489/490 *Environmental Leadership Practicum and Seminar* or ENVI 624 *Internship* (junior year)

In addition, ES majors are required to take (sometime during their four years)

- Two natural science courses, two social science courses and two humanities courses with an environmental focus, chosen from an approved list or with prior approval of the department chair

Finally, to assure depth as well as breadth, ES majors are required to complete a seven-course focus in an approved department or interdisciplinary topic (one of these courses is a methods course). Pre-approved departments are anthropology, biology, chemistry, economics, geography, geology, history, philosophy, physics, and political science. Pre-approved interdisciplinary topics include Environmental Science, International Environment

and Development, Environmental Justice, and Climate Science and Policy. Other departments/interdisciplinary topics can be selected with approval from the department chair. See the department website for specific course requirements for these pre-approved focal areas (www.macalester.edu/environmentalstudies/advising.htm).

Requirements for the minor:

Five courses (20 credits) are required for a minor in environmental studies: two from the introductory sequence (Environmental Studies 133, 215, or 234) and three additional environmental studies courses selected in consultation with a department faculty member and approved by the department chair.

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 133 *Environmental Science* or ENVI 215 *Environmental Politics and Policy*. 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:

- *Environmental Geology* (ENVI/GEOL 120)
- *Culture and the Environment* (ENVI/ANTH 194)
- *Environmental Science* (ENVI 133)
- *People and the Environment* (ENVI/GEOG 232)
- *Ecology* (ENVI/BIOL 285)
- *Rivers, Humans and Environmental Justice* (ENVI/ENGL/PHIL 194)
- *Restoration Ecology* (ENVI/BIOL 194)

For further information contact Dan Hornbach, Chair of Environmental Studies.

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, 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.

A rule of thumb is that a year of high school French is in many cases equivalent to one semester of college French. 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 first year students during the Fall 2009 semester include political geography (Geography 248) and the Geography of Eastern and Central Europe (Geography 294). First year 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 college 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. We schedule our courses to allow easy movement from one level to another, so if students pre-registered for the wrong course, they can easily move from one section to another. 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; and German Studies 306: Introduction to German Studies. 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, page 73

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, 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). If students have not taken the SAT II test, the department strongly recommends that first year students 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 and studied in a Portuguese-speaking country. If in doubt about into which course one might place, 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 component (taken previously);
- 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).

Major Concentration

A major in Hispanic Studies consists of a minimum of nine courses beyond Hispanic Studies 305. Every major plan must be designed in consultation with a department faculty adviser. It will include Hispanic Studies 307, 488, either Hispanic Studies 308 or 309, and at least one course from each of the four categories of the department curriculum: (1) Origins and Beginnings, (2) Modern Hispanic Voices, (3) Language, Linguistics, and Community, and (4) Hispanic Peoples and Cultures: Interdisciplinary Approaches. Hispanic Studies 111, 331 and up to two courses successfully taken on a study abroad program can apply toward the Hispanic Studies major. Successful completion of Hispanic Studies 488 fulfills the senior capstone requirement.

Students majoring in Hispanic Studies are required to successfully complete one term of a study abroad program, although the department reserves the right to waive this requirement under exceptional circumstances.

Minor Concentration

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

1. The emphasis in Hispanic Letters requires 307 and three courses from areas 1 and 2;
2. The emphasis in Hispanic Linguistics requires 309 and three 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.

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; it promotes depth by requiring a major research project focused on a relevant topic.

Concentration

A concentration in Human Rights and Humanitarianism consists of a major research paper and five courses selected from two lists of courses: *Framework Courses* and *Specialized Courses*. Of these five courses, at least three (3) courses must come from the list of Framework 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 completion of the concentration with the approval of the program coordinator.

In addition to the five courses required for the concentration, students must complete a major research paper focusing primarily on human rights and/or humanitarianism. Students may fulfill this requirement by completing: (a) a departmental senior seminar that includes a major paper focused on human rights and/or humanitarianism; (b) a departmental Honors project focused on human rights and/or humanitarianism; or (c) an equivalent research paper or project approved in advance by the program coordinator (for instance, an independent study with a participating faculty member, or an expanded research paper in one of the courses from the concentration).

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 year's 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 humanities and social science departments;
3. an international experience through an appropriate study abroad program;
4. competency 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, environmental studies, and human rights--and have expertise in African, Black Atlantic, Central-Eastern European, Islamic sphere, and Latin American regions. Expertise in yet other regions can be obtained via participating faculty.

Students plan their major in consultation with their international studies adviser. An international studies introductory course from 110-114 serves as the gateway to the major, though some 200-level courses may be taken without them, given sufficient allied 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, or James vonGeldern, x6568, vongeldern@macalester.edu.

JAPANESE (see Asian Languages and Cultures, page 47)

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 concentration

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 minor welcomes students from all disciplines across the college who share an interest in the role of law in society. The minor draws particularly on courses in political science, sociology, and philosophy, as well as history, anthropology, and others. It is designed to give students a broad, yet structured, academic grounding in interdisciplinary approaches, within the liberal arts, to the study of law and legal culture.

With the assistance of one of the co-directors of the Legal Studies program, students will select six courses from those approved by the Legal Studies Steering Committee for their minor. No more than two courses under the 400 level may be selected from any single department. One of the six required courses may be an internship related to the field of legal studies.

For further information, please contact Patrick Schmidt in the Political Science Department or Erik Larson in the Sociology 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. See the College Catalog for details.

MATHEMATICS AND COMPUTER SCIENCE

Mathematics:

The department offers a major and minor in both Mathematics and Computer Science and a minor in Statistics. Students considering a major or minor in Mathematics or Computer Science have the following choices for their initial math course:

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, functions, proof methods, and number theory. It is especially appropriate for those students who are not certain which calculus course to take. 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, while Math 135 or 137 is required for Computer Science majors. 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.

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 and/or those not planning to pursue careers in quantitative analysis. The course does not have any calculus prerequisite. The prerequisite for Math 155 is one semester of calculus. 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 are insecure about their ability to do mathematics and do not intend to take more than one course in the department, we recommend either of the following:

Data Analysis and Statistics (Math 153) deals with practical applications of data analysis and statistics, with particular emphasis on methods used by social scientists. It does not serve as a prerequisite for statistics courses numbered 236 and above.

Mathematics -- Its Content and Spirit (Math 116) is an introduction to the ideas and cultural implications of mathematics and is especially appropriate for those considering teaching elementary school.

Computer Science:

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. COMP 121, *Introduction to Scientific Programming*, focuses on programming and problem solving for numeric and scientific problems. This course 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. COMP 120, *Introduction to Computing and Its Applications*, is an overview of the discipline for those who want to be exposed to a broad range of issues. It surveys programming, hardware, applications, Web design, as well as the social, ethical, and legal implications of information technology. Finally, COMP 123, *Algorithms and Abstraction*, is recommended for those who think they may be computer science majors or minors. It investigates a range of interesting and important computer science-related concepts, including algorithm design, algorithmic analysis, data and procedural abstraction, and the functional language Scheme. 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*.

To summarize: Students planning on being a computer science major/minor, should consider taking 123. Students planning on being a math/physics/chemistry/biology/economics/environmental sciences major, perhaps in conjunction with computer science, should consider either 121 or 123. Students looking for an interesting course that covers a wide range of computer-related topics, or computer science majors who want an overview of the discipline, should consider 120. Finally, if students have already completed a first course somewhere else, they should register for 124.

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 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.

PHILOSOPHY

Philosophy 115, Problems of 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 125, Ethics, is another course appropriate for the beginning student in philosophy. It assumes no background, but it concentrates on questions in ethics, one of the sub-fields of 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 136, Indian Philosophies, is the introductory course for students interested in traditions of philosophy in Asia.

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 119, Critical Thinking, like Philosophy 120, does not serve as an introduction to the field of philosophy. It is also a skills course, aimed to help students improve their reasoning and writing skills by exercises in analyzing arguments, identifying fallacies, and so.

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.

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 knowledge.

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, 140 and 160. Students may begin with any of them. POLI 160 (Foundations of Political Theory) and one other Foundations course are 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, 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 ascendancy 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. Course offerings span across American religions in the U.S., including Judaism and Asian-American religion, Buddhism in India, China, and Japan; Christianity

from its beginnings through modern Europe and the contemporary period; religions of South and Southeast Asia, feminist and gender studies, critical studies, and textual interpretation.

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 courses in more than one religious tradition. Reading proficiency in at least one foreign language is advised for students contemplating graduate study in religion. A "senior dialogue" with the members of the department is required for all majors. Majors are required to take the disciplinary seminar Thought Method in the Study of Religion and, preferably in their senior year, Approaches to the Study of Religion, which is offered annually.

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 religious traditions.

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.

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.

RUSSIAN LANGUAGE REQUIREMENT

To fulfill the language requirement in Russian, a student must attain basic proficiency equivalent to the completion of Russian 204. Students may do so a) by taking Russian courses through Russian 204, or b) by taking the Russian placement test and placing at a level comparable to Russian 204. Contact 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 of Sociology (SOC 110)
- (2) Science and Social Inquiry (SOC 269)
- (3) Social Theories (SOC 272)
- (4) Interpretive Sociology (SOC 270) or Comparative-Historical Sociology (SOC 294)
- (5) Senior Seminar (SOC 480)

The successful completion of these five requisites and four elective courses satisfies the requirements for a major concentration. 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; THDA 125 – 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 interdepartmental concentration is designed to take full advantage of Macalester's location in the center of a flourishing metropolitan area. The region is increasingly diverse with large and growing populations of Southeast Asians, Latinos and East Africans. The program is designed for students majoring in a variety of disciplines who are interested in urbanization and wish to gain an interdisciplinary perspective on city life. The program combines a sound theoretical and experiential base complemented by a broad range of technical competencies. The 8-course urban studies concentration is divided into two parts: a curricular portion which will provide students with a theoretical and methodological base, and an applied 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. Many courses listed in the concentration have action research or service learning components. The program is based in the geography department and Geography 112 is the appropriate intro-level course for students interested in learning more about the program and the field.

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 and gender studies major, planned in consultation with an adviser is comprised of no fewer than 12 courses (48 credits), drawn from both women's and gender studies "core courses" and "courses approved for women's and gender studies concentrations".

1. must include at least one 100-level (introductory) core course;
2. must include Women's, Gender, and Sexuality Studies 200 and one other 200-level (intermediate) core course;
3. must include two 300-level (advanced) core courses;
4. must fulfill the capstone requirement through completion of the senior seminar (Women's, Gender, and Sexuality Studies 400 or 405).
5. can include up to the equivalent of 4 semester credits from a study abroad program;
6. may consist of no more than 8 credits of independents and 4 credits of internship;

7. may consist of no more than three required courses (12 credits) from any single instructor or any single department other than women's, gender, and sexuality studies; and
8. should include offerings in at least three separate departments in at least two divisions.

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 one 300-level (advanced) core course;
4. must fulfill the capstone requirement through completion of Women's, Gender, and Sexuality Studies 400 or 405, or a 600-number project (excluding preceptorships) with prior approval from the department; and
5. should be distributed among at least three separate departments and come from more than one division.

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

