

# **ADVISING HANDBOOK**

**Macalester College**

**2018-2019**

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## **INTRODUCTION**

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

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

## **HOW ARE MACALESTER STUDENTS ASSIGNED ADVISORS?**

Students begin with advisors who are the instructors of their First Year Courses. This arrangement provides students with ample opportunity to receive advice and guidance on a whole range of issues. Transfer students are assigned advisors based on their academic interests. After students declare their majors, typically in the second semester of the sophomore year, they will likely switch to an advisor in that department or program. However, students now have the option of adding up to two additional advisors to reflect the guidance they are receiving in a second major, minor or concentration. A student may keep their FYC professor as part of their advising “team” if that connection is strong and continues to prove beneficial.

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

## **HOW DO ADVISORS ACCESS INFORMATION ABOUT THEIR ADVISEES?**

Academic Programs and Advising makes an advising file for each incoming student containing the admission application, high school transcripts, test scores, etc. The contents of this file are confidential. The file is sent to the initial advisor and should be transferred by that advisor to the new advisor once the change is made. Academic Programs and Advising does not keep a file on every student. Additionally, a student's Macalester academic information (registration, grades, degree evaluation, etc.) is available through "1600grand" under the “Faculty” tab. More detailed information on accessing these records can be obtained from the Registrar's Office or from its website at [www.macalester.edu/registrar](http://www.macalester.edu/registrar).

## **WHAT IS THE ADVISOR'S ROLE IN STUDENT REGISTRATION?**

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

## **ADVISING GUIDELINES, RECOMMENDATIONS AND FAQs**

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

### **Process**

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

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

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

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

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

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

## **Content**

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

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

sometimes influence a student's plans. Therefore, discussing strengths, weaknesses and goals is an important first step before looking at curriculum. In this handbook each department suggests how first year students interested in their programs should proceed. Reviewing requirements and course descriptions is often a good way for students to confirm their interest in a field of study. Good referrals include the chair or relevant faculty members in the planned area of study, as well as Academic Programs and Advising and the Career Development Center, both of which can assist students who need extra help choosing a major or connecting a major with career plans.

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

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

*National Scholarships.* Every year dozens of Macalester students apply for nationally competitive scholarships, such as the Fulbright, Goldwater, Truman and Watson. Those who win, and we do have winners, very often cite the mentoring

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

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

### **FAQs:**

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

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

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

2) *Academic Programs and Advising:* The Director, located in Weyerhaeuser Hall, often meets with students experiencing academic difficulty. She also convenes the Academic Standing Committee and is knowledgeable about academic standing policies and procedures.

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

3) *Office of Student Affairs:* When you suspect there are non-academic issues affecting a student's performance, the Office of Student Affairs (located in Weyerhaeuser Hall) is an excellent resource. The office works closely with the psychologists in our Laurie Hamre Center for Health and Wellness and can assist with making referrals. <http://www.macalester.edu/studentaffairs/>

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

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

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

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

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

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

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

The Director of Academic Programs and Advising manages the college's Academic Integrity process and is available to consult with faculty about such issues. Department chairs are also good resources. Our policies and processes are described in full here, <http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/>. In short, when a faculty member suspects a student of cheating or of plagiarizing, they should consult with the student about the suspected violation. After this consultation, if the matter appears to be a violation, the faculty member is responsible for gathering the pertinent and necessary information and reporting the violation to the Director.

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

The Office of Student Affairs coordinates services for students with disabilities. Students should be registered with that office to receive accommodations. However, it is fine to talk with students about their learning challenges and determine what types of strategies might be most effective in your course. Faculty members are also welcome to contact the Student Affairs professionals working with your student to discuss how to provide the best support. Additional information can be found at the Office of Student Affairs website, <http://www.macalester.edu/studentaffairs/disabilityservices/facultyandstaff/>.

**Where can I find the college's graduation requirements?**

The College Catalog, <http://www.macalester.edu/academic/catalog/index.html>, details all graduation requirements. It is also the official source for major, minor and concentration requirements and includes the divisional designation for departmental offerings. Individual department websites also have good information about majors, minors and course sequencing. Students are able to track their own progress toward meeting graduation requirements via the DegreeWorks Audit on 1600grand. A student's official academic advisor provides guidance on course selection in light of the student's interests and long-term plans.

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

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

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

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

**Where can I send a student to learn about internships?**

The Internship Program helps students find and receive credit for intentional, academically relevant learning experiences. They are located in Kagin Commons. <http://www.macalester.edu/internships/>

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

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

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

**Where should students begin their exploration of study away options?**

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

<https://www.macalester.edu/studyaway/>

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

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

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

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

The Office of Student Affairs (located in Weyerhaeuser Hall) helps students in crisis and those with behavioral issues. You should contact the office when you have concerns about irregular attendance or other issues with a student's behavior/performance.

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

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

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

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

## **ACADEMIC DEPARTMENTS AND PROGRAMS**

### **AFRICAN STUDIES INTERDEPARTMENTAL PROGRAM**

Macalester's African Studies program gathers faculty from eight departments (Anthropology, French, Geography, Geology, International Studies, Music, Political Science, Sociology) to offer a range of courses and an interdisciplinary concentration focused on the diverse histories, cultures, and societies across the African continent. Beyond this, the great majority of our concentrators study abroad in a program on the continent for a semester in their junior year.

For more information or questions, please contact the 2018-2019 African Studies program director David Chioni Moore, [mooredc@macalester.edu](mailto:mooredc@macalester.edu).

Our website is <http://www.macalester.edu/academics/africanstudies/>

### **AMERICAN STUDIES**

As the field of American Studies has evolved in the last fifty years, it has shifted from an emphasis on American exceptionalism to consider broad questions of nation, national identity, and difference. At our founding in 2003, we described ourselves as “the academic site for the study of race and ethnicity” on Macalester’s campus. More than a decade later, we remain the key site where Macalester students gain exposure to and become versed in critical scholarship on and central debates regarding race and ethnicity. By providing up-to-date and critical scholarship focused primarily on the racialized dimensions of U.S. history and contemporary social life, we offer an indispensable set of research and analytical tools that we believe enhances the Macalester community and student experience as a whole. Macalester’s American Studies Department 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. At the start of the 21st century, the President of the American Studies Association, Michael Frisch, underscored the centrality of multiculturalism to the field. “The third axis [of American Studies] is the transformative exploration of multiculturalism, ethnicity, race, class, and gender that has been recasting for several decades now the most basic outlines of American history and culture as a contested, interactive field of forces. It almost goes without saying, but not quite, that this has not simply altered our understanding of things “within” American culture and society, but has been leveraging our capacity to re-imagine the connections of the U.S. and its peoples to everything and everyone else in the world. . .”

Department website: <http://www.macalester.edu/academics/americanstudies/>

## **ANTHROPOLOGY**

The Anthropology Department emphasizes the holistic study of the human condition. Our interests range from world cultures and global challenges, to human rights and human origins.

For further information see the department website:  
<http://www.macalester.edu/academics/anthropology/>

## **ART AND ART HISTORY**

The Art and Art History Department provides students the opportunity to create and study works of art. Studio classes are offered in Painting, Drawing, Design, Printmaking, Sculpture, Photography and Ceramics, while Art History courses focus on the historical, social and cultural aspects of artistic production. The Art and Art History Department offers majors with emphases in art history and studio art. The dual degree Architecture Program is no longer available.

New students are welcome to take courses in any art medium or any area of art history at the entry level. First-year students and non-majors are welcome.

Contact individual faculty to inquire about upper level courses with pre-requisites. Additional information can be found on the department website,  
<http://www.macalester.edu/art/>

## **ASIAN LANGUAGES AND CULTURES**

The Department of Asian Languages and Cultures serves as a home for the study of Asia, both for broad comparative and cultural studies of the history, geography, literature, film, art, music, and society in Asia, and for the more focused study of Japanese or Chinese language and culture. The department offers an Asian Studies Major and Minor, a Chinese Language and Culture Major and Minor, and a Japanese Language and Culture Major and Minor. See the department website at <http://www.macalester.edu/academics/asian/majorsminors> for more information on the structure of each major and about the faculty and fields of study involved.

## **BIOLOGY**

For students considering majoring in Biology, the most important thing to do in the fall is to get started in the chemistry sequence. Most students interested in majoring in Biology should register for General Chemistry I, CHEM 111. Students with a good high school chemistry background, could consider enrolling in CHEM 115, Accelerated General Chemistry, which compresses the two-semester introductory

chemistry sequence into one semester. This course is only offered in the Fall to first year students. An alternative option if students have a good chemistry background is to skip General Chemistry I and enroll in General Chemistry II in the spring. Students interested in either of these options, should take the online chemistry placement exam. Contact Dr. Marc Rodwogin (mrodwogi@macalester.edu) for instructions and the link to take this exam. It is not necessary to register for one of the four core biology classes (Genetics, Cell Biology, Ecology, and Biodiversity and Evolution) during the first semester, although if students can get into one of the classes, that's great. Whether or not students register for one of the four biology core courses during their first semester, they should register for one during their second semester.

For further information, see the department website <https://www.macalester.edu/biology/>

## **CHEMISTRY**

CHEM 111 (General Chemistry I) and CHEM 112 (General Chemistry II) together provide an in-depth introduction to modern chemical ideas. CHEM 115 (Accelerated General Chemistry) is a more advanced introductory course which covers key topics from both 111 and 112 in a single semester. CHEM 111 and 115 are offered only in the fall, and CHEM 112 is offered only in the spring. All entering students considering majors in chemistry or biology, and those seeking admission to medical school upon graduation, should take either 111 or 115 in their first semester. One can place into 115 with a score of 4 or 5 on the Chemistry Advanced Placement test, a score of 5 or higher on either the higher or standard level Chemistry International Baccalaureate exam, or with a strong performance on the online chemistry placement test. (Please contact Dr. Marc Rodwogin mrodwogi@macalester.edu for access to the placement test.) Please see the Chemistry Department web site (<http://www.macalester.edu/academics/chemistry>) for more information.

## **THE CLASSICAL MEDITERRANEAN AND MIDDLE EAST**

We explore the languages, literatures, cultures, and archaeological remains of this region in the distant past, from Rome to Greece, Egypt, Israel and beyond. Here students learn Arabic, Greek, Hebrew, or Latin (all of which fulfill the Second Language Requirement), and together with faculty analyze and interpret ancient texts, societies, and material culture, as well as explore art and archaeology, myth, history, and the religions, political structures and ideas that arise from this part of the ancient world.

Good approaches for students interested in the field would be to begin a classical language (Latin, Arabic and Hebrew begin this fall) or enroll in an introductory

context course, such as CLAS 121 Greek World, CLAS 145 Pagans, Christians and Jews in Classical Antiquity, or CLAS 194 Songs of Lament and Resistance: Crisis Poetry of the Ancient Mediterranean. For further information on majors and minors, study abroad programs, and what faculty and students are up to in the Classical Mediterranean and Middle East, please see our website:

<http://www.macalester.edu/academics/classics/> Specific questions can be addressed to department chair Brian Lush at [blush@macalester.edu](mailto:blush@macalester.edu).

If students have studied Latin previously, they should consult the department website for how to place themselves into the right Latin course:

<http://www.macalester.edu/academics/classics/majorsminors/wheretostart/>

## **COGNITIVE SCIENCE**

Cognitive science is the study of how knowledge is acquired, stored, represented, and used by intelligent systems, both natural and artificial. Over the past 50 years, the study of cognition has developed into an interdisciplinary science by synthesizing aspects of computer science, linguistics, philosophy, and psychology, and is concerned with topics such as memory, decision-making, problem solving, and language comprehension. More recently, the field has developed strong links to neuroscience, behavioral economics, and other disciplines. Because the field developed as an interdisciplinary science, it represents the best aspects of the liberal arts and requires students to utilize concepts and techniques that emerge from a broad knowledge base of a variety of related fields.

The Cognitive Science concentration at Macalester exposes students to scientific studies of the mind and other intelligent systems from a variety of academic disciplines. The core of the concentration consists of rigorous coursework on the nature of such systems from the perspective of philosophy, psychology, computer science, linguistics and economics.

The concentration requires one statistics course, six content courses, and a poster presentation at the annual Cognitive Science Poster Session. To ensure distinction between the concentration and the student's major, at least four courses must be independent of the student's major. In addition, no more than three courses can be drawn from any one department, and at least four courses must be at the 200-level or above. When appropriate, students may propose to meet their concentration objectives by taking other courses, including those offered at other institutions or abroad. In all situations, students are strongly encouraged to seek the advice of a steering committee member in selecting a coherent set of courses that meet their educational goals and complement their major. Students should also consult with a steering committee member regarding the contents and scheduling of their poster presentation.

For more information, see

<https://www.macalester.edu/cognitivescience/concentration/>

## **COMMUNITY AND GLOBAL HEALTH**

The Community and Global Health concentration brings together a variety of disciplines and perspectives to important issues in population health and applies these approaches to civic engagement projects, independent research, as well as in classroom settings. 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 health, illness, and healing in local and international communities.

For additional information, please consult our website ([www.macalester.edu/cgh](http://www.macalester.edu/cgh)) or the program's director, Eric Carter ([ecarter@macalester.edu](mailto:ecarter@macalester.edu)).

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

## **CRITICAL THEORY**

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

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

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

For more information and specific courses offered, please see the Critical Theory website: <https://www.macalester.edu/criticaltheory/concentration/>.

Most of the [critical theory courses offered in the fall semester](#) are appropriate for first-year students (regardless of course number), and students are encouraged to contact the instructor of the course they are interested in.

For questions regarding the CT Concentration, please contact the director of the Program, Kiarina Kordela, [kordela@macalester.edu](mailto:kordela@macalester.edu).

## **ECONOMICS**

Throughout human history, from early hunter-gatherers to modern industrial societies, people have engaged in the production, trade and consumption of goods and services to satisfy basic needs and improve well-being. Principles of Economics, the gateway course for the major, introduces students to basic economic concepts and theories so that they can begin to understand how market-based systems function to serve these goals.

For more information about the Economics Department, please see the department website <https://www.macalester.edu/academics/economics>

## **EDUCATIONAL STUDIES**

Educational Studies is an interdisciplinary field centered on social inquiry, imagination, and advocacy. The major includes 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 emphasis is designed to support students interested in entering the teaching profession. Students may begin their teacher education at Macalester and then complete their preparation through a variety of different programs 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 emphasis provides opportunities for interdisciplinary exploration of pressing social and educational issues on local, national, and international levels. Students selecting this track begin by proposing an integrative theme. Suggested themes include: Education, Equity & Diversity, Education Policy, Environmental Education, Urban Education, Civic Education, Youth Development, Media Literacy, Aesthetic Education, Feminism & Education, International/Development Education, Education for Social Justice, and individually designed focal areas.

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

A 20-credit minor provides opportunities for students to explore their interests in Educational Studies without committing to completion of a second major. See the department website for more information [www.macalester.edu/academics/education](http://www.macalester.edu/academics/education)

## **ENGLISH**

English courses appropriate for first-year students include any numbered from 105-194; these courses have no prerequisite. ENGL 125, which in the Fall semester focuses on travel writing and is taught by Professor Sierra Lomuto, may be a particularly good choice for its combination of a wide range of literary historical periods, its focus on race and colonialism, and its combination of critical and creative writing options (including writing your own travel narrative). 200-level English courses also have no prerequisite, although first-year students are advised to wait until the spring semester to register for them. All 100-level courses will provide an introduction to college-level study of literature or creative writing, with a heavy emphasis on the development of writing, critical thinking, and close reading skills. First-year students who have an interest in creative writing are encouraged to enroll in ENGL 150, Introduction to Creative Writing during their first year. It is the prerequisite for all other creative writing courses at Macalester.

For more information about the English Department, see the department website [www.macalester.edu/academics/english](http://www.macalester.edu/academics/english)

## **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. For more information see the department website [www.macalester.edu/academics/environmentalstudies](http://www.macalester.edu/academics/environmentalstudies).

Appropriate introductory courses for those interested in environmental issues include Environmental Sociology (ENVI 194), People, Agriculture and Environment (ENVI 232), and Ecology (ENVI 285), among others.

## **FOOD, AGRICULTURE AND SOCIETY**

The interdepartmental program in Food, Agriculture and Society offers a six-course, interdisciplinary concentration involving core and supporting courses as well as an internship. The program exposes students to the social and biophysical aspects of

complex food and agricultural questions. It aims to produce graduates who: 1) understand the fundamentals of food and agricultural systems; 2) have broad interdisciplinary training on the theme; and 3) are able to connect their interdisciplinary training on food, agriculture and society to real world experiences and application.

Courses offered in the fall that would be appropriate for incoming first year students include: ANTH 194 Human Foodways: An Introduction to Anthropology; GEOG 232 People, Agriculture and the Environment; BIOL 285 Ecology; and GEOG 243 Geography of Africa: Local Resources and Livelihoods in a Global Context. Contact the Program Director with specific questions.

For more information see the department website: <https://www.macalester.edu/fas/>

## **FRENCH AND FRANCOPHONE STUDIES**

The Department of French and Francophone Studies welcomes all students of French and offers the possibility of studying French at all levels in Fall 2018 (French 101, 102, 111, 203, 204, 305, or 306). Students may enter the sequence at the appropriate level by demonstrating their proficiency in the language. If students have taken French in high school or elsewhere, their proficiency level is verified by the score attained on the Macalester language placement test. For advanced students, their level is verified by the score obtained on the French AP exam or the SAT II exam for French. If students are in an IB program, please consult the department chair. For more specific placement information, including test scores, please refer to the guidelines on our website:

<http://www.macalester.edu/academics/french/languageplacement/>

The FRENCH MAJOR is nine courses:

- 1) 306 and either 305 or an equivalent 300-level course (308, 309, or 310)
- 2) six advanced courses (300 and 400 level courses) beyond 306, including a) at least one course on a Francophone region, b) one course on a period preceding the 20th century, and c) one course on French or Francophone culture.
- 3) the Senior independent study (which includes a capstone project or an Honors Project)
- 4) a study abroad experience in a French-speaking country (two of the six advanced courses may be taken during the study abroad program)

The FRENCH MINOR is five courses:

Two courses at the 300 level (usually 305 and 306) and three additional French courses at the 300 or 400 levels. The department also strongly recommends that minors take 306, as it is required for all 400-level topics courses.

For more information on the French academic program, French House, study abroad, and other student opportunities, please visit our website:

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

## **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 socio-economic development in various regions of the world. Students may major or minor in geography.

Human Geography of Global Issues (GEOG 111) and World Regional Geography (Geography 113) are gateway courses, which each introduce students to issues of human settlements, land use and political order. Additionally, courses at the 200 level without prerequisites are open to incoming students, such as Urban Geography (GEOG 241), Geography of Africa (GEOG 243), and Medical Geography (GEOG 256). Other upper division courses may be appropriate for students with the necessary background (such as AP Human Geography). Contact the department chair with specific questions or see the department website at [www.macalester.edu/academics/geography](http://www.macalester.edu/academics/geography).

## **GEOLOGY**

The introductory courses in geology are designed to serve students interested in learning more about the geosciences and environmental sciences. They provide an appreciation of the scientific principles and techniques used to investigate the Earth, and serve to inform students about the composition, materials, major processes, and history of our planet. Our introductory courses count toward the major and minor, and fulfill distribution requirements in the Science/Math category. Many of our intro courses satisfy part of the quantitative thinking requirement at Macalester. Any of our intro courses would be an excellent way of exploring the department and the field!

See the department website for more information

[www.macalester.edu/academics/geology](http://www.macalester.edu/academics/geology)

## **GERMAN STUDIES**

The Department of German Studies covers all levels of German language; German literary, intellectual, and cultural history; and literary and critical theory in conjunction with the Critical Theory Program. Beyond the language program, we offer

interdisciplinary courses in German or in English; critical theory, cinema, and first-year courses are routinely taught in English. Other highlights are residency in the Deutsches Haus and our half-year study abroad program in Berlin and Vienna (also open to qualified non-majors).

Language Placement: Students with no background in German should register for German Studies 101; students who have studied another foreign language may alternatively register for German Studies 110: Accelerated Elementary German. Students with any prior training in German or any extended exposure to the language must take the placement test. Advanced students (scoring above 550 on the placement test or above 620 on the SAT II) should consult with Prof. Rachael Huener about which course is best for them. Some possibilities are German Studies 305: German Through the Media; German Studies 308: German Cultural History I; and German Studies 309: German Cultural History II.

For more information, see the department website  
[www.macalester.edu/academics/german](http://www.macalester.edu/academics/german)

## **HISTORY**

How does the past continue to influence the present? How can we distinguish between what really happened versus what is invented? To answer these questions, historians practice what we study: We re-construct and re-present events and cultures of the past using a broad range of written, visual, oral and material evidence. This increases our understanding of how, and why, humans constantly reshape narratives about people and events while at the same time trying to preserve their original essence. In this spirit of rooted reinvention so characteristic of the discipline, the Macalester College History Department has recently refashioned itself around a new current in the profession: global history. Global history emphasizes zones of interaction rather than individual areas or discrete time periods; it highlights trans-regional and chronology-busting phenomena such as migration, conquest and trade. Students and professors of history at Macalester therefore have the shared opportunity to study multiple times, places and sources in addition to choosing one or two avenues of specialty to pursue in depth. This wider-ranging comparative approach allows us to address the contradictory and often clashing presence in the human record of conflict as well as consensus, trauma as well as triumph, difference as well as similarity, fact as well as fiction, and discontinuity as well as pattern.

For further information on the department and course offerings, please consult the department website at <http://www.macalester.edu/academics/history/about/>

## **HUMAN RIGHTS AND HUMANITARIANISM INTERDEPARTMENTAL PROGRAM**

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 familiarity with major developments in the history of human rights and humanitarianism;
- an understanding of the institutional frameworks governing human rights and humanitarianism, including international law, international organizations, and civil society movements;
- an understanding of the theoretical and philosophical debates about the meanings of human rights and humanitarianism;
- 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;
- 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.

A concentration in Human Rights and Humanitarianism consists of five courses selected from two lists: Framework Courses and Specialized Courses. Of these five courses, at least two courses must come from the list of Framework Courses and one from the list of Specialized Courses. The HRH concentration also includes an optional 2-credit Senior Colloquium.

Students in the HRH program 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.

For more information, see our website: <https://www.macalester.edu/hrh/>

## **INTERNATIONAL DEVELOPMENT**

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

A concentration in International Development requires six courses. These six courses must come from at least three different departments and no more than three courses may come from any single department with no more than two courses coming from a department in which a student is majoring. In addition, a student completing a concentration, minor, or major in an area studies department or program may include no more than two courses from that area studies plan on an International Development concentration plan.

For more information see [www.macalester.edu/academics/internationaldevelopment](http://www.macalester.edu/academics/internationaldevelopment)

### **INTERNATIONAL STUDIES**

International Studies is one of Macalester's flagship majors, and is configurable – often in conjunction with other majors, minors, and concentrations – for a vast range of purposes and interests. It focuses on the interdisciplinary confrontation with globalization, across all regions and in many domains. We offer introductory courses (any of INTL 110-114) that explore key questions in today's international life and introduce students to our department. Each version has its own focus, and students may choose any of them. There are no prerequisites: thus anyone interested in internationalism at Macalester is warmly welcomed to enroll. Our 200-level courses (especially those on human rights and public health) are suitable for first-years with some prior familiarity with, and/or very keen interest in, their specific subject matters.

For more information about the International Studies Department see [www.macalester.edu/academics/internationalstudies](http://www.macalester.edu/academics/internationalstudies)

### **LATIN AMERICAN STUDIES**

Students with an interest in Latin American Studies (LAS) should follow these steps:

1. Send a brief email to LAS Director Olga Gonzalez ([ogonzale@macalester.edu](mailto:ogonzale@macalester.edu)) communicating your interest in Latin American Studies. This will allow students to be informed about opportunities to meet other Latin American Studies students and attend LAS events.
2. Register for a 100- or 200-level Latin American Studies course.
3. Register for an appropriate Spanish or Portuguese course.
4. Visit <https://www.macalester.edu/las/> to learn more.

### **LEGAL STUDIES**

The Legal Studies Program offers students a variety of curricular and co-curricular opportunities for students who have interests in law—whether as a career or an

intellectual pursuit. In the curriculum, the Legal Studies concentration provides students a course of study that places law within the tradition of the liberal arts, encouraging students to develop a deeper, lasting engagement with Macalester's mission and their future work. As an interdisciplinary concentration, students find sustained engagement of law-related issues from a variety of perspectives intellectually stimulating and rewarding. As a six-course concentration, it is not essential for students to begin a legal studies concentration during the first year; however, we often find that first year students really enjoy our courses and that they build on these course experiences throughout their time at Macalester.

See [www.macalester.edu/academics/legalstudies](http://www.macalester.edu/academics/legalstudies) for more information.

## **LINGUISTICS**

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

Here are a few introductory courses suitable for first year students. These courses have no prerequisites.

### **Ling 150 Language and Gender in Japanese Society**

Japanese is considered to be a gendered language in the sense that women and men speak differently from each other. Male characters in Japanese animation often use “boku” or “ore” to refer to themselves, while female characters often use “watashi” or “atashi.” When translated into Japanese, Hermione Granger (a female character in the Harry Potter series) ends sentences with soft-sounding forms, while Harry Potter and his best friend Ron use more assertive forms. Do these fictional representations reflect reality? How are certain forms associated with femininity or masculinity? Do speakers of Japanese conform to the norm or rebel against it? These are some of the questions discussed in this course. Students will have opportunities to learn about the history of gendered language, discover different methodologies in data collections, and find out about current discourse on language and gender.

For more information, check out our webpage:

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

## **MATHEMATICS, STATISTICS, AND COMPUTER SCIENCE (MSCS)**

Mathematics, Statistics, and Computer Science (MSCS) has faculty expertise and course offerings in theoretical math, applied math, statistics, data science and computer science. We have chosen to stay together as a single department because we value the many important interconnections between these disciplines. The MSCS Department offers three different majors — Mathematics, Applied

Mathematics and Statistics, and Computer Science — and four minors — Mathematics, Statistics, Data Science, and Computer Science. Course descriptions, information about our majors and minors, advice on course selection and placement information can be found on our department website, [www.macalester.edu/academics/mscs](http://www.macalester.edu/academics/mscs).

The most common starting place in mathematics is in our calculus sequence: Applied Multivariable Calculus (AMC) I, II, or III (Math 135, 137, and 237). Many majors across campus require at least one calculus course. Incoming students who have taken high school calculus are typically ready to start in AMC II or AMC III. See [www.macalester.edu/mscs/wheredoistart/](http://www.macalester.edu/mscs/wheredoistart/) for placement information. Another popular starting place in the mathematics curriculum is Discrete Mathematics (MATH 279).

The most common starting places in the statistics and data science curriculum are Introduction to Statistical Modeling (MATH 155) and Introduction to Data Science (MATH/COMP 112). MATH 155 is substantially different than AP statistics; thus all incoming students would start here.

The most common starting place in the computer science curriculum is Core Concepts in Computer Science (COMP 123), though students with prior experience such as high school AP computer science may be allowed to start in Object-Oriented Programming and Data Structures (Comp 124) by permission of the instructor. Students unsure about where to start in the computer science curriculum should email Susan Fox ([fox@macalester.edu](mailto:fox@macalester.edu)) or one of the other Computer Science faculty.

## **MEDIA AND CULTURAL STUDIES**

The Media and Cultural Studies major analyzes the poetics, politics, and production of media texts, in alignment with the college's commitment to internationalism, multiculturalism, and civic engagement, using theories and methods drawn from the humanities.

The department offers an innovative ten-course major that includes opportunities for students to combine analysis, history, criticism, and production. The major provides students with a working knowledge of historians and critics of new media, film, newspapers, radio, and television; helps students develop an ability to explicate a specific body of culture or type of media in depth; and provides students with opportunities to appreciate different kinds of media and to produce original work.

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

- The introductory course, Texts and Power: Foundations of Media and Cultural Studies (MCST 110), which covers the history of cultural analysis,

broadly defined, from traditional to contemporary approaches, providing students with a foundation in major writings and acquainting students with issues of continuing debate in media studies. Completion of or enrollment in 110 is required for admission into the major program.

- MCST 128, Film Analysis and Visual Culture.
- MCST 126, Local News Media Institutions, or INTL/MCST 202, Global Media Industries.
- MCST 488, capstone Advanced Topic Seminar, in which students work on an independent project in line with the theme of the seminar and share their scholarship with a scholarly community, integrating what they have learned in the major. The capstone experience involves close analysis of cultural artifacts that examine at a higher level issues first raised in the introductory course. In exceptional cases, students with sufficient preparation may take the seminar prior to their senior year. Students may complete their honors projects in the capstone seminar.

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

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

The Twin Cities is a vibrant and creative urban area, and students in the department have found opportunities for internships with arts and other nonprofit organizations and with media companies. Graduates have found employment in the media, in government, and in social and cultural institutions as well as opportunities for further study in doctoral programs and professional schools.

Students who enroll as majors or minors are invited to department events and notified of internships, conferences, and other off-campus opportunities. While enrolling as a major or minor requires a tentative course selection, students may change their selections before their last semester, provided they remain within major or minor requirements.

More information is available at: <https://www.macalester.edu/mcs/>.

### **MIDDLE EASTERN STUDIES AND ISLAMIC CIVILIZATION**

The broad goal of this concentration is to provide students with an opportunity to engage in the interdisciplinary study of the Middle East and the broader Islamic

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

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

For more information, go to [www.macalester.edu/academics/mesic](http://www.macalester.edu/academics/mesic)

## **MUSIC**

All students may participate in the Music Department, which offers courses, ensembles, and lessons in a variety of musical traditions. Students considering the major or minor in music should register for Theory I (offered in fall semesters only). Courses appropriate for general students include World Music as well as Music and Freedom. Students are encouraged to audition for any of our ensembles—African Music Ensemble, Asian Music Ensemble, Macalester Concert Choir, Macalester Chorale, Macalester Orchestra, Wind Ensemble, Mac Jazz Band, Jazz and Popular Music Combos, Pipe Band, Early Music Ensemble, Chamber Music Ensembles—at the beginning of each semester. Private lessons are available for an extra fee to all Macalester students. Registration for lessons and ensembles takes place during the first week of classes.

See the department website for more information  
[www.macalester.edu/academics/music](http://www.macalester.edu/academics/music)

## **NEUROSCIENCE**

Macalester's Neuroscience Program provides a rigorous introduction to the study of the nervous system that is, like the field itself, rooted in biology and psychology. Students interested in majoring in Neuroscience should plan to complete Chemistry

111 (General Chemistry I), Chemistry 112 (General Chemistry II), Biology 265 (Genetics) or Biology 260 (Cell Biology), and Psychology 100 (Introduction to Psychology) during their first year. The Neuroscience program does not offer a first-year course, and students are encouraged to use their first-year course to explore their non-science interests.

See [www.macalester.edu/academics/neuroscience](http://www.macalester.edu/academics/neuroscience) for more information.

## **PHILOSOPHY**

Ethics – Happiness and Philosophical Inquiry and Introduction to World Philosophy are appropriate for first year students. In addition, the department will offer 2 sections of Symbolic Logic with several seats reserved for first year students. More information about these and other philosophy courses can be found at the Registrar's website or the department website or by contacting the department chair, Prof. Geoffrey Gorham. <http://www.macalester.edu/academics/philosophy/>

Introduction to Philosophy (Phil 100), Ethics (PHIL 121) and Symbolic Logic (Phil 111) each provide excellent introductions to the field of philosophy. Introduction to Philosophy addresses a wide range of philosophical topics and enables students to gain an understanding of philosophy in general. Ethics provides a more focused introduction to the field of moral philosophy and is required for a major in philosophy. Introduction to Philosophy and Ethics sometimes have a special focus even though they cover a range of topics. This year, the foci are World Philosophy and Happiness, respectively. Symbolic Logic focuses on the standards of good argument, including validity and soundness. All three courses provide students with important tools of criticism and analysis that are useful in all coursework and beyond college.

## **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. Visit <https://athletics.macalester.edu/> to learn more.

## **ACTIVITY COURSES**

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. Consult the [Fall Schedule](#) for current options and availability.

## **PHYSICS AND ASTRONOMY**

For first-year students interested in physics and not enrolled in either of the the physics FYCs, the recommended starting point is to enroll in PHYS226 (“Principles of Physics I”) and MATH135 (“Applied Multivariable Calculus I”) during the fall semester of the first year. Previous experience and testing may warrant placement in more advanced courses; please contact Professor Cannon or Professor ter Veldhuis with any questions.

Details about the physics major and required courses can be found at <http://www.macalester.edu/academics/physics/majorsminors/>.

## **POLITICAL SCIENCE**

The department reserves places for entering students in all of our Foundations courses, including Foundations of U.S. Politics, Foundations of Comparative Politics, Foundations of Political Theory, and Foundations of International Politics. Also, students may consider any of the more focused courses that we offer at the 200-level, and should feel free to contact individual faculty members to talk over whether those courses would be a good fit. For more information, also visit: <http://www.macalester.edu/academics/politicalscience/> or contact the department chair, Paul Dosh.

## **PREMEDICAL PROGRAM**

For those interested in medical school, veterinary school, dentistry, physical therapy, nursing, etc., they should enroll in General Chemistry 111 or 115 during their first semester (see the Chemistry section for details). All medical schools require the equivalent of one year (2 semesters) of general chemistry and an additional two to three semesters of advanced chemistry.

Beyond General Chemistry, a number of other courses are required for entrance into medical school. Nearly all medical schools require the following: two to six courses in Biology (we recommend at least [BIOL 260 - Genetics](#), [BIOL 265 - Cell Biology](#), and [BIOL 255 - Cell Biology and Genetics Laboratory Methods](#)); [CHEM 211 – Organic Chemistry I](#) and [CHEM 212 – Organic Chemistry II](#); [PHYS 226 - Principles of Physics I](#) and [PHYS 227 - Principles of Physics II](#) or possibly, the non-calculus-based summer courses [PHYS 221](#) and [PHYS 222](#); and two courses in “English”. At a number of medical schools, the “English” requirement can be satisfied by various writing or literature courses outside the English Department. [BIOL/CHEM 351 - Biochemistry I](#) is either a required course or is a strongly recommended prerequisite at a growing number of medical schools. Most medical schools also require a course in the behavioral sciences ([PSYC 100 – Introduction to Psychology](#) or [SOC1 110 -Introduction to Sociology](#)). Additional courses in the

humanities and mathematics (we highly recommend taking a statistics course) may also be required for admission to some medical schools. These requirements vary so students should eventually consult a premedical advisor before making decisions about courses they decide to take that may satisfy premedical requirements.

Students interested in any health profession should e-mail Lin Aanonsen ([aanonsen@macalester.edu](mailto:aanonsen@macalester.edu)) and ask to be put on the HPAC (pre-med) mailing list. Also, they should e-mail the Health Professions Student Coalition ([hpsc@macalester.edu](mailto:hpsc@macalester.edu)) to be put on the student organization's mailing list.

**The Olin-Rice Hub** is a new office in OlinRice that offers programming and support to students in STEM disciplines and/or are interested in health professions. Students should watch for notices about upcoming events. They should also talk to a **Health Professions Advisor** early in the term: Professors Lin Aanonsen/Biology, Ron Barrett/Anthropology, Devavani Chatterjea/Biology, Liz Jansen/Biology, and Mary Montgomery/Biology are Health Professions Advisors.

## **PSYCHOLOGY**

Students who scored a 4 or a 5 on the AP exam in Psychology, received a 5, 6, or 7 on the IB higher level Psychology exam, or submitted qualifying GCE A-level grades, may get credit for PSYC 100 and are welcome to take any intermediate-level class in the psychology department. If they ultimately decide to major in psychology, they will get placement credit for intro psych but will still take 11 courses for the major.

For more information, go to [www.macalester.edu/academics/psychology](http://www.macalester.edu/academics/psychology)

## **RELIGIOUS STUDIES**

Religious Studies is a broadly interdisciplinary investigation that takes its place among the humanities and social sciences. The department works with students who wish to focus on the academic study of religion, as well as those who seek courses in religion to help them frame and interrogate issues provoked in other academic areas. As a key part of human culture and history, Religious Studies encourages critical thinking about cultural, moral, and ethical processes unfolding in the world. Majors bring this perspective with them when they enter fields as diverse as journalism, law, medicine, education, professional life in the parish ministry/rabbinate, and community activism.

These classes may also be of interest:

RELI 100 Introduction to Islam (James Laine)

RELI 111 Introduction to Buddhism (Erik Davis)

RELI 121 Jesus, Peter, Paul, and Mary (Susanna Drake)

RELI 136 World Religions and World Religions Discourse (James Laine)  
 RELI 194 Jews and Judaism in Film (Nicholas Schaser)

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. 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.

For more information, go to [www.macalester.edu/academics/religiousstudies](http://www.macalester.edu/academics/religiousstudies)

## **RUSSIAN STUDIES**

Russia and the former republics of the Soviet Union comprise the vast geographic space called Eurasia, stretching from St. Petersburg to Beijing. The former Soviet Union is composed of Russia, the Central Asian republics, the Caucasus nations and Siberia, and the Baltic states. If a student of international affairs were to journey into that space to explore its unknown cultures and geographies, and could do so knowing only one language, that language would be Russian. Current events tell us that becoming familiar with that world is imperative; but in the longer term, its cultural and historical riches alert us to the benefits of entering the post-Soviet world. Macalester students and faculty have keen interest in regions like East Asia, the Middle East, and Eastern Europe – and countries such as China, North Korea, Iran, and Afghanistan. Only the former Soviet Union borders all of those regions and countries, and Russian language is understood throughout that space. Russia itself is both European and Asian, and has more Muslim citizens than Jordan, Lebanon, and the Palestinian Territories combined. The speaker of Russian can travel from St. Petersburg to Beijing, confident that they will be understood.

Russian scholars in literature, history, anthropology, politics, cultural and postcolonial studies are fully engaged in globally important comparative studies of race, ethnicity, class, gender, world culture, and more. Studying Russian is an integral part of Macalester's internationalism.

Our courses explore Russia's language, literature, visual arts, theater, and cinema; we offer comparative courses on such topics as revolution and the theory and practice of translation. Most of our courses are taught in English, and students at all levels of preparation are welcome.

For detailed information about the Russian Studies faculty, course offerings, the structure of the major and minor, study abroad, and opportunities to get involved with the Russian-speaking community in the Twin Cities, see the department website at <http://www.macalester.edu/russian>

## **SOCIOLOGY**

We invite you to visit our webpage: <https://www.macalester.edu/sociology/>

A piece of advice to first year students: Discover sociology at Macalester early. Many students who take their first course in the department during their junior or senior year regret not having the earlier exposure. Why? Because studying sociology:

- Provides new insights about your life and the world around you;
- Builds a range of tangible skills, related to the variety of evidence we use (from richly detailed accounts based on observing people as they go about their daily lives to analysis that reveals broad patterns that might otherwise remain invisible);
- Fosters creativity by providing a variety of perspectives on the topics that we study; and
- Involves learning about interesting and relevant topics, including how inequalities emerge and affect people's lives; how practices of social life affect interaction and ideas; how distinct ways of arranging activities matter; and how organizations operate.

## **SPANISH AND PORTUGUESE**

The Department of Spanish & Portuguese welcomes students into dynamic language courses in elementary and intermediate Spanish and Portuguese, as well as advanced courses in literature, culture and linguistics, all taught in Spanish. All of our courses emphasize active language acquisition and application within meaningful, contemporary contexts. We believe that language is the pathway to true understanding of culture.

Macalester students take language courses for many practical reasons: as requirements for their major or minor area of study, as linguistic preparation for study abroad, to achieve a deep knowledge of the cultural, intellectual and artistic traditions of the countries they study, and to enhance career opportunities.

For questions about satisfying the foreign language requirement through Spanish or Portuguese, or about majoring in Spanish, please contact Cynthia Kauffeld, chair ([kauffeld@macalester.edu](mailto:kauffeld@macalester.edu)), or visit our website: [www.macalester.edu/spanish](http://www.macalester.edu/spanish)

## **THEATER AND DANCE**

Welcome to the Theatre and Dance Department!

Our department offers small academic and studio courses in which students are closely mentored by expert faculty. In our class schedule, students will find a variety of theatre and dance courses at all levels. We encourage students without previous experience to try a beginning course in acting, dance, design, or playwriting. With the exception of dance technique courses, THDA classes count for the Fine Arts requirements.

THDA prepares the next generation of performers, directors/choreographers, designers, researchers, technicians and playwrights. Macalester is in a privileged location for students interested in the arts: the Twin Cities have the second highest number of theatre companies per capita in the United States, after New York. Courses in THDA commonly bring students to on- and off-campus theatre and dance productions. Here students will find nationally-recognized LORT theatres such as the Guthrie and exciting companies such as Penumbra Theatre, Mixed Blood, Jungle Theatre, and many more. Students will learn the vocabularies of our disciplines, take master classes with guest artists, and become part of a vibrant arts community.

### **RECENT THDA GRADUATES**

Macalester's Theatre & Dance Department has, for decades, had an impact on performance culture, regionally, nationally and internationally, through our graduates' work as company founders, performers, designers, playwrights, stage managers, educators and in other professions.

Theatre & Dance alumni have achieved successful careers in professional theatre and film, pursued graduate programs at prestigious universities worldwide—such as the Yale School of Drama, Brown University, London International School of Performing Arts, and Ecole Jacques Lecoq—and are present in the faculties of institutions such as Reed College, M.I.T., and San Francisco State University. Alumni have also had a significant impact on young people as teaching artists in public schools and through educational programs connected to professional theatres, and have pursued successful careers in fields outside of Theatre & Dance such as politics, activism, photography, fiction writing, and social work.

Just a few examples of our alumni in professional theatre and film include Obie award-winning playwright and actor Danai Gurira; actor, dramaturg, director and Pillsbury House Theatre Co-Director Faye Price; Mixed Blood Theatre founder Jack Reuler; actor, director and TransAtlantic Love Affair co-founder Isabel Nelson; actor and Guerilla Shakespeare Project co-founder Jacques Roy; playwrights Kim Hines, Aditi Brennan Kapil and Rob Gelberg; award-winning scenic and lighting designer Paul Whitaker; lighting designer Janine Myers; and costume and makeup designer Christine Cover Ferro.

### **THEATRE AND DANCE OPEN HOUSE FOR NEW STUDENTS**

When you arrive on campus, keep an eye out for information on Arts @ Mac Welcome Week, sponsored by the departments of Music, Art and Art History, and

Theatre and Dance. Meet faculty, returning students and guest artists, and get information on auditions, backstage work opportunities, the curriculum and courses, and special events.

### **Theatre and Dance Audition Information**

Auditions for theatre productions and dance concerts are open to all students. First-year students are regularly cast in shows and dance concert pieces. Auditions are generally held in the first or second week of classes- stay tuned!

For more information visit our website:

<https://www.macalester.edu/theatreanddance/>

### **URBAN STUDIES INTERDEPARTMENTAL PROGRAM**

The Urban Studies concentration is designed for students who major in a variety of disciplines and are interested in urbanization and wish to gain an interdisciplinary perspective on city life. Geography 241 or any of the 100- or 200-level electives from contributing departments (e.g. American Studies, Educational Studies, History, Political Science, Theatre and Dance) provide an appropriate introduction to the urban studies program for first-year students. Please see the website for further information: <http://www.macalester.edu/academics/urbanstudies/>

### **WOMEN'S, GENDER AND SEXUALITY STUDIES**

Women's, Gender and Sexuality Studies (WGSS) as an academic program grows out of a history of struggles by women and other minorities for social and political justice. The classes are based in that historical understanding of ourselves as people who enjoy the privileges and bear the responsibilities of those efforts. Students in WGSS develop practical and theoretical skills for understanding and engaging the social, cultural, economic, and political contexts shaping our world. Please see the WGSS website for course descriptions and more information about our major and minor ([www.macalester.edu/WGSS](http://www.macalester.edu/WGSS)).

## FREQUENTLY USED FORMS AND WHERE TO OBTAIN THEM

### **Academic Programs and Advising Office (Room 215, Weyerhaeuser)**

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

Faculty Advisor Selection Form  
Request for Transfer of Advisee Folder  
Preceptorship Learning Contract

### **Office of Student Affairs (Room 119, Weyerhaeuser)**

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

Leave of Absence Form  
Permanent Withdrawal from College Form

### **Registrar's Office (77 Macalester Street)**

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

ACTC Cross-Registration Form  
Drop/Add/Withdraw Form  
Grading Option Form  
Independent Project Registration Forms  
Individually Designed Interdepartmental Major (IDIM)  
Declaration of Intent to be Graduated  
Application for Readmission  
Cross-Listed Course Change Form  
Course Completion Agreement Form  
Address Change Form  
Preferred Name Form