

ADVISING HANDBOOK

Macalester College

2023-2024

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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 at 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?

A student's initial advisor is the professor of their First Year Course. 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, a minor or a concentration. A student may keep their FYC professor as part of their advising "team" if that connection is strong and continues to prove beneficial.

Students make changes to their advising team through 1600grand after consulting with the desired faculty member(s). 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?

Faculty advisors have access to their advisees' admission application via 1600grand under Faculty Advisor Resources. That application contains high school transcripts, test scores, etc. The contents of this file are confidential. Additionally, a student's Macalester academic information (registration, grades, degree evaluation, etc.) is also available through 1600grand under the Faculty tab.

WHAT IS THE ADVISOR'S ROLE IN STUDENT REGISTRATION?

Prior to preregistration for the next semester, students must 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. 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 about and accurately communicate requirements, policies and procedures to their advisees. However, information is

not 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. The Student Advising Life-Cycle provides additional guidance for advising students at various junctures during their time at Macalester. That resource is available here, <http://www.macalester.edu/academicprograms/academicadvising/faculty/lifecycle/s/>.

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 on these conversations can help remind you of the answers and enable you to see patterns and trends over time.

Do not make assumptions. Because students have different backgrounds, needs, interests and goals, we cannot 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 will not 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, community engagement activities, and involvement in on-campus groups (i.e. student organizations, athletics, dance/theatre/music performance activities), are some examples of outside the classroom learning you can encourage your advisees to consider.

Make referrals. Advising is a team endeavor. You cannot possibly know the answer to every question your advisee will ask. However, 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 preregistration 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 into 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. 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, challenges and goals is an important first step before looking at the 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 Career Exploration, 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 majors 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 with which activities outside the classroom 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. In addition, many departments host events each year that include alumni panels. Finally, Career Exploration'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 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 there is a single study away 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 realistic 4-year plan for their intended major(s); 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 that 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 activities outside the classroom 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, they help students with study skills, time management, and maximizing their learning styles. Referrals with a specific goal or task in mind are ideal. <http://www.macalester.edu/max/>

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

<http://www.macalester.edu/studentaffairs/>. The staff work closely with the counselors in our Health and Wellness Center and can assist with making referrals. Also, if the student is a first-year or sophomore, Associate Director of Residential Life-Learning & Development Katie Kelly, is a good person to contact for non-academic guidance.

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 a student will need to withdraw from a course they are no longer going to attend. This action, which results in a grade of "W", can also be done through 1600grand. 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 from the College need to complete paperwork with the Office of Student Affairs. Students with questions are invited to email studentaffairs@macalester.edu with questions.

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 maintained by 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 there is a release and decide how best to address the situation. Additional information about FERPA is available on the Registrar's website, <https://www.macalester.edu/registrar/services/>.

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 of Academic Programs and Advising.

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

Disability Services coordinates accommodations for students with disabilities. Students should be registered with that office to receive support based on their documented needs. 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 Disability Services to discuss how to best support a student. Additional information can be found here, <https://www.macalester.edu/disabilityservices/>.

Where can I find the college's graduation requirements?

The College Catalog 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(s) 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?

Career Exploration offers various interest/skills/personality tests; counseling appointments; helps students connect career and major/minor/concentration interests; and assists with job and internship searches, resume writing, and interviewing. They are located in Kagin Commons. <https://www.macalester.edu/career-exploration/>.

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/>

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

The Community 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 community engagement into their courses. The CEC is 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 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 multiple departments (Anthropology, French, Geography, Geology, International Studies, Music, Political Science, Sociology, and more) to offer a range of courses and an interdisciplinary concentration focused on the diverse histories, cultures, and societies across the African continent and diaspora. Beyond this, the great majority of our concentrators study abroad in a program on the continent for a semester in their junior year.

Fall 2023 courses related to the concentration can be found on its website. First-years should look to take courses at the 100 or 200 level. You may also direct questions to the 2023-2024 African Studies program directors Lisa Mueller and Moustapha Diop.

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

AMERICAN STUDIES

What is American Studies? At Macalester College, the American Studies program is so much more than a continuation of a high-school curriculum on U.S. civics, history, or literature. Our program first emerged out of student-organized demands for Ethnic Studies. Today, our courses focus on recognizing and analyzing systems of inequality and power, engaged learning, and public scholarship. We encourage a critical eye; we study problems from a variety of perspectives; and we work together to pose questions that connect back to communities and the people who comprise them. What explains racial differences and categories? How have borders been defined? What does it mean to be a good citizen? Who benefits from ideas of nation and empire? What makes crime a racialized topic?

At the start of the 21st century, the President of the American Studies Association, Michael Frisch, underscored the many forces that shape our interdisciplinary field. "...[M]ulticulturalism, ethnicity, race, class, and gender ...[have] 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. . ."

In other words, contemporary American Studies pushes far beyond a traditional acceptance of U.S. exceptionalism and the American Dream. Moving freely across conventional texts, film and video, popular culture, theater, art, memes, and place, we seek to ground ourselves in the concerns of our day. Our research tools and methods are broad and varied, giving credence and value to the experience and knowledge of marginalized groups. Whether in the classroom, at internship sites across the Twin Cities, within clubs and organizations on campus, students who major or minor in American Studies develop the tools they need to debate and dialogue intelligently with others.

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

ANTHROPOLOGY

The Anthropology Department emphasizes the holistic study of the human condition. Anthropologists study human diversity across time and space in both its cultural and biological dimensions, and explore the different ways in which we are, and can be, human.

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 emphasis in art history and studio art.

New students are welcome to take courses in any medium or 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 prerequisites. Additional information can be found on the department website, <http://www.macalester.edu/art/>.

ASIAN LANGUAGES AND CULTURES

The Asian Languages and Cultures Department is home to students studying Japanese and Chinese language, literature, film, linguistics, media, and intellectual history. Our curriculum views East Asia not merely as an object of study but as a perch from which to think about contemporary and historical issues from race and gender to ethics, aesthetics, education, and more. Through studying China and Japan, students encounter perspectives very different from

those prevalent in the U.S. And after two years of language study, students travel to Asia for immersive study in places like Beijing, Hangzhou, Taipei, Tokyo, or Osaka. Living abroad and interacting with local people prompts self-reflection. Students come to understand both Western and Eastern perspectives, to see through their differences, and to think beyond simple “East” versus “West” binaries. After students return from abroad, advanced coursework at Macalester helps them further refine the perspectives they have developed and guides them toward embracing a truly transnational and trans-regional perspective.

For more information on the faculty and the structure of each major see [the department website](#).

ASIAN STUDIES

Asia has always been at the crossroads of humanity: the heart of a global system of commerce that tied the Old World together, and which brought Arabs, Europeans, Africans, and Chinese to the ports of the Indian Ocean to trade. Asia gave the world everything from yoga to gunpowder, from cinnamon to the printing press, from the idea of diplomatic immunity to the practice of religious tolerance.

Home to more than half of the global population, Asia in the twenty-first century is reclaiming the place it held in world affairs before the rise of Europe in the eighteenth century. The Asian continent contains some of the world’s largest economies as well as its largest cities, and Asia’s industrial production leads the world. Its societies are a wellspring of creative energy—the world’s largest film industry, for instance, is in India, and Japanese manga has had an enormous influence on global pop culture. In everything from the global economy to climate change, Asia’s sheer size makes it a force to reckon with in the dynamics that will shape our common future. A background in Asian Studies is essential to navigating the global spaces of the 21st century.

The Asian Studies major at Macalester is an interdisciplinary program that weaves together the social sciences, the humanities and the fine arts to introduce you to this dynamic region of the world. It brings multiple perspectives to bear on the challenges of understanding this vast continent and the cultural, political, economic and historical forces that have shaped it. It is an ideal major for students planning a career in Asia in any field but is also highly recommended for students seeking a handle on the region that is among the most significant for our common future.

Our website is <https://www.macalester.edu/asianstudies/about/>

BIOLOGY

If you are considering majoring in Biology, **the most important thing to do in the fall semester, first year, is to get started with chemistry.** Most students

interested in majoring in Biology should register for **General Chemistry I (CHEM 111)**, which is only offered during the fall semester. This is especially important for students who are also considering the major in Neuroscience and/or interested in a pre-health track.

If you have a strong high school chemistry background, you may consider two other possibilities:

1) you might instead enroll in CHEM 115, Accelerated General Chemistry, which compresses the usual two-semester introductory chemistry sequence into one semester; or

2) you could skip General Chemistry I (CHEM 111) and instead wait until the spring semester to enroll in General Chemistry II (CHEM 112), which is only offered during the spring semester.

You can place into CHEM 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. Dr. Rodwogin can also answer questions about placing out of CHEM 111 and into CHEM 112 based on AP or IB scores.

There are four “core” introductory courses required for the biology major: Ecology & the Environment (BIOL 170), Biodiversity & Evolution (BIOL 180), Genetics (BIOL 190), and Cell Biology (BIOL 200). BIOL 170, 180, and 190 have no prerequisites, may be taken in any order, have connected laboratory sections, and have seats saved for incoming first year students. Any one of these courses would be a perfect place to begin your Biology journey. The fourth “core” biology course, Cell Biology (BIOL 200) has prerequisites of Genetics (BIOL 190) and CHEM 112. This course is an intermediate course, and should be taken only after the other core courses, usually during the sophomore or junior year.

If a student decides not to register for a biology core course during their first semester, they should be sure to register for one during your second semester.

For further information, see the department website www.macalester.edu/academics/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 CHEM 111 and CHEM 112 in a single semester.

CHEM 111 and 115 are offered only in the fall and CHEM 112 is offered only in the spring. **We urge all entering students considering majors in chemistry or biology or Neuroscience, or those seeking admission to medical school or another health profession graduate program, to take either CHEM 111 or CHEM 115 in their first semester.** There are two CHEM 111 formats to choose from: In some sections, in-class time is used primarily for lecturing; practicing problem-solving is primarily outside of class. In other sections, in-class time is used primarily for practicing problem solving; students watch lecture videos outside of class. The student should register for a CHEM 111 section that matches their preferred learning style. Students can place into CHEM 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 from Rome, across the Mediterranean basin, to the Middle East, Bactria and India 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.

Courses that are particularly appropriate for first year students this fall are CLAS 122 Roman World, Greek Myths CLAS 129, and CLAS 194 Ancient Comedy. Other good approaches for students interested in the field would be to begin a language (Elementary Latin, Arabic and Greek begin this fall: Arabic – CLAS 113, Greek – CLAS 115 and Latin CLAS -111).

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 the department chair, Professor Nanette Goldman, at goldman@macalester.edu. We look forward to seeing you around the third floor of Old Main!

If you have studied Latin or Arabic previously, please consult the department website for how to place yourself into the right 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. 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.

See <https://www.macalester.edu/cognitivescience/> for more information.

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 main website (www.macalester.edu/cgh) or the program’s co-directors, Samuel Asarnow (sasarnow@macalester.edu) and Leslie Myint (lmyint@macalester.edu).

CRITICAL THEORY

Unless otherwise indicated, the 100-level [critical theory courses offered in the fall semester](#) are appropriate for first-year students. Those at the 200 level are typically accessible for first-years keenly interested in the subject matter. If in doubt, simply email the relevant instructor, finding their email on the Mac online directory.

A Critical Theory concentration consists of six standard courses totalling 24 credits: five courses selected from both “Core” and “Elective” classes, and one advanced course or project, typically in the senior year, which generates a lengthy research paper. This last requirement is often combined with the student’s major capstone or honors thesis.

For more information and specific courses offered, please see the Critical Theory website: [Critical Theory](#).

For questions regarding the CT Concentration, please contact the director of the Program for 2023-24, Professor Kiarina Kordela.

ECONOMICS

Economics is the study of how people make decisions and how these decisions apply to real-world problems. Economics can help us understand income inequality within and across countries, the quality of the environment, unemployment, poverty, crime, health care, financial crises, technological change, inflation and many more issues. Our Principles of Economics course introduces the basic tools that economists use to explore these topics and will cover fundamental economic concepts like scarcity, supply and demand, costs and benefits, trade-offs, and incentives.

The course is split into three parts. In the first, students are introduced to the methodology of economics — that is, how to “think like an economist” — and begin to learn about markets. We investigate cases where markets work well to allocate goods and services and cases where “market failures,” such as the presence of externalities (e.g. the positive spillovers from education) or public goods (e.g. a stable global climate) necessitate government intervention.

The second part of the course investigates how consumers and firms make decisions, the effects of market structure (i.e., competitive markets versus monopoly) on market outcomes and well-being, and the markets for factors of production (labor, natural resources, capital, etc.) which help us understand the causes of income and wealth inequality.

The final part focuses on the financial system and macroeconomics—the study of economy-wide “aggregates” such as Gross Domestic Product, the Consumer Price Index and the unemployment rate. One important goal here is to examine why there are disparities in material living standards across nations. Another is to learn about the causes and effects of economic recessions and the role that fiscal and monetary policy play to mitigate them.

For more information about the Economics Department, please see the department website 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), community and 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 designing dynamic educational environments in both formal and non-formal learning contexts. Students may begin their teacher education at Macalester and then complete their preparation through a variety of different programs immediately after graduation. The Education & Society emphasis provides opportunities for interdisciplinary exploration of pressing social and educational issues on local, national, and international levels. Both emphases prepare students to engage in educational transformation through policy and practice.

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.

ENGLISH

Please note that if students are interested in taking creative writing courses at Mac, ENGL 150 is the prerequisite to all the other courses. Other English courses appropriate for first-year students include any in the 100-level sequence; these courses have no prerequisites. 200-level English courses also have no prerequisites, 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, as well as deep reading in fascinating subject matter.

For more information about the English Department, see the department website 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 problems and solutions. The program emphasizes interdisciplinary 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.

Appropriate introductory courses for those interested in environmental studies include: Science of Renewable Energy (ENVI 130), Climate and Society (ENVI

150), Dynamic Earth/Global Change (ENVI 160), Ecology and the Environment (ENVI170), Environmental Justice (ENVI 237), Outdoor Environmental Education (ENVI 275).

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.

Recommended courses offered in the fall that would be appropriate for incoming first year students include: GEOG 232 People, Agriculture and the Environment; ENVI 170 Ecology and Environment; and ENVI 234 US Environmental History. Contact the Program Director with specific questions.

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 2023 (French 101, 102, 111, 203, 204, 305, or 306 and advanced courses). Students may enter the sequence at the appropriate level by demonstrating their proficiency in the language. If a student has 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. If a student is 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:

<https://www.macalester.edu/french/languageplacement/>

The FRENCH MAJOR consists of a minimum of nine courses beyond [FREN 204](#) to include:

a) [FREN 306](#) and one other 300-level bridge course ([FREN 305](#), [FREN 310](#), [FREN 311](#), [FREN 320](#), [FREN 323](#), [FREN 370](#), or an equivalent [FREN 394](#));

b) six advanced courses (300- and 400- level), including:

1) one upper-level course on a period preceding the 20th century ([FREN 371](#), [FREN 380](#), [FREN 445](#), [FREN 446](#), [FREN 451](#), [FREN 452](#), or an equivalent relevant topics course);

- 2) one course on a Francophone region ([FREN 322](#), [FREN 330](#), [FREN 336](#), [FREN 340](#), [FREN 341](#), [FREN 344](#), [FREN 345](#), [FREN 350](#), [FREN 403](#), or an equivalent relevant topics course);
- 3) one French or Francophone culture course: ([FREN 320](#), [FREN 321](#), [FREN 323](#), [FREN 332](#), [FREN 340](#), [FREN 342](#), [FREN 378](#), [FREN 475](#), or an equivalent relevant topics course);
- c) the senior capstone requirement;
- d) an appropriate study abroad experience as approved by the department. The department will support an alternative immersive experience that will support their study of language and culture for French majors unable to study away.

The FRENCH MINOR consists of five courses beyond [FREN 204](#) to include:

At least two courses at the 300 level and three additional French courses at the 300-400 levels. The department also strongly recommends that minors take [FREN 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:
<https://www.macalester.edu/french/#/0>

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 human-environment interactions, urban geography and planning, health geography, cartography, geographic information science and remote sensing, land change science, and socio-economic development in various regions of the world. Students may major or minor in geography, or minor in Geography with an emphasis in GIS/Cartography.

Human Geography of Global Issues (GEOG 111), World Regional Geography: People, Places, and Globalization (GEOG 113), and Thinking Geographically: The Fundamentals of Human Geography (GEOG 115) are foundational courses, each of which introduces students to issues of human settlements, land use, and political order. Neotropical Landscapes (GEOG 239), Regional Geography of the US and Canada (GEOG 242), and The Political Geography of Nations and Nationalism (GEOG 248) are being offered as First Year Courses in the fall and would likewise be excellent introductions to the department. Additionally, courses at the 200-level without prerequisites welcome incoming students, such as People, Agriculture and the Environment (GEOG 232), Urban Geography (GEOG 241), Population 8 Billion: Global Population and Trends (GEOG 254), Health

Geography (GEOG 256), Geography of World Urbanization (GEOG 261), and Contemporary Mongolia: Livelihoods, Economies and Environments (GEOG 265). 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 <https://www.macalester.edu/geography/>.

GEOLOGY

The introductory courses in geology are designed to accommodate 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 inform students about the composition, materials, major processes, and history of our planet. Our introductory courses count toward the major and minor, and fulfill general education requirements in the Science/Math category. Many of our introductory courses satisfy part of the quantitative thinking requirement at Macalester, and some also satisfy writing requirements. We are offering four introductory courses in Fall 2023 – Dinosaurs (GEOL 101), Geohazards (GEOL 105), Dynamic Earth and Global Change (GEOL160), and History/Evolution of Earth (GEOL 165). Any of our intro courses would be an excellent way to explore the department and the field!

See the department website for more information: <https://www.macalester.edu/geology/>

GERMAN STUDIES

Three of the distinguishing characteristics of the Department of German Studies at Macalester are:

- (a) that students can select their own interdisciplinary track combining German with a focus on “Language & Culture,” or “Art History” or “Critical Theory,” or “Environmental Humanities,” or “History,” or “Literature,” or “Media, Film, and Theater” or an individually designed focus;
- (b) that our department offers a unique six-month immersion program in Berlin and Vienna, through which German majors achieve high-level proficiency in the language. To learn more, please [visit our website](#).
- (c) that German majors and minors can live in the German House practicing further their language proficiency in everyday situations, participating in communal meals and activities, as well as departmental events.

The Department of German Studies offers all levels of German language, as well as high-level courses in German literature, culture, and intellectual history, taught

in German. We also offer interdisciplinary courses in English in topics that range from critical theory, philosophy, politics, and the environment to literature, cinema and the media. Although new courses are often introduced, recurrent titles include “Cinema Studies,” “A Kafkaesque Century,” “Migration, Then & Now,” “Dead White Men in the era of Anti-racism”—a course reading major philosophers since the 16th century and critical theory—“Spinoza’s Eco-Society,” “Freedom and Its Discontents,” “Metaphysics in Secular Thought”—with partial focus on political theory—“Value”—with partial focus on aesthetic theory—and various courses on Marx.

Language Placement: Students with no background in German should register for German Studies 101; students who have had minimal German in high school or 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) should consult with Prof. Rachael Huener, huener@macalester.edu, about which course is best for them. Some possibilities are 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

HEALTH PROFESSIONS ADVISING

Advisors: Elizabeth Jansen (Chair, Health Professions Advising Committee, Biology), Lin Aanonsen (Biology), Ron Barrett (Anthropology), Devavani Chatterjea (Biology), Kristi Curry Rogers (Chair, Biology), Mary Montgomery (Biology), Robin Shields-Cutler (Biology), Katy Splan (Chemistry), Jaine Strauss (Psychology)

Students interested in premedical studies should consult one of the premedical advisors very early in their first year for academic advice and join the Health Professions mailing list, and the student organization, Health Professions Student Coalition.

Premedical students at Macalester may major in any discipline and concurrently complete all premedical requirements. A science major is **not** a prerequisite for admission to medical school. Most medical schools require the following courses: [CHEM 111 – General Chemistry I: Structure and Equilibrium](#) and [CHEM 112 – General Chemistry II: Energetics and Reactivity](#); [CHEM 211 – Organic Chemistry I](#) and [CHEM 212 – Organic Chemistry II](#); two to six courses in Biology (we recommend at least [BIOL 190 – Genetics](#), [BIOL 200 – Cell Biology](#), two semesters of Physics, which can be PHYS 126 – Physics 1 and PHYS 127 – Physics II or [PHYS 226 – Principles of Physics I](#) and [PHYS 227 – Principles of Physics II](#), and two courses in English. At a number of medical schools, the

“English” requirement can be satisfied by various writing or literature courses and need not be listed as an English course. [BIOL 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; we recommend either [PSYC 100 – Introduction to Psychology](#) or [SOCI 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 you should consult your premedical advisor before deciding about courses to take that may satisfy the premedical requirements.

Premedical advisors work carefully with students throughout their preparation, both individually and in group sessions, to assist in program planning that will best meet the individual needs of students. Regular forums and seminars are presented on appropriate topics in research, ethics, admission test preparation, application procedures and interview skills. There are a variety of summer opportunities that enable students to conduct research and explore health professions.

For more information, go to <https://www.macalester.edu/hpa/>.

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 events and cultures of the past using a broad range of written, visual, oral and material evidence. These approaches increase 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, the Macalester College History Department has recently refashioned itself around two new currents in the profession: decolonization and indigeneity in global history. These themes emphasize 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 detail. 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/>

Incoming students are welcome to enroll in 100- and 200-level classes.

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.

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

INTERNATIONAL STUDIES

International Studies is one of Macalester's enduring and 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 and global life 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:

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

LATIN AMERICAN STUDIES PROGRAM

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

1. Send a brief email to LAS Director Ernesto Capello (ecapello@macalester.edu) communicating their interest in Latin American Studies. This will allow them to be informed about opportunities to meet 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.

Visit [Latin American Studies Program](#) to learn more.

LEGAL STUDIES PROGRAM

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.

Among the First-Year Courses, two contribute to the legal studies concentration:

PHIL 121-F1 Introduction to Ethics

POLI 207-F1 US Civil Rights and Civil Liberties

Students interested in taking a Legal Studies-qualified course in their first semester could also look to any of the courses at the 100 or 200 level that qualify for the concentration. In Fall 2023, these courses include:

ENGL 202-01 Great Detectives and Plots of Detection

HIST 228-01 The Law, Economy, and Family in the Anglo-American Tradition

PHIL 121-01 Introduction to Ethics

POLI 294-05 When Justice Goes Blind: The Problem of Wrongful Convictions

There are no required courses and no single path through the concentration, so a student may want to begin in an area close to their background, interests, or possible major field of study, and then build outward in later years.

For additional information about courses that are part of the Legal Studies concentration, please consult www.macalester.edu/academics/legalstudies .

If students have questions about any of the courses offered for Fall 2023 or the concentration, please contact one of the Co-Directors of Legal Studies.

LINGUISTICS

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

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

Ling 100: An Introduction to Linguistics

The aim of this course is to make you aware of the complex organization and systematic nature of language, the primary means of human communication. In a sense, you will be studying yourself, since you are a prime example of a language user. Most of your knowledge of language, however, is unconscious, and the part of language that you can describe is largely the result of your earlier education, which may have given you confused, confusing, or misleading notions about language. This course is intended to clarify your ideas about language and bring you to a better understanding of its nature. By the end of the course you should be familiar with some of the terminology and techniques of linguistic analysis and be able to apply this knowledge to the description of different languages. There are no prerequisites, but this course is the prerequisite for almost every higher level course within the linguistics major.

Ling 104: Sounds of World's Languages

In this course you will be trained to produce and recognize (almost) all the speech sounds which human languages make use of, and to develop a systematic way of analyzing and recording them. Since sounds are perceived as well as produced, you will also be introduced to the acoustic analysis of speech, learning how acoustic signals of frequency, amplitude, and duration are translated into visible, quantifiable images. You will learn the art of decoding these spectrograms into sounds and words and sentences. The linguistics laboratory contains several different programs for practicing and listening to sounds from many of the world's languages. This course is recommended for students of foreign languages, drama, music and anyone who wants to become more aware of their (and other people's) pronunciation.

Ling 220: Language and Music

Language and music are two uniquely human enterprises with a number of parallels: both rely on sound and/or signs, display hierarchical organization and culturally-specific practices, and can convey both communicative and social meaning. This course examines the intersection of language and music from a linguistic perspective. We will engage with questions such as: How can language change when it's sung instead of spoken? How do speakers of tone languages understand lyrics in sung melodies? Is hip hop different in different languages?

How are signed languages used in music? Can music help people learn languages? How do drummed and whistled languages work? How can music contribute to language revitalization? Does the way we talk about music affect how we perform or listen to it? This class will be a mix of discussion, hands-on explorations, and in-class group activities. Students will also conduct real-world participant-observation research, and complete a final project in radio broadcast form. No musical experience is required.

Ling 206: Endangered and Minority Languages

Language loss is accelerating at alarming rates. In fact, Linguists predict that only five percent of the six thousand languages currently spoken in the world are expected to survive into the 22nd century. In this course, we will examine the historical, political, and socio-economic factors behind the endangerment and/or marginalization of languages in Africa, Asia, Australia, Europe, and North and South America. We will also concentrate on the globalization of English (and other major languages), which plays a primary role in language endangerment and marginalization. Additional topics include: linguistic diversity, language policy, multilingualism (in both nations and individuals), global language conflict, and language revitalization. Students will have the opportunity to learn first-hand about these issues by interviewing speakers of an endangered and/or minority language.

For more information, check out our webpage:
<http://www.macalester.edu/academics/linguistics/>

MATHEMATICS, STATISTICS, AND COMPUTER SCIENCE

Mathematics, Statistics, and Computer Science (MSCS) has faculty expertise and course offerings in theoretical math, applied math, statistics, data science and computer science. Being in a single department allows us to take advantage of the interconnections between these disciplines, and to build synergies among them. The MSCS Department offers four different majors — Mathematics, Statistics, Data Science, 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.

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/ 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 (STAT 155) and Introduction to Data Science (STAT / COMP 112). STAT 155 is substantially different from AP statistics; thus even students with AP statistics experience take that course.

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 able to start in Object-Oriented Programming and Abstraction (COMP 127) or in Data Structures (COMP 128); consult with CS faculty for the best placement.

MEDIA AND CULTURAL STUDIES

The Media and Cultural Studies major analyzes the history, 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 eleven courses toward the major. Seven 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 160: Culture, Power, Difference
- MCST 388: Advanced Research Topics
- MCST 621 – 624: Media Internships

- 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.

In addition to these courses, students will complete four department-approved elective courses.

The media studies minor is for students interested in journalism or media studies or a combination. It requires five courses, including MCST 126, Local 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: [Media and Cultural Studies](#).

MIDDLE EASTERN STUDIES AND ISLAMIC CIVILIZATION INTERDEPARTMENTAL PROGRAM

This concentration provides students with an opportunity to engage in the study of the Middle East and the broader Islamic world. Some of the objectives of the concentration include: A) Developing a basic familiarity with the cultures and religions, politics and history, geography and economy of the Middle East and Islamic world. B) Students will want to obtain some understanding of the major methodological approaches involved in the study of MESIC; MESIC students will gain a deep appreciation of the social, political, and cultural diversity and complexity of the Middle East and broader Islamic World. In this concentration students will find ways to engage in difficult dialogues and tackle some of the major issues of the day and region. Developing the capacity to engage thoughtfully and constructively in some of the more contentious issues affecting the region is a vital feature of MESIC at Macalester. Students are strongly

encouraged to learn at least one of the languages spoken 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

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 will need to take MUSI 113 Musicianship, preferably early on. A range of other courses, together with performance participation, also are required for the major and minor. Students are encouraged to audition for any of our ensembles—African Music Ensemble, Asian Music Ensemble, Macalester Concert Choir, Macalester Chorale, Macalester Orchestra, Wind Symphony, 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 through the department office.

See the department website for more information
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 190 (Genetics), and Psychology 100 (Introduction to Psychology) during their first year.

See <https://www.macalester.edu/neuroscience/> for more information.

PHILOSOPHY

This fall the Philosophy Department is pleased to offer two First Year Courses: **PHIL 100-F1: Introduction to Philosophy: Love and Friendship** and **PHIL**

121-F1: Ethics. Non-FYC sections of both PHIL 100 and PHIL 121 are also available.

Other courses suitable for first year students include:

PHIL 111-01 and -02: Introduction to Symbolic Logic

Description: An introduction to formal methods for evaluating deductive arguments. Topics include formal fallacies, decision procedures, translation of arguments to argument forms, and natural deduction proofs in propositional and predicate logic.

PHIL 213-01 Philosophy of Mind

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

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. Samuel Asarnow, <http://www.macalester.edu/academics/philosophy/>

PHYSICAL EDUCATION

The department of physical education provides students the opportunity to learn about sport and develop or improve skills in a variety of activity classes. 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/N based on meeting the determined participation criteria for that course. Consult the Fall Schedule for current options.

PHYSICS & ASTRONOMY

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 our introductory courses, including Foundations of U.S. Politics (do NOT register if you've taken AP US Government), Foundations of Comparative Politics, Foundations of

International Politics, and Foundations of Political Theory. New students are welcome to enroll in any of the more focused courses that we offer at the 200-level. For more information, visit: <http://www.macalester.edu/academics/politicalscience/> or contact the department chair, Lesley Lavery.

PSYCHOLOGY

Advanced placement: If students 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, they may get credit for PSYC 100 and are welcome to take any intermediate-level class in the psychology department. If a student ultimately decides 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

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.

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

RUSSIAN STUDIES

Russia and the former republics of the Soviet Union comprise the vast geographic space called Eurasia. 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 region is imperative; but in the longer term, its cultural and historical riches alert us to the benefits of exploring 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 is spoken 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, and is the first step toward connecting with the 200+ million Russian speakers around the world.

Our courses explore Russia's language, literature, history, visual arts, and film; 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.

In Fall 2023, we will be offering a First Year Course titled *Between Europe and Asia*, which explores the history of peoples and spaces in Northern Eurasia from the medieval period to the fall of the Soviet Union. We will also offer Elementary Russian I, ideal for first-year students who are interested in starting the language (Intermediate Russian will be an option as well) and courses taught in English that have no prerequisites and are open to first-year students, including *The Caucasus: From Ancient Histories to Modern Problems*, and *Terrorism and Art: The Spectacle of Destruction*.

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:

<http://www.macalester.edu/academics/sociology/index.html>

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, cultural studies and linguistics, all taught in Spanish or Portuguese. 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.

In Fall 2023, Prof. Alicia Muñoz will teach **Spanish for Heritage Speakers**. Spanish 306 serves as a bridge between the intermediate and advanced courses in the Department of Spanish and Portuguese and counts toward the Spanish major and minor. The course is designed for heritage speakers of Spanish: those who grew up speaking Spanish at home, with extended families and in their communities. Leaning on all of their previous experience with the language, the course seeks to enrich and complement the students' linguistic repertoire by further developing their communicative abilities in Spanish, both verbal and written, especially in an academic context. Class content will focus on Latin America and the U.S. Latinx population. Through discussion and analysis of literary works, films, critical articles, and personal experiences, we will examine constructions of race and ethnicity, the politics of language, human rights violations, immigration, and family and cultural beliefs. The course satisfies the following general education requirements: US Identities and Differences and Argumentative Writing. Upon successful completion of this course, students may enroll in a variety of upper-level courses in Spanish such as "Introduction to U.S. Latinx Studies."

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

THEATER AND DANCE

Our department offers small academic and studio courses in which students are closely mentored by expert faculty. Our curriculum includes advanced classes for those interested in pursuing a career in the performing arts. We also encourage students without previous experience to try a beginning course in acting, dance, design, or playwriting. Students should always make sure to contact the instructor if they do not meet prerequisites for a given course; oftentimes, first-year students have past experience that will ease them into such learning opportunities.

With the exception of dance technique courses, THDA classes count for Fine Arts requirements. Many fulfill USID, Internationalism, various Writing and Q requirements.

Theater and Dance Audition Information

Auditions for theater productions and dance concerts are open to all Macalester students. First-year students are regularly cast in theater productions and dance concert pieces.

An acting workshop with alumna [Mandi Masden](#) for first-year students only will take place on Saturday, September 2.

Auditions for the Fall Theater Production will be on Saturday and Sunday, September 9 & 10, with callbacks on Monday, September 11. Auditions for the Fall Dance Concert will be held on Saturday and Sunday, September 9 & 10.

Keep your eye on the [Theater and Dance Department website](#) to sign up, and for information on times and additional details!

Arts @ Mac: An Open House & Lunch Social

When students arrive on campus, they should keep an eye out for information on Arts @ Mac Welcome Week, sponsored by the departments of Music, Art and Art History, and Theater and Dance. Meet faculty, returning students and guest artists, and get information on auditions, backstage work opportunities, the curriculum and courses, and special events.

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. Economics 294-01, Educational Studies 260, Geography 241, 261, or 262, History 284, Political Science 204, or Sociology 294-02 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 real-life struggles by gendered, sexualized, racialized, classed, and other minorities for social and political justice. Prof. Myrl Beam and Prof. Sonita Sarker are the core department faculty who cover issues relating to trans identities and transnational contexts respectively; they both analyze culture, media, and political activism in the context of neoliberal capitalism and globalization. Based on a historical understanding of injustices and ongoing struggles, WGSS classes prepare students to better understand and see how systems of oppression as well as liberation are interlocked and connected. Students in WGSS develop practical and theoretical skills for understanding and engaging the social, cultural, economic, and political contexts shaping our world, in order to prepare to participate in post-Macalester professional lives.

If students are interested in taking a WGSS course in their first semester, we recommend either WGSS100 ("Intro to Women's/Gender/Sexuality St: Intersectional Queer Approaches to Pandemics and Uprisings," which is a First-Year Course) or WGSS220 ("Feminist Reconstructions: Utopias, Masculinities, and Race"). These courses will provide a great foundation for later courses in the major, and ultimately, the WGSS capstone. This culminating experience links theory and practice, and is based on students' experience with campus and off-campus communities, or a topic that they really want to pursue in academics as well as in their post-Macalester career. Please see the WGSS website for course descriptions and more exciting information about our major and minor, honors and internships, and much more! (www.macalester.edu/wgss).

FREQUENTLY USED FORMS/PROCESSES AND WHERE TO OBTAIN THEM

Academic Programs and Advising Office

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

Faculty Advisor Selection Form
Preceptorship Learning Contract

Office of Student Affairs

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

Leave of Absence Form
Permanent Withdrawal from College Form

Registrar's Office

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

Drop/Add/Withdrawal
Grading Options
Independent Project Registration
Individually Designed Interdepartmental Major (IDIM)
Declaration of Intent to be Graduated
Application for Readmission
Course Completion Agreement Form
Address Changes
Preferred Name Changes