Macalester College
2008–2009 Catalog

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2008–2009 Calendar

Fall Semester 2008

Aug. 22–Aug. 26/Fri.–Tues.	New Student Orientation
Aug. 27/Wed.	Upperclass Validation
Aug. 27/Wed.	Beginning of Classes
Aug. 27/Wed.	Incompletes Due from Spring, Summer 2008
Sept. 1/Mon.	Labor Day Holiday
Sept. 5/Fri.	Last Day to Register or Validate
Sept. 12/Fri.	Last Day to Add a Class, Drop a Class (No Notation), and Designate Grading Options
Oct. 16–Oct. 19/Thurs.–Sun.	Fall Mid-Term Break
Oct. 31/Fri.	Last Day to Withdraw
Nov. 10–Nov. 26/Mon.–Fri.	Spring 2009 Class Registration
Nov. 27–Nov. 30/Thurs.–Sun.	Thanksgiving Recess
Dec. 5/Fri.	January Independent/Internship Registrations Due
Dec. 5/Fri.	Classes End
Dec. 6/Sat.	Study Day
Dec. 8–11/Mon.–Thurs.	Final Examinations

Spring Semester 2009

Jan. 26/Mon.	Validation of Registration
Jan. 26/Mon.	Beginning of Classes
Jan. 26/Mon.	Incompletes Due from Fall 2008
Feb. 6/Fri.	Last Day to Register, Validate, Add a Class, Drop a Class (No Notation)
Feb. 20/Fri.	Last Day to Designate Grading Options
Mar. 14–22/Sat.–Sun.	Spring Mid-Term Break
Apr. 3/Fri.	Last Day to Withdraw from a Class
Apr. 10/Fri.	Good Friday (no classes)
Apr. 20–May 1/Mon.–Fri.	Fall 2009 Class Registration
May 5/Tues.	Classes End
May 6/Wed.	Study Day
May 7–11/Thurs.–Mon.	Final Examinations
May 16/Sat.	Baccalaureate
May 16/Sat.	Commencement

For preliminary calendars for 2009–2010 and 2010–2011 please refer to page 355.

Catalog Statement

All statements contained in this catalog reflect the approved policies of Macalester College that were in effect as of May 1, 2008. However, for the best possible educational experience of its students, or for unexpected financial reasons, the College reserves its right to change at any time any of the provisions, statements, policies, curricula, procedures, regulations, or fees. Such changes will be duly published and distributed.

Students, faculty, and staff are responsible for all information and deadlines contained in this catalog and in the current Student Handbook (available in the Office of the Dean of Students). The Student Handbook supplements the College Catalog and expands upon College policies and procedures.

Nondiscriminatory Policy

Macalester College does not unlawfully discriminate in its policies, procedures or practices on the basis of race, sex, color, national origin, sexual orientation, religion, disability, marital status, age, or status as disabled veterans or veterans of the Vietnam era. Further, Macalester College complies with all applicable laws which include, but are not limited to, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Minnesota Human Rights Act. Macalester College also complies with all applicable regulations under the Americans With Disabilities Act which prohibit unlawful discrimination on the basis of disability in the full and comparable enjoyment of College admission, goods, services, facilities, privileges, advantages, and accommodations.

Mission, History and Religious Affiliation

Mission

Macalester is committed to being a preeminent liberal arts college with an educational program known for its high standards for scholarship and its special emphasis on internationalism, multiculturalism, and service to society.

[approved by the Board of Trustees, May 1992]

Statement of Purpose and Belief

At Macalester College we believe that education is a fundamentally transforming experience. As a community of learners, the possibilities for this personal, social, and intellectual transformation extend to us all. We affirm the importance of the intellectual growth of the students, staff and faculty through individual and collaborative endeavor. We believe that this can best be achieved through an environment that values the diverse cultures of our world and recognizes our responsibility to provide a supportive and respectful environment for students, staff and faculty of all cultures and backgrounds.

We expect students to develop a broad understanding of the liberal arts while they are at Macalester. Students should follow a primary course of study in order to acquire an understanding of disciplinary theory and methodology; they should be able to apply their understanding of theories to address problems in the larger community. Students should develop the ability to use information and communication resources effectively, be adept at critical, analytical and logical thinking, and express themselves well in both oral and written forms. Finally, students should be prepared to take responsibility for their personal, social and intellectual choices.

We believe that the benefit of the educational experience at Macalester is the development of individuals who make informed judgments and interpretations of the broader world around them and choose actions or beliefs for which they are willing to be held accountable. We expect them to develop the ability to seek and use knowledge and experience in contexts that challenge and inform their suppositions about the world. We are committed to helping students grow intellectually and personally within an environment that models and promotes academic excellence and ethical behavior. The education a student begins at Macalester provides the basis for continuous transformation through learning and service.

History

The Founder's Vision. Macalester College was founded in 1874 with a commitment to making it one of the finest colleges in the country. Its founder, the Rev. Edward Duffield Neill, served as a chaplain in the Civil War and held positions in three U.S. presidential administrations. Journeying to the Minnesota Territory in 1849 to do missionary work, he founded two churches and served as the state's first superintendent of public education and first chancellor of the University of Minnesota.

Having shaped the education of the Northwest's citizens, Neill turned to the education of its leaders. He believed that only a private college could offer both the academic quality and the values needed to prepare for leadership. He planned a college that would be equal in academic strength to the best colleges in the East. It would be Presbyterian-affiliated but nonsectarian, making it inclusive by the standards of his day.

Charles Macalester, a prominent Philadelphia businessman and philanthropist, made the establishing gift by donating the Winslow House, a noted summer hotel in Minneapolis. With additional funding from the Presbyterian Church and from the new College's trustees, Macalester opened in 1885 with five professors, six freshmen, and 52 preparatory students.

Defining Excellence. In 1887, a young classical scholar named James Wallace joined the faculty—and forever changed the future—of Macalester College. Over the next 50 years, as faculty member, president, fund-raiser, donor, and role model, James Wallace helped the College define its special values and its standards of excellence.

Wallace quickly established himself as a fine and demanding teacher, and he earned a national reputation for scholarship when he published two Greek textbooks that were widely used across the country. When he took on added duties as dean of the College and then as president, he dedicated himself to creating the strongest possible academic experience for Macalester students. He recruited excellent faculty members and carefully added new areas of study to the curriculum.

In spite of academic success, James Wallace's early years at Macalester were financially difficult. Gradually, his unceasing efforts built up a group of donors whose support, together with tuition from a growing student body, put the college on steady footing. By the time he rejoined the faculty in 1906, Wallace had enabled the college to pay off its debt, maintain a balanced budget, and begin to establish an endowment to offer some protection against hard times.

Until shortly before his death in 1939, James Wallace taught religion, Greek and political science. He inspired students to set high aspirations, strive for the best, and serve humanity on a global basis. His interest in world affairs intensified throughout his lifetime, and just before his 90th birthday he published a third book, this one on international peace and justice.

Distinguishing Values. In the 1940s and 1950s President Charles J. Turck gave new emphasis to the College's internationalism by recruiting foreign students, creating overseas study opportunities, and hiring faculty from diverse backgrounds. As a symbol of commitment to international harmony, he raised the United Nations flag on campus in 1950, and it has flown every day since then, just below the United States flag. Under his leadership, the College also broadened its base of community service and intensified its continuing interest in civic and national affairs. President Turck wrote a regular column in the student newspaper, often discussing social justice at home and abroad.

Macalester engaged in a remarkable period of advancement throughout the 1960s. Under the leadership of President Harvey M. Rice, the College strengthened the academic credentials of its faculty, enhanced the academic program, and increased its visibility, attracting students from across the nation and around the world. A major building campaign resulted in a fine arts center and new science facilities which were among the best in the United States. All of this was made possible by the generous gifts of many friends, led by DeWitt and Lila Wallace, founders of the *Reader's Digest* and major benefactors of Macalester. Mr. Wallace, who died in 1981, was the son of President James Wallace and a member of the College's class of 1911.

Along the way, Macalester committed itself to a liberal arts curriculum and asserted five traditional and distinguishing values: involvement of students with faculty in the pursuit of learning; creation of a diverse campus community; incorporation of an international perspective in the curriculum and campus life; involvement of the College in the life of the metropolitan area; and espousal of service as a way of life.

The stories of four alumni provide evidence of the historic nature of those values:

> Catharine Deaver Lealtad became Macalester's first African American graduate in 1915; as a physician she spent a long career treating children affected by poverty, war and famine around the world.
>
> Esther Torii Suzuki was admitted to Macalester in 1942, freeing her from the internment camp where her Japanese American family was placed during World War II; she became a social worker and human rights activist.
>
> Walter Mondale, who grew up in southern Minnesota, was part of the Class of 1950; he went on to become vice president of the United States, a U.S. senator, and U.S. Ambassador to Japan.
>
> Kofi Annan came to Macalester from Ghana; after his 1961 graduation he began a career with the United Nations culminating in his election to the post of U.N. Secretary General and his receipt of the 2001 Nobel Peace Prize.

Unprecedented Strength. The 1990s were another period of significant advancement for Macalester. In 1991, the College's endowment became significantly stronger than it had been, enabling Macalester to pursue its high ideals with renewed vision and confidence. The College increased the number of faculty positions, adding new depth and more broadly diverse perspectives to the educational program. The improved student-faculty ratio also made possible more flexible and personalized teaching approaches, including significant enhancement of an already strong emphasis on faculty-student collaborative research and writing. The College also increased international study opportunities for students and faculty and strengthened co-curricular programs from athletics to residential life to community service.

Through a comprehensive campus improvement program, virtually every academic and residential building on campus was renovated, as were the athletic facilities. Extensive renovation of the science facilities, which merged two buildings into the Olin-Rice Science Center, was completed in 1997. George Draper Dayton residence hall opened in 1998, the Ruth Stricker Dayton Campus Center in 2001, and the renovated Kagin Commons student services building in 2002. A comprehensive fund-raising campaign completed in 2000 raised $55.3 million to help support some of those building projects as well as scholarship funds, student-faculty research stipends, academic programs, and annual operations.

The College entered the 21st century with a planning process that reaffirmed its core values and key strengths. In Fall 2005, President Brian C. Rosenberg issued a vision statement which calls upon Macalester to respond to the world's complex challenges with renewed academic strength and with a commitment to global citizenship on the part of the College and its graduates. *Global* citizenship begins with responsible and reflective *local* engagement that transcends parochial concerns and regards all human beings as fellow citizens. Macalester's Institute for Global Citizenship, created in 2005, serves as a catalyst for strengthening programs by which students connect academic study with off-campus applications through internships and service-learning opportunities both in the United States and abroad, and programs by which students explore ways to engage some of the world's most challenging issues through their chosen professions.

With the help of financial support from its alumni and friends, Macalester continues the traditions begun by its founders and carried forward throughout its history: providing an education of uncompromising academic quality to capable students from a wide range of social and cultural backgrounds and preparing them to make a significant and positive difference in the world.

Church Affiliation

Macalester College opened its doors with the support of the Presbyterian Church. From the beginning, Macalester's leaders decided that the College should be nonsectarian in its instruction and attitudes. Their belief that the campus is a place to foster spiritual growth among people of many religions takes shape in the variety of religious offerings at the College. Macalester's full-time chaplain is an ordained Presbyterian minister. In addition, associate chaplains currently represent the Catholic and Jewish faiths. Ecumenical worship services are held regularly in the beautiful Weyerhaeuser Memorial Chapel on the campus.

Macalester College and the Presbyterian Church (USA) through the Synod of Lakes and Prairies signed a Covenant in 1996 which reaffirms the creative and intentional relationship between the Church and the College, expresses a spirit of respect and mutual cooperation, looks at ways in which the values of each institution intersect, and establishes a framework for working together to address significant social and faith issues in ways that result in growth and benefit for the Synod, the College, and the wider community.

College Seal

Macalester's founder, the Rev. Edward Duffield Neill, created the College's official seal representing the confluence of academic pursuit and personal values. In a sermon preached before the Presbyterian Synod of Minnesota in September 1873, he explained its significance:

"On the corporate seal of the institution are engraved two female figures, one in classic drapery, telescope in hand and compass at the feet, representing Science investigating the laws of Nature; the other in sitting posture and modern dress holding open the word of God, representing Revelation. They are in friendly converse, twin sisters of heaven as the motto suggests: *Natura et revelatio coeli gemini*."

Macalester would be affiliated with the Presbyterian Church, but unlike some religious schools of the time, it would be open to students of other faiths, and it would also be open to scientific and scholarly quests for knowledge and truth at the highest levels of quality.

That spirit of openness has continued through the years, resulting in a Macalester community where students, faculty and staff speak literally hundreds of languages; their cultural, ethnic and socioeconomic backgrounds form a rich tapestry that adds complexity and nuance to an already fertile liberal arts curriculum.

Today's students engage in the full scope of that curriculum, from the classics and religious studies to the ever-increasing complexity of the sciences, and from traditional strongholds such as political science, history, economics, languages and the arts to newer interdisciplinary fields such as environmental studies and international studies.

Macalester Shield

Macalester's stylized shield was introduced as the College's signature, or visual symbol, in the 1990s. Its origins, however, reach back to the College's Presbyterian and Scottish roots. Like other Scottish families, Macalester has its own official woven pattern called a tartan. For decades, the College used a rendering of an old-fashioned tartan-covered shield as its visual symbol.

The shield now in use is rooted in this tradition but is open and forward-looking. One can see in it the streets of our city, the crossroads of the world, and the threads that make up the fabric of the Macalester community.

Presidents

The Rev. Edward Duffield Neill,* D.D., 1874–1884
The Rev. Thomas A. McCurdy,* D.D., 1884–1890
The Rev. David James Burrell,* D.D., 1890–1891
The Rev. Adam Weir Ringland,* D.D., 1892–1894
James Wallace,* Ph.D., LL.D., D.D., 1894–1906
Thomas Morey Hodgman,* LL.D., 1907–1917
The Rev. Elmer Allen Bess,* D.D., 1918–1923
John Carey Acheson,* A.M., LL.D., 1924–1937
Charles Joseph Turck,* A.M., LL.B., LL.D., 1939–1958
Harvey Mitchell Rice,* A.M., Ph.D., L.H.D., LL.D., 1958–1968
Arthur S. Flemming,* A.B., M.A., J.D., 1968–1971
James A. Robinson, A.A., A.B., M.A., Ph.D., 1971–1975
John B. Davis, Jr., B.A., M.Ed., E.Ed., LL.D., 1975–1984
Robert M. Gavin, Jr., B.A., Ph.D., 1984–1996
Michael S. McPherson, B.A., M.A., Ph.D., 1996–2003
Brian C. Rosenberg, B.A., M.A., Ph.D., 2003
**Deceased*

The Board of Trustees

Officers

David J. Deno ’79, P ’11, *Chair*

Jerry Crawford ’71, *Vice Chair*

Ruth Stricker Dayton ’57, P ’87, *Vice Chair*

Timothy D. Hart-Andersen, P ’12, *Vice Chair*

John C. Law ’72, *Vice Chair*

Patricia R. Hurley ’82, P ’10, *Treasurer*

Peter H. Fenn ’70, P ’05, *Secretary*

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Paul A. Anderson ’73, *Senior Consultant, Yarnell Inc., San Francisco, California*

Charles G. Berg ’78, *Executive Chairman, WellCare Health Plans, Inc., Westport, Connecticut*

Brian Scott Berkopec ’91, *Director, Strategic Business Development, Chesapeake Corporation, Richmond, Virginia*

Melvin Collins ’75, *Strategic Accounts Manager, INROADS/Minneapolis-St. Paul, St. Paul, Minnesota*

Jerry Crawford ’71, *Founding Partner, The Crawford Law Firm, Des Moines, Iowa*

Ruth Stricker Dayton ’57, P ’87, *Executive Director/Founder, The Marsh, Minnetonka, Minnesota*

David J. Deno ’79, P ’11, *President, Quiznos, Denver, Colorado*

R. Lawrence Dessem ’73, *Dean, University of Missouri-Columbia, School of Law, Columbia, Missouri*

Steven C. Euller ’71, *Corporate Vice President, General Counsel, and Corporate Secretary, Cargill, Incorporated, Wayzata, Minnesota*

Peter H. Fenn ’70, P ’05, *President, Fenn Communications Group, Washington, D.C.*

Susan M. Haigh ’73, *President & CEO, Twin Cities Habitat for Humanity, Minneapolis, Minnesota*

Timothy D. Hart-Andersen P ’12, *Pastor, Westminster Presbyterian Church, Minneapolis, Minnesota*

Carol Schwarting Hayden ’56, *Community Volunteer, Minneapolis, Minnesota*

Patricia R. Hurley ’82, P ’10, *Senior Vice President and Deputy General Counsel, Fidelity Investments, Boston, Massachusetts*

John C. Law ’72, *Managing Director, Warland Investments Company, Santa Monica, California*

Lynn Niederfeld Morgan ’68, *Freelance Film Producer, Vashon, Washington*

Collin K. Mothupi ’00, *Operations Strategist, Critical Care Division, Children’s Hospitals and Clinics of MN, Minneapolis, Minnesota*

Lee A. Nystrom ’73, P ’10, *Executive Vice President, Hays Companies, Minneapolis, Minnesota*

Kathleen Angelos Pinkett ’75, *Vice President, Human Resources, Securian Financial Group, St. Paul, Minnesota*

Lois E. Quam ’83, *Managing Director, Alternative Investments, Piper Jaffray, Minneapolis, Minnesota*

James L. Reissner ’62, *President & CEO, Activar, Inc., Minneapolis, Minnesota*

John C. Robinson ’71, *Chairman & CEO, Group Robinson LLC, Menlo Park, California*

Brian C. Rosenberg (ex officio), *President, Macalester College, St. Paul, Minnesota*

Michael E. Sneed ’81, *Company Group Chairman, Vision Care, Johnson & Johnson, New Brunswick, New Jersey*

Bruce L. Soltis ’66, *Retired Senior Vice President, Canadian Foodservice Operations, SYSCO Corporation, Metairie, Louisiana*

Per von Zelowitz ’94 ,*Partner, Nordic Venture Partners, Stockholm, Sweden*

Stephen F. Wiggins ’78, *Operating Partner, Essex Woodlands Health Ventures, Darien, Connecticut*

Admissions, Expenses and Financial Aid

Admissions Policies

The nature of a college is strongly affected by the people who study there. This is particularly true for a small, undergraduate institution like Macalester. It is the goal of the Admissions Office to bring to campus each year a group of entering students who will further a tradition of academic excellence which is enriched by international and multicultural awareness and civic engagement.

Because Macalester prides itself on academic excellence, a primary goal of the admission process is to select from among applicants those students who show particular promise to profit from and contribute to the intellectual life of the college. Our evaluation of this potential is a humanistic one. While standard statistical measures such as test scores are part of a highly selective admission process, many other factors are considered in our estimation of a candidate's intellectual promise. Among these are recommendations from secondary school personnel, the student's application essays and admissions interviews.

Macalester maintains a strong belief that learning transcends the classroom, and that students learn a great deal from each other, receiving insights into people and events that their own backgrounds did not provide. Macalester's vigorous classroom experience was thus enriched by a student body which represented 50 states and included citizens of 87 other countries in 2007–2008, as well as varied economic, cultural and religious backgrounds.

In addition, we believe that a fulfilling college experience includes a dynamic campus life. Macalester students have long made significant achievements in nonacademic areas—in the arts, in athletics, in activities involving contributions to the world around them. For this reason, evidence of social and ethical concerns, leadership potential and the ability to contribute to campus activities are important considerations in our evaluation of a candidate's admission credentials.

Our admission evaluations are both comprehensive and complex, because there are many ways in which a student can show promise for contributing to Macalester. We seek a student body which is committed to academic challenge, and will contribute to campus life beyond the classroom. Living on campus is an important part of a Macalester education. For this reason, the College expects all entering students to live on campus for two consecutive years, and many students choose to remain on campus for all four years. Macalester's residence halls provide students with opportunities to meet and interact with people very different from themselves, participate in new activities and learn how to manage the many responsibilities of college life.

Secondary School Preparation

Macalester expects applicants to have completed (at a minimum) a secondary school curriculum consisting of: four years of English; three years of history or social science; three years of mathematics; three years of laboratory science; and three years of foreign language. In addition, Macalester expects its applicants will have taken at least some of the honors or advanced courses available at their secondary schools. Macalester uses no minimum grade point average as a threshold for admission, and no applicant will be disqualified for lacking a particular course.

College Entrance Testing

Freshman candidates are required to take either the SAT I of the College Board or the ACT of the American College Testing program. Macalester accepts scores from non-standardized administrations of the SAT I and the ACT, as approved and administered by these agencies. The SAT II examinations are not required for admission; however, they are used for placement in mathematics, the sciences and languages. Students considering these fields for further study should consider taking the appropriate achievement tests.

Methods of Application for First-Year Students

Application materials may be obtained by writing to the Admissions Office, Macalester College, 1600 Grand Avenue, St. Paul, Minnesota 55105 or by visiting our website at www.macalester.edu. Macalester also accepts the "Common Application" which is available in most secondary school counseling offices and can be accessed on our website. Students using this form, however, must submit a one-page supplement available on our website or from the Macalester Admissions Office upon request.

Download and print the application, apply online or request an application at www.macalester.edu/admissions/apply. The Minnesota College Admission Form *cannot* be used for application to Macalester.

A $40 non-refundable application fee is required. The fee may be waived based on written request from the student's secondary school counselor. This request *must* include a brief explanation of the financial circumstances necessitating the waiver.

Macalester offers three application process options for first-year students. The procedures are nearly identical for each option; however, notification dates and deposit deadlines vary. The criteria for the awarding of financial aid and special scholarships are the same for all three decision dates. *For all application deadlines, materials should be postmarked by the requested date.*

Permanent residents of the United States should follow the procedure used by U.S. citizens. All U.S. permanent residents must supply a photocopy of their green card with the application form.

Candidates should be aware that Macalester will accept no more than the equivalent of 20 semester credits for academic work completed prior to matriculation at Macalester. Students who have completed a semester at a college or university as a full-time student before graduating from high school must apply as a first-year student.

Application Deadlines and Reply Dates
(for U.S. Citizens and Permanent Residents)

	Application Deadline	Notification Mailing Date	Candidate's Reply Date
First Year Students			
Early Decision I	November 15	December 15	January 15
Early Decision II	January 2	February 7	March 7
Regular Decision	January 15	March 31	May 1
Transfer Students			
Fall Term	April 15	May 15	2 weeks after notification

Application Deadlines and Reply Dates
(for International Students)

	Application Deadline	Notification Mailing Date	Candidate's Reply Date
First Year Students			
Early Decision I	November 15	December 15	January 15
Early Decision II	January 2	February 7	March 7
Regular Decision	January 15	March 31	May 1
Transfer Students			
Fall Term	January 15	March 31	May 1

Early Decision: For students who have decided that Macalester is their first choice institution, the college offers two Early Decision application plans.

Early Decision I candidates must file their applications and supporting materials by November 15 of their senior year. Secondary schools must include grades through the first quarter or trimester of the senior year in the credentials they submit. Each Early Decision I applicant will receive one of three responses from the Admissions Office in mid-December: an offer of admission, postponement for consideration with the Regular Application candidate group, or denial of admission. Candidates admitted under this application plan must make a *non-refundable* $300 tuition deposit by January 15. Instructions on applying for financial aid will be mailed when the application for admission is received or sooner upon request.

Early Decision II candidates must file their applications and supporting materials by January 2, and will receive one of the three admissions responses in early February: an offer of admission, postponement for consideration with the Regular Application group, or denial of admission. Students offered admission under this plan must make a *non-refundable* $300 tuition deposit by March 7. It is thus important that candidates requesting financial aid file the appropriate forms at the earliest possible time. Instructions on applying for financial aid will be mailed when the application for admission is received or sooner upon request.

In choosing either of the Early Decision plans, candidates are indicating that Macalester is their first-choice college and that they would like early notification. **Under both plans, a candidate must apply to no other college or university under an early decision plan.** While early decision candidates may file regular applications to other institutions, the election of a Macalester Early Decision plan constitutes a pledge that these applications will be withdrawn and no new applications will be initiated when the candidate is offered admission to Macalester. If applying for financial aid, candidates may wait for the preliminary Macalester aid package before withdrawing other applications.

Regular Application: Under this application program candidates must submit application materials by January 15. Admissions decisions will be mailed during the last week of March. Students offered admission must make a *non-refundable* $300 tuition deposit by the national Candidate's Reply Date of May 1. The non-refundable deposit is due regardless of whether a financial aid award has been received, so candidates should be sure that financial aid materials have been submitted at the earliest possible date, and before March 15 at the latest.

Financial Aid: Macalester remains committed to meeting the full demonstrated financial need of every student offered admission to the College. Students applying for financial aid should complete the *Free Application for Federal Student Aid (FAFSA)*, the *College Scholarship PROFILE* and provide tax documents. Full application instructions are provided on the Financial Aid Office website.

Early Admission: Occasionally a few students who have not yet graduated from secondary school are admitted to Macalester at the end of their junior year. Among the major considerations for early admission are the judgments of the Admissions Committee, the secondary school principal or college advisor, and the school faculty concerning the candidate's maturity and qualifications to do distinguished work in college. An interview is almost always necessary. The Regular Application process should be used by students seeking early admission to Macalester.

Advanced Standing: For students admitted to Macalester through the first-year admissions program, Macalester will accept for credit no more than the equivalent of twenty Macalester credits from courses earned at a college or university prior to matriculation at Macalester. Summer session college credits, Minnesota Post-Secondary Education Options Program credits, International Baccalaureate credits, and Advanced Placement Program credits are included under this limitation. (The only exception to this limitation applies to students who have achieved the equivalent of *twenty-four* Macalester credits *solely* through College Board Advanced Placement Examinations.) Credits earned through Advanced Placement, International Baccalaureate or GCE A-Level examinations cannot be used to meet the college's general distribution requirement.

College- or university-level courses must be taken *directly* at the college or university from which the credit is granted. Macalester will not award credit for courses which were taken in secondary school, or which were used to satisfy any of the requirements for graduation at the student's secondary school.

Deferral: Each year, some students who have been offered first-year admission to Macalester request the deferral of their admission. Deferrals may be granted for a variety of reasons, most commonly to allow a student to spend time overseas. Deferral requests which are approved, at the discretion of the Dean of Admissions, are granted for a period of one academic year. There are no semester deferrals. Candidates should be aware, however, that Macalester will accept no more than the equivalent of 20 credits for academic work completed prior to matriculation at Macalester, whether earned during secondary school or during the deferral period. Decisions regarding credit are made by the Registrar. Deferral requests or questions about the deferral process should be directed to the Admissions Office. For more information, phone the Admissions Office at (800) 231-7974 or (651) 696-6357.

Methods of Application for Transfer Students

A transfer student is anyone who has been enrolled in a college or university as a degree-seeking student.

Transfer students should follow the regular application procedures and submit a Dean of Students' Recommendation from the college at which they were most recently a degree-seeking student, plus transcripts of all high school and college work. Transfer applicants should usually present a cumulative grade point average of "B+" (or 3.33 average) or better. The application fee for transfer students is $40.

Students considering transferring to Macalester may have their transcripts evaluated for the transfer of course credits prior to applying by sending an official transcript and

specifically requesting this service from the Admissions Office. This evaluation is only preliminary, but is complete enough to be helpful in planning for transfer.

For U.S. citizens and Permanent Residents the deadline for fall term transfer application is April 15. Notification of admissions decisions will be completed by May 15 for applications received by the deadline, and continues on a "rolling" basis after that date.

For international students the deadline for fall term transfer application is January 15. Notification of admissions decisions will be mailed the last week of March. Students offered admission must make a *non-refundable* $300 tuition deposit by May 1.

There is no spring term admission at Macalester for either transfer or first year students.

Credits from accredited colleges will be evaluated according to the nature and quality of the work presented, as determined by the Registrar's Office. Students who have successfully completed courses with grades of "C–" or better in the natural sciences, social sciences, fine arts and humanities (or, in the case of community college transfer students, a transfer liberal arts program) will usually find that their credits transfer to Macalester. Six "quarter credits" equal four semester credits; courses taken pass/fail must have a verified grade of "C–" or better to transfer.

Students who have attended non-accredited institutions must have their work validated by examination or by showing competence to carry advanced work successfully. Award of credit in such cases may be delayed for one or two terms awaiting such evaluations.

Transfer candidates should note that 128 credits are required to graduate and not more than 64 transfer credits may be used to fulfill this requirement. All candidates for a Macalester College degree must successfully complete at least four semesters on the Macalester campus.

International Student Admission

International students should direct inquiries and make application to Macalester through the Office of Admissions, Macalester College, 1600 Grand Avenue, St. Paul, Minnesota 55105, U.S.A.

An international student applicant is any candidate who is neither a citizen of the United States nor a U.S. permanent resident.

International candidates must submit the following materials:

1. The Macalester College International Application Form for Admission (Part 1 and Part 2) or the Common Application.

2. Two Candidate Recommendation forms from teachers.

3. The School Report form completed by the School Counselor or Head of School Evaluation.

4. Original or certified copies of high school and post-secondary transcripts signed by the proper authority and indicating courses taken and grades earned.

5. Original or certified copies, signed by the proper authority, of final high school examinations (leaving certificates) and standardized national examinations (GCE, WAEC or others). If the results of these examinations are not available at the time of application, they may be submitted separately.

6. Proof of English language proficiency as documented by results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Arrangements to take the SAT II or TOEFL test should be made well in advance through the student's school, the nearest U.S. Consulate or the appropriate website. Visit the TOEFL website at www.toefl.org for more information on the TOEFL exam. To learn more about the SAT II go to www.collegeboard.com.

7. The results of the Scholastic Assessment Test (SAT I). Arrangements to take the examination should be made well in advance through the student's school, the nearest U.S. Consulate or on the College Board website at www.collegeboard.com.

8. Certified proof of financial support from parents and/or other sponsors.

9. For applicants requesting financial aid and who are not permanent residents of the United States, a completed International Student Financial Aid Application. This form is available for download on the Macalester Web site.

Students Not Seeking a Degree

If a course is not fully enrolled by degree-seeking Macalester students, registration is sometimes possible for students not seeking a degree. Financial aid is not normally available; however, outside funds may become available and students not seeking a degree may inquire about this possibility if they need financial aid. An application for admission must be submitted to the Registrar's Office at least one month before the semester's first day of classes. Initial application for non-degree seeking status may be made only for the fall semester. Applicants must be high-school graduates, and must have completed some college- or university-level coursework.

Macalester graduates may register for courses for credit during the registration period at the beginning of each term. Permission of the instructor is required to register for each course. Registration information and class schedules are available through the Registrar's Office.

Audit-only Students. People not currently enrolled who wish to audit a course must register as an "audit only" student. Courses are only available to auditors if all degree-seeking students who wish to take the course have been accommodated. Instructor's permission is required. A Macalester graduate may audit one course per semester at no charge, subject to the provisions above. The audit fee for all others is listed in the tuition section of this catalog. Registration opens for auditors on the first day of class and must be completed by the last day to register for the semester, as published in the calendar on page 3. Fee payment must be made at the time of registration.

High school students. Macalester accepts a small number of high school students to take a course at the College through the Post-Secondary Enrollment Options program. To be eligible for the program students must have exhausted the programs and curriculum available at their high school in the subject they wish to study at Macalester and be in high academic standing. Interested students should contact the Admissions Office for application information.

Visits to the Campus

Prospective students and others desiring guided tours should contact the Admissions Office at least one week in advance of the intended visit. Appointments can be made for tours and interviews by phoning the Admissions Office at (651) 696-6357 or toll-free (800) 231-7974 between 8:00 a.m. and 5:00 p.m. weekdays throughout the year. The Admissions Office is also open for interviews and tours until noon on Saturdays from

September through the second week of December and during the month of April. The office is closed on holidays, such as Thanksgiving, January 1, Martin Luther King, Jr. Day, Memorial Day, July 4, and Good Friday. The best time to visit the campus is during the academic year when classes are in session. Class visits may be arranged by contacting the Admissions Office at least one week in advance.

Prospective students may wish to stay overnight on campus. Arrangements to stay overnight on the campus must be made at least two full weeks in advance. Prospective students are housed with volunteer Macalester students; therefore, overnight visits are limited to one night only. Complimentary meal tickets for visiting students are provided by the Admissions Office. More detailed information on overnight visits is available by writing or calling the Admissions Office at (651) 696-6357 or (800) 231-7974.

To Learn More

Office Of Admissions
Macalester College
1600 Grand Avenue
St. Paul, Minnesota 55105-1899

Phone: (651) 696-6357
Toll free: (800) 231-7974
FAX: (651) 696-6724
Web: www.macalester.edu
Email: admissions@macalester.edu

Tuition, Fees, and Room and Board 2008–2009

The tuition rate for full time students (12–18 hours per semester) for 2008–2009 is $36,304 per year.

Fees

Application Fee	$40
Enrollment Deposit	300
Late Registration Fee	100
Late Payment Fee	40
Student Activity Fee	200

Newly admitted students pay a one time, non-refundable deposit of $300 to reserve a place in the entering class. This deposit is applied to first semester tuition charges.

Tuition

Regular

Full-time, per academic year (12–18 hours per semester)	36,304
Part-time, less than 12 hours per semester (per semester hour)	1,135
Hours in excess of 18 (per semester hour to a maximum of 20)	2,270

Charges for hours in excess of 18 per semester are waived if students enroll for 12–14 hours in the other semester of the same academic year. They are not waived if students enroll in fewer than 12 hours or withdraw from a fourth course.

Special

Macalester Graduate, maximum of 5 hours per semester	1,135
(Graduates taking more than the stated credit limit are billed the regular part-time or full-time tuition rate for all credits.)	
Credit by Examination	4,540
Audit only, non-Macalester graduate, (per credit)	284

Summer Independent Study (Summer 2009, per semester hour) 1,135
January Independent Study . . . . . No Charge

Music Lessons
Private lessons, per semester, non-major student 340

(Music major/minor students: rates vary, see Performance Instruction under Music section of this catalog.)

Study Away

Semester and Academic Year Programs: Macalester College offers students a carefully selected variety of overseas and domestic study away programs of relevance to the Macalester liberal arts curriculum. The cost of participating in an off-campus program is equal to Macalester tuition plus airfare and on-site room and board charges. For programs whose charges exceed Macalester's, the student and his or her family will be responsible for the additional costs. The College extends financial aid allowances to all eligible students to support the cost of approved study away. Withdrawal from a study away program follows the same policy as an on-campus program based on the program's first day of the semester.

January or summer program: actual program costs.

Further information on recommended programs, costs, and financial aid for off-campus study will be made available during the study away advising process or may be viewed on the College's International Center website.

Room and Board

Per academic year (Room—4,508) (Board—3,964) 8,472
Language Houses (room only) 4,708
Apartment (room only) 5,960
Commuter Meal Plan 550

Residence Halls

Students interested in living in college housing will be provided with a residence hall application at the time they receive notice of admission to the College. The completed room application should be returned immediately to the Admissions Office. Housing is assigned to new students in order of receipt of the residence hall application.

Refund Policy

The enrollment deposit made by an applicant is non-refundable. Therefore, if new students have difficulty with deposit deadlines they should contact the Admissions Office. The $300 deposit is applied as a credit against first semester charges.

No tuition, room, or board is refunded or credited after the 33rd class day of the semester.

Tuition refunds for official withdrawal from the College during the first 33 class days of the semester are as follows for returning students: a) 1st–7th day: 90 percent; b) 8th–17th day: 50 percent; c) 18th–33rd day: 25 percent. Tuition refunds for both on-campus and study away programs are based on the program's first day of the semester.

Room and board refunds for both new and returning students are calculated on a daily basis by the number of days in the dormitory as of the checkout date. One week is added to the official date of room vacancy when computing the pro-rated refund.

Students who move out of College residences but remain enrolled in the College are not eligible for room and board refund.

Students receiving financial aid who receive tuition and/or room and board refunds will receive a similar reduction in their total financial aid package. Refund calculations for the Title IV aid recipients are regulated by federal requirements and differ from the institutional policy. (See the Financial Aid section of the Student Handbook for additional refund policy information.)

No refunds are granted without first receiving official permission or withdrawal from the College from the Dean of Student's Office.

The student activity fee is non-refundable.

Students leaving the College any time after registration without being granted official permission, or by reason of being suspended or dropped, will not be eligible for any refund under this policy.

Payment of Student Accounts

Students are billed for the fall semester in mid-July, with charges due and payable on or before August 15. Students are billed for the spring semester mid-December, with charges due and payable on or before January 15. Each semester's bill will include the charges for that semester's tuition, room and board (if applicable) and any appropriate fees. If charges are not paid by the due date of August 15 for fall semester or January 15 for spring semester, a late payment charge of $40 will be assessed.

The value of any work-study generated financial aid is anticipated money and will only be available as it is earned. Work-study earnings are paid directly to the students on a bi-weekly basis. Students wanting to apply work-study earnings to their bills must have a Student Employment Check Authorization form on file with the Student Accounts Office. Work study not earned by the end of the semester must be paid on or before semester end. Finance charges will accrue on accounts that have an outstanding balance.

Monthly E-Billing statements are made available on the student portal, 1600grand, in the middle of each month and are due on the 15th of the following month. These statements reflect charges incurred during the billing period. Charges not paid by August 15 for fall semester or January 15 for spring semester will be assessed a late payment charge of $40. In subsequent billing periods, if full payment is not made by the due date, a finance charge of .67% per month (annual percentage rate of 8%) is assessed on the balance due.

Students are responsible for reading and understanding all academic and financial policies as published in the Macalester College catalog, including the refund policies for tuition, room and board. Students are responsible for the communication of billing information to all parties involved. Students may give permission to others to view their E-billing statements, billing account activity, and make on-line payments by setting them up as an authorized user. If the student believes that any information on their statement is incorrect, they must notify the Student Accounts Office in writing within 30 days of the statement date detailing the information believed to be incorrect. If the information is not disputed in writing within 30 days of the statement date, Macalester College will assume the information is correct.

Students and/or parents wishing to borrow additional money to apply to the semester bill need to contact the Financial Aid Office to determine the options available to them.

Tuition Management Systems (1-800-722-4867) also operates an independent monthly payment plan with insurance and extended payment features. Information and application materials are available from the Student Accounts Office.

Past Due Balances

Failure to keep a student billing account current may result in one or more of the following: validation hold, transcript hold, diploma hold, inability to add/drop classes, assessment of a $40 late payment charge, and assessment of an 8% per annum finance charge.

Other Policies:

A. NSF CHARGES: A non-refundable twenty dollar ($20.00) charge is assessed to a student's account each time a check (paper or electronic) is returned for non-sufficient or uncollected funds. After three returned checks, the student will be required to make further payments with cash, cashier's check or money order.

B. GRADUATION: Outstanding balances must be paid in full three weeks prior to graduation. Graduates who have a balance due may participate in commencement ceremonies but will not be allowed to receive their diploma or copies of transcripts. All students with loans must complete an exit interview before graduation.

C. TRANSCRIPTS: Transcript requests should be directed to the Registrar's Office. Requests are denied if a student has a balance owing on their student account.

D. FINES: Fines are due and payable as soon as they are posted to a student's billing account.

Financial Aid

A high-quality Macalester experience relies on outstanding faculty members, small classes, individual study opportunities, and excellent equipment and facilities—all of which are expensive to provide. The primary responsibility for meeting this cost rests with students and their families. If costs are a concern, we encourage students to apply for financial aid to determine eligibility for federal, state, and institutional assistance.

The amount of each admitted student's financial aid package is equal to the difference between the student's calculated family contribution and the cost of attending Macalester. The Macalester Financial Aid Office evaluates the family's financial aid application data and determines the student's financial need.

Prospective students interested in seeking financial aid should apply for admission according to admission application deadlines and submit financial aid application materials by the priority filing date published in admission application materials. Macalester financial aid staff members are available for consultation throughout the year and encourage students to contact the Financial Aid Office with questions.

Macalester's financial aid program is open to all degree-seeking full-time students enrolled during the academic year. Financial aid is not available for summer study. A student may receive Macalester aid up to eight semesters assuming other eligibility criteria are met.

All students applying for Macalester financial aid are encouraged to seek and maintain scholarships offered by organizations in their communities, parents' employers, and other organizations. All financial assistance from outside sources must be reported to

the Financial Aid Office as it must be coordinated with other financial aid. Macalester's policy on the treatment of outside scholarships and grants can be found on the Financial Aid web site.

In most cases, a student must be 24 years old to apply for financial aid as an independent student. Students considering filing for aid as independent students are encouraged to contact the Macalester Financial Aid Office before completing their applications. Students entering Macalester as dependent students will remain so for institutional financial aid purposes.

Students must apply for financial aid each year. Renewal financial aid application materials are made available on the Financial Aid Office website by January preceding the academic year. Financial aid award letters are mailed beginning in June to returning students who meet the priority filing deadline. Students with student employment awards are encouraged to find their jobs for the next academic year during spring semester.

How to Apply for Financial Aid

Prospective students who are candidates for financial aid at Macalester College must take the following steps:

1. File an application for admission with the Admissions Office.

2. Complete the Free Application for Federal Student Aid (FAFSA) and Financial Aid PROFILE forms, submit them to the appropriate processing services, and request that the results be released to Macalester College.

3. Submit signed copies of their parents' and their own federal tax returns and W-2 forms to the College Board Institutional Documentation Service (IDOC).

4. If the applicant's parents are separated or divorced, a Noncustodial PROFILE is required.

NOTE: Students who are not U.S. citizens or U.S. Permanent Residents apply for financial aid to the Director of International Admissions.

Changes in Financial Aid Policies

Macalester's financial aid policies do change from time to time due to federal and state requirements and the College's continued effort to serve students. Students should refer to the Financial Aid Office website for the most current and complete information.

Types of Assistance

Financial aid is generally awarded in the form of a package including grant, work, and loan funds. The amount of each type of aid varies according the student's financial need, College funds, and College aid policies. During 2007–2008, two-thirds of Macalester's full-time students received financial assistance amounting to over $35 million.

Macalester College Grants and Scholarships

General Grants. General grants, provided from the College budget, are awarded to first-year students, transfer students, and upper class students who demonstrate financial need. Students need not apply separately for specific Macalester grants since they will automatically receive consideration for all funds for which they may be eligible through the financial aid process.

Endowed Scholarships. A large number of endowed scholarships are available as a result of generous gifts from friends and alumni of the College. Endowed scholarships are an integral part of financial aid at Macalester and contribute significantly to meeting the financial needs of students. The income from these funds is generally awarded to sophomores, juniors and seniors who have shown strong academic performance and have demonstrated financial need.

Macalester College National Merit Scholarships are awarded to prospective National Merit Finalists who have designated Macalester as their first-choice college. The annual award totals $5,000 (normally $2,000 National Merit Scholarship plus $3,000 DeWitt Wallace Distinguished Scholarship).

DeWitt Wallace Distinguished Scholarships are awarded to prospective students on a highly competitive basis to selected National Merit Semifinalists and Commended Students. The scholarship is named for DeWitt Wallace '11, founder of Reader's Digest, who was a longtime benefactor of Macalester. The annual award is $3,000.

DeWitt Wallace Scholarships are awarded to selected prospective students who need assistance in order to attend Macalester and whose academic records have shown them to be worthy of recognition. The annual award is $3,000.

Catharine Lealtad Scholarships are awarded to African American, Hispanic, and Native American students with strong high school records. The annual award is $3,000 to $5,000. This scholarship is named for Dr. Catharine Lealtad, Class of 1915, the first African American woman graduate of the College.

National Presbyterian Scholarships are awarded to members of the Presbyterian Church. Recipients selected by the National Presbyterian Scholarship Committee receive annual awards up to $1,400 per year, depending upon financial need. Applications may be obtained from local church offices in the fall of the student's senior year of high school.

Macalester Student Employment is a significant part of the College's financial aid program. Almost three-fourths of students are employed part time on campus. In addition to federal and state funding, almost 75% of the employment program is funded by Macalester dollars. Macalester provides more than 1,100 on-campus jobs in administrative and service offices, academic departments, the library, grounds crew, etc. Job placement is determined by the student's interest and abilities, as well as the pool of available jobs. Upper-class students may participate in internships and off-campus employment.

Federal Government Assistance

Federal Pell Grant Program. This is the largest federal grant program. Awards to students are based on their enrollment status, their financial need and the cost of education at the school they plan to attend. For the 2007–2008 academic year, the maximum award is $4,310.

Federal Supplemental Educational Opportunity Grants (SEOG). This federal grant program provides colleges with funds to help financially needy students with their educational costs.

Federal Work-Study Program (FWS). Jobs are offered to selected students who demonstrate financial need. Under the program, Macalester pays 25% of the student's wages and the federal government pays the remaining 75%.

Loans

Federal Perkins Loan Program. This federal program provides low interest loans to students as part of their aid packages. The exact amount of the loan depends on the financial need, the funds that are available, and the aid policies of Macalester. Students may borrow up to $4,000 per year. Repayment and the 5 percent interest rate begin nine months after graduation or after a student drops below half-time enrollment.

Federal Stafford Student Loan (Subsidized and Unsubsidized). Stafford student loans are available to students enrolled at least half time and who complete the FAFSA. The maximum annual loan is $3,500 for freshmen, $4,500 for sophomores, and $5,500 for juniors and seniors. The exact amount of the loan and type, Subsidized or Unsubsidized, depends upon federal guidelines. The student may be required to pay a loan fee. Under the Subsidized Federal Stafford Loan program, no interest is charged, nor is repayment required while the student is in college. Under the Unsubsidized Federal Stafford Loan, the student is charged interest while in school, but may defer payment of this interest during the in-school period.

Federal Parent Loan for Undergraduate Students (PLUS) is a federal loan program under which parents may borrow up to the cost of attendance less other financial aid.

Minnesota Student Educational Loan Fund (SELF) is a student loan program available to Minnesota residents and students attending participating colleges in the state. Students may borrow a maximum of $7,500 per year. This loan requires a co-signer and is a variable interest rate loan with interest starting at the time of the loan disbursement; repayment of the principal begins 13 months after the student leaves college.

State of Minnesota Aid

Minnesota State Grant Program. All Minnesota residents who are applying for financial aid apply for a state grant. Application is made by completing the FAFSA.

Minnesota State Work-Study Program. Minnesota residents who have demonstrated financial need are eligible to receive state work-study funds.

Satisfactory Academic Progress for Federal Student Aid

According to the Higher Education Amendments of 1976, post-secondary institutions are required to establish standards of Satisfactory Academic Progress for students receiving Federal Student Aid (financial aid from the federal government). The concept of satisfactory academic progress mandates that both grade point average and the number of credits completed are monitored. In compliance with the requirement, Macalester College has developed the standards outlined below for Satisfactory Academic Progress. This policy also applies to aid programs that require the student to be eligible for Federal Student Aid, such as the Minnesota State Grant program.

Each full-time student is allowed eight semesters to complete an undergraduate degree and receive Federal Student Aid.

Satisfactory Progress Requirements

At the completion of this full-time semester	A student must have accrued at least this many credits	With at least this cumulative grade point average
1	8	1.70
2	16	1.70
3	28	1.85
4	40	1.85
5	54	2.00
6	68	2.00
7	82	2.00
8	96	2.00
9	112	2.00
10	128*	2.00

For the purposes of monitoring satisfactory academic progress, grade point average is calculated by the Registrar's Office. Information about grade point average calculation can be found in the Instructional Policies section of the College Catalog.

Progress is monitored at the end of each academic year. Students who do not meet these standards will be placed on Federal Student Aid probation. A student on probation must register for and complete twelve credit hours with at least a 2.00 term grade point average during the next full-time semester of enrollment. Students who fulfill these requirements will continue to be eligible for Federal Student Aid and will remain on probation until satisfactory academic progress as defined by the chart above has been achieved.

If, during the probation semester, the student fails to earn twelve credits with at least a 2.00 term grade point average, Federal Student Aid eligibility will end until the student achieves satisfactory academic progress as defined by the chart above. The student may apply for Macalester financial aid, but Macalester's financial aid will not be increased to replace lost Federal Student Aid or other aid lost based on failure to maintain satisfactory academic progress.

Students who lose Federal Student Aid eligibility based on this policy may appeal by submitting a written request to the Financial Aid Office. The appeal should explain extenuating circumstances that affected the student's academic performance.

Satisfactory Academic Progress for Macalester Financial Aid

Any degree-seeking student is eligible to apply for Macalester financial aid. Eligibility for Macalester financial aid is limited to eight full-time semesters. A semester in which the student enrolls for eight credits or fewer and receives financial aid counts as one-half of one semester. A semester in which the student enrolls for nine to eleven credits and receives financial aid counts as three-quarters of one semester.

Macalester financial aid eligibility will be prorated for students who are admitted as transfer students. For example, a student who transfers to Macalester as a first-semester sophomore is eligible to apply for six semesters of Macalester financial aid. Only credits accepted by Macalester for credit toward a Macalester degree are used to determine the student's class standing at the time of transfer.

Students who desire Macalester financial aid for a semester beyond their eighth must request an exception to this policy in writing. Such requests should be sent to the Financial Aid Office as early as possible and no later than the end of the eighth semester of enrollment. Exceptions to the eight semester limit will be made rarely, and only in situations where circumstances beyond the student's control prevented degree completion in eight semesters.

The Academic Program

The Academic Year

Calendar and Credit

The academic calendar at Macalester is divided into a 14 week fall semester (September to December) and a 14 week spring semester (January to May).

The Macalester courses are offered for semester credit. Most courses are offered for four semester credits, but the amount of credit may vary. Each course description in this catalog indicates the amount of credit assigned to the course. Credit policies for physical education activity courses, forensic and theater practica, music ensembles and lessons, and dance activities and ensembles are described in the departmental sections of this catalog, under curriculum.

January Offerings

Macalester students may earn up to two semester credits in independent projects, internships, or Macalester-sponsored off campus courses. Further information about January study options is available in the Registrar's Office.

Summer Offerings

Macalester students may earn up to eight semester credits in independent study during the summer through independent projects or internships. A learning contract must accompany each registration. Summer independents and internships are available only to current Macalester students.

In addition to independent study options there are occasionally credit-bearing institutes offered by Macalester faculty. These institutes are open to non-Macalester students.

Further information about summer independent study options or summer institutes is available in the Summer Study Office.

As a general rule, there is no financial assistance available for summer study. In addition, no special tuition rates are offered.

Graduation Requirements

These requirements are effective for those students matriculating in September 2007 or later. Students who matriculated before September 2007 should consult the catalog of the year they matriculated.

I. The number of credits required for graduation will be 128. These credit hours must include:

   A. Eight (8) semester credits in courses designated as meeting the social science distribution requirement.
   B. Eight (8) semester credits in courses designated as meeting the natural science and mathematics distribution requirement.
   C. Twelve (12) semester credits in courses designated as meeting the humanities and fine arts distribution requirement; at least four (4) semester credits must be in courses in the humanities and four (4) semester credits in the fine arts.
   D. No more than ninety-six (96) semester credits in courses in any one of the four areas: social sciences, natural sciences and mathematics, humanities, and fine arts.

E. No more than sixty (60) semester credits in courses in a single academic discipline.

F. No more than twenty-four (24) semester hours in various types of independent study (courses numbered 601-646).

II. One (1) First Year Course completed in the first semester.

III. Four (4) semester credits earned in a course designated as meeting the Internationalism requirement.

IV. Four (4) semester credits earned in a course designated as meeting the U.S. Multiculturalism requirement.

V. Four (4) semester credits earned in a course designated as meeting the writing requirement. This course must be taken after the First Year Course and prior to the senior year.

VI. One (1), two (2) or three (3) courses satisfactorily completed which are designated as meeting the quantitative reasoning requirement. Students may take one or more courses with a Q3, Q2 or Q1 designation. A single Q3 course satisfies the requirement or students may take a Q2 course together with any other Q2 or Q1 course, or students may take three Q1 courses.

VII. Proficiency in a second language equivalent to four (4) semesters of college study.

VIII. Approved major plan filed and completed.

IX. A cumulative grade point average (GPA) of at least 2.00.

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

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

Explanations and Regulations Concerning Graduation Requirements

I. Courses: All credit courses offered in fall, spring or summer terms are applicable toward the graduation requirements. Course credits may also be earned through successful completion of combinations of activity courses in forensics and music. (See departmental listings in the curriculum section of this catalog.)

Credits toward graduation are subject to limitations in certain areas, including maximum credits that may be earned in a single division or in a single discipline, as listed above, or through independent studies, as described under Independent Study on page 48.

General Distribution Requirement:

Not all courses fulfill this requirement. Credits earned through Advanced Placement Exams, International Baccalaureate or GCE A-Level examinations can not be used to meet the College's general distribution requirement. For courses which meet this requirement see the General Distribution Requirement section of each academic department.

Each student must take at least:

a. Eight semester credits in designated courses in the social sciences: anthropology, economics, geography, linguistics, political science, psychology, sociology, as well as some courses in other departments, meet this requirement.

b. Eight semester credits in designated courses in the natural sciences and mathematics: biology, chemistry, geology, mathematics and computer science, physics and astronomy, as well as some courses in other departments, meet this requirement.

c. Twelve semester credits in designated courses in the humanities and fine arts at least four hours of which are in the humanities and at least four in the fine arts. Humanities courses include courses in classics, English, French, German studies and Russian, Hispanic studies, history, humanities and media and cultural studies, Japanese, philosophy, religious studies, as well as some courses in other departments. Fine Arts courses include courses in art, theater and dance, and music, as well as some courses in other departments.

Other Courses:

II. First Year Course Requirement: Students enter Macalester with a wide range of experiences and expectations. Many have only a vague notion of what a liberal arts college is all about. It is critical for the students' success at Macalester that they receive extra guidance during their first semester to help them adjust to Macalester's expectations and philosophy. The First Year Course requirement is designed to help incoming students in their transition to college, specifically to the liberal arts model, and to Macalester's academic expectations of them. All First Year Courses have a common emphasis on college-level writing and basic library research skills. A critical component of the program is the role of the faculty member as adviser to the students.

The goals of the First Year Course requirement are:

*To introduce students to critical inquiry within at least one discipline or interdisciplinary area.

*To instruct students in college level writing (including multiple drafts and appropriate citation of source materials) and library research skills.

*To help students adjust to Macalester's academic expectations.

*To connect incoming students to advisers who get to know the students well from the start.

*To provide a supportive community of other first-year students with shared interests and experiences to aid in the transition to college.

III. Internationalism Requirement: A rich campus life, language acquisition, study away, and interaction with diverse students and faculty all contribute to students' intellectual and experiential grasp of difference and of their own place in relation to the "other" and the world. In this context, the Internationalism and U.S. Multiculturalism graduation requirements are designed to prepare students to contribute as members of a thoughtful and principled citizenry in a global society. These courses provide specific knowledge about the complexity of internationalism and multiculturalism abroad, in the U.S., and in the rich campus and local communities in which Macalester participates. While internationalism and multiculturalism are distinguished as two components of the College mission, in reality they are intertwined. Peoples divided by national boundaries may, for example, be more homogenous culturally and

linguistically than peoples within a nation like the United States. Systems of power and privilege that help create and maintain hierarchical relations among peoples operate within the U.S. and other nations, among nations and between the U.S. and the rest of the world. All lives are shaped by historical dynamics and contemporary structures that operate on transnational, international, and global levels. Macalester's two-part requirement recognizes not only the conceptual interconnectedness of internationalism and multiculturalism, but also the need for students to engage with complexities of difference within the community where they live and work, as well as within an international and global context. In learning about other peoples, cultures and global systems one dislodges presuppositions about others and, crucially, about one's individual and collective self.

IV. U.S. Multiculturalism Requirement: A rich campus life, language acquisition, study away, and interaction with diverse students and faculty all contribute to students' intellectual and experiential grasp of difference and of their own place in relation to the "other" and the world. In this context, the U.S. Multiculturalism and Internationalism graduation requirements are designed to prepare students to contribute as members of a thoughtful and principled citizenry in a global society. These courses provide specific knowledge about the complexity of internationalism and multiculturalism abroad, in the U.S., and in the rich campus and local communities in which Macalester participates. While internationalism and multiculturalism are distinguished as two components of the College mission, in reality they are intertwined. Peoples divided by national boundaries may, for example, be more homogenous culturally and linguistically than peoples within a nation like the United States. Systems of power and privilege that help create and maintain hierarchical relations among peoples operate within the U.S. and other nations, among nations, and between the U.S. and the rest of the world. All lives are shaped by historical dynamics and contemporary structures that operate on transnational, international, and global levels. Macalester's two-part requirement recognizes not only the conceptual interconnectedness of internationalism and multiculturalism, but also the need for students to engage with complexities of difference within the community where they live and work, as well as within an international and global context. In learning about other peoples, cultures and global systems one dislodges presuppositions about others and, crucially, about one's individual and collective self.

V. Writing Requirement: Macalester seeks to ensure that all students receive instruction in writing that gives attention to writing as a process (writing is rewriting), and that provides students individually with feedback on the mechanics and substance of their writing. While First Year Courses assists students in making a transition to college writing along with myriad aspects of college study, each student is required to take at least one additional course with a W designation, in which they will hone their writing skills and go through a process of evaluation and rewriting.

Writing instruction at Macalester aims at ensuring that students learn:

*How to plan, draft, and revise a college-level paper.

*How to construct an argument.

*How to organize an essay.

*How to use argumentation and evidence to support claims.

*How to adapt the style, vocabulary, and tone of a piece of writing to its anticipated audience and context.

*How to cite evidence using a standard citation style, such as MLA, APA, CMS or CBE.

*The importance of clarity, proper grammar, usage, and style in academic writing.

VI. Quantitative Thinking Requirement: Quantitative thinking (QT) skills are an essential component of a liberal education. Critical thinking incorporates both qualitative and quantitative evidence and evaluation. In some fields quantitative approaches play a central role, while qualitative thinking dominates in others. Despite these differences in emphasis, critical thinking skills learned in one area often carry over and reinforce those learned in other areas. It is for this reason that the breadth of experience associated with a liberal arts education prepares students effectively to be active participants and leaders in government, civil society, business, and academia.

Many policy debates, scientific discussions, political issues, and personal and organizational decisions involve judgments about claims based upon quantitative evidence. To evaluate these claims, the individual must have basic familiarity with such concepts as counting, measurement, estimation, and data analysis. Equally important is the capacity to ask and answer questions in a manner appropriate to these quantitative tools and to understand when the use of quantitative tools is or is not appropriate. The purpose of the QT requirement is to ensure that students have the opportunity to develop such skills. Students should learn approaches to collecting, interpreting, and presenting information about the world based on numerical, logical, and statistical skills. These topics arise in a wide range of areas, and we invite faculty from a range of disciplines to teach courses that contribute to QT.

VII. Language Proficiency: Each student shall be required to demonstrate a level of proficiency in a second language—other than the student's native tongue—through a proficiency examination or by successfully completing the equivalent of four (4) semesters of college level study in a single language.

VIII. Types of Majors: To insure appropriate depth within an area or related areas of knowledge, students are required to elect among: 1) a departmental major; 2) an established interdepartmental major; or 3) an individually designed interdepartmental major. Within each of these types of majors the student is required to complete a capstone experience. The purpose of this capstone requirement is to give students experience with reading original research literature, doing original work, or presenting a performance. This requirement may be met in many ways, e.g., senior seminar, independent project, honors project. The means of completing this experience are designated by the major department, interdepartmental programs, and IDIM committees and so indicated in the catalog in the cases of departments and interdepartmental programs.

A student may obtain more than one major by fulfilling the respective requirements in those majors. Individual courses, where appropriate and approved by the department chairs involved, may be counted toward both majors. A student may not graduate with only one or more minors.

1. A *departmental major* consists of not less than thirty-two nor more than forty-four semester credits in courses within one department. Supporting courses included, a major must not require fewer than thirty-six semester credits nor more than sixty-eight semester credits. Departments will determine those courses, and sequences of courses, which constitute the various patterns for the major in that field. Departments will also designate the appropriate means for completion of the senior capstone requirement within each major. A department may also recommend (but not require) additional

electives from among its own offerings or in supporting fields as indicated by the student's educational and career objectives.

2. An *interdepartmental major* established by the faculty shall consist of not less than thirty-two semester credits nor more than sixty-eight semester credits in courses, including supporting courses. The sponsoring departments will determine those courses, and sequences of courses, which constitute the various patterns for the major in the field. No more than forty-four semester hours may be included from any one department. The interdepartmental program will also designate the appropriate means for completion of the senior capstone requirement within each major. The departments may also recommend additional electives as indicated by the student's educational and career objectives.

3. An *individually designed interdepartmental major (IDIM)*, reflecting a disciplined area of inquiry crossing departmental lines, may be designed and submitted for approval to the Educational Policy and Governance Committee acting on behalf of the faculty. The provision for an IDIM—as one of the ways in which a student may satisfy the graduation requirement of a major—is to accommodate students with special educational goals which may be achieved within the College's overall curriculum but *not* through any of the existing majors or interdepartmental majors (see 1 and 2 immediately above) set forth in detail elsewhere in this catalog. To take advantage of this provision, students are expected to design their program of study in advance of doing the bulk of the course work for it.

Students seeking an individually-designed interdepartmental major (IDIM) must present, not later than the beginning of the registration period for the first semester of their junior year, a completed proposal, signed by the student and three faculty members, to the IDIM Subcommittee of the Educational Policy and Governance Committee for consideration. In consultation with three faculty members of the student's choosing, the student must design a program of courses of study which crosses departmental lines and, in doing so, represents a disciplined area of inquiry not conveniently possible within the provisions of any of the existing majors in the College's curriculum. The proposal must include the following: 1) A list of courses to be taken to complete the IDIM. This list must include a minimum of forty-four semester credits in courses from a maximum of three departments, and may include up to twenty-four additional semester credits in courses (for a maximum of sixty-eight semester credits) from any relevant department. There must be evidence of progression in the proposed courses. One way to show progression is to use courses that have one or more prerequisites. 2) Letters of support from the three faculty who comprise the student's IDIM committee (a coordinator and two sponsors). These committee members must be from departments that offer courses listed on the student's proposal. Two letters of recommendation must be from faculty members who have had the student in class, who may or may not be members of the student's IDIM committee. 3) A carefully prepared written rationale. In this rationale the student is expected to describe the focus and cohesiveness of all the courses of study included in the IDIM and to indicate how this program of study meets the student's particular educational goals. The IDIM committee will also designate the appropriate means for the completion of the senior capstone requirement within the IDIM. The committee will meet with the student at least once every semester to discuss the student's progress towards completion of the IDIM.

No proposal for an IDIM will be accepted by the Subcommittee after a student has validated his or her registration for the first semester of the junior year.

Students who wish to undertake an Honors project should work with their IDIM committee to describe the procedures to be followed as well as the type of project to be completed for an Honors project. This information should be included in the original proposal for the IDIM and will be examined as part of the review of the IDIM proposal.

Regulations Concerning Majors, Minors, and Concentrations

Students must file an approved plan for a major no later than the start of the registration period for the first semester of their junior year. A major plan must be filed before their registration can be completed.

When students declare a major (file an approved, signed major plan in the Registrar's Office), they will be given in writing from the department a full description of the requirements for completing that major. This will include, in addition to course work, a description of any diagnostic and evaluation processes and procedures required as part of the major. Where such processes and procedures are included, copies of representative examinations or other instruments involved will be furnished in department offices and in the library for student use. When changes in major programs occur, students already declared in that area will be permitted to complete the program under the description given them at the time of original declaration or under the new program, at their discretion.

Courses included in a major, minor, or concentration should not be taken on the S, D, NC basis, except with specific permission of the department chair. Ordinarily, if a student decides to change his or her major to a new area and already had taken courses in that area on an S, D, NC basis, the courses will be allowed by the department, but written permission must be given by the department chair. Courses with a grade of D, D+, or D– may not be included on a plan, except with the specific permission of the department chair.

IX. Intent to be Graduated: All degree seeking students must file with the Registrar's Office their "Declaration of Intent to be Graduated" form one year prior to the intended date of graduation.

The Bachelor of Arts degree is conferred at the end of the term in which the student successfully completes all graduation requirements.

Minors and Concentrations

A *minor* in a given department consists of not less than twenty nor more than twenty-eight semester credits in courses within one department. Departments will determine those courses, and sequences of courses, which constitute the various patterns for the minor in that field.

A *concentration* in an interdepartmental program consists of not less than twenty nor more than thirty-two semester credits in courses drawn from a list of approved courses linked by some theme or topic.

Latin Honors

Latin honors are awarded upon graduation. To be eligible for Latin honors a candidate must have earned at least half of the number of semester hours required for graduation in courses at Macalester, and may have no more than the equivalent of one course per semester graded on the S,D,NC grading option.

The designation *cum laude* is based on achieving a minimum cumulative GPA of 3.50. The designation *magna cum laude* will be based on achieving a minimum cumulative

GPA of 3.70. The designation of *summa cum laude* will be based on achieving a minimum cumulative GPA of 3.90.

Effective with the graduating class of 2010-2011, the qualifying cumulative grade point averages for Latin honors will change. For *cum laude* , the minimum cumulative grade point average will be 3.65, for *magna cum laude*, 3.80, and for *summa cum laude*, 3.90.

Honors

The Honors Program is designed to enable seniors with demonstrated ability to undertake substantial independent work that culminates in a project of exceptionally high quality. Departments or programs that participate in the Honors Program have designed specific criteria and procedures for pursuing Honors work in their department or program. Departments and programs that have Honors programs are so indicated within their individual sections of this catalog. Detailed information about the specific expectations of the individual departments or programs is available from the departments or programs themselves or from the Dean of Academic Programs. The minimum cumulative grade point average established by the College for entrance into the Honors Program is 3.30; however, some departments or programs may require a higher grade point average.

Students expecting to apply for acceptance into the Honors Program should consult with their particular department or program early in their junior year as the official application deadlines are normally during the second semester of the student's junior year.

Students pursuing an IDIM should work with their IDIM committee to describe the procedures to be followed as well as the type of project to be completed for an Honors project. This information should be included in the original proposal for the IDIM and will be examined as part of the review of the IDIM proposal.

Students in the Honors Program are invited to occasional special events and colloquia. Bound copies of the completed Honors theses are added to the library collection, and successful completion of an Honors project is noted on the student's transcript following graduation.

Second Degree Program

Students who have completed a bachelor's degree from a recognized institution of higher education can be admitted to the College for the purpose of earning a second bachelor's degree. A bachelor of arts degree is awarded to such students upon the successful completion of sixty-four Macalester semester hours, and all other graduation requirements as previously listed. The general distribution requirement for graduation may be partially or completely fulfilled as a result of the evaluation of courses taken while earning the initial degree.

Effective Catalog

Students are normally expected to satisfy the graduation requirements in effect at the time of their matriculation at Macalester (or readmission if they have withdrawn). If graduation requirements change after this date, students have the option of satisfying either the requirements in effect at the time of matriculation (or readmission) or the requirements in effect at the time of graduation if such a change is feasible. This provision does not apply to the requirements for completing a major or minor. Contact the appropriate department chair or program director for specific policies.

Internationalism

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

Following are the key elements of Macalester's internationalism:

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

*Major in international studies.

*Three area-studies majors: Asian Studies, Latin American Studies, and Russian Studies, as well as a concentration in African Studies.

*Majors in French, German, Hispanic Studies, and Russian, substantial coursework in Japanese and Portuguese, and language instruction in Chinese and Hebrew, supported by French, German, Japanese, Russian, and Spanish language houses.

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

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

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

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

*A fully professionally staffed International Center responsible for both international students and study abroad programs. The Center serves as a focal point for many international activities on campus.

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

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

Instructional Policies

Grades

1. *Grading Options:* For the fall and spring semesters the regular grading option is: A, A–, B+, B, B–, C+, C, C–, D+, D, D–, NC (no credit); the alternate grading option is S (satisfactory), D, NC. The grade of S is equivalent to a C– or better. For January or summer independent study, registered at Macalester, the options are the same.

Activity Courses: S and NC will be the only grades in any of the physical education activity courses, dance technique courses and forensic practicum courses. Music majors and minors will be graded on the regular grading option for ensembles and performance courses; non-music majors and minors should refer to the music department section of this catalog. Theater and dance majors and minors will be graded on the regular grading option for practicum courses; non-majors will receive S or NC grades for these courses.

2. *Written Evaluations:* Instructors may provide written evaluations of performance for those students who request them. A student who opts for a written evaluation may take the course on either the regular or S, D, NC option. A student who chooses a written evaluation is encouraged to file with the instructor a statement of his or her objectives, to aid the instructor in the evaluation. The request for written evaluation must be made at the time of grading option selection and requires the approval of the instructor. Students may request to have the written evaluations accompany transcripts, with the understanding that either all or none of the written evaluations will be sent.

3. *S, D, NC Option Regulations:* Each student is limited to one course taken under the S, D, NC option without written evaluation, in the fall and spring semesters. Courses may be taken under this option in a summer term, but each course so taken reduces by one the number of such options available to the student in the fall or spring semesters. There is no limitation on the number of courses a student may take under the S, D, NC option with written evaluation, or in activity courses. Courses taken under this grading option may not be included on concentration plans without specific departmental approval.

4. *Time of Selection of Grading Options:* The choice of grading option is made by the student from the available options at the start of the fall or spring semester or by the published deadline for summer term. Forms must be returned to the Registrar's Office by the published deadlines.

5. *Incompletes:* Students are expected to complete the work in each course on schedule. Under unusual circumstances, an instructor may allow a student an additional specified time period, not to extend beyond the first class day of the next semester, for completion of the course. In any such case, the instructor's submission of the "I" grade must be accompanied by a course completion agreement form specifying the work yet to be completed. This form is signed by both the student and the instructor.

6. *Grade Point Averages:* The grade point average (GPA) is calculated by the Registrar's Office. Each grade is assigned a point value, as follows:

Grade	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	NC
Points	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0.0

The GPA is calculated by dividing the total grade points by the number of semester hours attempted on the regular grading system. Grades for courses taken on the S, D, NC grading option, or courses with a grade of W, will not figure in the GPA. Grades for courses transferred to Macalester are not included in the GPA.

7. *Repeated Courses:* In cases where a course is repeated both courses remain on the record and one course (if the grade is D– or above) will be counted toward the degree; grades for both courses will be included in the GPA.

8. *Reporting of Grades:* Instructors report grades to the Registrar's Office. Written evaluations will be reported on standardized forms provided along with the grade report forms. Copies of standard written evaluations will be provided to the student and the instructor. The original copy will be kept in the Registrar's Office.

9. *Recording of Grades:* For each student there is only one transcript, and all grades are recorded on it. A copy of the written evaluations for each student will be filed as a supplement to the official transcript. Students choose whether or not to include the written evaluations with transcripts they request, with the understanding that either all or none of the written evaluations will accompany the transcript.

10. *Auditing Courses:* To audit a course, a student must register in the Registrar's Office with the approval of the instructor. Refer to the section on Tuition and Fees in this catalog for information on additional charges (if any) for auditing an additional course. A student may only audit one course per semester.

Final Examinations

The following policies are observed by students and faculty with regard to final examinations:

The Registrar announces in advance a final examination schedule. In this schedule, each course is reserved a place and a designated two-hour period for a final examination.

Students may negotiate exemptions or changes in schedule with instructors whenever circumstances warrant such considerations. Students who are scheduled for three or more examinations on the same day have the option of rescheduling with their instructor one of these examinations.

Proctoring, special materials, time allotment and other matters pertaining to the actual circumstances of the examination are entirely the responsibility of the instructor.

Academic Advising

Through a strong faculty advising system, the College assists students in making informed curricular decisions. Students begin with advisors who usually are their instructors in first year courses. After students select a major, they may change to an advisor in that department or program. Information about faculty advising is available from the Academic Programs Office.

Registration and Validation

Students are required to register and/or validate (confirm previous registration) at definite times announced in advance by the Registrar's Office. Students are responsible for accurate registration; credit can be received only in those courses for which a student is properly registered. A student is also held responsible for every course for

which he or she registers unless he or she officially cancels it within the stated deadlines explained below.

Registration and validation are not complete or official until fees are paid or arrangements for payments have been made with the Student Accounts Office.

Late Registration and Validation Fees: Returning students will be charged a late fee for registering after the announced times of registration. The fee for late registration is $100. Late registration will be accepted during the first two weeks of classes with the payment of the late fee. Students may not register or validate after that time except with special permission from the Registrar.

Student Course Load

A student normally enrolls in courses earning 16 credits during each of the fall and spring semesters. A student may not register for more than 20 credits in a single semester. A course load of at least 12 credits is required to be considered a full-time student.

Adding Courses

A student may add a course at the start of the fall or spring semester by obtaining the written or on-line permission of the instructor of the course. Transactions must be completed by the published deadlines, whether on-line or by returning the properly signed form to the Registrar's Office.

Dropping and Withdrawing From Courses

A student may drop a course at the start of the fall or spring semester on-line or by completing the proper form available in the Registrar's Office. Transactions must be completed by the published deadlines, whether on-line or by returning the properly signed form to the Registrar's Office. An officially dropped course will not appear on the student's record or transcript. Part-time students and students whose course load changes from full-time to part-time as a result of officially dropping a course are subject to the tuition refund policy described elsewhere in this catalog.

For courses where first day attendance is required, as specially noted in the class schedule, instructors have the option of dropping students who did not meet that requirement. For all courses, instructors have the option of dropping students who have not attended within the first week of classes. The Registrar's Office must be informed by the instructor which students should be dropped for non-attendance.

A student may withdraw from a course between the end of the second and ninth weeks of classes by obtaining the signature of the instructor of the course on the proper form available in the Registrar's Office and returning the form to the Registrar's Office by the published deadlines. If a student officially withdraws from a course, a "W" (withdraw) grade will be recorded on the record and transcript. A "W" grade is not computed into the GPA.

If a student remains registered after the ninth week of classes, one of the grades described under Grading Options must be recorded.

Classification of Students

Normal progress toward graduation is as follows:

Class standing granted:	Sophomore	Junior	Senior
Number of semester hours earned:	32	64	96

Special student classification is assigned to students not seeking a degree from Macalester.

Dean's List

The Dean's List at Macalester College is published at the end of each semester. For fall semester, it will be published one week after the grade submission deadline. For spring semester, it will be published three weeks after the grade submission deadline. To be eligible for the Dean's List a student must have been registered as a full-time, degree-seeking student and may not have been on a study away program. Furthermore, a student must have achieved a semester grade point average of at least 3.75, twelve or more credits on a regular (A, A-, B+, etc.) grading option, no grades below C-, and no withdrawal or incomplete grades for the semester. Grades for activity, practicum, and technique courses in dance, music, and physical education are not factored into eligibility for the Dean's List.

Probation and Dismissal

The College monitors the academic performance of every student in order to offer support and services to those students who are not making satisfactory academic progress. Students are expected to earn their degree within a four-year period. The academic record of every student is reviewed at the end of each semester by the Academic Standing Committee of the faculty. Academic status is calculated at the end of a term only. After the Academic Standing Committee has reached its decisions at the end of a term, a student's status will be reconsidered by the Committee only in cases where an action has been taken which prevents a student from re-enrolling in the College and there has been a change to the student's academic record. Probationary status is never a part of a student's public record unless the student gives authorization to release this information.

Academic probation is intended as an indication to a student that he or she is not making the expected progress toward the completion of a Macalester Bachelor of Arts degree. Every effort is made through faculty advisors, the counseling services of Winton Health Services and the MAX Center to provide counseling to students who are placed on academic probation.

As a result of the Academic Standing Committee's review of student records, a student may be placed on one of the categories of probation listed below. In addition to the specific term performance guidelines indicated below, the Committee also takes into consideration a student's classification, his or her cumulative grade point average and any prior probationary status in determining the appropriate category of probation.

Academic Warning. Students with a term grade point average between 2.00 and 2.50 and/or at least one NC grade in a course carrying two or more credit hours may be placed on Academic Warning if the Academic Standing Committee sees reason to be concerned about their level of achievement.

Academic Probation. Students with a term grade point average below 2.00 and/or two or more NC grades in a course carrying two or more credit hours will be placed on Academic Probation.

Strict Academic Probation. Students will be placed on Strict Academic Probation when they are liable for academic probation for a second consecutive semester or when the Committee considers their record to indicate serious academic difficulties which warrant the addition of specific criteria to be met during the next semester in order to be removed from this probationary status. These criteria usually are that they must earn a term grade point average of a least 2.00 while earning a grade of at least C– in each course they take. They must be registered as a full-time student taking twelve or more credit hours and they may not receive the grade of Incomplete in any of the courses in which they are enrolled. A student on strict academic probation shall be regarded as not making satisfactory academic progress and as such is ineligible to practice or compete in intercollegiate athletics, to hold an elected office or a leadership position in a student organization or to undertake a role in a major music or theatre production or forensic activity.

Suspension. A student will be suspended from the College for failure to meet the criteria established for removal from Strict Academic Probation. Additionally, students are suspended for one or two semesters after two consecutive semesters on academic probation (or strict academic probation) unless the Academic Standing Committee finds that this action would not be appropriate. Under exceptional circumstances, the Academic Standing Committee may suspend students from the College without first placing them on probation.

Students who wish to return after a suspension must apply for readmission to the College. In order for a student to be admitted, the Academic Standing Committee expects to see evidence that the student is ready to return and have a successful experience. Shortly after receiving a suspension letter, students are expected to work out a plan with either the Dean of Students or the Dean of Academic Programs for how they will provide this evidence of readiness to return. In most cases students will attend another institution of higher education during their suspension period and earn grades which demonstrate their ability to perform successfully in an academic environment.

Dismissal. A student is subject to dismissal from the College whenever, in the view of the Committee, his or her level of scholarship is so low as to make the completion of a Macalester degree unlikely.

Students should be aware that maintaining good academic standing does not automatically insure continued financial aid eligibility. Refer to the financial aid section of this catalog for information.

Appeals of suspensions must be based on procedural grounds and be made in writing by the following deadlines. For actions taken following Fall term, appeals must be received as soon as possible but no later than five days prior to the beginning of the Spring term. Students should be advised not to return to campus until they have learned the result of their appeal. For actions taken following Spring term, appeals must be received as soon as possible but no later than 30 days after the date of the Academic Standing Committee letter. Appeals should be made to the Educational Policy and Governance Committee as a whole through the Dean of Academic Programs. The Committee may or may not choose to hear the appeal. The Chair of the Educational Policy and Governance Committee will inform the petitioner and all concerned College

officials of the results of the Committee's determination. The decision of the Educational Policy and Governance Committee is final.

Academic Integrity

Macalester College expects academic honesty from all students and faculty. Academic honesty encompasses accurate portrayal of contributions and appropriate use of resources.

For more specific information about Macalester's Academic Integrity Policy please refer to the *Employee Handbook* or *Student Handbook*, or contact the Dean of Academic Programs.

Withdrawal from the College

A student may request complete withdrawal from the College at any point in a term. Students should make an appointment with the Dean of Students to complete the appropriate withdrawal form. In order to obtain tuition or room and board refunds, the student must follow the policy described under "Refunds."

Temporary Withdrawal

The Dean of Students may grant a temporary withdrawal for a duration of one semester up to one year to any student requesting to temporarily withdraw from Macalester for personal reasons or for the purpose of attending another institution.

In order to request a temporary withdrawal, a student must have completed the first term as a new student and be in good academic standing. First year students withdrawing in their first term at Macalester are not eligible to return before the following Fall.

A form requesting a temporary withdrawal must be completed in the Dean of Students Office no later than the 10th day of the current term. (Deadlines are for Fall Term 2008, September 10th and Spring Term 2009, February 6th.) Any student who wishes to leave Macalester for the purpose of entering military service or fulfilling mandatory religious obligations shall be granted a temporary withdrawal upon notification of the Dean of Students.

Returning students should note the following: Applications for financial aid and housing in the term following a temporary withdrawal, and room and board deposits, must be made by deadlines required of all students in residence. A temporary withdrawal does not exempt or defer a student from repayment of Macalester loans, or extend the deadlines for the makeup of incomplete courses.

Questions about a temporary withdrawal should be addressed to the Dean of Students Office.

Involuntary Temporary Withdrawal

A student may be placed on involuntary withdrawal when she or he demonstrates developing and/or continuing behavior that threatens the life or health of themselves or another member of the Macalester community. The Dean of Students is responsible for placing a student on involuntary withdrawal. A panel of community members reviews the Dean's decision.

A student placed on involuntary withdrawal must request readmission to the College. The complete involuntary withdrawal policy may be found in the Student Handbook. Questions should be addressed to the Dean of Students Office.

Readmission to the College

Any student who has not temporarily withdrawn from the college, or who was suspended from the College, or who did not complete the prior semester at Macalester, is required to make application for readmission to the College for the term in which he or she wishes to register. Application forms should be requested of and returned to the Registrar's Office at least one month prior to the date of intended registration. When a student is readmitted to the College, he or she must then satisfy the graduation requirements in effect at the time of readmission in order to complete their degree.

Credit by Examination

Any full time, degree-seeking Macalester student may receive credit for a course listed in the catalog by successful completion of an examination or other type of evaluation to be determined by the instructor. There is a fee for Credit by Examination (see Tuition and Fees Section). Credit and a grade will be certified to the Registrar's Office by the instructor and endorsed by the department chair. Such credit may be granted only during a fall or spring semester in which the student is registered for at least twelve semester credits, or a summer term in which the student is registered for at least four semester credits. The grade received will be included in the student's GPA.

A student is limited to earning eight semester hours of credit by examination in courses not described in the catalog and each such course must be approved by the Educational Policy and Governance Committee before work is begun.

The student will receive no instruction from a faculty member in obtaining credit by examination. No such credit will be granted for a course previously registered, or audited. The student may not sit in on the class.

The student is expected to demonstrate a competence comparable to, but not necessarily identical with, that attained by students receiving credit for the course in the usual manner.

Note: Departments may designate those lower level courses for which credit may not be received if comparable courses have been taken at the secondary level.

Advanced Standing

Transfer of Credit

Generally, liberal arts courses taken at regionally accredited undergraduate institutions, and comparable in content to Macalester courses will be considered for transfer. The grade earned must be at least a C−; grades of S or P must be certified in writing by the instructor of the course to be the equivalent of C− or better before that course can be transferred.

Students who have attended non-accredited or non-regionally accredited institutions must have their work validated by examination or by showing competence to carry advanced work successfully. Award of credit in such cases may be delayed for one or more semesters awaiting such evaluations.

The Macalester course system is based on the semester credit. Macalester does not award more credit for transfer courses than what is awarded by the host institution for

those courses, as indicated on the host's official transcript. Therefore, semester credits will be transferred as equivalent from the host institution, and quarter credits will be converted at a ration of six (6) quarter credits equivalent to four (4) semester credits. No strict correlation exists between contact hours in courses taken off-campus and credits awarded by Macalester.

No more than the equivalent of one half of the semester credits required for graduation may be transferred from another institution to Macalester. No more than the equivalent of eight (8) semester credits earned through a correspondence program or through distance learning may be included among the academic credits transferred to Macalester.

For students admitted to Macalester through the first-year admissions program, Macalester will accept for credit no more than the equivalent of twenty Macalester credits from courses earned at a college or university prior to matriculation at Macalester. Summer session college credits, Minnesota Post-Secondary Education Options Program credits, International Baccalaureate credits, and Advanced Placement Program credits are included under this limitation. (The only exception to this limitation applies to students who have achieved the equivalent of *twenty-four* Macalester credits *solely* through College Board Advanced Placement Examinations.) Credits earned through Advanced Placement Exams, International Baccalaureate or GCE A-Level examinations cannot be used to meet the college's general distribution requirement.

College- or university-level courses must be taken *directly* at the college or university from which the credit is granted. Macalester will not award credit for courses which were taken in secondary school, or which were used to satisfy any of the requirements for graduation at the student's secondary school.

Air Force ROTC is available to Macalester students through the Associated Colleges of the Twin Cities at the University of St. Thomas. Navy and Army ROTC is also available to Macalester students at the University of Minnesota. Although Macalester College does not grant credit for ROTC courses, participation in this program will be noted on the Macalester record.

College Board Advanced Placement Examinations

Students who have taken the College Board Advanced Placement Examinations may be eligible for advanced placement and appropriate credit. Freshmen who wish to have their scores considered should have them sent to Macalester College. Scores of 3, 4, or 5 *may* result in credit or exemption. Academic departments determine which scores result in credit or exemption for their subject. Some departments require the student to discuss their scores with the department chair before a credit determination is made. A score of 2 will receive no credit, but the academic department involved may recommend some exemption. A score of 1 will receive neither credit nor exemption. Advanced Placement credit is only granted on the basis of the examination scores.

Macalester does not recognize the College Level Examination Program (CLEP) tests for advanced standing.

International Baccalaureate and General Certificate of Education

Students whose scores on Higher Level Examinations of the International Baccalaureate Program are 5, 6, or 7 receive the equivalent of four or eight semester hours of credit for each such examination. Credit is determined by the appropriate

academic department on an individual basis and is subject to the limitations described in *Transfer of Credit* under the Advanced Standing Section.

International students who have not earned university level academic credit will have their advanced standing limited to no more than twenty semester credits. Those who have completed A-Level Examinations in order to earn a General Certificate of Education (GCE) receive the equivalent of eight semester credits for each A-Level Examination with a score of A, B, C, or D. No more than the equivalent of twenty semester credits can be earned in this manner.

Minimum Size of Classes

The College does not hold itself bound for instruction in any elective course for which fewer than five students have registered. Such classes may, however, be organized at the option of the department with approval by the Provost.

The Curriculum

Majors and Minors

Macalester College offers programs leading to the Bachelor of Arts degree with majors and minors (except as noted) in the following fields:
American Studies
Anthropology
Art
Asian Studies
Biology
Chemistry
Classics
Cognitive and Neuroscience Studies (major only)
Computer Science
Dance (minor only)
Economics
Educational Studies
English
Environmental Studies
French
Geography
Geology
German Studies
Hispanic Studies
History
Humanities and Media and Cultural Studies (major only)
Individually Designed Interdepartmental Major (major only)
International Studies (major only)
Japanese Language and Culture
Latin American Studies (major only)
Legal Studies (minor only)
Linguistics
Mathematics
Media Studies (minor only)
Music

Philosophy
Physics
Political Science
Psychology
Religious Studies
Russian Studies
Sociology
Statistics (minor only)
Theater
Theater and Dance (major only)
Women's, Gender and Sexuality Studies

Interdepartmental Concentrations

African Studies
Human Rights and Humanitarianism
Middle Eastern Studies and Islamic Civilization
Urban Studies

Interdepartmental Programs

Pre-Law Program
Pre-Med Program
Teacher Education Program

Cooperative Programs

Liberal Arts and Architecture
Liberal Arts and Engineering

Independent Study

One aspect of the individualized learning fostered by Macalester's curriculum is the opportunity for independent study. This makes it possible for the student to complete a long term project in a one to one relationship with a faculty member. A student may initiate an independent study to pursue in depth certain aspects of a subject previously studied or to investigate an area of academic interest not covered in a regular course. Students are encouraged to complete an exceptional piece of independent work of intellectual or artistic merit. However, students may not pursue as an independent study a topic that is covered in a regular course or a learning opportunity that meets the criteria of the definition of an internship. Macalester students may not register in a single term for more than 6 semester credits of independent study credit which takes place outside of the Twin Cities area. No more than twenty-four semester credits earned in independent study courses (tutorials, independent projects, internships, preceptorships, honors independents) may be applied toward the number of semester credits required for graduation. Macalester students may not register in a single term for more than six semester credits of independent study credit that takes place outside of the Twin Cities area. An independent project or tutorial which takes place within the Twin Cities area may earn from one to eight semester credits (Educational Policy and Governance Committee approval is required for credit of five or more semester credits). A Twin Cities area internship or a preceptorship may earn no more than four semester credits. The departmental listings indicate which independent studies are available in each department. Independent studies are classified into five categories:

Tutorial

Closely supervised individual (or very small group) study with a faculty member in which a student may explore, by way of readings, short writings, etc., an area of knowledge not available through the regular offerings.

Independent Project

The production of original work (paper, thesis, extended research, art exhibit, musical or dramatic program, etc.).

Internship

A structured off-campus learning experience in which students apply and acquire knowledge and skills, while working in a responsible role within a community, business or government organization setting. The student intern works and learns under the joint supervision of a site supervisor and a faculty sponsor.

Macalester recognizes internships as an integral part of its curriculum, enabling students to participate in structured, supervised learning experiences off campus. The Internship Program is an academic unit designed to serve students who undertake an internship for course credit. Students may engage in internships in a variety of settings which match their academic goals, including nonprofit organizations, government, business, education, and the arts.

The objectives for the Internship Program are:

1. To provide opportunities for students to examine first-hand knowledge and theories learned in the classroom for their wider impact on society and the world at large.

2. To provide opportunities for students to evaluate and apply a body of knowledge and methods of inquiry from an academic discipline.

3. To provide students access to a larger or different "laboratory" of equipment and/or situations not easily obtained or available on campus.

4. To provide students expanded opportunities for self-directed learning.

5. To enable students to develop work competencies for specific professions and to explore career interests and form networks.

6. To provide opportunities for students to develop intellectual and professional partnerships.

Students are advised to refer to the departmental sections for Course 624 and to consult individually with faculty members regarding departmental policies governing internships, including grading. The following college policies apply to internships:

a. Only Macalester departments may offer internships and only if they are listed in the departmental course offerings.
b. Students are required to complete a learning contract for each separate internship experience and have it reviewed and signed before they can register for an internship.
c. A maximum of twenty-four credits in courses numbered 604, 614, 624, 634 may be counted toward graduation. Internship credits are included among these courses.
d. Students with first year status are not permitted to undertake an internship for credit during their first year at Macalester, including January.
e. Students may not take an internship if they have any incompletes, unless they have the permission of the instructor who assigned the incomplete.

f. Students on academic probation may not undertake internships.
g. Students may not register in a single term for more than six semester hours of internship credit which takes place outside of the Twin Cities area, or for more than four semester hours of credit for a single internship in the Twin Cities.

Preceptorship

Work in assisting faculty in the planning and teaching of a course, precepting or tutoring. Policies pertaining to preceptorship course credit are:
1. Credit may not be earned for precepting the same course more than once.
2. To precept a course, a student must previously have earned credit in that course with a grade of A– or higher or have earned credit with a grade of A– or higher in a course having the course to be precepted as a prerequisite or in a course covering similar material at a more advanced level. Certain departments may have additional prerequisites for registering for preceptorship credit. Students should consult the departmental sections of the current catalog for this information.
3. Students may earn no more than four credits for precepting a single course.
4. Students on academic probation may not serve as a preceptor.
5. Students must have a declared major in the department or program of the course that they are precepting and must be in their junior or senior year.
6. The Learning Objectives detailed on the Preceptorship Learning Contract must relate to pedagogical issues. That is, the goals of the preceptorship should relate to understanding effective teaching strategies. Examples of learning goals might be:
—how to respond effectively to student writing;
—how to construct and deliver an effective lecture;
—how to facilitate small group discussion.
The Learning Tasks and Evaluation Methods detailed in the Learning Contract must then be specifically tied to these objectives of increased understanding of effective teaching strategies. Students may wish to read pedagogical materials as part of their learning strategies.
A student wishing to register for preceptorship course credit should meet with his/her faculty sponsor to discuss and complete a Preceptorship Learning Contract. Prior to completing registration for this preceptorship, the student should bring the completed Learning Contract to the Academic Programs Office for final approval by the Dean of Academic Programs.
Approval of the supervising instructor is required for registration in an independent study course. Interested students should consult with the appropriate instructor and department to develop the content of the project or study before registration. Titles and descriptions of the work are submitted at the completion of the semester.

Honors Independent

Independent research, writing, or other preparation leading to the culmination of the Seniors Honors Project.

Topics Courses

Many departments offer topics courses. These courses are designed to accommodate the interests of students and faculty in current issues in the subject area or to offer an experimental course which later may become part of the regular curriculum. They are announced in the class schedule at registration. The titles of some past topics courses are listed with the departmental offerings.

Course Numbering

The following course numbering system was adopted for the College beginning Fall 2003.

001–098: co-curricular courses, such as music lessons and ensembles, physical education activity courses, dance technique courses, or practicum courses in theater, dance or forensics

100–199: courses with no prerequisites or that are introductory in material or approach; appropriate for any student, but particularly first year students

200–299: courses that are intermediate in material and/or approach, with or without prerequisites; ordinarily taken by sophomores or juniors

300–399: courses that are advanced, with specified prerequisites; ordinarily taken by juniors

400–499: courses that are advanced, with specified prerequisites; ordinarily taken by seniors

600–649: independent study courses, such as tutorials, independent projects, internships, or preceptorships

Privacy Rights of Students

Student information, other than public information and a student's area of concentration, is released only upon the written authorization of the student or former student. Public information is determined by the College in compliance with the Family Educational Rights and Privacy Act of 1974, as amended, and the Macalester College Student Rights, Freedoms, and Responsibilities Document (see the current Student Handbook).

African Studies Interdepartmental Program

Coordinator: William Moseley (Geography).

African Studies Steering Committee: David Blaney (Political Science), Erik Larson (Sociology), Sowah Mensah (Music), David Chioni Moore (International Studies and English), William Moseley (Geography), Sonia Patten (Anthropology), Ahmed Samatar (International Studies), Dianna Shandy (Anthropology), Joëlle Vitiello (French and Francophone Studies), Karl Wirth (Geology).

Additional faculty with teaching and research interests in Africa: Peter Rachleff (History).

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

Requirements

A concentration in African Studies consists of six Africa-related courses chosen with the assistance of an African Studies advisor. Three to five courses must be "Tier One," with an exclusive African focus (see list below). Note that "Africa" implies the whole continent; thus North Africa counts under this designation. A maximum of two courses may be "Tier Two" (see list below), with substantial but not exclusive African content, or with African Diaspora content with major African inflection. One or two of the first five courses may be taken in an approved off-campus program, only one of which may be Tier One. The sixth course must be an advanced research seminar in any department in which the student completes a substantial Africa-focused paper; this requirement may also be completed with an Africa-focused independent study with an African Studies faculty member resulting in a major paper. Students may include (as Tier Two) one Africa-related internship by registering for the internship under the supervision of any steering committee member and by filing a copy of the learning contract with the African Studies program coordinator.

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

Courses

I. Tier One Courses (exclusively focused on Africa)

* A minimum of three of these courses must be taken for the concentration

Anthropology 258—Peoples and Cultures of Africa

Anthropology 294—Gender and Power in Africa

English 369—African Literature

French 407 (Francophone Studies), 408 (French Cultural Studies), 409 (Cinema), and other 400-level French courses, when wholly focused on African (including North African) content.

Geography 243—Regional Geography of Africa

History 115— Africa Since 1800

History 211—History of Africa to 1800

Music 131—African Music

Music 73—African Music Ensemble, and African music-instruction courses (drum, flute, voice). These participation and instruction courses are typically one credit per semester, and may be included on African Studies concentration plans when four credits are accumulated.

Political Science topics course— African Politics

Theater and Dance 21—African Dance. A one-credit technique class which may be counted on African Studies concentration plans when four credits (either dance only or dance plus music, above) are accumulated.

II. Tier Two Courses (significant African Content)

* A maximum of one of these courses may count towards the concentration.

Anthropology 239—Medical Anthropology, when taught by Patten
Anthropology 362—Culture and Globalization
Anthropology 246—Refugees and Humanitarian Response
English/International Studies 384—Langston Hughes: Global Writer
English 342—Anglophone Literature (when Africa-focused)
English 368—Literature of the Americas (when Caribbean-focused)
French 407 (Francophone Studies), 408 (French Cultural Studies), 409 (Cinema), and other 400-level French courses, when at least half focused on African (including North African) content, or when focused wholly on francophone Afro-diasporic content.
Geography 488—Senior Seminar: Comparative Environment and Development Studies
History 314—Africa and the American Connection
History topics course—Race Before Race? The Origins of Color and Ethnic Prejudice
History topics course—The Transatlantic Slave Trade
History topics course—Women in the African Diaspora
History 305 —Comparative Freedom Movements: The U.S. and South Africa
International Studies 367—Postcolonial Theory
International Studies 384—Langston Hughes: Global Writer
Political Science 242—Development Politics
Sociology 280 —Indigenous Peoples' Movements in Global Context (if student case study is of an African movement)

III. Study Abroad

A maximum of two courses may be counted from an Africa-focused study abroad program in Africa, only one of which may be Tier One. Africanist coursework taken elsewhere in the world (such as London, Paris or Lisbon) may also, when appropriate and with approval of the concentration director, count toward the concentration.

IV. Senior Seminar or Independent Study

The student must complete an advanced research seminar in any department in which the student undertakes a substantial Africa-focused paper. The advanced research seminar may be achieved by taking a disciplinary senior seminar that includes a major paper focused on Africa; or an independent study with an African Studies faculty member resulting in a major paper focused on Africa.

American Studies

Full-Time Faculty: Karin Aguilar-San Juan, Duchess Harris, Jane Rhodes (Chair)

Affiliated Faculty: Kendrick Brown (Psychology), Beth Cleary (Theater and Dance), Andrea Cremer (History), Marceline DuBose (Educational Studies), Daylanne English (English), Galo González (Hispanic and Latin American Studies), Lynn Hudson (History), Leola Johnson (Humanities and Media and Cultural Studies), Scott Morgensen (Women's, Gender and Sexuality Studies), Joan Ostrove (Psychology), Peter Rachleff (History), Clay Steinman (Humanities and Media and Cultural Studies), Daniel Trudeau (Geography), Harry Waters Jr. (Theater and Dance).

The department of American Studies at Macalester College is an interdisciplinary unit that reflects the multiple trajectories of this vibrant field. Faculty members from across the campus contribute their expertise in the humanities, social sciences, and fine arts to our course offerings. American Studies programs focus on various aspects of life, culture and politics in the United States, and on America's place in the global community. Our emphasis is on race and ethnicity as central dimensions of U.S. social life. This perspective reflects an understanding that the prevailing concepts of citizenship, community, freedom and individuality in the United States contain within them deep fissures, erasures and conflicts that depend upon particular constructions of race, ethnicity, and difference. The curriculum is influenced by scholarship in African American Studies, Asian American Studies, Chicano/Latino studies, Native American and Indigenous Studies, women's and gender studies, queer and sexuality studies, critical race theory, and transnational and diaspora studies.

The department encourages close and systematic research of central questions in the field, and offers structured opportunities to apply theoretical concepts in concrete settings of civic engagement.

The department of American Studies is dedicated to incorporating various intellectual traditions and histories in an interdisciplinary curriculum that is tuned into the specific and concrete practices of everyday life. Students who take courses in the department of American Studies will be exposed to the current rigorous and complex theoretical conversations in the field. At the same time they will acquire an appreciation for the significance of race, ethnicity and difference in their own lives and in the world around them. Informed and active citizenship requires a careful understanding of how and why racial difference and structural inequality persist in the twenty-first century. Students who minor in American Studies will gain an awareness of the wide variety of

racialized experiences and perspectives and of the ways in which these have been transformed over time.

Our civic-engagement component, required in the junior year, creates a place to engage with real-world complexities of racial and ethnic difference, inequality and social justice, whether local or global. The senior capstone course integrates theory and practice, and prepares students for advanced study in American Studies or related areas.

We expect that our majors will be able to: 1) articulate some of the many ways in which racial and ethnic categories shape U.S. social life; 2) identify and work with different conceptual approaches to race, including historical, sociological, literary, cultural, and others; 3) demonstrate proficiency with a range of research tools; 4) perform as knowledgeable interlocutors in settings of civic engagement; and 5) demonstrate excellence in all aspects of academic life.

Students who major in American Studies are well-prepared to pursue graduate training in the field, as well as related areas such as history, sociology, ethnic studies, and urban studies. American Studies is also ideal training for students planning to obtain professional degrees in law, medicine, business, education, and journalism, among others. Our students are particularly committed to community service and social justice, and go on to work for advocacy organizations and governmental agencies, as well as independent cultural and political groups.

General Distribution Requirements

American Studies 110, 128, 140, 210, 222, 224, 230, 232, 233, 248, 249, 310, 331, 334, 354, 380, and 444 count toward the general distribution requirement in humanities. American Studies 100, 101, 103, 112, 200, 203, 240, 250, 254, 264, 285, 300, 305, 341, and 370 count toward the social science general distribution requirement. Any topics courses offered (at any level) require approval by the department to qualify for either distribution. Courses approved for the American Studies major offered through other departments meet the general distribution requirements of that department.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

The American Studies major consists of fourteen courses. Courses in the department of American Studies will fall into at least one of three areas of emphasis: Racial Concepts and Theories; Cultures, Histories, and Practices; and Activism and Social Justice.

Required Elements for the Major

1. Introductory course (101). "Explorations of Race and Racism," or equivalent (103 or 110).

2. Methods Course (200). Critical Methods for American Studies Research. This course is required of all majors declared after May 2008.

3. Junior Seminar in Civic Engagement (300). This seminar is required of all majors declared after May 2005.

4. Senior Capstone (400). Critical Perspectives in American Studies. This senior capstone is required of all majors.

5. Content Courses. In addition to the four required courses, the major plan will include ten content courses. Majors can include courses from other ACTC colleges and/or study abroad and study away programs. The department will decide which courses can be listed as content courses for the major. These courses will engage the scholarship of race and ethnic studies. Study away courses will be included if the department deems them adequately connected in context to the experiences of people of color within the United States.

Other Elements of the Major

1. Majors are encouraged to take at least one international and/or diasporic course.

2. Majors are encouraged to enroll in study abroad (in an international course of study) or study away programs (in a U.S.-based urban studies program).

3. Majors are encouraged to have the equivalent of two years of work in a language other than English. Note: Native American languages would fulfill this requirement.

4. Majors are encouraged to take an internship, decided upon in consultation with the department chair.

5. Majors who meet college criteria are encouraged to conduct an honors project in conjunction with their senior capstone.

Minor Concentration

The minor in American Studies will require the Introduction to American Studies and four other courses chosen from the areas of emphasis. Minors can be declared at any time.

Courses Approved for American Studies Majors or Minors

In addition to courses offered directly through the American Studies department, certain courses in other departments are approved for use on the American Studies major and minor plans. Approval is based on specific syllabi and faculty; please consult with the department chair with questions about approval. Consult the department for approved courses from previous years.

Honors Program

The American Studies department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the department are available from the department office.

Topics Courses

194, 294, 394, 494

Topics courses are occasional, often experimental courses, offered by instructors at their own initiative or in response to student requests. Recent topics courses include: American Voices: Multi-Ethnic Literature, Indian Americanness, and Latinos and United States Imperialism. To be announced at registration.

COURSES

100 RACE, CLASS, AND SEXUALITY IN U.S. FEMINISMS (Same as Women's, Gender and Sexuality Studies 100)

This course is an interdisciplinary introduction to a variety of feminist analyses of United States history and contemporary sociopolitical life, figured around the relationship of gender to race, class, sexuality, ability, colonialism, and nationalism. Through analytical reading, writing, and discussion, the course aims to develop an understanding of gender as a tool to organize society on the basis of difference and power and as a performative practice, which is also a mode of agency and activism for positive social change. Materials from history, literature, sociology, anthropology, and film are included. Spring semester. (4 credits)

101 EXPLORATIONS OF RACE AND RACISM

The main objectives of this introductory course are: to explore the historical construction of racial categories in the United States; to understand the systemic impact of racism on contemporary social processes; to consider popular views about race in the light of emerging scholarship in the field; and to develop an ability to connect personal experiences to larger, collective realities. We will engage several questions as a group: What are the historical and sociological foundations of racial categories? When does focusing on race make someone racist? What is white privilege, and why does it matter? All students will be asked to think and write about their own racial identity. This course, or its equivalent, is required for majors and minors. No prerequisites. Spring semester. (4 credits)

103 THE PROBLEM OF RACE IN U.S. SOCIAL THOUGHT AND POLICY

This course has been developed as an entry-level exploration of the impact of race on contemporary U.S. public discourse. The course has two principle objectives: to create a forum that encourages individuals to articulate well-informed opinions and attitudes about race; and to locate those ideas in an analytic framework that promotes a shared understanding of race and racial inequality in the contemporary context. Offered Fall 2008 as a First Year Course only. (4 credits)

110 INTRODUCTION TO AFRICAN AMERICAN STUDIES

This class will explore what it has meant to be African-American in the United States, and how this identity shaped Black community, thought, and life. This course, using a variety of disciplinary approaches, exposes students to issues and problems in the development of African-American identity, and provides students with theoretical tools and contextual sensibilities necessary for advanced courses and independent projects in African American Studies. Spring semester. (4 credits)

112 SEXUALITY, RACE, AND NATION: INTRODUCTION TO LESBIAN/GAY/BISEXUAL/ TRANSGENDER AND QUEER STUDIES (Same as Women's, Gender and Sexuality Studies 110)

This course examines how sexuality, race, and nation relate in the lives of people in the United States, which we read in relation to histories of colonialism and globalization. Course material foreground scholarship, testimony, cultural work, and social movements by LGBT, two-spirit, same gender loving, and queer people of color, and by white LGBT and queer anti-racist allies. Their stories offer a template through which all students may examine how everyday life is shaped by sexuality, race, and nation—both as power relations, and as spaces for creating new identity and action. Every year. (4 credits)

128 AFRICAN AMERICAN RELIGIONS (Same as Religious Studies 128)

Understanding religion as the quest for ultimate orientation, this course will examine several expressions of African American religiosity. Students will explore the origin, development, belief structure, and practice of traditions such as Black Christianity, the Nation of Islam, Vodun (Voodoo), Santeria, Spiritual Churches, and Black Humanism. The goal of this course is to acquaint students with the complex nature of African American religious expression. Offered alternate years; not offered 2008–2009. (4 credits)

140 BLACK PUBLIC INTELLECTUALS

This course will address the tradition of public intellectuals in numerous Black communities. We will expand the definition of "politics" to include theater, literature, and film. We will interrogate the concept of who chooses the scholarly leaders for Black communities. We will examine numerous topics such as Communism, The American Dream, Incarceration, Feminism, and Ebony Voices in the Ivory Tower. Spring semester. (4 credits)

200 CRITICAL METHODS FOR AMERICAN STUDIES RESEARCH

This course will introduce students to interdisciplinary research approaches to the study of race, ethnicity, and other categories of difference. Students will learn to conceptualize and design research projects, and will obtain hands-on experience in executing different methods. The course will also consider the critiques of systems of knowledge production and research approaches that have been informed by scholars from fields such as African American history, gender studies, and critical race studies, as well as from the disciplines. The goal is to develop an understanding of the assumptions embedded in many fields of inquiry, and to learn to apply critical approaches to important research questions. Fall semester. (4 credits)

203 RACE, ETHNICITY, AND POLITICS (Same as Political Science 203)

This intermediate course offers an analysis of racial and ethnic factors and their implications for political processes and public policy. We begin by exploring the political history of whiteness. Our point of departure will be David R. Roediger's text (2005), "Working Toward Whiteness, How America's Immigrants Became White: The Strange Journey from Ellis Island to the Suburbs." We will examine how "race" has been at the core of civic assimilation. This course will focus on post-1960 American and the Black, Brown, Red, and Yellow Power Movements. We will end with an analysis of conservative people of color and their counterparts in the dominant culture, and their movement to resist identity politics in the 1990s and the turn of the 21st Century. Alternate years. (4 credits)

200 CRITICAL METHODS FOR AMERICAN STUDIES RESEARCH

This course will introduce students to interdisciplinary research approaches to the study of race, ethnicity, and other categories of difference. Students will learn to conceptualize and design research projects, and will obtain hands-on experience in executing different methods. The course will also consider the critiques of systems of knowledge production and research approaches that have been informed by scholars from fields such as African American history, gender studies, and critical race studies, as well as from the disciplines. The goal is to develop an understanding of the assumptions embedded in many fields of inquiry, and to learn to apply critical approaches to important research questions. Prerequisite: American Studies 101, 103, or 110. Fall semester. (4 credits)

210 BLACKS IN PARIS

This course will look at the relationship that African Americans have had to France in the Twentieth Century. We will explore the art, literature, music and political protest that were generated in the "City of Lights." Generally offered alternate spring semesters; not offered in 2008–2009. (4 credits)

222 IMAGINING THE AMERICAN WEST (Same as History 222)

Fantasies about the U.S. West are central to American history, popular culture, and collective memory. From John Wayne to Zane Grey to Disneyland, ideas about the West have shaped the ways we think about settlement, conquest, race, gender, and democracy. This course examines the myths that have circulated about the West alongside what has been called new western history, in an attempt to make sense of western Americans and the societies they created. Beginning with notions of the frontier, we will consider the scholarship that challenges our thinking about a region that has defied simple constructions. Alternate years. (4 credits)

224 AFRICAN AMERICAN HISTORY: SLAVERY, EMANCIPATION, AND RECONSTRUCTION (Same as History 224)

This course explores the Afro-American experience from the villages of West Africa to the cotton plantations of the antebellum South. Considers West African social structure and culture, the international slave trade, the development of racism, the development of American slavery, the transformation of Afro-American culture over more than two centuries, the struggle, the possibilities of reconstruction, and the ultimate rise of share-cropping and segregation. Spring 2009. (4 credits)

230 WOMEN AND WORK IN U.S. HISTORY (Same as History 230)

An historical overview of women's changing experiences with work (both paid and unpaid) from the mercantilist economy of colonial times to the post-industrial era of the late twentieth century. Working women come from every racial and ethnic group, and work in every sector of the economy. How did we reach this point? How does this compare to the experience of women in the early years of U.S. history? And where might working women be headed? This course is designed primarily for students who have no previous college-level background in U.S. history. Alternate years. (4 credits)

232 IMMIGRATION AND ETHNICITY IN U.S. HISTORY (Same as History 232)

An overview of U.S. history as seen through the experiences of newly arriving and adjusting immigrant groups. This course is designed primarily for students who have no previous college-level background in U.S. history. Alternate years. (4 credits)

233 INTRODUCTION TO THE HISTORY OF THE U.S. WORKING CLASS (Same as History 233)

This course traces the development of the U.S. working class—men and women, native-born and immigrants, black and white—from the artisan era to the post-industrial age. This course is designed primarily for students who have no previous college-level background in U.S. history. Alternate years. (4 credits)

240 RACE, CULTURE AND ETHNICITY IN EDUCATION (Same as Educational Studies 240)

This survey course will explore history, policy, and pedagogy as they relate to race, ethnicity, and culture as education. K–12 public education will be the primary focus with topics including desegregation, standardized testing, multi-cultural and ethnocentric pedagogy, the teacher's role and experience, and significant historical events in education. The course will culminate by analyzing current trends and future expectations in education. Spring semester. (4 credits)

248 JIM CROW (Same as History 248)

This course examines the political, cultural, economic, and social ramifications of segregation in the United States from approximately 1865 to the present. While much of the course will focus on the South, we will also consider how racial boundaries were drawn in the West and North. The course will pay special attention to the ways racial boundaries became "fixed," and how black men and women defied Jim Crow in the streets, courts, and in their homes. Additionally, this class examines how segregation has been forgotten and how and when it is remembered. Alternate years. (4 credits)

249 AFRICAN AMERICANS AND THE TRANSFORMATION OF THE CITY: 1890–1945 (Same as History 249)

This course investigates two mutually influencing transformations of the first half of the twentieth century: 1) the urbanization of the Afro-American people; and 2) the emergence of the modern American metropolis as the site of congregation and segregation of distinct racial and ethnic groups. Principal points of focus for this course include the causes and patterns of black migration from the rural South to the urban North; the formation of ghettoes in major northern cities; the internal life of those ghettoes, including changing gender roles and the development of new cultural forms; and the rise of new political and social ideas within these communities. Alternate years. (4 credits)

250 RACE, PLACE AND SPACE (Same as Geography 250)

In this discussion-based course we focus on the racialized places of U.S. cities, rural towns and suburbs in an effort to understand how social, historic, and spatial forces have colluded to bring about complex and enduring racial formations. We will look for race and related social categories in places around St. Paul and Minneapolis. By engaging theories about visuality and representation, urban development and suburban sprawl, and social movements for racial justice, we will develop a specialized vocabulary for explaining how race, place, and space are connected. This course requires prior exposure to at least one of the following areas: American Studies, human geography, sociology of race/ethnicity, or urban studies. Fall semester. (4 credits)

254 PEOPLES AND CULTURES OF NATIVE AMERICA (Same as Anthropology 254)

A survey of the traditional cultural areas of the Americas and of selected topics related to American Indians. The course introduces the peoples, languages, subsistence patterns, and social organizations in America at the time of European contact, and traces selected patterns of change that have come to these areas. Prerequisite: Anthropology 111, Cultural Anthropology. Alternate years. (4 credits)

264 THE PSYCHOLOGY OF GENDER (Same as Psychology 264)

This course provides an examination and a critique of psychological theories, methods, and research about gender. We will explore structural, social, individual, and biological explanations of how gender is experienced and represented, as well as of gender similarities and differences. Examples of research and theory will come from a wide variety of areas in psychology and related disciplines, and will address such issues as social and personality development, bodies and body image, social relationships, cognition, identity, language, violence, moral reasoning, sexuality, sexual orientation, etc. We will explore the intersection of gender with other social identities and will also learn about the historical, cultural, and epistemological underpinnings of psychological research on gender. Culture and Context course. Prerequisite: Psychology 100 or permission of the instructor. Next offered in 2009–2010. (4 credits)

285 ASIAN AMERICAN COMMUNITY AND IDENTITY (Same as Sociology 285)

This course introduces the basic issues and problems that shape the Asian American experience. The main learning objectives are: to identify and dismantle stereotypes about Asian Americans; to create a common vocabulary for describing the Asian American experience; to explore the historical and sociological foundations of Asian American community and identity; and to cultivate an appreciation of various theoretical approaches to race and ethnicity. No prerequisites. Spring semester. (4 credits)

300 JUNIOR CIVIC ENGAGEMENT SEMINAR: WHERE THEORY MEETS PRACTICE

This innovative course will comprise a junior civic-engagement experience in the Twin Cities organized around a central theme (such as "Schools and Prisons"). The course provides a real-world urban context for students who are deeply engaged in theorizing racism and other forms of structural inequalities in the U.S. and around the globe. It is based largely outside the classroom, draws on the College's relationships with the Twin Cities, and provides extensive opportunities for students to interact with community mentors. The course is designed primarily for juniors majoring in American Studies as a prior rigorous study of issues related to race and racism in U.S. history and contemporary social policy and social thought are needed to set the stage for the course. It is required of all American Studies majors, however, other students with equivalent preparation are welcome with permission from the instructor. A 2-credit concurrent internship may be required for this course. Spring semester. (4 credits)

305 RACE, SEX AND WORK IN THE GLOBAL ECONOMY (Same as Women's, Gender, and Sexuality Studies 305)

This seminar presents feminist and queer studies of global capitalism, which examine power relations under contemporary globalization in terms of the racial and sexual dynamics of labor, citizenship, and migration. Course material considers the local and transnational dynamics of free trade, labor fragmentation, and structural adjustment, as these shape industrial and informal labor, and community organizing around gender, sexuality, and HIV/AIDS. The material foregrounds ethnographic analyses of the everyday conditions of people situated in struggles with the effects of global capitalism. Prerequisite: Junior standing or permission of the instructor, and at least one intermediate-level Women's, Gender, and Sexuality Studies core course. Alternate years. (4 credits)

310 COMPARATIVE FREEDOM MOVEMENTS: THE U.S. AND SOUTH AFRICA (Same as History 305)

This advanced course explores two of the most important movements to challenge institutional racism in the second half of the 20th century—the U.S. civil rights movement and the South African anti-apartheid movement. The course places both of these movements within their specific historical contexts and, therefore, opens with an examination of the historical role(s) of racism in each of these societies. It then explores dimensions of these movements in a comparative fashion: the leadership produced by both movements; the functioning of both movements and the roles played by particular cohorts (women, young people, workers, allies); the internal tensions within each movement, particularly around ideologies, strategies, and tactics; the uses of culture (music, theater, poetry, visual art) within each movement. We also explore the methodologies of comparative history, particularly the critique that insists that the movements' influences on each other need to be considered. Finally, we assess the impact of each movement on its respective society. Every other year. (4 credits)

331 RACIAL FORMATION, CULTURE AND U.S. HISTORY (Same as History 331 and Humanities and Media and Cultural Studies 331)

This interdisciplinary course will employ the methodologies of cultural and media studies within an historical framework to ask: What roles did "race" (the presence of diverse races; the relationships among those groups of people; the construction and representation of racial identities; the linking of material privileges and power to racial locations) play in the development of the United States? How have relationships of class, gender, ethnicity, and sexuality been linked to "race"? How has "race" been a site of struggle between groups? How is the present a product of historical experiences? Our coursework will rely on reading historical studies, theory, cultural analysis, and memoirs, and on viewing and analyzing cultural performances and films. This course is designed for students with experience in history, cultural studies, African American Studies and/or American Studies. Alternate years. (4 credits)

334 CULTURAL STUDIES AND THE MEDIA (Same as Humanities, Media and Cultural Studies 334)

An overview of contemporary approaches to media as culture, a determining as well as determined sphere in which people make sense of the world, particularly in terms of ethnicity, gender, identity, and social inequality. Students develop tools for analyzing media texts and accounts of audience responses derived from the international field of cultural studies and from the social theory on which it draws. Analysis emphasizes specificity of media texts, including advertisements, films, news reports, and television shows. Experience in cooperative discussion, research, and publication. Prerequisite: Humanities, Media and Cultural Studies 110, or permission of instructor. Every year. (4 credits)

340 LIVING ON THE EDGE: THE ASIAN AMERICAN EXPERIENCE (Same as Asian Languages and Cultures 340)

The Asian American experience will be used to examine the role of cultural heritage in how one views oneself, one's own ethnic group and the dominant culture. This interdisciplinary course consists of experiencing the art, reading the literature and history, and discussing the current issues of several Asian American communities. Topics include the role of women, stereotype, racism and assimilation. Generally offered alternate years. (4 credits)

341 CITY LIFE AND LANDSCAPES (Same as Geography 341)

Urban social geography is the study of social and spatial dimensions of city life. In this course, we will explore some of the ways in which urban society is organized geographically. We will also consider the implications of urban social geographies for public policy on three issues of contemporary significance in the American context: (1) racial residential segregation; (2) sprawl and urban redevelopment; and (3) social well-being and the urban built environment. Race, class, and gender relationships are at the heart of these issues. This course therefore also considers how relationships of race, class and gender affect and is affected by the urban landscape. Spring semester. (4 credits)

354 BLACKNESS IN THE MEDIA (Same as Humanities and Media and Cultural Studies 354)

This course examines mainstream and alternative systems of African American representation in the media from the 1820s to the 1960s, including race records, race movies, the Black press, Black video, and Black appeal radio. It also examines the way Blackness is constructed in the media today, including the role of new media (such as cable and the Internet); new corporate formations (such as FOX, UPN, and BET), and new forms of representation (such as representations that reject the Black-White binary). Prerequisite: one of the following: an

introduction to African American Studies course, or Texts and Power: Foundations of Cultural Studies (Humanities and Media and Cultural Studies 110), or permission of instructor. Every year. (4 credits)

370 UNDERSTANDING AND CONFRONTING RACISM (Same as Psychology 370)

An examination of the social psychological factors associated with race prejudice and racism, particularly in the United States. Focusing on the psychological theories proposed to understand racism, this course investigates the causes and consequences of racism at the individual, interpersonal, institutional and cultural levels of society. Special attention will be given to exploring interventions to reduce racism. Culture and Context course. Prerequisites: Psychology 100, Psychology 200, or Psychology 201, and at least one intermediate course or permission of the instructor. Fall semester. (4 credits)

380 TOPICS IN TWENTIETH CENTURY AFRICAN AMERICAN LITERATURE (Same as English 380)

This course will explore African American cultural production during the twentieth century and, depending on the instructor, may focus on a particular genre (e.g., novels, short stories, drama, poetry, detective fiction, speculative fiction, film), or on a particular period (e.g., the Harlem Renaissance, the 1950s, the Black Arts Movement, the Contemporary), or on a particular theme (e.g., African American Women's Writing, the Politics of Modern African American Literature), or on a particular author (e.g., Du Bois, Hughes, Hurston, Wright, Brooks, Baldwin, Wideman, Morrison, Parks). Alternate years. (4 credits)

400 SENIOR SEMINAR: CRITICAL PERSPECTIVES IN AMERICAN STUDIES

The Senior Capstone is required of all majors. Majors who meet college criteria are encouraged to conduct an honors project in conjunction with their Senior Capstone. Fall semester.(4 credits)

444 THE FAMILY AS HISTORY: THE STORIES OF U.S. LATINOS (Same as Hispanic Studies 444 and Humanities and Media and Cultural Studies 444)

The course will examine and compare the stories of Latinas/os in the U.S. as told by themselves. Students will read authors of Puerto Rican, Cuban, Dominican, and Mexican-American origin. We will place a special emphasis on practices and values held both here and in the cultures of origin. The course will cover such subjects as family, social and economic struggles, individual aspirations and spiritual needs. The course will highlight language issues and use film to complement the readings. Prerequisite: Hispanic Studies 307 or consent of the instructor. Alternate years. (4 credits)

604 TUTORIAL

Closely supervised individual or small group study with a faculty member. A student may explore, by way of readings, short writings, etc., an area of study not available through the regular catalog offerings. Prerequisite: permission of the instructor. Every semester. (1-4 credits)

614 INDEPENDENT STUDY

Closely supervised independent study with a faculty member. Students may explore, through reading and writing or independent research, an area of knowledge not available through regular course offerings. Prerequisite: successful completion of the introductory course and permission of a faculty member in American Studies. Every semester. (1-4 credits)

624 INTERNSHIP

Majors are encouraged to take an internship after the Civic Engagement seminar. All internships require the approval of a professor in the American Studies department. Every semester. (1-4 credits)

634 PRECEPTORSHIP

Prerequisite: permission of the instructor. Students may arrange to precept a course with a department member. They will normally be expected to attend the course, do the reading and participate in discussion, look over student writing, and provide guidance or tutor as necessary. Every semester. (4 credits)

Anthropology

Full Time Faculty: Naran Bilik, Olga Gonzalez, Arjun Guneratne (Chair, Fall), Scott Legge, Dianna Shandy (Chair, Spring)

Part Time Faculty: Diana Dean, Sonia Patten, Jack Weatherford

Anthropology is the study of humankind in all of its aspects, cultural and biological, across both space and time. The discipline consists of four sub-fields: cultural anthropology, linguistic anthropology, archaeology, and biological (or physical)

anthropology, which studies human physical variation and the evolution of the genus homo. This holistic approach to understanding human beings is a distinctive attribute of the discipline and places it at the nexus of the social sciences, the natural sciences and the humanities. Anthropology thus provides a broad, comparative perspective on what it means to be human.

The anthropology program offers courses in both cultural and biological anthropology, and stresses training in anthropological methods. Anthropologists see culture not as a collection of practices or behaviors but as the knowledge, values and systems of beliefs and morality that shape human actions and the interpretations human beings make of the world they live in. We believe that culture may best be discovered by intensive ethnographic research (fieldwork) among the people concerned, conducted in their language. Anthropology takes culture to be a process, not a thing. We impart to our students this processual understanding of culture, linking it to training in the methods and techniques anthropologists use to conduct research.

The history of the human species is not complete without understanding how it changed over time, and such an understanding will help put to rest popularly held misconceptions regarding the nature of biological difference among human populations. The emergence of a capacity for culture (the ability to symbolize and engage in learned, shared behavior) in an ancient population of hominoids, some 7 to 10 million years ago, was the catalyst that drove human evolution forward. Natural selection operated on those biological traits that were linked to the human ability to symbolize and use tools, particularly the evolution of the neo-cortex and of a musculoskeletal structure facilitating bipedalism. Culture and biology therefore are the two parts of a double helix that accounts for why humans evolved, and the department provides a broad range of courses that address this relationship.

The aim of the anthropology program is to train students to think anthropologically, that is, to think holistically and critically about the human condition and the values, assumption and premises they may encounter in a culturally complex and socially diverse world that is being knit ever more closely together by the processes of globalization. We seek to educate our students broadly in the wide-ranging field of anthropology, to give them the theoretical training they need to understand why we frame questions the way we do, and to train them in the methods of anthropological inquiry. More narrowly, we prepare students for graduate work in the discipline and in related fields, and provide them with practical ethnographic skills that will be of value to them professionally. To that end the department requires study abroad and emphasizes courses in theory and in methods.

An anthropology major will prepare students for careers in law, business, government, medicine, public health, humanitarian and development work, museum administration, and any other occupation that requires a knowledge of and appreciation for cultural diversity and an understanding of symbolic meaning and social relations. We encourage students to plan summer work, internships, and course work in light of their general career objectives. Because of this need to plan, students should choose course work carefully in consultation with their advisors.

General Distribution Requirement

All courses in the anthropology department count toward the general distribution requirement in the social sciences except for courses numbered 115, 340, 604, 614, 624, and 634. Courses numbered 115 and 340 count towards the general distribution requirement in math/natural sciences.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

A major in anthropology consists of nine courses, to include either Anthropology 101 or 111 (a prerequisite for all other anthropology courses except 112, 115 and 340), Anthropology 230 (which should ideally be taken in the sophomore year), Anthropology 487, the senior seminar (490) and other anthropology courses chosen in consultation with a department advisor. Majors are strongly urged to take at least one ethnographic area course. If a student cannot complete the course successfully in two attempts, he or she must petition the department chair for permission to attempt it a third time. With effect from the class of 2012, the major will consist of ten courses, including the required courses listed above.

In addition, a student majoring in anthropology must complete one semester of study abroad after successfully completing a course in research methods (either 230 or a similar course approved by the department). The program chosen by the student should have a substantial fieldwork-based component or the opportunity to engage in significant independent research. Where appropriate, a student may, with the permission of the department chair, count one course taken on study abroad towards the major, with the exception noted below.

A maximum of two courses in anthropology taken at other universities or institutions of tertiary education (including foreign universities) may be counted towards the major at the discretion of the department chair. An exception to this limit may be made at the discretion of the chair for students who have a particular interest in archaeology or biological anthropology and who wish to avail themselves of additional courses in these areas offered at other universities.

If circumstances warrant, a student may petition the department to waive a requirement provided an alternative acceptable to the department is proposed.

Internships and independent study do not in general count towards the fulfillment of the course requirements in the major.

Minor Concentration

A minor in anthropology consists of five courses chosen with the assistance of the student's departmental advisor. One of the courses must be Anthropology 111. Courses taken on study abroad or at other universities do not count towards the minor.

Honors Program

The anthropology department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the anthropology department are available from either the department office or the Dean of Academic Programs.

Topics Courses

194, 294, 394, 494

Examination of selected topics of relevance to anthropology, such as Mongols: Past & Present; Anthropology through Science Fiction; Tibet and the Tibetan Diaspora; and Applied Anthropology. To be announced at registration. (4 credits)

COURSES

Introductory Courses

Open to first year students

101 GENERAL ANTHROPOLOGY

An introduction to the discipline of anthropology as a whole. It presents students with a theoretical grounding in the four major subfields: archaeology, biological anthropology, cultural anthropology, and linguistics. The emphasis is on the holistic nature of the discipline. Students will be challenged with some of the countless links between the systems of biology and culture. They will explore key questions about human diversity in the past, present, and future. Every year. (4 credits)

111 CULTURAL ANTHROPOLOGY

The cultural perspective on human behavior including case studies, often illustrated by ethnographic films and slides, of non-Western and American cultures. May include some field interviewing. Includes the cross cultural treatment of economic, legal, political, social and religious institutions and a survey of major approaches to the explanation of cultural variety and human social organization. Every semester. (4 credits)

112 ARCHAEOLOGY AND HUMAN EVOLUTION

The origin and development of prehistoric peoples and cultures. The concepts, methods, and theories of prehistoric archaeology, human paleontology, and human biology as a framework for examining the fossils and artifacts left by humans. Course includes films and the use of casts and slides to illustrate concepts. Alternate years. (4 credits)

115 BIOLOGICAL ANTHROPOLOGY

A broad survey covering topics such as genetics, evolutionary mechanisms, adaptation, primate studies, the human fossil record, and human variation. All of these areas will be placed within the framework of the interaction of humans within their environment. The course is divided into three sections: human genetics, human ecology and primatology, human evolution and adaptation. Every year. (4 credits)

The following courses are open only to students who have taken Anthropology 101 or 111 unless otherwise indicated.

Intermediate Courses

230 ETHNOGRAPHIC INTERVIEWING

An introduction to ethnographic field interviewing learned in the context of individually run student field projects. Focuses on the anthropologist-informant field relationship and the discovery of cultural knowledge through participant observation and ethnosemantic interviewing techniques. Permission of the instructor required. Every semester. (4 credits)

239 MEDICAL ANTHROPOLOGY

This course focuses on an ecological approach to health, disease and therapies. It examines relationships among environmental factors, historical events, and sociocultural definitions of health and illness. Case studies will be used to illustrate the complexity of these relationships in different cultural settings. Every year. (4 credits)

242 PSYCHOLOGICAL ANTHROPOLOGY

This course explores the relationship between self, culture and society. We will examine and discuss critically the broad array of methods and theories anthropologists use to analyze personality, socialization, mental illness and cognition in different societies. Our aim is to address questions related to the cultural patterning of personality, the self and emotions and to understand how culture might shape ideas of what a person is. We will also seek to understand how cultures define behavior as abnormal, pathological or insane, and how they make sense of trauma and suffering. Every year. (4 credits)

246 REFUGEES AND HUMANITARIAN RESPONSE

This course provides an overview of issues related to refugees and humanitarian response in U.S. and international settings. Students explore the meaning of “humanitarian” and inherent issues of power, ethics, and

human rights in responses to conflict by examining the roles of those who engage in humanitarian work. Alternate years. (4 credits)

248 MAGIC, WITCHCRAFT AND RELIGION

An introduction to anthropological approaches to the study of religious beliefs and practices, the idea of syncretism, witchcraft, sorcery, shamanism and the practice of magic, the role of religion in bringing about social change and the social and cultural theories that have been put forward to explain religious phenomena. Alternate years. (4 credits)

253 COMPARATIVE MUSLIM CULTURES (same as International Studies 253)

The course introduces students to the diversity of Muslim societies in the Arab world, Europe, Africa, North America, and Asia. It traces Islam as a culturally lived local and transnational experience. The course applies various social-science and humanities theories to complex case studies to illuminate connections between Islam and ethnicities, gender, media, travel, migration, citizenship, politics, and social change. Concurrently the course aims to undo the many stereotypes about Islam and Muslim societies. Next offered Fall 2008. (4 credits)

254 PEOPLES AND CULTURES OF NATIVE AMERICA (Same as American Studies 254)

A survey of the traditional cultural areas of the Americas and of selected topics related to American Indians. The course introduces the peoples, languages, subsistence patterns, and social organizations in America at the time of European contact, and traces selected patterns of change that have come to these areas. Prerequisite: Anthropology 111, Cultural Anthropology. Alternate years. (4 credits)

255 PEOPLE AND CULTURES OF LATIN AMERICA (Same as Latin American Studies 255)

An introduction to the cultural diversity and complexity of Latin American, the course examines regional differences from an anthropological perspective and discusses how social institutions and cultural practices and traditions have been shaped, and how they have dealt with continuity and change. Ethnographic case studies explore topics related to ethnicity, social stratification, gift-giving/reciprocity, kinship, rural/urban relationships, cosmology and religion, and gender. These topics are examined within the context of particular histories, considering the legacy of colonialism, the formation of the nation-state, the emergence of social movements, post-colonial nationalism, the impact of migration and urbanization, and the effects of neo-liberalism and globalization. We will conclude with a critical examination of forms of representation of Latin America, which involve notions such as *indigenismo*. Every year. (4 credits)

256 PEOPLES AND CULTURES OF SOUTH ASIA (Same as Asian Languages and Cultures 256)

Introduces students to anthropological knowledge of the peoples and cultures of South Asia and to the ways in which Western knowledge of that region has been constructed. The course examines the historical and social processes that have shaped the culture and lifeways of the people who live on the subcontinent and that link the modern states of South Asia to the world beyond their frontiers. Alternate years. (4 credits)

257 PEOPLES AND CULTURES OF MONGOLIA

Through a combination of ethnography and history, the course analyzes the impact that the tribes of Mongolia have had on the surrounding civilizations and the world. The course also examines the contemporary people of Inner Asia as they struggle to deal with their dramatic legacy in the modern world system. Every year. (4 credits)

258 PEOPLES AND CULTURES OF AFRICA

This course will present an overview of African cultures and societies as documented in the anthropological literature. Classic and contemporary ethnographies will be used to illustrate the social transformations which are occurring in Africa. Alternate years. (4 credits)

280 TOPICS IN LINGUISTIC ANTHROPOLOGY (Same as Linguistics 280)

Introduces students to linguistic anthropology, one of the four major subfields of the discipline of anthropology. Students will focus on particular topics within linguistic anthropology including: gender, race, sexuality, and identity. May involve fieldwork in the Twin Cities area. Focus will be announced at registration. Alternate years. (4 credits)

285 SEMINAR IN WORLD ETHNOGRAPHY

A hallmark of anthropology is the cross cultural perspective supported by first hand ethnographic accounts of hundreds of different cultures. In this course students will read, discuss, and compare ethnographies representing diverse cultures as well as a wide range of ethnographic theories and methods. Alternate years. (4 credits)

340 PALEOANTHROPOLOGY

An exploration of the interaction between ecology, morphology, and culture in human evolution. Topics include the evolutionary adaptation of non-human primates and hominins to their various ecological and social

environments, taxonomic classification systems, and techniques used in the analysis of primate fossils to help determine both their geological age and phylogenetic placement. Prerequisites: Anthropology 112 or 115 or permission of the instructor. Alternate years. (4 credits)

358 ANTHROPOLOGY OF VIOLENCE

An examination of approaches to the meaning of violence as a social and cultural phenomenon, this course interrogates the slippery concept of violence in the light of theoretical approaches from different disciplines. The course begins with a discussion of how anthropologists have reexamined the concept of violence within the context of complex and large-scale societies. It then addresses the preponderate weight that the concept of the state has played within the social sciences in interpretations of violence, followed by a consideration of how notions of community and cultural difference figure prominently in the ideology of conflict. Alternate years (4 credits)

360 THE ANTHROPOLOGY OF TOURISM

This course examines the impact of different kinds of tourism (mass tourism, ecotourism, sand-sea-sun-sex tourism, ethnic tourism) on local peoples, environments and economies. It looks at the historical development of tourism and its links to both travel as a leisure pursuit in the colonial period and to economic developments in industrializing Europe. The course examines the tourist encounter and the models used to analyze it. Issues discussed include cultural mediation, the politics of cultural representation, and the problems of commoditization of culture. Alternate years. (4 credits)

362 CULTURE AND GLOBALIZATION (Same as International Studies 362)

The world is far more interconnected today than ever before, but what does this mean in terms of culture? This course looks at the impact of globalization on cultures and at examples of global cultures such as tourists and immigrants, media and popular cultures, world cities, and transnational intellectuals, ethnicities and ideologies. It also looks at the way cultures interact at geographic borders and in the margins of society. Alternate years; not offered in 2008–2009. (4 credits)

363 ANTHROPOLOGY OF DEVELOPMENT

The goal of this course is to develop an anthropological understanding and critique of development. It aims to examine both the discourse of development and its practice. The course focuses on the construction of the Third World as an "underdeveloped" area, and discusses the dominant theoretical paradigms of development and modernization. It assesses the reasons for the general failure of development programs based on these models to bring about meaningful and substantive change in societies in Asia, Africa and Latin America, and discusses possible alternatives to "development" as it is currently practiced. Alternate years. (4 credits)

364 POLITICAL ANTHROPOLOGY (Same as Political Science 243)

An analysis of various political structures and activities in diverse world societies. Emphasis is placed on pre-literate cultures, but the societies examined vary from hunting and gathering bands through agricultural tribes to the industrial state. Prerequisite: Anthropology 111. Alternate years. (4 credits)

365 ENVIRONMENTAL ANTHROPOLOGY (Same as Environmental Studies 365)

This course examines how the concept of culture can contribute to our understanding of environmental issues, in terms of how human beings adapt to their environment and the way in which they understand and give meaning to the world they live in. It examines the nature of the political, cultural, and socio-economic structures that together generate contemporary environmental problems. It aims to develop an anthropological understanding of the environment and to understand the way the "environmental crisis"—of resource scarcity and ecological degradation—is the outcome of particular structures of power, economic relations and consumption. Alternate years. (4 credits)

368 LIFE HISTORIES, CULTURES, SELVES

This seminar focuses on the relationship between individuals and their culture. Students will record, edit, and analyze personal documents such as diaries, letters, interview transcriptions, and autobiographies. Analysis of life events such as childhood play activities, family meals, kinship relations, and modes of communication, will lead to the identification of cultural themes. Alternate years. (4 credits)

380 ADVANCED MEDICAL ANTHROPOLOGY

This course examines a variety of approaches used by anthropologists in the study of infectious diseases and their impacts on cultures and societies: biocultural, demographic, epidemiological, social production and symbolic. Includes case studies of HIV/AIDS, cholera, vCJD, and MDR-TB. Prerequisite: Anthropology 111 and 239. Every year. (4 credits)

Advanced Courses

Open to juniors and seniors. Students should have at least two courses in anthropology including Anthropology 111, or the permission of the instructor.

487 THEORY IN ANTHROPOLOGY

Introduces students to the broad range of explanations for social and cultural phenomena used by anthropologists since the emergence of the discipline in the 19th century and to the intellectual history of the discipline. Topics covered include evolutionism, functionalism, structuralism, and interpretive, post-modern, cognitive and psychological approaches and praxis theory among others. Every Fall. (4 credits)

490 SENIOR SEMINAR

The senior seminar is for anthropology majors who are working on their senior project and is designed to help students develop that project for presentation. The seminar will also include reading of anthropological works, guest speakers and discussion of current controversies in the discipline. Students should take either Anthropology 487 or 489 as preparation for the senior seminar. Every year; Spring semester. (4 credits)

604 TUTORIAL

Closely supervised individual (or very small group) study with a faculty member in which a student may explore, by way of readings, short writings, etc., an area of knowledge not available through the regular catalog offerings. Every semester. (4 credits)

614 INDEPENDENT PROJECT

Independent project in anthropology. Projects might include intensive ethnographic research, the analysis of ethnographic data, or a variety of other projects. Every semester.

624 INTERNSHIP

Work that involves the student in practical (usually off campus) experience. Students may intern in any of the variety of internships listed by the college or arrange their own internships. Students will be expected to produce an ethnographic paper for the instructor in addition to approximately 10 hours per week at the internship site. Only one internship may count towards an anthropology major. The department views internships as a valuable experience in which the student has an opportunity to "study" a job. Every semester. (4 credits)

634 PRECEPTORSHIP

Work in assisting faculty in the planning and teaching of a course, precepting or tutoring. Every semester. (4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Every semester. (1–4 credits)

Arabic

See **Classics** for more information on Arabic courses.

Art

Full Time Faculty: Ruthann Godollei, Joanna Inglot, Winston Kyan, Stanton Sears, Christine Willcox (Chair)

Part Time Faculty: Chris Atkins, Gary Erickson, Gudrun Lock, Paul Wilson

The faculty of the art department consists of professional, practicing artists and scholars, all experienced teachers of art committed to ensure a rich and balanced curriculum for:

1. Students wishing to gain familiarity with the practice and history of art, and/or to increase their appreciation, utilization, and creative application of art principles in daily living;

2. Students pursuing a career as a professional artist or in arts-related fields. These students should consider graduate work in a specialized media;

3. Students interested in the historical and philosophical understanding of art and in pursuing a career in art history, museum or gallery work. These students should consider graduate work in art history;

4. Students wishing to prepare themselves for professional work in architecture by participating in the dual degree architecture program in cooperation with Washington University.

The first group may be non-majors or may pursue an art major (either an art studio emphasis plan or an art history emphasis plan). The second group should follow the art studio emphasis plan. The third group should follow the art history emphasis plan. The fourth group should follow the dual degree architecture program.

The non-major student is welcome to enroll in both art history and studio courses. The art building and its facilities are especially designed to encourage the coordination and synthesis of the practice, theory, study and appreciation of art. Students not taking art courses are encouraged to visit the art building to see ongoing work being done in the studios, as well as formal exhibitions.

A major feature of the art department is its exhibition program, housed in the Macalester Gallery. The gallery is centrally located in the garden setting of the Janet Wallace Fine Arts Complex. The gallery is host for 6–8 exhibitions each year bringing art students in contact with the arts of many cultures from both contemporary and historical periods. The exhibition program is an integral part of classroom instruction, and our faculty routinely tour the gallery with students to further illustrate what is taught in class. Art students exhibit their work each spring and art majors prepare and mount comprehensive exhibitions during the spring of their senior year. Art History students are encouraged to work in the gallery to learn curatorial practices.

Art Alliance

An organization for students authorized by Student Government, the Art Alliance plans special activities related to art beyond the art department's formal program. It administers the Drawing Co-op, an informal opportunity to draw from the figure model.

General Distribution Requirement

All art department courses count towards the general distribution requirement in fine arts, except for Cities and Sanctuaries in the Greco-Roman World (Art 258), which counts toward the humanities distribution requirement. Topics courses cross-listed from other departments will be considered on an individual basis by the art department.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

A major in art may be earned through either: 1) *art studio emphasis plan* 2) *art history emphasis plan* or 3) *dual degree architecture program*.

Art Studio Emphasis Plan

Requirements consist of 12 courses: Art 130, 149, 160, 261, 488; one from 234, 236 or 369; one from 232, 235, 237 or 238; one from 366 or 367; one from 370, 371, 372, 373, 374 or 378; one elective course from the art curriculum, and two from theater and dance, music, or literature. A final comprehensive exhibition is also required in the senior year.

The senior capstone requirement for the art studio emphasis plan is satisfied by Senior Studio Seminar (Art 488) and the final comprehensive exhibition.

Art History Emphasis Plan

Requirements consist of 12 courses including: Art 149, 160, 261, and 487 plus five courses selected from 194, 252, 259, 262, 263, 265, 270, 277 or 294; one course selected from Art 232, 235, 237, 238 or 367; and one course selected from Art 130, 234, 236, 366 or 369; and one from anthropology (cultural) or history (beyond the humanities requirements). An oral presentation of a research paper on an art history topic approved by the department faculty is also required in the senior year.

The senior capstone requirement for the art history emphasis plan is satisfied by the Art History Methodology Seminar (Art 487) and the oral art history presentation.

Dual Degree Architecture Program

Under the agreement with Washington University's School of Architecture in St. Louis, students may complete three years at Macalester before transferring to Washington University for a senior year of accelerated architectural study, leading to a B.A. from Macalester. Three years of graduate study at Washington University then leads to a master's in architecture.

Art majors considering a dual degree option in architecture are required to take nine courses in the art department: 130, 234, 235, 149, 160, 261, 366, 367 and 370. A final comprehensive exhibition or project is required at the end of the junior year. Two additional courses in the sciences are also required.

Non-art majors participating in a dual degree option in architecture should take a total of six courses in the art department: Art 130, 235, 366, 367, plus art history courses 160 and 261. Two additional courses in the sciences are also required.

Minor Concentration

A minor in art includes two areas of emphasis, studio or art history, each requiring six courses distributed as follows:

Studio Emphasis

Four courses in studio: 130; one from 234, 236, 366 or 369; one from 232, 235, 237, 238 or 367; one elective studio course; two lecture courses, 149 plus any art history course, are required.

History Emphasis

Art 149 plus three art history courses: 160, 261, and one elective art history course; two studio courses, one from 130, 234, 236, 366 or 369 and one from 232, 235, 237, 238 or 367 are required.

Additional Requirements

Sophomore Informational Meeting

The art department will conduct a group meeting in the spring of each year for all sophomore students who wish to consider a major or minor in art. This will be a general orientation meeting for all interested students after which they will select an advisor for their program. The meeting will be publicized and students should verify to the department their intention to attend. At the meeting the studio emphasis and art history emphasis programs will be discussed, faculty of the department will be introduced and there will be opportunity to answer any questions regarding the art department program. Students will prepare an oral statement explaining their reasons for wanting to major or minor in art. Majors must select an advisor from the full-time faculty and meet with them to discuss major plans before the art department chair signs their concentration form.

Junior Critique

In the spring of their junior year, all art majors will participate in a faculty review of their work. Studio emphasis majors will bring 3–4 pieces of their best work to the review and prepare an oral statement regarding the concepts and goals of their work. Art history emphasis majors will make a brief oral presentation (10–15 minutes) on any art history topic of their choice. This presentation will be based on a written paper from a previous class, also due at the critique. The art department faculty will comment on the work presented in the context of the career objectives of the student and/or plans for further study.

Honors

In the spring of each year the faculty of the art department selects senior recipients of the Distinguished Merit Award for comprehensive achievement in art. The award is based on a review of the student's work done over the full period of their study at Macalester.

Honors Program

The art department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the art department are available from either the department office or the Dean of Academic Programs.

Topics Courses

194, 294, 394, 494

Topics courses are occasional, often experimental courses, offered by instructors at their own initiative or in response to student requests. Detailed information announced at registration. (4 credits)

COURSES

Drawing (Art 130) is recommended as an introduction to the studio courses in the department and Principles of Art (Art 149) is recommended as an introduction to the art history courses. Some are required prerequisites to other art courses. Although not strictly required, it is recommended that students complete either Art 160 or Art 261 before registering for advanced courses in Art History (i.e. Art 262, Art 265, and selected topic courses).

130 DRAWING I

This studio course is an introduction to a variety of drawing media and techniques. Three basic approaches are pursued: drawing as observation and analysis, drawing as problem solving and invention, and drawing as independent expressive statement. Students explore a variety of themes and subject matter, including the

human figure. Theoretical components include group critiques and slide lectures. Two three-hour periods per week. Every semester. (4 credits)

149 PRINCIPLES OF ART

A philosophical approach to understanding creative arts, relating art to a larger context, the creator to the viewer; and to the social and psychological. The major thrust of the course is a fundamental grasp of concepts and elements in order to gain a critical and analytical approach to appreciating and communicating artistic concepts and aesthetics. The course is comprised of activities, papers, guest lectures, films, and various investigation of disciplines and genres of creative arts. Three hours per week. Every semester. (4 credits)

160 HISTORY OF ART I (Same as Classics 160)

This course surveys the visual and material culture of Europe and the Middle East from the Paleolithic through the late Medieval period. We consider the material remains of Prehistoric Europe, the Ancient Near East, Egypt, the Aegean, Greece, Etruria, and Rome; early Christianity, Judaism and Islam; and Early Medieval, Romanesque and Gothic Europe from a contextual perspective, in order to recover the meanings of works of art within the cultures that produced them. A special focus is placed on the appropriation of these objects and images in later Western culture. Fall semester. (4 credits)

170 CHINESE ART AND CULTURE (Same as Asian Languages and Cultures 170)

This course provides a broad thematic survey of artistic production in China from prehistoric jades to experimental installations in contemporary Beijing. While encouraging the close analysis of visual materials and exploring the methods appropriate to interpreting works of art, this course also emphasizes the specific historical, political and religious contexts that made, used and inspired these materials. Topics include the funerary art of early tombs, Buddhist cave temples and monumental ink landscape paintings. Fall semester. (4 credits)

171 JAPANESE ART AND CULTURE (Same as Asian Languages and Cultures 171)

This course provides a survey of the art and architecture of Japan from the archaic pottery of the Jomon period to the impact of Japanese animation on the global art market. While the chronological scope of this course is defined broadly, works of art are studied within their specific social, religious, and political settings. Topics include Zen temple gardens, the decoration of feudal castles, woodblock prints of the pleasure quarters and contemporary Japanese *manga* (comics) culture. Spring semester. (4 credits)

232 FIBERS I

This course is an introduction to fibers as an expressive medium. The techniques of on-loom and off-loom weaving, surface design, dyeing, paper making, felt making, stitching and container forms will be explored. The course emphasizes creative, imaginative, and original applications of traditional techniques. Two three-hour periods per week. Every semester. (4 credits)

234 PAINTING I

An introduction to the studio practice of painting, using oil paint on a variety of supports ranging from paper, board and canvas to non-traditional painting surfaces. Exploration of the practical techniques and mechanics of painting as well as a consideration of content and meaning. Readings and class discussions of historical and contemporary painting practices and issues will develop a visual vocabulary as well as critical/theoretical knowledge to complement technical skills. Slide lectures, critiques and a gallery/museum visit will supplement studio work. Three two-hour periods per week. Prerequisite: Art 130 or permission of instructor. Every semester. (4 credits)

235 SCULPTURE I

An introduction to a basic visual language of sculpture and an exploration of the creative process and the nature of materials. The course includes training in the safe use of a range of hand and power tools, in support of a series of projects in wood, clay, and other sculptural media. Every semester. (4 credits)

236 PRINTMAKING I

A hands-on introduction to original printmaking in the media of relief, etching, lithography and handset type. Included are discussions of aesthetics, the impact of printed imagery on our society, printmaking practices from around the world and field trips to local exhibits and museum collections. Emphasis is on individual expression and appropriate techniques for the content. Two three-hour periods per week. Every semester. (4 credits)

237 CERAMIC ART I: HANDBUILDING

This course serves as an introductory study of the techniques and aesthetics of clay as an art medium. Class emphasis is on the basic processes for handbuilt forms: pinching, coiling, slabs and molds. Students are challenged with progressively more difficult projects requiring creative problem solving skills that also allow opportunities for personal expression. Through demonstrations, slide lectures and critiques, students learn to

create and evaluate, as well as appreciate the relationship of art to our lives. Two three-hour periods per week. Every semester. (4 credits)

238 CERAMIC ART I: WHEEL THROWING

This course serves as an introductory study of the techniques and aesthetics of clay as an art medium. Class emphasis is on the basic processes for wheel thrown forms. Through the semester students are challenged with progressively more difficult projects that explore possibilities for wheel-thrown forms, as well as basic decorating, glazing and firing techniques. Through demonstrations, slide lectures and critiques, students are exposed to ideas and attitudes for understanding ceramic aesthetics in a contemporary, social and historical context. Fall semester. (4 credits)

252 WOMEN IN ART

This course is designed to introduce and explore issues concerning women and art with a focus on the twentieth century. Students will learn about works in a variety of media: painting, sculpture, photography, conceptual and performance art, video and film among them, by artists from the sixteenth century to present. Gender, race, class and sexuality along with issues of aesthetics, creativity and access will be discussed in relation to art practices. The impact of feminism and the changing role of women in society on the history, theory and practice of art will be the central theme of this class. Three hours per week. Spring semester. (4 credits)

257 THE IMAGE IN 20TH CENTURY CHINA (Same as Asian Languages and Cultures 257)

This course investigates the function of images in the social and political life of 20th century China. From the last decades of dynastic rule through the rise of Communism and ending with China's current presence on the global stage, we explore the role of the image in representations of cultural identity, the relationship between tradition and modernity, and changes in technology and media. Every year. (4 credits)

258 CITIES AND SANCTUARIES IN THE GRECO-ROMAN WORLD (Same as Classics 258)

This course examines the development and the architecture of ancient cities and sanctuary sites, as well as the archaeological methods used to uncover them. The course focuses on the political, ideological, and religious importance of art and architecture and how scholars interpret architectural statements and built environments. The political use of space, the city as an institution, and the interpretation of material culture are prominent issues in the course. Prerequisite: 123 Introduction to Archaeology, 160 Introduction to Classical Art, or 155 January in Rome. Instructor permission required. Alternate years. (4 credits)

259 ROMANTICISM, REALISM, AND IMPRESSIONISM

A study of European and British painting and sculpture from the French revolution to 1900. Through consideration of the principal artists of the period, emphasis is placed on the multiple ways in which one may talk about a work of art. Three hours per week. Alternate years. (4 credits)

261 HISTORY OF ART II

This course is a survey of topics in European art from the late 14th century to the second decade of the 20th century. Stylistic periods covered include Italian and Northern Renaissance; Mannerism; Baroque art in Italy, Spain and Northern Europe; Rococo; Neoclassicism; Romanticism, Realism; Impressionism; Post-Impressionism; Expressionism; and Cubism. In addition to questions of style, the course addresses other issues such as the identification of subject matter, the function of art and its relation to the culture that produced it. Three hours per week. Spring semester. (4 credits)

262 CONTEMPORARY ART

This course examines visual arts in the United States and Europe from mid-1970s to the present. It analyzes major artists and art movements that shape the character of contemporary art within sociopolitical and cultural context in which they have been produced. The course includes exploration of Post-Modernism and the most current debates in visual arts such as globalization, internationalism, and multiculturalism. Offered in alternate years. Pre-requisite: Principles of Art (149), Art History Survey II (261) or any other upper-division art history class. Spring semester. (4 credits)

263 20TH CENTURY ART

This course explores the major topics in 20th century art. It will be a comparative analysis of modern international movements with emphasis on art since the turn-of-the-century in cultural, political and social contexts. Relevant discussion of contemporary art movements will be included. The course will make use of resources available in area museums and art collections. Three hours per week. Prerequisite: Art 261 or permission of the instructor. Fall semester. (4 credits)

265 RENAISSANCE ART

This course offers a broad view of the painting, sculpture and architecture produced in Italy in the years between 1250 and 1500. It will study a wide range of commissions in the various Italian city-states, as well as in

papal Rome, in an effort to understand the many ways in which art played a political role in this period. Works by artists such as Giotto, Cimabue, Duccio, the Lorenzetti brothers, Brunelleschi, Ghiberti, Donatello, Masaccio, Fra Angelico, Filippo Lippi, Alberti, Piero della Francesca, and Botticelli, among many others, will be thoroughly discussed. In order to address the most important historical developments of this period, issues such as the Black Death, the French invasion of Italy, and the fall of the Medici in Florence, will also be explored. Three hours per week. Prerequisites: Art 160, Art 261, or permission of the instructor. Alternate years. (4 credits)

270 ART AND RELIGION ALONG THE SILK ROAD (Same as Asian Languages and Cultures 270)

This course investigates the intersection of art and religion through the cave temples of Dunhuang, the vast site of Buddhist art and architecture along the Silk Road in northwest China. The nearly 500 decorated caves from this site and the thousands of paintings and manuscripts discovered there in 1900 provide multiple perspectives into 1000 years of Chinese religious art and social history (400 CE to 1400 CE). Accordingly, this course introduces the basic styles, iconography and narratives of Buddhist art in China, while emphasizing the function of these images within their social and cultural contexts. Every year. (4 credits)

277 ART OF AFRICA, OCEANIA AND THE AMERICAS

A comprehensive view of the cultures of Africa, Oceania and the Americas with particular emphasis on ritualistic objects and the role art plays in everyday life. Alternate years. (4 credits)

334 FIGURE PAINTING

This studio art class focuses on representations of the human figure in contemporary painting. Students will learn how to paint the human figure by first drawing from the skeleton and models. Portrait painting as well as full figure painting will be taught. The class will situate figure painting as a studio practice within the context of art history and address problems of representation. Projects will focus on topics such as the psychological body, the political body and the abstracted body. Slide lectures, critiques and a gallery/museum visit will supplement studio work. Three two-hour periods per week. Prerequisite: Painting I (234) or permission of the instructor. Alternate years. (4 credits)

366 2-D DESIGN

A series of two-dimensional projects through which the components of design are introduced and applied. Discussion includes the aesthetics and history of modern design, propaganda and commercial advertising and a review of contemporary design via the graphic novel, posters, web design, etc. Hands-on work includes concepts, layout, and production both manually and computer generated. Three two-hour periods per week. Fall semester. (4 credits)

367 3-D DESIGN

A series of three-dimensional projects using a basic visual language of line, texture, shape, plane, space, volume, and form will be explored. Critiques and structural testing of the projects lead to an understanding of functional and aesthetic relationships. The problem solving approach used in this class contributes to a resolution of spatial problems in a series of projects with references to sculpture, architecture, industrial design and interior design. Three two-hour periods per week. Fall semester. (4 credits)

369 MURAL PAINTING

This course will consider the historical and contemporary uses of mural painting ranging from Pompeiian frescoes to modern and contemporary social activist murals, graffiti and commercial applications (film, theater, etc.). A combination of Art History/Theory/Studio course, students will be required to research, develop and design projects, and create scale models of their designs in addition to class readings, discussions and slide lectures on the topic. Alternate years. (4 credits)

370 DRAWING II

Building on Art 130, this studio course seeks to enlarge the student's visual vocabulary and inventive capacities. Projects are more complex and require a sustained effort. Students have an opportunity to find content and styles most suited to their individual needs. Weekly group discussions and critiques, slide lectures, and field trips are included. Two three-hour periods per week. Prerequisite: Art 130, Drawing I. Spring semester. (4 credits)

371 PAINTING II

A continuation of Art 234, expanding both technical and critical/theoretical knowledge through projects which demand the development of each student's individual interests. Required projects will encourage increasing self-direction and development of the students' own artistic vision. Readings will supplement students' art historical critical, theoretical understanding of contemporary or postmodern art practices. Weekly group discussions and critiques. Three two-hour periods per week. Prerequisite: Art 234. Every semester. (4 credits)

372 SCULPTURE II

This course is the continuation of Art 235, so it extends the information about basic sculptural processes like mold making, stone carving, and welding, as well as a series of more complex and sustained assignments. Three two-hour periods per week. Every semester. (4 credits)

373 PRINTMAKING II

This course is a continuation of Art 236, focusing on individually generated projects. There is an introduction of new techniques appropriate for content such as monoprint, collograph, screenprint, photo-printmaking and computer-based processes. Field trips, and arranged meetings. Every semester. (4 credits)

374 CERAMIC ART II

A continuation of Ceramic Art 237 taken in the fall or spring semester with emphasis on furthering skills and developing individual expression. Two three-hour periods per week. Every semester. (4 credits)

375 RACE, CLASS AND GENDER IN AMERICAN ART

This course provides an introduction to the diversity of twentieth century visual culture of the United States, within the historical, social, and cultural contexts in which it is created. It will analyze ways in which American visual artists chose to respond to the issues of race, ethnicity, class and gender and explore how these concepts shaped their individual and identities and those of various cultural groups. Throughout the course we will endeavor to answer several questions: What is the significance of race/ethnicity, class and gender in 20th century and contemporary American art? In what ways have the intersections of these categories shaped the experiences of American artists and their audiences at various historical moments during this century? How do race, ethnicity, class, gender and sexuality inform representation in art and media culture? We will also study how academic and public discourse explain/camouflage/reproduce race, class, and gender. Discussion will be focused on individual works of art, including photography, film, installation and video, and on historical and theoretical writings related to the problematic of human difference. Prerequisite: Art History II (261), Contemporary Art (262), or 20th Century Art (263). Every fall. (4 credits)

378 FIBERS II

In this course students will have the opportunity to continue to develop the work they begin in introduction to Fibers (Art 232). Students will explore a variety of materials and processes as they choose a focus for their work. Each student will be encouraged to work towards developing one idea into a small body of work. Beyond this the class will have a topics focus. Choice of topic will rotate and be tied to relevant activities in the Twin Cities arts community such as exhibitions, speakers and/or activities taking place nationally in the media. Fall semester. (4 credits)

487 ART HISTORY METHODOLOGY SEMINAR

Students wishing to do advanced work in Art History will discuss readings on the writing of Art History and methodological approaches and will also work on an extended research project of their choice culminating in a formal paper and oral presentation. One three-hour period per week. Spring semester. (4 credits)

488 SENIOR STUDIO SEMINAR

This course provides a setting in which art studio majors complete their capstone projects, including mounting a professional exhibition of recent work. It provides a look ahead to post-Macalester opportunities and the challenges of graduate school, jobs, and career opportunities in art. Arts professionals make presentations to the class and readings provide theoretical grounding for putting contemporary art in context. Students prepare artist statements, professional resumes and learn grant and application writing techniques. Two three-hour sessions per week. Spring semester. (4 credits)

490 ART APPRENTICESHIP

A course for the students who have completed undergraduate degree work at Macalester and who will benefit from working closely with an instructor by dividing their time between developing their own work and assisting the teacher with course instruction. The instructor will initiate the agreement which will be considered a full time load at the college. The extent and level of work by the student will be expected to be beyond normal undergraduate work. Approval of the art department chair is a prerequisite. Every semester. (4 credits)

604 TUTORIAL

Supervised individual or small group study with a faculty member in studio or art history allowing the student to explore the field beyond regular course offerings. Tutorials for more than 4 credits are subject to prior approval by the Educational Policy and Governance Committee. Every semester. (1–8 credits by prior arrangement)

614 INDEPENDENT PROJECT

Independent work in any art medium or in the history of art. Every semester. Independent projects for more than 4 credits are subject to prior approval by the Educational Policy and Governance Committee. (1–8 credits by prior arrangement)

624 INTERNSHIP

May be used in the art concentration only with approval of the department chair. Every semester. (1–4 credits by prior arrangement)

634 PRECEPTORSHIP

Preceptorships may be used in the art concentrations only with approval of the instructor and the department chair. Every semester. Preceptorships for more than 4 credits are subject to prior approval by the Educational Policy and Governance Committee. (1–8 credits by prior arrangement)

All studio courses in the art department involve the use of materials and equipment that may be hazardous if used improperly. Proper instruction and safety training are an integral part of every studio art course.

Asian Languages and Cultures

Full Time Faculty: Ritsuko Narita, Christopher Scott, Satoko Suzuki (Chair), Xin Yang

Part Time Faculty: Patricia Anderson, Yaliang Jin, Yuedong Merritt

Asian Languages and Cultures Steering Committee: David Blaney (Political Science), Liang Ding (Economics), Chuen-Fung Wong (Music), Arjun Guneratne (Anthropology), Winston Kyan (Art), James Laine (Religious Studies), Joy Laine (Philosophy), Andrew Latham (Political Science), Christopher Scott (Asian Languages and Cultures), Vasant Sukhatme (Economics), Satoko Suzuki (Chair; Asian Languages and Cultures), Yue-him Tam (History), Ping Wang (English), Xin Yang (Asian Languages and Cultures)

The Department of Asian Languages and Cultures offers students the opportunity to explore the linguistic, cultural, religious, literary, artistic, political and historical patterns and institutions of Asia; to engage in both Western and Asian methods of analyses of these patterns and institutions; to develop proficiency in an Asian language; and to spend time living and studying in Asia in an approved study abroad program. Students can major either in Japanese or in Asian Studies. Students majoring in Asian Studies focus on Japan, China or South Asia.

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

Career Orientation for Asian Languages and Cultures Specialists

Recent graduates who have focused their studies on Asia have entered fields such as education, international banking and commerce, law, foreign service, studio and design art, and journalism. Others have gone on to professional schools or to graduate programs in an Asian language and literature, film, linguistics, music, teaching Japanese as a foreign language, history, economics and international business.

General Distribution Requirement

Asian Studies (ASIA) 101, 102, 124, 127, 129, 136, 140, 203, 204, 240, 274, 275, 276, 277, 278, 303, 304, 407, and 408 count toward the general distribution requirement in humanities. Asian Studies (ASIA)170, 171, 257, and 270 count toward the fine arts distribution requirement, and Asian Studies (ASIA) 256 counts toward the general

distribution requirement in social science. All courses in the Japanese language program (JAPA) count toward the distribution requirement in humanities except for 235 and 335, which count toward the distribution requirement in social science.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Policy on Chinese and Japanese Language Grades

In order to be accepted into the next higher Chinese or Japanese language course in a sequence, a student must have received a grade of C– or higher in the previous course. For additional information regarding the language requirement, see the College requirements.

Language Houses

Each semester, students may apply to live in either the Japanese House or the Chinese Suite. Students have the opportunity to improve their language skills in every-day situations, in a relaxed atmosphere. The residents also help Asian Languages and Cultures staff create programming such as festivals, movie nights, game nights, and host events at times significant in a traditional calendar such as moon festival, Setsubun, and Children's Day.

Honors Program

The Asian Languages and Cultures department participates in the Honors Program. See the website for details.

Asian Studies

Major Concentration

In consultation with an advisor from within the program, students develop a major plan with a focus on Japan, China or South Asia. All major plans will include:

A) Asian Studies 111, Introduction to Asian Studies, a foundational course outlining some of the methods of studying Asia

B) Language study, with the goal of proficiency (Chinese or Japanese at Macalester; Chinese or a South Asian language at the University of Minnesota or via study abroad). There are three options:

1) 3 years Japanese (8 credits beyond intermediate level) minimum; 4th year encouraged
2) 2 years Chinese (8 credits beyond elementary); 3rd year encouraged
3) 2 years of a South Asian language (8 credits beyond elementary)

C) A semester of study abroad in an approved program; a year abroad is encouraged. Students should choose a program in consultation with an advisor. In Japan, programs include Waseda, Sophia and Nanzan Universities; in China, programs include Harbin,

Shanghai and Beijing; in India, the Associated Colleges of the Midwest's program in Pune. Other locations are possible; check with an advisor.

D) Six course emphasis (24 credits), to include:
—4 courses on one focus area or country
—2 courses on another area or country in Asia or on diasporic movement(s)
Students should work with an advisor to determine appropriate courses in the area(s) of their focus.

E) Capstone experience: senior seminar or independent project focusing on Asia

F) A six-course focus in a discipline whose methods relate to the study of Asia (recommended disciplines include, but are not limited to, anthropology, economics, geography, history, linguistics, philosophy, religious studies, sociology, women's, gender, and sexualtiy studies). Six courses in interdisciplinary programs (humanities and media and cultural studies, urban studies, etc.) do not fulfill this requirement. These six courses may overlap with those in category (D) above.

Minor Concentration

A minor in Asian studies includes courses chosen in consultation with an advisor from within the program. Requirements include:

A) Language proficiency (at levels outlined above)

B) Three courses on area of focus; one on another area in Asia or on diasporic movement(s)

C) Asian Studies 111, Introduction to Asian Studies

Topics Courses

194, 294, 394, 494

Examination of selected topics of concern to Asian studies. To be announced at registration. (4 credits)

COURSES

101 ELEMENTARY CHINESE I

This course is an introduction to Chinese language and culture. It offers instruction and practice in basic sentence patterns and conversational expressions to enable students to speak and write in Chinese. Every fall. (4 credits)

102 ELEMENTARY CHINESE II

Continuation of Asian Studies 101. Prerequisite: Asian Studies 101 or its equivalent. Spring semester. (4 credits)

111 INTRODUCTION TO ASIAN STUDIES

This course explores the history of the idea of Asia and how that concept and region have been explicated both in the West and in China, Japan, and India. We examine Buddhism, Confucianism, and Hinduism, religious and philosophical traditions that have been seen as unifying Asia, and consider how those traditions have been used to address contemporary problems like human rights, economic development, and security. The course traces historical relationships among Asian nations and regions involving cultural borrowing, trade, conquest, and colonialism have shaped contemporary Asia, and considers how under globalization, boundaries separating people, cultural artifacts, and capital have become porous, giving new meaning to the notion "Asia." Every year. (4 credits)

124 INTRODUCTION TO ASIAN RELIGIONS (Same as Religious Studies 124)

An introduction to the study of Asian religious traditions in South and East Asia (India, China and Japan). Open to everyone but especially appropriate for first and second year students. Every year. (4 credits)

127 RELIGIONS OF INDIA (Same as Religious Studies 127)

An introductory level course on the popular, classical and contemporary religious traditions of South Asia. Topics include Advaita Vedanta and yoga, popular devotionalism, monastic and lay life in Theravada Buddhism, the caste system, Gandhi and modern India. Prerequisite: Religious Studies 124 or permission of instructor. Alternate years. (4 credits)

129 RELIGIONS OF EAST ASIA (Same as Religious Studies 129)

An introductory level course on popular, classical and contemporary religious traditions of China and Japan. Topics include Confucian thought, Taoist classics, sectarian Buddhism, popular religion, and Zen. No prerequisite. Alternate years. (4 credits)

136 INDIAN PHILOSOPHIES (Same as Philosophy 136)

An introductory study of some of the great philosophers and philosophical problems of the Indian philosophical tradition focusing on Buddhist and Hindu philosophical debate from the time of the Buddha to around 1000 CE. Topics will include the role of philosophy in the Indian intellectual and religious tradition; Indian logic; the relationship between philosophy and practice (yoga, meditation); what counts as knowledge (pramana theory); ultimate truth versus conventional truth; Buddhist/Hindu debate on the nature of persons, rebirth and karma; competing theories of reality (momentariness, emptiness, non-dualism, realism) and methodologies of cross-cultural philosophy. Students will learn the basic Sanskrit terminology of Indian philosophy and will work with primary source material in translation. Every year. (4 credits)

140 INTRODUCTION TO EAST ASIAN CIVILIZATION (Same as History 140)

This course introduces the cultures and societies of China, Japan and Korea from the earliest times to the present day. Primarily an introductory course for beginners in East Asian civilization, this course considers a variety of significant themes in religious, political, economic, social and cultural developments in the region. Every fall. (4 credits)

170 CHINESE ART AND CULTURE (Same as Art 170)

This course provides a broad thematic survey of artistic production in China from prehistoric jades to experimental installations in contemporary Beijing. While encouraging the close analysis of visual materials and exploring the methods appropriate to interpreting works of art, this course also emphasizes the specific historical, political and religious contexts that made, used and inspired these materials. Topics include the funerary art of early tombs, Buddhist cave temples and monumental ink landscape paintings. Fall semester. (4 credits)

171 JAPANESE ART AND CULTURE (Same as Art 171)

This course provides a survey of the art and architecture of Japan from the archaic pottery of the Jomon period to the impact of Japanese animation on the global art market. While the chronological scope of this course is defined broadly, works of art are studied within their specific social, religious, and political settings. Topics include Zen temple gardens, the decoration of feudal castles, woodblock prints of the pleasure quarters and contemporary Japanese *manga* (comics) culture. Spring semester. (4 credits)

203 INTERMEDIATE CHINESE I

Continuation of 101. While the emphasis is placed on listening and speaking skills, students continue their study of characters and begin to work with short texts. Prerequisite: 102 or its equivalent. Fall semester. (4 credits)

204 INTERMEDIATE CHINESE II

Continuation of 203. Prerequisite: 203 or its equivalent. Spring semester. (4 credits)

240 BUDDHISM/RELIGIOUS IMAGES (Same as Asian Languages and Cultures 240)

Art, in one form or another, plays an important but often ignored role in all religions. This is especially true of Buddhism, which is sometimes misunderstood to be nothing more than a rational philosophy. In this class, we will explore the importance of religious images in the Buddhist tradition focusing on status but sometimes including two-dimensional representation in our discussions. We will address issues such as whether images represent a deity or instead become the actual deity; the ideas images can relate that cannot be conveyed through a text; whether those seeking to spread religious teachings consciously use the images as a tool, or whether they do so as a natural outgrowth of their teachings; and a comparison of the favored images of various Buddhist schools and Asian countries. Our focus will not be on the methods through which particular objects were constructed but rather the function which they served. Not offered 2008–2009. (4 credits)

256 PEOPLES AND CULTURES OF SOUTH ASIA (Same as Anthropology 256)

Introduces students to anthropological knowledge of the peoples and cultures of South Asia and to the ways in which Western knowledge of that region has been constructed. The course examines the historical and social

processes that have shaped the culture and lifeways of the people who live on the subcontinent and that link the modern states of South Asia to the world beyond their frontiers. Alternate years. (4 credits)

257 THE IMAGE IN 20TH CENTURY CHINA (Same as Art 257)

This course investigates the function of images in the social and political life of 20th century China. From the last decades of dynastic rule through the rise of Communism and ending with China's current presence on the global stage, we explore the role of the image in representations of cultural identity, the relationship between tradition and modernity, and changes in technology and media. Every year. (4 credits)

270 ART AND RELIGION ALONG THE SILK ROAD (Same as Art 270)

This course investigates the intersection of art and religion through the cave temples of Dunhuang, the vast site of Buddhist art and architecture along the Silk Road in northwest China. The nearly 500 decorated caves from this site and the thousands of paintings and manuscripts discovered there in 1900 provide multiple perspectives onto 1000 years of Chinese religious art and social history (400 CE to 1400 CE). Accordingly, this course introduces the basic styles, iconography and narratives of Buddhist art in China, while emphasizing the function of these images within their social and cultural contexts. Every year. (4 credits)

274 HISTORY OF TRADITIONAL CHINA (Same as History 274)

A study of the traditional culture and society of China from earliest times to the eighteenth century, when the impact of the West was strongly felt. The course will be based on detailed study of selected significant themes in Chinese history. Lecture/discussion format. Alternate years. (4 credits)

275 HISTORY OF MODERN CHINA (Same as History 275)

A study of leading institutions and movements of nineteenth- and twentieth-century China. Major emphases include the impact of Western imperialism, the transformation of peasant society through revolution, the rise of Mao Tse-Tung, and the Great Proletarian Cultural Revolution. Special attention will be given to U.S.-China relations. Every year. (4 credits)

276 HISTORY OF TRADITIONAL JAPAN (Same as History 276)

A survey of the major political, social, religious, intellectual, economic and artistic developments in Japan from earliest times to the opening of Japan in the 1850s. It also examines Japan's relations with its close neighbors, Korea and China. Alternate years. (4 credits)

277 HISTORY OF MODERN JAPAN (Same as History 277)

Japan's rapid industrialization in the latter part of the nineteenth century, and its phenomenal rise as the number two economic power in the world after the devastation wrought by World War II, have led many scholars to declare Japan a model worthy of emulation by all "developing" nations. After an examination of feudal Japan, this course probes the nature and course of Japan's "amazing transformation" and analyzes the consequences of its strengths as a nation-state. Considerable study of Japanese art, literature, and religion will be undertaken and American attitudes toward the Japanese and their history will also be examined. Every year. (4 credits)

278 WAR CRIMES AND MEMORY IN CONTEMPORARY EAST ASIA (Same as History 278)

This course's main goal is to introduce evidence of the major crimes and atrocities during World War II in East Asia such as the Nanjing Massacre, biochemical warfare (Unit 731), the military sexual slavery ("comfort women") system, the forced labor system, and inhumane treatment of POWs. The course will also help students understand the contemporary geo-political and socio-economic forces that affect how East Asians and Westerners collectively remember and reconstruct World War II. Alternate years.(4 credits)

294 TOPICS Topics courses are offered in areas of Chinese Literature.

303 ADVANCED CHINESE I

Continuation of Asian Studies 204. While the emphasis is placed on listening and speaking skills, students continue their study of characters and expand work with texts. Prerequisite: Asian Studies 204 or its equivalent. Fall semester. (4 credits)

304 ADVANCED CHINESE II

Continuation of Asian Studies 303. Prerequisite: Asian Studies 303 or its equivalent. Spring semester. (4 credits)

340 LIVING ON THE EDGE: THE ASIAN AMERICAN EXPERIENCE (Same as American Studies 340)

The Asian American experience will be used to examine the role of cultural heritage in how one views oneself, one's own ethnic group and the dominant culture. This interdisciplinary course consists of experiencing the art, reading the literature and history, and discussing the current issues of several Asian American communities. Topics include the role of women, stereotype, racism and assimilation. Alternate years. (4 credits)

407 FOURTH YEAR CHINESE I

This course is designed for students who have achieved general proficiency in all aspects of Chinese language learning, including reading, writing, speaking, and listening. They are considered beyond the levels of proficiency of their 3rd year counterparts and are ready to delve deeper into more sophisticated textual readings, including short works of fiction, periodical readings and more frequent use of primary reference materials. Students will work to improve their listening skills while working with TV, movie, and news scripts and give greater attention to developing a more sophisticated writing style in Chinese. This course is conducted completely in Chinese. Prerequisite: Advanced Chinese, 3rd Year. Fall semester. (4 credits)

408 FOURTH YEAR CHINESE II

This course is designed for students who have achieved general proficiency in all aspects of Chinese language learning, including reading, writing, speaking, and listening. They are considered beyond the levels of proficiency of their 3rd year counterparts and are ready to delve deeper into more sophisticated textual readings, including short works of fiction, periodical readings and more frequent use of primary reference materials. Students will work to improve their listening skills while working with TV, movie, and news scripts and give greater attention to developing a more sophisticated writing style in Chinese. This course is conducted completely in Chinese. Prerequisite: Advanced Chinese, 3rd Year. Fall semester. (4 credits)

614 INDEPENDENT STUDY

Juniors and above may pursue an independent research project under the supervision of a faculty member in or associated with Asian Studies. Prerequisites: Asian Studies 111 and two other courses related to Asia. Every semester. (1–4 credits)

624 INTERNSHIP

Sophomores and above may extend their learning beyond Macalester by working for an organization or institution related to Asia, usually in the Twin Cities. Required: sponsorship by a supervisor from the organization and also the sponsorship of a faculty member associated with Asian Studies. Prerequisite: Asian Studies 111. Every semester. (1–4 credits)

634 PRECEPTORSHIP

Students may be invited by a faculty member in Asian Studies to assist in the preparation and teaching of an Asian Studies course. Every semester. (1–4 credits)

Japanese Language and Culture

Major Concentration

In consultation with an advisor from within the department, students develop a major plan with a focus on Japanese language and culture. All major plans will include:

A) 9 courses beyond Japanese 102. Required courses are:
   1) two intermediate level Japanese courses (Japanese 203 and Japanese 204)
   2) two advanced level Japanese courses (Japanese 305 and Japanese 306)
   3) one beyond-advanced level Japanese course (Japanese 407 or Japanese 408)
   4) two literature, film, or linguistics courses (Japanese 150, 235, 250, 255, 335, or topics courses)
   5) one history course (History 276 or History 277).
   6) one final class of the student's choice.

Courses taken in a study abroad program may substitute for required classes, with the approval of the chair.

B) A capstone experience (JAPA 335, JAPA 488 or JAPA 614).

C) A study abroad program of at least one semester.

Minor Concentration

A minor in Japanese Language and Culture includes courses chosen in consultation with an advisor from within the program. Requirements include:

A) two intermediate level Japanese courses (Japanese 203 and Japanese 204)

B) two advanced level Japanese courses (Japanese 305 and Japanese 306)

C) three additional courses with focus on Japan (including at least one Asian Languages and Cultures course. Contact the director for acceptable courses.)

Topics Courses

194, 294, 394, 494

Examination of selected topics of concern to Japanese Language and Culture. To be announced at registration. (4 credits)

COURSES

101 ELEMENTARY JAPANESE I

Introduction to Japanese language and culture. Practice in basic sentence patterns and conversational expressions to enable students to speak and write Japanese. Fall semester. (4 credits)

102 ELEMENTARY JAPANESE II

Continuation of Japanese 101. Prerequisite: Japanese 101 or its equivalent. Spring semester. (4 credits)

150 IMAGES OF MASCULINE AND FEMININE IN JAPANESE CULTURE

Research in fields as different as genetics and anthropology has suggested that gender (Webster: "the behavioral, cultural, or psychological traits typically associated with one sex") is a cultural rather than innate phenomenon. Looking closely at the expectations for and characteristics of "male" and "female" across cultures can help to recognize how those expectations and characteristics are created in one's own culture. This course examines closely some of the many written and visual prescriptions for being male and female in Japanese culture, through selections from fictional narratives, poetry, drama, and non-fiction ranging from very early times (circa 700 AD) to the present. We will examine how various art, film, manga (graphic novels), and animation produced both for Japanese audiences as well as for the "export" of Japanese culture to the West invoke, reinforce, or challenge stereotypes of male and female. Offered once every three years. (4 credits)

203 INTERMEDIATE JAPANESE I

Continuation of Japanese 102. While the emphasis is placed on listening and speaking skills, students continue their study of kanji and begin to work with short texts. Prerequisite: Japanese 102 or its equivalent. Fall semester. (4 credits)

204 INTERMEDIATE JAPANESE II

Continuation of Japanese 203. Prerequisite: Japanese 203 or its equivalent. Spring semester. (4 credits)

235 COMMUNICATIVE STRATEGIES IN JAPANESE SOCIETY (Same as Linguistics 235)

This course aims at understanding communicative strategies employed by Japanese speakers. Students of Japanese language often wonder what cultural assumptions and strategies lie behind the language they are studying. In language classrooms such issues are touched upon but never fully explained in the interest of time. This course offers in-depth explorations of the interrelationship between Japanese language and society. Students will be encouraged to reflect upon their own communicative strategies. They will also read about strategies used by American English speakers as a point of comparison. How is gender articulated in Japanese society? Is the so-called feminine speech in Japanese real? If the feminine speech is considered "powerless," how do women in authoritative positions speak? Problems in U.S.-Japan business and other negotiations are often reported in the popular press. How are they related to how people in each country communicate with one another? Japanese people are supposed to be "polite." How, to whom, and in what context do they express politeness? Are their politeness strategies markedly different from those of other countries? Students will have opportunities to explore issues such as these. No Japanese language ability required. Alternate years. (4 credits)

251 THE FICTION OF MODERN JAPAN

This course introduces major authors, texts, and issues in modern Japanese literature from 1868 to the present. The focus will be on works of fiction (mainly novels, novellas, and short stories) and how they mediate and complicate the relationships between: self and other, tradition and modernity, nation and empire, and history and memory. One of the central themes of the course is the role of literature in the production, transformation, and contestation of the national narratives and cultural constructs-or the fictions-of modern Japan. In addition to the literary or textual aspects of individual works (such as language, style, and narration), we will consider the specific historical, political, and socioeconomic factors informing these works. No prior knowledge of Japan or Japanese is required. Readings are in English or English translation. Alternate years. (4 credits)

255 JAPANESE FILM

This course examines some of the enormous body of Japanese film, focusing on works from the 1930s to the present. We will see the work of well-known directors like Mizoguchi, Ozu, Kurosawa, and Oshima, as well as recent films by directors like Kitano, Iwai, and Morita. Thematically, the films will be united by a single topic, which changes with each offering (previous topics have included "Love, Sex, and Death" and "Families On Film"). Methodologically, the course considers how to approach Japanese film, and engages with a number of critics who have argued that Japanese film is intrinsically different from other national cinemas, particularly from classical Hollywood norms. We will consider the strengths and weaknesses of this argument, and we will also address recent research which calls for analyzing film within an evolving media system. No Japanese language ability required. All films shown with English subtitles. Every year. (4 credits)

294 TOPICS

Examination of selected topics of concern to Japanese Language and culture such as literature, race and ethnicity, gender.

305 ADVANCED JAPANESE I

Continuation of Japanese 204. Emphasizes continued development of conversation skills, while not neglecting the development of reading skills. Prerequisite: Japanese 204 or permission of instructor. Fall semester. (4 credits)

306 ADVANCED JAPANESE II

Continuation of Japanese 305. Emphasizes strong development of reading and writing skills. Prerequisite: Japanese 305 or permission of instructor. Spring semester. (4 credits)

335 ANALYZING JAPANESE LANGUAGE (Same as Linguistics 335)

Our perception is greatly influenced by the language we use. Without knowing, we limit ourselves to thinking that our current perspective is the only way by which to view ourselves and the world. By analyzing Japanese, students can experience perceptual and cultural systems that are different from their own. At the same time, students may also discover that there are certain qualities that are common even in "exotic" languages such as Japanese. What is the difference between subject and topic? (The "topic marker," which is not used in English, is prominent in Japanese.) Why can't you translate "he is cold" word for word into Japanese? How do women talk differently from men? In what kind of situation should we use honorific language? What is "in-group" as opposed to "out-group" and how is that societal distinction reflected in language? This course offers answers to these questions that students of Japanese commonly have. Prerequisite: Japanese 204 or permission of instructor. Alternate years. (4 credits)

407 FOURTH YEAR JAPANESE I

This course aims at the acquisition of advanced level proficiency in speaking, listening, reading and writing. Students are given opportunities to develop abilities to narrate and describe, to understand main ideas and most details of connected discourse on a variety of topics, to read prose several paragraphs in length, and to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. In addition, students will practice language that is sociolinguistically appropriate in specific situations. Prerequisite: Japanese 306 or permission of instructor. Fall semester. May be repeated for credit. (4 credits)

408 FOURTH YEAR JAPANESE II

This course is a continuation of Fourth Year Japanese I. It continues work on the acquisition of advanced level proficiency in speaking, listening, reading and writing. Students are given opportunities to understand the main ideas of extended discourse, to read texts which are linguistically complex, and to write about a variety of topics. Prerequisite: Japanese 407 or permission of instructor. Spring Semester. May be repeated for credit. (4 credits)

488 TRANSLATING JAPANESE: THEORY AND PRACTICE (Same as Linguistics 488)

This course explores both the theoretical implications of translating Japanese into English and the practical aspects of this process. The focus will be on literary and cultural translation, as opposed to other forms of translation (i.e., business-related or scientific). Readings are from the fields of translation studies and Japanese literary and cultural studies, including "case studies" of translated texts. For the final project, students will produce an original translation of publishable quality. Readings are in Japanese and English. Prerequisite: JAPA 305 (Advanced Japanese I) or higher. Offered every year. (4 credits)

604 TUTORIAL

Prerequisite: permission of the instructor. Tutorials may be arranged for special kanji study or for supervised reading. Every semester. (1–4 credits)

614 INDEPENDENT PROJECT

Prerequisite: permission of the instructor. Every semester. (1–4 credits)

634 PRECEPTORSHIP

Prerequisite: permission of the instructor. Every semester. (1–4 credits)

Biology

Full Time Faculty: Lin Aanonsen, Sarah Boyer, Chris Calderone, Devavani Chatterjea, Kristi Curry Rogers, Mark Davis (Chair), Jerald Dosch, Daniel Hornbach, Mary Montgomery, Paul Overvoorde, Jan Serie

Part Time Faculty: Elizabeth Jansen

Laboratory Supervisors: Mike Anderson, Mark Hove, Steven Sundby

Mission Statement

The Biology Department is committed to providing intellectually rich and challenging learning experiences for majors and non-majors alike. These experiences are intended to communicate the foundations and frontiers of the life sciences (from molecules to ecosystems), the methods of biological inquiry, and the relevance of biology to society.

Expectations for our Students

*We believe that all Macalester students should understand that science is a continual and dynamic process of investigation. All students should appreciate that biological knowledge progresses via the support and rejection of competing hypotheses by the scientific community. Students should understand that these decisions are based on empirical evidence and logical arguments developed through inductive and deductive reasoning. To this end, all our students should become familiar with the historical development of some of the major concepts in biology. In addition, all our students should be able to develop scientifically informed positions on some of the social issues related to the biological topics they have studied.

*We believe that all biology majors should be able to understand and communicate the major concepts and investigational methods that currently define biology and that they should learn basic laboratory and field techniques used in the various biological subdisciplines. After completing the three required core courses, students should be able to demonstrate their understanding of the central theories and methods in molecular biology, cell biology, genetics, physiology, ecology, and evolution, and use the vocabulary that embodies this knowledge. Through the laboratory component of the core courses, students should learn to articulate a testable hypothesis and design an effective investigative approach; collect, organize and analyze data using appropriate quantitative tools including statistical and graphical methods; and effectively communicate their ideas orally and in writing using customary scientific formats and styles.

*All biology graduates should demonstrate an understanding of theories and specialized research techniques and be able to comprehend and critique primary scientific literature in their area(s) of interest. Upon graduation, students should be well prepared to pursue their interests in a variety of ways, including graduate or professional schools, public service, or entry into the work force.

*Finally, we expect all biology graduates to be able to use their knowledge and communication skills to assume a leadership role in applying biological concepts and theories appropriately to investigate and/or solve a variety of problems, both in the area of their specialization and in the broader public sphere.

Opportunities for our Students

There are numerous opportunities for students to conduct research with faculty in the department during January, the summer, and the regular academic year. Stipends are available for summer research. There are also opportunities for off-campus research or internships at numerous local and national sites.

Consistent with Macalester's international focus, the department encourages its majors to study abroad. In recent years, biology majors have studied alternative medicine in Nepal, rain forest ecology in Costa Rica and Ecuador, coral reef ecology in Australia, biochemistry in Scotland and technology in New Zealand.

The department sponsors a seminar program for all students. Visitors from academic institutions, industry, and government present their work and are available to students for questions, advice, and guidance not only in their specialty, but also in career choice and development.

A concentration in the biological sciences is excellent preparation for such careers as:

*Professional biologist with graduate training leading to college or university teaching and research;

*Professional biologist with graduate training leading to careers in forestry, agriculture, fisheries, biological oceanography, conservation, environmental education, public health, and other fields;

*Biology teacher at the middle and high-school level;

*Medical practitioner with graduate training in medicine, dentistry, veterinary medicine, nursing, medical technology, physical or occupational therapy, sports medicine, and other health related professions;

*Medical and scientific illustration; writing, editing and journalism;

*Academic, industrial and government sector careers in health administration, technical support, instrumentation, biotechnology, and pharmaceuticals.

Departmental Resources

The diversity and quality of the course offerings in the department are enriched by the specialties of the faculty and staff members. Owing to their diverse backgrounds and interests, the department is able to offer students courses and training in a wide variety of biological subdisciplines. These include neurobiology, immunology, cell biology, aquatic ecology, animal ecology, plant ecology, animal behavior, genetics and molecular biology, plant physiology, animal physiology, microbiology, biochemistry, developmental biology, evolutionary biology and systematics. In addition, funding from the grants obtained by the college, department, and individual faculty members, supports research of both students and faculty.

The biology department, located in Olin-Rice Halls of Science, has both teaching and research laboratories that are well equipped to support the diverse scientific activities of faculty and students. In recent years, grants from the National Science Foundation and the Howard Hughes Medical Institutes have enabled the department to purchase

several hundred thousand dollars worth of new scientific equipment. Departmental equipment includes state-of-the-art equipment for DNA and protein analysis, a mammalian tissue culture facility, a research-grade greenhouse, image analysis and presentation equipment, transmission and scanning electron microscopes, and a wide assortment of other technical equipment supporting course work and research.

The college's 285-acre Ordway Natural History Study Area in Inver Grove Heights, just 25 minutes from the campus, provides for the study of natural habitats such as ponds, a river lake, birch and oak forests, and prairie. A prairie restoration project is ongoing. A building for teaching and research work also accommodates a resident naturalist.

General Distribution Requirement

All courses in the biology department count toward the general distribution requirement in the natural sciences except for courses numbered 400 and above.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Advanced Placement

Students who received a score of 5 on the Advanced Placement (AP) biology exam or a score of 5 or better on the International Baccalaureate (IB) biology exam will receive 4 or 8 credits, respectively, in general biology. These credits will count toward the graduation requirement, but may not be used toward a biology major or minor, or in fulfilling the distribution requirement in natural sciences and mathematics. Upon consultation with the department Chair, biology students with such test scores may be exempt from taking one of the core biology courses (Biology 260, 265, 270 or 285). Those wishing such an exemption are required to substitute for that requirement an intermediate level laboratory course in the area of the exemption.

Honors Program

The biology department participates in the honors program. Eligibility requirements, application procedures, and specific project expectations for the biology department are available on the department website (www.macalester.edu/biology).

Major Concentration

All biology majors will complete a common core of biology courses and additional supporting courses. However, an appropriate course of study at the undergraduate level will vary from student to student depending upon the student's interests and career goals. For example, students majoring in biology may choose to take a broad course of study in the discipline thus maximizing exposure to major disciplinary concepts and providing a strong background for specialization at the graduate level. Alternatively, biology majors may choose to focus on a particular subdiscipline of biology or on the intersection of biology with another discipline.

After core and intermediate level study, biology majors often participate in a research experience at the advanced level, which is empirical in nature (i.e. based on the testing

of an hypothesis through observation or experimentation.) Ordinarily, students complete this research during their junior or senior year after significant coursework in biology and supporting disciplines has been completed.

Effective catalog—Students are normally expected to satisfy the major or minor requirements in effect at the time of their initial declaration in their sophomore year. The requirements for a major in biology are: 36 credits in biology and six supporting courses.

Required courses in biology for the major:
Biology 255 Cell Biology & Genetics Laboratory
Biology 260 Genetics
Biology 265 Cell Biology
Biology 270 Biodiversity & Evolution
Biology 285 Ecology

The required courses (above) may be taken in any order, however, Biology 265 (Cell Biology) is generally taken in the sophomore year since Chemistry 112 or concurrent enrollment is a prerequisite. Biology 255 (Cell Biology & Genetics Laboratory) must be taken concurrently with either Biology 260 or 265. Normally these core courses should be completed no later than the fall semester of the junior year.

Four upper level biology courses, at least two with laboratory

Two semesters of the Biology Seminar (Biology 489)

Biology Seminar is taken during the junior or senior year, with at least one semester taken during the senior year.

The Biology Seminar is required as the capstone experience and consists of:

1) participation in the one-credit course, Biology Seminar (Biology 489), for two semesters, one of which must be during the senior year;

2) the production of a major thesis-driven, analytical paper during the senior year, written through multiple drafts, which includes a thorough review of the literature; and

3) the delivery of an oral presentation to the department or at an approved undergraduate or professional research conference during the senior year.

While a research experience conducted in the department through research courses (Biology 470–478) may form the basis of the written and oral presentations, students may choose to present work they have done in other contexts such as internships, independent study or study-away opportunities.

Courses numbered below 200 do not count toward the biology major, however, with advisor and Chair permission, one of these courses could count as an elective supporting course from list B (see Supporting Courses below). Students may count only one course from Biology 470–478 or one independent study or internship toward their biology major.

Supporting courses for the biology major:

A strong background in supporting sciences is important to all students studying biology. Many core concepts in biology have their foundation in the physical sciences and mathematics. Furthermore, the work of biologist continues to become more interdisciplinary. For these reasons, all majors must complete a set of supporting courses that promotes an understanding of areas that are intimately linked with the history and future of biology.

Required supporting courses:

Chemistry 111 General Chemistry I and Chemistry 112 General Chemistry II or 115 Accelerated General Chemistry
Math 135 Applied Calculus (or approved alternate course)
Math 155 Introduction to Statistical Modeling (or approved alternate course)

Elective supporting courses:

Two courses from list A
OR
One course from list A and one from list B

Your selection of supporting courses *must* be made in consultation with your adviser and approved by the Chair. Your long-term goals might influence your choice of supporting courses. For example, if you are interested in a career in medicine or research in the biomedical sciences we recommend you complete a year of organic chemistry and a year of introductory physics. Students interested in pursuing an ecology path should consider taking a GIS course, intermediate or advanced math or statistics, or a geology course. Students planning a career

as a science educator at the primary or secondary level should consider taking supporting courses in several of the science departments.

List A: Supporting Courses
Chemistry 211 Organic Chemistry I
Chemistry 212 Organic Chemistry II
Chemistry 222 Analytical Chemistry
Computer Science 120 Introduction to Computing and Its Applications
Computer Science 121 Introduction to Scientific Programming
Computer Science 123 Core Concepts in Computer Science
Geography 225 Introduction to Geographic Information Systems
Geology 150 Dynamic Earth and Global Change
Geology 155 History and Evolution of the Earth
Mathematics 237 Multivariate Calculus
Mathematics 253 Applied Multivariate Statistics
Mathematics 354 Probability
Mathematics 355 Mathematical Statistics
Physics 221 Introductory Physics I or 226 Principles of Physics I
Physics 222 Introductory Physics II or 227 Principles of Physics II
List B: Example of additional supporting courses
Anthropology 112 Archeology and Human Evolution
Anthropology 239 Medical Anthropology
Computer Science 484 Introduction to Artificial Intelligence
Geology 120 (Environmental Studies 120) Environmental Geology
History 250 History of Pre-modern Medicine
History 350 Race, Gender and Science
Philosophy 227 Bioethics
Psychology 244 (Cognitive and Neuroscience Studies 244) Cognitive Neuroscience
Psychology 246 (Cognitive and Neuroscience Studies 246) Exploring Sensation and Perception
Psychology 248 (Cognitive and Neuroscience Studies 248) Behavioral Neuroscience

The supporting course from list B must be chosen in consultation with your advisor and approved by the Chair. While this course will usually be from the science division, students who wish to integrate their biology major with a secondary interest (e.g. journalism, law, ethics, writing, etc.) may choose a course that links biology and another discipline. Other courses might be appropriate "list B" courses. See the Biology Department website and/or consult the Chair for approved courses.

Depending on your interests and career goals, we have provided only a subset of courses that support your biology major. For example, if you are interested in a career in medicine or research in the biomedical sciences we recommend you complete a year of organic chemistry and a year of introductory physics. Students interested in pursuing an ecology path should consider taking a course or two in GIS and/or additional math and statistics. Students planning a career as a science educator at the primary or secondary level should consider taking supporting courses in several of the science departments.

While a research experience conducted in the department through research courses (Biology 470–478) may form the basis of the written and oral presentations, students may choose to present work they have done in other contexts such as internships, independent study or study-away opportunities.

Individualizing the Biology Major

In consultation with one or more biology faculty members, each student will develop a major plan by choosing appropriate electives in biology and supporting disciplines. By their choice of electives, students may explore a variety of biological subdisciplines or focus on one or two areas of study. For example, students may design majors that focus on such areas as ecology; immunology and microbiology; genetics, cell and developmental biology; plant biology; biochemistry; or neurobiology. Biology majors

interested in attending medical school after graduation should refer to the "Premedical Program" in the "Special Programs" section of this catalog and should consult a premedical advisor as early as possible in their planning process.

Major Concentration with added emphasis

Increasingly, biological scientists address questions by working in groups that are interdisciplinary in nature. Thus, interdisciplinary fields of study have emerged that cannot be adequately covered within a single department. Three such interdisciplinary fields, Biochemistry/Molecular Biology, Neuroscience, and International Issues can be explored through the following biology majors with added emphasis. Students choosing such a major concentration with EMPHASIS will have this noted on their transcript (e.g. *Biology Major with Added Emphasis in Neurobiology*). In all three cases, students must successfully complete the core requirements for the biology major: 255; 260; 265; 270; and 285; Chemistry 112 or 115; and Math 135 and 155; Biology 489 Biology Seminar (taken twice)). It is expected that the required senior presentation will be in the area of the student's emphasis. Students should configure their electives in consultation with a biology faculty member using the following guidelines:

Major Concentration in Biology with Added Emphasis in Biochemistry/Molecular Biology

Students with a strong interest in pursuing more in-depth study of biochemistry and molecular biology may want to consider this track. This emphasis would be an option for students interested in medical school and/or graduate study in virtually any biomedical field.

Biology electives:
Biology 351 Biochemistry I
Biology 352 Biochemistry II or Biology 353 Advanced Genetics

Plus at least three courses from the following (at least two must be in Biology):
Biology 353 Advanced Genetics
Biology 355 Virology
Biology 356 Cellular and Molecular Neuroscience
Biology 357 Immunology
Biology 358 Microbiology
Biology 368 Plant Physiology
Biology 369 Developmental Biology
Chemistry 312 Physical Chemistry II
Chemistry 361 Advanced Organic Chemistry
Topics courses related to Biochemistry or Molecular Biology (approval of the Chair required)
Biology 472 Research in Molecular Biology
Biology 474 Research in Biochemistry

Required supporting courses:
Chemistry 212 Organic Chemistry II
Chemistry 311 Physical Chemistry I
Physics 227 Principles of Physics II

Major Concentration with Added Emphasis in Neurobiology

Students with a strong interest in pursuing more in-depth study of the biological basis of behavior and/or the nervous system may want to consider a major in Biology with added emphasis in neurobiology. This emphasis would be an option for students interested in medical school and/or graduate study in a field of neuroscience or biomedicine.

Three upper level courses:
Biology 250 Neuroanatomy
Biology 356 Cellular and Molecular Neuroscience
Biology 486 Seminar in Neuropharmacology or equivalent advanced seminar

Three additional upper level Biology courses such as:
Biology 351 Biochemistry I
Biology 352 Biochemistry II
Biology 353 Advanced Genetics

Biology 357 Immunology
Biology 369 Developmental Biology
Biology 367 Human Physiology

Three supporting courses:
Computer Science 484 (same as Cognitive and Neuroscience Studies 484) Introduction of Artificial Intelligence
Linguistics 378 (same as Psychology 378) Psychology of Language
Philosophy 362 (same as Cognitive and Neuroscience Studies 362) Philosophy of Mind
Psychology 240 Principles of Learning and Behavior
Psychology 242 Cognitive Psychology
Psychology 248 (same as Cognitive and Neuroscience Studies 248) Behavioral Neuroscience
Psychology 249 (same as Cognitive and Neuroscience Studies 249) Cognitive Neuroscience
Psychology 250 Developmental Psychology
Psychology 252 Distress, Dysfunction and Disorder

Required supporting courses:
Chemistry 212 Organic Chemistry II

Recommended supporting courses:
Physics 221 Introductory Physics I *or* Physics 226 Principles of Physics I
Physics 222 Introductory Physics II *or* Physics 227 Principles of Physics II
Chemistry 311 Physical Chemistry I

Major Concentration with an Added Emphasis in International Issues

Students whose biological interests include an international aspect may complete a biology major with an Added Emphasis in International Issues. For example, this would be an option for students with interests in tropical ecology, global biodiversity, tropical diseases, and public health care in developing countries. In addition to the core biology requirements, the student must complete the following: 1) study abroad for a semester on a biology program in a country in which the student's foreign language skills are relevant, and in which the student examines biological issues particular to that region of the world; 2) seven additional supporting courses including International Studies 368 (Sustainable Development and the Global Future); and 3) an approved biology research experience with an international component.

Examples of Possible Additional Supporting Courses (See the current class schedule for other options)

International Ecology Related Courses
Environmental Studies (Geology) 194 Environmental Geology
Environmental Studies (Economics) 231 Environmental Economics and Policy
Environmental Studies (Geography) 232 People and the Environment
Environmental Studies (Political Science) 235 Citizen Science: Environment, Technology and Development
Environmental Studies (Geography and Political Science) 252 Water and Power
Environmental Studies (Anthropology) 365 Environmental Anthropology
Environmental Studies (International Studies) 368 Sustainable Development and the Global Future
Geography 111 Human Geography of Global Issues

International Public Health Related Courses
American Studies 194 Social Identity and the Medicalized Body
Anthropology 239 Medical Anthropology
Anthropology 380 Advanced Medical Anthropology
History 250 History of Pre-Modern Medicine
Philosophy 227 Bioethics
Political Science 235 Citizen Science: Environment, Technology and Development

Minor Concentration

The requirements for a minor in biology are five biology courses, which must include two from the core series (numbered between 260 and 285). Students with a minor in biology may include one course numbered below 200 among their five courses.

Topics Courses

194, 294, 394, 494

Examination of a topic of general interest to faculty and students, the topic to be announced in advance of registration. Recent topics courses in biology include: Winter Ecology, Molecular Evolution, Comparative Biochemistry, and Organismal Diversity. (Usually 4 credits)

COURSES

Introductory Courses

115 GLOBAL DIVERSITY AND THE BIOLOGY OF CONSERVATION

This is a non-majors course designed for the liberal arts student. This course explores the reasons behind the alarming loss of biodiversity occurring throughout the world today. The implications of this loss and the efforts underway to reduce the rate of loss will be main topics of the course. Students will be introduced to the different types of biodiversity, including genetic diversity, species diversity, and habitat diversity. The process and implications of species extinctions occurring worldwide will be examined in detail. The underlying biological and evolutionary processes involved in extinctions will be considered along with the role of human values and economic development in the loss of biodiversity. Principles will be illustrated through case studies of both extinctions and recovery efforts in different parts of the world. This course cannot be counted toward a major in biology. This course satisfies the international diversity requirement. Three lecture hours per week. Offered occasionally. (4 credits)

117 WOMEN, HEALTH AND REPRODUCTION (Same as Women's, Gender and Sexuality Studies 117)

This course will deal with those aspects of human anatomy and physiology which are of special interest to women, especially those relating to sexuality and reproduction. Biological topics covered will include menstruation and menopause, female sexuality, conception, contraception, infertility, abortion, pregnancy, cancer, and AIDS. Advances in assisted reproductive technologies, hormone therapies, and genetic engineering technologies will be discussed. Not open to biology majors. This course fulfills 4 credits in the science distribution requirement and counts toward the biology minor, but not toward the major. No prerequisite. Three lecture hours per week. Offered most semesters. (4 credits)

161 BIOTECHNOLOGY AND SOCIETY

This course will explore fundamental concepts in cell biology, molecular genetics, and genomics by examining the scientific basis for developing and using novel biotechnologies in agriculture and medicine. Readings, lectures, discussions, and student presentations will focus on topics such as genetic manipulation of plants or animals (e.g. "terminator technology," the creation of Golden Rice, or the use of gene therapy in humans), the application of the polymerase chain reaction for diagnostic purposes (e.g. forensic DNA fingerprinting, paternity testing, detection of genetically modified organisms), and the social implications associated with these methods. Prerequisites: none. Three lecture hours per week. Offered occasionally. (4 credits)

163 THE ENCHANTED CORTEX: A JOURNEY INSIDE THE BRAIN

An introduction to the fundamental concepts in cell biology and genetics through an exploration of the structure and function of the brain. Readings and discussion will focus on a number of topics that may include how chemicals produced in the brain affect emotions, mood and memory; and the effect of drugs on brain function including the use of neuroactive drugs in the treatment of "mental illness." Prerequisites: none. Three lecture hours per week. Offered occasionally. (4 credits)

164 BIOLOGICAL BASIS OF THERAPEUTICS

An introduction to the fundamental concepts in cell biology and genetics through an exploration of how drugs work and are used to treat various human diseases & disorders. The course will focus on cellular communication; potential gene therapies; drug effects on physiological systems and basic pharmacological principles. The weekly discussion section will explore research methods and approaches taken in the quest to treat human disease and disorders. Prerequisites: none. Three lecture hours per week. Offered occasionally. (4 credits)

165 HUMAN DISEASES

An introduction to the fundamental concepts in cell biology and genetics through an exploration of human diseases such as HIV, cancer, cystic fibrosis and diabetes. The course will focus on cellular communication; bioenergetics; and gene structure, expression and inheritance. The weekly discussion section will explore research methods and approaches taken in the quest to cure human disease. Prerequisites: none. Three lecture hours per week. Offered occasionally. (4 credits)

Core Courses

205 CELL BIOLOGY & GENETICS II

Exploration of the cellular, molecular and genetic systems of living organisms. Includes an expanded exploration of bioenergetics, molecular signaling, gene expression, and the regulation of molecular processes. Prerequisites: Biology 161 or 163 or 164 or 165 or passing the Biology Placement Exam; Chemistry 111 or passing the Chemistry Placement Exam. Three lecture hours per week and one, three-hour laboratory per week. *Final offering Fall 2008.* (4 credits)

255 CELL BIOLOGY & GENETICS LABORATORY

An intensive exploration of eukaryotic and prokaryotic cell structure, chemistry, and function with an emphasis on laboratory methods, data analysis, and experimental design. Applying the same tools used to advance our understanding of modern cell biology and genetics, this lab requires students to become familiar with a mixture of biochemical, cytological, and genetic techniques as they develop testable hypothesis related to topics such as enzyme function, inheritance patterns, genome structure and gene expression, and cell-to-cell signaling. Prerequisite: co-enrollment in either Biology 260 (Genetics) or Biology 265 (Cell Biology). Every semester. (2 credits)

260 GENETICS

An introduction of the principles of genetics, including topics from classical Mendelian concepts to the contemporary molecular biology of the gene. Three lecture hours week. Prerequisites: Chemistry 111, 112, or 115, or concurrent enrollment in Chemistry 111 or 112. (4 credits)

265 CELL BIOLOGY

An introduction to the molecular and cellular processes of living organisms. Special attention is paid to problems faced by living cells in the acquisition of energy, growth and repair, reproduction and communication with other cells. Recent advances in biotechnology are also discussed. Prerequisites, Chemistry 112 or 115 or concurrent enrollment in Chemistry 112 or 115. Three lecture hours. Every semester. (4 credits)

270 BIODIVERSITY AND EVOLUTION

"From so simple a beginning, endless forms most beautiful and most wonderful have been, and are being, evolved." Darwin's final words in the Origin of Species are an apt characterization of this course, which focuses on the diversity of life forms (morphology, physiology, genetics) and their respective evolutionary origins and relationships (phylogeny). Using recent findings from such diverse fields as molecular genetics, developmental biology, and paleontology, this course will take a comparative approach as it reviews the evolution and diversity of some of life's major taxa. Three hours lecture and one three-hour lab each week. Prerequisites: none. Every semester. (4 credits)

285 ECOLOGY (Same as Environmental Studies 285)

An introduction to the study of ecological and evolutionary theory and processes. The subject of this course is the natural world and the current and past processes that have shaped it. Major ecological and evolutionary patterns are described and proposed underlying mechanisms are investigated through field and laboratory studies. The impact of humans on natural systems is also examined. Three hours lecture and one three-hour lab each week. Prerequisites: none. Every semester. (4 credits)

Upper Level Ecology Courses

342 ANIMAL BEHAVIOR AND ECOLOGY

A study of animals in their natural habitats. This course takes an evolutionary approach to the study of animal behavior. Through lectures, field trips, readings and discussions, students are introduced to current ideas and research methods in the field of behavioral ecology. In addition, students will become familiar with many of Minnesota's birds and mammals. Prerequisite: Biology 285 (Ecology). Three lecture hours and one three-hour laboratory per week. Spring semester. (4 credits)

344 AQUATIC ECOLOGY

The study of freshwater organisms and their environments. Students are introduced to the ecology of lakes, streams, and ponds, especially those of Minnesota. Through lectures, field trips and laboratory experiments, students will learn to identify aquatic plants and animals and will study their interactions. Additional topics include water chemistry and environmental pollution of freshwater systems. Prerequisites: Biology 285 (Ecology), Chemistry 112, and Math 155. Three lecture hours and one four-hour laboratory per week. Fall semester. (4 credits)

345 FIELD BOTANY

A study of the evolution, ecology, geography, and taxonomy of vascular plants. Students learn the principles of plant classification and, through first hand experience the techniques of plant identification, collection, and preservation. Through field trips, students will become familiar with many of the local trees, wildflowers, and ferns. Prerequisite for biology majors: Biology 285 (Ecology); for others: permission of the instructor. Three lecture hours and one three-hour laboratory per week. Fall semester. (4 credits)

347 EVOLUTION

An exploration of one of the central organizing ideas of modern biology—the theory of evolution. Topics that will be covered include natural and sexual selection, comparative methods, speciation, population and quantitative genetics, molecular evolution, the origin of life, and others. The course will consist of lectures and

discussions based on readings from a variety of sources. Three lecture/discussion hours per week. Prerequisites: Biology 270 (Biodiversity & Evolution), Biology 285 (Ecology), 205 (Cell Biology & Genetics II), or permission of the instructor. Fall semester. (4 credits)

Upper Level Molecular and Cellular Biology Courses

351 BIOCHEMISTRY I (Same as Chemistry 351)

A study of biological processes at the molecular level with an emphasis on the chemistry of biological molecules, elements of physical biochemistry, the structure of proteins, the mechanisms and kinetics of enzyme catalyzed reactions, and selected topics in intermediary metabolism, including the metabolism of carbohydrates and lipids. Prerequisites: Chemistry 212, Biology 255 (Cell Biology & Genetics Lab), Biology 260 (Genetics) and Biology 265 (Cell Biology) or permission of the instructor. Three lecture hours and one three-hour laboratory per week. Every semester. (4 credits)

352 BIOCHEMISTRY II (Same as Chemistry 352)

A continuation of Biology/Chemistry 351. A study of biological processes at the molecular level with an emphasis on the metabolism of amino acids, nucleotides, the regulation of biochemical pathways, and topics in molecular biology such as gene replication, the synthesis of proteins and nucleic acids, and recent advances in genomics and proteomics. Prerequisites: Biology/Chemistry 351 or permission of the instructor. Three lecture hours and one three-hour laboratory per week. Spring semester. (4 credits).

353 ADVANCED GENETICS

An in-depth study of the experimental approaches used to test modern principles of genetics. Using case studies from the primary literature, this course will examine topics such as Mendelian and non-Mendelian inheritance patterns, epistasis, pleiotropy, identification and mapping of mutations, and the use of molecular biology tools to provide mechanistic insight into biological questions. Prerequisites: Biology 255 (Cell Biology & Genetics Lab), Biology 260 (Genetics) and Biology 265 (Cell Biology) and Chemistry 211. Three lecture hours. Alternate years. (4 credits)

355 VIROLOGY

This seminar course will focus on the molecular biology of viruses and subviral entities such as prions and viroids. Topics will include viral infection and replication, morphology, oncogenesis, and virus-host interactions. Viruses of epidemiologic and biotechnological importance, including new and emergent viruses, will be emphasized. Prerequisites: Biology 255 (Cell Biology & Genetics Lab), Biology 260 (Genetics) and Biology 265 (Cell Biology) and Biology 353, or 357 or 358 or permission of the instructor. Offered occasionally. (4 credits)

356 CELLULAR AND MOLECULAR NEUROSCIENCE

A study of the cellular and molecular mechanisms underlying the biological basis of behavior. While particular emphasis is placed on the molecular and cellular components of the nervous system, these components are the foundation for the analysis of various systems. Discussion topics may include the role of neurotransmitters, neuromodulators and receptors in learning and memory, multiple sclerosis, Alzheimer's disease and drug addiction. The laboratory will be used to introduce major research techniques in neurobiology. These techniques will be used in independently designed research projects. Prerequisites: Biology 255 (Cell Biology & Genetics Lab), Biology 260 (Genetics) and Biology 265 (Cell Biology), Chemistry 211 (Organic Chemistry I), Biology 367 (Human Physiology) or Psychology 248 (Behavioral Neuroscience) or permission of instructor. Three lecture hours and one four-hour laboratory per week. Spring semester. (4 credits)

357 IMMUNOLOGY

An introduction to the mammalian immune system. The genetic and cellular basis of the immune response is explored through lectures, readings from primary and secondary literature, and discussions. Current methods in immunological research are introduced in the laboratory. Prerequisites: Biology 255 (Cell Biology & Genetics Lab), Biology 260 (Genetics) and Biology 265 (Cell Biology) and Chemistry 112. Three hours of lecture/discussion and four to six hours of laboratory per week. Fall semester. (4 credits)

358 MICROBIOLOGY

This course is an introduction to the subdisciplines of microbiology: virology, bacteriology, immunology, parasitology and mycology. Emphasis is given to our efforts to understand and control microbial growth processes. Additional focus will be on the effect of microbes on humans, especially as relates to disease processes. The laboratory emphasizes determinative microbiology. Prerequisites: Biology 270 (Biodiversity and Evolution), Biology 255 (Cell Biology & Genetics Lab), Biology 260 (Genetics) and Biology 265 (Cell Biology) or permission of instructor. Chemistry 211 recommended. Three hours of lecture/discussion and four to five hours of laboratory per week. Spring semester. (4 credits)

Upper Level Organismal Biology Courses

250 NEUROANATOMY

The anatomical structure and function of the human nervous system will be explored through analysis of human brain specimens, and artistic photographic and computer graphic representations of nervous system structures at both the microscopic and systems levels. This course is designed to provide an understanding of the neuroanatomical landmarks and features required for further study in neuroscience. It is designed for students with a strong interest in neuroscience. Prerequisites: Biology 163 (Enchanted Cortex) or Psychology 180 (Brain, Mind and Behavior) or permission of the instructor. Offered occasionally. (2 credits)

361 ANIMAL DIVERSITY

A broad introduction to the diversity and evolution of animal life. Students will become familiar with the major and minor groups of animals from sponges and jellyfish to insects and vertebrates. Through lectures, discussions, field trips and laboratory observation, students will learn to identify the metazoan phyla and understand their evolutionary history and relationships. Additional topics include the origin and diversification of animal body plans, reproductive strategies, and biogeography. Prerequisites: Biology 270 (Biodiversity and Evolution). Three lecture hours and one three-hour laboratory per week. Spring semester. (4 credits)

363 ORNITHOLOGY

A study of the biology of birds. Through lectures, field trips, field projects, dissections, and discussions of the primary literature students are introduced to avian ecology, behavior, evolution, functional morphology, physiology, distribution and systematics. Students will learn the major avian taxa with special emphasis on the common birds of MN in general and the Twin Cities in particular. Prerequisite: Biology 285 (Ecology). Three hours of lecture and one three-hour lab each week. Some spring semesters. (4 credits)

367 HUMAN PHYSIOLOGY

An introduction to human physiology. The course focuses on the major physiological systems of the human body (e.g., circulatory, respiratory, gastrointestinal, urogenital and the nervous system). A special emphasis is placed on homeostatic mechanisms and the role of the endocrine and nervous system in this process. Lecture/discussion will span the basic structure and function of these systems as well as the underlying cellular mechanisms. Prerequisite: Biology 255 (Cell Biology & Genetics Lab), and Biology 265 (Cell Biology). Three hours of lecture and one three-hour lab each week. Fall semester. (4 credits)

368 PLANT PHYSIOLOGY

A study of plant function that focuses on the biochemical, genetic, molecular, and cellular aspects of photosynthesis, metabolism, and hormone action. Emphasis will be placed on how these processes are integrated and fine-tuned to allow plants to adapt and function under a variety of environmental conditions. Prerequisites: Biology 255 (Cell Biology & Genetics Lab), Biology 260 (Genetics) and Biology 265 (Cell Biology), Biology 270 (Biodiversity and Evolution), and Chemistry 112 or 115. Alternate Spring semesters. (4 credits)

369 DEVELOPMENTAL BIOLOGY

This course aims to integrate organismal, cellular, genetic and molecular approaches to the study of animal development. We will analyze a diversity of mechanisms, ranging from ones that set up pattern formation in the unfertilized egg to those governing morphogenesis of organ systems. Evolution of developmental mechanisms will also be discussed. The lab component will incorporate both descriptive and experimental embryological techniques. Prerequisite: Biology 255 (Cell Biology & Genetics Lab), Biology 260 (Genetics) and Biology 265 (Cell Biology). Three lectures and one three-hour laboratory period per week. Fall semester. (4 credits)

Seminar and Research Courses

472 RESEARCH IN MOLECULAR BIOLOGY

Collaborative research with a faculty member focused on understanding the molecular genetic mechanisms underlying developmental and physiological processes in plants and/or animals. This research course requires students to use journal papers as the focus for class reading and critical analysis. Through class presentations, discussions, and intensive bench work, students will become familiar with several research methodologies for isolating and manipulating DNA, for analyzing gene expression, and for studying gene function. Prerequisites: junior or senior standing, Biology 255 (Cell Biology & Genetics Lab), Biology 260 (Genetics) and Biology 265 (Cell Biology), and permission of the instructor. Fall semester. (4 credits)

473 RESEARCH IN IMMUNOLOGY

Collaborative research with a faculty member on a current problem in the field of immunology. Prerequisites: junior or senior standing, Biology 367 (Human Physiology) and Biology 357 (Immunology), Chemistry 212 and permission of the instructor. Spring semester. (4 credits)

474 RESEARCH IN BIOCHEMISTRY

Students will be given an opportunity to design and execute a research project in biochemistry in collaboration with a faculty member. In addition to extensive laboratory research, readings and discussion of primary literature and writing of both research proposals and scientific papers will be pursued. Prerequisites: junior or senior standing, Biology/Chemistry 351 (Biochemistry I) and permission of the instructor. Spring semester. (4 credits)

475 RESEARCH IN NEUROSCIENCE

This course offers an opportunity to work with a faculty member on current research in neuroscience. Extensive laboratory research, readings and discussion of the scientific literature related to the research area are undertaken. A research project is selected in consultation with the instructor. Prerequisites: junior or senior standing, Biology 367 (Human Physiology) and Biology 356 (Cellular and Molecular Neuroscience), and Chemistry 211 and permission of the instructor. Offered occasionally. (4 credits)

481 SEMINAR IN EVOLUTION

An exploration of one of the central organizing ideas of modern biology—the theory of evolution. Topics that will be covered include natural and sexual selection, adaptation, comparative methods, phylogeny, speciation, population genetics, molecular evolution, the origin of life, and others. The course will consist of lectures and discussions based on readings drawn from a variety of sources with an emphasis on primary literature. Three lecture/discussion hours per week. Prerequisites: junior or senior standing and Biology 270 (Biodiversity & Evolution) and Biology 285 (Ecology), or permission of the instructor. Spring semester. (4 credits)

482 SEMINAR IN CONSERVATION BIOLOGY

In this seminar, students will examine many of the ideas and theories that are currently defining the fields of ecology, conservation biology, and restoration ecology. This course is designed for a variety of students interested in environmental education, environmental issues, conservation, restoration, ecological research, and graduate school in any of those areas. Classes will consist of lectures, discussions, readings from the primary literature, student presentations, a group field project, and an occasional field trip. Students will also gain experience writing research proposals. Prerequisites: junior or senior standing, Biology 285 (Ecology) and at least one other upper-level field course with a lab. Most Spring semesters. (4 credits)

484 SEMINAR IN EVOLUTIONARY PHYSIOLOGY

This seminar integrates physiological mechanisms, behavior, ecological processes, and evolutionary history to understand how and why animals work the way they do and why they are distributed the way they are. We will examine the diverse mechanisms by which animals exchange material and energy with their environments (e.g. thermal relations, gas exchange, water balance) and how they maintain homeostasis. Student presentations will focus on unique physiological systems (e.g. echolocation) and/or physiological adaptations to unique environments (e.g. the deep sea). Prerequisites: Biology 255 (Cell Biology & Genetics Laboratory), Biology 265 (Cell Biology), Biology 270 (Biodiversity and Evolution), and Biology 285 (Ecology). Offered occasionally. (4 credits)

486 SEMINAR IN NEUROPHARMACOLOGY (Same as Psychology 486)

This is an advanced course that will focus on the study of drugs used to alter the central nervous system. The course will begin with basic pharmacological principles and then concentrate on the various uses of drugs to alter brain neurochemistry. Topics for discussion will include the pharmacological treatment of schizophrenia, depression, pain, anxiety and generally, the neurochemical basis of behavior. In addition to discussion of the use of drugs for clinical purposes, a significant amount of time will be spent on the use of "drugs of abuse" (e.g. cocaine, marijuana, LSD). While the focus of the course will be on the biochemical mechanisms of these drugs, an effort will be made to investigate and discuss the sociological ramifications of drug use. Three discussion/lecture hours per week. Prerequisites: Biology 356 (Cellular Molecular Neuroscience), Psychology 248, junior or senior standing or permission of the instructor. Alternate spring semesters. Not offered 2008–2009. (4 credits)

489 BIOLOGY SEMINAR

A weekly seminar series at which invited professionals speak on a wide range of biologically related topics. The seminar is intended to enhance students' knowledge in biology and also to demonstrate how a biological background can be applied to a wide variety of career paths. Majors are required to take two semesters. Prerequisites: junior or senior standing, with the added requirements that students cannot enroll prior to their fifth semester and they must enroll during at least one of their final two semesters. S/NC grading. Can be taken no more than twice for credit. Every semester. (1 credit)

614 INDEPENDENT PROJECT

This is an opportunity for students to do independent study or research on a biological topic. This may be done in the department under the direct supervision of a faculty member; it may be done at another college or

university or similar institution under direct supervision; or in certain circumstances it may be done off campus with minimal direct supervision. Given the nature of independent projects, students need to demonstrate they have the necessary academic background, including appropriate coursework, in the area they are interested in pursuing before an independent will be approved. A special section will be offered for students conducting research during January of their senior year for 2 credits. This section is required for all students conducting an honors project in the department but may also be taken by students working on their senior presentation. Prerequisite: sponsorship by a biology faculty member. Every semester. (2–4 credits)

624 INTERNSHIP

This is an opportunity for students to work with professionals in the biological field outside of academia. Students will work with a faculty sponsor and their site supervisor to develop a set of learning goals, strategies to meet these goals, and methods of evaluation for the internship, including the nature of the final product. An internship is an excellent way for students to apply knowledge learned in the classroom and laboratory, to learn more biology, and to explore career options. The internship may be undertaken during a semester, during January, or during the summer and must encompass at least 35 hours of work by the student for each credit earned (140 hours for 4 credits). Prerequisite: sponsorship by a biology faculty member. S/NC grading only. Every semester. (1–4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Every semester. (1–4 credits)

Chemistry

Full Time Faculty: Ronald Brisbois (Chair), Paul Fischer, Rebecca Hoye, Keith Kuwata, Kathleen Parson, Kathryn Splan, Thomas Varberg

Part Time Faculty: Amy Rice

Laboratory Supervisor: Robert Rossi

The chemistry curriculum is designed to serve three purposes:

1. To enhance and broaden the general culture of all its students by a consideration of some of the great intellectual achievements and current frontiers in the field of chemistry.

2. To lay the foundation for graduate study and professional careers in chemistry and biochemistry in the academic, research, or industrial fields.

3. To provide the training in chemistry necessary for those who plan scientifically oriented careers in such fields as biology, environmental studies, geology, physics, dentistry, and medicine.

General Distribution Requirement

All courses in the chemistry department count toward the general distribution requirement in mathematics and natural science except courses numbered 194, 294, 394, and 494 (topics), 300, 614, 624 and 634.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

The major concentration in chemistry consists of Chemistry 111 and 112 or 115 (or 112 alone), 222, 211 and 212, 311 and 312, 411 and 300 (4 semesters); Physics 226 and 227; Mathematics 137 and 237.

The senior capstone requirement for chemistry majors is satisfied by participation in Chemistry 300 (Chemistry Seminar), which includes oral presentations during the junior and/or senior year.

The Chemistry Department is on the approved list of the American Chemical Society (ACS). To earn the ACS-certified degree, students must have a Macalester chemistry major plus Chemistry 351 and one advanced chemistry course. In certain cases, advanced courses from other science areas or mathematics may be substituted for the advanced chemistry course. Students who complete the emphasis in biochemistry (see below) automatically meet the requirements for ACS certification. Students interested in ACS certification should confer with the department chair.

Students interested in secondary teaching should consult with Professor Ronald Brisbois and the Educational Studies Department.

Suggested Course Sequence for a Chemistry Major

	Fall Semester	*Spring Semester*
First Year	Chemistry 111 or 115 Mathematics 135 or 137	Chemistry 112 or 222 Mathematics 135 or 137
Sophomore	Chemistry 211 Mathematics 137 or 237* Physics 226	Chemistry 212 Chemistry 222* Physics 227
Junior	Chemistry 311 (Chemistry 351) Chemistry 300	Chemistry 312 Chemistry 300 (Advanced elective)
Senior	Chemistry 411 (Chemistry 351*) Chemistry 300	Chemistry 300 (Advanced elective)

* if not taken earlier

Courses in parentheses are not required for a major, but a selection of one to three advanced courses is highly recommended, especially for graduate study in chemistry. Note that Multivariable Calculus (Mathematics 237) should be taken before enrolling in Chemistry 312. Enrollment in Chemistry 222 is strongly encouraged during the first or second year. Depending upon their interests and career goals, chemistry majors often elect to supplement their required courses with courses in mathematics, physics, biology, geology, and/or economics. However, chemistry majors have also taken second majors or minors in a wide variety of disciplines, such as classics, theater and dance, and music.

The Chemistry Department supports Macalester's emphasis on internationalism. Chemistry majors who wish to study abroad should consult with their advisor as early as possible. The junior-level courses Physical Chemistry I and II (311 and 312) can be taken in reverse order, so that students studying abroad in the fall of their junior year can take Chemistry 312 in the spring, followed by Chemistry 311 in the fall of their senior year. In some study-abroad programs, suitable chemistry courses may be taken

that fulfill requirements for the major, but these must be approved by the department in advance. During their term abroad, chemistry majors are excused from the Chemistry Seminar (300) requirement.

Major Concentration with added emphasis in biochemistry

Students interested in biochemistry should consider majoring in chemistry with an added emphasis in biochemistry. Students choosing this option will have this noted on their transcripts as *Chemistry Major with Added Emphasis in Biochemistry*. To earn an emphasis in biochemistry, students must complete all of the requirements of the Macalester chemistry major plus Chemistry 351 and 352. In addition, Biology 205 must be taken. Advanced electives in chemistry or biology are encouraged. Students who complete the added emphasis in biochemistry also meet the requirements for ACS certification.

Minor Concentration

The minor concentration in chemistry consists of Chemistry 112 or 115, 211, 212 and three additional chemistry courses, one of which must be 222 or 311 or 312. Chemistry 111 can serve as one of these three additional chemistry courses, but Independent Projects (614) and Internships (624) cannot. In addition, chemistry minors must enroll in the Chemistry Seminar (300) for two semesters.

Honors Program

The chemistry department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the chemistry department are available from the department office.

Topics Courses

194, 294, 394, 494

Examination of a topic of general interest in chemistry, the topic to be announced in advance of registration. Recent titles have been Medicinal Chemistry, Chemical Physics, and Organometallic Chemistry. Prerequisite: permission of the instructor. To be announced at registration. (4 credits)

COURSES

111 GENERAL CHEMISTRY I: STRUCTURE AND EQUILIBRIUM

This course offers a rigorous, foundational treatment of atoms and molecules. We study the nature of chemical bonding and how bonding gives rise to the three-dimensional structure of matter. We explore how the macroscopic properties of substances can be interpreted in terms of atomic and molecular structure. We also learn mathematical and conceptual tools for quantifying chemical equilibrium, with an emphasis on the reactions of acids and bases. Laboratory work reinforces concepts in lecture, and also provides a review of fundamental topics, such as stoichiometry, gas laws, and solution-phase reactions, that are essential for future course work in chemistry. Prerequisites: none. Three lectures and one three-hour laboratory per week. Lab/materials fee is required. Fall semester. (4 credits)

112 GENERAL CHEMISTRY II: ENERGETICS AND REACTIVITY

This course provides an intuitive, yet rigorous, understanding of how energy is stored and transferred in chemical systems. We start with the behavior of individual atoms and molecules (using the foundation of atomic and molecular structure laid in Chemistry 111), and then build up to the macroscopic concepts of thermodynamics. We focus on free energy as a powerful tool for predicting physical and chemical behavior. We then apply our understanding of energetics to electrochemical systems and the rates of chemical reactions. Prerequisite: Chemistry 111 or satisfactory performance on a placement examination. Three lectures and one three-hour laboratory per week. Lab/materials fee is required. Spring semester. (4 credits)

115 ACCELERATED GENERAL CHEMISTRY

This course combines topics from both Chemistry 111 and 112 and is meant to be an accelerated one-semester version of General Chemistry. The course begins with a rigorous treatment of atomic and molecular structure, and explores various modern models of chemical bonding. These ideas are applied to a thorough discussion of chemical thermodynamics and kinetics. Conceptual and mathematical methods for quantifying chemical equilibrium are also explored, with particular emphasis on the chemistry of acids and bases. Prerequisites: AP chemistry score of 4 or 5; IB chemistry score of 5, 6, or 7; or satisfactory performance on a placement examination (administered during Orientation Week). Some knowledge of calculus is recommended. Three lectures and one three-hour laboratory per week. Lab/materials fee is required. Fall semester. (4 credits)

211 ORGANIC CHEMISTRY I

This course develops a broad understanding of the theoretical concepts of organic chemistry. Molecular orbital theory and valence bond resonance theory are invoked to describe and explain the ramification of covalent bonding in organic molecules, as well as to rationalize fundamental noncovalent associations. Thermodynamic considerations of 3-dimensional molecular shape are discussed. Contemporary instrumental techniques for the assignment of molecular structure are a key focus. Modern mechanistic theory of organic chemical reactions is developed in the context of acid-base, nucleophilic substitution, elimination, and electrophilic addition reactions. Prerequisite: Chemistry 112 or 115. Three lectures, four hours laboratory per week. Fall semester. (4 credits)

212 ORGANIC CHEMISTRY II

This course further develops the theoretical concepts of organic chemistry, and helps students to develop an ability to propose plausible synthetic pathways to organic molecules. Particular focus is on nucleophilic addition, electrophilic substitution, free radical, and pericyclic reactions. Prerequisite: Chemistry 211. Three lectures, four hours laboratory per week. Spring semester. (4 credits)

222 ANALYTICAL CHEMISTRY

This course uses key concepts of chemical equilibrium and structure to solve problems in chemical analysis. Lecture and laboratory work provide both the theoretical foundations and practical training in classical methods (gravimetric and volumetric analysis), atomic and molecular spectroscopy, and chromatography. Statistics and error analysis are also emphasized throughout the course. Prerequisite: Chemistry 112 or 115. Three lectures, four hours laboratory per week. Spring semester. (4 credits)

252 RESEARCH METHODS IN ORGANIC CHEMISTRY

This course develops understanding of computation, advanced NMR and mass spectrometric techniques as applied to research efforts in organic chemistry and related fields, such as pharmaceuticals, materials science, supramolecular synthesis, and crystal engineering. Prerequisites: Chemistry 212 and permission of the instructor. Three lectures per week. Spring semester. (4 credits)

300 CHEMISTRY SEMINAR

Presentations on current topics in the molecular sciences by campus visitors, as well as by Macalester students and faculty. Students may be expected to prepare for the presentations by reading, and, in some cases, discussing the work of a speaker in advance of his/her seminar presentation. Chemistry majors will make two oral presentations over four semesters. All students will submit a written synopsis for three seminar presentations each semester. Prerequisite: junior or senior standing. One hour per week. Every semester. (1 credit)

311 PHYSICAL CHEMISTRY I

Topics in macroscopic, classical physical chemistry: properties of gases; thermodynamics and its applications to physical and chemical systems; phase and chemical equilibrium; rates of reactions and chemical kinetics. Prerequisites: Chemistry 112 or 115, Physics 227, Mathematics 137. Three lectures and three hours laboratory per week. Fall semester. (4 credits)

312 PHYSICAL CHEMISTRY II

Topics in microscopic, modern physical chemistry: quantum mechanics and atomic and molecular structure; computational chemistry; symmetry and group theory; spectroscopy and diffractometry; and statistical mechanics. Prerequisites: Chemistry 112 or 115, Physics 227, Mathematics 137. Recommended: Mathematics 237. Three lectures and three hours laboratory per week. Spring semester. (4 credits)

351 BIOCHEMISTRY I (Same as Biology 351)

A study of biological processes at the molecular level with an emphasis on the chemistry of biological molecules, elements of physical biochemistry, the structure of proteins, the mechanisms and kinetics of enzyme catalyzed reactions, and selected topics in intermediary metabolism, including the metabolism of carbohydrates and lipids. Prerequisites: Chemistry 212, Biology 255 (Cell Biology & Genetics Lab), Biology 260 (Genetics) and

Biology 265 (Cell Biology) or permission of the instructor. Three lecture hours and one three-hour laboratory per week. Every semester. (4 credits)

352 BIOCHEMISTRY II (Same as Biology 352)

A continuation of Biology/Chemistry 351. A study of biological processes at the molecular level with an emphasis on the metabolism of amino acids, nucleotides, the regulation of biochemical pathways, and topics in molecular biology such as gene replication, the synthesis of proteins and nucleic acids, and recent advances in genomics and proteomics. Prerequisites: Biology/Chemistry 351 or permission of the instructor. Three lecture hours and one three-hour laboratory per week. Spring semester. (4 credits)

361 ADVANCED ORGANIC CHEMISTRY

Selected topics in organic chemistry, including stereochemistry, reaction mechanisms, modern methods of organic synthesis and spectral methods of identifying organic compounds. Laboratory emphasis on spectral, chromatographic and synthetic methods. Prerequisite: Chemistry 212. Alternate Fall semesters. (4 credits)

411 ADVANCED INORGANIC CHEMISTRY

This course examines how modern theories of chemical bonding are applied to an understanding of the chemistry of the elements of the periodic table. Students explore chemical structures, reactions and spectra on the basis of molecular symmetry and group theory. Topics covered include chemical periodicity, coordination compounds, and organometallic complexes. Prerequisite: Chemistry 312 or permission of the instructor. Three lectures and three hours of laboratory per week. Fall semester. (4 credits)

614 INDEPENDENT PROJECT

Laboratory and library research on an original problem, usually with a thesis. Prerequisite: permission of the instructor. Every semester. (1–4 credits)

624 INTERNSHIP

Ordinarily restricted to seniors. Prerequisite: permission of the instructor. Every semester. (1–4 credits)

634 PRECEPTORSHIP

Prerequisite: permission of the department. Every semester. (1–4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the seniors honors project. Offered every semester. (1–4 credits)

Classics

Full Time Faculty: Nanette Goldman, Antoine Mefleh, J. Andrew Overman, Beth Severy-Hoven (Chair)

Part Time Faculty: Corby Kelly

Classics is the critical study of the languages, literatures, visual and material culture of the ancient world. The societies of ancient Greece and Rome, the Mediterranean world, and the Middle East are the terrain of classics. Many of our traditions rest upon the world of the Greeks, Romans and their contemporaries. Greek, Latin, Hebrew and Arabic literature are studied in the classics department, as well as art and other forms of material culture. Ancient cities and settlements are reconstructed through archaeological and architectural analysis; the crises, failures, and successes of the classical world are examined. This is done with a view toward what the diverse and politically volatile setting of the ancient world can teach us about our modern context. By combining skills, theories and even courses found in the humanities, fine arts, social and natural sciences, classics is an outstanding and interdisciplinary liberal arts major.

Students in classics work closely with their advisers to develop a major plan that suits their interests and long-term goals. By selecting the appropriate courses, students can prepare for graduate work in classics, classical or Near Eastern archaeology, Middle Eastern Studies, religion, history, English, and other disciplines. Graduates have

enjoyed success in applying to professional programs in law and medicine, and pursue a wide variety of careers. Above all, classics provides a place for the critical analysis of ancient and foreign cultures, and helps students learn how to enter and engage sympathetically a worldview or setting quite different from their own. Classics focuses on writing, critical reading, language acquisition, and argumentation.

Students are encouraged—and majors are required—to take advantage of opportunities for study abroad. The classics department leads programs overseas, including summer archaeological projects in northern Israel excavating a Roman temple and in southern Greece excavating a port-city, and January courses in Rome and Turkey. The department also sends students on affiliated programs of the American School of Classical Studies at Athens, College Year in Athens and the Intercollegiate Center for Classical Studies in Rome, among others.

General Distribution Requirement

All regular courses offered by the department count toward the humanities distribution requirement except for 160, which counts toward the fine arts requirement.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

Students earn a major in classics by choosing among three tracks: Classical Civilization, Classical Archaeology or Classical Languages. Students should work carefully with their selected adviser to choose a track and a list of courses that match their interests and goals.

Classical Civilization

A major in classics with an emphasis in classical civilization consists of nine courses, a study away experience and a capstone. Courses must include: a) two courses which provide a comprehensive introduction to the ancient Mediterranean world (121 Greek World, 122 Roman World, 127 Women, Gender & Sexuality, 129 Greek Myths, or 145 Pagans, Christians & Jews); b) study in a classical language to include at least one course at the intermediate level (Greek, Latin, Hebrew or Arabic); c) two courses providing more intensive study of civilization at the intermediate level (272 Studies in Classical Civilization, 271 Studies in Archaeology, and intermediate language courses excluding that used to meet requirement b); d) electives chosen from the offerings of the department. Select courses from other departments may be substituted when approved in advance by the classics department.

Classical Archaeology

A major in classics with an emphasis in classical archaeology consists of eleven courses, a study away experience and a field experience. Courses are to include: a) two courses which provide a comprehensive introduction to the ancient Mediterranean world (121 Greek World, 122 Roman World, 127 Women, Gender & Sexuality, 129

Greek Myths, or 145 Pagans, Christians & Jews); b) study in a classical language to include at least one course at the intermediate level (Greek, Latin, Hebrew or Arabic); c) four core courses: (123 Introduction to Archaeology, 160 Introduction to Ancient and Medieval Art, 258 Cities and Sanctuaries OR 271 Studies in Archaeology, and 488 Junior/Senior Seminar in Archaeology); d) electives from the following, or a course otherwise approved in advance by the department: Classics 155 (January in Rome), 258 (Cities and Sanctuaries), 271 (Studies in Archaeology); Geography 225 (Introduction to Cartography & GIS); Geology 155 (History and Evolution of Earth), 260 (Geomorphology), 265 (Sedimentology and Stratigraphy), 300 (Paleobiology); Anthropology 112 (Archaeology and Human Evolution); Art 238 (Ceramic Art); languages courses from the department offerings beyond those used to meet requirement b).

Archaeology majors must also gain some form of field experience, such as participating in an excavation, interning in a museum, or pursuing study away that involves archaeological learning in an archival, laboratory or field context.

Classical Languages

A major in classics with an emphasis in classical languages consists of nine courses, a study away experience and a capstone. Courses must include: a) two courses which provide a comprehensive introduction to the ancient Mediterranean world (121 Greek World, 122 Roman World, 127 Women, Gender & Sexuality, 129 Greek Myths, or 145 Pagans, Christians & Jews); b) seven courses involving classical languages and literatures in the original language (Greek, Latin, Hebrew or Arabic). Courses must also be taken in at least two different languages and involve at least one class at the advanced level.

Study Away

Majors in all three tracks are required to study away. Students are encouraged to study in the Mediterranean region during this experience, but may participate in any approved program. In addition to semester abroad programs, all of the department's international offerings, including January in Rome, January in Turkey and summer archaeological excavations, fulfill the study away requirement, as do other January and summer programs approved in advance by the department.

Capstone Experience

Classics majors in all emphases must also complete a capstone. Archaeology majors do so through the required course 488 (Junior/Senior Seminar in Archaeology). Civilization and Language majors may complete the capstone through an independent study course, which can be used to fulfill electives within the major, or through participation in the majors' seminar (489 Junior/Senior Seminar in Classical Civilization).

Minor Concentration

A classics minor with an emphasis in classical civilization consists of five courses to include: a) two comprehensive surveys (121 Greek World, 122 Roman World, 127 Women, Gender & Sexuality, 129 Greek Myths, or 145 Pagans, Christians & Jews) and b) three other courses from the offerings of the department.

A classics minor with an emphasis in archaeology consists of five courses to include: a) two comprehensive surveys (121 Greek World, 122 Roman World, 127 Women, Gender & Sexuality, 129 Greek Myths, or 145 Pagans, Christians & Jews); b) 123 Introduction to

Archaeology; and c) two other archaeology courses offered or approved by the department.

A classics minor with an emphasis in classical languages consists of six courses to include: a) two comprehensive surveys (121 Greek World, 122 Roman World, 127 Women, Gender & Sexuality, 129 Greek Myths, or 145 Pagans, Christians & Jews) and b) four other courses from the Greek, Latin, Hebrew and/or Arabic offerings of the department, including at least one at the intermediate level.

Honors Program

The classics department participates in the honors program. Eligibility requirements, application procedures and specific project expectations for the classics department are available from the department office, on the department website, or from the Dean of Academic Programs.

Policy on Arabic, Greek, Hebrew and Latin Language Grades

In order to be accepted into the next higher language course in the Arabic, Greek, Hebrew or Latin sequences, a student must have received a grade of C– or higher in the previous course. For additional information regarding the language requirement, see the College requirements.

Topics Courses

194, 294, 394, 494

Occasional and often experimental courses focusing on special topics of interest to faculty and students. Recent offerings have included Egyptian Art and Culture; Polis and People: Civic Space and Citizenship; Greek Vases in Context; Ancient Sculpture; Death, Burial and Society in the Ancient World; and Slavery in Antiquity. To be announced at registration. (4 credits)

COURSES

Classical Civilization

(Knowledge of Latin, Greek, Hebrew and/or Arabic not required)

Introductory Courses

121 THE GREEK WORLD (Same as History 121 and Humanities and Media and Cultural Studies 121)

This course surveys the political, economic, and cultural development of the peoples of the ancient Greek world from the late Bronze Age through the Hellenistic era. Students will hone their critical thinking skills while working with translations of ancient literature, archaeological remains and works of art. The basic structure of the course is chronological, but we will examine major themes across time and space, which may include the interaction between physical landscape and historical change; rule by the one, the few and the many; the nature and development of literary and artistic genres; the economic, military, and/or cultural dimensions of empire; or the intersections of gender, sexuality, ethnicity, slave/free status and civic identity in the Greek world. Alternate years. (4 credits)

122 THE ROMAN WORLD (Same as History 122 and Humanities and Media and Cultural Studies 122)

This course introduces students to the Roman world, which at its height stretched from Britain to Iran, from Germany to Africa, and lasted well over a thousand years. Students will develop critical thinking skills while working with Roman literature in translation, art, architecture and other archaeological remains. The structure of the course is chronological, but we will examine major themes across time and space, which may include the development of Roman literature out of and in response to Greek culture; the effects of the civil wars and the resulting political change from a republic to a monarchy; the cultural, religious and/or military aspects of the Roman empire and its immediate aftermath; Roman conceptions of gender, sexuality, slave and free status, citizenship and/or ethnicity, and how these social categories were used to legitimize or exercise power. Alternate years. (4 credits)

123 INTRODUCTION TO ARCHAEOLOGY

This course introduces students to archaeology, the study of the material remains of human culture. Students will explore the history of the discipline and profession, its basic methods and theories, and the political and ethical dimensions of modern archaeological practice. Students learn to examine and interpret evidence using specific examples, from artifacts to sites to regions. Every year. (4 credits)

127 WOMEN, GENDER AND SEXUALITY IN ANCIENT GREECE AND ROME (Approved for Humanities and Media and Cultural Studies and Women's, Gender and Sexuality Studies)

This course investigates contemporary approaches to studying women, gender and sexuality in history, and the particular challenges of studying these issues in antiquity. By reading ancient writings in translation and analyzing art and other material culture, we will address the following questions: How did ancient Greek and Roman societies understand and use the categories of male and female? Into what sexual categories did different cultures group people? How did these gender and sexual categories intersect with notions of slave and free status, citizenship and ethnicity? How should we interpret the actions and representations of women in surviving literature, myth, art, law, philosophy, politics and medicine in this light? Finally, how and why have gendered classical images been re-deployed in the modern U.S.—from scholarship to art and poetry? Alternate years. (4 credits)

129 GREEK MYTHS FROM TROY TO HOLLYWOOD

This course studies some of the world's great storytellers—the ancient Greeks. First, we read from translations of Greek poetry to become familiar with the key figures and events in mythology, including the Olympian gods and their origins, the major heroes, and the Trojan War. Then we explore more broadly the adaptable nature of these myths and the variety of forms in which the Greeks told stories, from epic and personal poetry to philosophy, drama, sculpture and vase painting. At the same time, we investigate the ways in which moderns have interpreted these stories. We analyze myths using Freud's psychoanalytical techniques, as folklore and ritual, and through theoretical perspectives including structuralism, new historicism and feminism. Finally, we investigate the later life of Greek myths, focusing on how and why these stories have been retold by the Romans, later European authors and artists, American film makers and playwrights, and science fiction writers. Alternate years. (4 credits)

135 ROME AND INDIA (Same as Religious Studies 135)

This course is taught jointly between the department of classics and the department of religious studies, by a specialist in the Roman East and a specialist in classical India. We will start on either side of this world, with Alexander the Great and Ashoka, exploring the relationship between empire and religion from Rome to India in the world's crossroads for the thousand years between Alexander and the rise of Islam. Alternate years. (4 credits)

145 PAGANS, CHRISTIANS & JEWS IN CLASSICAL ANTIQUITY: CULTURES IN CONFLICT (Same as Humanities and Media and Cultural Studies 145 and Religious Studies 145)

This course studies the interaction of Jewish, Christian, and pagan cultures, and the protracted struggle for self-definition and multi-cultural exchange this encounter provoked. The course draws attention to how *the other* and cultural and religious difference are construed, resisted, and apprehended. Readings include Acts, Philo, Revelation, I Clement, pagan charges against Christianity, *Adversus Ioudaios* writers, the *Goyim* in the Mishna, and apologetic literature. Alternate years. (4 credits)

155 JANUARY IN ROME: THE ART, ARCHAEOLOGY, AND TOPOGRAPHY OF ANCIENT ROME

A survey and tour of the major spaces, surviving monuments and artifacts of the city of Rome from the earliest occupation of the Palatine around 1000 BCE to the first major Christian buildings in the 4th century CE. Students learn architectural building techniques, systems of dating based on types of stone and brickwork, problems in identifying surviving buildings, the iconography of Roman political sculpture, and issues of Roman copying and reuse of original Greek art. We consider the incorporation of Roman monuments into subsequent architecture, including Fascist political (re)use of archaeology, as well as problems of conservation in the context of the modern city. Finally, visits to the excavated cities of Pompeii and Ostia make visible the lives and activities of those lost in the literary record, including women and slaves. Alternate years. (2 credits)

160 INTRODUCTION TO ANCIENT AND MEDIEVAL ART (Same as Art 160)

This course surveys the visual and material culture of Europe and the Middle East from the Paleolithic through the late Medieval period. We consider the material remains of Prehistoric Europe, the Ancient Near East, Egypt, the Aegean, Greece, Etruria, and Rome; early Christianity, Judaism and Islam; and Early Medieval, Romanesque and Gothic Europe from a contextual perspective, in order to recover the meanings of works of art within the cultures that produced them. A special focus is placed on the appropriation of these objects and images in later Western culture. Fall semester. (4 credits)

230 ANCIENT AND MEDIEVAL PHILOSOPHIES (Same as Philosophy 230)

A study of major philosophers of ancient Greece, Rome and the medieval period, including the Pre-Socratics, Plato, Aristotle, Epicurus, the Stoics, Augustine, Anselm, and Aquinas. Every year. (4 credits)

Intermediate and Advanced Courses

(Note prerequisites for each.)

258 CITIES AND SANCTUARIES IN THE GRECO-ROMAN WORLD (Same as Art 258)

This course examines the development and the architecture of ancient cities and sanctuary sites, as well as the archaeological methods used to uncover them. The course focuses on the political, ideological, and religious importance of art, architecture and landscape, and how scholars interpret the inhabited environment. The political use of space, the city as an institution, and the interpretation of material culture are prominent issues in the course. Prerequisite: 123 Introduction to Archaeology, 160 Introduction to Classical Art, 155 January in Rome, or permission of the instructor. Alternate years. (4 credits)

271 STUDIES IN ARCHAEOLOGY

An intensive study of a selected site, period, medium, method, region or topic in the interpretation of the visual and material culture of the ancient Mediterranean. This course emphasizes the proper application of descriptive schemes, analytical methods, and interpretive approaches used in the field of archaeology. Recent topics include Archaeology of the Aegean Bronze Age and Gender in Archaeology. Prerequisite: 123 Introduction to Archaeology, 160 Introduction to Classical Art, 155 January in Rome, or permission of the instructor. May be repeated for credit. Alternate years. (4 credits)

272 STUDIES IN CLASSICAL CIVILIZATION

An intensive study of a selected period or theme in ancient Mediterranean history, society or literature. This course emphasizes the critical evaluation of primary and secondary sources and trains students to conduct research by introducing them to the materials and methods used in the field of Classics. Recent topics include Alexander and the Hellenistic World, Imperial Women, and The Dead Sea Scrolls. Prerequisite: Classics 121 Greek World, 122 Roman World, 127 Women, Gender & Sexuality, 129 Greek Myths or 145 Pagans, Christians & Jews, or permission of the instructor. May be repeated for credit. Every year. (4 credits)

488 JUNIOR/SENIOR SEMINAR IN ARCHAEOLOGY

This seminar for junior and senior majors explores a major topic in the field of archaeology at the advanced level. The purpose of the seminar is to provide a core intellectual experience that integrates different methodological and theoretical approaches to visual and material culture. Students will evaluate primary evidence and relevant scholarship both past and present. Those who also conduct independent research and present it either in written or oral form can earn an additional two credits. Prerequisite: major standing, Classics 258 Cities and Sanctuaries or 274 Studies in Archaeology, or permission of the instructor. Alternate years. (2 or 4 credits)

489 JUNIOR/SENIOR SEMINAR IN CLASSICAL CIVILIZATION

This 2-credit course provides junior and senior majors the opportunity to work at an advanced level by engaging with some of the latest work in the field of classics and with each other. Students and faculty collaborate to select an appropriate topic or topics. Participants discuss and evaluate current scholarship on the literature, history and/or culture of the ancient Mediterranean. Students who also conduct independent research and present it either in written or oral form, or who read relevant course materials in the original Classical language, can earn an additional two credits. Prerequisites: major standing and a classics course at the 200 level or higher, or permission of the instructor. Alternate years. (2 or 4 credits)

604 TUTORIAL

Prerequisite: permission of the instructor. Every semester. (1–4 credits)

614 INDEPENDENT PROJECT

Prerequisite: permission of the instructor. Every semester. (1–4 credits)

624 INTERNSHIP

Previous coursework in department required, as well as permission of the instructor. Every semester. (1–4 credits)

634 PRECEPTORSHIP

Prerequisite: permission of the instructor. Every semester. (1–4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the Senior honors project. Every semester. (1–4 credits)

Arabic

113, 214 ELEMENTARY ARABIC I & II

In this two semester program, students learn to read, write and converse in Modern Standard Arabic, the form of Classical Arabic used in contemporary news media, documents, literature, education and religious practice in the many countries of the Arab world. The purpose of this course is to develop beginning students' proficiency and communication in the four basic language skills: listening, speaking, reading, and writing. Students will also participate in tutorials and/or practice labs. Every year. (4 credits each semester)

Greek

115, 235 ELEMENTARY GREEK I & II

This two semester program introduces students to ancient Greek, the language of Greece, Asia Minor, and the Hellenistic world, including several Jewish and early Christian writers. Students will learn the grammar and vocabulary necessary for reading Greek literature and documents of many periods. During the second term, students begin to read extended prose, such as passages from Plato, Xenophon, the New Testament or documentary sources. Students will also participate in tutorials and/or practice labs. Every year. (4 credits each semester)

261 INTERMEDIATE GREEK: PROSE

This third course in the ancient Greek language sequence involves review of basic grammar and extensive reading in works of ancient prose. Students will build familiarity with forms and vocabulary while gaining confidence as readers and an appreciation for ancient literature. Authors may include Plato, Herodotus, Attic orators, or Lucian. Prerequisite: Classics 235 or equivalent. Every fall. (4 credits)

362 INTERMEDIATE GREEK: POETRY

This fourth course in the ancient Greek language sequence involves extensive reading in works of ancient poetry. Students will work toward mastery of grammar and vocabulary while exploring the formal, artistic and cultural dimensions of poetic composition. Most often readings will be from the Homeric epics (Iliad or Odyssey), but other works may be taught, including tragedy, comedy or lyric. Prerequisite: Classics 261 or equivalent. Every spring. (4 credits)

487 ADVANCED READING IN GREEK

Students who pursue ancient Greek at the advanced level will study closely one or more works and explore relevant problems in literary or textual criticism, linguistic, social or cultural history, and/or reception. Prerequisite: Classics 362 or equivalent. Offered upon consultation with department. (4 credits)

604 TUTORIAL

Prerequisite: permission of the instructor. Every semester. (1–4 credits)

614 INDEPENDENT PROJECT

Prerequisite: permission of the instructor. Every semester. (1–4 credits)

Hebrew

117, 218 ELEMENTARY HEBREW I & II

An introduction to the language and literature of classical Hebrew. The study of grammar and vocabulary is supplemented with practice in oral recitation and aural comprehension. Basic biblical texts are analyzed and translated, including selections from the books of Genesis and Ruth. Alternate years. (4 credits each semester)

237 INTERMEDIATE HEBREW I

Hebrew prose selections from the Bible, Dead Sea Scrolls and Rabbinic parables. Translation of texts will be supplemented with grammar review. Students will gain facility with such tools as the lexicon, commentary and critical apparatus and will become familiar with critical trends in contemporary research. Prerequisite: Classics 218 or equivalent. Alternate years. (4 credits)

338 INTERMEDIATE HEBREW II

The final semester in the two-year survey of the Hebrew language from ancient to modern. Students will read selections from the Biblical books of poetry such as Ecclesiastes, Song of Songs, and Psalms. The second half of

the semester is devoted to modern conversational Hebrew. Prerequisite: Classics 237 or equivalent. Alternate years. (4 credits)

604 TUTORIAL

Prerequisite: permission of the instructor. Every semester. (1–4 credits)

614 INDEPENDENT PROJECT

Prerequisite: permission of the instructor. Every semester. (1–4 credits)

Latin

111, 212 ELEMENTARY LATIN I & II

This two-term sequence introduces the grammar and vocabulary of Latin, the language of the ancient Romans. Students learn through reading adapted passages, by breaking down grammatical structures into recognizable patterns, and through tutorials and drills. We aim to cover all basic grammar by the end of the year. In the second semester, students begin to read easy Latin such as the Bible, Pliny, Cornelius Nepos and/or Caesar. Every year. (4 credits each semester)

231 INTERMEDIATE LATIN: PROSE

A thorough review of Latin grammar followed by a study of a Roman prose author or authors. Students build reading skills while gaining an appreciation for the literary and cultural aspects of Latin prose. Particular texts to be studied may include Petronius' *Satyricon*, the letters and/or speeches of Cicero, letters of Pliny, or Livy's *History of Rome*. Prerequisite: Classics 212 or equivalent. Every fall. (4 credits)

332 INTERMEDIATE LATIN: POETRY

A course in the poetic literature of the Republican and/or Augustan Ages with concentrated study on one or two authors. Students work toward grammatical and lexical mastery while learning about the forms, styles and cultural aspects of Latin poetry. Authors to be studied may include Plautus, Catullus, Horace, Vergil, or Ovid. Prerequisite: Classics 231 or equivalent. Every spring. (4 credits)

483 ADVANCED READING IN LATIN

Students who pursue Latin at the advanced level will study closely one or more works and explore relevant problems in literary or textual criticism, linguistic, social or cultural history, and/or reception. Authors may include Tacitus, Seneca, Apuleius, Juvenal, Martial or others. Prerequisite: Classics 332 or equivalent. Alternate years. (4 credits)

604 TUTORIAL

Prerequisite: permission of the instructor. Every semester. (1–4 credits)

614 INDEPENDENT PROJECT

Prerequisite: permission of the instructor. Every semester. (1–4 credits)

Cognitive and Neuroscience Studies

Full Time Faculty: Janet Folina (Philosophy), Susan Fox (Mathematics/Computer Science), Brooke Lea (Psychology)

Part Time Faculty: Joy Laine (Philosophy)

Program Director: Eric Wiertelak (Psychology)

As a term, *The Neurosciences* refers to an expanding interdisciplinary collective of theory, methods, and technology from across science and other disciplines, applied to the examination the evolution, development, structure (both physical and organizational, as in artificial intelligence, computational and theoretical modeling), functions (including adaptive mechanisms, cognitive, systems, and philosophical approaches), pharmacology, clinical assessment, and pathology of nervous systems in order to further understand how thought and behavior develop, are organized, and maintained. The *Cognitive and Neuroscience Studies* major, therefore, provides a broad multidisciplinary introduction to the study of the brain, mind and behavior. The

completion of this interdisciplinary foundation and selected focused coursework, through completion of an *approved emphasis* from one of the participating departments, enables the student to study the mind and nervous system from a variety of perspectives based on the student's own interests in this field.

General Distribution Requirement

Cognitive and Neuroscience Studies 180, 244, 246, 248, and 484 count toward the mathematics and natural science requirement, and 362 counts toward the humanities requirement.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

The cognitive and neuroscience studies major consists of three primary components: 1) completion of 5 foundation courses, 2) completion of a 7 course core curriculum required for all cognitive and neuroscience studies majors, and 3) a 5 or 6 course emphasis (described below) in mathematics, computer science, philosophy, OR psychology depending on the interests and future goals of the student*. The core curriculum for cognitive and neuroscience studies draws from introductory, intermediate and advanced courses in biology, mathematics, computer science, philosophy, and psychology, as well as prerequisite courses. The senior capstone experience in cognitive and neuroscience studies is satisfied by successful completion of an approved research experience (e.g., CNS 300) and the Senior Seminar (2 semesters) in cognitive and neuroscience studies. The student, in consultation with his/her advisor, chooses courses in his/her emphasis from approved coursework in one of the participating departments.

* Students interested in a more in-depth study of neurobiology and neurochemistry or who plan to pursue a career as a biomedical scientist should also consider the major in biology with an emphasis in neurobiology. (See biology section of this catalog.)

Specific Requirements for the Cognitive and Neuroscience Studies Major

Five foundation courses are required of all majors: Biology 260 and 265; Chemistry 112; Mathematics 153 or 154*; and Computer Science 120, 121 or 123**.

* Students completing the Psychology Emphasis satisfy this requirement by completion of Psychology 201.

** Students select the course that will serve as the appropriate prerequisite for the computer science course selected from the list in 3 below.

Seven Cognitive and Neuroscience Studies Core Courses:

1. Cognitive and Neuroscience Studies 180: Brain, Mind, and Behavior (*introductory course*)

2. Biology 255: Cell Biology & Genetics Laboratory (completed in conjunction with either of the Biology foundation courses, 260 or 265)

3. One of: Computer Science 365: Scientific Computation; Cognitive and Neuroscience Studies 484: Introduction to Artificial Intelligence

4. Cognitive and Neuroscience Studies 362: Philosophy of Mind

5. Cognitive and Neuroscience Studies 248: Behavioral Neuroscience

6. Cognitive and Neuroscience Studies 300: Directed Research*

* The Directed Research experience should be defined in part by the discipline of emphasis for the cognitive and neuroscience studies major and focus on a neuroscience-related topic. It should culminate in the creation of a research paper that is modeled after professional publications in the student's area of emphasis.

7. Capstone Experience

A capstone experience of either the cognitive and neuroscience studies senior seminar or, with approval of the student's advisor and director of the cognitive and neuroscience studies program, an advanced independent project.

Cognitive and Neuroscience Studies 488: Senior Seminar (taken twice)

Required Emphasis in a Participating Department

Completion of an emphasis in one of the participating departments (mathematics, computer science, philosophy, or psychology) is required of all cognitive and neuroscience studies majors to provide depth. Typical course sequences are listed below. Students should select an advisor from within their chosen emphasis and work closely with the advisor in selecting appropriate courses for their particular emphasis.

Computer Science Emphasis (5 courses)

Computer Science 124: Computer Science II
Computer Science 221: Algorithm Design and Analysis
Computer Science 240: Computer Systems Organization

Two of the following 4 courses:

Computer Science 345: Computer Graphics*
Computer Science 369: Discrete Applied Mathematics**
Computer Science 445: Parallel Processing
Cognitive and Neuroscience Studies 484: Introduction to Artificial Intelligence***

* Comp 345 also requires Math 236 or Math 237
** Comp 369 also requires Math 136 and Math 379
*** if not selected as core course

Mathematics Emphasis (6 courses)

Mathematics 135: Applied Calculus
Mathematics 312: Differential Equations*
One of the following 2 courses:
Mathematics 236: Linear Algebra
Mathematics 237: Multivariable Calculus

One of the following 2 courses:

Computer Science 121: Introduction to Scientific Programming

Computer Science 123: Computer Science I

Two of the following 4 courses:

Mathematics 432: Mathematical Modeling
Mathematics 437: Continuous Applied Mathematics
Mathematics 469: Discrete Applied Mathematics**
Cognitive and Neuroscience Studies 484: Introduction to Artificial Intelligence

* Math 312 also requires Mathematics 237
** Mathematics 469 also requires Mathematics 136 and 379

Philosophy Emphasis (5 courses)

One of the following 2 courses:

Philosophy 119: Critical Thinking
Philosophy 120: Introduction to Symbolic Logic

Plus both:

Philosophy 125: Ethics
Philosophy 231: Modern Philosophy

Two of the following 5 courses:

Philosophy 227: Bioethics
Philosophy/Mathematics 369: Advanced Symbolic Logic
Philosophy 360: Philosophy of Science
Philosophy 365/Math 265: Philosophy of Mathematics
Philosophy/Linguistics 364: Philosophy of Language

Psychology Emphasis (5 courses)

Psychology 202: Research in Psychology II

Three of the following courses:

Psychology 252: Distress, Dysfunction, and Disorder: Perspectives on the DSM
Psychology 240: Principles of Learning and Behavior
Psychology 242: Cognitive Psychology
Psychology 244: Cognitive Neuroscience
Psychology 246: Exploring Sensation and Perception
Biology 356: Cellular and Molecular Neuroscience

One of the following 3 courses:

Psychology 378: Psychology of Language
Psychology 486: Seminar in Neuropharmacology
Psychology 488: Senior Seminar (Approved sections only. Not all offerings will meet this requirement.)

COURSES

180 BRAIN, MIND, AND BEHAVIOR (Same as Psychology 180)

A multidisciplinary investigation of behavior and the nervous system. Particular emphasis is placed on human processes of perception, cognition, learning, memory, and language. This course serves as the introductory course in the cognitive and neuroscience studies program. Prerequisite: Psychology 100 or permission of the instructor. Fall semester. (4 credits)

244 COGNITIVE NEUROSCIENCE (Same as Psychology 244)

An inquiry into the mechanisms by which the nervous system supports higher mental functions, drawing on a variety of disciplines including cognitive psychology, neurobiology, computer science, linguistics, and philosophy. Discussion topics include perception, attention, learning, memory, language, executive function, emotion, development, social cognition, and consciousness. The laboratory will introduce empirical research techniques commonly employed in cognitive neuroscience research, with emphasis on the anatomy and physiology of the neocortex, and will provide an opportunity to develop a variety of student participatory research projects. Prerequisites: Psychology 100 (Introduction to Psychology) and Cognitive and Neuroscience Studies 180 (Brain, Mind, and Behavior) or Biology 112 (Enchanted Cortex) or Biology 367 (Human Physiology). Fall semester. (5 credits)

246 EXPLORING SENSATION AND PERCEPTION (Same as Psychology 246)

An examination of the processes of sensation and perception. While the course features a strong emphasis on neurophysiology of sensation, classical approaches to the study of perception will also figure prominently. Particular emphasis will be placed on vision and somatosensation, including pain processes. Lecture and weekly 3.5 hour investigatory laboratory. Prerequisites: Psychology 100 or Psychology 180/Cognitive and Neuroscience Studies 180 and permission of the instructor. Not offered 2008–2009. (5 credits)

248 BEHAVIORAL NEUROSCIENCE (Same as Psychology 248)

An examination of the role of the nervous system in the control of behavior. While the course features a systems approach to the investigation of sensory and perceptual mechanisms, molecular and cellular components of the nervous system will also be discussed in the context of course topics. Particular emphasis is given to the nature of learning and memory processes, motivation, emotion, homeostasis, cognition, and human neuropsychology. The laboratory will be used for a variety of instructor-demonstrative and student participatory research and laboratory activities in behavioral neuroscience. Prerequisites: Cognitive and Neuroscience Studies 180 or Biology 163 or 205 or 367. Spring semester. (5 credits)

300 DIRECTED RESEARCH IN COGNITIVE AND NEUROSCIENCE STUDIES

Students are involved and guided in conducting research within specific content areas approved by the supervising faculty. Research may be conducted individually or in small groups depending on the content area. Research groups meet regularly for presentation of background material, discussions of common readings, and reports on project status. Directed research is typically taken in the junior year and is open only to declared majors. Students will be assigned to sections by the supervising faculty. Prerequisites: Cognitive and Neuroscience Studies 180 and permission of instructor. Every semester. (4 credits)

362 PHILOSOPHY OF MIND (Same as Philosophy 362)

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 Paul and Patricia Churchland, Antonio Damasio, Daniel Dennett, Owen Flanagan, Derek Parfit, Marya Schechtman, John Searle and Kathleen Wilkes. Prerequisite: permission of the instructor. Alternate years; next offered Fall 2008. (4 credits)

484 INTRODUCTION TO ARTIFICIAL INTELLIGENCE (Same as Computer Science 484)

An introduction to the basic principles and techniques of artificial intelligence. Topics will include specific AI techniques, a range of application areas, and connections between AI and other areas of study (i.e., philosophy, psychology). Techniques may include heuristic search, automated reasoning, machine learning, deliberative planning and behavior-based agent control. Application areas include robotics, games, knowledge representation, logic, perception, and natural language processing. Prerequisites: one of Computer Science 120, 121, or 123, and Cognitive and Neuroscience Studies 180; or consent of instructor. Alternate fall semesters; next offered Fall 2008. (4 credits)

488 SENIOR SEMINAR IN COGNITIVE AND NEUROSCIENCE STUDIES

This two-semester seminar provides an integrative view of neuroscience through study and discussion of current works arising from major sub-areas of the field. The seminar will generally follow a three-week cycle throughout the year. In the first week, students will read and discuss papers by an outside researcher from a discipline related to the program. In the second week, students will attend a talk given by that researcher. In the third week, students will critically discuss the research presented and consider how that work relates to work in other areas of neuroscience as well as their particular area of emphasis. Students will be expected to present to the group the research they themselves did in the research experience component of the major. Open to seniors; students must register for the course in both the fall and spring semesters. (2 credits each semester)

604 TUTORIAL

Prerequisite: permission of the instructor. Every semester. (4 credits)

614 INDEPENDENT PROJECT

This course provides an opportunity to pursue independent research or study on a topic in the field of neuroscience. This may be done with a faculty member at Macalester or at another college or university under direct supervision. Students must have the appropriate academic and coursework background before an independent study will be approved. Prerequisite: sponsorship by a cognitive and neuroscience studies program faculty member. Every semester. (4 credits)

634 PRECEPTORSHIP

This preceptorship offers an opportunity for advanced students to become more involved in neuroscience courses by assisting faculty with teaching, particularly in laboratory settings. Prerequisite: permission of the instructor. Every semester. (4 credits)

Computer Science

Please see the Department of Mathematics and Computer Science for courses in Computer Science.

Economics

Full Time Faculty: Amy Damon, Liang Ding, T. Jeffery Evans, J. Peter Ferderer, Gary Krueger (Chair), Karine Moe, Raymond Robertson, Vasant Sukhatme, Sarah West

Part Time Faculty: Paul Aslanian, Karl Egge, Lisa Giddings, Joyce Minor

Managing Editor, The Journal of Economic Perspectives: Timothy Taylor

The purpose of the department of economics is to develop basic analytical skills which contribute toward the understanding of our own and other economic systems, which serve as a valuable foundation for advanced studies in the fields of economics, business and law, and which are necessary for making sound decisions in business or government careers.

Career Paths

The curriculum is designed both to meet the needs of those students who are preparing for advanced study in graduate and professional schools as well as those who, upon graduation, intend to start a career, nationally or internationally, in business, government or public service. The optimal choice of electives, both in the department and outside of it, will differ depending on the direction in which the student is aiming. The department publishes a brochure (Career Paths) designed to help students make this choice. Students are urged to consult this brochure and discuss it with their departmental advisor before deciding on their major plan.

Internship Program

The department actively collaborates with the Internship Office in creating off-campus internships, mostly with Twin Cities business firms. In some internships students receive payment for their work as well as academic credit.

The Bureau of Economic Studies

The Bureau provides support for faculty and student research. It sponsors visiting speakers and provides various means of contact between the college and the Twin Cities business community. It publishes a series of occasional papers and sponsors a student-run and student-edited *Journal of Economics.*

Honor Society

Outstanding academic achievement makes students in economics eligible for membership in Omicron Delta Epsilon, a national honor society in economics.

The Macalester Investment Group (MIG)

The Macalester Investment Group manages the "Tartan Fund," which is comprised of Economics Department alumni donations. This student run fund currently valued at over $25,000 was launched in 2001. MIG also conducts tutorials and seminars in order to introduce students to the world of investing. MIG typically meets weekly and is open to everyone.

Study Abroad

The department actively collaborates with the International Center in creating opportunities for study abroad.

Economics Laboratory

A computer laboratory adjacent to department offices, one of the first on campus, is used for econometrics and other economics courses as well as by students working on individual projects. The lab is equipped with 22 iMac computers with specialized spreadsheet and statistical software; computers are connected to the campus information network, through which students may also make use of internet resources.

The Journal of Economic Perspectives

The Journal of Economic Perspectives is published quarterly by the American Economic Association. The journal's mission is to communicate recent developments across the many specialized fields of economics. The journal has a worldwide circulation of 20,000 individual economists and 5,000 library and institutional subscriptions, making it the most widely circulated journal in academic economics.

General Distribution Requirement

All courses in the economics department count toward the general distribution requirement in social science with the exception of Economics 108 (which counts toward the math/natural science distribution requirement), 444, and internships, independents, preceptorships and courses in investments and accounting (110, 113, 353).

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

The major concentration in economics requires a minimum of eight courses within the department plus the department's capstone experience and two required courses in mathematics. Required courses for the major are Economics 113, 119, 361, 371, and 381. In addition, the major requires a minimum of three elective courses: one course at the 200 level plus two courses above that level, at least one of which must be numbered above 400. Math courses required for an economics major are Math 135 (Applied Calculus)or Math 237 (Multivariable Calculus) and either Math 153 (Data Analysis and Statistics) or 154 (Elementary Statistics) or 155 (Introduction to Statistical Modeling); neither of these may be taken on a S/D/NC ("Pass/Fail") basis. The department encourages students who intend to major in economics to take Math 155 (Introduction to Statistical Modeling).

Topics Courses

Topics courses, which by college convention carry the number 194, 294, 394, or 494, may be taught at all levels of difficulty. Those topics courses for which only Economics 119 is prerequisite are the equivalent of 200 level courses for purposes of fulfilling the major requirements. Those for which a 200 level course is prerequisite are the equivalent of 300 level courses. Those for which Economics 361, 371, and/or 381 are prerequisite are generally classified as the equivalent of 400 level courses. Information on these classifications is included in Topics course descriptions or may be obtained from the department chairperson.

Capstone Experience

The capstone experience requirement in economics may be satisfied by any *one* of the following: (a) an approved course in the 400s; (b) an approved topics course; (c) an independent project that includes a major paper; or (d) an honors thesis. (This capstone experience is *in addition to* the eight courses within the department required for the major and is to be undertaken during the senior year.)

Minor Concentration

The minor concentration in economics requires a minimum of six courses within the department and Math 135 (Applied Calculus). Math 135 may not be taken on an S/D/NC ("Pass/Fail") basis.

The following three courses within the department are required: 119, 361, 371. The minimal number of three electives is subject to the following constraints: a) one must be in the 200s; b) neither of the other two may have a number below 300 and only one of them may have a number in the 600s.

Course Numbering

The logic behind the departmental numbering of courses is as follows: courses in the 100s have no prerequisite; courses in the 200s have Economics 119 as the sole prerequisite; courses in the 300s and 400s have prerequisites other than 119 (and sometimes 119 as well). The 300 level courses that are required for both a minor and major in economics are Economics 361 (Intermediate Microeconomic Analysis), Economics 371 (Intermediate Macroeconomic Analysis) and Economics 381 (Introduction to Econometrics). Some or all of these courses are required for the 400 level courses. Some of the intermediate level electives (e.g., Economics 342, Economics of Poverty in the US) require Economics 119 and a 200-level course, but not

all do. The category of 600s is reserved for independent projects, internships and preceptorships.

Honors Program

The economics department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the economics department are available from either the department office or the Dean of Academic Programs.

Topics courses

194, 294, 394, 494

Topics courses offered in recent years have included: Economics for the Citizen; Introduction to Securities Analysis; and Applied Economics; and Real Estate Finance and Housing in the U.S. Information on topics courses to be offered in 2008–2009 may be obtained from the department office, and will be posted as part of the class schedule prior to registration. (4 credits)

COURSES

108 QUANTITATIVE THINKING FOR POLICY ANALYSIS (Same as Mathematics 108)

Students will learn related approaches to collecting, interpreting, and presenting quantitative information in the context of specific public policy issues such as immigration, globalization, discrimination, health care, and environmental issues. The course will build on familiar numerical, statistical, and logical skills. No prerequisites. Every semester. (4 credits)

110 INVESTMENTS

The primary goal of this course is to enable students to become informed and intelligent investors in the area of stocks, bonds, and mutual funds. We will also attempt to answer the question: Is it possible to predict changes in stock prices or are they determined only by random events? Other topics covered include ethical investing, international investing, and green investing. Emphasis will be on group learning, oral presentations, and the case study approach. This course is intended for non-economics majors and does not count for credit toward an economics major. Next offered 2008–2009. (4 credits)

113 FINANCIAL ACCOUNTING

Accounting is the language of business. One of the objectives of this course is to learn that "language." The emphasis will be on understanding financial statements both for profit and non-profit organizations. International accounting, ethics and investment decisions are also covered. This course is designed for students who desire an understanding of the elements of accounting as a component of a liberal arts education as well as for those who would like to study further in accounting or business. No prerequisite. Every semester. (4 credits)

119 PRINCIPLES OF ECONOMICS

A one-semester introduction to the basic tools of micro- and macroeconomic analysis. Microeconomics deals with consumers, firms, markets and income distribution. Macroeconomics deals with national income, employment, inflation and money. No prerequisite. Every semester. (4 credits)

221 INTRODUCTION TO INTERNATIONAL ECONOMICS

This course explores the theoretical foundations and empirical realities of international trade flows, commercial policies (tariffs, quotas, etc.) and international finance. The course emphasizes the welfare implications of international trade and commercial policies and links these to discussion of disputes over international trade agreements. The international finance portion of the course covers the foreign exchange market, balance of payments analysis and an introduction to open economy macroeconomics. Recommended for students majoring in international studies. Prerequisite: Economics 119. Every year. (4 credits)

225 COMPARATIVE ECONOMIC SYSTEMS (Same as International Studies 225)

This course examines the workings of economic systems from the perspective of the incentives facing the firm and consumer. The course provides an introduction to the economics of information and organization which is used to evaluate resource allocation under the specific institutional environment of different economic systems. Our understanding of the incentive system is then used to evaluate the overall economic system. The focus of the course is primarily on the U.S. economy, Japan and the former Soviet Union/Russia. As time permits the

course may examine China, Germany and Central Europe. Prerequisite: Economics 119. Next offered Spring 2009. (4 credits)

227 ADAM SMITH AND KARL MARX

The objective of this course is to study the lives and the original writings of two of the most important scholars in the history of economic thought. Adam Smith, the patron saint of laissez-faire capitalism, was the founding father of modern economics, as well as the intellectual predecessor of Marx. Marx's historical and political vision embraced an equally large panorama. Prerequisite: Economics 119. Alternate years; next offered Spring 2010. (4 credits)

231 ENVIRONMENTAL ECONOMICS AND POLICY (Same as Environmental Studies 231)

This course analyzes the economics of public policy toward the environment. It examines the problem of market failure in the presence of externalities and public goods, and considers policy responses to these market failures, including command-and-control regulations, tax and subsidy incentives, and marketable pollution permits. These policies are examined in the context of, for example, urban air pollution, ozone depletion and global warming, water pollution, municipal and hazardous waste, threats to biodiversity, and economic development. Particular attention is paid to methods of quantifying the benefits and costs of environmental protection. Prerequisite: Economics 119. Next offered Fall 2008. (4 credits)

242 ECONOMICS OF GENDER

This course uses economic theory to explore how gender differences lead to different economic outcomes for men and women, both within families and in the marketplace. Topics include applications of economic theory to 1) aspects of family life including marriage, cohabitation, fertility, and divorce, and 2) the interactions of men and women in firms and in markets. The course will combine theory, empirical work, and analysis of economic policies that affect men and women differently. Prerequisite: Economics 119. Next offered Spring 2009. (4 credits)

252 ECONOMICS OF NOT-FOR-PROFIT

This course focuses on the economics of not-for-profit institutions. The course will deal with both underlying theoretical concepts and their applicability to Macalester College. Indeed, the college will provide the framework for the course. Using the tools of economic analysis acquired in the Principles course, we will examine the mission/purpose/aims of the college and how they relate to governance (the interplay between the Board of Trustees, the President and his/her staff, the various faculty/staff committees, students, and other constituencies); planning and goal setting; resource allocation (both operating and capital budgets); the interplay between human capital, financial capital, and physical capital; agency matters and incentives; and the issues that must be confronted in deciding whether to spend more from the endowment now vs later. We will also study how not-for-profits tend to self-evaluate their progress and how external evaluating methodologies (eg U.S.News) might influence all of the above. Next offered 2009–2010. (4 credits)

256 INTRODUCTION TO INVESTMENT BANKING

This course will provide a one semester overview of investment banks. The role of equity capital markets, debt capital markets, research, sales and trading, and investment banking will be covered. Basic corporate finance techniques will be introduced. Current financial issues in the business world will be reviewed. Classroom work, case studies, and outside speakers will be utilized. The key objectives of this course are for students to obtain a solid understanding of the various disciplines within the investment banking field and to prepare themselves for interviews and internships. The course is well suited for students who are contemplating a career in investment banking, banking, or corporate finance. Prerequisites: Economics 113 and Economics 119. Next offered Fall 2008. (4 credits)

323 ECONOMIC RESTRUCTURING IN LATIN AMERICA (Same as International Studies 323)

This course uses economic principles to examine the transition from Import Substitution Industrialization to trade liberalization in Latin America. The goal of the course is to understand the economic antecedents to free trade as well as the resulting impact on workers and resource allocation. The course also addresses peripheral aspects of economic restructuring, such as the drug trade, migration, and the maquiladora industry. Requires an Economics 200 level course, Economics 221 preferred. Next offered Spring 2009. (4 credits)

325 CHINA, RUSSIA AND CENTRAL EUROPE IN TRANSITION (Same as International Studies 325)

This course surveys the theoretic and empirical literature on Soviet-style central planning and the transition to a market economy. The economic history of central planning is examined with emphasis on the experience of the Soviet Union and its variants in Eastern Europe and China. The tool of analysis is the branch of economics known as the economics of organization and information, which will be used to analyze the operation, strengths, and limitations of central planning. The legacy of central planning forms the backdrop for an examination of the transition to a market economy. Prerequisites: Economics 119 and one 200s level Economics course; Economics 221 or 225 are recommended. Alternate years; next offered 2009–2010. (4 credits)

342 ECONOMICS OF POVERTY IN THE US

This course focuses on the economic aspects of poverty and inequality in the United States. The course utilizes economic theory and empirical research to analyze the determinants of, and potential strategies to overcome poverty and inequality. Topics include measurement and trends of poverty and inequality, labor markets, education, discrimination, residential segregation, and immigration. The course also investigates the role of public policy in fighting poverty and inequality. Prerequisites: Economics 119, and one Economics 200 level course. Next offered Fall 2008. (4 credits)

353 MANAGERIAL ACCOUNTING

Planning is the key to business success. How do firms plan for the future? Setting objectives and budgets. Evaluating and rewarding employee performance. Controlling inventory, cash budgeting, and capital budgeting. Extensive use of case studies and group work. Prerequisite: Economics 113 or permission of instructor. Next offered Spring 2009. (4 credits)

356 CAPITAL MARKETS

The structure, operation, regulation and economic role of financial markets and institutions; fundamental security analysis and present-value techniques; forecasts of earnings and analysis of yields on stocks and bonds; the portfolio theory and characteristic lines, betas and mutual-fund ratings; futures and options markets. Prerequisites: Economics 113 and 119. Next offered Spring 2009. (4 credits)

361 INTERMEDIATE MICROECONOMIC ANALYSIS

Methodology of economic science; theory of consumer behavior; theory of the firm; market structure and price determination; factor markets and income distribution; general equilibrium analysis. Prerequisites: Economics 119, one Economics 200 level course, and Math 135 or 137. Not open to first-year students except by permission of the instructor. Every semester. (4 credits)

371 INTERMEDIATE MACROECONOMIC ANALYSIS

This course develops in detail theories of the determination of national income, employment and the price level. The foundations and mechanics of neo-classical and Keynesian models of the aggregate economy are studied and modern syntheses of these approaches are explored. Considerable attention will be paid to current behavior of the national economy. Prerequisites: Economics 119, 361 (or permission of the instructor), and Math 135 or 137. Every semester. (4 credits)

381 INTRODUCTION TO ECONOMETRICS

This course investigates the methods economists use to test theories and conduct economic forecasts. This course will provide the student with the ability to design, conduct, and evaluate empirical work in economics and other social sciences. The primary focus of the course is on the final project that consists of a research paper that will integrate library research, economic theory, and econometric analysis. The course will take a "hands on" approach as much as possible with weekly use of the microcomputer in class. Prerequisites: Economics 119, any Economics course in the 200s, Math 135 or 137 and Math 153 or 154 or 155. Every semester. (4 credits)

422 INTERNATIONAL FINANCE IN HISTORICAL PERSPECTIVE

This is a course in open economy macroeconomics and international finance. Special emphasis is placed on the causes and consequences of the international financial system's evolution. The four major international monetary regimes of the twentieth century—the classical gold standard, the interwar gold-exchange standard, the Bretton Woods System, and the floating-rate dollar standard—are explored in chronological order as well as attempts at monetary union in Europe. Topics examined include: 1) exchange rate determination, 2) balance of payments, 3) macroeconomic adjustment, and 4) international monetary institutions. Case studies are used extensively. Prerequisites: Economics 361 and 371. This course will count towards the capstone. Next offered 2009–2010. (4 credits).

424 EFFECTS OF INTERNATIONAL COMPETITION

This course provides an in-depth look at current issues in international trade. The course begins with a more rigorous examination of both classical and "new" trade theories. Then, we explore empirical tests of trade theories, models of outsourcing and production fragmentation, and the literature relating trade and the environment. We also examine the debates over the effect of trade on wages, multilateral versus bilateral trade negotiations, and the relationship between trade and growth. Prerequisites: Economics 361, 371, and 381. This course will count towards the capstone. Alternate years; next offered Spring 2010. (4 credits)

426 INTERNATIONAL ECONOMIC DEVELOPMENT

This course will apply the tools of economic analysis to gain an understanding of economic development problems and their solutions. Patterns of economic development in an historical and dynamic context will be examined. The central role of agriculture and the problem of technological change in agriculture will also be examined. Other topics will include neo-classical growth models, domestic and international economic policies, international trade, foreign aid, external debt, technology transfer, rural-urban migration and income distribution. Prerequisites: Economics 361, 371, and 381. This course will count towards the capstone. Every year; next offered Fall 2008. (4 credits)

431 PUBLIC FINANCE

This course examines the economics of government policy, focusing on taxation and expenditures. It relies on theoretical and empirical research to explore how government affects the allocation of resources and the distribution of income and to characterize optimal government policy. The first portion of the course considers government policy in the presence of public goods or externalities (such as pollution or spillovers from public education) and analyzes the effect of social security and social welfare programs on labor supply, savings, income distribution, and government revenue. The second portion focuses on the distributional burdens of taxation, optimal commodity and income taxation, and current tax debates. Prerequisites: Economics 361, 371, and 381. This course will count towards the capstone. Every year. (4 credits)

442 LABOR ECONOMICS

This course uses theoretical and empirical research to examine the economics of work from both the point of view of the firm and the worker. Economic tools will be used to analyze some of the important issues relevant to labor economics, such as labor force participation, the division of labor within the household, occupational choice, investments in education, minimum wage legislation, wage elasticities, employment-hours tradeoff, labor market discrimination, unions, and job search. Prerequisites: Economics 361 and 381. This course will count towards the capstone. Alternate years; next offered Spring 2009. (4 credits)

444 HONORS SEMINAR

An honors seminar to enhance the senior capstone requirement. Prerequisite: Permission of instructor required. Every fall. (4 credits)

457 FINANCE

This course concentrates on developing and applying economic principles to the decision making process of the firm. Typically the course is taught from the viewpoint of the financial manager of a firm (profit or non-profit). Traditional corporate finance topics will be covered, including: cash flow management, sources of capital, capital budgeting, cost of capital, and financial structure. Recent theoretical developments in the capital asset pricing model and portfolio theory also will be examined. Actual case studies of financial decision making often are included in the course. Prerequisites: Economics 113, 361 and 381. This course does not count towards the capstone. Next offered Fall 2008. (4 credits)

458 ENTREPRENEURSHIP: NEW VENTURES

This course focuses on starting up new businesses. From how to write a business plan to analyzing marketing and finance alternatives, the emphasis is on discovering the common elements in successful, new ventures. Typically a theme for a particular year's class is employed. An analysis of research in entrepreneurship in new ventures is an important element of the course. Guest speakers, student team projects and presentations, and analyses of case studies also are used. Prerequisites: Economics 113 and 361. This course does not count towards the capstone. Next offered 2008–2009. (4 credits)

461 SELECTED TOPICS IN MICROECONOMICS

This course will extend the subject matter of Intermediate Microeconomics, considering both theory and selected applications in four broad areas: (1) Extensions of the theory of choice to considerations of risk and uncertainty, the expected utility hypothesis, and the economics of information; (2) Extensions of the competitive market model to examine the supply of exhaustible resources, airline regulation and deregulation, and rent controls; (3) Extensions of simple, undifferentiated oligopoly theory to examine product differentiation, game theory, and contestable markets; and (4) Extensions of the theory of factor markets to study discrimination in the labor market, the negative income tax, and the incidence of the social security payroll tax. Prerequisites: Economics 361, 371 and 381. This course will count towards the capstone. Alternate years; next offered Fall 2009. (4 credits)

481 ADVANCED ECONOMETRICS

This course will introduce advanced topics in applied econometrics. Among other topics, it will examine limited dependent variable models, vector autoregression and advanced time series techniques, simultaneous equations models and the econometrics of panel data estimation. Although the emphasis will be on applied work, the course will also examine the underlying mathematical structure of these estimation methods.

Prerequisites: Economics 361, 371, 381 and Math 135 or 137 and Math 236, or consent of instructor. This course will count towards the capstone. Alternate years; next offered Spring 2009. (4 credits)

490 BEHAVIORAL ECONOMICS

This course surveys recent developments in behavioral economics and considers applications in labor economics, macroeconomics, finance, public finance, consumer choice, and other areas. Our goal is to draw on recent work in cognitive and evolutionary psychology to better understand human behavior and incorporate these insights into neoclassical reasoning and modeling. Prerequisites: Economics 361 and 371. Alternate years; next offered in Spring 2009. (4 credits)

614 INDEPENDENT PROJECT

Further study in fields of special interest. Readings, conferences, field work, reports. Prerequisites: Economics 361, 371, and permission of the instructor. Every semester. (4 credits)

624 INTERNSHIP

Work that involves the student in practical off-campus experiences with business, government, and non-profit organizations. S/NC grading only. Prerequisites: two courses in economics, plus permission of the instructor. While the department encourages students to undertake meaningful off-campus experiences, internship credits do not count among the eight minimum courses for the major. (Internships are considered like a ninth or tenth course.) Every semester. (1–4 credits)

634 PRECEPTORSHIP

Work in assisting faculty in the planning and teaching of a course and/or tutoring individual students. S/NC grading only. Prerequisites: Economics 361, 371 and permission of the instructor. Every semester. (4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Offered every semester. (1–4 credits)

Educational Studies

Full Time Faculty: Ruthanne Kurth-Schai (Chair), Tina Kruse

Part Time Faculty: Marceline DuBose, Steve Jongewaard

Steering Committee Karin Aguilar-San Juan (American Studies) David Bressoud (Mathematics), Ron Brisbois (Chemistry), Beth Cleary (Theater), Mark Davis (Biology), Francoise Denis (French and Francophone Studies), James Doyle (Physics), Jennifer Wenner (Psychology), Arjun Guneratne (Anthropology), Terry Boychuk (Sociology), David Lanegran (Geography), Carleton Macy (Music), Molly Olsen (Hispanic Studies), Ray Rogers (Geology), Yue-him Tam (History), Leola Johnson (Humanities and Media and Cultural Studies), Michael Porter (Internship Office), Ruth Janisch Lake (Civic Engagement Office).

The Educational Studies Department, in collaboration with colleagues on campus and in the community, strives to fulfill a multifaceted mission focused on:

—providing opportunities for students to engage in the study of education as an interdisciplinary field of inquiry and advocacy;

—preparing teachers to provide social service and leadership in culturally diverse, economically challenged, urban public educational systems; and

—developing both contributions within the context of Macalester's continuing commitments to academic excellence, internationalism, cultural pluralism, and civic engagement.

As a selective liberal arts college in a resource-rich urban setting, Macalester offers distinctive opportunities to fulfill this mission. The Educational Studies Department coordinates teacher education programs and provides courses and internships that

contribute to liberal studies across the disciplines. Curricular offerings provide a vibrant and challenging environment for students, faculty and staff to pursue a wide range of interests including both public school teaching and teaching in contexts that do not require state licensing (e.g., teaching abroad, private school positions, artists-in-residence, youth development and other outreach programs, etc.). Opportunities are also provided to pursue dimensions of educational studies addressing significant societal issues on local, national, and international levels (e.g., urban education, educational policy, multicultural and anti-bias education, environmental education, civic education, youth development, international education, and education-centered responses to social justice imperatives).

The curriculum offered by the Educational Studies Department is centered in four mutually supportive themes:

Social Advocacy: John Dewey once stated, "Education is the fundamental method of social progress and reform." These words assume special significance at a time when there is widespread recognition that current social and educational policies and practices designed to fulfill the needs and aspirations of children and youth are in crisis. In response, the curriculum is designed to prepare teachers and concerned citizens who will provide social service, social vision, and social leadership—especially as these commitments advance the social, political, and educational welfare of children and youth.

Life Span Development: In order to address the needs and aspirations of young people, the education curriculum reflects current theory and research which articulates a developmental continuum of human learning, growth, change, crisis, and renewal. The study of human development is conducted in an inclusive and integrative manner, addressing patterns and processes across the domains of cognitive, affective, intuitive, social, physical, and moral growth, and throughout the age continuum from early childhood through young adulthood. Additionally, the interplay among developmental processes on personal, organizational and societal levels is addressed.

Diversity: The curriculum further reflects commitment to the concept of human diversity as a resource to schools and society. It is assumed that both special challenges and unique opportunities are associated with individual variations in intellectual, emotional, and physical capabilities and factors related to gender, class, race, and cultural heritage. Students are expected to assess implications of their own cultural heritage, to grow in understanding and compassion as they explore the perspectives of others, and to act upon their evolving awareness in supportive and life-enhancing ways.

Civic Engagement: The curriculum is further designed to ensure ongoing opportunities for integration, application, innovation, and evaluation of educational theory and practice. In doing so, the curriculum promotes understanding of the dynamic and complex constellation of factors and relationships that contribute to the educational process. A developmental sequence of community-centered experience is integrated throughout education courses as relevant to each student's academic preparation and education interests. Students are expected to make creative and substantive contributions to schools and community organizations, to public awareness and understanding, while developing both personally and academically.

General Distribution Requirement

Educational Studies 220 (Educational Psychology), 230 (Youth Development in a Changing World), 240 (Race, Culture & Ethnicity in Education), 270 (Education and the Challenge of Globalization), 280 (Re-envisioning Education and Democracy), 460 (Education and Social Change) and 480 (Urban Education in Theory, Policy and Practice) count toward the general distribution requirement in social science. Educational Studies 260 (Philosophy of Education) counts toward the requirement in humanities.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information general distribution requirement and the general education requirements can be found in the graduation requirement section of this catalog.

Major Concentration

The Major in Educational Studies is designed to provide carefully structured opportunities for students to engage in the study of education as an interdisciplinary field of social inquiry and advocacy. Through their participation in thematically related courses, civic engagement experiences, and completion of an advanced integrative seminar, students are supported in their preparation for teaching and/or in exploring issues emerging from interactions among contemporary educational systems and the broader social, cultural, political, and ethical systems of which they are a part. Students are further encouraged to integrate their interests in education with continuing academic preparation in a second major, in addition to their evolving commitments to social advocacy in diverse forms and settings.

The Educational Studies Major consists of thirty-two semester hours selected in consultation with the department chair. Students select from two broad emphases, *Teaching & Learning* or *Education & Society*, with specific curricular patterns determined accordingly.

The *Teaching & Learning* track, also referred to as the Teacher Education Bridge, is designed to support students interested in entering the teaching profession. Students may begin their teacher education at Macalester and then complete their preparation at a cooperating "bridge" institution immediately after graduation. Areas of teaching supported include a broad spectrum of licenses serving public school students: Elementary (K–8); Secondary (5–12) in Social Studies, Mathematics, Communication Arts & Literature, and Science; and (K–12) in World Languages, Fine Arts, ESL, and Special Education. Requirements are as follows:

Psychology 250: Developmental Psychology
Educational Studies/Psychology 220: Educational Psychology
Educational Studies/American Studies 240: Race, Culture & Ethnicity in Education (4 credits)
Educational Studies 260: Philosophy of Education
Educational Studies 300: Education, Family & Community (2 credits)
Educational Studies 320: Educating Exceptional Students (2 credits)
Educational Studies 480: Urban Education in Theory, Policy, and Practice

Two elective courses relevant to the student's teaching focus.

Completion of a supporting major relevant to the teaching focus.

With the cooperation of members of the Educational Studies Steering Committee, students participating in the Teacher education Bridge program will also be advised to complete liberal arts courses specific to their chosen teaching license.

Although education credit distributions vary according to level of licensure and from campus to campus, upon completion of the *Teaching & Learning* track, students will have fulfilled approximately half of the education credits required for teacher licensing in the state of Minnesota.

The *Teaching & Learning* track also provide 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, Ameri-Corp, Montessori or Waldorf training, adult basic or ESL education, museum education, artists-in-residence, community education, youth development and other cultural or public service programs.

The *Education & Society* track provides opportunities for interdisciplinary explorations 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. Requirements are as follows:

Educational Studies/Psychology 220: Educational Psychology
Educational Studies 260: Philosophy of Education

Three of the following:
Educational Studies 230: Youth Development in a Changing World
Educational Studies/American Studies 240: Race Culture & Ethnicity in Education
Educational Studies 270: Education and the Challenge of Globalization
Educational Studies/American Studies 280/Political Science 211: Re-envisioning Education & Democracy
Educational Studies 394: Topics in Educational Studies

Two elective courses relevant to the student's integrative theme.
(At least one course incorporating a significant civic engagement experience.)

Educational Studies 460: Education and Social Change

Completion of a supporting major relevant to the integrative theme.

Minor Concentration

The Minor in Educational Studies consists of twenty credits approved by the department chair.

COURSES

200 EXPERIENCES IN EDUCATION

This course provides opportunities to explore, reflect upon and contribute to life in contemporary urban classrooms. Weekly internships will be arranged allowing students to work closely with teachers, educational support staff and diverse young people of varied ages (kindergarten, elementary, or secondary levels). A weekly seminar session, readings, reflective writing, and individual and small group projects complement the experiential aspects of the course. This course is offered on S/NC grading option only. Fall semester. (2 credits)

220 EDUCATIONAL PSYCHOLOGY (Same as Psychology 220)

An introduction to theory and research in educational psychology. Topics include learning theory, learner characteristics, intelligence, creativity, motivation, measurement and evaluation, and models of teaching appropriate for diverse learners from early childhood through young adulthood. Students are required to complete observations in classroom settings. Prerequisite: Psychology 100 or permission from the instructor. Every semester. (4 credits)

230 YOUTH DEVELOPMENT IN A CHANGING WORLD

Brofenbrenner's bioecological model of human development suggests the critical importance of social contexts besides the classroom in supporting the healthy development of children and youth from diverse social and economic backgrounds. This course examines the multiple systems affecting the developmental process through course readings, meetings, and assignments, grounded in a field placement of the student's choosing. Appropriate field placements will engage students in a variety of youth development capacities, including centers for research and program development, social service organizations, and agencies aimed at improving youth-oriented social policy. This course provides an opportunity to examine education more broadly defined, and to explore fields of youth development such as social work, counseling, athletics, youth leadership, and youth-centered research. Spring semester. (4 credits)

240 RACE, CULTURE AND ETHNICITY IN EDUCATION (Same as American Studies 240)

This survey course will explore history, policy, and pedagogy as they relate to race, ethnicity, and culture as education. K–12 public education will be the primary focus with topics including desegregation, standardized testing, multi-cultural and ethnocentric pedagogy, the teacher's role and experience, and significant historical events in education. The course will culminate by analyzing current trends and future expectations in education. Fall semester. (4 credits)

260 PHILOSOPHY OF EDUCATION

What is the nature and purpose of education? In what ways should educational institutions support, challenge, or transform predominant social values? What is ethical educational policy and practice? Such questions are considered in light of a variety of philosophic perspectives. Students will define a personal philosophy of education and assess its implications for current educational theory and practice, in addition to their own educational development. Spring semester. (4 credits)

270 EDUCATION AND THE CHALLENGE OF GLOBALIZATION

The complex phenomenon of globalization affects the quality of learning and life worldwide. In the United States and abroad; across dimensions of philosophy, policy, and practice; educators, government officials, policy makers, public intellectuals, and citizens struggle with the implications of globalization for public education and civic life. The purpose of this course is to join in that struggle. We will explore interdisciplinary scholarship and policy design that integrates civic, environmental, moral, and multicultural education for the purpose of mitigating the negative consequences of cultural economic globalization. Spring Semester. (4 credits)

280 RE-ENVISIONING EDUCATION AND DEMOCRACY (Same as Political Science 211)

This course explores the design, implementation, and evaluation of public education policy as a primary means for engaging more active, inclusive and effective approaches to social inquiry and civic participation. Drawing from classic and contemporary theories of education and democracy, complemented by recent developments and controversies in public policy studies, students work to design innovative, principled, educationally sound and politically feasible responses to significant civic concerns. Spring semester. (4 credits)

194/294/394 TOPICS

Occasional, often experimental courses offered by instructors at their own initiative, or in response to student requests.

300 EDUCATION, FAMILY & COMMUNITY

This course examines a variety of topics affecting student learning. Included are the impact of family, health and economic conditions; characteristics of chemical use, abuse, and dependency; effective communication,

violence prevention, and conflict resolution; legal concerns and responsibilities; the role of the teacher in crisis situations; the importance of co-curricular and extracurricular activities; and establishing productive relationships with parents/guardians, and networking with school professionals in addition to members of the business community and civic organizations to support youth development and learning. This course is offered on S/NC grading option only. Spring semester. (2 credits)

320 EDUCATING EXCEPTIONAL STUDENTS

This course examines the special needs, challenges, interests and potentials of exceptional students. Topics include historical and legal foundations of special education; current state and federal guidelines; categories of exceptionality; impact of cultural, linguistic, economic, and family structures; evaluation, placement, appropriate accommodations, and methods of instruction and assessment for exceptional learners. This course is offered on S/NC grading option only. Spring semester. (2 credits)

460 EDUCATION AND SOCIAL CHANGE

This course explores the question: *How can we educate to promote change toward more just, compassionate, and sustainable approaches to living and learning in a rapidly changing and increasingly complex world?* We will consider contemporary barriers to and opportunities for systemic, progressive education reform and civic renewal on local, national and international levels. We will then work both individually and collectively, on campus and in the community, to analyze specific social issues and reform strategies in addition to conceptualizing plans for principled social action. Prerequisites: 2 prior courses in Educational Studies or permission of department chair. Fall semester. (4 credits)

480 URBAN EDUCATION IN THEORY, POLICY, AND PRACTICE

This course draws from an extensive theory and research base—educational psychology, curriculum and pedagogy, educational philosophy, and policy studies grounded in the social sciences—to support interdisciplinary explorations of the peril and promise of urban public education. An intensive school-based internship (6–8 hours/week) is integrated with weekly seminar sessions (2–3 hours/week) to study advanced topics in teacher preparation and policy analysis relevant to learning and life in public school settings serving students who represent diverse cultural, linguistic, and economic backgrounds, a broad range of academic interests and aptitudes, and varied forms of exceptionality. Prerequisites: 3 prior courses in Educational Studies or permission of department chair. Fall semester. (4 credits)

604 TUTORIAL

Closely supervised individual or very small group study intended to provide opportunities for guided exploration of advanced topics in education. Prerequisite: permission of the instructor. Every semester. (1–4 credits)

614 INDEPENDENT PROJECT

Advanced study in a specific area of educational inquiry. Prerequisite: permission of the instructor. Every semester. (1–4 credits)

624 INTERNSHIP

Exploration of issues in educational inquiry and advocacy through engagement in carefully designed service learning opportunities. Prerequisites: permission of the instructor and community supervisor, including negotiation of a jointly approved learning contract. (1–4 credits)

634 PRECEPTORSHIP

Opportunities for students to assume selected teaching roles and responsibilities in carefully supervised course contexts. Prerequisites: demonstrated proficiency in the area of study and permission of the instructor. (1–4 credits)

English

Full Time Faculty: Kristie Allen, Peter Bognanni, Ayşe Çelikkol, Michael Cohen, James Dawes, Daylanne English, Marlon James, Casey Jarrin, Theresa Krier, David Chioni Moore (International Studies/English), Wang Ping, Sonita Sarker (Women's, Gender and Sexuality Studies/English)

The English department offers students the opportunity to encounter fiction, poetry, drama, and non-fictional prose. Students learn to interpret these works from a variety of theoretical perspectives and to develop their knowledge of literary history. In addition, students have opportunities to hone their skills in expository and creative writing.

General Distribution Requirement

All courses in the English department count toward the general distribution requirement in humanities except for creative writing courses (120, 280, 281, 282, 283, 284, 405, and 406) and 412 (Theater and Performance). Courses numbered 120, 280, 281, 282, 283, 284, 405, 406, and 412 count toward the requirement in fine arts. English 101 and 600-level courses do not count toward any distribution requirement.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

The English major consists of a minimum of ten courses (40 credits) in English including a capstone experience. The courses are to be chosen in consultation with an English department advisor, and, with the restrictions noted below, distributed according to either Plan A or Plan B. A shorter explanation of the major may be found on the department's website, at www.macalester.edu/english/major.html.

Plan A: Ten courses (40 credits) in English with the following requirements:

1. To provide a foundation for the further study of literature, one course (4 credits) numbered in the 100s, *other than* 101 and 120. Any one of these courses serves as a *prerequisite for literature courses numbered 300 and above*. (Note that while Advanced Placement credit can show up on transcripts as English 125, it does not count toward the major, nor as a prerequisite; English 125 taken at Macalester does count.)

2. Two courses (8 credits) in British literature before 1900. One of these two courses (4 credits) must be in British literature before 1700.

3. One course (4 credits) in American literature before 1900.

4. At least one course focused on literature by U.S. writers of color, or an approved course in postcolonial or diasporic literature.

5. No single course may satisfy more than one of requirements #2 through #4 above.

6. One culminating small-group course (4 credits), ordinarily taken as a senior, selected from among courses numbered 401–408. When used to satisfy the requirement of a Capstone Experience, #7 below, this course must be taken during the senior year at Macalester.

7. The Capstone Experience requirement may be fulfilled by any one of the following *taken at Macalester as a senior*:

   a. A course in the 400s sequence
   b. An Honors Project
   c. An appropriate independent course developed in consultation with an English department faculty member. Examples of such a project would be an extensive research paper on a literary subject, a portfolio of creative work, a cross-

disciplinary project, or a presentation by means of performance, multimedia, or hypertext. See full guidelines on the English Department website.

Stipulations applying to both the major and the minor:

Neither Advanced Placement credit nor English 101 may be included in a major or minor concentration in English.

No more than two courses at the 100 level other than English 120 may be included in a major or minor concentration in English.

One preceptorship and one internship (for a maximum of eight credits) relevant to a student's work as an English *major* may be included in a major concentration in English. An English *minor* may not include a preceptorship or an internship.

One course (4 credits) in the study of literature in a language other than English may be included as an elective in a major plan in English but not in a minor plan.

Plan B: Creative Writing Emphasis

English majors wishing to develop a concentration in English with an emphasis on creative writing are expected to fulfill the five literature courses required for the English major as defined above (Plan A) and to use their departmental electives for five creative writing courses (20 credits). In addition to the extensive course offerings in creative writing, additional electives include independent study, tutorials, and internships (with, for example, one of the literary presses in the area). For a list of some such opportunities, see http://www.macalester.edu/english/internships.html and http://www.macalester.edu/english/community.html.

Note that English 120, Introduction to Creative Writing, *taken at Macalester* is the required prerequisite for all further creative writing courses. Plan B (Creative Writing) English majors, like Plan A majors, must take a gateway course numbered in the 100s, *other than* 101 and 120. ENGL 120 does not serve as a gateway course to the major. Note also that English majors may declare Plan B, but switch to Plan A, or vice versa, at any time before graduation, as long as the relevant requirements are met.

Minor Concentration

A minor in English consists of six related courses (24 credits). When developing a minor in English a student must also present a written rationale, developed in consultation with an English department advisor, which describes the relationship and the focus of the six courses. The six courses may not include English 101; no more than two of the six may be numbered below 160, nor may an internship or a preceptorship be one of the six. Typical minors might focus, for example, upon creative writing, studies in specific historical periods, genre studies (drama, poetry, fiction), women's or minority literature, writing and editing, or other concentrated areas of interest to the student. A minor plan must be filed no later than registration for the first semester of the senior year.

Honors Program

The English department participates in the honors program. Eligibility requirements, application procedures and specific project expectations are available from the department office or the Dean of Academic Programs.

Women's, Gender and Sexuality Studies

The department participates in the Women's, Gender and Sexuality Studies program, described elsewhere in this catalog. For courses offered by the English department appropriate for this program consult the special information issued by the director of the program and the detailed course descriptions (including seminars and topics courses) posted in the English department.

International Studies Major

The department also participates in the interdisciplinary International Studies major, described elsewhere in the catalog. For United States students, all literary-studies offerings focusing outside of the United States (including British of any period, and various world literatures) typically count towards the International Studies major. Non-United States students can also count United States literature courses, but no courses (if any) set in their home country. Writing courses normally do not count towards the International Studies major. Please see Professor Moore for more information.

Writing Skills

All English courses include writing assignments, but the department suggests that new students choose writing courses according to the recommendations of their advisors.

Topics Courses

194, 294, 394, 494

Topics courses offer alternative and exploratory approaches to literary works and issues through, for example, interdisciplinary study, studies of single authors or groups of authors from several periods, or studies of recurrent themes in literature. These courses often reflect faculty members' interests in new approaches to literary study or new areas of study. Several topics courses are offered each year, and students should consult the detailed course descriptions in the English department and the department's web page. Every year. (4 credits)

COURSES

Detailed descriptions of all courses are posted in the English Department prior to each registration period. These descriptions may be found on the bulletin board near the west end of the second floor of Old Main, and on the department's website at http://www.macalester.edu/english/courses.html.

Introductory Writing Courses

101 COLLEGE WRITING

Instruction and practice for writing in college. This course does not satisfy the requirements for the English major or minor. Every year. (4 credits)

120 INTRODUCTION TO CREATIVE WRITING

The focus of this course the development of skills for writing poetry and prose through a close study of the techniques involved in these forms, analysis of model literary works, and frequent writing exercises. This course must be completed *at Macalester* as a PREREQUISITE for the further study of creative writing at Macalester. Every semester. (4 credits)

125 STUDIES IN LITERATURE

A writing-intensive course in traditional and non-traditional literatures, each section of which will have a different focus, topic, or approach; recent offerings have examined the short story, major women writers, new international writing, and the literary Gothic. Every year. (4 credits)

Introductory and Intermediate Courses

Note that students must take one class from those numbered in the 100s *other than* 101 and 120, as a prerequisite for literature courses numbered 300 and above; English 120, taken at Macalester, is a prerequisite for all further

creative writing courses. Advanced Placement credit does not count as a prerequisite, though English 125, taken at Macalester, does count.

130 AMERICAN VOICES

American literature contains a greater variety of voices than most other national literatures. Each section of this course explores some aspect of that wide range of voices and may include the writing of women, of minority groups, or of various sub-groups from the dominant literary culture. Consult the detailed course descriptions in the English department or on its web page for the content of individual sections. Every year. (4 credits)

135 POETRY

A study of a variety of poetry across a large span of poetic history. The course will develop various analytic skills, especially close reading as a basis for interpretation, familiarize students with poetic forms, and consider new approaches to literary study. Every year. (4 credits)

136 DRAMA

A study of plays, varying from year to year, meant to illustrate in a broad if selective fashion, the history of the genre in the Western tradition from Greco-Roman antiquity through to the modern theater. Alternate years. (4 credits)

137 NOVEL

A study of a variety of novels that exemplify literary traditions from realism to postmodernism. Students will analyze narrative structure, examine literary tropes, and attend to voice. Readings might include works by authors such as Daniel Defoe, Henry James, Virginia Woolf, Richard Wright, J. M. Coetzee, Toni Morrison, or Salman Rushdie. Every year. (4 credits)

138 LITERATURE IN THEORETICAL PERSPECTIVES

A course designed to pair selected works of literature with major trends and topics in literary theory, likely to cover some relevant landmarks in the history of poetics, philosophy, psychology, linguistics, anthropology, sociology and/or political activism. Particular texts will vary. Every year. (4 credits)

140 SHAKESPEARE

This course will offer an introduction to his work through a wide-ranging survey of his major plays in all categories (history, comedy, tragedy, and romance) plus maybe some poetry. Texts and topics will vary. Every year. (4 credits)

160 INTRODUCTION TO LITERARY AND CULTURAL THEORY

In the 20th century, the field of literary theory was entirely transformed, borrowing insights from other disciplines and influencing them in turn. Its interactions with politics, philosophy and pop culture have created new insights into cultural theory. This class will survey some of the most controversial schools of recent critical theory, including such topics as the New Criticism, Marxism, the Frankfurt School, psychoanalysis, feminism, structuralism, deconstruction, the new historicism, queer theory, critical race theory, and postcolonial theory. Alternate years. (4 credits)

260 FILM STUDIES

This course will consider film as an audiovisual art form, with attention to developments in cinema technology throughout the twentieth and twenty-first centuries. Course will likely focus on a particular genre (Western, War, Horror, Film Noir, Gangster, Documentary), national cinema (French, Italian, British, Irish), or auteur director (John Ford, Alfred Hitchcock, Martin Scorsese, Spike Lee). Close reading of films in conversation with film and cultural theory. Required weekly film screenings. Offered every year. (4 credits)

261 FROM LITERATURE TO FILM: STUDIES IN ADAPTATION

From its earliest days, film has drawn on literature for subject matter and modes of narration. Adaptations of literary sources have formed a significant part of all movies made in the west. This course will study the problems of adapting literature to film, dealing with the representations of time and space in both forms, as well as the differences in developing character and structuring narratives. The course will consider a novel, short story or play each week along with its cinematic counterpart. Alternate years. (4 credits)

265 JUSTICE (Same as Environmental Studies 265)

In this course we will examine texts by, about, and for workers for social justice. Our method will be interdisciplinary. With an eye toward aesthetics, we will examine novels and plays that have at their center protagonists who have been called to realize a vision of the just society or, more desperately, to stand alone against seemingly inevitable assaults upon human dignity. We will at the same time examine philosophical and sociological accounts of political action, including works that evaluate the effectiveness of different individual and organizational strategies for social change. Central issues may include obedience and disobedience,

economic justice, eco-activism, globalization, human rights, gender, race, and the question of personal vocation—that is, how do we bring together our ethical commitments and our working lives? Central figures will range from Sophocles to Naomi Klein, Zola to James Baldwin. Students will be provided extensive opportunities for service and experiential learning in local organizations committed to social justice. Alternate years. (4 credits)

268 NABOKOV (Same as Russian Studies 268)

The scandal surrounding Vladimir Nabokov's 1955 novel about the nymphet Lolita finally made him a hugely successful celebrity, allowing him to retire from teaching at Cornell University and move to Switzerland to devote himself to fiction, translation, criticism and lepidoptery. This was only one of the many metamorphoses Nabokov underwent while in exile, moving from Russia to the Crimea, Cambridge UK, Berlin, Paris, Cambridge MA, Ithaca, Hollywood, and finally Montreux. Members of the Russian nobility, the Nabokovs lost everything with the 1917 Revolution except for their immense cultural capital, which Nabokov transformed into a tremendously productive career as a writer, critic, translator and scholar in Russian, French, and English. This course examines both the Russian (in translation) and English novels. A merciful defier of national, linguistic, cultural and theoretical categories, Nabokov remains paradoxically elusive and monumental, a thrilling and exasperating genius. Spring semester. (4 credits)

270 LITERATURE AND SEXUALITY (Same as Women's, Gender and Sexuality Studies 270)

This course examines ways in which literary works have represented desire and sexuality. It looks at how constructions of sexuality have defined and classified persons; at how those definitions and classes change; and at how they affect and create literary forms and traditions. Contemporary gay and lesbian writing, and the developing field of queer theory, will always form part, but rarely all, of the course. Poets, novelists, playwrights, memoirists and filmmakers may include Shakespeare, Donne, Tennyson, Whitman, Dickinson, or Henry James; Wilde, Hall, Stein, Lawrence, or Woolf; Nabokov, Tennessee Williams, Frank O'Hara, Baldwin, or Philip Roth; Cukor, Hitchcock, Julien, Frears, or Kureishi; White, Rich, Kushner, Monette, Lorde, Allison, Cruse, Morris, Winterson, Hemphill, or Bidart. Alternate years. (4 credits)

280 CRAFTS OF WRITING: SCRIPTWRITING

This course will focus in a variety of ways on the development of skills for writing poetry, building on the work done in English 120. Depending on the instructor, it may approach the creative process through, for example, writing from models (traditional and contemporary), formal exercises (using both traditional and contemporary forms), or working with the poetry sequence (or other methodology selected by the instructor: see department postings for details). It will involve extensive readings and discussion of poetry in addition to regular poetry writing assignments. The course may be conducted to some extent in workshop format; the emphasis will be on continuing to develop writing skills. Prerequisite: English 120 (Introduction to Creative Writing) taken at Macalester. Every year. (4 credits)

281 CRAFTS OF WRITING: FICTION

This course will focus in a variety of ways on the development of skills for writing fiction, building on the work done in English 120. Depending on the instructor, it may approach the creative process through, for example, writing from models of the short story (both classic and contemporary), working with the technical components of fiction (e.g., plot, setting, structure, characterization), or developing linked stories or longer fictions (or other methodology selected by the instructor: see department postings for details). It will involve extensive readings and discussion of fiction in addition to regular fiction writing assignments. The course may be conducted to some extent in workshop format; the emphasis will be on continuing to develop writing skills. Prerequisite: English 120 (Introduction to Creative Writing) taken at Macalester. Every semester. (4 credits)

282 CRAFTS OF WRITING: CREATIVE NONFICTION

This course will focus in a variety of ways on the development of skills for writing nonfiction, building on the work done in English 120. Depending on the instructor, it may approach the creative process through, for example, translating personal experience into autobiography or memoir, or developing the essay form, the opinion piece, the journalistic report or a variety of other forms. It will involve extensive readings and discussion of nonfiction in addition to regular nonfiction writing assignments. The course may be conducted to some extent in workshop format; the emphasis will be on continuing to develop writing skills. Prerequisite: English 120 (Introduction to Creative Writing) taken at Macalester. Every year. (4 credits)

283 CRAFTS OF WRITING: SCRIPTWRITING

This course will focus in a variety of ways on the development of skills for writing plays. The emphasis will be on written dialogue and dramatic action, with the aim of producing brief scripts. There will be extensive readings and discussion of published and unpublished plays in addition to regular writing assignments. The course may be conducted to some extent in workshop format; the emphasis will be on continuing to develop writing skills. Prerequisite: English 120 (Introduction to Creative Writing) taken at Macalester. Alternate years. (4 credits)

284 CRAFTS OF WRITING: SCREENWRITING

This course will focus in a variety of ways on the development of skills for writing screenplays, building on the work done in English 120. The emphasis will be on narrative films, with the objective of writing a feature-length screenplay during the semester. There will be extensive readings and discussion of published and unpublished screenplays in addition to regular writing assignments. The course may be conducted to some extent in workshop format; the emphasis will be on continuing to develop writing skills. Prerequisite: English 120 (Introduction to Creative Writing) taken at Macalester. Alternate years. (4 credits)

303 CHAUCER

Wide-ranging survey of Chaucer's medieval narrative arts, through study of the great story collection *The Canterbury Tales*—comic, courtly, bawdy, satiric—and his wry dream-vision poems. Alternate years. (4 credits)

304 MEDIEVAL MONSTERS, MAGIC, AND MARVELS

Monsters, dragons, demons, magicians, shape-shifters, nature spirits, fairies, giants, cannibals, grotesques, and many other fantastic creatures inhabit the stories, poems, and visual arts of the Middle Ages. By surveying works from England, Wales, and Scandinavia we will consider subjects like the nature of the uncanny and the fantastic; the ways that monstrosity works out anxieties about unknown others (Easterners, Africans, women, Saracens, Jews); the effects of enchantment, disenchantment, shape-shifting; why monsters fit so well into genres of heroes and of saints; the ways that monster-vs.-hero stories handle the interior strains of change, transformation, growing to adult identity; differences between today's monsters and medieval ones. Texts will include *Beowulf, The Mabinogion, Sir Orfeo, Sir Gawain and the Green Knight, The Saga of the Volsungs, The Saga of King Hrolf Kraki*, Malory's *Morte Darthur*. Alternate years. (4 credits)

305 FALLING IN LOVE IN THE MIDDLE AGES

Around the twelfth century in Western Europe, passionate love between man and woman became a crucial literary subject; in writing, epic made room for romance and love lyric, and love came to be as important a sphere as war in which to work out a sense of individual identity or even destiny, social bonds, religious issues, family matters. What defines the forms of medieval love in poetry and narrative? We will study stories and poems from Arabia, Andalusia, France, Italy, and England. All works will be read in modern English versions. Alternate years. (4 credits)

309 ANCIENT MYTHOLOGY AND LITERATURE IN ENGLISH

Myths from early Greek, Roman, Egyptian, and Celtic traditions, chosen with an eye to later writers' fascination with them, especially in British and American poetry. After an intensive survey of the primary works in translation from ancient Greece, ancient Rome and north Africa, and medieval Wales, we will read mythopeic poems written in English from the Renaissance until the present moment, to discover what poets do with myth, why some rebel against it so strongly and repeatedly in their poetry, why it comes to seem coterminous with poetry itself. Poets to be considered may include Christopher Marlowe, Edmund Spenser, Ben Jonson, John Milton, William Blake, John Keats, Wallace Stevens, Anne Waldman, Carolyn Kizer. Alternate years. (4 credits)

310 SHAKESPEARE: HISTORIES AND TRAGEDIES

This course focuses on Shakespeare's history plays and tragedies. Readings may include *Richard III, Richard II, Henry IV, Henry V, Titus Andronicus, Romeo and Juliet, Julius Caesar, Troilus and Cressida, Hamlet, Macbeth, King Lear, Othello, Antony and Cleopatra, Coriolanus,* and the occasional play by one of Shakespeare's contemporaries. Every year. (4 credits)

311 COMEDY AND TRAGICOMEDY

This course will focus on Shakespeare's comedies, his comic characters, and his late plays, those we've come to call romances. Readings may include *The Comedy of Errors, Love's Labor's Lost, A Midsummer Night's Dream, The Merchant of Venice, The Merry Wives of Windsor, Much Ado About Nothing, As You Like It, Twelfth Night, The Winter's Tale, Pericles, Cymbeleine, The Tempest*, and the occasional play by one of Shakespeare's contemporaries. Every year. (4 credits)

312 RENAISSANCE DRAMA

This course examines a selection of plays by Shakespeare's greatest contemporaries and rivals: among them Thomas Kyd, Christopher Marlowe, Ben Jonson, John Webster, Thomas Middleton, Francis Beaumont and John Fletcher. Topics will include secularization, commercialism, staging and performance, meta-theatricality, deception, revenge and violence, black comedy, melodrama, transvestitism, eroticism. Alternate years. (4 credits)

313 RENAISSANCE POETRY

Lyric and narrative poetry from the end of the Middle Ages to the Restoration, including sonnet sequences, song lyrics, mythological and epic narrative by Sidney, Shakespeare, Campion, Wyatt, Marlowe, Ralegh, Wroth, Spenser, Lanyer, Donne, Jonson, Herbert, Herrick, Marvell, Milton. Alternate years. (4 credits)

314 MYTHS OF THE HERO

In English translation, we will read significant portions of epics and origin stories, from ancient Greece, Rome, and Mesopotamia, medieval Italy, Renaissance England, and twentieth-century Caribbean cultures. Alternate years. (4 credits)

315 MILTON

A study of that pivotal poet in British literary history, John Milton, through *Paradise Lost* and his lyric and narrative verse. Topics may include Milton's arguments on liberty, gender, justice, religious issues, and his central role for later writers, thinkers, and movements from the 18th century to the present. Alternate years. (4 credits)

316 LOVE, DESIRE, SEXUALITY IN THE RENAISSANCE

Visions of erotic love in sixteenth and seventeenth century poetry and narrative, with attention on the forms in which Renaissance writers represented desire, consummation, seduction, betrayal; courtship and marriage; same-sex intimacy; the social, familial, religious, and political demands that complicated eros in personal experience. Thomas Wyatt, Philip Sidney, Mary Sidney, Christopher Marlowe, Edmund Spenser, William Shakespeare, John Donne, Thomas Carew, John Milton, and others. Alternate years. (4 credits)

320 AGE OF SATIRE

The theory and practice of satire from 1660 to 1800. Emphasis upon British writers such as John Dryden, Jonathan Swift, Alexander Pope, Samuel Johnson, Richard Brinsley Sheridan, and Jane Austen, with some attention to Voltaire and other continental writers. Alternate years. (4 credits)

321 THE BRITISH NOVEL IN THE EIGHTEENTH CENTURY

The rise of the novel as illustrated in the works of Aphra Behn, Daniel Defoe, Samuel Richardson, Henry Fielding, Laurence Sterne, Fanny Burney, Ann Radcliffe, Jane Austen, and others. Emphasis upon the writers' attitudes toward the social and spiritual values of early modern Britain and upon the great variety of forms and moods that invigorated the new genre. Alternate years. (4 credits)

330 ROMANTIC LITERATURE

This course will examine the works of writers such as William Wordsworth, Samuel Taylor Coleridge, Charlotte Smith, Mary Shelley, Percy Bysshe Shelley, Felicia Hemans, John Keats, and Lord Byron. Emphasis on their participation in a literary tradition that cultivated imaginative spontaneity and emotional exuberance. Readings and discussions will locate literary developments in the historical contexts of the French Revolution and British colonial conquest. Topics include representations of sublime landscapes, solitary meditation, and European travel. Alternate years. (4 credits)

331 THE BRITISH NOVEL IN THE NINETEENTH CENTURY

Novels by authors such as Jane Austen, Charles Dickens, Charlotte Brontë, Elizabeth Gaskell, George Eliot, Anthony Trollope, and Oscar Wilde. This course examines works from literary traditions as diverse as realism, the Gothic, or aestheticism to emphasize the history of the novel. Students will link formal aspects of novels to ideological questions of gender, class, sexuality, and empire. Alternate years. (4 credits)

332 VICTORIAN LITERATURE (Same as Humanities and Media and Cultural Studies 332)

A study of British literature and culture from the 1830s to about 1900, emphasizing poetry and non-fiction prose alongside fiction. Authors include Alfred Tennyson, Harriet Martineau, Matthew Arnold, Christina Rossetti, Margaret Oliphant, William Morris, Algernon Swinburne, John Ruskin, Thomas Carlyle, or John Stuart Mill. This course focuses on literary and historical developments of the period: the industrial revolution, the rise of domesticity, the development of realism, the emergence of the detective novel. Critical readings might locate poetry and fiction in the context of Victorian music, painting, and architecture. Alternate years. (4 credits)

340 TWENTIETH CENTURY BRITISH LITERATURE

A study of works of British and Irish fiction, poetry, drama, and non-fiction prose from 1900 to the present. Along with novelists such as those enumerated under English 341 below, this course treats selected poets such as W. B. Yeats, W. H. Auden, Stevie Smith, and Philip Larkin, playwrights from the Irish National Theater at the beginning of the century (Lady Gregory, Sean O'Casey, J. M. Synge) through Samuel Beckett to current dramatists such as Michael Frayn or Tom Stoppard, and non-fiction commentary from Virginia Woolf, George Orwell, and others. Alternate years. (4 credits)

341 TWENTIETH CENTURY BRITISH NOVEL

Fiction from a range of British, Irish, and diasporic novelists, including "modernist" authors (E.M. Forster, Joseph Conrad, Ford Maddox Ford, D.H. Lawrence, James Joyce, Virginia Woolf, Samuel Beckett, Elizabeth Bowen), in

addition to postwar writers (George Orwell, Iris Murdoch, Anthony Burgess, J.G. Ballard, Julian Barnes, Martin Amis, Salman Rushdie, Kazuo Ishiguro, Jeanette Winterson, Zadie Smith). Works will be considered in historical, cultural, and aesthetic context, with an emphasis on the evolving form of the novel as a literary genre. Please consult English Department website for particular thematic focus. Alternate years. (4 credits)

342 ANGLOPHONE LITERATURE

A study of literature written in English-speaking countries other than the U.S. and Great Britain, including but not limited to: Canada, Ireland, India, Pakistan, Australia, South Africa, Anglophone Africa, and the Anglophone Caribbean. Course may consider multiple literary genres (drama, poetry, prose fiction, essays), in addition to visual art, film, and critical/theoretical contexts. We'll consider how twentieth-century independence movements, as well as particular colonial and post-colonial histories, have reframed the languages and contours of contemporary literature into more transnational and/or diasporic contexts. We'll also examine the meanings, cultural assumptions, and limitations of the term "Anglophone" and consider what's at stake in acts of textual and cultural translation. Potential topics include: Anglophone Literature and Violence; Afro-Caribbean Literature; Anglophone Prison Literature; Anglophone Fiction and Film. Alternate years. (4 credits)

350 TWENTIETH CENTURY POETRY

An analysis of twentieth century poetry from modernists W. B. Yeats, T. S. Eliot, Ezra Pound, and Robert Frost through major midcentury poets such as Elizabeth Bishop and Langston Hughes, to contemporary writers such as Adrienne Rich, Seamus Heaney, Derek Walcott, John Ashbery and C. D. Wright. This course will stress close analytical reading of individual poems. Alternate years. (4 credits)

351 TWENTIETH CENTURY DRAMATIC LITERATURE

Study of the development of modern drama from Ibsen to the present by reading and discussion of the major late nineteenth century and twentieth century European and American dramatists such as August Strindberg, Henrik Ibsen, Anton Chekhov, Federico Garcia Lorca, Eugene O'Neill, Samuel Beckett, Lillian Hellman, and August Wilson. Alternate years. (4 credits)

352 GENDERED, FEMINIST, AND WOMANIST WRITINGS (Same as Women's, Gender and Sexuality Studies 310)

This course foregrounds how gender constructions and politics inform the writing of a period and place; how various genres use gender-saturated discourses; how the gendered body is represented; images of masculinity and femininity; the status of women as writers, readers, and purveyors of the written word. Examples range from feminist thought in mediaeval women's writing to gender differences in expatriate Black cultural modernism to transnational women's literature on utopia. The course will always emphasize gender as a category of critical analysis, and the ways that reading and writing with an eye to gender can transform the futures of texts and their readers. Instructor and focus will vary. Alternate years. (4 credits)

367 POSTCOLONIAL THEORY (Same as Humanities and Cultural Studies 367 and International Studies 367)

Traces the development of theoretical accounts of culture, politics and identity in Africa, South Asia, the Caribbean and related lands since the 1947–1991 decolonizations. Readings include Fanon, Said, Walcott, Ngugi and many others, and extend to gender, literature, the U.S., and the post-Soviet sphere. The course bridges cultural representational, and political theory. Prior internationalist and/or theoretical coursework strongly recommended. Alternate years; next offered Spring 2010. (4 credits)

368 LITERATURE OF THE AMERICAS

The literature of the United States exists in a broad hemispheric context which will be the subject of this course. Specific focus will vary, but may include Caribbean literature (including francophone and hispanophone in translation), Latin American literature in a comparative U.S. context, Canadian literature, or other combinations in the writings of the Americas. Alternate years. (4 credits)

369 AFRICAN LITERATURE

A study of the fiction and poetry of writers from sub-Saharan Africa. The focus will be on fiction since 1945, and readings will be taken both from anglophone writers and from francophone and other writers in translation. Specific content may vary. Alternate years. (4 credits)

370 AMERICAN LITERATURE OF THE EARLY REPUBLIC

This course focuses on American literature from the late 18th century to just before the Civil War. It will be concerned with the ways in which the attempt to build a democratic republic is taken up and critiqued in a range of literature from the period. Included will be such writers as Charles Brockden Brown, Washington Irving, Susanna Rowson, James Fenimore Cooper, Edgar Allan Poe, Ralph Waldo Emerson, Henry David Thoreau, Frederick Douglass, Oliver Wendell Holmes, Henry Wadsworth Longfellow, Harriet Beecher Stowe, Susan Warner, and Herman Melville. Alternate years. (4 credits)

371 NINETEENTH CENTURY AMERICAN LITERATURE

This course examines an array of American literature written in the second half of the nineteenth century, including poetry, autobiography, essays, stories and novels. It might focus on a particular moment in the late nineteenth century, a particular group of authors, or a particular thematic concern, but it will be concerned to trace out the complicated relation between literary representation and a rapidly changing social, economic, and political landscape. Authors might include Ralph Waldo Emerson, Frederick Douglass, Walt Whitman, Emily Dickinson, Herman Melville, Mark Twain, Kate Chopin, William Dean Howells, Edith Wharton, Henry James, Charles W. Chesnutt, and Charlotte Perkins Gilman. Alternate years. (4 credits)

372 AMERICAN LITERATURE 1900–1945

America in the first half of the twentieth century seemed to be infatuated with the future—with skyscrapers and automobiles, Hollywood cinema and big business. But in an age that also saw the struggle of Progressivism, the Great Depression, and two foreign wars, many voices called attention to the dark side of success. This course will include such authors as Edith Wharton, F. Scott Fitzgerald, Sinclair Lewis, Ernest Hemingway, Gertrude Stein, T. S. Eliot, Zora Neale Hurston, William Faulkner, Willa Cather, Dorothy Parker, William Carlos Williams, Wallace Stevens, Langston Hughes, Walker Evans and James Agee, Eugene O'Neill, and Dashiell Hammett. Alternate years. (4 credits)

373 AMERICAN LITERATURE 1945 TO THE PRESENT

The complacent malaise of the Cold War, the turmoil of Vietnam and the Sixties, and the postmodern fascination with computers and visual culture—all of these have had radical consequences for the American literary form. While questioning boundaries between high and low culture, image and reality, and identity and difference, recent American writers work against a pervasive sense of fragmentation to imagine new relations between community and personal desire. The course will consider authors such as Vladimir Nabokov, Sylvia Plath, Robert Lowell, Ralph Ellison, Walker Percy, John Ashbery, Adrienne Rich, Joan Didion, Tom Wolfe, Robert Stone, Thomas Pynchon, John Guare, Raymond Carver, Toni Morrison, Maxine Hong Kingston, Sandra Cisneros, Art Spiegelman, and Neal Stephenson. Alternate years. (4 credits)

374 THE AMERICAN NOVEL

Traces the history of the novel in America from its epistolary beginnings in the late 18th century to its postmodern incarnations in the late twentieth century. Possible authors include Hannah Wester Foster, James Fenimore Cooper, Herman Melville, Stephen Crane, Edith Wharton, Henry James, Ernest Hemingway, William Faulkner, Vladimir Nabokov, and Thomas Pynchon. Alternate years. (4 credits)

375 AFRICAN AMERICAN LITERATURE TO 1900

This course will trace the development of an African American literary tradition from the end of the eighteenth century to the turn of the twentieth century, from authors such as Phillis Wheatley and Olaudah Equiano to Frances Harper and Charles Chesnutt. The course will investigate the longstanding project of writing an African American self as both a literary and a political subject, and it will consider texts from multiple genres—such as lyric poetry, protest poetry, slave narratives, spirituals, folktales, personal correspondence, essays, short stories, autobiographies, novels, transcribed oral addresses, and literary criticism and theory. Alternate years. (4 credits)

376 AFRICAN AMERICAN LITERATURE FROM 1900 TO THE PRESENT

This course will trace the development of an African American literary and cultural tradition from the turn of the century to the present, from writers such as W.E.B. Du Bois and Pauline Hopkins to Walter Mosley and Toni Morrison. It will examine the ways that modern and contemporary African American writers and artists have explored political, social, racial, and aesthetic issues in a variety of genres—including autobiographies, poetry, novels, blues songs, photographs, short stories, plays essays, film, visual art, and literary and cultural criticism. Among the many topics the course will consider are: the Harlem Renaissance, the Great Migration, the Black Arts Movement, and the current flourishing of African American arts and letters and cinema. Alternate years. (4 credits)

377 NATIVE AMERICAN LITERATURE

A study of fiction and poetry by American Indian writers, among them N. Scott Momaday, Leslie Silko, James Welch, Louise Erdrich, Gerald Vizenor. Alternate years. (4 credits)

379 TOPICS IN NINETEENTH CENTURY AFRICAN AMERICAN LITERATURE

This course will explore African American writing of the nineteenth century and, depending on the instructor, may focus on a particular genre (e.g., The Autobiographical Tradition, Abolition and Authorship, From Nonfiction to Fiction), or on particular authors (e.g., Frederick Douglass, Frances Harper, Charles Chesnutt). Alternate years. (4 credits)

380 TOPICS IN TWENTIETH CENTURY AFRICAN AMERICAN LITERATURE (Same as American Studies 380)

This course will explore African American cultural production during the twentieth century and, depending on the instructor, may focus on a particular genre (e.g., novels, short stories, drama, poetry, detective fiction, speculative fiction, film), or on a particular period (e.g., the Harlem Renaissance, the 1950s, the Black Arts Movement, the Contemporary), or on a particular theme (e.g., African American Women's Writing, the Politics of Modern African American Literature), or on a particular author (e.g., Du Bois, Hughes, Hurston, Wright, Brooks, Baldwin, Wideman, Morrison, Parks). Alternate years. (4 credits)

381 LITERATURES AND CULTURES OF THE CARIBBEAN

This course will focus primarily on the writing but also on the music and film of the Caribbean. It will examine the works of authors such as Derek Walcott, V.S. Naipaul, Jamaica Kincaid, Merle Hodge, George Lamming, Edwidge Danticat, Frances Aparicio, Rosario Ferre, Mayra Santos-Febre, Ana Lydia Vega, Reynaldo Arenas, Deborah Pacini Hernandez, Maryse Condé, Lyonel Trouillot, René Depestre, Patrick Chamoiseau, and Aimé Césaire. It will also examine the works of musicians and performers such as Attila the Hun, Bob Marley, Jimmy Cliff, Linton Kwesi Johnson, Boukman Eksperians, Manno Charlemagne, and Haitiando. The course will cover multiple musical genres—among them, calypso, ska, reggae, compa, music rasin, and troubadou. The course material may also include Caribbean films, such as *The Harder They Fall, "Life and Debt,* and *Haiti: Killing the Dream.* Finally, the course will include extensive readings in literary and postcolonial theory, situating the literature, music, and film within specific historical, political, regional, ethnic, linguistic, national, and postcolonial contexts. Theorists will be chosen from among Paul Gilroy, Antonio Benitez-Rojo, Kamau Brathwaite, Michel-Rolph Trouillot, Michael Dash, Paul Farmer, Mimi Sheller, Joan Dayan, Laennec Hurbon, Edouard Glissant, Françoise Lionnet, and others. The course may focus on Anglophone, Francophone, and/or Hispanophone texts and be team-taught by faculty from English, French and Francophone studies, and/or Hispanic and Latin American studies departments. Alternate years. (4 credits)

382 TOPICS IN AFRICAN DIASPORIC LITERATURE, CULTURE AND THOUGHT

The focus of this course is on the literary, cultural and philosophical productions of "blackness" that have preoccupied African Diasporic writers, philosophers, activists and artists from the Eighteenth century to today. Every semester, the course will focus on a specific literary, cultural and or theoretical movement or topic such as Negritude, the Black Arts Movement, Black British Literature, Black subjectivity, Black Nationalism, or African American Literature and Culture from Europe. Writers and theorists may include Prince Hall, Mary Seacole, Olaudah Equiano, Martin Delaney, W.E.B. Du Bois, Mary Church Terrell, Aimé Césaire, René Maran, George Padmore, Frantz Fanon, Richard Wright, Grace Nichols, Ann Petry, Paule Marshall, Maryse Condé, Patrick Chamoiseau, Paul Gilroy, Hazel Carby, May Ayin and Joanne Traynor. Alternate years. (4 credits)

383 INTRODUCTION TO TWENTIETH CENTURY GAY AND LESBIAN LITERATURE

This course traces the broad literary history of gay and lesbian novels and poetry in English. It begins with a look at the earliest invention of the "invert," "Uranian" and/or "homosexual" in biology, psychology and sociology before moving to the early twentieth century novels that were influenced by these theories. The focus of this course is to trace the ways in which gay and lesbian identity has been constructed as both a model for the "homonormative" and/or a critique of the heteronormative by drawing heavily upon conservative and progressive notions of race, class and gender. Writers may include: Radclyffe Hall, E.M. Forster, Virginia Woolf, James Baldwin, William S. Burroughs, Audre Lorde, Adrienne Rich, Leslie Feinberg, Paul Monette, and Jackie Kay. Alternate years. (4 credits)

384 LANGSTON HUGHES: GLOBAL WRITER (Same as International Studies 384)

The great African American writer Langston Hughes (1902-1967) is best known as the poet laureate of the Harlem Renaissance. But his career was vaster still. He was a Soviet screenwriter, Spanish Civil War journalist, African literary anthologist, humorist, playwright, translator, social critic, writer of over 10,000 letters, and much more. This course engages Hughes's full career, bridging race and global issues, politics and art, and makes use of little-known archival materials. Alternate years; not offered 2008–2009. (4 credits.)

390 WOMEN AND VOICE: ROOTS OF A FEMINIST IDEA

Who is speaking, especially when a male author represents a woman speaker? Why does second-wave feminism invest so much urgency in the notion that women must have a voice? Why does literature and art so often associate the feminine with voice and sound: What do poets and artists do with tropes of the maternal voice, the singing woman, the operatic diva, the garrulous woman, women's sharp tongues (and, in real life, brutal scold's bridles), the maternal lullaby, the "sonorous cavern" of the womb, the music lesson in which the instructor is a man, the student a woman keyboard player, for example? How do feminist theorists intervene in these traditions, turn them to account, make something of them? Who is speaking, and why does it matter? Readings might include the Biblical Wisdom books, Sappho, Ovid, Chaucer, Erasmus, H. Cixous, Luce Irigaray, Kaja Silverman, Sigmund Freud. Alternate years. (4 credits)

401 HISTORY OF A LITERARY GENRE

A look at the development of one major literary genre or mode across several historical periods, with sustained scrutiny of key examples, and attention to the relevant criticism and theory. A given year and section might cover the history of lyric poetry, with examples from Sidney to Seamus Heaney; or the history of the novel, from Richardson or Fielding to Toni Morrison or David Foster Wallace; or the history of satire and irony, from Swift to contemporary practitioners. Alternate years. (4 credits)

402 SEMINAR IN BRITISH AUTHORS

A study of single authors, pairs of authors, or related groups of authors: e.g., the metaphysical poets, Jane Austen, William Wordsworth and John Keats, the Pre-Raphaelites, the Bloomsbury group. Alternate years. (4 credits)

403 SEMINAR IN AMERICAN AUTHORS

A study of single authors, pairs of authors, or related groups of authors: e.g., Herman Melville; Mark Twain and Emily Dickinson; Henry James and his circle; William Faulkner and Flannery O'Connor; Ezra Pound and T. S. Eliot. Alternate years. (4 credits)

404 SEMINAR IN CONTEMPORARY THEORY AND CRITICISM

Depending on the instructor, this advanced course will either focus on a specific kind of literary or cultural theory (like Marxism, psychoanalysis, or postcolonial theory), or present a series of readings of literary or cultural materials unified by a coherent theoretical perspective. Alternate years. (4 credits)

405 ADVANCED WRITING WORKSHOP

This creative writing workshop will center on work in a chosen genre (fiction, non-fiction, poetry, scriptwriting) written by class members, with a strong secondary emphasis on the development of group critical skills. Through the presentation of new and revised work, critiquing of work-in-progress, and discussion of extensive reading in contemporary writing of the chosen genre, the workshop will focus on developing constructive criticism of the writing of participants. Prerequisites: English 120 (Introduction to Creative Writing), and either 280, 281, 282, or permission of the instructor. Every year. (4 credits)

406 PROJECTS IN CREATIVE WRITING

This seminar will provide a workshop environment for advanced students with clearly defined projects in poetry, fiction, creative nonfiction, drama or a combination of genres. The seminar will center initially on a group of shared readings about the creative process and then turn to the work produced by class members. Through the presentation of new and revised work, and the critiquing of work-in-progress, each student will develop a significant body of writing as well as the critical skills necessary to analyze the work of others. By permission of instructor. Every year. (4 credits)

410 COMPARATIVE STUDIES

This comparative course will focus on two or more authors of different nationalities (e.g. Proust, Joyce and Beckett; or Dante, Pound and Eliot) or a comparison of literary movements (e.g. the Irish Renaissance and the Harlem Renaissance) or a study of transnational movements, such as romanticism or the symbolist movement. Alternate years. (4 credits)

412 THEATRE AND PERFORMANCE

This course will give students the exciting opportunity to see a variety of plays and theatrical events currently being performed in the Twin Cities. Each week we will attend a performance and/or hear from guest speakers (directors, actors, playwrights, designers). Plays will be considered along with readings in performance theory, cultural theory, and theatre history. Response papers, a group presentation and a final project/along with class participation and attendance at all plays will be required. The class is limited to 12 students and must have the permission of the instructor. Alternate years.(4 credits)

604 TUTORIAL

Closely supervised individual or small group study in which a student explores a selection of texts differing from what is usually covered in the department's established courses. Prerequisites: sufficient preparation in English courses to provide the necessary context for the area of study chosen and permission of the instructor. Application must be made through the chair of the English department on a form available from the departmental office. Every semester. (4 credits)

614 INDEPENDENT PROJECT

Production of original work, either scholarly or creative, of substantial length, such as an honors project, which may develop out of study done in English 604, or previous course work. Prerequisites: sufficient preparation, demonstrated ability, and permission of the instructor. Application must be made through the chair of the English department on a form available from the departmental office. Every semester. (4 credits)

624 INTERNSHIP

Work in practical (usually off-campus) experiences that explore potential careers, apply an English major's skills, or make a substantive addition to the student's knowledge of literary issues. Prerequisites: sufficient preparation in courses to provide the necessary background, consent of the instructor and sponsor, and completion of an Internship Learning Contract (signed by the Director of Internships and the faculty sponsor). Every semester. (1–4 credits.)

634 PRECEPTORSHIP

Work assisting a faculty member in planning and teaching a course. Prerequisite: invitation by a faculty member. Every semester. (4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Every semester. (1–4 credits)

Environmental Studies

Faculty: Louisa Bradtmiller, Dan Hornbach (Chair), Roopali Phadke, Christopher Wells

Coordinating Committee: Mark Davis (Biology), James Dawes (English), Jerald Dosch (Biology), Jim Doyle (Physics & Astronomy), Arjun Guneratne (Anthropology), Keith Kuwata (Chemistry), Kelly MacGregor (Geology), William Moseley (Geography), Karen Warren (Philosophy), Sarah West (Economics)

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

Consistent with Macalester's mission statement, which emphasizes internationalism, and in recognition of the global nature of many environmental issues, the faculty encourages students to participate in off-campus national and international programs of study and research.

General Distribution Requirement

Environmental Studies 215, 231, 232, 235, 252, 365, 368, and 477 count toward the general distribution requirement in social science. Environmental Studies 120, 130, 133, and 285 count toward the general distribution requirement in mathematics and natural science. Environmental Studies 229, 234, 236, 237, 265, 340, 343, and 345 count toward the distribution requirement in humanities.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

The Environmental Studies major consists of nine–ten courses (40 credits) in environmental studies and related subjects plus a seven-course emphasis.

The ten course requirement is distributed as follows:

Introductory Courses: Must take two of three

—Environmental Studies 133 (Environmental Science)

—Environmental Studies 215 (Environmental Politics and Policy)

—Environmental Studies 234 (Environmental History)

Required ES Courses: Three courses

—Environmental Studies 280 (Environmental Classics): Prerequisite: two of three introductory courses and typically taken second semester of sophomore year.

—Environmental Studies 489 (Environmental Leadership Practicum) or Environmental Studies 624 (Internship)

—Environmental Studies 488 (Senior Seminar)

Distribution Courses: Introductory ES courses may be counted

—Two Natural Science courses: Pre-approved courses include Environmental Studies 120, 130, 133, and 180, Biology 342 (Animal Behavior and Ecology), Biology 344 (Aquatic Ecology), Biology 345 (Field Botany), Chemistry 111 (General Chemistry I), Chemistry 112 (General Chemistry II), Geology 150 (Dynamic Earth and Global Change), Geology 155 (History and Evolution of the Earth), Geology 260 (Geomorphology), and Geology 265 (Sedimentology and Stratigraphy). Other natural science courses require prior approval by the environmental studies department chair.

—Two Social Science Courses: Pre-approved courses include Environmental Studies 215, 231, 232, 235, 246, 252, 365, 368, and 477, Economics 119 (Principles of Economics), Education 270 (Education and Social Change), and Geography 111 (Human Geography of Global Issues). Other social science courses require prior approval by the environmental studies department chair.

—Two Humanities Courses: Pre-approved courses include Environmental Studies 229, 234, 236, 237, 265, 340, 343, and 345, Philosophy 125 (Ethics). Other humanities courses require prior approval by the environmental studies department chair.

The senior capstone requirement in environmental studies will be satisfied by completing Environmental Studies 488 (Senior Seminar).

Disciplinary or Interdisciplinary Core: Seven courses: Introductory ES courses may *not* be counted

Disciplinary Option

—6 courses in a discipline (see www.macalester.edu/environmentalstudies for specific courses)

* 2 must be 300-level courses

* Disciplinary cores in departments other than anthropology, biology, chemistry, economics, geography, geology, history, philosophy, political science or physics must be approved by the chair.

—1 methods course related to the core's focus

Interdisciplinary Option

—6 courses organized around a clear theme or environmental problem

* 2 must be 300-level courses

* All interdisciplinary core plans should be designed in consultation with members of the environmental studies department and must be approved by the chair.
* Some examples of interdisciplinary core plans might be: environmental science, global citizenship, environmental justice, natural resources management.

—1 methods course related to the core's focus

Preapproved cores can be found on the environmental studies web site www.macalester.edu/environmentalstudies.

Minor Concentration

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

Honors Program

The environmental studies department participates in the honors program. Eligibility requirements, application procedures, and specific project expectations for the environmental studies department are available from either the department office or the Dean of Academic Programs.

Topics Courses

194, 294, 394, 494

Topics are occasional courses, offered by instructors at their own initiative or in response to student requests. To be announced at registration. Topics courses, depending on their content, may satisfy major requirements or college distribution requirements. This will be noted in the course description available for registration. (4 credits)

COURSES

120 ENVIRONMENTAL GEOLOGY (Same as Geology 120)

The physical environment has begun to show signs of our earth's expanding population and the increasing need for natural resources. Geologic materials such as soil, water, and bedrock, and geologic processes such as earthquakes, volcanic activity, and running water often pose constraints on land use. This course is designed to introduce students to the relationship between humans and their geologic environment: the earth. We will focus on understanding the processes that shape the surface of the earth, and how these processes affect human activity. We will use current scientific methods to collect and analyze data. Topics include surface-water dynamics and flooding, groundwater and groundwater contamination, pollution and waste management, landslides, volcanic and earthquake hazards, and global climate change. Format: three hour block per week of local field excursions, lectures, and/or laboratory exercises; evaluation will be based on project reports and homework/classroom assignments, and one exam (final). No prerequisites. Fall semester. (4 credits)

130 SCIENCE OF RENEWABLE ENERGY (Same as Physics 130)

This is a course on the current status of the most promising alternative and renewable energy options from a primarily scientific and technological perspective. Current methods of electricity generation and transportation energy sources will be briefly reviewed (fossil fuels, nuclear fission, and hydroelectric), including discussion of their limitations and environmental consequences. The focus of the course will be on understanding the scientific basis of alternative and renewable energy sources, and their promise and technological challenges for wide scale implementation. Biofuels, wind, photovoltaics, concentrated solar power, hydrogen, nuclear fusion, and geothermal will be considered in depth. Three lectures and one two-hour laboratory per week. No prerequisites. Alternate spring semesters; next offered Spring 2009. (4 credits)

133 ENVIRONMENTAL SCIENCE

This course provides basic scientific knowledge and understanding of how our world works from an environmental perspective. Topics covered include basic principles of ecosystem function, human population

growth, production and distribution of food, soil and agricultural ecosystems, integrated pest management, water resources and management, water pollution, hazardous chemicals, air pollution and climate change, biodiversity and its conservation, solid waste, energy resources, and sustainability. There are no prerequisites. Three hours lecture and one three-hour lab each week. Every semester. (4 credits)

215 ENVIRONMENTAL POLITICS AND POLICY (Same as Political Science 215)

This course provides an introduction to the field of Environmental Politics and Policy. Using a comparative approach, the course engages the meaning and development of environmental governance. We will explore the tandem rise of the modern environmental movement and profound new environmental legislation in the U.S. and internationally. Topics investigated will include: deforestation, hazardous wastes, climate change, population growth, and loss of biodiversity. Fall semester. (4 credits)

229 ENVIRONMENTAL ETHICS (Same as Philosophy 229)

A course that addresses a variety of theoretical positions and applied topics in environmental ethics from both traditional and non-traditional perspectives. The positions include: traditional ethics concerning the environment that do not constitute an environmental ethic (or, ethic of the environment); utilitarian and rights-based animal welfarism; an ethics of respect; Leopold's Land Ethic, environmental pragmatism; continental environmental ethics; deep ecology; ecofeminist ethics; Black and Third World feminist positions on environmental ethics; and, indigenous and earth-based community perspectives in environmental ethics. We will also consider the viability of these theoretical positions in applied, real-life contexts by considering such topics as: their implications for public policy; environmental ethics and environmentalism as a social justice movement, human overpopulation; pollution; globalization; colonialization; and grassroots activism. The ultimate objective is for each student to develop their own conceptually deep, theoretically grounded, and concrete environmental ethic. Every year. (4 credits)

231 ENVIRONMENTAL ECONOMICS AND POLICY (Same as Economics 231)

This course analyzes the economics of public policy toward the environment. It examines the problem of market failure in the presence of externalities and public goods, and considers policy responses to these market failures, including command-and-control regulations, tax and subsidy incentives, and marketable pollution permits. These policies are examined in the context of, for example, urban air pollution, ozone depletion and global warming, water pollution, municipal and hazardous waste, threats to biodiversity, and economic development. Particular attention is paid to methods of quantifying the benefits and costs of environmental protection. Prerequisite: Economics 119. Next offered Fall 2008. (4 credits)

232 PEOPLE AND THE ENVIRONMENT (Same as Geography 232)

This course introduces you to the study of human-environment interactions from a geographic perspective, with a special emphasis on the role of humans in changing the face of the earth and how, in turn, this changing environment influences humans. The course will examine environmental issues in a variety of geographic contexts (developed and developing countries) and the connections between environmental problems in different locations. Students will explore the fundamentals of environmental science, economics, cultural and political ecology, as well as a number of sectoral issues related to human population growth, agriculture, water resources, biodiversity, forest resources, energy use, climate change, and environmental health. No prerequisites. Fall semester. (4 credits)

234 AMERICAN ENVIRONMENTAL HISTORY (Same as History 234)

People have always had to contend with the natural world, but only recently have historians begun to explore the changing relationships between people and their environment over time. In this course, we will examine the variety of ways that people in North America have shaped the environment, as well as how they have used, labored in, abused, conserved, protected, rearranged, polluted, cleaned, and thought about it. In addition, we will explore how various characteristics of the natural world have affected the broad patterns of human society, sometimes harming or hindering life and other times enabling rapid development and expansion. By bringing nature into the study of human history and the human past into the study of nature, we will begin to see the connections and interdependencies between the two that are often overlooked. Fall semester. (4 credits)

235 CITIZEN SCIENCE: ENVIRONMENT, TECHNOLOGY AND DEVELOPMENT (Same as Political Science 235)

This course explores the dynamic relationship between science, technology and society. The course will examine how, and which members of, the public make controversial environmental decisions over topics such as endangered species, genetically modified foods, bioprospecting, climate change, and toxic waste disposal. Through these case studies, the course will critically examine concepts of risk and uncertainty, trust, credibility, expertise and citizenship. Not offered in 2008-09. (4 credits)

236 CONSUMER NATION: AMERICAN CONSUMER CULTURE IN THE 20TH CENTURY (Same as History 236)

"Of all the strange beasts that have com slouching into the 20th century," writes James Twitchell, "none has been more misunderstood, more criticized, and more important than materialism." In this course we will trace the various twists and turns of America's vigorous consumer culture across the twentieth century, examining its

growing influence on American life, its implications for the environmental health of the world, and the many debates it has inspired. Not offered in 2008-09. (4 credits)

237 ENVIRONMENTAL JUSTICE (Same as History 237)

Poor and minority populations have historically born the brunt of environmental inequalities in the United States, suffering disproportionately from the effects of pollution, resource depletion, dangerous jobs, limited access to common resources, and exposure to environmental hazards. Paying particular attention to the ways that race, ethnicity, class, and gender have shaped the political and economic dimensions of environmental injustices, this course draws on the work of scholars and activists to examine the long history of environmental inequities in the United States, along with more recent political movements—national and local—that seek to rectify environmental injustices. Not offered in 2008-09. (4 credits)

252 WATER AND POWER (Same as Geography 252 and Political Science 252)

This course develops an interdisciplinary approach to studying water resources development, drawing from geography, anthropology, history, politics, hydrology, and civil engineering. With a focus on large river basins, the course examines historical and emerging challenges to the equitable and sustainable use of transboundary waters. After first exploring the American water development model, the course will examine the promulgation of this model in Africa, Asia, Latin America, and the Middle East. Dam development for irrigation, electricity, navigation, and flood protection will be discussed. Prerequisite: Environmental Studies 120, 133, or 232. Not offered in 2008-09. (4 credits)

265 JUSTICE (Same as English 265)

In this course we will examine texts by, about, and for workers for social justice. Our method will be interdisciplinary. With an eye toward aesthetics, we will examine novels and plays that have at their center protagonists who have been called to realize a vision of the just society or, more desperately, to stand alone against seemingly inevitable assaults upon human dignity. We will at the same time examine philosophical and sociological accounts of political action, including works that evaluate the effectiveness of different individual and organizational strategies for social change. Central issues may include obedience and disobedience, economic justice, eco-activism, globalization, human rights, gender, race, and the question of personal vocation—that is, how do we bring together our ethical commitments and our working lives? Central figures will range from Sophocles to Naomi Klein, Zola to James Baldwin. Students will be provided extensive opportunities for service and experiential learning in local organizations committed to social justice. Alternate years. (4 credits)

280 ENVIRONMENTAL CLASSICS

What has the environment meant to past generations? How have writers shaped the ways we understand our relationships with the natural world? This course explores these questions, drawing in roughly equal measure on "classic" texts from the humanities, social sciences, and sciences. Required for Environmental Studies majors. It is recommended that students complete this course during the spring of their sophomore year. Prerequisites: Permission of the instructor or two of the following: Environmental Studies 133, 215, 234. Spring semester. (4 credits)

285 ECOLOGY (Same as Biology 285)

An introduction to the study of ecological and evolutionary theory and processes. The subject of this course is the natural world and the current and past processes that have shaped it. Major ecological and evolutionary patterns are described and proposed underlying mechanisms are investigated through field and laboratory studies. The impact of humans on natural systems is also examined. Three hours lecture and one three-hour lab each week. Prerequisites: none. Every semester. (4 credits)

340 U.S. URBAN ENVIRONMENTAL HISTORY (Same as History 340)

In the minds of many Americans, cities are places where nature is absent—places where nature exists only in the crevices and on the margins of spaces dominated by technology, concrete, and human artifice. This course confronts this assumption directly, drawing on the scholarship from the relatively young field of urban environmental history to uncover the deep interconnections between urban America and the natural world. Among the other things, we will examine how society has drawn upon nature to build and sustain urban growth, the implications that urban growth has for transforming ecosystems both local and distant, and how social values have guided urbanites as they have built and rearranged the world around them. Using the Twin Cities has a backdrop and constant reference point, we will attempt to understand the constantly changing ways that people, cities, and nature have shaped and reshaped one another throughout American history. Alternate years. (4 credits)

343 IMPERIAL NATURE: THE UNITED STATES AND THE GLOBAL ENVIRONMENT (Same as History 343)

Although the United States accounts for just five percent of the world's population, it consumes roughly twenty-five percent of the world's total energy, has the world's largest economy, and is the world's largest consumer and generator of waste. Relative to its size, its policies and actions have had a significantly disproportionate impact

on global economic development and environmental health. Mixing broad themes and detailed case studies, this course will focus on the complex historical relationship between American actions and changes to the global environment. Alternate years. (4 credits)

345 CAR COUNTRY: THE AUTOMOBILE AND THE AMERICAN ENVIRONMENT (Same as History 345)

At the dawn of the twentieth century, automobiles were newfangled playthings of the very wealthy; by century's end, they had become necessities of the modern world. This momentous change brought with it a cascading series of consequences that completely remade the American landscape and touched nearly every aspect of American life. This course will explore the role that cars and roads have played in shaping Americans' interactions with the natural world, and will seek an historical understanding of how the country had developed such an extreme dependency on its cars. In the process, we will engage with current debates among environmentalists, policymakers, and local communities trying to shape the future of the American transportation system and to come to grips with the environmental effects of a car-dependent lifestyle. Alternate years. Not offered in 2008-09. (4 credits)

365 ENVIRONMENTAL ANTHROPOLOGY (Same as Anthropology 365)

This course examines how the concept of culture can contribute to our understanding of environmental issues, in terms of how human beings adapt to their environment and the way in which they understand and give meaning to the world they live in. It examines the nature of the political, cultural, and socio-economic structures that together generate contemporary environmental problems. It aims to develop an anthropological understanding of the environment and to understand the way the "environmental crisis"—of resource scarcity and ecological degradation—is the outcome of particular structures of power, economic relations and consumption. Alternate years. (4 credits)

368 SUSTAINABLE DEVELOPMENT AND THE GLOBAL FUTURE (Same as International Studies 368)

This course thoroughly examines the concept of sustainable development. We will define the term, examine its history, and evaluate its political, philosophical, scientific, and economic significance. Implementation of sustainable development in both the world's North and South are considered. Close attention is given to non-governmental organizations and nation states, the loss of global biodiversity, and existing and proposed remedial actions. Prior coursework in international, development, political, scientific, and/or environmental issues is strongly recommended. Offered Spring 2009. (4 credits)

477 COMPARATIVE ENVIRONMENT AND DEVELOPMENT STUDIES (Same as Geography 488 and International Studies 488 only when offered as the seminar with the same title)

A concern for the relationship between nature and society has been one of the pillars of geographic inquiry and has also been an important bridge between other disciplines. By the 1960s, this area of inquiry was referred to variously as "human ecology." Over the last decade, certain forms of inquiry within this tradition have increasingly referred to themselves as "political ecology." The purpose of this seminar is to review major works within the traditions of cultural and political ecology; examine several areas of interest within these fields (e.g., agricultural modernization, environmental narratives, conservation, ecotourism); and explore nature-society dynamics across a range of geographical contexts. Towards the end of the course we will explore how one might begin to think in practical terms about facilitating development in marginal environments. Prerequisite: Geography 232 or permission of instructor. Fall semester. (4 credits)

488 SENIOR SEMINAR IN ENVIRONMENTAL STUDIES

In this seminar, students will explore the difficult and often controversial issues surrounding environmental problems. Through readings, discussions, guest speakers, field trips, independent research, writing, and oral presentations, students will develop a clearer understanding of the underlying causes and long term implications of some of the environmental problems facing the world today. Both local and global environmental problems will be examined in the seminar. Taking advantage of the diverse academic backgrounds of the student participants, the seminar will bring together the knowledge, perspectives, and insights of the natural and social sciences and the humanities. Prerequisites: Senior standing in the environmental studies major. Every spring. (4 credits)

489 ENVIRONMENTAL LEADERSHIP PRACTICUM

This course explores interdisciplinary approaches to environmental leadership by integrating a weekly seminar session and an intensive internship experience (8-10 hours/week) with an environmental organization or business in the Twin Cities metro region. An internship is an excellent way for students to apply knowledge learned in the classroom and laboratory, to learn more in an environmental area, and to explore career options. The classroom component of the course will complement the internship experience through reflective writing, mentor profiles, and individual and group projects. Internships will be pre-selected and students may choose from a range of organizations. Required for environmental studies majors. It is recommended that students complete this course during the fall of their junior year. Grading on S/D/NC option only. Prerequisites:

Permission of the instructor or two of the following: Environmental Studies 133, 215, 234. Concurrent registration with Environmental Studies 490 required. Every fall. (4 credits)

490 ENVIRONMENTAL LEADERSHIP SEMINAR

614 INDEPENDENT PROJECT

This is an opportunity for students to do independent study or research on an environmental topic. Given the nature of independent projects, students need to demonstrate that they have the necessary background, including appropriate coursework, in the area they are interested in studying. Prerequisite: Sponsorship by an environmental studies faculty member or a faculty member of the environmental studies coordinating committee. (2–4 credits)

624 INTERNSHIP

This is an opportunity for students to work with professionals in the environmental field outside of academia. Students will work with a faculty sponsor and their site supervisor to develop a set of learning goals, strategies to meet these goals, and methods of evaluation for the internship, including the nature of the final product. An internship is an excellent way for students to apply knowledge learned in the classroom and laboratory, to learn more in an environmental area, and to explore career options. It is expected that the student will make a poster presentation of his/her experience. A 4 credit internship is required for the environmental studies major. Prerequisite: Sponsorship by an environmental studies faculty member or a faculty member of the environmental studies coordinating committee. This internship is for students doing their internship while studying abroad or during the summer. (2–4 credits)

634 PRECEPTORSHIP

This is an opportunity for students to assist a faculty member in planning and teaching a course. Prerequisite: Invitation by a faculty member. (2–4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Prerequisite: Sponsorship by an environmental studies faculty member. Every semester. (1–4 credits)

Forensics

Please see the Department of Theater and Dance for information on debate and forensics.

French and Francophone Studies

Full Time Faculty: Andrew Billing (Mellon Post-Doctoral Fellow), Diane Brown, Martine Sauret, Peter Vantine, Joëlle Vitiello (chair)

Part Time Faculty: Anne Carayon, Françoise Denis (MSFEO), Annick Fritz-Smead

The department of French and Francophone Studies has the following objectives: a) prepare majors and minors in French language, French and Francophone cultures and literatures, intellectual and artistic movements in various periods, and critical thinking; b) help non-French majors achieve language competency appropriate for study in their own fields, for future professional needs or for personal enrichment; c) provide all students with the opportunity to acquire, as a part of a liberal arts education, the knowledge of the language, literatures and cultures of France and Francophone countries; d) offer courses, taught in French or English, that address diverse disciplinary areas as they relate to France and the Francophone world. The department of French and Francophone Studies has a long term affiliation with the departments of Humanities, Media, and Cultural studies, Art, African studies, International studies, Middle Eastern and Islamic studies, and women's, gender, and sexuality studies.

The study of French exposes students to a great intellectual tradition, to important and diverse writers, and to the cultures of France and the Francophone world, past and present, colonial and post-colonial. The study of the Francophone world includes the

cultures of other European countries, Canada, Africa, the Caribbean, and the islands of the Pacific and Indian Oceans, where French is the language of communication and artistic expression. French is with English the international diplomatic language (the European Union, the United Nations, the Olympic Games, etc.). After English, French is the most commonly-taught second language in the world.

The teaching of French is strongly supported by the presence of graduate assistants from France, Francophone students working in the department, a well-furnished library, a residential French House, daily international news broadcasts via satellite, and a growing library of films on DVD. The department is also well connected to various organizations in the Twin Cities with a focus on French and francophone cultures (Alliance Française, French Chamber of Commerce,and various organizations providing opportunities for students to use their French linguistic skills)

As a foundational component of a liberal arts education, a French concentration may be combined with other majors to enhance career opportunities. Recent French majors from Macalester have pursued careers in fields such as foreign service, international banking and commerce, law, library science, translation, publishing, intercultural exchange, NGOs, education, special education, journalism, and various scientific areas. To prepare for these and other careers, graduates have gone on to graduate programs in French language and literature, international relations, history, linguistics, or teaching English as a second language, and to professional schools (law and medicine). To obtain licensure requirements in the U.S., please consult the educational studies department. For more than ten years, the department of French and Francophone Studies has had an agreement with the French government which allows graduating seniors to work as English teaching assistants in French schools.

Study Abroad

A French major requires a semester of residence in a French-speaking country. The department of French and Francophone Studies recommends study abroad as well for those doing a French minor. With prior approval from the department chair, up to two courses from a semester study away program may be counted toward the French major or minor if they are at the level of courses taken on campus toward a French concentration. All additional courses necessary to meet departmental graduation requirements must be taken on campus. Before studying abroad students should have completed a French course at the 300 level.

Because study abroad programs vary widely in quality, focus and content, it is imperative that students consult with the department of French and Francophone Studies faculty as they choose their program. Students have participated in programs in Paris: CUPA (direct enrollment in the French university system), CIEE's Critical Studies Program, and IFE (Internships in Francophone Europe). Outside of Paris, many Macalester students study in Montpellier (University of Minnesota) and Strasbourg (Syracuse University). In Africa, students have chosen programs in Senegal (Minnesota Studies in Development and CIEE), Cameroon (Dickinson College), and Madagascar and Morocco with the School for International Training (SIT).

The French House

The French House is the center of the department of French and Francophone Studies' social and cultural activities. Students have the opportunity to live in the Macalester French House where residents benefit from daily conversation and interaction with native French graduate assistants and other students of French (both to improve oral proficiency in French and to develop increased understanding of culture and society in

France and other French-speaking countries). The residents of the French House commit to speak only French while in the house, and to participate in department activities.

Placement Tests

Students can fill the Macalester College language requirement in this department in one of the following ways: 1) A score of 620 or higher on the SAT II test, with listening component, upon entrance to the program; 2) A score of 4–5 on the Advanced Placement Test in French language or literature offered through high schools; 3) A score of 5–6–7 on the International Baccalaureate French B exam (Higher level); 4) Successful completion of Macalester's French 204.

Advanced Placement and International Baccalaureate

A score of 4–5 on an AP exam, or a score of 5–6–7 on the IB Higher level gives four credits toward graduation, but not toward the French major or minor program. A score of 4–5 on the AP Literature exam gives an additional 4 credits for one course toward the French major or minor. Credits received through AP or IB may not be used to meet the general distribution requirement.

General Distribution Requirement

All courses in the department of French and Francophone Studies count toward the general distribution requirement in humanities.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

A major in French consists of a minimum of nine courses beyond French 204 to include: a) French 306); b) seven advanced courses two of which must cover periods before the 20th century; c) the senior capstone requirement; d) three supporting courses outside the department of French and Francophone Studies; e) an appropriate study abroad program as approved by the department.

The three supporting courses must be chosen to complement each student's program and in consultation with a faculty member of the department of French and Francophone Studies.

Senior Assessment

During the senior year, majors will be required to demonstrate proficiency in language, literature and culture by successfully completing a series of evaluations as outlined in departmental materials.

Minor Concentration

A minor concentration in French consists of five courses beyond French 204 to include at least two courses at the 300 level and three additional French courses at the 300–400 levels.

Honors Program

The department of French and Francophone studies department participates in the honors program. Eligibility requirements, application procedures and specific project expectations are available from the department office.

Policy on French Language Grades

In order to be accepted into the next French language course in the sequence, a student must have received a grade of C– or higher in the previous course.

Topics Courses

194, 294, 394, 494

These are occasional courses, offered by faculty at their own initiative or in response to student requests. Topics courses have included French Intellectuals and/in the World, Paris and the Nineteenth Century, La Culture française contemporaine, Séduction and Betrayal: Theorizing Don Juan and Libertinage in the Ancien Regime, and Jean-Jacques Rousseau: Contradiction and Modernity. (4 credits)

COURSES

ALL COURSES ARE TAUGHT IN FRENCH UNLESS OTHERWISE INDICATED.

Elementary and Intermediate Courses

101 FRENCH I

Emphasizing the active use of the language, this course develops the fundamental skills of listening, speaking, reading, and writing. It includes an introduction to the cultural background of France and the Francophone world. Class sessions are supplemented by weekly small group meetings with a French graduate assistant. For students with no previous work in French. Every fall. (4 credits)

102 FRENCH II

This course continues the development of the skills of listening, speaking, reading, and writing, with increasing emphasis on the practice of reading and writing. It includes introduction to the cultural background of France and the Francophone world. Class sessions are supplemented by weekly small group meetings with a French graduate assistant. Prerequisite: French 101 with a grade of C– or better, placement test or permission of instructor. Every semester. (4 credits).

111 ACCELERATED FRENCH I–II

This course develops fundamental skills of listening, speaking, reading, and writing. It includes introduction to the cultural background of France and the Francophone world. It is designed for students who have had some French prior to enrolling at Macalester or who want to review basic structures. The course prepares students for French III and includes two lab sessions. It meets the goals of completing French 101 and French 102 in one semester. Students will not receive credit if they have previously been awarded credit for French 102. French prerequisite: Permission of the instructor. Every semester. (4 credits)

203 FRENCH III

The aim of this course is to bring students to a point where they can use French for communication, both oral and written. At the end of this course students should be able to read appropriate authentic materials, write short papers in French and communicate with a native speaker. It consolidates and builds competencies in listening, speaking, reading and writing and includes study of the cultural background of France and the Francophone world. Class sessions are supplemented by weekly small group meetings with a French graduate assistant. Prerequisite: French 102 or 111 with a grade of C– or better, placement test or permission of instructor. Every semester. (4 credits)

204 TEXT, FILM AND MEDIA

This course presents a study of the contemporary language and culture of France and the Francophone world through authentic materials including the French press, the internet, television, literature and film. At the end of this course students should have attained a more sophisticated level of communication in French, the ability to use their skills in French for a variety of purposes including research in other disciplines, and a full appreciation of the intellectual challenge of learning a foreign language and its cultures. Prerequisite: French 203 with a grade of C– or better, placement test or permission of instructor. Every semester. (4 credits)

Third Year Courses

305 ADVANCED EXPRESSION: COMMUNICATION TOOLS

This course is an intensive training in oral expression and corrective phonetics. Materials include news broadcasts from French TV, films and articles from the French and Francophone press. Grammar patterns that enhance communication will be studied. Class sessions are supplemented by small group meetings with French assistants and small conversation groups with Francophone tutors. Prerequisite: French 204, placement test or permission of instructor. Every semester. (4 credits)

306 INTRODUCTION TO LITERARY ANALYSIS

This course is designed to develop the necessary skills for interpreting literature and for writing effectively in French. Students learn to do close reading and analysis of a variety of literary works and to compose critical essays. The course also includes a study of selected grammatical patterns and stylistic techniques. Prerequisite: French 204 or placement test or permission of instructor. Every semester. (4 credits)

307 CONTEMPORARY FRENCH CULTURE

This course is designed for students who want to understand contemporary events and issues in France. The course includes a review of essential historical events that have shaped modern France, in particular the legacy of the French Revolution, the colonial empire, WWII and the French-Algerian War. These events have shaped all contemporary debates (i.e. the recent law regarding wearing religious symbols in schools, the October 2005 suburb riots, recent immigration laws, and many other topics). The course also studies the place of France in relationship with the United States and the European community. Some units focus on the production of French culture and various intellectual/artistic movements through a variety of up-to-date authentic materials: newspaper articles, films, ATV news, websites. The course is ideal for students planning to spend time in France, for students who want to include the study of France in various disciplines, from a cultural rather than an intermediary-advanced level. Taught in French. Prerequisite: French 204 or equivalent or permission of instructor. (4 credits)

Fourth Year Courses

407 FRANCOPHONE STUDIES

This course category encompasses the study of cultures and literatures from the French-speaking regions and countries outside of France. It includes such courses as:

The French-speaking Caribbean islands: Haïti, Guadeloupe, and Martinique.
This course examines the cultural particularities of the region (music, religion, arts, society, economics, history) and studies the historical differences between the three islands as well as their specific relationship to France. Prerequisite: French 306 or permission of the instructor. This course counts towards a minor concentration in Latin American studies. Alternate years. (4 credits)

Voix du Nord.
This course studies the contemporary political and cultural situation of Belgium and the province of Quebec through their literature. It ties literary texts to their cultural and historical context, especially to the problematics of language and identity as they are expressed through various media. Alternate years. (4 credits)

408 FRENCH CULTURAL STUDIES

Surveys of cultural issues in France. The themes studied include definitions of nation, culture, tradition and modernity and change in social, cultural, aesthetic and intellectual structures as well as immigration and diversity in France. It includes courses such as Literature and Cinema of Immigration in France. Prerequisite: French 306, or permission of instructor. Alternate years. (4 credits)

409 CINEMA

This category introduces students to French or Francophone cinema, dealing with history, theory, and condition of production of this media. Prerequisite: a 300 level course or permission of instructor. Alternate years. (4 credits)

It includes such courses as:

West and Equatorial African Cinema.
Introduction to the history and socio-economic contexts of African cinema (colonial and post-colonial). The focus is on the rich corpus of films by African directors from Senegal, Mali, Mauritania, Cameroon and Congo, and on theoretical and critical writings about films and authors. Prerequisite: a 300 level course or permission of instructor. Alternate years. (4 credits)

French cinema.
A survey of French cinema from the thirties to the present. The course examines the style and themes in French cinema from Realism to Nouvelle Vague to Post-Modernism. The course is conducted in English with the

possibility of receiving credit for a concentration in French if the reading and writing is done in French. Prerequisite for French credit: a 300 level course or permission of instructor. Alternate years. (4 credits)

North Africa/France: Representations of Both Sides of the Mediterranean Through Cinema.
Survey of the historical and soci-economic contexts of North African Cinema (in Morocco, Algeria and Tunisia). The course examines representations of the colonial period (with texts, paintings, photographs, and critical material on orientalism and early cinema in the region), the French-Algerian war from various perspectives, and the national/post-colonial film production in Morocco, Algeria, Tunisia. The course also includes films by and about North Africans in France. Materials for the course includes films as well as theoretical and critical materials about the regional cinema and film directors. Prerequisites: a 300 level course or permission of instructor. Alternate years. (4 credits)
French and African Cinema in Dialogue
The course is an introduction to the historical relationship between France and Africa from the birth of cinema to today. It is also an introduction to the emergence of cinema as an industry in African countries. Becoming knowledgeable about both industries will help students understand current debates in France about the place of history, of colonialism, immigration, and cultural production of French and African filmmakers such as Jean Rouch, René Vautier, Jean-Luc Godard, Chris Marker, Alain Resnais, Ousmane Sembene, Djibril Diop Mambety, , Jean-Pierre Bekolo, Agnès varda and Claire Denis. Connections between their esthetic, political, social, and cultural work will be examined. The coursework includes journal-writing, sequence analysis and several short essays. Prerequisites: when taught in French, a 300 level course or permission of instructor. Alternate years. (4 credits)

410 ART AND IDEAS IN FRENCH CULTURE (Same as Humanities and Media and Cultural Studies 410)

The course studies the arts of France (art, architecture, music and literature) in their historical and intellectual settings. Topics and historical periods studied vary by semester. Prerequisite: a 300 level course or permission of instructor. Alternate years. (4 credits)

411 CHALLENGES OF MODERNITY AND LITERATURE (Same as Humanities and Media and Cultural Studies 411)

Introduction to the study and the context of French literary and artistic masterpieces from the 12th to the 21st century, with special focus on their ties with contemporary "mentalités" and events. The significance of specific works for audiences of their time will be extended to the study of their influence in subsequent centuries, including the 20th/21st. Particular attention will be paid also to our own representation and use of these past centuries in diverse contemporary media, such as films and advertisements. The thematic emphasis of the class, as well as the historical period, may vary by semester. Prerequisite: French 306 or permission of the instructor. Alternate years. (4 credits)

412 TEXT AND IDENTITY

This category of courses introduces students to texts (including films) that engage students to focus on questions of identity(national, sexual, racial, and class identity) through the study of literature and film. Prerequisite: French 306 or permission of instructor. Alternate years. (4 credits)

It includes such courses as:

Culture and Identity Through French, African, Caribbean, and North American Cinema
Identity, Difference, and Pluralism in Contemporary France
Women Writing in French

413 STUDIES IN THEORY

This category of courses includes courses that prepare students to read textual and/or visual materials through various theoretical lenses. Courses include *Feminist French Theory*, *French Intellectuals in/and the World* (cross-listed with Humanities, Media and Cultural Studies), or courses dealing with particular literary, cultural, or critical theories. Prerequisite: French 306 when courses are offered in French or permission of the instructor. Offered occasionally. (4 credits)

414 STUDIES IN GENRE

Courses on the novel, theatre, poetry, and short stories, are offered in this category. Courses may be surveys of the development of a genre across the centuries or they may focus on a particular period. A course on 17th-century French Theatre was last offered in Spring 2003 and a course on French Theatre across the centuries was offered in Fall 2006. Prerequisite: French 306 or permission of the instructor. Offered occasionally. (4 credits)

415 LITERARY PERIODS AND MOVEMENTS

This course category encompasses the study of literature in various literary periods and/or movements. Such courses alternate every year and include:

Seventeenth Century Classicism: Forerunners, Devotees and Deviants
This course studies the literature of the 17th century in France. It focuses on the literary diversity of the so-called "classical period." Without neglecting the great works and authors of Classicism, it explores also the libertine and baroque currents of the time and the final questioning of the "classics" at the dawn of the 18th century. The reading list includes authors such as Descartes, Cyrano de Bergerac, Corneille, Pascal, Molière, Racine, Perrault, etc. In a traditionally all-male French literary culture, it explores also the unique and asserting movement of the "Précieuses" as well as the birth of the French novel through the artistic creativity of women. Prerequisite: French 306 or permission of the instructor. Alternate years. (4 credits)

Literature and Culture of the Enlightenment
This course traces the literary and philosophical works that move France from the age of Versailles to the Revolution and the Terror at the end of the eighteenth century. Topics include the relationship between the individual and society, the rise of print culture and the novel, the philosophes and the salonnières, tolerance, atheism, libertines, the epistolary novel, and the Revolution. Readings include works by Prévost, Rousseau, Laclos, Diderot, Riccoboni, Graffigny, Voltaire, and Marivaux. Prerequisite: French 306 or permission of instructor. Alternate years. (4 credits)

Nineteenth Century Literature
This course examines the prominent literary genres of the century, most importantly the novel, but also poetry and drama. These are studied in conjunction with the cultural and esthetic movements in which they were produced: romanticism, realism, naturalism, symbolism, and decadence. Novelists studied may include Chateaubriand, Stendhal, Balzac, Flaubert, Sand, Maupassant, Zola, and Huysmans. Poets may include Musset, Vigny, Lamartine, Hugo, Desbordes-Valmore, Baudelaire, Verlaine, Mallarmé, and Rimbaud. Playwrights may include Hugo, Musset, Feydeau, and Jarry. Prerequisite: French 306 or permission of instructor. Alternate years. (4 credits)

Twentieth Century Literature
Representative texts and cultural movements from the twentieth century are presented with their cultural background. Topics studied include Surrealism, Existentialism, the *nouveau roman*, the poetry of Négritude, and the works of major authors (Marcel Proust, André Gide, Jean Anouilh, Colette, Jean-Paul Sartre, Léopold Sedar Senghor, Nathalie Sarraute, Jean Genêt, Albert Camus, among others) and contemporary male and female authors from France and French-speaking cultures (Calixthe Beyala, Leïla Sebbar, Annie Ernaux, Michel Tournier, Nancy Huston). Prerequisite: French 306 or permission of the instructor. Alternate years. (4 credits)

416 FRENCH INTERDISCIPLINARY STUDIES

This category of courses includes courses offered by faculty outside the French and Francophone studies department that focus on topics relevant to French Studies. Examples include courses on *Literature of Decolonization*, *European Immigration*. It can also include courses taught by faculty in the French and Francophone Studies department on topics relevant to French studies but created primarily for other departments and programs. (4 credits)

488 SENIOR SEMINAR

The course is intended primarily for advanced students who have studied in a French-speaking country, and is a requirement for all majors. The themes and theoretical approaches of the seminar will vary depending on the faculty teaching the course. Prerequisite: permission of instructor. Every fall. (4 credits)

604 TUTORIAL

Prerequisite: permission of instructor. Every semester. (4 credits)

614 INDEPENDENT PROJECT

Prerequisite: permission of instructor. Every semester. (4 credits)

624 INTERNSHIP

Prerequisites for internships are four courses in French among those designated for the completion of a major concentration. Study abroad is strongly recommended. The internship does not count toward the major. Every semester. (4 credits)

634 PRECEPTORSHIP

Prerequisite: permission of instructor. Every semester. (4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Every semester. (1–4 credits)

Geography

Full Time Faculty: David A. Lanegran (Chair), Holly Barcus, Helen Hazen, William G. Moseley, Birgit Muehlenhaus, Laura J. Smith, Daniel Trudeau

Part Time Faculty: George Latimer, Iam Muehlenhaus, Katarinka Somdahl

The mission of the geography department is to advance the frontiers of geography through teaching, research and applications of geographic theories and insights in efforts to better understand global and regional situations and to resolve community issues. Our department curriculum contains courses that convey knowledge of the ways human activity in space is organized and the interactions between human activities and the physical environment. Geography possesses an integrated approach to human knowledge and has a global viewpoint. Through classroom and laboratory experience, field work, and community involvement, students are provided with the knowledge and skills required to carry out locational analysis, and appreciate the diversity of people and places, the integration of places on the surface of the earth, and the spatial processes that affect contemporary society. To achieve our goals the faculty and students engage in a variety of research projects, and we offer a range of courses for Macalester undergraduates, workshops and institutes for in-service teachers and informal learning activities for the community around us. The geography department plays an active role in Macalester's civic engagement initiatives.

Career Orientation

The study of geography prepares students to enter a wide range of planning and analytical careers, as well as the field of education. Students go on to graduate programs in geography, architecture, business, urban and regional planning, community and international development, and environmental management. In recent years, several graduates have gone into careers in cartography, geographic information science, non-profit management and international affairs.

General Distribution Requirement

All geography courses count toward the general distribution requirement in social science except courses numbered 116, 614, 624, 634, and 644. Geography 116 counts toward the general distribution requirement in mathematics and natural science.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

The geography major consists of nine required courses and supporting courses in other departments. The classes comprising the major will be selected in a manner that builds from the introductory classes to the advanced seminars and will include the following: a) one foundation course—Human Geography 111; b) two research methods courses —Intro to GIS 225, and Discipline & Methods of Geography 378; c) one area studies course (see the clarification below on this requirement); d) four intermediate courses

—e.g., Urban Geography 241, People and the Environment 232; and e) one advanced seminar course numbered 488, e.g., Urban Geography Field Seminar.

The area studies course requirement may be satisfied by taking one of the following: a regional geography course in the department (e.g., Geography of the US & Canada, Geography of Africa); an approved study abroad program; or the student may petition to count a comprehensive area studies course in another department for regions not covered by the geography department (e.g., Asia). If the student selects a non-geography course to fulfill this requirement, such a course does not count as one of the nine geography courses required for the major.

The senior capstone requirement in geography will be satisfied by completing one 488 level geography seminar. Qualitative Methods 377 is strongly recommended for majors planning to attend graduate school.

The department supports four types of emphases within the major: 1) urban and economic geography, 2) nature-society geography, 3) cultural and political geography, and 4) geographic information sciences (GIS). The intermediate and advanced courses taken by geography majors should concentrate in one or two of these areas.

Minor Concentration

A minor in geography may be achieved by completing five courses selected in consultation with a department faculty member and approved by the department chair.

A minor with an emphasis in GIS/Cartography may be achieved by completing five courses, including four of the following plus one additional geography course: Geography 225 (Intro to GIS), Geography 364 (GIS), and two of the following three courses: Geography 365 (Advanced Cartography and Urban GIS), Geography 614 (Independent Study—specific GIS focus), or Geography 624 (Internship—specific GIS focus).

The geography department offers an interdisciplinary concentration in Urban Studies which may be achieved by completing eight courses including Geography 112 (Introduction to Urban Studies) and Geography 488 (Cities of the 21st Century). The additional six courses must be taken as follows: four discipline—based theoretical courses drawn from the following set: EDUC 240, EDUC 280, GEOG 241, GEOG 261, HIST 249, POLI 240, SOCI 116; and two applied courses drawn from the following set: GEOG 365, GEOG 488, EDUC 460, and EDUC 614. Note: A four credit internship can be substituted for one of these two applied courses.

Honors Program

The geography department participates in the honors program. Eligibility requirements, application procedures and specific project expectations for the geography department are available from geography department advisors.

Interdisciplinary Studies

Geography is an integrating and synthesizing discipline. The study of the earth's people and their physical surroundings requires combining the subject matter of many fields of study. The courses which best serve the student interested in interdisciplinary studies include: Geography 111 (Human), 225 (Intro to GIS), 232 (People & Environment), 241 (Urban), 242 (US and Canada), 250 (Race, Place & Space), 252 (Water & Power), 243 (Africa), and 488 (Comparative Environment).

Internships

Over the past several years the department, in cooperation with the Career Development Center, has sponsored preprofessional internships in a variety of natural resource and planning agencies and consulting firms. In some internships, students are paid for their work.

Further Preparation

To meet requirements for graduate study, students with majors or minors in geography should select supplementary courses from the social sciences, the natural sciences, and the humanities and fine arts in consultation with their department advisors. It is also desirable that students preparing for graduate study take Geography 364 (Geographic Information Systems) and at least two 488-level research seminars in the department.

For other opportunities in related areas of study, see the catalog description of urban studies, international studies, environmental studies, and computer science.

Honors

The National Council for Geographic Education Award for Excellence of Scholarship is awarded to an outstanding senior majoring in geography. The Geography Department Merit Award is presented to a student or students in recognition of significant contributions to the life of the department. In addition, exceptional majors and minors in geography are eligible for membership in Epsilon Kappa, the Macalester chapter of Gamma Theta Upsilon, the national honor society in geography. The traditional Golden Shovel award is given to students who distinguish themselves verbally in seminars, class discussions, and on field trips. The Hildegard Binder Johnson Prize, named for the founder of the department, is awarded annually to outstanding students in geography.

Topics Courses

194, 294, 394, 494

Examination of special topics of interest to faculty and students, such as a study of the processes by which the spatial environment is mentally organized by people, geographical problems in economic development, regions of the world, etc. To be announced at registration. (4 credits)

COURSES

110 INTRODUCTION TO GEOGRAPHY: CONCEPTS AND REGIONS

This course will provide a comprehensive and wide-ranging overview of the discipline of geography. It will consider the basic concepts and skills necessary to begin the study of both individual places and regions in the world. Considerable attention will be paid to the holistic nature of geography and the need to understand the importance of physical processes as they relate to human occupancy and activity in a world regions context. Case method instruction is used in this course. No prerequisite. Materials fee. Not offered 2008–2009. (4 credits)

111 HUMAN GEOGRAPHY OF GLOBAL ISSUES

This course is an introduction to the global perspectives, basic concepts and fundamental questions of geography. It focuses on the ways through which all places on Earth are interconnected and how the human use of Earth's surface varies over space. Major topics covered will be the human perception of earth space and the ways people give order to space; the growth and distribution of human population; the localization and spatial characteristics of patterns of settlement and land use; geopolitics and colonialism; environmental geography; the geography of economic development and modernization; principles of the analysis of spatial diffusion; spatial aspects of retail marketing; the geographic analysis of issues in industrialized societies focusing on gender issues, racism, poverty, sport, and religion. No prerequisite. Every semester. (4 credits)

112 INTRODUCTION TO URBAN STUDIES

This course offers an interdisciplinary overview of urban life. We will draw on the disciplinary perspectives of history, geography, political science and sociology to examine how the built environment of cities are shaped by human activity and how, in turn, urban life is shaped by the built environment. This course also introduces students to the local urban setting in the Twin Cities through field study exercises and local case studies. The course focuses on building students' analytical skills and foundational knowledge of how cities work by exploring a variety of topics, including the effect of transportation systems on urban development, city and metropolitan government, the search for community in urban settings, neighborhood change, and the effect of the global market economy on cities. Course materials focus on American cities. Lectures, guest speakers, case studies and assignments put a special emphasis on the urban experience in St. Paul. This particular focus will help students gain a grounded understanding of general knowledge that is fundamental to further study of cities. No prerequisite. Every fall. (4 credits)

116 PHYSICAL GEOGRAPHY

A systematic introduction to the processes operating on the surface of the earth, their spatial variation, and their contribution to the spatial patterning of life on earth. The course stresses interactions among climate, landforms, soils and vegetation and, to a lesser extent, examines human interaction with the environment. No prerequisite. Not offered 2008–2009. (4 credits)

225 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS

This course provides an introductory integrative experience of cartography and visualization of geospatial data, as well as applied hands-on experience in a lab with a powerful computer information system. Students will learn the basics of mapping/cartography (e.g. scale, projections, map design) and Geographic Information Systems, create maps with commonly used digital data (e.g., aerial photographs, census boundaries, digital elevation models, etc.), and master basic methods of spatial analyses. Both concepts and techniques will be taught in this course. Hands-on assignments include classification of demographic data and query/analysis of vector and raster data. One laboratory hour per week required. Materials fee is required. Every semester. (4 credits)

232 PEOPLE AND THE ENVIRONMENT (also Environmental Studies 232)

This course introduces you to the study of human-environment interactions from a geographic perspective, with a special emphasis on the role of humans in changing the face of the earth and how, in turn, this changing environment influences humans. The course will examine environmental issues in a variety of geographic contexts (developed and developing countries) and the connections between environmental problems in different locations. Students will explore the fundamentals of environmental science, economics, cultural and political ecology, as well as a number of sectoral issues related to human population growth, agriculture, water resources, biodiversity, forest resources, energy use, climate change, and environmental health. No prerequisites. Fall semester. (4 credits)

241 URBAN GEOGRAPHY

This course seeks to explain the evolving pattern of cities across the earth in terms of the distribution and movement of resources and people. In addition, a careful analysis of the development and internal spatial structure of North American cities will be carried out. Much class time will be spent on discussion of contemporary urban problems such as segregation, unequal investment, and control of public space as well as attempts at their solution. This is intended for all students intending to major in Urban Studies. Field work required. No prerequisite. Fall semester. (4 credits)

242 REGIONAL GEOGRAPHY OF THE UNITED STATES AND CANADA

This course will explore the ways in which diverse groups of people interact with the natural environment to produce the contemporary cultures and regional differentiation of the U.S. and Canada. Special attention will be given to the development of Native American lands and to the changes in distribution of ethnic groups. Emphasis on patterns of human settlement, economic activity, land use, and physical geography. Fundamental understanding of both region and concept. Case studies and short field trips will be used to demonstrate broad themes at a more personal scale. Prerequisite: Geography 111 or permission of the instructor. Fall semester. (4 credits)

243 REGIONAL GEOGRAPHY OF AFRICA

This class seeks to go beyond the superficial media interpretations of the vast African continent. As geographers, students will attempt to place contemporary African developments in a historical and global context. The course provides a basic background in African history and geography, leading to discussion of advanced topics in contemporary African studies. The course takes a systematic rather than regional approach, examining sets of issues, rather than regions or countries of Africa. The course covers a broad range of topics, including: Africa in historical perspective; physical geography (physical landscapes, climate, vegetation, soils); human-environment interactions (forest degradation, desertification); population dynamics (population growth, distribution and

mobility); culture and change (religion, modernization); development (ideology and economic development, Africa in the global economy); social geography (African women and development, education); medical geography (disease, health care and policy); agricultural development (traditional farming systems, cash crops, policy); urban economies (evolution of the urban structure, industry, housing); and political geography (democratization, conflict). This course fills the international diversity requirement. Prerequisite: GEOG 111 or permission of the instructor. Spring semester. (4 credits)

245 REGIONAL GEOGRAPHY OF THE POST-SOVIET UNION

This course deals with the complexities of the geography of the world's largest set of states, the Post-Soviet Union. Discussions center on the growth and expansion of Russia in pre-evolutionary times and the solidification and demise of the Soviet Union in the 20th century. Particular attention is drawn to the physical setting, settlement patterns, population growth and composition, ethnic groups, economic patterns, relationships of the Post-Soviet Union with other regions of the world, and prospects for the future. Case method instruction is used in this course. No prerequisite. Not offered 2008–2009. (4 credits)

246 REGIONAL GEOGRAPHY OF LATIN AMERICA

This class provides an introduction to the geography of Latin America-its peoples and environments-that looks at the importance of place as a way to understand a region. This geographical approach involves investigating the changing relationships among places, peoples, and ideas, and how these relationships define and influence a particular region. As such, the class considers some of the forces that have shaped, and continue to influence, contemporary Latin America and its relations with the rest of the world: the natural environment, the people, the economy, politics, urbanization and migration, and environment and development. Each of these topics is explored independently and in ways that emphasize inter-relationships among topics. No prerequisite. Fall semester. (4 credits)

248 POLITICAL GEOGRAPHY

This course examines the state as a political structure-its emergence, development, and contemporary transformation-from a geographic perspective. The course covers the historical formation of the state as the primary political unit, how states have drawn on discourses of geopolitics and nationalism to structure political action both in and outside their territory, and the ways in which states are changing in the current context of globalization. Special attention will be given to debates about the value of state-centered frameworks for analyzing contemporary political power. The course concludes by considering how analyses of political relationships at subnational (i.e., local and regional) scales contribute to our understanding of the dynamics of the global system. Prerequisites: Geography 111, Political Science 120, or Political Science 160. Not offered 2008–2009. (4 credits)

250 RACE, PLACE AND SPACE (Same as American Studies 250)

In this discussion-based course we focus on the racialized places of U.S. cities, rural towns and suburbs in an effort to understand how social, historic, and spatial forces have colluded to bring about complex and enduring racial formations. We will look for race and related social categories in places around St. Paul and Minneapolis. By engaging theories about visuality and representation, urban development and suburban sprawl, and social movements for racial justice, we will develop a specialized vocabulary for explaining how race, place, and space are connected. This course requires prior exposure to at least one of the following areas: American Studies, human geography, sociology of race/ethnicity, or urban studies. Fall semester. (4 credits)

252 WATER AND POWER (Same as Environmental Studies 252 and Political Science 252)

This course develops an interdisciplinary approach to studying water resources development, drawing from political science, geography, anthropology, history, hydrology and civil engineering. With a focus on large river basins, the course examines historical and emerging challenges to the equitable and sustainable use of transboundary waters. After first exploring the American water development model, the course will examine the promulgation of this model in Africa, Asia, Latin America and the Middle East. Dam development for irrigation, electricity, navigation and flood protection will be discussed. Prerequisite: Environmental Studies 120, 133, or 232. Not offered 2008–2009. (4 credits)

254 GEOGRAPHY OF WORLD POPULATION ISSUES

This course challenges students to critically examine global population issues from a local-scale perspective and to understand the local context in which regional and international population patterns emerge. Using the lens of Geography, we will investigate the dynamic interplay between individual, local, regional, national, and international scales and the implications of scale, culture and perspective in dissecting current population issues. We will also use individual countries as case studies to examine population policies. Students will acquire a working knowledge of the data and methods used by population geographers to describe and analyze changes in human populations at sub-national scales, and will implement these skills in an independent research project. Offered as a first year course in 2008-2009. Not offered 2008–2009. (4 credits)

256 MEDICAL GEOGRAPHY: THE GEOGRAPHY OF HEALTH AND HEALTH CARE

This course uses two theoretical approaches from geography to make sense of health-related issues. First, we consider ecological approaches to recognize ways in which human interactions with their environments can shape human health. For instance, how can deforestation or the development of irrigation schemes alter disease patterns? Second, we turn to social approaches, including political economy and recent humanist approaches, to ask how patterns of human organization affect health and health care. For instance, how do race, socioeconomic status, or political structures influence who gets sick and who stays healthy? The course will also consider various geographical methods for assessing health-related questions, particularly how we can employ maps and spatial statistics to identify patterns across space. Two sub-themes-environmental issues and international perspectives-are emphasized throughout the course. No prerequisite. Spring semester. (4 credits)

258 GEOGRAPHY OF ENVIRONMENTAL HAZARDS

The study of environmental hazards stands at a key point of intersection between the physical and the human worlds. Once commonly referred to as "natural hazards," environmental hazards are increasingly being recognized as critically influenced by human behaviour, broadening our understanding of how such hazards can and should be addressed. Additionally, many now argue that natural events only become 'disasters' once human communities become involved, emphasizing the importance of considering human vulnerability in any approach to studying hazards. Geography, with its focus on human-environment interactions, provides key theoretical approaches that can help to elucidate these complexities.

Recognizing this key shift in hazards thinking, this course considers environmental hazards largely from a human perspective. A brief background to the basic geophysical processes that underlie environmental hazards is provided to develop sufficient grounding for a thorough understanding of relevant issues, but the remainder of the course focuses on how people influence and are influenced by hazards. This human approach considers three main themes related to hazards geography. First, what influences vulnerability to environmental hazards, focusing on issues of inequality at global, regional, and local scales? Second, how might planning for and mitigation of disasters associated with hazards be undertaken more effectively in the context of such understandings of vulnerability? Finally, how can geographic methods and approaches best be employed to reduce people's vulnerability to environmental hazards? No prerequisite. Spring Semester. (4 credits)

261 GEOGRAPHY OF WORLD URBANIZATION

This course is focused on the development of the global urban system. Primary topics include the rise of non-industrial cities in Africa and Asia, rise and expansion of the industrial urban network in Europe, colonial cities and the growth of "world cities," those large urban areas that are command and control points in the world economy. In addition, models of the internal spatial structure of cities in various parts of the world will be examined. Special emphasis will be given to the comparison of socialist and capitalist urban planning. Students will be responsible for conducting research on specific urban systems in different regions. Students are required to use the internet for research and creation of a course web site on the geography department home page. Not Offered 2008-2009. (4 credits)

262 METRO ANALYSIS

This course discusses the foundations of American urban life and metropolitan development today, and examines how and why urban housing markets operate as they do within American metropolitan regions. Topics covered in the course include: the metropolitan economy, land use patterns, urban housing supply and demand, the geography of urban housing markets, suburbanization, transportation, and public policy debates. By the end of the course, students will have mastered some of the methods used to describe metropolitan organization and change, and be able to analyze how changes in the economy and society relate to metropolitan land use. No prerequisite. Fall semester. (4 credits)

341 URBAN SOCIAL GEOGRAPHY (Same as American Studies 341)

Urban social geography is the study of social and spatial dimensions of city life. In this course, we will explore some of the ways in which urban society is organized geographically. We will also consider how the spatial patterns of urban life influence public policy issues in the American context. Topics covered in this course include causes of racial segregation, debates about gentrification, sustainable suburban development, the transition from government to governance in cities, and the delivery of urban services that affect the education, health and economic welfare of urban populations. Students will learn current research, engage debates about critical urban issues, and learn techniques useful for analyzing spatial patterns in the urban landscape. Prerequisites: Geography 112, 241, or 262 or permission of instructor. Fall semester. (4 credits)

364 GEOGRAPHIC INFORMATION SYSTEMS: CONCEPTS AND APPLICATIONS

This course provides students with the basic concepts and principles essential in applying geographic information systems (GIS) to practical project development in areas such as natural resource management, urban studies, and geographic education. Topics covered in the course include data collection, data quality and metadata, data structures, visualization, and spatial analysis and modeling. Students work with a community

partner to complete a collaborative class project. Lab section is required. Three lecture hours and one laboratory hour per week required. Materials fee is required. Prerequisites: Geography 225 or permission of the instructor. Fall semester. (4 credits).

365 ADVANCED CARTOGRAPHY & URBAN GIS

This course allows students to participate in a "real world" application of their GIS knowledge and skills in a collaborative research project setting. Project focus is on urban GIS and questions developed by and for neighborhoods and other community research organizations. Content of the course includes development of the research project, acquisition and utilization of data used in urban analysis, data manipulation and analytical techniques unique to urban GIS, and geographical data visualization. Laboratory work is required. Materials fee is required. This course plays an active role in Macalester's Civic Engagement initiatives. In addition, this course fills the Quantitative Reasoning requirement. Prerequisites: Geography 225 and permission of instructor. Alternate years; Spring semester. (4 credits)

377 QUALITATIVE RESEARCH METHODS IN GEOGRAPHY

This course explores the ways in which different qualitative research methods in the social sciences contribute to geographical research. The course introduces students to research design principles, to methods for qualitative data collection (including interviews, focus groups, participant observation, and archival research), and to analysis techniques (including textual analysis and landscape interpretation). The course also considers how qualitative research methods can be used to analyze geographical concepts, such as *scale*, *landscape*, and *place*, and improve our understanding of spatial processes. Students will enhance their research skills by conducting original research-the class will involve collecting and analyzing qualitative data and preparing and presenting research reports. Prerequisite: Geography 111. Spring semester. (4 credits)

378 THE DISCIPLINE AND METHODS OF GEOGRAPHY

A survey of quantitative methods and techniques in the discipline of geography. Geography as an integrating discipline in the social sciences, statistical research methods to describe and analyze spatial problems, preparation and presentation of research reports, discussions of geographic study. This course fills the quantitative reasoning requirement. No prerequisite. Spring semester. (4 credits)

488 SEMINARS

Cities of the 21st Century

In this urban studies capstone seminar students research the internal and external forces that will foster change and reinforce the status quo in American metropolitan areas during the 21st century. Course readings focus on suburbs, which are the dominant mode of metropolitan living in contemporary America. We will consider the history of suburbanization, the political economy of growth in the suburbs, the rise of smart growth strategies, and other attempts to foster change in the suburban experience (including the New Urbanism, green building and green movements, and regionalism). We will also consider how suburbs are now experiencing demographic changes and investigate the struggle for community in historic and contemporary suburbs. This seminar will thus complicate the conventional narrative of suburbs as sprawling, inauthentic and homogeneous places. Students will further enrich their understanding of issues covered in the course by conducting original research that examines ways in which American suburbs are changing and/or remaining the same despite efforts to the contrary. Students will consider their collective findings and discuss what they portend for American cities in the 21st century. Prerequisite: permission of instructor. Spring semester. (4 credits)

Urban Geography Field Seminar

A research methods course in which students will conduct an individual inquiry in one of the following sub-fields of urban geography: spatial structure of urban areas; spatial interaction; problems of economic localization; and factors in intra-urban residential mobility. Students will be expected to participate in group projects which may produce either a written report or a map. The seminar focuses on topics of special interest to local communities and is part of Macalester's Civic Engagement initiatives. Prerequisite: Geography 241 or permission of the instructor. Alternate years; next offered Spring 2010. (4 credits)

Transportation Geography Seminar

A research seminar in which students will conduct an individual inquiry into transportation geography, from issues of transport problems and planning to the social and environmental effects of transport. The course will emphasize current research and planning trends, and new approaches (e.g. congestion pricing, urban growth limits) to a variety of traditional transportation problems. The course will also include guest speakers and field trips. Prerequisite: permission of the instructor. Spring semester. (4 credits)

Historical Geography of Urbanization

A research methods course in which students will conduct inquiries on the development of urban settlement forms throughout the world. The genesis of contemporary American landscapes with an emphasis on the Middle West. Field trips and individual projects. The seminar frequently produces studies of a neighborhood in

cooperation with a local community. It is part of Macalester's Civic Engagement initiatives. Prerequisite: Geography 241 or permission of the instructor. Alternate years; next offered Spring 2011. (4 credits)

Comparative Environment and Development Studies (Same as Environmental Studies 477, and International Studies 488, when each are offered as the seminar with the same title)

A concern for the relationship between nature and society has been one of the pillars of geographic inquiry, and has also been an important bridge between other disciplines. By the 1960s, this area of inquiry was referred to variously as "human ecology" or "cultural ecology." Over the last decade certain forms of inquiry within this tradition have increasingly referred to themselves as "political ecology." The purpose of this seminar is to review major works within the traditions of cultural and political ecology; examine several areas of interest within these fields (e.g., agricultural modernization, environmental narratives, conservation, ecotourism); and explore nature-society dynamics across a range of geographical contexts. Towards the end of the course students will explore how one might begin to think in practical terms about facilitating development in marginal environments. Prerequisite: Geography 232 or permission of instructor. Fall semester. (4 credits)

614 INDEPENDENT PROJECT

A limit of eight credits for independent projects may be applied toward the major. An independent study internship that clearly focuses on GIS may be applied to the GIS minor in geography. Every semester. (4 credits)

624 INTERNSHIP

Students work with a Twin Cities community organization, agency or business, learning particular skills, factual knowledge about "real world" operations and interpersonal communications. Internships are individually designed around students' interests, college studies and career goals. Advanced planning is required through the Internship Office. Not more than eight credits for internships may be included toward the major concentration. An internship that clearly focuses on GIS may be applied to the GIS minor in geography. Every semester. (4 credits)

634 PRECEPTORSHIP

Every semester. (4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Every semester. (1–4 credits)

Geology

Full Time Faculty: John Craddock, Kristina Curry Rogers, Kelly MacGregor, Ray Rogers (Chair), Karl Wirth

Lab Supervisor: Jeff Thole

The geology department welcomes students with an interest in the Earth and its 4.6 billion year history. Our courses address current topics in earth science and provide an appreciation of scientific principles and techniques used to explore the dynamic Earth. A broad selection of introductory-level courses serves the general college community. A diversity of upper-level courses enables students to pursue specialized interests within the geosciences. Ultimately, the program strives to provide skills and experiences that foster critical thinking and a lifelong curiosity in the natural world.

Students planning a career in the earth sciences should complete the departmental major. Students who wish to incorporate an interdisciplinary specialization into their major should consult department faculty for advice on appropriate courses. Subfields of specialization could include geophysics, environmental geology, sedimentology, glaciology, geochemistry, hydrogeology, remote sensing, and paleobiology, among others.

Graduate study is a prerequisite for most professional work in the earth sciences. Our major program is designed to provide a broad and thorough background that prepares students for advanced work in any of the many fields of earth science. Completing a major in geology also provides a foundation for other potential careers. For example,

some of our recent graduates have entered law school to prepare for employment in environmental or corporate law, while others have used their geologic education as a stepping-stone to the business world.

Geology participates in the environmental studies program. Students may choose to double major in geology and environmental studies, and to this end the department offers several courses that address natural processes and the effects of human activities on terrestrial and marine systems (e.g., Environmental Geology, Geomorphology, Surface and Groundwater Hydrogeology, Oceanography).

The department houses an excellent teaching collection of rocks, minerals, and fossils. In addition, the department is home to the Henry Lepp Museum, which is located on the first floor of the Olin-Rice Science Hall. Exhibits include complete skeletal mounts of *Herrerasaurus* and *Eoraptor*, which are among the oldest known dinosaurs, a forelimb of *Apatosaurus*, a huge sauropod dinosaur, a wing of *Quetzlcoatlus*, the largest-known pterosaur, and the skull of *Majungasaurus*, a spectacular cannibalistic theropod dinosaur from Madagascar.

Several research laboratories are well equipped for a diversity of student research interests. Laboratory equipment is available for rock cutting, polishing and grinding in preparation for optical microscopy. In addition, the department's Mark Erick Andersen Student Computer Lab has several new Macintosh and PC computers and associated multimedia presentation equipment.

Students have access to modern instrumentation within the Science Division's Keck Laboratory. Many laboratory exercises incorporate the variety of available instruments, which include a scanning electron microscope with energy-dispersive X-ray spectrometer, an X-ray diffractometer, a transmission electron microscope, a gamma-ray detection system for instrumental neutron activation analyses, and an X-ray fluorescence spectrometer. Students also have the opportunity to incorporate this extensive array of analytical tools into faculty-student research projects and honors theses.

Many majors gain practical experience through Macalester's internship program, through honors projects, and through special research projects conducted with the guidance of individual faculty members. Recent projects include: (1) the zircon geochronology of Precambrian and early Paleozoic rocks in Minnesota, (2) the magnetostratigraphy of sedimentary rocks in Madagascar, (3) the geochemistry of rift-related rocks of northern Minnesota, (4) the analysis of glacier dynamics and landscape evolution in Montana and British Columbia, (5) the geochemistry of dinosaur teeth and bones from Montana, (6) the analysis of ancient sedimentary environments in Madagascar, Zimbabwe and southwestern Minnesota, (7) the geochemistry of volcanic rocks of the Galapagos Islands, (8) structural analysis of rocks in Iceland, Wyoming, Wisconsin, and Crete, and (9) the analysis of the effects of dams on sediment transport and ecology in the St. Croix River, Minnesota-Wisconsin.

General Distribution Requirement

All courses in the geology department count toward the general distribution requirement in natural science and mathematics.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

The requirements for a major in geology are: 37 credits in geology, and three supporting science courses. The 37 credits in geology must include 150, 155, 250, 255, 260, 265 and 450 (for a total of 25 credits), and 12 credits of electives. Of the required electives, 8 credits must be derived from courses in the geology curriculum numbered between 270 and 305. The three supporting science courses must include Chemistry 111 and Math 135 or Math 154. One additional science course can be selected from Chemistry 112, Math 137 or 253, Physics 226 or 227, or Biology 170 or 180 (consult your advisor for additional options). Many graduate programs expect that undergraduate applicants will have had one year of calculus, one year of chemistry, one year of physics, and a geology field camp in their undergraduate curriculum. Additional information about sub-disciplines (environmental geology, glaciology, mineralogy, petrology, structure, geophysics, paleobiology, sedimentology, stratigraphy) and suggested electives is available from the faculty in geology.

Minor Concentration

A minor in geology consists of Geology 150 and 155 and three geology electives.

Honors Program

The geology department participates in the honors program. Eligibility requirements, application procedures and specific project expectations for the geology department are available from the department chair.

Further Preparation

A geological field course is frequently a requirement for admission to graduate programs in geology. Consult with members of the department for recommended field courses.

Topics Courses

194, 294, 394, 494

One or more topics courses are normally offered in alternate years. Depending upon student interest these may be courses designed for geology majors requiring some prerequisites, or they may be non-prerequisite courses on some topic in the earth sciences not covered in regular courses. Recent offerings include Vertebrate Paleobiology and Evolution and Hydrogeology. To be announced at registration. (4 credits)

COURSES

100 OCEANOGRAPHY

This course provides an introduction to the global marine environment, and covers such topics as the heat balance of the seas, oceanic circulation, the composition, configuration and origin of the sea floors, geochemical cycles, history of sea water, and marine ecology. The role of the oceans as sources of food and raw materials is also investigated. No prerequisites. Spring semester. (4 credits)

101 DINOSAURS

Dinosaurs dominated Earth's landscapes for nearly 200 million years, and then they vanished in one of the "big-five" mass extinctions in the history of life. This course explores the evolution of dinosaurs, and examines their biology and behavior. Students are introduced to the various groups of dinosaurs as they study the reasons behind their dramatic diversification and ecological success. Theories that pertain to their abrupt disappearance

65 million years ago are also explored. The class includes a field trip to the dinosaur hall at the Science Museum of Minnesota. No prerequisites. Fall semester. (4 credits)

102 EXPLORING THE SOLAR SYSTEM

Recent planetary missions have provided a wealth of new and exciting information about our solar system and beyond. This course examines the science behind these recent discoveries. Readings and discussions focus on a variety of topics, including: (1) processes of planetary formation, (2) the geology of the Earth, Moon, Sun, and other planets, (3) planetary interiors and atmospheres, (4) asteroids, meteorites, comets, and the newly appreciated role of impacts, (5) the seemingly unique status of the Earth as a habitable planet, and (6) the potential for extraterrestrial life. Course projects make extensive use of internet resources, computer software, satellite imagery, and solar system materials (rocks from the Moon, Mars, and asteroids). No prerequisites. Spring semester. (4 credits)

120 ENVIRONMENTAL GEOLOGY (Same as Environmental Studies 120)

The physical environment has begun to show signs of our earth's expanding population and the increasing need for natural resources. Geologic materials such as soil, water, and bedrock, and geologic processes such as earthquakes, volcanic activity, and running water often pose constraints on land use. This course is designed to introduce students to the relationship between humans and their geologic environment: the earth. We will focus on the understanding the processes that shape the surface of the earth, and how these processes affect human activity. We will use current scientific methods to collect and analyze data. Topics include surface-water dynamics and flooding, groundwater and groundwater contamination, pollution and waste management, landslides, volcanic and earthquake hazards, and global climate change. Format: three hour block per week of local field excursions, lectures, and/or laboratory exercises; evaluation will be based on project reports and homework/classroom assignments, and one exam (final). No prerequisites. Fall semester. (4 credits)

150 DYNAMIC EARTH AND GLOBAL CHANGE

This course provides an introduction to the materials and structure of the Earth and to the processes acting on and in the Earth to produce change. Emphasis is placed on the evolution of landforms and the formation of Earth resources. Discussions focus on the important role of geologic processes in the solution of environmental problems. Required for geology majors. Local field trips. Three hours lecture and two and a half hours lab per week. Every fall. (4 credits)

155 HISTORY AND EVOLUTION OF EARTH

This course provides an overview of the Earth for the past 4.6 billion years. Students explore the concept of geologic time as they delve into the vast past of our evolving planet. Major emphasis is placed on tracking the evolution of life, from the simplest single-celled organisms of the ancient Earth to today's diverse floras and faunas. Another major focus is the linkage among abiotic and biotic systems—the lithosphere, atmosphere, hydrosphere, and biosphere did not and do not evolve independently. The laboratory component of this course is designed to familiarize students with the rocks and fossils that archive the history of Earth. The class includes a fossil-collecting field trip. Required for geology majors. Three hours lecture and two and a half hours lab per week. No prerequisites. Every spring. (4 credits)

200 FIELD EXCURSION SEMINAR

The geology and geography of a region will be studied during a geologic field excursion to a selected destination. The excursion will be preceded by a seminar course that includes readings and oral presentations. A student may take the seminar more than once for credit. Prerequisite: Geology 150 or 155 or permission of instructor. Alternate years. (2 credits)

201 GEOLOGICAL EXCURSIONS

This course focuses on the geology of a foreign country or a region of the U.S. It also includes a study of the geography and culture of the region. It is designed as a January course. Participants meet prior to departure in order to learn necessary background information. The field excursion generally spans two to three weeks. The region to be studied will be different each year and a student may take the course more than once for credit. This course is offered on a pass/fail basis. Prerequisite: Permission of instructor(s). Offered occasionally. (2 credits)

250 MINERALOGY

This course examines the relationships between symmetry, chemistry, physical and optical properties, and occurrence of minerals. General cosmochemistry, geochemistry and crystal growth will also be discussed. Laboratory projects include crystal morphology and symmetry, optical mineralogy, x-ray diffraction, wet chemistry, and the identification of common rock-forming minerals. Three hours lecture and three hours lab per week. Field trips. Prerequisites: Geology 150 and one course in chemistry or permission of instructor. Fall semester. (4 credits)

255 STRUCTURAL GEOLOGY

This course focuses on the primary and secondary structures of rocks, the mechanics of rock deformation, and global tectonics. Discussions focus on the origins and interpretations of major rock features using hand samples and thin sections. Problem sets use graphical techniques to solve structural problems. This course also provides an introduction to map interpretation and mapping techniques. Three hours lecture and three hours lab per week. Field trips. Prerequisites: Geology 150 and 155. Spring semester. (4 credits)

260 GEOMORPHOLOGY

Geomorphology is the study of physical, chemical, and biological processes that occur on the surface of a planetary body. We will be examining the processes that turn solid rock into transportable material, the transport mechanisms themselves (whether beneath glaciers, down hillslopes, or in rivers), and the patterns of deposition, many of which are unique to the processes that created them. These processes range from the very large (volcanism and mountain-building) to the microscopic (frost cracking of rock, soil creep, and chemical weathering along mineralogic grain boundaries). Some processes occur frequently across geographic boundaries and throughout geologic time (like rainsplash), while others are stochastic in nature and dramatic in their geomorphic signature (like glacial outburst floods). We will focus on the roles of rivers, glaciers, and mass movements in shaping landscapes, but will examine wide-ranging landscapes such as arid environments and coastal regions. The study of current surface processes on the Earth will be examined with an eye toward understanding the evolution of landscapes over geologic timescales. Prerequisite: Geology 150 or permission of instructor. Fall semester. (4 credits)

265 SEDIMENTOLOGY AND STRATIGRAPHY

This course focuses on sedimentary rocks and the stratigraphic record. Topics covered include the origin and classification of sediments and sedimentary rocks (siliciclatic and carbonate), sedimentary structures (physical and biogenic), diagenesis, and basin analysis. Students are introduced to the principles and practice of stratigraphy (including the latest applications of sequence stratigraphy). Emphasis is placed on the interpretation of ancient sedimentary environments. Three hours lecture and three hours lab per week. Field trips. Prerequisite: Geology 155 or permission of the instructor. Spring semester. (4 credits)

300 PALEOBIOLOGY

This course surveys the long history of life, as recorded by the fossil record. Students are introduced to the morphology and paleoecology of the major fossil groups (invertebrates and vertebrates) through discussions, labs, and readings. Students also learn the methods used to study the paleobiology and evolution of extinct organisms. Three lectures and one three-hour lab per week. Local field trips. Prerequisite: Geology 155 or permission of the instructor. Fall semester. (4 credits)

301 GEOPHYSICS

Lecture and reading topics will include comparative planetary evolution, earth's physical fields (gravitational, magnetic, electrical), seismology, seismic interpretation, the geoid, rock magnetism and paleomagnetics, heat flow, earth structure and a discussion of exploration geophysical methods. Lab and lab project. Fall semester. (4 credits)

302 PETROLOGY AND GEOCHEMISTRY

This course focuses on the classification, occurrence, and origin of igneous, metamorphic, and sedimentary rocks. Emphasis will be placed on the relationships between lithology, geochemistry, and tectonic setting. Laboratory exercises include hand specimen identification, thin-section interpretation, textural analysis, major and trace element modeling, SEM/EDS and XRF analysis. Students participate in a semester-long research project on a local geological feature. Three hours lecture and three hours lab per week. Field trips. Prerequisite: Geology 250. Spring semester. (4 credits)

450 SENIOR SEMINAR

Senior geology majors will participate with faculty and staff in readings, presentations, and discussions of pertinent geological topics (e.g. plate tectonics, global change, mass extinction). The historical and philosophical roots of geology will be examined. Potential field trips. Prerequisite: senior standing in geology or permission of instructor. Spring semester. (1 credit)

604 TUTORIAL

Closely supervised individual or small group study with a faculty member. A student may explore, by way of readings, short writings, etc., an area of study not available through the regular catalog offerings. Prerequisite: permission of the instructor. The department chair will determine if this course may be applied toward the major. Every semester. (1–4 credits)

614 INDEPENDENT PROJECT

Independent study of geologic problems or preparation of senior research thesis. Prerequisites: junior or senior standing and permission of the instructor. The department chair will determine if this course may be applied toward the major. Every semester. (1–4 credits)

624 INTERNSHIP

Work that involves the student in practical off-campus experience. Consent of the department is required. The department chair will determine if this course may be applied toward the major. Every semester. (1–4 credits)

634 PRECEPTORSHIP

A student works with a faculty member in the planning and teaching of a course. Prerequisite: permission of the instructor. The department chair will determine if this course may be applied toward the major. Every semester. (1–4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Every semester. (1–4 credits)

German and Russian Studies

Full Time Faculty: Julia Chadaga, Gitta Hammarberg, A. Kiarina Kordela, David Martyn, Gisela Peters, Linda Schulte-Sasse (Chair), James von Geldern (Co-chair)

Part Time Faculty: Brigitta Abel, Rachael Huener

German Studies

The German Studies program aims at enabling students to develop full proficiency in speaking, understanding, reading and writing the German language. It also offers an interdisciplinary approach to German literary, intellectual, and cultural history as well as to the intellectual, cultural, economic and political life of the contemporary German-speaking countries. German is the language of many of the greatest and most influential minds of world history—of Luther, Bach, Beethoven, Brahms, Mozart, Kant, Hegel, Arendt, Goethe, Freud, Marx and Einstein—and also of the Austrian Adolf Hitler, who sponsored the most tragic episode in two thousand years of German history. German-speaking writers have won ten Nobel Prizes for literature alone, the latest being Elfriede Jelinek in 2004. To a significant extent, the thoughts and compositions of uncounted giants of the mind and spirit are formulated and recorded in historical, literary, philosophical, musical and scientific works in a way that cannot be adequately understood by anyone who does not know the German language well.

With over a hundred million native speakers, German is *the* European language to know, since it is the native language of all Germans, Austrians and of 70 percent of the Swiss, and is the second language of many Eastern Europeans. Germany alone has not only the largest population in Europe, it is Europe's strongest economic, political, and military power and the core of the European Union. "German" companies such as Bertelsmann, Siemens, Bayer, and Daimler-Chrysler are among the largest and strongest international conglomerates today. It has been predicted that the Euro will rival the dollar as the world's leading currency in the twenty-first century, and that Europe, with Germany at the forefront, will be the world's strongest economic power. The German-speaking countries have adopted a pro-active, cosmopolitan approach to the world's problems. They will be primary players in the new century and millennium. While English is sure to dominate world commerce, knowledge of German will provide a competitive advantage to those who strive to gain commercial preeminence.

German studies builds a foundation for graduate work in many academic fields that call for a thorough knowledge of German language, culture, and history. It also helps prepare students for employment in teaching, foreign service, the media, business, law, tourism, translation, publishing, and arts administration. The German studies department also provides offerings in English directed at the broad Macalester community as well as departmental majors. Since 1971, more than 60 Macalester graduates in the field of German have won Fulbright, DAAD or ITT Fellowships for study in Germany, Austria, and Scandinavia, a record paralleled by few American colleges of comparable size.

The German House

Students compete for the privilege of living in the Macalester German House, where daily conversation with a resident native German speaker and other students of German both improves oral proficiency in German and develops increased understanding of German, Austrian and Swiss culture and society. The German House is also the center of the German studies program's social activities.

The German Study Abroad Program

Since 1969, Macalester College has maintained a successful study abroad program in Germany and Austria. This program is open to non majors as well as majors. A student's participation in the program is subject to approval by the Study Away Review Committee. Students with the requisite language skills (completion of Intermediate German II or the equivalent) may be admitted. The program includes:

1) a two-month term (January and February) of intensive language instruction at the Goethe Institute in Berlin, Germany (4 credits); and

2) in Vienna, Austria, courses at the Austro-American Institute (4 credits each, March through May): *German Drama and Theater (Lived Theater)* and *Austrian Cultural History (Austria's Multicultural Tradition)*. Additionally, students will select two courses at the University of Vienna (March through June) and (optionally) a non-credit bearing internship (June). All courses are taught in German. An on-site Macalester faculty member is director.

Further information on the Macalester German Study Abroad Program is provided by the department and the Macalester International Center.

German Native Speaker

Students of German studies are supported in attaining language skills with the assistance of native speakers, who live in the German House and lead laboratory conversation sessions for courses numbered 101, 102, 110, 203, 204 and 305.

General Distribution Requirement

All courses in German studies count toward the general distribution requirement in humanities.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

A departmental major in German studies consists of:

a) 32 semester credits in German studies above Intermediate German II, to include:

German Studies 306; at least two of the following: German Studies 363, 364, 365, and 366; and German Studies 488 as the senior capstone experience.

b) 8 semester credits outside the German studies department, which must include:

1) One course providing an introduction to critical theory and approved by the department. Preapproved courses include: Humanities and Media and Cultural Studies 110, English 160 or 404, International Studies 110, Political Science 260 or 261, Women's, Gender and Sexuality Studies 300 or 400. Humanities and Cultural Studies 394 (topics course) is often devoted to critical theory and is frequently approved; ask the chair. German Studies 394 (topics course) or other critical theory courses taught in the German department may sometimes substitute for an outside course; ask the chair or the instructor.

2) One other course with at least a 50% German studies content in a field such as anthropology, art history, theater, economics (e.g. 227), geography, history (e.g. 364 or 367), music, philosophy, political science, or religious studies (e.g. 346).

c) Participation in the Macalester German Study Abroad program is also required.

Minor Concentration

A minor in German studies consists of five courses beyond Elementary German II, to include German Studies 203 and 204 (or equivalent), 305 and 306. Students entering with prior credit in German must take a minimum of 12 credits in German studies at Macalester to minor in German studies.

Policy on German Language Grades

In order to be accepted into the next higher German language course in the sequence, a student must have received a grade of C– or higher in the previous course. For additional information regarding the language requirement, see the college requirements.

Honors Program

The German studies department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the German studies department are available either from the department office or the Dean of Academic Programs.

Topics Courses

194, 294, 394, 494

Recent courses: Existentialism; Modernism/Postmodernism; Exile Literature; Dead White Men in Critical Theory and Film, Freud and Nietzsche, Film Theory: From Goebbels to Hollywood, and Critical Theory. Many of these courses fulfill the critical theory requirement. May be taught in English or in German. Offered every year. To be announced at registration. (4 credits)

COURSES

101 ELEMENTARY GERMAN I

Introduction to German language and culture. Emphasis on comprehension of oral and written contemporary German as well as developing elementary oral proficiency. The course emphasizes vocabulary recognition and acquisition within a variety of concrete contexts. Students develop facility with German within highly structured contexts. Contemporary culture in German-speaking countries provides the content of the course. For beginning students with no previous German language instruction. Three hours per week plus laboratory conversation hour. Every fall. (4 credits)

102 ELEMENTARY GERMAN II

Continuation of introduction to German language and culture. Vocabulary acquisition continues within broader contexts. Emphasis on both oral and written production with continuing development of reading and listening skills. Students develop creativity and facility with the language using primarily concrete vocabulary within meaningful contexts. The course provides an introduction to extended reading in German as well. Three hours per week plus laboratory conversation hour. Prerequisite: German 101 with a grade of C– or better, or permission of instructor. Every spring. (4 credits)

110 ACCELERATED ELEMENTARY GERMAN

An accelerated course which covers material and proficiency development normally covered in German Studies 101 and 102. The course is for students with prior experience with German who need a concentrated review or students with previous other foreign language background who wish to work at an accelerated pace. Three hours per week plus conversation laboratory hour. Every semester. (4 credits)

203 INTERMEDIATE GERMAN I

This course is designed to help students increase their proficiency in the German language while emphasizing authentic cultural contexts. Through exposure to a variety of texts and text types, students develop oral and written proficiency in description and narration and develop tools and discourse strategies for culturally authentic interaction with native speakers. Cultural topics are expanded and deepened. Prerequisite: German Studies 102 or 110 with a grade of C– or better, or placement test, or consent of the instructor. Three hours per week plus conversation laboratory hour. Every semester. (4 credits)

204 INTERMEDIATE GERMAN II

The course aims to help students attain a comfort level with extended discourse in German within culturally appropriate contexts. Students develop the ability to comprehend authentic spoken German on a variety of topics at length. They develop effective strategies for comprehending a variety of texts and text types. They gain increased facility with extended discourse, such as narrating and describing. Writing in German is also developed so that students can write extensively about familiar topics. Prerequisite: German Studies 203 with a grade of C– or better, or placement test, or consent of the instructor. Three hours per week plus laboratory conversation hour. Every semester. (4 credits)

223 CULTURE COMPONENT FOR STUDY ABROAD

This course provides cultural preparation for students with advanced language skills who plan to study German language, literature and culture abroad. Emphasis on practical needs and everyday cultural understanding. Also an introduction to German cultural history. Taught in German. Every fall. (2 credits)

255 GERMAN CINEMA STUDIES

Changing topics in German film. Possible titles include: Nazi Cinema; Film, Philosophy, Politics; Film and the Fantastic; Form and Gender in German and American Cinema; Cinema of the Weimar Republic; Where am I in the Film? Students may register up to two times for courses numbered 255, provided a different topic is offered. No prerequisites. Taught in English. Every year. (4 credits)

305 GERMAN THROUGH THE MEDIA

Students continue enhancing their German language skills while exploring contemporary issues through media, ranging from television shows to commercials, films, magazines, newspapers and the Internet. At the end of the course students should be able to converse and write on a relatively sophisticated level about a variety of social and academic topics, and be comfortable reading or listening to contemporary German. Excellent preparation for study abroad. Prerequisite: German Studies 204, placement test or permission of instructor. Taught in German. Three hours per week plus conversation laboratory hour. Every semester. (4 credits)

306 INTRODUCTION TO GERMAN STUDIES

This course prepares students for upper-level courses in German Studies through the critical investigation of important political, social and aesthetic topics in the context of German cultural history. Such topics include the tension between the German Kulturnation and the political nation, the economic and philosophical critique

offered by socialism, imperialism as discourse and political tool, the aesthetic revolution of modernism in the arts, and the debacle of fascism and the Holocaust. In addition to historical texts, students will read literary and autobiographical texts, view films, and examine a number of examples of material culture from a variety of periods. Conducted in German. Prerequisite: German Studies 305, placement test, or permission of instructor. Every semester. (4 credits)

360 PROSEMINAR IN GERMAN STUDIES

Changing German Studies topics such as: Desire, Reason and Power in Modernity; Modernity and the Unconscious; German Nationalism and its Legacy; Kafka and German Expressionism; Karl Marx and the Development of Communism; German Political Theater; Nietzsche: Romantic, Modern, Postmodern; The Comical Effects of Kafka and Kleist. Students may register up to two times for courses numbered 360, provided a different topic is offered. May be taught in German or in English. Every year. (4 credits)

363 ROMANTICISM

Starting with Pre-romanticism and the *Sturm und Drang*, students in this course explore the writings of Goethe, Schiller, Hölderlin, Kleist and the members of the Romantic School (the Schlegels, Tieck, Clemens and Bettina Brentano, Karoline von Günderrode, Eichendorff and others). The course considers the effects of the Napoleonic wars on German literary culture as well as the influence of German Romanticism on the later romanticisms of France, England, Italy and on both the American transcendentalists and Edgar Allan Poe. Taught in German. Prerequesites: German 306 Omay be taken concurrently), study abroad, or permission of the instructor. Alternate years; next offered Fall 2008. (4 credits)

364 THE BIRTH OF MODERN GERMANY

This course explores German literature and thought during the Industrial Revolution as well as concomitant social and political events—the creation of the customs union, the drive for national unity and for a constitutional guarantee of civil rights, the revolutions of 1848 and the Communist Manifesto by Marx and Engels. We will critique the concept of realism and the project of representing reality in the arts. Among the thinkers and writers considered are Nietzsche, Heine, Droste-Hülshoff, von Ebner Eschenbach, Mörike, Keller, Storm and Gerhart Hauptmann (whose play "The Weavers" dramatizes the social effects of automation in the 1840s). Taught in German. Alternate years; next offered Fall 2007. (4 credits)

365 MODERNISM AND THE AVANT-GARDE

The course will be framed by an exploration of the terms modernism, avant garde and, implicitly, postmodernism, all of which reflect differing (though sometimes overlapping) understandings of the relation between "high" art and mass culture. Similarly all are intertwined with historical, political, and economic developments, whether a world war, totalitarianism, or the influence of consumer capitalism. Proceeding from this reciprocal relationship, we will explore various aspects of the cultures of modernism and the avant-garde in the German-speaking world. Topics will include: expressionism and Kafka, Dada and surrealism, the "New Objectivity" and rise of cinema in the Weimar Republic, Brecht's epic theater, "high" modernism of figures like Thomas Mann, Hermann Hesse, Else Lasker Schüler, culture criticism (e.g., Theodor Adorno's theory of modernism) and questions of canonization (the dominance of "high" culture in schools, universities, and museums). Taught in German. Alternate years; next offered Spring 2008. (4 credits)

366 POSTWAR GERMANY

The course will begin with an overview of National Socialism as a basis for understanding the cultural leap that Germany undertook following World War II. It will examine issues of *Vergangenheitsbewältigung* (coming to terms with the past), the economic miracle in West Germany, and the evolution and collapse of the German Democratic Republic. The course will conclude with opportunities and problems generated by reunification. We will look at texts by writers such as Handke, Kroetz, Plenzdorf, Strauß, Rinser, Morgner, Bachmann, and Wolf, as well as films and other media. Taught in German. Alternate years; next offered Spring 2009. (4 credits)

488 SENIOR SEMINAR IN GERMAN STUDIES

Designed as a capstone experience in German studies, the seminar brings together fundamental questions engaged by the field of German studies, and enhances students' understanding of the theories and methodologies informing contemporary scholarship. Part of the seminar will be devoted to study of an aspect of German studies; students will then conduct independent research, which will serve as the basis of class discussions during the latter part of the semester. Changing topics may include: Constructing National Identity; Radicalism and Conservatism in Modernism; Goethe's *Faust*; Centrality and Marginality in German Culture; Translingual Interventions: Migration and Cultural Identity in Contemporary Germany, Stardom and Charisma. Taught in German. Every spring. (4 credits)

604 TUTORIAL

Prerequisite: permission of the instructor. Limit to be applied toward the major or will be determined in consultation with the department. Every semester. (4 credits)

614 INDEPENDENT PROJECT

Prerequisite: permission of the instructor. Limit to be applied toward the major will be determined in consultation with the department. Every semester. (4 credits)

624 INTERNSHIP

Prerequisite: permission of the instructor. Limit to be applied toward the major will be determined in consultation with the department. Every semester. (4 credits)

634 PRECEPTORSHIP

Prerequisite: permission of the instructor. Limit to be applied toward the major will be determined in consultation with the department. Every semester. (4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Every semester. (1–4 credits)

Russian Studies

Full Time Faculty: Julia Chadaga, Gitta Hammarberg, James von Geldern (Co-chair)

Russian Studies offers students the opportunity to learn one of the world's most widely spoken languages, and to study the culture and history of Russia, Eastern Europe and Eurasia. The Russian cultural heritage is rich, including such writers as Dostoevsky, Tolstoy, Pushkin, Chekhov, Akhmatova, and Bulgakov, as well as some of the world's most renowned composers, choreographers, filmmakers, and artists. Moreover, because of Russia's unique history and geographical setting, anyone who studies its language and culture has the opportunity to gain access to the emerging Eurasian regions, and vital insights into some of the most important historical processes of our time.

The Macalester Russian Studies program prepares students for graduate studies in the Slavic field and other disciplines, and augments their preparation for work in government or international commerce. It can fruitfully complement studies in the humanities and international studies. As Russia remakes itself, graduates with knowledge of Russian will have greater opportunities in journalism, government service, business, ecology, scientific research and many other areas.

The Russian House

Students compete for rooms in the Macalester Russian House, where conversation with a resident native speaker and other students of Russian improves oral proficiency in Russian and develops increased understanding of Russian culture and society. Living in the Russian House is excellent preparation for a semester in Russia. The Russian House also hosts departmental events such as dinners, films and student performances.

Study Abroad

Today the opportunities to travel, study and do research in the former Soviet Union and Eastern Europe are better than ever. After 1–2 years our students may apply to CIEE, ACTR, SIT, Middlebury, or other programs as approved by the department and the International Center study abroad advisors.

General Distribution Requirement

All Russian courses count toward the general distribution requirement in humanities.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

The purpose of the major in Russian Studies is to provide students with the language, critical skills and area knowledge necessary for the use of Russian in commerce, science, and international relations and for further study of Russian literature and the former Soviet Union.

A major concentration in Russian studies consists of 52 credits, distributed as follows:

I. Russian department courses: 36 credits, to include:

a) **Basic language sequence** beyond Russian 101–102 (Elementary Russian), 16 credits: Russian 203–204 (Intermediate Russian), 8 credits, and another 8 credits of Russian language abroad in the third year, or equivalent. Russian Studies majors are expected to complete the equivalent of three years of Russian language in a combination of courses taken on campus and abroad. Students with significant language background when they come to Macalester may substitute courses listed below.

b) **Literature, culture, special language courses**, 16 credits: Russian 251 (Nineteenth-Century Russian Literature in Translation), Russian 252 (Twentieth-Century Russian Literature and Culture in Translation), Russian 255 (Russian Culture), Russian 256 (Mass Culture Under Communism), Russian 268 (Nabokov), Russian 272 (Postnationalism: the Post-Soviet Sphere), Russian 363 (Orientalism and Empire: Russia's Literary South), Russian 367 (Dostoevsky and Gogol), and topics courses offered as Russian 194, 294 or 394. At least one of these courses should focus on the 19th century and one on the 20th century.

c) **Russian 488 (Senior Seminar)**, 4 credits, designed as the integrative capstone experience. May be taken upon completion of Russian 204 and an approved study abroad plan. Since the topic changes from year to year, students may repeat Russian 488 for credit under b), with the consent of the instructor.

II. Study abroad

A **semester study abroad program** as approved by the department and the Macalester Study Abroad Committee. Most students will study abroad in the fall semester following completion of Russian 204. Courses taken abroad may count for up to 8 credits in the language sequence to a total of 12 departmental credits, as well as 4 supporting credits (to be determined in consultation with the department).

III. Supporting courses (16 credits)

a) Two **area studies** courses, 8 credits, as approved by the department. Such courses are significantly devoted to the area of the former Soviet Union and Eastern Europe. Preapproved courses include: History 360 (The Rise and Fall of Tsarist Russia) and History 362 (History of the Soviet Union and its Successors), Economics 225

(Comparative Economic Systems), Economics 227 (Adam Smith and Karl Marx) and Economics 325 (China, Russia and Central Europe in Transition), International Studies 285 (Ethnicity and Nationalism in Central and Eastern Europe), International Studies 317 (Writers and Power: The European East in the 20th Century). Appropriate topics courses include Music 394 (Shostakovich).

b) Two **international courses**, 8 credits, with at least twenty-five percent area content. Presently offered courses include International Studies/Russian 265 (Translation as Cross-Cultural Communication), International Studies/Russian 364 (Culture and Revolution), and International Studies 372 (Post-Nationalism: The European Union). Some courses from a) may qualify for this requirement. Courses in other departments can be included with the permission of the department.

Minor Concentration

A minor concentration in Russian studies consists of any five courses as listed above beyond Russian 102 (Elementary Russian II), to include Russian 203–204 (Intermediate Russian I and II).

Policy on Russian Language Grades

In order to be accepted into the next higher Russian language course in the sequence, a student must have received a grade of C– or higher in the previous course. For additional information regarding the language requirement, see the college requirements.

Honors Program

The Russian department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the Russian department are available either from the department office or the Dean of Academic Programs.

Topics Courses

194, 294, 394, 494

The subject matter of these courses will vary: departmental and interdisciplinary topics such as "Things Don't Like Me: The Material World and Why It Matters" and "Wrongdoing". Most topics courses are taught in English. Every year. (4 credits)

COURSES

Russian language classes (unless otherwise stated) are proficiency oriented, and aim at perfecting all four linguistic skills: speaking, listening, reading, and writing. Intermediate and advanced courses are taught in Russian as much as possible. Most classes meet three times per week with an additional weekly class period devoted specifically to oral proficiency. These conversation classes are taught by Russian native speakers.

101 ELEMENTARY RUSSIAN I

A structured introduction to the basics of the Russian sound system and grammar, as well as speaking, reading, writing, and comprehension. Some exposure to Russian culture. For beginning students. No prerequisites. Every fall. (4 credits)

102 ELEMENTARY RUSSIAN II

Continuation of Russian 101; further development of the same skills. Prerequisite: Russian 101 with a grade of C– or better, or consent of instructor. Every spring. (4 credits)

203 INTERMEDIATE RUSSIAN I

In the second year of Russian, students learn to operate in basic social and cultural environments. Conversational skills needed on the telephone, public transport and other daily situations, listening and reading skills such as television, newspapers and movies, and various modes of writing are studied. Prerequisite: Russian 102 with a grade of C– or better, or consent of the instructor. Every fall. (4 credits)

204 INTERMEDIATE RUSSIAN II

Continuation of Russian 203; further development of the same skills; added emphasis on reading and discussing simple texts. Students are usually prepared for study in Russia after they have completed Intermediate Russian II. Prerequisite: Russian 203 with a grade of C– or better, or consent of instructor. Every spring. (4 credits)

251 NINETEENTH CENTURY RUSSIAN LITERATURE IN TRANSLATION

An introduction to the literary tradition that gave the world Dostoevsky and Tolstoy. Readings will include prose, poetry, drama, and literary criticism, and authors representative of the Golden Age of Russian poetry (Pushkin, Lermontov), the Age of the Realistic novel (Gogol, Turgenev, Dostoevsky, Tolstoy), as well as the late 19th century masters of the short story. Russian drama is represented by Gogol, Ostrovsky, and Chekhov. Lectures, readings, and discussions in English; Russian majors may read some assignments in Russian. No prerequisites. Alternate years, Spring semester. (4 credits)

252 EXPERIMENTS IN LIVING: TWENTIETH-CENTURY RUSSIAN LITERATURE AND CULTURE

In the twentieth century, political and artistic revolutions in Russia had repercussions far beyond its borders; we can still feel the effects to this day. How do artists respond to and shape historical events? How did writers in twentieth-century Russia transmute fear, violence, and chaos into art? In this course we will consider novels, stories, and poems, as well as paintings, music, and film reflecting upon the Bolshevik revolution, the Stalinist terror, World War II, the Thaw, *glasnost* and *perestroika*, and the turmoil of the post-Soviet era. We will become acquainted with major artistic trends including Symbolism, Futurism, and Socialist Realism; and observe how in each case, matters of style went hand in hand with the desire to change the world. Our readings will convey the fantastic schemes of the utopian thinkers at the turn of the century; artists' responses to and participation in the political, scientific, and sexual experimentation of their time; and the survival of creative expression in the midst of unimaginable hardships. We will discover how and why some cultural figures chose to serve, and others to resist, the state, and what fate had in store for them. We will learn how provocateurs and innovators such as Mayakovsky, Akhmatova, Babel, Zoshchenko, Bulgakov, Solzhenitsyn, Brodsky, Pelevin, and Tolstaya explored the relationship between art and ideology, exile and creativity, laughter and subversion, memory and survival, individual psychology and historical cataclysm. All readings will be in English. Offered in alternate years. (4 credits)

255 THE FIERCE AND BEAUTIFUL WORLD: RUSSIAN CULTURE BEFORE THE REVOLUTION

Like the legendary knight Ilya Muromets who lay still for decades, then arose and stunned the world with mighty feats, Russia is a force to be reckoned with again. In 2007, Vladimir Putin was Time Magazine's Person of the Year. What do we know about his country, and about the people who chose him as their leader? When you think of Russia, what comes to mind? Slender birch trees or brutish bears? Do you imagine soulful wonder-working icons, finely-wrought samovars, onion-domed cathedrals, opulent palaces, folkloric lacquer boxes, whimsical nesting dolls, delicious pastries, delicate ballet dancers? Or do you picture revolutionary nihilists, vodka-soused ruffians, tyrannical tsars, masters flogging serfs, or a troika racing at breakneck speed toward an unknown destination? Only a country so vast could accommodate such contradictions. Studying Russian culture offers a way to confront the paradoxes of the human condition, in particular, the opposing yet complementary drives to create and to destroy.

The great poet Tyutchev declared that "you cannot understand Russia with your mind." In this course we'll take his cue and approach Russia through the senses. Russian culture offers a feast for the eyes, in visual art from icons to popular prints, the work of realist painters and the pioneers of abstract art; decorative art from wood carving to Faberge eggs; churches built without nails and palaces made of ice; boisterous folk dances and the Ballets Russes. Sound, too, plays a major role in Russian culture, from church bells to balalaikas, bawdy chastushkas to Tchaikovsky. We'll discover the cultural significance of tea-drinking, traditional foods, and most of all, alcohol. We will consider the ways in which Russian art and ideas made an indelible impression on world culture. As we examine case studies from medieval times through the end of the tsarist period, we will ask such "burning questions" as: why does art have such a privileged status in Russian society? What exactly is the Russian soul? What is Russia's relationship to the West: does it belong to Europe, to Asia, or does it possess a unique essence and destiny? Russia embraces its duality, and this may account, in part, for the distinctiveness and the vitality of Russian culture. All reading will be in English. Alternate years. (4 credits)

256 MASS CULTURE UNDER COMMUNISM (Same as Humanities, Media and Cultural Studies 256)

The politics and sociology of Soviet Russian culture from the October Revolution to the fall of communism. For each period in Soviet history, changes in the production and consumption of culture will be considered with specific examples to be discussed. Topics dealt with in the course include the role of mass media in society, popular participation in "totalitarian" societies, culture as a political tool. Popular films, newspapers and magazines, songs, radio and TV programs, etc., will serve to analyze the policies that inspired them and the popular reactions (both loyal and dissenting) they evoked. No prerequisites. Taught in English. Alternate years. (4 credits)

257 TOLSTOY'S WAR AND PEACE

In 1851, a dropout from the university, Lev Tolstoy volunteered to serve in the Caucasus, where he also launched his writing career. Later he examined Napoleon's war with Russia in *War and Peace*, while gradually gaining fame for his stance against imperialist wars and violence. His doctrine of non-resistance to evil was to inspire his last piece of war writing, *Hadji Murad* as well as other thinkers from Gandhi to Martin Luther King. Though most of the semester will be devoted to the "non-novel," "loose baggy monster," *War and Peace* we interrogate it in the oontext of Tolstoy's evolving ideas and 19th-century Russia and Europe. We conclude with a close reading of *Hadji Murad*, Harold Bloom's "personal touchstone for the sublime of prose fiction." While pondering Tolstoy and Russia, students are introduced to various critical approaches to literature and various reactions to Tolstoy on both page and on stage. In English. Lectures, discussion, writing, and oral presentation. Alternate years, Fall semester. (4 credits)

265 TRANSLATION AS CROSS-CULTURAL COMMUNICATION (Same as International Studies 265)

When communication takes place across language barriers, it raises fundamental questions about meaning, style, power relationships, and traditions. This course treats literary translation as a particularly complex form of cross-cultural interaction. Students will work on their own translations of prose or poetry while considering broader questions of translation, through critiques of existing translations, close comparisons of variant translations, and readings on cultural and theoretical aspects of literary translation. Advanced proficiency in a second language required. Alternate years. Next offered Fall 2008. (4 credits)

268 NABOKOV (Same as English 268)

The scandal surrounding Vladimir Nabokov's 1955 novel about the nymphet Lolita finally made him a hugely successful celebrity, allowing him to retire from teaching at Cornell University and move to Switzerland to devote himself to fiction, translation, criticism and lepidoptery. This was only one of the many metamorphoses Nabokov underwent while in exile, moving from Russia to the Crimea, Cambridge UK, Berlin, Paris, Cambridge MA, Ithaca, Hollywood, and finally Montreux. Members of the Russian nobility, the Nabokovs lost everything with the 1917 Revolution except for their immense cultural capital, which Nabokov transformed into a tremendously productive career as a writer, critic, translator and scholar in Russian, French, and English. This course examines both the Russian (in translation) and English novels. A merciful defier of national, linguistic, cultural and theoretical categories, Nabokov remains paradoxically elusive and monumental, a thrilling and exasperating genius. Spring semester. (4 credits)

272 POST-NATIONALISM: THE POST-SOVIET SPHERE (Same as International Studies 272)

The USSR's 1991 dissolution ended one of history's great experiments. Socialism sought to dissolve ethnicity and overcome ethnic conflict with a focus on equality. Instead it exacerbated nationalism and created separate identities. But how? Topics include ethno-creation, control, and resistance; ethnic animosities and the USSR's destruction; new states after 1991; "diaspora" populations beyond ethnic homelands; local rebellions; new "native" dictatorships; and recent international organizations. Alternate years. Next offered Spring 2009.(4 credits)

363 ORIENTALISM AND EMPIRE: RUSSIA'S LITERARY SOUTH (Same as Humanities and Media and Cultural Studies 263)

Since the 18th century to the recent wars with Chechnya, contradictory views of Russian empire building have been reflected in Russian literature. Students first explore recurring Russian ideas of empire, such as "Moscow the Third Rome," and "Eurasianism," as well as the constructs of East/West as factors in Russian identity thinking. The course focuses on the Caucasus region, Russia's "Oriental" south, starting with a brief history of imperial expansion into the area and concentrating on its literary expression in travelogues, Classicist and Romantic poetry, Oriental tales, short stories, and novels. We will ponder general "orientalist" imagery and stereotyping (the noble savage, the brave tribesman, the free-spirited Cossack, the sensual woman, the imperial nobleman/peasant, the government functionary, and "virgin" territory) together with ideas of nation and identity based on this specific region. We will read classics of Russian literature (Pushkin, Lermontov, Tolstoy, Tsvetaeva), but also lesser known authors, some justly and others unjustly forgotten by the canon (Osnobishin, Elena Gan, Iakubovich, Rostopchina). We will supplement our literary readings with a variety of critical and historical texts, as well as films. In English. Alternate years. Not offered 2008–2009. (4 credits)

364 CULTURE AND REVOLUTION (Same as International Studies 364)

This course examines the relationship between cultural and political change during four very different revolutions: in France of 1789, in Russia of 1917, and the more recent events in Iran and South Africa. How do people change when governments are overturned? How do revolutions shape the consciousness of their citizens? Do people understand events as revolutionaries intend them to? To answer these questions, we will examine symbols and political ideologies, mass media outreach, education and enlistment, changing social identities, the culture of violence, popular participation and resistance, as well as other issues. Readings will include such diverse sources as Voltaire and Rousseau, Marx and Lenin, Khomeini and the Koran. We will read contemporary accounts, both sympathetic and antagonistic, and look at popular culture to see how events were

understood. Fashion and etiquette, comics and caricatures, movies and plays are among the materials used. Taught in English. Alternate years. Next offered Fall 2008. (4 credits)

367 DOSTOEVSKY AND GOGOL

Dostoevsky has had a major impact on writers and thinkers from Nietzsche to Coetzee. He himself paid tribute to Gogol's fantastic imagination. Course readings will range from the absurdist ravings of Gogol's madmen to the existential dilemmas of Dostoevsky's murderers. Discussions will cover the haunted and haunting city of Petersburg, saints, prostitutes, and infernal women, holy fools and Russian Orthodoxy, as well as critical views ranging from Russian Formalists to Freud to Bakhtin's ideas of dialogical speech. Students will explore major 19th century philosophical and cultural currents and a variety of literary movements and genres, and we will also see how our authors have been represented in other media, such as film and painting. From Gogol's Ukrainian and Petersburg tales and *Dead Souls*, the readings move to Dostoevsky's early humorous works, his major novels, and the course concludes with *The Brothers Karamazov*. In English. Alternate years. (4 credits)

488 SENIOR SEMINAR

Seminars on selected topics in Russian language, literature, or culture, designed to serve as an integrative capstone experience for majors. Recent topics are "Investigating Russian Web and Press" and "Pushkin's Eugene Onegin." The Spring 2007 seminar will be announced at the time of registration for the term. Conducted in Russian. Prerequisite: Three years (204, followed by a semester abroad) of Russian or approval of instructor. Since the topic changes from year to year, we recommend that sufficiently advanced students repeat this course. Every spring. (4 credits)

604 TUTORIAL

Prerequisite: permission of the instructor. Limit to be applied toward the major will be determined in consultation with the department. Every semester. (4 credits)

614 INDEPENDENT PROJECT

Prerequisite: permission of instructor. Limit to be applied toward the major will be determined in consultation with the department. Every semester. (4 credits)

624 INTERNSHIP

Prerequisite: permission of instructor. Limit to be applied toward the major will be determined in consultation with the department. Every semester. (4 credits)

634 PRECEPTORSHIP

Prerequisite: permission of instructor. Limit to be applied toward the major will be determined in consultation with the department. Every semester . (4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Every semester. (1–4 credits)

Greek

See **Classics** for more information on a Classics major with a Greek emphasis.

Hebrew

See **Classics** for more information on Hebrew courses.

Hispanic and Latin American Studies

Full Time Faculty: Susana Blanco-Iglesias, Antonio Dorca, Galo González (Chair), Cynthia Kauffeld, Leila Lehnen, Margaret Olsen, Teresa Mesa-Adamuz, David Sunderland, Rosa Rull-Montoya, Laura Wasenius

Part Time Faculty: Alexandra Bergman, Jeremy Lehnen

Spanish and Portuguese are two of the most widely spoken languages in the world. There are more than 500 million native speakers of Spanish and Portuguese residing on five continents and in over 30 nations, including the United States, where conservative estimates state that more than 31 million people speak Spanish and well over half a million speak Portuguese in their homes. They are languages and cultures of commerce and trade, history, science, art, and diplomacy, of persons who have helped shape the modern world both with magnificent accomplishments and enduring struggles.

Responding to the cultural richness of nations and peoples who speak Spanish and Portuguese, as well as to the opportunities and obligations arising from pressures of globalization, the department of Hispanic and Latin American studies has framed a threefold mission and curricular response. First, by teaching language skills, we enable our students to develop a strong and useful proficiency in Spanish and/or Portuguese, one that allows them to interact effectively with native speakers in the modes of speaking, listening, reading and writing. Second, we strive to refine critical thinking. Our students approach a variety of texts—literary, visual, and otherwise—and generate fruitful questions and interpretations, informed by multidisciplinary critical perspectives. Finally, our students examine a broad range of cultural expressions, historical patterns, and social issues to ensure that they will be conversant with matters pertinent to Spanish- and Portuguese-speaking persons, both abroad and at home.

The department of Hispanic and Latin American studies at Macalester echoes the mission of the College to promote internationalism, multiculturalism, and service to society through teaching excellence, active scholarship, and civic engagement. Multidisciplinary by definition, we teach the languages and cultures of the Hispanic and Luso-Brazilian world; we offer specialized courses in literature, linguistics, U.S. Latina/o studies, translation, and the visual arts. We believe in serving the Twin Cities communities through service learning, participation in local cultural life, and internships, thereby educating our students both intellectually and civically to become global citizens and the leaders of tomorrow.

Portuguese

Students may also take Portuguese within the department of Hispanic and Latin American studies. Portuguese is the language of Brazil, the largest and most economically powerful nation in South America. It is also the language of Portugal, five African nations, and numerous other enclaves in Asia and North America. Students of Spanish and Latin American studies are encouraged to study Portuguese in order to acquire valuable, complementary skills and to develop a more complete view of both Latin America and the Iberian Peninsula.

Career Orientation for Hispanic Studies Majors

A number of recent Hispanic studies majors from Macalester College have pursued graduate work in Spanish language and literature, comparative literature, linguistics, Latin American area studies, international studies, international business, education,

law, economics, and medicine. Some have entered careers in Spanish-immersion elementary and secondary education, bilingual or special education, the U.S. Foreign Service, human rights organizations, and commerce. Others have begun their careers in the Peace Corps or Vista. To enhance their career opportunities, many have combined their Hispanic Studies major with complementary majors such as biology, economics, political science, anthropology, or history.

Casa Hispana (Hispanic House)

The department of Hispanic and Latin American studies sponsors a residence next to the campus for students who are interested in living in a Spanish-speaking environment. Residents commit themselves to speaking only Spanish while in the house. Two native speakers of Spanish supervise the house and organize various activities such as community meals, lab events, movie nights, and celebrations of Hispanic culture. Residence is intended for students who have achieved at least an intermediate level of proficiency and want to improve it. Applications are accepted in March and November each year for Fall residence and to fill any openings in the Spring, respectively.

Study Abroad

Formal academic study in a Spanish-speaking country is a key element of the Hispanic and Latin American Studies program and useful to foreign language students in many ways. This is an opportunity that we recommend to all of our students, and it is a requirement for our majors. With prior approval of the department chair, up to two courses from study away programs may be counted toward the Hispanic Studies major or minor. All additional courses necessary to meet departmental graduation requirements must be taken on campus.

Macalester College has prepared students for study abroad in numerous programs and countries. For example, the School for International Training (SIT) programs in Managua (Nicaragua), Quito (Ecuador), and Cochabamba (Bolivia) offer students experiential field research opportunities in socio-political and economic affairs as they relate to peasants, city dwellers, indigenous populations and women. A program run by Trinity College in Barcelona, Spain at the Universidad Pompeu Fabra invites students to pursue curriculum tracks in Iberian studies or studio arts. Direct enrollment at Universidad de Deusto in Bilbao, Spain, is available for those prepared to compete with native-speaking students. For those interested in a more intimate program in a smaller city, Macalester recommends Universitas Castellae in Valladolid, Spain. Students interested in pursuing more general liberal arts studies in identity, language and culture may choose one of the programs available through The Council on International Educational Exchange (CIEE) in Salvador de Bahia, Brazil or Guanajuato, Mexico. Other popular options include the University of Iowa (CIC) program on public health and environmental issues in the Dominican Republic, or the Higher Education Consortium for Urban Affairs (HECUA) program in Ecuador, which offers community internships and field research opportunities. Students of Hispanic & Latin American Studies have also recently studied in such places as Granada, Spain; Coimbra, Portugal; Puerto Rico; Costa Rica; Valparaíso, Chile; Buenos Aires, Argentina; and Belém, Fortaleza, Rio de Janeiro, and Saõ Paulo, Brazil. HECUA's January program in Ecuador may be used to satisfy the course credit for 204. For more information on SIT, CIEE, HECUA or any of the many other programs available to students, please see the department's website and the study abroad website of the International Center.

General Distribution Requirement

All Hispanic studies courses count toward the general distribution requirement in humanities.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Language Requirement

Students can fulfill the Macalester College foreign language requirement in Spanish or Portuguese in this department by completing one of the following: 1. A score of 620 or higher on the SAT II test, with listening component, upon entrance to the program. 2. A score of 4–5 on the Advanced Placement Test offered through high schools. 3. Successful completion of Macalester's Hispanic Studies 204 or 220, Intermediate Spanish II or Accelerated Intermediate Spanish. 4. Successful completion of Macalester's Portuguese language sequence through Hispanic Studies 331, Luso-Brazilian Voices: Conversation and Composition.

Students earn credit for Hispanic Studies 101 and 102 by scoring 5, 6, or 7 on the International Baccalaureate Exam. These students will still need to fulfill the above guidelines for the two-year language requirement.

Students will not receive credit for 110 if they have previously taken or been awarded credit for Hispanic Studies 101 and/or 102.

Students will not receive credit for 220 if they have previously taken or been awarded credit for Hispanic Studies 203 and/or 204.

Students are expected to satisfy the foreign language requirement through courses at Macalester, unless exceptional circumstances arise.

Students who fulfilled the language requirement by meeting the guidelines above must take 305 before entering the sequence of courses further required for a major or minor in Hispanic Studies.

Major Concentration

A major in Hispanic studies consists of a minimum of nine courses beyond Hispanic Studies 204/220. Every major plan must be designed in consultation with a department of Hispanic studies faculty adviser. It will include Hispanic Studies 307, 488, either Hispanic Studies 308 or 309, and at least one course from each of the four categories (areas) of the department curriculum: (1) Origins and Beginnings, (2) Modern Hispanic Voices, (3) Language, Linguistics, and Community, and (4) Hispanic Peoples and Cultures: Interdisciplinary Approaches. Hispanic Studies 111, 331, and up to two courses successfully taken on a study abroad program can apply toward the Hispanic studies major. Successful completion of 488 fulfills the capstone seminar requirement.

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

Minor Concentrations

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

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

2. The emphasis in Hispanic Linguistics requires 309 and three courses from area 3;

3. The emphasis in Hispanic/Latino Cultures requires 308 and three courses from area 4.

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

Honors Program

The Department of Hispanic Studies participates in the honors program. Eligibility requirements, application procedures and specific project expectations are available either from the department office or the Dean of Academic Programs.

Topics Courses

194, 294, 394, 494

Topics courses offer a variety of themes and approaches not found in our regular course offerings. Recent topics courses have included: Afro-Luso-Brazilian Language and Culture; Art and Craft of Literary Translation; Avant-Garde in the Hispanic World; Breaking Stereotypes of Latin American Women in Film and Fiction; Contemporary Mexican Women's Fiction; Contemporary Spanish Film; Cultures of Peace and Violence; Exploring the Hispanic World; Film and Narrative in Democratic Spain; Gabriel García Márquez's Works; Hispanics: Hybrid Identities; Latin American Women: Those Who Are (Or Should Be) Leaders; Libros de Caballerías: Medieval Pulp Fiction; Modern Brazilian Literature; Modern Latin American Literature: Imagination and Identity; Narrating Cultural Identity; On Love and Other Demons; Painting Words, Wording Images; Spanish Plays: From Page to Stage; Stories of Latinos in the U.S.; Spanish into English; and Blood, Sex and Comedy in Early Modern Spain. Prerequisite: varies. Offered fall and spring, depending on instructor availability, and announced at the time of registration. (4 credits)

COURSES

101, 102 ELEMENTARY SPANISH I AND II

Pronunciation, grammar essentials, conversation and reading. Three class hours a week plus one hour of tutorial. Minimal introduction to history and culture of hispanophone countries. Prerequisites: for 101 there is no prerequisite. For admission into 102, students must have completed Hispanic Studies 101, or its equivalent, with a minimum grade of C–. Every semester. (4 credits, each course)

110 ACCELERATED BEGINNING SPANISH

Accelerated Spanish 110 meets the goals of Elementary Spanish I and II (101 and 102) in one semester. It covers pronunciation, grammar essentials, conversation and reading. This course is appropriate for students with significant prior experience in Spanish or another appropriate language and for students who are highly self-motivated and able to learn foreign languages quickly. Successful completion allows enrollment in Intermediate

Spanish. Students will not receive credit for this course if they've previously taken or been awarded credit for Hispanic Studies 101 and/or 102. Registration in the course is contingent on instructor's approval. Three class hours a week plus two hours of tutorial. For admission into 203 or 220, students must have completed Hispanic Studies 110, or its equivalent, with a minimum grade of C. Every semester. (5 credits)

111 ACCELERATED ELEMENTARY PORTUGUESE

See listings for Portuguese at the end of this section.

203, 204 INTERMEDIATE SPANISH I AND II

Intermediate Spanish extends and deepens awareness and use of linguistic functions in Spanish. Formal introduction to history and culture of Hispanophone countries. Prerequisites: for admission into 203, students must have completed 102, or its equivalent, with a minimum grade of C–. For admission into 204, students must have completed 203, or its equivalent, with a minimum grade of C–. Every semester. (4 credits, each course)

220 ACCELERATED INTERMEDIATE SPANISH

Accelerated Spanish 220 meets the goals of Intermediate Spanish I and II (203 and 204) in one semester. It extends and deepens awareness and use of linguistic functions in Spanish, and it introduces the history and culture of Hispanophone countries. This course is appropriate for students with significant prior experience in Spanish and for students who are highly self-motivated and able to learn foreign languages quickly. Successful completion allows enrollment in 300-level courses in Spanish. Students will not receive credit for this course if they've previously taken or been awarded credit for 203 and/or 204. Registration in the course is contingent on instructor's approval. Three class hours per week plus two hours of tutorial. For admission into any Hispanic Studies 300 or 400 level course, students must have completed Hispanic Studies 220, or its equivalent, with a minimum grade of C. Every semester. (5 credits)

305 VISIONS OF THE HISPANIC WORLD: ORAL AND WRITTEN EXPRESSION

Primarily designed to improve oral communication and to strengthen the student's written proficiency and awareness of grammar intricacies in relation to writing, it serves as a bridge to upper-level courses. Conversations and compositions are based on cultural and literary topics. Class activities vary according to the instructor but usually include five- to fifteen-minute presentations, interviews with native speakers, commentary on videos and movies, short stories, plays and short novels, writing strategies, and self-correction exercises. It often involves extensive reading appropriate to the level. Prerequisite: 204, 220, or consent of the instructor. Every semester. (4 credits)

307 INTRODUCTION TO THE ANALYSIS OF HISPANIC TEXTS (Same as Latin American Studies 307)

This course presents the student with some basic tools for the systematic analysis of a broad range of topics and forms of cultural production (literature, cinema, art, e-texts…) in the Hispanic world. It also seeks to develop advanced language skills in composition and presentation. Prerequisite: 305. Every semester. (4 credits)

308 LOCATING U.S. LATINO STUDIES: INTERDISCIPLINARY APPROACHES

By 2003, individuals of Latin American descent living in the United States numbered approximately 38 million, constituting the country's largest "minority" group. In this course, we will study the interdisciplinary field of contemporary U.S. Latino Studies that has emerged in response to this growing population. Here we will trace the fundamental questions and concerns within Latina/o Studies, ranging from the field's activist origins in the Chicano and Puerto Rican movements of the 1960s and 70s to its current emphasis on pan-Latino, comparative, and "new Latino" avenues of inquiry. For example, what is a U.S. Latina/o? What is U.S. Latina/o Studies, and how is it different from (and similar to) Latin American Studies? Where does U.S. Latina/o Studies "belong" in institutions of higher learning? In addition to these questions regarding the academic location of U.S. Latina/o Studies, in this class you will learn to describe the main demographic features of the various U.S. Latino communities and compare each group's unique (im)migration history, settlement patterns, and transnational activities. Finally, we will devote a significant portion of the course to a broader discussion of U.S. Latina/o identity as it relates to questions of class, race/ethnicity, gender, sexual orientation, and national origins. Prerequisite: 305 or consent of instructor. Fall semester. (4 credits)

309 INTRODUCTION TO HISPANIC LINGUISTICS (Same as Linguistics 309)

A linguistic survey of the Spanish language aimed at improving pronunciation and increasing comprehension of the structure of the language, deepening students' understanding of the sound system, word formation, grammar and meaning. Study will emphasize phonetics and provide an introduction to transcription, phonology, morphology and syntax, as well as provide an overview of linguistic change and geographic variation. Prerequisite: 305 or consent of instructor. Every year. (4 credits)

331 LUSO-BRAZILIAN VOICES: CONVERSATION AND COMPOSITION

See listings for Portuguese at the end of this section.

Area 1: Origins and Beginnings

414 HERE AND THERE: SUPERANDO LÍMITES/CROSSING BOUNDARIES

Living an identity that is multipositional is a familiar reality for many people in the 21st century. The seventeenth century in the Hispanic world reveals surprisingly diverse and complex societies in which literature—and sometimes life itself—provided a space for trying on different social clothes, so to speak, in an exploration of early modern identity. This course will allow students to enjoy prose, drama, poetry and historiography from both Spain and Spanish America and to witness how writers from both sides of the Atlantic were pushing aesthetic and societal limits of religion, ethnicity and gender in their writing. We will be viewing Baroque art from Spain, Italy, the Netherlands, and colonial Mexico and Peru, and will also read some pertinent critical perspectives that will help enrich our readings of the literature. To bring the plays to life, students will select fragments of dramas to "rescript" and perform for their classmates. Prerequisite: 307 or consent of the instructor. Alternate years. (4 credits)

415 CULTURAL RESISTANCE AND SURVIVAL: INDIGENOUS AND AFRICAN PEOPLES IN EARLY SPANISH AMERICA (Same as Latin American Studies 415)

In the Old World, Spain defined its national identity by locating its "others" in Jews, *conversos*, Muslims, *moriscos*, Turks, gypsies, pirates and Protestants. In the New World, Spaniards employed many of the same discursive and legal tactics—along with brute force—to subject Amerindian and African peoples to their will and their cultural norms. But indigenous and African populations in the Americas actively countered colonization. They rejected slavery and cultural imposition through physical rebellion, the use of strategies of cultural preservation and the appropriation of phonetic writing, which they in turn wielded against European hegemony. We will examine a fascinating corpus of indigenous pictographic codexes, architecture, myths, and histories and letters of resistance, along with a rich spectrum of texts in which peoples of African descent affirm their own subjectivity in opposition to slavery and cultural violence. What will emerge for students is a complex, heterogeneous vision of the conquest and early colonization in which non-European voices speak loudly on their own behalf. Prerequisite: 307 or consent of the instructor. Alternate years. (4 credits)

416 MAPPING THE NEW WORLD: EXPLORATION, ENCOUNTERS AND DISASTERS (Same as Latin American Studies 416)

Europeans were by no means the first peoples to explore new territories and human populations. Renaissance scientific methodology, however, led European travelers to meticulously document each New World encounter in writing and develop new tools with which to navigate and represent space, devices that subsequently became weapons of colonial domination. But as Nature and indigenous populations refused to be subjected to European epistemology, failure and disaster were frequent events: shipwrecks left Old World survivors stranded among unknown lands and peoples in the Americas; Amerindians rejected the imposition of a foreign culture and religion, murdering colonists and missionaries; Africans rebelled against slavery and escaped to mountains and jungles to form autonomous communities. An examination of maps, exploration logs, missionary histories, travel literature, historiography and colonial documents will provide the foundation for this course on the ambivalent reality of the Old World's encounter with the Americas, in which Europeans were often the losers. Prerequisite: 307 or consent of the instructor. Alternate years. (4 credits)

417 EL QUIJOTE AS TIMELESS TEXT

Miguel de Cervante's *El ingenioso Don Quijote de la Mancha* is one of the most beloved and influential literary texts in all of world literature. In this course, students will not only engage in a careful and delightful reading of the entire text, but will also examine limitations and literary creations inspired through time by the classic. In order to understand how Quijote was received according to historical moment, we will explore critical perspectives on the text from across the centuries. Students will enjoy myriad artistic representations of Don Quijote and view and critique contemporary musical and filmic productions inspired by the text. Prerequisite: 307 or consent of the instructor. Alternate years. (4 credits)

418 ACTING OUT: THE COMEDIA ACROSS THE ATLANTIC

As Spain was experiencing its Golden age in literature and art, the Spanish American colonies were undertaking their own artistic flourishing in architecture, literature and the visual arts in what is known as the Barroco de Indias. In this course, students will learn about Baroque poetics and aesthetics through an exploration of verse as well as the visual, artistic representation of the sixteenth and seventeenth centuries. Once these foundational pieces are in place, we will become *comediantes*, or an acting troupe, reading and analyzing select *comedias*, or plays, from both sides of the Atlantic and acting them out in what we as a group deem the most appropriate representation of the dramatic piece. We will design/invent our own costumes and sets—at times in minimalist, symbolic ways—and rescript dialogue to create meaning for a contemporary audience. In our contemplation of performance and society, we will discuss the cultural and political implications of theater for contemporary Hispanic populations. If our performances are up to snuff, we may take one "on the road" for the Mac community. Prerequisites: 307 or permission of the instructor. (4 credits)

419 "NEITHER SAINTS NOR SINNERS": WOMEN WRITERS OF THE EARLY MODERN HISPANIC WORLD

Sixteenth and seventeenth century women writers were in constant dialogue with their male counterparts and dedicated much of their energy to debunking myths of female purity, passivity and ignorance. To this end, they created female protagonists of great strength and integrity. Exploring themes such as life in the convent, the *mujer varonil* and the *mujer vestida de hombre*, we will look at many peninsular as well as New World women authors who were busy challenging both social and aesthetic norms in their writing. Prerequisites: 307 or permission of instructor. (4 credits)

AREA 2: Modern Hispanic Voices

420 ONE HUNDRED YEARS OF PLENITUDE: MODERN AND POSTMODERN HISPANIC FICTION

The rise of modern fiction produced a series of remarkable novels in Latin America and Spain all throughout the 20th century and into the present. The course will focus primarily on the Latin American "Boom" from the 1960s on. We will also study the appearance and enduring presence of postmodernism in Hispanic fiction. The course refines the analysis of literary works from a variety of perspectives (historical, political, social, ethical, aesthetic, etc.) and provides a comprehensive view of the evolution of Hispanic narrative from the dawn of modernity to the present. It targets those students who enjoy literature and believe in the pleasure of the text. Prerequisite: 307 or consent of the instructor. Alternate years. (4 credits)

421 ROMANTICS, MODERNS AND AVANT-GARDISTS

The course offers a panorama of Spanish culture from the beginning of the nineteenth century to the Civil War in 1936. It focuses on the evolution of literature and the arts during the periods of Romanticism, Realism, Modernism and the Avant-Garde, in an attempt to describe the faces of modernity in Spain. Authors that are usually studied include José Zorrilla, Rosalía de Castro, Benito Pérez Galdós, Emilia Pardo Bazán, Miguel de Unamuno, Ramón María del Valle Includeán, José Ortega y Gasset, Luis Buñuel, and Federico García Lorca. Prerequisite: 307 or consent of the instructor. Alternate years. (4 credits)

422 MODERN HISPANIC NOVEL AND THE VISUAL ARTS

The course offers an interdisciplinary approach to narrative that focuses on the cooperation between the written and the visual text. One example of this cooperation is how nineteenth-century painting influenced the novel. Another example deals with cinematic adaptations of narratives. We also consider the perennial dilemma of literal versus personal interpretation. Prerequisite: 307 or consent of the instructor. Alternate years. (4 credits)

423 CONTEMPORARY LATIN AMERICAN AND U.S. LATINO THEATER

A study of representative plays from diverse authors and periods of contemporary Latin American and U.S. Latino theater, including student production and performance. Students read the scripts of plays alert for how they convey emotion, thought and meaning, and for how they might look and sound on a real stage with live actors, costumes, sets, props, lights, and sounds. Prerequisite: 307 or consent of the instructor. Alternate years. (4 credits)

424 HISPANIC POETRY AND SONG

For centuries poetry has been used across all levels of Hispanic societies to explore the power of words to shape individual and national consciousness. The course examines the tradition of Hispanic poetry including the poetic tendencies from Modernism, to the Avant-Garde, to the poetry of social protest. Prerequisite: 307 or consent of the instructor. Alternate years. (4 credits)

425 DICTATORS, REVOLUTIONS AND INSURRECTIONS

The course explores modern Hispanic cultural production in response to dictators, revolutions, and socio-political repression. Students read a variety of contemporary authors and analyze how they represent social realities in discourse that reflects and informs societal changes. Prerequisite: 307 or consent of the instructor. Alternate years. (4 credits)

426 PARODY IN THE POSTMODERN HISPANIC WORLD

Western societies and literary traditions use parody to measure, shape, and change cultural values and identities. Parody is considered to be an amorphous genre that adapts itself and evolves in time, along with the cultural environments in which it exists. This course offers students the opportunity to examine the concept of parody and its application to specific narrative texts produced in the Hispanic world during its postmodern era. Texts examined include fiction and non-fiction, cinematic, and other multimedia arts. Prerequisite: 307 or consent of the instructor. Alternate years. (4 credits)

AREA 3: Language, Linguistics and Community

430 ADVANCED SPANISH GRAMMAR: MEANING AND COMMUNICATION

An overview of the intricacies of advanced Spanish grammar, providing extensive oral and written practice to improve students' grammatical accuracy as well as their overall understanding of the structure of the language. Prerequisite: 305 or 309 or consent of the instructor. Alternate years. (4 credits)

431 SPANISH IN THE WORKPLACE

The course provides the student with a working knowledge of the Spanish language and Hispanic cultures as related to the bilingual workplace in the United States and abroad. Emphasis is placed on such fields as health care and medicine, legal matters and law enforcement, social services, and business. Students pursue individual interests in specific career areas with a service learning component. Prerequisite: 305 or 309 or consent of the instructor. Alternate years. (4 credits)

433 TRANSLATION: THEORY AND PRACTICE

This discussion/writing course explores certain contemporary translation theories that guide the practice of translation of various kinds of texts, including, but not limited to, literature, film, propaganda, advertising, and commerce. The primary goal, however, is to produce high quality translations of a wide variety of texts. Students work in Spanish and/or Portuguese and English. Prerequisite: 305 or 309 or consent of the instructor. Alternate years. (4 credits)

435 HISTORY OF THE SPANISH LANGUAGE (Same as Linguistics 435)

An overview of Modern Spanish as it has developed over time. Course will trace the historical evolution of the most salient phonological, morpho-syntactic and lexical traits of Modern Spanish and will include study of the origins of American Spanish. Students will also be introduced to some of the principal theories of language change. Prerequisite: 309 or consent of the instructor. Alternate years. (4 credits)

436 SPANISH DIALECTOLOGY (Same as Linguistics 436 and Latin American Studies 436)

A survey of modern dialectal variations of Spanish that includes examination of American Spanish dialects as well as those of the Iberian Peninsula. Sociolinguistic issues and historical aspects of dialect variation and study will be addressed, along with other extralinguistic factors. Through this course, students will be provided an introduction to theories of language change, as well as the history of the language, and will gain a broad understanding of the different varieties of Modern Spanish. Prerequisite: 309 or consent of the instructor. Alternate years. (4 credits)

437 APPLIED LINGUISTICS: SPANISH SECOND LANGUAGE ACQUISITION (Same as Linguistics 437)

An overview of research projects on the acquisition of Spanish as a second language. Students will learn about the theoretical approaches used in these studies as well as the effects of various pedagogical approaches on the development of Spanish interlanguage systems. While the focus of the course is on the acquisition of Spanish as a second language, students will gain a broad and useful understanding of different pedagogical issues directly related to the acquisition/learning process(es) of other second languages. Prerequisite: 309 or consent of instructor. Alternate years. (4 credits)

AREA 4: Hispanic Peoples and Cultures: Interdisciplinary Approaches

440 THEORIZING CONTEMPORARY U.S. LATINO POPULAR CULTURE

Via critical analysis of select musical and media texts, students investigate the primary approaches to the study of U.S. Latino popular expression and identity. A broad range of contemporary Cultural Studies theory is included in this analysis of the historical, socio-political, and artistic uses of popular culture within various U.S. Latino communities. Prerequisite: 308 or consent of the instructor. Alternate years. (4 credits)

441 HISPANIC FILM AND OTHER MEDIA

The course views feature films, documentaries, and other media from Spain, Latin America, and the U.S. from cultural, political, and linguistic perspectives. We will examine various strategies of film analysis through lectures, discussions, projects, and presentations. Themes include political struggles, human rights, race, class, gender, family, and identity. Prerequisite: 307 or 308 or consent of the instructor. Alternate years. (4 credits)

442 NATION AND IDENTITY IN THE HISPANIC WORLD

An examination of the origins and issues surrounding the formation and the evolution of nation-building in Spain, Latin America, and the U.S. Past and current movements and allegiances are seen through the writings of key political, social, and philosophical authors. Such issues as regional autonomy in Spain, indigenous initiatives in Latin America, the Chicano movement in the U.S., trade agreements, etc., are considered from early colonization through imperial expansion to present-day globalization. Prerequisite: 307 or consent of the instructor. Alternate years. (4 credits)

443 THE REALITY OF CONTEMPORARY SPAIN: CHALLENGES AND DILEMMAS

This course presents an overview of the evolution of life in Spain since the death of Franco, through the socialist period and Spain's entry into the European Union until today. Art, music, literature and film will serve as the basis for lectures and discussions of some of Spain's current challenges and achievements, namely unemployment, immigration, language and identity, terrorism, and the impact of the Euro on the economy and on everyday life. Prerequisite: 307 or consent of the instructor. Alternate years. (4 credits)

444 THE FAMILY AS HISTORY: THE STORIES OF U.S. LATINOS (Same as American Studies 444 and Humanities and Media and Cultural Studies 444)

The course will examine and compare the stories of Latinas/os in the U.S. as told by themselves. Students will read authors of Puerto Rican, Cuban, Dominican, and Mexican-American origin. We will place a special emphasis on practices and values held both here and in the cultures of origin. The course will cover such subjects as family, social and economic struggles, individual aspirations and spiritual needs. The course will highlight language issues and use film to complement the readings. Prerequisite: 307 or 308 or consent of the instructor. Alternate years. (4 credits)

445 LATINOS IN/AND THE MEDIA

As scholars of U.S. Latinos Studies have long noted, the media plays a key role in the construction of transnational identity. As such, this interdisciplinary course will examine the following: How do Latinos construct identity (and have their identity/ies constructed for them) through the media? How are Latino community practices shaped by the media, and vice versa? What research methodologies best capture the complex relationship between consumer, producer, and media text? Where do issues of consumer agency come into play? Do local and global media provide the possibility for meaningful social change? If so, how? In keeping with Latino Studies' emphasis on collaborative and community-based learning processes, this 4-credit course requires an additional 2-credit internship with the St. Paul Neighborhood Network (SPNN), an organization aimed at providing access to television and video facilities for area residents engaged in community-oriented projects. During their SPNN internship, student teams will be involved in creating Spanish-language programming serving the Twin Cities Latino population. Course meetings outside of SPNN will be conducted in Spanish (6 credits total). Prerequisite: 308 or permission of the instructor. Not offered 2008–2009.

Uncategorized Courses

488 CAPSTONE SEMINAR

The capstone seminar is a course that explores in depth a shifting field of topics. It helps students relate the subjects they have studied in their major field and assists students in demonstrating their familiarity with Hispanic cultures and in methods of analysis and presentation, culminating in the preparation and presentation of a major research project. It is primarily a discussion course that relies heavily on individual as well as collective effort. Required for Hispanic Studies majors. Category varies. Prerequisite: 307 plus at least two 400-level courses offered in the department of Hispanic Studies or consent of the instructor. Every spring. (4 credits)

604 TUTORIAL

Category varies. Prerequisite: permission of instructor. (1–4 credits)

614 INDEPENDENT PROJECT

Category varies. Not available to substitute regularly offered courses. Prerequisite: permission of instructor. (1–4 credits)

624 INTERNSHIP

Category 3. Prerequisites: four courses in Hispanic studies numbered 204 or above and consultation with the instructor. (1–4 credits)

634 PRECEPTORSHIP

Preceptorships give students the opportunity to observe and practice teaching skills. Available to highly accomplished students. Most require some background reading and training in foreign language teaching. Prerequisite: permission of the instructor. (1–4 credits)

Portuguese Courses

111 ACCELERATED ELEMENTARY PORTUGUESE

Intensive instruction in speaking, understanding, reading, and writing Portuguese. Brazilian usage emphasized. This course is appropriate for students who are highly self-motivated and able to learn foreign languages quickly. These students must have high intermediate to advanced skills in Spanish or another Romance language or previous work in Portuguese. Exceptions to these guidelines may be made with the instructor's approval.

Successful completion allows enrollment in the Portuguese language course 331. Three class hours a week plus tutorial. Fall semester. (4 credits)

331 LUSO-BRAZILIAN VOICES: CONVERSATION AND COMPOSITION

Contemporary Brazil and Portugal are sites of profound and exciting cultural expression and social change. Luso-Brazilian Voices explores some of the socio-political pressures that have led to a modern renaissance in writing, popular music, cinema, as well as the fusion of genres made possible by today's digital technologies. A systematic review of these cultural expressions provides the context for students to practice and refine their oral and written Portuguese skills. Taught in Portuguese. Successful completion of this course satisfies the Macalester College two-year foreign language requirement and can be applied toward the major/minor in Hispanic Studies. Prerequisite: either 111 or its equivalent and instructor's permission. Three class hours per week plus tutorial. Spring semester. (4 credits)

Latin American Studies

Full Time Faculty: Paul Dosh (Political Science), Galo González (Hispanic and Latin American Studies), Olga González, (Anthropology), Lara Nielsen (Theater and Dance), Margaret (Molly) Olsen (Hispanic and Latin American Studies), Raymond Robertson (Director, Economics)

Deriving from Western and non-Western traditions, Latin America is defined by multiple historical and cultural processes, socio-economic paths, and political trajectories. The Latin American studies program at Macalester College acknowledges the complexity that comes from the region's pre-Columbian past; centuries of colonial domination; and national identities constructed out of indigenous, African and European cultural elements. It also acknowledges the changing role of Latin America within the context of world order.

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

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

General Distribution Requirement

Latin American Studies 141, 245, 255, and 341 count toward the general distribution requirement in social science. Latin American Studies 307 and 436 count toward the general distribution requirement in humanities.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Honors Program:

The Latin American studies program participates in the honors program. Eligibility requirements, application procedures, relevant dates, and specific project expectations are available on the Latin American Studies website (www/macalester.edu/las/honorsprogram.html).

Major Concentration:

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

I. Foundations—3 courses

Latin American Studies 141

Latin American Studies 307 /Hispanic Studies 307

International Studies 110, 111, 112, 113, or 114.

II. Area Study—6 courses

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

III. Study Abroad—3 courses

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

IV. Capstone—1 course

Latin American Studies 488 or a qualified independent study.

V. Language

Competency in Spanish to the level of Hispanic Studies 305. Students who arrive at Macalester already competent at this level must achieve competence either in French to the level of 204 or in Portuguese to the level of 330.

VI. Curricular Overlap

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

Topics Courses

194, 294, 394, 494

Occasional courses on Latin American topics offered from time to time by program and visiting Latin American studies faculty. To be announced at registration. (4 credits)

COURSES

141 LATIN AMERICA THROUGH WOMEN'S EYES (Same as Political Science 141)

Introduction to Latin American Studies through the study of Latin American women. During the past century, many Latin American women have overcome patriarchal "machismo" to serve as presidents, mayors, guerrilla leaders, union organizers, human rights activists, artists, and intellectuals. Through a mix of theoretical, empirical, and testimonial work, the course explores such issues as the intersection of gender and

democratization, feminist challenges to military rule, and women's organizing in the maquiladora industry. Alternate years. (4 credits)

244 LATINO POLITICS (Same as Political Science 244)

Comparative study of Latino and Latina political struggles in the United States. We will explore the themes of subordination and empowerment through issues such as anti-immigrant ballot initiatives in California, the election of Latino mayors in Denver and San Antonio, Cuban dominance in Miami politics, multiracial violence in Los Angeles, and battles over labor conditions, affirmative action, bi-lingual education, and racial profiling. Student projects will involve field research among the Latino communities and organizations of the Twin Cities. Alternate years. (4 credits)

245 LATIN AMERICAN POLITICS (Same as Political Science 245)

Comparative study of political institutions and conflicts in several Latin American countries. Through a mix of empirical and theoretical work, we analyze concepts and issues such as authoritarianism and democratization, neoliberalism, state terror and peace processes, guerrilla movements, party systems, populism, the Cuban Revolution, and U.S. military intervention. Themes are explored through diverse teaching methods including discussion, debates, simulations, partisan narratives, lecture, film, and poetry. Political Science 140 or Latin American Studies 111 recommended. Alternate years. (4 credits)

255 PEOPLE AND CULTURES OF LATIN AMERICA (Same as Anthropology 255)

An introduction to the cultural diversity and complexity of Latin American, the course examines regional differences from an anthropological perspective and discusses how social institutions and cultural practices and traditions have been shaped, and how they have dealt with continuity and change. Ethnographic case studies explore topics related to ethnicity, social stratification, gift-giving/reciprocity, kinship, rural/urban relationships, cosmology and religion, and gender. These topics are examined within the context of particular histories, considering the legacy of colonialism, the formation of the nation-state, the emergence of social movements, post-colonial nationalism, the impact of migration and urbanization, and the effects of neo-liberalism and globalization. We will conclude with a critical examination of forms of representation of Latin America, which involve notions such as *indigenismo*. Every year. (4 credits)

307 INTRODUCTION TO THE ANALYSIS OF HISPANIC TEXTS (Same as Hispanic Studies 307)

This course presents the student with some basic tools for the systematic analysis of a broad range of topics and forms of cultural production (literature, cinema, art, e-texts…) in the Hispanic world. It also seeks to develop advanced language skills in composition and presentation. Prerequisite: Hispanic Studies 305 or consent of the instructor. Every semester. (4 credits)

341 COMPARATIVE SOCIAL MOVEMENTS (Same as Political Science 341)

Comparative study of social movements in Latin America and other world regions. This research seminar engages several major theories that attempt to explain the origins and development of movements struggling for subsistence rights, labor rights, gender and sexuality rights, social rights, and racial and ethnic rights. The course focuses principally on Latin American movements, but also engages cases from the United States and Europe through an examination of transnational advocacy networks and global activism. Political Science 140 recommended. Alternate years. (4 credits)

415 CULTURAL RESISTANCE AND SURVIVAL: INDIGENOUS AND AFRICAN PEOPLES IN EARLY SPANISH AMERICA (Same as Hispanic Studies 415)

In the Old World, Spain defined its national identity by locating its "others" in Jews, *conversos*, Muslims, *moriscos*, Turks, gypsies, pirates and Protestants. In the New World, Spaniards employed many of the same discursive and legal tactics—along with brute force—to subject Amerindian and African peoples to their will and their cultural norms. But indigenous and African populations in the Americas actively countered colonization. They rejected slavery and cultural imposition through physical rebellion, the use of strategies of cultural preservation and the appropriation of phonetic writing, which they in turn wielded against European hegemony. We will examine a fascinating corpus of indigenous pictographic codexes, architecture, myths, and histories and letters of resistance, along with a rich spectrum of texts in which peoples of African descent affirm their own subjectivity in opposition to slavery and cultural violence. What will emerge for students is a complex, heterogeneous vision of the conquest and early colonization in which non-European voices speak loudly on their own behalf. Prerequisite: 307 or consent of the instructor. Alternate years. (4 credits)

416 MAPPING THE NEW WORLD: EXPLORATION, ENCOUNTERS AND DISASTERS (Same as Hispanic Studies 416)

Europeans were by no means the first peoples to explore new territories and human populations. Renaissance scientific methodology, however, led European travelers to meticulously document each New World encounter in writing and develop new tools with which to navigate and represent space, devices that subsequently became weapons of colonial domination. But as Nature and indigenous populations refused to be subjected to European epistemology, failure and disaster were frequent events: shipwrecks left Old World survivors stranded

among unknown lands and peoples in the Americas; Amerindians rejected the imposition of a foreign culture and religion, murdering colonists and missionaries; Africans rebelled against slavery and escaped to mountains and jungles to form autonomous communities. An examination of maps, exploration logs, missionary histories, travel literature, historiography and colonial documents will provide the foundation for this course on the ambivalent reality of the Old World's encounter with the Americas, in which Europeans were often the losers. Prerequisite: 307 or consent of the instructor. Alternate years. (4 credits)

436 SPANISH DIALECTOLOGY (Same as Hispanic Studies 436 and Linguistics 436)

A survey of modern dialectal variations of Spanish that includes examination of American Spanish dialects as well as those of the Iberian Peninsula. Sociolinguistic issues and historical aspects of dialect variation and study will be addressed, along with other extralinguistic factors. Through this course, students will be provided an introduction to theories of language change, as well as the history of the language, and will gain a broad understanding of the different varieties of Modern Spanish. Prerequisite: Hispanic Studies 309 or consent of the instructor. Alternate years. (4 credits)

488 SENIOR SEMINAR (Same as Political Science 400 on occasion)

An integrative, research-oriented capstone which gathers senior majors of diverse regional and disciplinary focuses during the final semester. A faculty convener will integrate a schedule of issue-area seminars, faculty methods and topics presentations, talks by visiting speakers, and student reports on research projects. The course culminates in a lengthy final paper. Fall semeester. (4 credits)

604 TUTORIAL

Closely supervised individual or small group study for advanced students on a subject not available through regular catalog offerings. Sponsorship by a program faculty member and approval of the program director is required. (4 credits)

614 INDEPENDENT PROJECT

An opportunity for advanced students to pursue an independent research project of some scale under the supervision of a sponsoring faculty member. Such a project must begin with a brief written proposal to the faculty supervisor and the program director. Prerequisite: junior standing. Every spring. (4 credits)

624 INTERNSHIP (4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Every semester. (1–4 credits)

ADDITIONAL COURSES APPROVED FOR LATIN AMERICAN STUDIES

Prior to every registration period, the program will make available on its website a complete list of courses being offered in academic departments that are applicable to the Latin American studies major. Those departments typically include anthropology, economics, history, international studies, political science, and Hispanic and Latin American Studies. Please visit www.macalester.edu/las/courses.html.

History

Full Time Faculty: Ernesto Capello, Andrea Cremer, Lynn Hudson, David Itzkowitz, Peter Rachleff, Yue-him Tam, Peter Weisensel (Chair)

The discipline of history investigates events and cultures of the past by focusing on specific historical eras, particular geographic areas, and/or compelling thematic issues. It uses a wide range of written, visual, oral, and material evidence as the basis for constructing contemporary accounts about the past. Historical accounts suggest not only how the past has shaped the present but how any contemporary arrangement represents only one possible result of previous struggles and contingencies. In this sense, history highlights discontinuity as well as pattern, difference as well as similarity, conflict as well as consensus, trauma as well as triumph.

The history department seeks to serve an array of educational goals for both majors and non-majors. Our first priority is to teach students to think historically. We recognize that our courses cannot cover every time period or geographic area. Rather, we seek to examine the interpretive problems that historians encounter while practicing their own

discipline and when interacting with other fields of academic study and we encourage our students to apply the techniques of historical analysis both to their study of the past and to the problems of the contemporary world.

Members of the department strive to encourage a broad interdisciplinary approach and to develop students' proficiencies in analysis, writing, and speaking. As a result, students with any academic major who wish to explore discrete eras in time, different parts of the world, or specific historical issues should find departmental offerings, particularly at the introductory and intermediate levels, appropriate for their undergraduate education. The history department participates in many interdisciplinary programs and majors including African studies, American studies, Asian studies, environmental studies, humanities and media and cultural studies, international studies, Latin American studies, legal studies, urban studies, and women's, gender, and sexuality studies. For details, consult the appropriate descriptions elsewhere in the catalog.

Courses in history contribute to general education and the understanding of an individual's place in society, preparing students to be better informed, active citizens in their community, nation, and world. Although an undergraduate major at Macalester can lead to specialized graduate-level study in history, most graduates pursue non-academic careers. Skills and perspectives developed through a history major, augmented by internship opportunities when appropriate, help prepare students for positions in professions such as teaching, law, business, international relations, and library and archival work; they may also contribute broadly to building successful careers in government, business, and the nonprofit sector.

The department expects its majors to:

*Become acquainted with the many, often competing, ways in which historians construct accounts of the past;

*Become conversant with different approaches to textual analysis, with diverse forms of historical representation, with a wide range of conceptual frameworks, and with varied ways of assessing and interpreting evidence from the past;

*Become more proficient in a) using a variety of research and informational tools, b) analyzing and evaluating historical arguments, and c) writing and speaking clearly and concisely;

*Come to appreciate the diversity in human experience through comparisons across time (different historical eras) and space (different geographic regions).

Students who are or may become history majors will take part in an evaluation of the department and their majors through exit interviews with faculty members.

General Distribution Requirement

All history courses count toward the general distribution requirement in humanities.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

A history major is planned in consultation with a student's advisor and comprises no fewer than 40 nor more than 48 history credits. These credits may include up to four internship credits (History 624) if approved by a history department member, and four independent study credits (History 614) carried out under the supervision of a member of the department. Preceptorship in history credits (History 634) may not be counted among the first 40 credits for the major but may be a supplement to them up to a maximum total of 48 credits. Courses completed for college credit prior to matriculation at a collegiate level institution, such as Advanced Placement or International Baccalaureate courses, may not be used in completion of a major. Except with consent of the department, the major will include no more than eight introductory level course credits and no more than eight history credits taught by non-departmental faculty. All history majors are required to take History 379, "The Study of History," which examines the different approaches and analytical frameworks of historical scholarship. Prospective majors are strongly encouraged to take "The Study of History" during their sophomore year. All history majors are also required to take History 490 in the fall of their senior year, an advanced study seminar in which a major research paper is written. A history major must take 4 credits in each of three geographic areas. The department normally offers courses in the following geographic areas: United States, Europe, Latin America, Africa, East Asia, and Middle East/Islamic World. In addition, a history major must take at least four credits in courses that deal primarily with the history of a period prior to 1800, and at least four credits in courses that deal primarily with the period since 1800. Students are expected to plan to acquire skills necessary for their particular fields of study, such as paleography, cartography, statistics, and foreign languages, in consultation with their departmental advisor. The college senior capstone requirement is to be met by completion of History 490 during the fall of the senior year.

Minor Concentration

A minor in history consists of twenty-four credits chosen with the assistance of the student's departmental advisor. Not more than twelve of these may be introductory level courses and not more than four of them taught by non-departmental faculty.

Honors Program

The history department participates in the honors program. Students working on honors projects must take History 490 in the fall of their senior year and can undertake an independent study (History 614) under the supervision of their honors thesis advisor the following spring. Eligibility requirements, application procedures and specific project expectations for the department are available either from the department office or the Dean of Academic Programs.

Topics Courses

194, 294, 394, 494

Topics courses are occasional, often experimental courses, offered by instructors at their own initiative or in response to student requests. Recent topics courses include: Rebirth of American Indian Activism, Labor and Music, The Sacred and the Sword, War Crimes and Memory in Contemporary East Asia, Minnesota History, Sports in the 20th Century, and West Africa: Colonialism, Commerce, and Culture.

COURSES

Introductory Courses.

Courses numbered 100–199 are introductory in nature. They are introductions both to the study of history and to the history of a particular part of the world. As introductions to the study of history, they all aim at teaching students to think historically and to understand that human activity must be understood in the context of a specific time and place. In addition they contain a number of "skills" components, though, in keeping with the nature of history as a time *and place*linked discipline, those "skills" are taught in the context of a particular history rather than as abstract theory. 100level courses will include attention to understanding the distinction between primary and secondary sources, examining and evaluating evidence, formulating an argument, analyzing competing arguments, and understanding the nature of history as it is constructed by historians.

100 DISCOVERING WORLD HISTORY

An introductory survey treating all periods, regions, and peoples, but focusing on contact and exchange between empires, civilizations, and cultures as peoples encountered one another throughout history in a process which accelerated dramatically at the beginning of the modern era and ultimately made the very activity of studying world history possible in our own time. Every year. (4 credits)

110 INTRODUCTION TO EUROPEAN HISTORY

A one semester introduction to the study of European history focusing on a selected period; designed primarily for lower division students who have no previous college-level background in this general field. Every year. (4 credits)

112 THE GLOBAL IN THE LOCAL: MINNESOTA HISTORY IN WORLDWIDE PERSPECTIVE/GLOBAL HISTORY FROM A MINNESOTA PERSPECTIVE

This introductory level course uses historical frameworks and methodologies to explore the bumpersticker motto: "Think Globally—Act Locally." Through readings, films, lectures, and discussion, this course explores central trends in world history—economic change, from industrialization and commercialization to globalization and the information economy; political activism, inside and outside electoral politics; the construction of gender, race, and class, and their impact on everyday lives; urbanization and the development of neighborhoods; immigration and the transformation of communities. We will use similar resources plus site visits, tours, guest lectures, and hands-on activities to explore how these trends have shaped the state of Minnesota and the cities of Minneapolis and St. Paul. There will be key points where we will explore how local developments have shaped national patterns. Throughout, students will be positioned as historians to analyze the changing relationships between "the global" and "the local." In the end, they will understand not only our local community better, but they will be better prepared to analyze any community in which they find themselves. Every year. (4 credits)

115 AFRICA SINCE 1800

This course is designed to introduce students to the history of Africa in the nineteenth and twentieth centuries. It examines major themes relating to change in the colonial period such as European conquest and imperialism, the development of the colonial economy, African responses to colonialism and the rise of nationalist movements that stimulated the movement towards independence. Students will examine these themes by applying them to case studies of specific geographic regions of the continent. Fall 2008. (4 credits)

121 THE GREEK WORLD (Same as Classics 121 and Humanities and Media and Cultural Studies 121)

This course surveys the political, economic, and cultural development of the peoples of the ancient Greek world from the late Bronze Age through the Hellenistic era. Students will hone their critical thinking skills while working with translations of ancient literature, archaeological remains and works of art. The basic structure of the course is chronological, but we will examine major themes across time and space, which may include the interaction between physical landscape and historical change; rule by the one, the few and the many; the nature and development of literary and artistic genres; the economic, military, and/or cultural dimensions of empire; or the intersections of gender, sexuality, ethnicity, slave/free status and civic identity in the Greek world. Alternate years. (4 credits)

122 THE ROMAN WORLD (Same as Classics 122 and Humanities and Media and Cultural Studies 122)

This course introduces students to the Roman world, which at its height stretched from Britain to Iran, from Germany to Africa, and lasted well over a thousand years. Students will develop critical thinking skills while working with Roman literature in translation, art, architecture and other archaeological remains. The structure of the course is chronological, but we will examine major themes across time and space, which may include the development of Roman literature out of and in response to Greek culture; the effects of the civil wars and the resulting political change from a republic to a monarchy; the cultural, religious and/or military aspects of the Roman empire and its immediate aftermath; Roman conceptions of gender, sexuality, slave and free status,

citizenship and/or ethnicity, and how these social categories were used to legitimize or exercise power. Alternate years. (4 credits)

135 AMERICAN VIOLENCE TO 1800: A CULTURAL HISTORY OF WARFARE FROM THE AGE OF CONTACT TO THE REVOLUTIONARY WAR

This course will interrogate the way scholars study large-scale violence (a broad definition of war) between human communities. Throughout class discussions we will consider the ways in which warfare has been recorded and analyzed in early America. While major political conflicts including King Phillips' War, the French and Indian War, and the Revolutionary War, will be discussed, the class will also engage the meanings of violence through an investigation of intra and intercultural violence within Euro-American populations, and those that involved indigenous American peoples and Africans, The chronological focus of the course, circ. 1500-1800, permits our examination of the idea of American exceptionalism. Is there a specific form or pattern of violence or warfare that can be called "American?" If so, does this type of violence remain present in our contemporary world? Alternate years. (4 credits)

136 AMERICAN VIOLENCE 1800 TO 1865: A CULTURAL HISTORY OF WARFARE FROM THE EARLY REPUBLIC TO THE CIVIL WAR

What does it mean to study war? Is the history of warfare a history of generals, strategy, and developments in military technology? Or perhaps it is the story of the common solider; that of first aid workers, nurses, and doctors; or that of populations who conquer or are conquered? This course will interrogate the way scholars study large-scale violence (a broad definition of war) between human communities. Throughout class discussions we will consider the ways in which warfare has been recorded and analyzed in the early Republic. antebellum and Civil War eras. While major political conflicts including the War of 1812, the Mexican-American War, and Civil War will be discussed, the class will also engage the meanings of violence through an investigation of intra and intercultural violence diverse American populations. The chronological focus of the course, cite. 1800-1865, permits our examination of the idea of American exceptionalism. Is there a specific form or pattern of violence or warfare that can be called "American'?" If so. Does this type of violence remain present in our contemporary society? What relationship does violence have with an American identity? Alternate years. (4 credits)

140 INTRODUCTION TO EAST ASIAN CIVILIZATION (Same as Asian Languages and Cultures 140)

This course introduces the cultures and societies of China, Japan and Korea from the earliest times to the present day. Primarily an introductory course for beginners in East Asian civilization, this course considers a variety of significant themes in religious, political, economic, social and cultural developments in the region. Every fall. (4 credits)

190 TOPICS IN UNITED STATES HISTORY

A topical analysis of United States history stressing the historical antecedents of selected contemporary issues; designed primarily for underclassmen who have no previous college-level background in this general field. Alternate years. (4 credits)

Intermediate Courses

Courses numbered 200–299 are intermediate in nature and are driven by specific content. Some are surveys of a relatively broad period; others may examine a narrower topic. 200–level courses are appropriate to majors and non–majors alike, and may be taken by students of any class–standing though the bulk of students enrolled in these classes will probably be sophomores and juniors.

211 HISTORY OF AFRICA TO 1800

A study of the history of Africa before 1800, this course covers the major themes relating to the development of African societies and cultures from the earliest times. Students will engage with themes of state-building, trade and religion as catalysts for change and learn how historians have reconstructed the history of early Africa. This course will provide students with knowledge of specific case studies from North, South, East, West, and Central Africa. Not offered 2008–2009. (4 credits)

212 WEST AFRICA: COLONIALISM, COMMERCE, AND CULTURE

This course offers an in-depth view of West Africa in the nineteenth and twentieth centuries. It provides students with an understanding of political, economic, and social change in this region by examining the conditions that set the stage for colonial conquest in the late nineteenth century, the nature of European imperialism, and the responses of West African men and women to these changes. In focusing on the different societies within West Africa, this course will provide students with a greater understanding of the role of Islam and Christianity in West Africa, the emergence of African traders in the colonial economy, and the development of West African intellectuals in the twentieth century. Not offered 2008–2009. (4 credits)

213 WOMEN IN AFRICAN HISTORY

The objective of this course is to explore the role that women have played in the development of African history and to understand the major issues that define their experience as women from this region of the world. This course introduces students to the ways in which gender is studied in African history and to the major "breakthrough" works on women in African history. An important component of this course is the study of life histories of women from various geographical regions of the continent. Not offered 2008–2009. (4 credits)

221 AMERICAN LABOR RADICALISM

This course probes the history of labor radicalism as a specific current within the stream of social and political thought and movements, up to the rank and file movements of the 1970s and 1980s. Along the way we explore the Knights of Labor and the populists of the Gilded Age, the Socialists and Communists and other radicals of the Great Depression. Particular attention is paid to the experiences and contributions of women and racial and ethnic minorities. Alternate years. (4 credits)

222 IMAGINING THE AMERICAN WEST (Same as American Studies 222)

Fantasies about the U.S. West are central to American history, popular culture, and collective memory. From John Wayne to Zane Grey to Disneyland, ideas about the West have shaped the ways we think about settlement, conquest, race, gender, and democracy. This course examines the myths that have circulated about the West alongside what has been called new western history, in an attempt to make sense of western Americans and the societies they created. Beginning with notions of the frontier, we will consider the scholarship that challenges our thinking about a region that has defied simple constructions. Alternate years. (4 credits)

224 AFRICAN AMERICAN HISTORY: SLAVERY, EMANCIPATION, AND RECONSTRUCTION (Same as American Studies 224)

This course explores the Afro-American experience from the villages of West Africa to the cotton plantations of the antebellum South. Considers West African social structure and culture, the international slave trade, the development of racism, the development of American slavery, the transformation of Afro-American culture over more than two centuries, the struggle, the possibilities of reconstruction, and the ultimate rise of share-cropping and segregation. Spring 2009. (4 credits)

225 NATIVE AMERICAN HISTORY

Historian Daniel Richter once wrote, "for better or worse, native history belongs to all of us." What could Richter have meant by this statement? What is native history and why would it belong to "all of us?" The history of America covers a much longer span than that usually covered in U.S. history courses. The coasts, plains and mountains of the North American continent may have been a "new world" to European traders and explorers, but to the two million people who already inhabited these lands, America was as much the "old world" as was Europe. In this course we will examine the history of North America from the age of contact to the end of the 19th century. Instead of approaching American Indian history from the perspective of Europeans, we will attempt to reconstruct the history of 16th-19th century North Americans from an indigenous perspective. In our class meetings, Mondays and Wednesday will be devoted to chronologically-oriented, broad issues in American Indian history prior to 1900. Alternate years. (4 credits)

227 COLONIAL ENCOUNTERS: RELIGION, RACE, AND SEX IN EARLY AMERICA

Through an examination of primary documents from the sixteenth through the early nineteenth centuries and historical articles and monographs, students will examine and discuss the forces at work on the conflict and exchange between the diverse peoples that populated North America. In this course we will use critical analysis to arrive at our own conclusions about the following questions: Who populated early America? What types of religious and spiritual practices came into contact through these populations? What political function did religion and spirituality have (if any) in this time period? What competing ideas about gender and sex existed in the colonies and the early republic? In what ways did ideas about gender and race intersect? Gender and religion? What are the ways in which the emergence of a United States of America was contingent on conflict and exchange about religion, race and sex? Alternate years. (4 credits)

228 GENDER AND SEXUALITY IN COLONIAL AMERICA AND THE EARLY REPUBLIC

Since the 1960s historians have revisited early American history to identify populations on the margins and historical actors whose stories and experiences were neglected in the traditional canon of history. Historians of women made some of the first forays into this important work of recovery. Building up the foundations produced by women's historians, the field of gender and sexuality studies have flourished and enriched the narratives of American history. This course examines American peoples and cultures from the 16th through early 19th centuries to uncover the ways in which gender and sexuality shaped the formation of an early American society. Particular attention will be given to the way that ideologies of gender and sexuality shaped early concepts of race and the development of North American political institutions. Alternate years. (4 credits)

230 WOMEN AND WORK IN U.S. HISTORY (Same as American Studies 230)

An historical overview of women's changing experiences with work—both paid and unpaid—from the mercantilist economy of colonial times to the post-industrial era of the late twentieth century. This course is designed primarily for students who have no previous college-level background in U.S. history. Approved for Women's, Gender, and Sexuality Studies. Alternate years. (4 credits)

232 IMMIGRATION AND ETHNICITY IN U.S. HISTORY (Same as American Studies 232)

An overview of U.S. history as seen through the experiences of newly arriving and adjusting immigrant groups. This course is designed primarily for students who have no previous college-level background in U.S. history. Alternate years. (4 credits)

233 INTRODUCTION TO THE HISTORY OF THE U.S. WORKING CLASS (Same as American Studies 233)

This course traces the development of the U.S. working class—men and women, native-born and immigrants, black and white—from the artisan era to the post-industrial age. This course is designed primarily for students who have no previous college-level background in U.S. history. Alternate years. (4 credits)

234 AMERICAN ENVIRONMENTAL HISTORY (Same as Environmental Studies 234)

People have always had to contend with the natural world, but only recently have historians begun to explore the changing relationships between people and their environment over time. In this course, we will examine the variety of ways that people in North America have shaped the environment, as well as how they have used, labored in, abused, conserved, protected, rearranged, polluted, cleaned, and thought about it. In addition, we will explore how various characteristics of the natural world have affected the broad patterns of human society, sometimes harming or hindering life and other times enabling rapid development and expansion. By bringing nature into the study of human history and the human past into the study of nature, we will begin to see the connections and interdependencies between the two that are often overlooked. Fall semester. (4 credits)

236 CONSUMER NATION: AMERICAN CONSUMER CULTURE IN THE 20TH CENTURY (Same as Environmental Studies 236)

"Of all the strange beasts that have come slouching into the 20th century," writes James Twitchell, "none has been more misunderstood, more criticized, and more important than materialism." In this course we will trace the various twists and turns of America's vigorous consumer culture across the twentieth century, examining its growing influence on American life, its implications for the environmental health of the world, and the many debates it has inspired. Not offered in 2008-09. (4 credits)

237 ENVIRONMENTAL JUSTICE (Same as Environmental Studies 237)

Poor and minority populations have historically born the brunt of environmental inequalities in the United States, suffering disproportionately from the effects of pollution, resource depletion, dangerous jobs, limited access to common resources, and exposure to environmental hazards. Paying particular attention to the ways that race, ethnicity, class, and gender have shaped the political and economic dimensions of environmental injustices, this course draws on the work of scholars and activists to examine the long history of environmental inequities in the United States, along with more recent political movements—national and local—that seek to rectify environmental injustices. Not offered in 2008-09. (4 credits)

240 JEWS IN AMERICA

An examination of the Jewish experience in America both from a historical perspective and from the perspective of American Jewish life today. We will look at examples of writing by and about Jews drawn from both scholarly and popular sources, at portrayals of Jews in the media, and at other manifestations of the Jewish presence in the United States. This examination will lead both to a greater understanding of the origins and current condition of Jewish life in the United States and a greater appreciation of the problems and promises of multi-culturalism in America. Alternate years. (4 credits)

244 U.S. SINCE 1945

This course examines the tumultuous changes that define the postwar era in U.S. society and culture. Themes of the course will vary depending on instructor. Topics may include: cultural tensions of the Cold War era, the civil rights movement and Black Power, the women's movement, postwar prosperity, suburbanization, the Vietnam War, and the New Right. Alternate years. (4 credits)

248 JIM CROW (Same as American Studies 248)

This course examines the political, cultural, economic, and social ramifications of segregation in the United States from approximately 1865 to the present. While much of the course will focus on the South, we will also consider how racial boundaries were drawn in the West and North. The course will pay special attention to the ways racial boundaries became "fixed," and how black men and women defied Jim Crow in the streets, courts, and in their homes. Additionally, this class examines how segregation has been forgotten and how and when it is remembered. Alternate years. (4 credits)

249 AFRICAN AMERICANS AND THE TRANSFORMATION OF THE CITY: 1890–1945 (Same as American Studies 249)

This course investigates two mutually influencing transformations of the first half of the twentieth century: 1) the urbanization of the Afro-American people; and 2) the emergence of the modern American metropolis as the site of congregation and segregation of distinct racial and ethnic groups. Principal points of focus for this course include the causes and patterns of black migration from the rural South to the urban North; the formation of ghettoes in major northern cities; the internal life of those ghettoes, including changing gender roles and the development of new cultural forms; and the rise of new political and social ideas within these communities. Alternate years. (4 credits)

250 HISTORY OF PRE-MODERN MEDICINE

This course is intended to familiarize students with both concepts of human biology and medicine from ancient Egypt and the formation of the Hippocratic corpus to the early modern period and the relationship of these concepts to broader religious, intellectual, and societal trends in Europe and the Middle East. Medicine in China, India, and the Americas will be touched upon but the course will be concentrated on ancient Greek and Roman medicine in the pre-modern Christian and Muslim worlds. Fall 2008. (4 credits)

255 HISTORY AND PHILOSOPHY OF SOCIALISM

An analysis of the various ideas of socialism from the eighteenth century to the present. Philosophically, the course will investigate the logic and ethics of the socialist ideas encountered. Historically, the course will explore the social-economic, cultural, and political environments in which the socialist ideas appeared. Radicals of the French Revolution, the Utopian socialists, the Anarchists, Marx, Marxian Revisionists, Bolshevism, Soviet Marxism-Leninism, the socialism of Mao Tse-Tung, and the significance to socialism of the collapse of the USSR will all be studied. Readings will be heavily weighted toward socialist texts themselves. Students will enroll for both History 255 and Philosophy 255. Alternate years. (4 credits)

256 TRANSATLANTIC SLAVE TRADE

This class examines the Atlantic commerce in African slaves that took place roughly between 1500 and 1800. We will explore, among other topics, transatlantic commerce, the process of turning captives into commodities, the gendered dimensions of the slave trade, resistance to the trade, the world the slaves made, and the abolitionist movement on both sides of the Atlantic. Students will read a range of primary and secondary sources in order to gain a more complex understanding of the slave trade and how it changed over time. Alternate years. (4 credits)

257 EMPIRES

This course will survey the evolution of modern European empires from their inception in the mid-nineteenth century to their aftermath in the 1980s and 1990s. The course will be organized topically, separate modules being devoted to theory, imperial administration, race and segregation in the colonies, cultural and economic exploitation of colonies, European culture and imperialism, indigenous anti-colonial movements and decolonialization, and the issue of colonialism's role in globalization. Materials will be drawn from the experiences of the British, French, German, Dutch and Russian empires. Lectures, class discussions and films. Essay exams prepared outside of class and quizzes. Alternate years. (4 credits)

258 EUROPE SINCE 1945

A survey of European history from the end of World War II to the present, emphasizing social and economic history and including both western Europe and the former socialist republics of eastern Europe. The course tests the hypothesis that Europe constitutes a social and political entity as well as a geographic one. Among the topics the course will cover are a comparison of European post-World War II reconstruction (East and West), Europe's power decline in a global context, Europe as a tool and a participant in the Cold War, political trends and their roots in social and economic change, and the origins and European-wide implications of the collapse of the socialist states of eastern Europe. Alternate years. (4 credits)

260 RISE AND FALL OF TSARIST RUSSIA

A survey of the development of Russian social and political institutions from Peter the Great (1682–1724) to 1917. The course will explain the growth of the tsar's authority, the origins and outlooks of Russia's major social/gender groups (nobility, peasants, merchants, clergy, women, minorities, Cossacks) and the relations which grew up between the tsar and his society. The course will conclude with an appraisal of the breakdown of the relationship in 1917, and the tsarist legacy for Russia's social and political institutions in the Soviet Union and beyond. Alternate years. (4 credits)

265 JEWISH HISTORY (Same as Religious Studies 365)

An examination of the history of the Jewish people from the time of emancipation in the late eighteenth century to the present. The major theme will be the development of new forms of Jewish self-identity as the self-contained communities of the pre-emancipation period begin to dissolve. Among the topics to be considered are the relationship between Jewish communities and the "outside world," pressures from within and without

the Jewish community for assimilation, antisemitism, the holocaust, Zionism and the birth of Israel, and the position of the Jews in the world today. Alternate years. (4 credits)

266 HISTORY OF ISLAM FROM MOHAMMED TO 1517

This course will survey Islamic history and culture up through the Ottoman takeover of Egypt and the Hijaz. Students will become familiar with the basic economic, technological, social, philosophical, literary, and religious developments in the medieval Islamic world through examining a combination of medieval sources, both written and pictorial, and modern scholarly studies. Students should finish the course not only with a firm grasp of early Islamic thought but an understanding of the ways in which different parts of the Islamic World were connected yet culturally distinctive. Not offered 2008–2009. (4 credits)

274 HISTORY OF TRADITIONAL CHINA (Same as Asian Languages and Cultures 274)

A study of the culture and society of China from earliest times to the eighteenth century, when the impact of the West was strongly felt. The course will feature themes in Chinese history, including the birth of the Great Philosophers, the story of the Great Wall, the making and sustaining of the imperial system, the Silk Road and international trade and cultural exchange, the emergence of Chinese Buddhism and Neo-Confucianism, Genghis Kahn and his Eurasian Empire, the splendid literary and artistic achievements, the Opium War and its impact on modern China. Lecture/discussion format. Alternate years. (4 credits)

275 HISTORY OF MODERN CHINA (Same as Asian Languages and Cultures 275)

A study of leading institutions and movements of nineteenth- and twentieth-century China. Major emphases include the impact of Western imperialism, intellectual and cultural changes, the transformation of peasant society through revolution, the rise of Mao Tse-Tung, and the Great Proletarian Cultural Revolution, and the rise of China as a world power. Special attention will be given to China's international relations. Every year. (4 credits)

276 HISTORY OF TRADITIONAL JAPAN (Same as Asian Languages and Cultures 276)

A survey of the major political, social, religious, intellectual, economic and artistic developments in Japan from earliest times to the opening of Japan in the 1850s. The course will revisit Japan's emperor system, Shintoism, feudalism, Samurai as a class, selective borrowing from China, Korea, and the West, and the background of Japan's rapid modernization after the Meiji Restoration. Alternate years. (4 credits)

277 HISTORY OF MODERN JAPAN (Same as Asian Languages and Cultures 277)

Japan's rapid industrialization in the latter part of the nineteenth century, and its phenomenal rise as the number two economic power in the world after the devastation wrought by World War II, have led many scholars to declare Japan a model worthy of emulation by all "developing" nations. After an examination of feudal Japan, this course probes the nature and course of Japan's "amazing transformation" and analyzes the consequences of its strengths as a nation-state. Considerable study of Japanese art, literature, and religion will be undertaken and American attitudes toward the Japanese and their history will also be examined. Every year. (4 credits)

278 WAR CRIMES AND MEMORY IN CONTEMPORARY EAST ASIA (Same as Asian Languages and Cultures 278)

This course's main goal is to introduce evidence of the major crimes and atrocities during World War II in East Asia such as the Nanjing Massacre, biochemical warfare (Unit 731), the military sexual slavery ("comfort women") system, the forced labor system, and inhumane treatment of POWs. The course will also help students understand the contemporary geo-political and socio-economic forces that affect how East Asians and Westerners collectively remember and reconstruct World War II. Alternate years. (4 credits)

Advanced Courses

Courses numbered 300–399 are aimed at history majors and minors, though they may also enroll other students who have an interest. They are generally narrower in focus than 200–level courses and many will involve some degree of independent research. History 379, The Study of History, which is a required course for majors also is designated a 300–level course. Completion of one 100–level course or permission of the instructor is prerequisite for enrolling in a 300–level course.

305 COMPARATIVE FREEDOM MOVEMENTS: THE U.S. AND SOUTH AFRICA (Same as American Studies 310)

This advanced course explores two of the most important movements to challenge institutional racism in the second half of the 20th century—the U.S. civil rights movement and the South African anti-apartheid movement. The course places both of these movements within their specific historical contexts and, therefore, opens with an examination of the historical role(s) of racism in each of these societies. It then explores dimensions of these movements in a comparative fashion: the leadership produced by both movements; the functioning of both movements and the roles played by particular cohorts (women, young people, workers, allies); the internal tensions within each movement, particularly around ideologies, strategies, and tactics; the uses of culture (music, theater, poetry, visual art) within each movement. We also explore the methodologies of comparative history, particularly the critique that insists that the movements' influences on each other need to be considered. Finally, we assess the impact of each movement on its respective society. Every other year. (4 credits)

330 ADVANCED STUDIES: HISTORIANS AND CRITICAL RACE THEORY

This two credit course is designed for advanced students, particularly those who might participate in the Mellon Mays Undergraduate Fellowship Program. The course—using different materials and pursuing different emphases—each semester examines the development and application of critical race theory, its place within the historiography of various disciplines, and its intersections with feminist, postcolonial, and other perspectives. The course pays particular attention to the development (structurally, ideologically, culturally) of race and racism within not only a US context but also within transnational and diasporic frameworks. The course also provides an opportunity to explore graduate programs and the processes of application and self-presentation. This course is intended not only to further the goals of the MMUF Program but also to encourage the intellectual success and development of students who might be drawn to the goals and activities of this program. Signature of instructor required. Every year. (2 credits)

331 RACIAL FORMATION, CULTURE AND U.S. HISTORY (Same as Humanities and Media and Cultural Studies 331 and American Studies 331)

This interdisciplinary course will employ the methodologies of cultural and media studies within an historical framework to ask: What roles did "race" (the presence of diverse races; the relationships among those groups of people; the construction and representation of racial identities; the linking of material privileges and power to racial locations) play in the development of the United States? How have relationships of class, gender, ethnicity, and sexuality been linked to "race"? How has "race" been a site of struggle between groups? How is the present a product of historical experiences? Our coursework will rely on reading historical studies, theory, cultural analysis, and memoirs, and on viewing and analyzing cultural performances and films. This course is designed for students with experience in history, cultural studies, African American Studies and/or American Studies. Alternate years. (4 credits)

340 U.S. URBAN ENVIRONMENTAL HISTORY (Same as Environmental Studies 340)

In the minds of many Americans, cities are places where nature is absent—places where nature exists only in the crevices and on the margins of spaces dominated by technology, concrete, and human artifice. This course confronts this assumption directly, drawing on the scholarship from the relatively young field of urban environmental history to uncover the deep interconnections between urban America and the natural world. Among the other things, we will examine how society has drawn upon nature to build and sustain urban growth, the implications that urban growth has for transforming ecosystems both local and distant, and how social values have guided urbanites as they have built and rearranged the world around them. Using the Twin Cities has a backdrop and constant reference point, we will attempt to understand the constantly changing ways that people, cities, and nature have shaped and reshaped one another throughout American history. Alternate years. (4 credits)

343 IMPERIAL NATURE: THE UNITED STATES AND THE GLOBAL ENVIRONMENT (Same as Environmental Studies 343)

Although the United States accounts for just five percent of the world's population, it consumes roughly twenty-five percent of the world's total energy, has the world's largest economy, and is the world's largest consumer and generator of waste. Relative to its size, its policies and actions have had a significantly disproportionate impact on global economic development and environmental health. Mixing broad themes and detailed case studies, this course will focus on the complex historical relationship between American actions and changes to the global environment. Alternate years. (4 credits)

345 CAR COUNTRY: THE AUTOMOBILE AND THE AMERICAN ENVIRONMENT (Same as Environmental Studies 345)

At the dawn of the twentieth century, automobiles were newfangled playthings of the very wealthy; by century's end, they had become necessities of the modern world. This momentous change brought with it a cascading series of consequences that completely remade the American landscape and touched nearly every aspect of American life. This course will explore the role that cars and roads have played in shaping Americans' interactions with the natural world, and will seek an historical understanding of how the country developed such an extreme dependency on its cars. In the process, we will engage with current debates among environmentalists, policymakers, and local communities trying to shape the future of the American transportation system and to come to grips with the environmental effects of a car-dependent lifestyle. Alternate years. Not offered in 2008-09. (4 credits)

350 RACE, GENDER, AND SCIENCE

How has science informed definitions of race, sex, and gender in the past? How is scientific knowledge about race, sex, and gender constructed? How has racial difference shaped scientific knowledge? How has the scientific search for sexual difference shaped debates about sex and gender? This class examines the scientific discourses and methodologies that have, historically, sought to explain racial and sexual difference. We will examine scholarship that considers the social effects of science and the intersections of race, gender, sexuality, and science. Among the topics under consideration: the definitions of deviance in colonial and post-colonial

societies, eugenics, phrenology, scientific racism, contemporary debates on race, sexuality, and genetics. Alternate years. (4 credits)

351 TUDOR-STUART ENGLAND

A survey of English life, politics and society in the days of the Tudor and Stuart monarchs. The course will focus on a number of major themes including the emergence of the English nation; the struggle between royal and parliamentary authority; the English roots of the American tradition; and the relation of social structure, religious belief and political action. Alternate years. (4 credits)

352 MODERN BRITAIN

The development of English politics and society from the time of George III to the twentieth century. Among the topics to be considered are: the transition from rural to urban society; the American Revolution; the rise and decline of Britain as world leader; Victorian and Edwardian society; England and Ireland; and the future of Britain in the modern world. Alternate years. (4 credits)

353 THE VICTORIANS

A study of the culture, social conditions, and artistic developments of Victorian England (1837–1901) through an examination of a number of documents (novels, plays, memoirs, government reports, etc.) of the period. This course is usually taught in conjunction with English 332, and when it is, students will be required to register for both courses. Alternate years. (4 credits)

362 HISTORY OF THE SOVIET UNION AND ITS SUCCESSORS

A survey of Russian, Soviet and post-Soviet history from the Russian Revolution to the present. Topics include the Bolshevik revolution of 1917, Bolshevik rule and its tsarist heritage, Soviet "monocratic" society under Lenin and Stalin, dissent in the USSR, the "command economy" in the collapse of Communist political power, and national consciousness as an operative idea in the Commonwealth of Independent States. Alternate years. (4 credits)

364 GERMANY FROM 1871 TO THE PRESENT

A survey of the history of German society and politics from the Bismarckian unification to the present with emphasis on the origins of the German and world catastrophe of 1933–45. Among the major issues covered will be Bismarck and his legacy for German politics, the army and German political life, the Weimar Republic and German political culture, the origins and development of the Nazi party, Germany between the United States and the USSR, and Germany's significance in post-Cold War Europe. Alternate years. (4 credits)

366 EUROPE IN THE AGE OF UPHEAVAL AND REVOLUTION

A study of European politics, culture and society during the years (1780–1850) in which Europe experienced the most profound social and political transformations in its history. Among the topics to be considered are the French Revolution, urbanization, industrialization, new concepts of the family, Darwin, and the growth of new ideologies. Alternate years. (4 credits)

367 HISTORY OF THE HOLOCAUST

In this course we will examine the Holocaust as an historical phenomenon. We will try to understand what brought it about, how it was experienced by those who lived through it (and those who did not survive) and how the event continues to affect the world today. Alternate years. (4 credits)

369 GENDER & THE DIVINITY IN JUDAISM, CHRISTIANITY, & ISLAM

Within certain forms/branches of late antique and medieval Judaism, Christianity, and Islam male and female became metaphorical categories for talking about the divine. This course will give students the opportunity to read the relevant primary sources, compare the texts to one another and consider the historical milieu in which they were produced. Students will also become familiar with classical and medieval biological theories about sex differentiation as part of the background for approaching these religious texts. Students taking this course must have a basic familiarity with the three religious traditions being studied. Not offered 2008–2009. (4 credits)

379 THE STUDY OF HISTORY

This advanced course is required for majors. It examines the various forms of analysis used by historians through a study of different kinds of historical texts and sources. It provides an opportunity for students to develop the skills and habits of thinking essential to practicing the discipline of history. This course invites students to address some of the myriad questions and controversies that surround such historical concepts as "objectivity," "subjectivity," "truth," "epistemology," and thereby to develop a "philosophy" of history. At the same time, it stresses the acquisition of such historical tools as the use of written, oral, computer and media sources and the development of analytical writing skills. The subject matter for study changes each year. Recent themes of the course have been memory, empires, and class formation. Prospective majors are strongly encouraged to take "The Study of History" during their sophomore year. Every year. (4 credits)

Courses 400–649 are advanced seminars and independent projects ordinarily taken by seniors.

490 SPECIAL ADVANCED STUDIES

The senior seminar is team taught every fall by 1–2 members of the department, around themes that easily cross chronological and geographic lines. Recent topics include Documenting History, and Texts and Contexts. Every fall. (4 credits)

604 TUTORIAL

A student or a small group of students may get together with a department member to examine a theme in which the latter has considerable expertise but which is not normally covered in his or her regular courses. Every semester. (1–4 credits)

614 INDEPENDENT PROJECT

Students may carry out independent research on specific topics under the supervision of a member of the department with expertise on that particular field. The work should result in an original paper or series of papers. Only one independent study may count toward the ten courses required for a history major. Every semester. (1–4 credits)

624 INTERNSHIP

A student may register for an internship with any member of the department. Off campus learning experiences must have explicit historical content. The student, the faculty sponsor, and the site supervisor will negotiate a learning agreement which specifies the student's goals, means of achieving them, and the manner in which the internship will be evaluated. A standard internship will involve ten hours per week and earn four credits. Only one internship may count toward the ten courses required for a history major. Every semester. (1–4 credits)

634 PRECEPTORSHIP

Students may arrange to precept a course with a department member. They will normally be expected to attend the course, do the reading and participate in discussion, look over student writing, and provide guidance or tutor as necessary. Preceptorships do not count toward the ten courses required for a history major. Every semester. (1–4 credits)

Humanities and Media and Cultural Studies

Faculty Steering Committee: Leola Johnson (Chair, Humanities and Media and Cultural Studies), A. Kiarina Kordela (German and Russian Studies), Clay Steinman (Humanities and Media and Cultural Studies), J. Andrew Overman (Classics), Khaldoun Samman (Sociology), Jim von Geldern (German and Russian Studies and International Studies), and Jane Rhodes (American Studies).

Part Time Faculty: Jenny Lion, Howard Sinker, Doug Stone, John Ullmann

Humanities and Media and Cultural Studies brings together traditional and contemporary approaches to close analysis of cultural texts and their relation to social power. The department offers an innovative fourteen-course major, including a six-course focus that students develop with their advisor, and a five-course minor in media studies. Both include opportunities for students to combine theory and practice.

The Humanities have been traditionally defined by the great texts, themes, and accomplishments of the Western tradition. They have sought to cultivate appreciation of the human enterprise and the genius of human creativity. Humanities courses traditionally look at a particular stream of Western civilization, with a focus on pivotal periods of development—the classical world, the Middle Ages, the Renaissance, the Enlightenment—and on certain themes in the tradition, such as art and architectural forms, myths and narratives, ideas of freedom, virtue, and citizenship, and the encounter of human and divine.

Cultural Studies has developed in response to what critics have seen as exclusions and gaps in programs in the traditional humanities. It has broadened categories of cultural analysis to include multiple traditions and has taken a more critical stance towards artifacts by adding concerns such as the following:

—Attention to systems of meaning and attendant issues of power, particularly in terms of class, gender, nation, race, and sexualities.

—Critique of the dominant tradition from perspectives associated with social outsiders, including critique of cultural evaluation connected to social privilege.

—Explicitly political and social analysis of canonized texts.

—Analysis of commercial culture and of its institutional determinants, and of signs and local expressions of culture that traditional humanists do not consider texts of art.

Media Studies examines the forces that shape media texts and those that govern their meanings in global culture and provides students with experience producing digital, print, and video texts that investigate and represent that culture in journalistic and alternative forms, such as newspaper and broadcast reporting, political documentary, and experimental video.

Humanities and Media and Cultural Studies faculty include media and film studies professors assigned to the department as well as professors in disciplines in the divisions of humanities and social sciences and other interdisciplinary departments who teach cultural studies, film studies, humanities, and media studies. Faculty are engaged in active research programs that may offer opportunities for student assistance or collaboration.

The major is designed to give students familiarity with a cultural heritage with a breadth of geographic and historical experience. It provides a working knowledge of the methods of historians and critics of culture, the ability to explicate a specific body of culture in depth, and opportunities to appreciate culture and to produce original work. The minor concentrates on media studies and offers opportunities for critical research as well as for pre-professional experience in journalism. 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.

General Distribution Requirement

Humanities and Media and Cultural Studies courses numbered 110, 121, 122, 145, 247, 248, 249, 256, 263, 315, 331, 332, 334, 354, 356, 367, 410, 411, and 444 count toward the requirement in humanities. Courses numbered 114, 126, 272, 355, 357, and 376 count toward the requirement in social science. Course 128 meets the distribution requirement in the fine arts.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

Students choose their own humanities and media and cultural studies advisor, who should be closely involved in the focus section of the major plan. Advisors also assist

majors as they decide which of the many available courses would best meet their foundation requirements. In all, students take a progression of fourteen courses that integrate as well as differentiate humanities and cultural studies approaches, beginning with introductory exposure to a range of critical views and culminating in a senior capstone seminar. The introductory course, Texts and Power: Foundations of Cultural Studies (Humanities and Media and Cultural Studies 110), 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. Completion of or enrollment in 110 is required for admission into the major program. Students also establish a broad foundation of cultural knowledge by taking one course from ancient times to 1700 and one course from 1700 to the present, as well as two courses investigating relations of class, gender, nation, race, and sexualities and two courses in the theory and philosophy of culture at the 200-level or above. In addition, all students are required to complete a six-course focus, concentrating on one textual form, period, or theme.

In the capstone seminar, students working on an independent project in line with the theme of the seminar share their scholarship, integrating what they have learned in the major, emphasizing knowledge gained in their focus area. The capstone experience involves close analysis of cultural artifacts that examine at a higher level issues first raised in the introductory course. The department plans to offer two seminars every year, at least one in media studies, enabling students to select the seminar most relevant to their intellectual development. In exceptional cases, students with sufficient preparation may take the seminar prior to their senior year.

Foundation Courses

A list of courses that satisfy the foundation requirements is available at http://www.macalester.edu/hmcs/foundationcourses.html.

Other related courses in appropriate departments may be used at the discretion of an advisor subject to the approval of the department chair. To qualify for Foundations I and II, courses must approach broad topics or multiple forms in the humanities comparatively or use methods drawn from cultural studies. For Foundation III, courses must be listed or cross-listed in American Studies or WGSS.

For Foundation IV, courses must be at the 200-level or above and include theoretical readings relevant to projects in humanities, media studies, or cultural studies.

Focus Plans

The six-course focus, united by a common theme, is the central part of the humanities and media and cultural studies major, and its name appears on each major's transcript. In the focus, students build on the introductory and foundation courses, combining a broad knowledge and a sophisticated set of analytical tools for a thorough look at one aspect of culture. Students work with their advisor to select an established focus area such as film studies or media studies (details available at http://www.macalester.edu/hmcs/focus.html)or to design a focus on one theme, such as comparative literature, critical theory, postcolonial studies, or pre-modern cultures. The department encourages students to think creatively in designing innovative yet coherent concentrations responsive to their intellectual interests, putting together a focus with the help of an advisor, whose own courses might be a significant element. Focus areas may not significantly overlap already existing majors or minors.

Minor Concentration

A minor in media studies requires Media Institutions (Humanities and Media and Cultural Studies 126) or Global Media Industries (Humanities and Media and Cultural Studies 202), plus four other courses in media studies approved by the department chair. One course must include study of media outside the United States, and no more than two of the courses may focus on film.

Honors Program

The humanities and media and cultural studies department participates in the honors program. Eligibility requirements, application procedures, and specific project expectations are available at http://www.macalester.edu/hmcs/honors.html.

Under normal circumstances, students must begin the application process no later than spring registration of their junior year, to enable a full year of work on the project.

Topics Courses

194, 294, 394, 494

Recent examples include: Environmental Issues and the Media; Politics of Difference; Cultural Studies of the U.S./Mexican Border; Art & Ideas in French Culture: Female Artistic Expression and Feminism in France. To be announced at registration. (4 credits)

COURSES

110 TEXTS AND POWER: FOUNDATIONS OF CULTURAL STUDIES

This course introduces students to the intellectual roots and contemporary applications of cultural studies, including critical media studies, focusing on the theoretical bases for analyses of power and meaning in production, texts, and reception. It includes primary readings in anti-racist, feminist, modern, postmodern, and queer cultural and social theory, and compares them to traditional approaches to the humanities. Designed as preparation for intermediate and advanced work in cultural studies, the course is writing intensive, with special emphasis on developing skills in critical thinking and scholarly argumentation and documentation. Completion of or enrollment in HMCS 110 is the prerequisite for majoring in humanities and media and cultural studies. Every semester. (4 credits)

114 NEWS REPORTING AND WRITING

This class offers an introduction to writing, reporting, and news-gathering techniques associated with newspaper journalism. Readings, lectures, and discussions are applied to the coverage of events on the Macalester campus as well as to major events in the outside community—the 2002 elections, for example. The class typically meets with Twin Cities journalists and may serve as a springboard to internship opportunities in the media. It is taught by a Macalester graduate with more than 20 years of experience as a reporter and editor at the *Star Tribune*. Every year. (4 credits)

121 THE GREEK WORLD (Same as Classics 121 and History 121)

This course surveys the political, economic, and cultural development of the peoples of the ancient Greek world from the late Bronze Age through the Hellenistic era. Students will hone their critical thinking skills while working with translations of ancient literature, archaeological remains and works of art. The basic structure of the course is chronological, but we will examine major themes across time and space, which may include the interaction between physical landscape and historical change; rule by the one, the few and the many; the nature and development of literary and artistic genres; the economic, military, and/or cultural dimensions of empire; or the intersections of gender, sexuality, ethnicity, slave/free status and civic identity in the Greek world. Alternate years. (4 credits)

122 THE ROMAN WORLD (Same as Classics 122 and History 122)

This course introduces students to the Roman world, which at its height stretched from Britain to Iran, from Germany to Africa, and lasted well over a thousand years. Students will develop critical thinking skills while working with Roman literature in translation, art, architecture and other archaeological remains. The structure of the course is chronological, but we will examine major themes across time and space, which may include the development of Roman literature out of and in response to Greek culture; the effects of the civil wars and the

resulting political change from a republic to a monarchy; the cultural, religious and/or military aspects of the Roman empire and its immediate aftermath; Roman conceptions of gender, sexuality, slave and free status, citizenship and/or ethnicity, and how these social categories were used to legitimize or exercise power. Alternate years. (4 credits)

126 MEDIA INSTITUTIONS

This course is an analysis of the major forces that determine media production and distribution. Topics include the political economy of media, ownership and government regulation, systems of power within media organizations, and the influence of advertisers on news and programming practices as well as on media access and diversity. Students will examine contemporary commercial media practices and structures in light of comparative, historical, and potential alternatives. Every year. (4 credits)

128 FILM ANALYSIS AND VISUAL CULTURE

This course explores the nature of visual representation, building from a focus on the formal analysis of cinema (the basic features of film form and style) and developing tools of visual textual analysis applicable to all visual media (photography, television, digital and graphic representations of all kinds). We start by concentrating on the basic features of cinematic form: narrative and non-narrative structure, the shot, editing, sound, and the construction of film style. Students will gain a familiarity with cinematic elements and vocabulary, and practice in formalist critical analysis. Students will also make an abstract video. Following an introduction to cultural studies, we will apply the tools and insights of film analysis to various studies of visual representation, in film and other forms of visual culture, including: television, photography, journalism, advertising, and art. The primary goal of the course is to develop a set of analytical tools that can be used to illuminate all forms of visual representation and their aesthetic, cultural, and social implications. Every semester. (4 credits)

145 PAGANS, CHRISTIANS AND JEWS IN CLASSICAL ANTIQUITY: CULTURES IN CONFLICT (Same as Classics 145 and Religious Studies 145).

This course studies the interaction of Jewish, Christian, and pagan cultures, and the protracted struggle for self-definition and multi-cultural exchange this encounter provoked. The course draws attention to how *the other* and cultural and religious difference are construed, resisted, and apprehended. Readings include Acts, Philo, Revelation, I Clement, pagan charges against Christianity, Adversus Ioudaios writers, the Goyim in the Mishna, and apologetic literature. Alternate years. (4 credits)

202 GLOBAL MEDIA INDUSTRIES (Same as International Studies 202)

Global media is the world's most influential "consciousness industry." As such, the way it is organized vitally impacts global views. How is global media organized, who owns it, and how has it transformed? When did a "global media system" emerge, and where is it heading? In this course, we will investigate the historical and contemporary struggles by various groups to determine the course of globalization, particularly through media, and consider contesting paradigms that have been offered. Next offered 2008–2009. (4 credits)

210 VIDEO AS ACTIVIST MEDIUM

This course focuses on the rich political possibilities of video as intervention, propaganda, prank, advocacy, technique, educational tool, act of witness, subversive art practice, legal or physical defense strategy, etc. We will examine the politics of access, alternative and underground means of production and distribution, and strategies for collective process. The course will trace a history of radical video, from the initial use of the Porta Pak in the 1960s through the development of video collectives, the establishment of public access television, AIDS activist video, indigenous cultural preservation efforts, culture jamming and tactical media actions, and recent web & cell developments. Coursework will include screenings, readings, writing, in-class presentations, and critique. There will be various class trips to community video organizations in the Twin Cities, and individual students are expected to undertake significant research in an issue of their choice. Every year. (4 credits)

211 ACTIVIST VIDEO PRACTICUM

This practicum focuses on video production in the context of activist video and tactical media. Through exercises, group and individual video production projects, critique, and community involvement, we will investigate strategies for politically motivated media production. Basic video shooting, lighting, sound recording and editing will be taught, with an emphasis on sharpening criticality and utilizing technology for maximum political or social efficacy. As their final projects, students will choose a political or social issue at any scale of local to global, and employ video as an activist strategy. No production experience is necessary. Every year. (2 credits)

212 ARTISTS' AND EXPERIMENTAL VIDEO

This course will integrate history, theory, and practice in a critical examination of experimental and artists' video as an art form, political tool, and social process. The course will be structured around various key issues, including portraiture and autobiography, appropriation and collage, assertions or representations of identity, the

presence of the maker and reflexivity, and conceptual, feminist, performative, and structuralist approaches. Art video's relationships to experimental film, gallery and museum exhibition, and television will be considered. Coursework will include readings, screenings, writing, critique, and visual analysis. Video installation and other work not available in the classroom will be viewed in gallery and museum contexts around the Twin Cities. Every year. (4 credits)

213 EXPERIMENTAL VIDEO PRACTICUM

This practicum class focuses on video production in the context of artists' and experimental video. Through individual video production projects and extensive critique, students will develop their own individual media production process. Basic video shooting, lighting, sound recording, and editing will be taught, with the emphasis being on developing aesthetic, analytic, critical and conceptual acuity through an integration of practice and theory. No production experience is necessary. Every year. (2 credits)

247 DOCUMENTARY FILM AND VIDEO

This course explores the history and theory of documentary practices in film and video: the epistemological issues and critical debates surrounding documentary attempts to depict and/or comment on "reality," the implications of cinematic technique and style for documentary representation and function, and the place of documentary representation in social, political and cultural discourses about nation, race, gender, sexuality, and class. The course integrates critical readings on documentary history and theory and viewings and discussions of relevant documentary films and videos. Recommended prerequisite: Humanities and Media and Cultural Studies 128, Film Analysis and Visual Culture. Every year. (4 credits)

248 HISTORY OF FILM, 1893–1941

This course provides an overview of the history of film up through the release of *Citizen Kane*, examining aesthetic, industrial, social, and theoretical topics in a variety of national and cultural contexts. Discussions, lectures, and screenings emphasize commercial and avant-garde styles and their determinants. What is the style now referred to as the "classical Hollywood cinema?" Why did it materialize? What alternatives were there? The course explores issues of racism and gender as well as connections between the history of film and the modernization of European and U.S. culture. Several papers are required. Prerequisite: sophomore status or permission of instructor. Recommended prerequisite: Humanities and Media and Cultural Studies 128, Film Analysis and Visual Culture. Alternate years. (4 credits)

249 HISTORY OF FILM SINCE 1941

This course provides an overview of the history of film from the early 1940s, examining aesthetic, industrial, social, and theoretical topics in a variety of national and cultural contexts. Discussions, lectures, and screenings emphasize international commercial and alternative styles and their determinants. Why and how did alternative styles develop against and within the Hollywood system? The course explores issues of racism and gender as well as connections between the history of film and postwar transformations, with particular attention to the effects on filmmaking of the Cold War in the United States and of post colonial struggles in Africa, Asia, and Latin America. Several papers are required. Prerequisite: sophomore status or permission of instructor. Humanities and Media and Cultural Studies 248, Film History, 1893–1941, is not a prerequisite, but students who have completed that course will be encouraged to engage in independent research. Recommended prerequisite: Humanities and Media and Cultural Studies 128, Film Analysis and Visual Culture. Alternate years. (4 credits)

256 MASS CULTURE UNDER COMMUNISM (Same as Russian Studies 256)

The politics and sociology of Soviet Russian culture from the October Revolution to the fall of communism. For each period in Soviet history, changes in the production and consumption of culture will be considered with specific examples to be discussed. Topics dealt with in the course include the role of mass media in society, popular participation in "totalitarian" societies, and culture as a political tool. Popular films, newspapers and magazines, songs, radio and TV programs, etc., will serve to analyze the policies that inspired them and the popular reactions (both loyal and dissenting) they evoked. No prerequisites. Taught in English. Alternate years. (4 credits)

263 ORIENTALISM AND EMPIRE: RUSSIA'S LITERARY SOUTH (Same as Russian Studies 363)

Since the 18th century to the 1990s war with Chechnia, contradictory views of Russian empire building have been reflected in Russian literature. Students first explore recurring Russian ideas of empire, such as "Moscow the Third Rome," and "Eurasianism," as well as the constructs of East-West as factors in Russian identity thinking. The course focuses on the Caucasus region, Russia's "Oriental" south, starting with a brief history of imperial expansion into the area and concentrating on its literary expression in travelogues, Classicist and Romantic poetry, Oriental tales, short stories, and novels. We will ponder general "orientalist" imagery and stereotyping (the noble savage, the brave tribesman, the free-spirited Cossack, the sensual woman, the imperial nobleman/peasant, the government functionary, and "virgin" territory) together with ideas of nation and identity based on this specific region. We will read classics of Russian literature (Pushkin, Lermontov, Tolstoy,

Tsvetaeva), but also lesser known authors, some justly and others unjustly forgotten by the canon (Osnobishin, Elena Gan, Iakubovich, Rostopchina). We will supplement our literary readings with a variety of critical and historical texts, as well as films. In English. Alternate years. Not offered 2008–2009. (4 credits)

272 SOCIAL THEORIES (Same as Sociology 272)

This course provides an overview of the key concepts and theories that have informed sociological perspectives on the complex and varied dimensions of human sociability. Class readings, discussions, and assignments explore the contributions of classical and contemporary sociologists to ongoing debates over the origins and nature of the great transformation: the transition from feudal, agrarian societies to modern, industrialized ones governed by emergent nation-states. The course also examines contemporary revisions and extensions of classical theories accompanying the reconstruction of the political, economic, and cultural landscapes of modern societies in the twentieth and twenty-first centuries. Further, the course surveys recent trends in theoretical scholarship devoted to understanding important social issues of contemporary relevance. Prerequisite: one 100-level course in sociology, Humanities, Media and Cultural Studies 110 (Text and Power), or permission of the instructor. Every year. (4 credits)

281 COMPARATIVE GLOBAL NEWS: FROM CNN TO AL JAZEERA (Same as International Studies 281)

We know the world watches a different war—but just how different and why? In this highly methodological and analytical course, we will follow two news networks (ideally CNN and Al-Jazeera) for a semester and analyze them using course concepts for analyzing news (frames, sources, languages) and contrast different theories for explaining the shape of news (from elite domination, political ideologies, cultural difference, and media ownership to journalistic routines). Alternate years. (4 credits)

315 GENDER, SEXUALITY, AND FILM (Same as Women's, Gender and Sexuality Studies 320)

This course explores a variety of critical approaches to the representation of gender and sexuality in film and video, including psychoanalytic feminist film theory and criticism, gay and lesbian studies, queer theory, narrative analysis, ideological critique and cultural studies of gender and sexuality in relation to race, nation, and class. How have social constructs about gender and sexuality been promulgated and/or contested in film and video within both mainstream and avant-garde contexts of cultural production? How have these constructs functioned to uphold and/or challenge other forms of social stratification or privilege? In asking these questions, the course considers a wide range of issues, including drag, camp, spectatorship, identity and identification, the gaze, assimilation, social change, body politics, realism, and pornography. Written work emphasizes the close analysis of film texts. Prerequisites: sophomore standing and previous experience with one of the following fields: women's, gender and sexuality studies, cultural studies and/or media studies, or permission of the instructor. Alternate years. Not offered 2008–2009. (4 credits)

331 RACIAL FORMATION, CULTURE AND U.S. HISTORY (Same as American Studies 331 and History 331)

This interdisciplinary course will employ the methodologies of cultural and media studies within an historical framework to ask: What roles did "race" (the presence of diverse races; the relationships among those groups of people; the construction and representation of racial identities; the linking of material privileges and power to racial locations) play in the development of the United States? How have relationships of class, gender, ethnicity, and sexuality been linked to "race"? How has "race" been a site of struggle between groups? How is the present a product of historical experiences? Our coursework will rely on reading historical studies, theory, cultural analysis, and memoirs, and on viewing and analyzing cultural performances and films. This course is designed for students with experience in history, cultural studies, African American studies and/or American studies. Alternate years. (4 credits)

332 VICTORIAN LITERATURE (Same as English 332)

British literature from the 1830s to about 1900, emphasizing poetry and non-fiction prose by Alfred, Lord Tennyson, the Brownings, Matthew Arnold, the Rossettis, William Morris, Algernon Swinburne, Thomas Carlyle, John Stuart Mill, John Ruskin, Walter Pater, Oscar Wilde, and others. Attention is paid to social, economic, political and scientific developments of the age; Victorian music, painting and architecture are briefly examined. This course is usually taught in conjunction with History 353, and when it is, students will be required to register for both courses. Alternate years. (4 credits)

334 CULTURAL STUDIES AND THE MEDIA (Same as American Studies 334)

An overview of contemporary approaches to media as culture, a determining as well as determined sphere in which people make sense of the world, particularly in terms of ethnicity, gender, identity, and social inequality. Students develop tools for analyzing media texts and accounts of audience responses derived from the international field of cultural studies and from the social theory on which it draws. Analysis emphasizes specificity of media texts, including advertisements, films, news reports, and television shows. Experience in cooperative discussion, research, and publication. Prerequisite: Humanities, Media and Cultural Studies 110, or permission of instructor. Every year. (4 credits)

354 BLACKNESS IN THE MEDIA (Same as American Studies 354)

This course examines mainstream and alternative systems of African American representation in the media from the 1820s to the 1960s, including race records, race movies, the Black press, Black video, and Black appeal radio. It also examines the way Blackness is constructed in the media today, including the role of new media (such as cable and the Internet); new corporate formations (such as FOX, UPN, and BET), and new forms of representation (such as representations that reject the Black-White binary). Prerequisite: one of the following: an introduction to African American studies course, or Texts and Power: Foundations of Cultural Studies (Humanities and Media and Cultural Studies 110), or permission of instructor. Every year. (4 credits)

355 ADVANCED JOURNALISM: ELECTRONIC

This course involves writing and production of news, feature, and documentary stories for radio, television, and news media. The course stresses effective script writing and the development of a strong sense of journalistic ethics in an electronic environment. Emphasis is placed on frequent visits with practicing journalists and policy makers, on-site visits to electronic newsrooms, and field news assignments on campus and throughout the Twin Cities. Students will produce video, audio, and Internet stories. The course also examines the changing role of the media and the impact of electronic media and broadcast journalists on politics, government, education, and the legal system. Taught by a 20-year veteran print and broadcast journalist and former U.S. Senate press secretary. Prerequisite: News Reporting and Writing (114) or permission of instructor. Alternate years. (4 credits)

357 ADVANCED JOURNALISM: PRINT

In-depth reporting and writing of news, feature, and opinion pieces for newspapers and magazines. This course stresses effective writing and editing and the development of a strong sense of journalistic ethics. Emphasis is placed on field reporting on campus and throughout the community, on-site visits to newspaper newsrooms, and frequent discussions with practicing journalists, writers, and policy makers. Students will examine the changing role of print media and the impact of media and journalists on culture, politics, government, education, the legal system, and the community. Taught by a 20-year veteran print and broadcast journalist and former U.S. Senate press secretary. Prerequisite: News Reporting and Writing (114) or permission of instructor. Alternate years. (4 credits)

358 POP CULTURE, MEDIA, AND NATIONAL IDENTITY (Same as International Studies 358)

What is a nation, as opposed to a state or other ethnic communities? Why does the "nation" command so much of our identity? The nation, unlike the state, is an entity that exists in the hearts and minds of its members and is a bond that must be sustained on a daily basis through imagining community—a project that the media are especially tasked with. Thinking of the "nation" as a media product, the course will examine its production (political economy), textual construction and its consumption/reproduction. Alternate years; next offered 2008–2009. (4 credits)

367 POSTCOLONIAL THEORY (Same as English 367 and International Studies 367)

Traces the development of theoretical accounts of culture, politics and identity in Africa, South Asia, the Caribbean and related lands since the 1947–1991 decolonizations. Readings include Fanon, Said, Walcott, Ngugi and many others, and extend to gender, literature, the U.S., and the post-Soviet sphere. The course bridges cultural, representational, and political theory. Prior internationalist and/or theoretical coursework strongly recommended. Alternate years. (4 credits)

376 CRITICAL SOCIAL THEORY AND THE MEDIA

Studies of the contributions critical social theory has made to research oriented toward democratic communication. Class discussion evaluates the social uses of theories and probes assumptions and values embedded within them. A research paper allows each student to examine one theory or theoretical issue in detail. Prerequisite: Texts and Power: Foundations of Cultural Studies (Humanities and Media and Cultural Studies 110), or permission of instructor. Alternate years; next offered Spring 2009. (4 credits)

410 ART AND IDEAS IN FRENCH CULTURE (Same as French 410)

The course studies the arts of France (art, architecture, music and literature) in their historical and intellectual settings. Topics and historical periods studied vary by semester. Prerequisite: a 300 level course or permission of instructor. Alternate years. (4 credits)

411 CHALLENGES OF MODERNITY AND LITERATURE (Same as French 411)

Introduction to the study and the context of French literary and artistic masterpieces from the 12th to the 21st century, with special focus on their ties with contemporary "mentalités" and events. The significance of specific works for audiences of their time will be extended to the study of their influence in subsequent centuries, including the 20th/21st. Particular attention will be paid also to our own representation and use of these past centuries in diverse contemporary media, such as films and advertisements. The thematic emphasis of the class, as well as the historical period, may vary by semester. Prerequisite: French 306 or permission of instructor. Alternate years. (4 credits)

444 THE FAMILY AS HISTORY: THE STORIES OF U.S. LATINOS (Same as American Studies 444 and Hispanic Studies 444)

The course will examine and compare the stories of Latinas/os in the U.S. as told by themselves. Students will read authors of Puerto Rican, Cuban, Dominican, and Mexican-American origin. We will place a special emphasis on practices and values held both here and in the cultures of origin. The course will cover such subjects as family, social and economic struggles, individual aspirations and spiritual needs. The course will highlight language issues and use film to complement the readings. Prerequisite: Hispanic Studies 307 or 308 or consent of the instructor. Alternate years. (4 credits)

488 ADVANCED TOPICS SEMINAR

In the capstone seminar, students working on an independent project in line with the theme of the seminar share their scholarship, integrating what they have learned in the major, emphasizing knowledge gained in their focus area, as well as presenting their work at a concluding mini-conference. The capstone experience involves close analysis of cultural artifacts that examine at a higher level issues first raised in the introductory course. The department plans to offer two seminars every year, at least one in media studies, enabling students to select the seminar most relevant to their intellectual development. In exceptional cases, students with sufficient preparation may take the seminar prior to their senior year. Students may take more than one senior Seminar (488) as long as content varies. Prerequisite: Humanities and Media and Cultural Studies 110 (Texts and Power: Foundations of Cultural Studies), or permission of instructor. Recommended prerequisite for film studies seminars: Humanities and Media and Cultural Studies 128, Film Analysis and Visual Culture. Non-majors are welcome if they have taken 110 or a comparable course. Recent seminar topics have included: Image/Text: Metaphor, Myth and Power; Advanced Film Analysis; Advanced Studies in War and Media; Postmodernism, Identity and the Media; Whiteness and the Media; Advanced Queer Media. Every semester. (4 credits)

604 TUTORIAL

Closely supervised individual or small group study for advanced students on a subject not available through regular catalog offerings. Every semester. (1–4 credits)

614 INDEPENDENT PROJECT

For the advanced student capable of independent study and the production of original work. Prerequisite: normally junior or senior standing and permission of the instructor. Every semester. (1–4 credits)

624 INTERNSHIP

The department offers a variety of internships in educational, business, and governmental institutions. Internships sponsored by department faculty are available only to juniors and seniors who have made substantial progress toward the major or have completed a media studies minor or the equivalent and must be grounded in previous coursework. Normally, internships are graded pass/fail. Exceptions to this policy permitting a letter grade may be made at the discretion of the individual faculty member sponsoring the internship. Internships may be of variable credit as determined by the instructor, and up to four credits may be applied to the department major. Every semester. (1–4 credits)

634 PRECEPTORSHIP

Work in assisting a faculty member on a varied range of activities involved in the planning and teaching of a course. Duties usually include course attendance, library research, test correction, conducting group study sessions, and tutoring individual students. Normally available only to juniors and seniors who have taken the course they will precept. Every semester. (1–4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Every semester. (1–4 credits)

Human Rights and Humanitarianism Interdepartmental Program

Coordinator: James Dawes (English)

Steering Committee: Martin Gunderson (Philosophy), Joëlle Vitiello (French and Francophone Studies), Erik Larson (Sociology), Nadya Nedelsky (International Studies), Dianna Shandy (Anthropology), Wendy Weber (Political Science)

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

Given that students and faculty approach the study of human rights and humanitarianism from a variety of disciplinary perspectives, the program permits students to complete this concentration in conjunction with a wide array of majors. The program promotes breadth by requiring that students complete courses in more than one department; it promotes depth by requiring a major research project focused on a relevant topic.

Concentration

A concentration in Human Rights and Humanitarianism consists of a major research paper and five (5) courses selected from two lists of courses: *Framework Courses* and *Specialized Courses*. Of these five courses, at least three (3) courses must come from the list of Framework Courses.

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

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

Framework Courses

These courses provide students with a basic understanding of the international norms of human rights and humanitarianism, the history and purpose of the primary intergovernmental and nongovernmental organizations, and the philosophical/historical/intellectual background of the field. Framework courses focus on a limited set of practices as a way of providing a basic, common language for students.

Anthropology 246, Refugees and Humanitarian Response
International Studies 245, Introduction to Human Rights
International Studies 345, Advanced Themes in Human Rights
Philosophy 294, Philosophical Foundations of Human Rights
Political Science 221, Global Governance
Political Science 394, Humanitarianism in World Politics

Specialized Courses

These courses offer students a chance to acquire more detailed mastery of specific topics, themes, or regions in studies of human rights and humanitarianism. Specialized courses offer exposure to the broader array of histories and movements dedicated to the promotion of human dignity and the protection of human rights.

Anthropology 362, Culture and Globalization
History/Asian Studies 278, War Crimes and Memory in Contemporary East Asia
History/American Studies 248, Jim Crow
History 305/American Studies 310, Comparative Freedom Movements: The U.S. and South Africa
English/Environmental Studies 265, Justice
History 221, American Labor Radicalism
History 256, The Transatlantic Slave Trade
Political Science 207, US Civil Rights and Civil Liberties
Political Science/Latin American Studies 245, Latin American Politics
Sociology/International Studies 280, Indigenous Peoples Movements in Global Context

Individually Designed Interdepartmental Major

See the section on graduation requirements for the description and requirement of this major.

International Studies

Core Faculty: James von Geldern (Acting Chair; Russian and International Studies), David Chioni Moore (Chair; International Studies and English), Nadya Nedelsky (International Studies), Ahmed Samatar (International Studies and Institute for Global Citizenship), Smadar Lavie (Hubert H. Humphrey Professor).

Program Advisors: Terry Boychuk (Sociology), Amanda Ciafone (International Studies), Antonio Dorca (Hispanic and Latin American Studies), Arjun Guneratne (Anthropology), David Itzkowitz (History), Gary Krueger (Economics), James Laine (Religious Studies), William Moseley (Geography), Lara Nielsen (Theater and Dance), Andrew Latham (Political Science), Casey Jarrin (English), Linda Schulte-Sasse (German Studies), Roopali Phadke (Environmental Studies), Joëlle Vitiello (French and Francophone Studies), Karen Warren (Philosophy)

In International Studies, we hold this:

1. All things are connected; no place, person, phenomenon, text or tale exists alone.

2. Borders (national, regional, continental, physical, legal and more) fix and separate, just as they are regularly crossed and redrawn.

3. Categories (racial, ethnic, sexual, cultural, religious and more) matter, are inevitably produced, often conflict, and regularly overlap.

4. History and ideologies flow forward, are retrospectively revised, and are eternally contested.

5. Humans and their institutions emerge from the earth, but now exercise troubled dominion over it.

6. Despite human power, too many people are poor and lack autonomy and rights, subject to powerful institutions and discourses only marginally under their control.

In this context, and in the context of Macalester's internationalist commitments, we aim to educate cosmopolitan young people, across geographies and fields, strongly equipped and powerfully inclined to understand the world and seek positive change. Key concepts which animate our interdisciplinary venture include universalism, globalization, hybridity, diversity, and interconnection.

Introduction:

The international studies major provides an understanding of transnational and intercultural global relations through work in international studies and allied departments. We aim to provide students:

1. familiarity with geographical, cultural, political, economic, literary and historical approaches to global issues;

2. working knowledge of the methodologies central to the participating humanities and social science departments;

3. an international experience through an appropriate study abroad program;

4. competency in a second language, at least equivalent to six semesters of college-level work.

General Distribution Requirement:

International Studies 110, 113, 114, 225, 226, 245, 253, 280, 285, 323, 325, 336, 345, 362, 368, 372, 477, 480 and 485 count toward the general distribution requirement in social science. International Studies 111, 112, 202, 260, 265, 272, 281, 317, 364, 367, 384, and 488 count toward the general distribution requirement in humanities. Some topics courses (194, 294, 394, 494), as approved by the department, may also count toward the distribution requirements.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration:

Students plan their fourteen-course major in consultation with their international studies advisor. All majors must complete the following:

A) Introduction. One of International Studies 110–114.

B) Language. Competency in a foreign language equivalent to: French 305 and 306, German 305 and 306, Japanese 306, Portuguese through Portuguese 331 (*Luso-Brazilian Voices*), Russian through 204 plus a semester immersion program abroad or its equivalent, or Hispanic Studies 305 and 307. Students may complete this competency requirement while abroad. Likewise, students may meet this requirement in a language not regularly offered at the College by demonstrating equivalent ability, as confirmed by the department chair with appropriate consultation. Students for whom English is a second language are considered to have met the language requirement.

Students choosing Classics as the disciplinary focus of their IS major may satisfy the international studies language requirement by passing five semesters of Greek or Latin, plus a sixth semester of advanced independent or equivalent language work. Students focusing on Hebrew or Arabic may combine work at Macalester with coursework and/or experience abroad or at neighbor institutions to achieve competence to the sixth-semester level.

C) Study abroad. One semester of study abroad on a program chosen at least in part to support the individual major plan. International students at Macalester meet this requirement by completing a semester at Macalester.

D) Capstone. A capstone experience of either a senior seminar in international studies or, in select cases, an advanced independent project developed under appropriate supervision and with the approval of the department chair.

In addition to these four requirements, at the center of the major plan the student must complete a twelve-course sequence with the following characteristics:

E) Disciplinary focus. To ensure rich knowledge of a specific mode of inquiry, five internationally focused courses drawn from a single disciplinary department in the humanities or social sciences, including anthropology, classics, economics, English, French, geography, German studies, history, Japanese, philosophy, Hispanic studies, political science, religious studies, Russian, or sociology. One of these courses may be a non-introductory culture-neutral methods course.

Since literary studies is a single discipline, students may develop their five-course disciplinary focus from a blend of literature courses in any language department. For the same reason, students may also develop five-course disciplinary focuses in film or media studies, drawing courses from several departments and abroad.

F) Intermediate courses. To ensure immersion in global and transnational issues, five international studies courses between introduction and senior seminar. Students may take a second senior seminar as one of these five courses. At times international studies courses are cross-listed with other departments. Thus there can be up to a three-course overlap between the courses for E and F.

G) The remaining courses (usually two, unless there is an overlap between E and F) may be chosen from internationalist offerings across the campus, including the unchosen departments in E as well as from interdisciplinary programs including African studies, American studies (for non-U.S. students), Asian studies, humanities and media and cultural studies, Latin American studies, and women's, gender, and sexuality studies; and in art, biology, geology, linguistics, music, psychology, and theater and dance.

Additional Notes:

1. Declaration statement. Since the major is highly configurable, to ensure coherence majors should prepare, with their initial major plan, a brief written statement discussing their sequence of courses. This exercise is not a "test," but rather an opportunity to reflect on one's formation. See the department website for further information.

2. Courses abroad. Courses taken during study abroad may count, when appropriate, toward the major; indeed students should tailor study abroad to contribute to the major plan.

3. Language courses. Courses taken to satisfy the language requirement may not be included in the fourteen-course major plan, except when the focus department under "E" is French, German, Japanese, Russian, or Hispanic studies. In these cases one advanced language course may be counted among the five disciplinary courses.

4. I.S. and E.S. Students seeking to focus their international studies major plan on environmental studies, or double-majoring in environmental studies, and not completing any of the five-course focuses described under "E" above, must complete a standard disciplinary minor in biology, chemistry, or geology.

5. The major plan can include one internship.

Honors Program:

International studies participates in the Honors Program, and encourages high performing students to do so. Eligibility requirements, application procedures and specific guidelines are available on the department website.

Topics Courses

194, 294, 394, 494

Selected topics and new courses in globalization and world studies, not included among regular catalog offerings. To be announced at registration. (4 credits)

COURSES

Introductions to International Studies

Open to first- and second-year students

110 INTRODUCTION TO INTERNATIONAL STUDIES: GLOBALIZATION—HOMOGENEITY AND HETEROGENEITY

Globalization is upon us, resulting in unprecedented cultural interpenetration and civilizational encounter. Most of what animates this condition is old. However, the contemporary velocity, reach, and mutations of these forces suggest a new "world time," full of contradictions, perils, and promises. This course introduces students to globalization by asking What is globalization, and how does one study it? What are the principal forces (social groups, ideas, institutions, and ecology) that shaped and propel it? What are its consequences, and how do we respond? Open to first- and second-year students. Every fall. (4 credits)

111 INTRODUCTION TO INTERNATIONAL STUDIES: LITERATURE AND GLOBAL CULTURE

One of the most significant trends of the current era has been globalization: the shrinking of distances, the greater interpenetration of the world's peoples, and the rise, perhaps, of global culture. Yet it is too simple to say, "it's all a big mix," for the questions of how the mixing is done, and who mixes, are complex. The study of literature illuminates these questions. By reading important recent texts, this course tackles "world" questions: what does it mean to be from a certain place? what is a culture? and who are we in it? We'll link personal readings in dialogue with the world. Texts will be drawn from U.S. multicultural, "world," and travel literature, and rich theoretical readings. Open to first- and second-year students. Next offered in 2009-2010. (4 credits)

112 INTRODUCTION TO INTERNATIONAL STUDIES: GLOBALIZATION, MEDIA, AND CULTURAL IDENTITIES

This course investigates the effects of globalization on worldwide cultural identities, with media and popular culture as the primary focus of inquiry. We will interrogate where cultural identity and symbolic communities come from and consider the politics of common culture. We will ask who defines meanings, and what meanings are omitted. Combining theory, worldwide media (film, video, e-media, music and more), and case studies, we will explore numerous paradigms (modernization, cultural imperialism, post-modernism, post-structuralism) as frameworks of understanding. Open to first- and second-year students. Every year. (4 credits)

113 INTRODUCTION TO INTERNATIONAL STUDIES: GLOBALIZATION IN THEORY AND CONTEXT

This course develops a base of knowledge, concepts, and analytical skills for engaging with International Studies' multi-dimensional concerns. Ranging across disciplines but with an emphasis on social science, we study global theories of interaction and conflict between human groups, situate globalization historically, and explore sites and implications of increasing encounter. Focusing on culture, people flows, nationalism and ethnicity, democratization, security, religious fundamentalism, gender, and the environment, we examine how particular cases reflect broader processes. Open to first- and second-year students. Every year. (4 credits)

114 INTRODUCTION TO INTERNATIONAL STUDIES: INTERNATIONAL CODES OF CONDUCT

Can we all live by one set of rules? This course investigates the broad field of global study by addressing fresh and age-old issues in international law from the personal to the global, including borders, sources and enforcement of international law, law of the sea, immigration and asylum, post-national federation, colonization, world order, and global citizenship. Readings include case studies, memoirs, fiction, and other texts focusing on individuals, cultures, and states. Open to first- and second-year students. Every year. (4 credits)

Intermediate Courses

202 GLOBAL MEDIA INDUSTRIES (Same as Humanities and Media and Cultural Studies 202)

Global media is the world's most influential "consciousness industry." As such, the way it is organized vitally impacts global views. How is global media organized, who owns it, and how has it transformed? When did a "global media system" emerge, and where is it heading? In this course, we will investigate the historical and contemporary struggles by various groups to determine the course of globalization, particularly through media, and consider contesting paradigms that have been offered. Next offered in 2008–2009. (4 credits)

225 COMPARATIVE ECONOMIC SYSTEMS (Same as Economics 225)

This course examines the workings of economic systems from the perspective of the incentives facing the firm and consumer. The course provides an introduction to the economics of information and organization which is used to evaluate resource allocation under the specific institutional environment of different economic systems. Our understanding of the incentive system is then used to evaluate the overall economic system. The focus of the course is primarily on the U.S., Japan and the former Soviet Union/Russia. As time permits the course may examine China, Germany and Central Europe. Prerequisite: Economics 119. Next offered Spring 2009. (4 credits)

226 PARTITION SOCIETIES

Sixty years ago, Palestine/Israel and India/East and West Pakistan were partitioned, and Ireland became a republic, all with deep national-ethnic-religious results for the postcolonial space. From a transnational comparative culture framework, this course explores these and other zones in terms of partition, pluralism, and citizenship. Considerations include territoriality, family and community definitions, memory, resistance, assimilation, and border-crossing, all in the context of categories such as gender, sex, race, and religion. Next offered in 2008–2009. (4 credits)

245 INTRODUCTION TO INTERNATIONAL HUMAN RIGHTS

This course offers a theoretical and practical introduction to the study and promotion of human rights. Using broad materials, it focuses on the evolution and definition of key concepts, the debate over "universal" rights, regional and international institutions, core documents, the role of states, and current topics of interest to the human rights movement. Open to first- and second-year students. Every year. (4 credits)

253 COMPARATIVE MUSLIM CULTURES (same as Anthropology 253)

The course introduces students to the diversity of Muslim societies in the Arab world, Europe, Africa, North America, and Asia. It traces Islam as a culturally lived local and transnational experience. The course applies various social-science and humanities theories to complex case studies to illuminate connections between Islam and ethnicities, gender, media, travel, migration, citizenship, politics, and social change. Concurrently the course aims to undo the many stereotypes about Islam and Muslim societies. Next offered Spring 2009. (4 credits)

260 GLOBAL MEDIA GENRES AND AUDIENCES

Building on "Global Media Industries" (a recommended but not required prerequisite), this course focuses on the shape and effects of specific global media. We examine the transformation of old media genres and the emergence of new global ones, including the telenovela, Bollywood film, MTV, animé, Bhangra, and hip-hop, as well as transnational audience formation. We consider questions of cultural imperialism, self-representation, and media control. Alternate years; not offered in 2008–2009. (4 credits)

265 TRANSLATION AS CROSS-CULTURAL COMMUNICATION (Same as Russian 265)

When communication takes place across language barriers, it raises fundamental questions about meaning, style, power relationships, and traditions. This course treats literary translation as a particularly complex form of cross-cultural interaction. Students will work on their own translations of prose or poetry while considering broader questions of translation, through critiques of existing translations, close comparisons of variant translations, and readings on cultural and theoretical aspects of literary translation. Advanced proficiency in a second language required. Alternate years; next offered in Fall 2008. (4 credits)

272 POST-NATIONALISM: THE POST-SOVIET SPHERE (Same as Russian Studies 272)

The USSR's 1991 dissolution ended one of history's great experiments. Socialism sought to dissolve ethnicity and overcome ethnic conflict with a focus on equality. Instead it exacerbated nationalism and created-separated identities. But how? Topics include ethno-creation, control, and resistance; ethnic animosities and the USSR's destruction; new states after 1991; "diaspora" populations beyond ethnic homelands; local rebellions; new "native" dictatorships; and recent international organizations. Alternate years; next offered Spring 2009. (4 credits)

275 WORK, ETHICS AND VOCATION IN THE ERA OF GLOBALIZATION

Macalester students widely seek to do "global good." Yet the concrete effects of many transnational careers are unclear. Positive worldly transformation? Imposition of Western values? This course examines ethics and

consequences in international elite agency, focusing on cosmopolitan lives and selected professions, capped by a highly tailorable final project. Recent Macalester alumni serve as resources to support rich inquiry in transnational vocation. Alternate years; not offered in 2008–2009. (4 credits)

280 INDIGENOUS PEOPLES' MOVEMENTS IN GLOBAL CONTEXT (Same as Sociology 280)

During the last three decades a global indigenous rights movement has arisen within the United Nations and others international bodies, challenging and reformulating international law and cultural understandings of human rights. The course examines the tensions between indigenous rights and national sovereignty and how global processes have shaped efforts to institutionalize indigenous rights, among other issues. Students in the course will develop a case study of an indigenous peoples movement of their choosing and situate it in the context of competing theoretical perspectives on globalization and global processes. Next offered in 2009–2010. (4 credits)

281 COMPARATIVE GLOBAL NEWS: FROM CNN TO AL JAZEERA (Same as Humanities and Media and Cultural Studies 281)

We know the world watches a different war—but just how different and why? In this methodological and analytical course, we will follow two news networks (ideally CNN and Al-Jazeera) for a semester and analyze them using course concepts for analyzing news (frames, sources, languages), contrasting different theories that explain the shape of news (elite domination, political ideologies, cultural difference, media ownership, journalistic routines). Not offered in 2008–2009. (4 credits)

285 ETHNICITY AND NATIONALISM IN CENTRAL AND EASTERN EUROPE

This course explores ethnic nationalism's causes and consequences in Eastern Europe. Drawing on several disciplines, we begin by examining the core concepts and theories in the contemporary study of nationalism. We then explore both the historical roots of Eastern European nationalisms, and their implications for democracy, minority inclusion, regional stability, and European integration. Alternate years; not offered 2008–2009 (4 credits)

317 WRITERS AND POWER: THE EUROPEAN EAST IN THE 20TH CENTURY

Eastern European writers and filmmakers have long been prominent figures, reflecting their confrontation with the 20th century's three most powerful ideologies: fascism, communism, and democracy. This course explores the interactions between writers and these systems of power in the works of major figures such as Ionesco, Kundera, Havel, Milosz, Forman, and Kusturica. We follow written and cinematic engagements with power at both social and individual levels, and extend to broad questions of history and community. Alternate years. (4 credits)

323 ECONOMIC RESTRUCTURING IN LATIN AMERICA (Same as Economics 323)

This course uses economic principles to examine the transition from Import Substitution Industrialization to trade liberalization in Latin America. The goal of the course is to understand the economic antecedents to free trade as well as the resulting impact on workers and resource allocation. The course also addresses peripheral aspects of economic restructuring, such as the drug trade, migration, and the maquiladora industry. Requires an Economics 200 level course, Economics 221 preferred. Next offered Fall 2008. (4 credits)

325 CHINA, RUSSIA AND CENTRAL EUROPE IN TRANSITION (Same as Economics 325)

This course surveys the theoretic and empirical literature on Soviet-style central planning and the transition to a market economy. The economic history of central planning is examined with emphasis on the experience of the Soviet Union and its variants in Eastern Europe and China. The tool of analysis is the branch of economics known as the economics of organization and information, which will be used to analyze the operation, strengths, and limitations of central planning. The legacy of central planning forms the backdrop for an examination of the transition to a market economy. Prerequisites: Economics 119 and one 200s level Economics course; Economics 221 or 225 are recommended. Alternate years; next offered 2009–2010. (4 credits)

336 COMPARATIVE BORDERLANDS AND DIASPORAS

The course will compare, in context, the Middle East, the "new" Europe (with a focus on Muslim immigration), the US-Mexico intersection, and other transition areas by considering borders and diasporas through the optics of culture, hybridized histories, institutions, zones of contact, and travel. Important focuses will include the cultural shaping of individual and group identities, and the geopolitical constitution of "homes." Next offered in 2008–2009. (4 credits)

345 ADVANCED THEMES IN HUMAN RIGHTS

This course closely investigates critical issues facing today's human rights movement. Using a case-study approach, it explores the cultural, historical, and political context of human rights violations, and the philosophical and practical dilemmas involved in constructing responses. We first focus on broadly contested

rights, and then examine reasons for and responses to massive human rights tragedies. Every spring. Prior coursework on human rights, or instructor's permission, required. Next offered Fall 2008. (4 credits)

358 POP CULTURE, MEDIA, AND NATIONAL IDENTITY (Same as Humanities and Media and Cultural Studies 358)

What is a nation, as opposed to a state or ethnic community? Why does the "nation" command so much of our identity? The nation, unlike the state, exists in the hearts and minds of its members, sustained daily through imagining community—a project that the media are especially tasked with. Taking the "nation" as a media product, the course will examine its production (political economy), textual construction and consumption/reproduction. Alternate years; not offered 2008–2009. (4 credits)

362 CULTURE AND GLOBALIZATION (Same as Anthropology 362)

The world is far more interconnected today than ever before, but what does this mean in terms of culture? This course looks at the impact of globalization on cultures and at examples of global cultures such as tourists and immigrants, media and popular cultures, world cities, and transnational intellectuals, ethnicities and ideologies. It also looks at the way cultures interact at geographic borders and in the margins of society. Alternate years; not offered in 2008–2009. (4 credits)

364 CULTURE AND REVOLUTION (Same as Russian 364)

This course examines the relationship between cultural and political change during three very different revolutions: France 1789, Russia 1917, Iran 1979. How do people change when governments are overturned? How do revolutions shape popular consciousness? Do people understand events as revolutionaries intend? To answer these questions, we will examine symbols and political ideologies, mass media, education, social identities, the culture of violence, popular participation and resistance, and other issues. Readings will include revolution-inspiring works of Voltaire and Rousseau, Marx and Lenin, Khomeini and the Koran. We will read sympathetic and antagonistic contemporary accounts, and look at popular culture to see how events were understood. Fashion and etiquette, comics and caricatures, movies and plays will be used. Alternate years; next offered Fall 2008. (4 credits)

367 POSTCOLONIAL THEORY (Same as Humanities and Media and Cultural Studies 367 and English 367)

Traces the development of theoretical accounts of culture, politics and identity in Africa, South Asia, the Caribbean and related lands since the 1947–1991 decolonizations. Readings include Fanon, Said, Walcott, Ngugi and many others, and extend to gender, literature, the U.S., the post-Soviet sphere, and Europe. The course bridges cultural, representational, and political theory. Prior internationalist and/or theoretical coursework strongly recommended. Alternate years; not offered 2008–2009. (4 credits)

368 SUSTAINABLE DEVELOPMENT AND THE GLOBAL FUTURE (Same as Environmental Studies 368)

This course thoroughly examines the concept of sustainable development. We will define the term, examine its history, and evaluate its political, philosophical, scientific, and economic significance. Implementation of sustainable development in both the world's North and South are considered. Close attention is given to non-governmental organizations and nation-states, the loss of global biodiversity, and existing and proposed remedial actions. Prior coursework in international, development, political, scientific, and/or environmental issues is strongly recommended. Offered Spring 2009. (4 credits)

372 POST-NATIONALISM: THE EUROPEAN UNION

The European Union aims to overcome nationality for the common good. Its successes have challenged traditional customs and identities, and it has stumbled over cultural questions, foreign policy, and constitutional foundations. Topics will include genesis of the EU; erosion of national sovereignty and consequent anxieties; European institutions vs. local control; cultural norms confronted with EU economic, political, and human rights; incorporating new member-states, and the very notion of "Europe." Throughout we will ask whether one can get "beyond nationalism." Alternate years; not offered 2008–2009. (4 credits)

384 LANGSTON HUGHES: GLOBAL WRITER (Same as English 384)

The great African American writer Langston Hughes (1902-1967) is best know as the poet laureate of the Harlem Renaissance. But his career was vaster still. He was a Soviet screenwriter, Spanish Civil War journalist, African literary anthologist, humorist, playwright, translator, social critic, writer of over 10,000 letters, and much more. This course engages Hughes's full career, bridging race and global issues, politics and art, and makes use of little-known archival materials. Alternate years; not offered 2008–2009. (4 credits.)

Advanced Courses

Students should have at least two courses in international studies including an Introduction to International Studies, or the permission of the instructor.

477 COMPARATIVE ENVIRONMENT AND DEVELOPMENT STUDIES (Same as Environmental Studies 477 and Geography 488)

A concern for the relationship between nature and society has been one of the pillars of geographic inquiry, and has also been an important bridge between other disciplines. By the 1960s, this area of inquiry was referred to variously as "human ecology" or "cultural ecology." Over the last decade certain forms of inquiry within this tradition have increasingly referred to themselves as "political ecology." The purpose of this seminar is to review major works within the traditions of cultural and political ecology; examine several areas of interest within these fields (e.g., agricultural modernization, environmental narratives, conservation, ecotourism); and explore nature-society dynamics across a range of geographical contexts. Towards the end of the course students will explore how one might begin to think in practical terms about facilitating development in marginal environments. Prerequisite: Geography 232 or permission of instructor. Fall semester. (4 credits)

480 PARADIGMS OF GLOBAL LEADERSHIP

Leadership is among the deepest features of associational life, pervading every profession and institution, especially in the age of complex global change. Thus this seminar explores leadership. We begin with the relationship between structure and agency, and then focus on vision and invention, integrity and legitimacy, flexibility and decisiveness. Readings draw from Western, Islamic, and Chinese sources. The main paper will focus on a major individual from any century or locale, chosen by the student. Open to juniors and seniors in any department. Spring semester. (4 credits)

Senior Seminars

485 SENIOR SEMINAR: CONFRONTING GLOBAL HATRED

Drawing on several disciplines, this course confronts global hatred from three angles. The first is the hater's internal world and looks at how human nature, genetic structure/instincts, and individual psychology may foster hatred. The second is external, exploring the role history, culture, ideology, social structure, religion, and mass psychology play. The third seeks to apply the insights gained from the first two, asking: how might we break the devastating cycles of hatred so present in our world? Next offered Fall 2008. (4 credits.)

488 SENIOR SEMINAR: UNIVERSALISM: CONFRONTING GLOBAL THOUGHT

Rapid globalization in all areas of modern life raises afresh the question of universalism: do we live in one world or many? This course reviews attempts at thinking the world as one. Varying from year to year, the course ranges across world-historical studies, geographic and regional studies, theories of *Weltliteratur*, debates in the Americas and the Caribbean, contemporary cultural theory, and other topics. Throughout, we will ask: in whose interest is the universal? is there any local left? does global mean homogeneous? is it possible to be cosmopolitan? A course less about research or fact than about thought. Next offered 2009–2010. (4 credits)

489 SENIOR SEMINAR: PARADIGMS OF WORLD ORDER

The end of the Cold War eliminated a large bifurcation of international society. However, the initial shock of this event have given way to fresh arguments about transnational life. For some, the situation is seen as the disappearance of an aberration, and the return of the "natural" Western modernization, progress, free markets and liberal democracy. Others see a moment of truth: the unveiling of deeper, more complicated divides, requiring fundamental rethinking and a new world order. Through various readings, this senior seminar interrogates these and other interpretations of the interregnum and their correlative visions. Prerequisite: senior standing. Not offered 2008–2009. (4 credits)

604 TUTORIAL

Closely supervised individual or small group study for advanced students on a subject not available through regular offerings. Every semester. (2 or 4 credits)

614 INDEPENDENT PROJECT

An opportunity for advanced students to pursue independent research under the supervision of a sponsoring faculty member. Prerequisites: an Introduction to International Studies, junior standing, and a written proposal to the faculty supervisor and department chair. Every semester. (2 or 4 credits)

624 INTERNSHIP

Internships join the intellect with practical internationalist experience. Students first identify a specific placement, and agree on objectives and means to gauge progress, including a 1500-word objective midterm report and 3000-word final reflective essay. Prerequisites: an Introduction to International Studies, sophomore standing, and I.S. faculty sponsorship. Course is pass/fail (S/D/NC) only, but *may* be included on I.S. major plans. Every semester. (4 credits)

634 PRECEPTORSHIP

Work assisting a faculty member in planning and teaching a course. Prerequisite: advanced proficiency in the area of study and invitation by a faculty member. Every semester, depending on instructor need. (4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of a senior honors thesis. Every semester. (2 or 4 credits)

Japanese Language Program

Please see the Department of Asian Languages and Cultures for offerings in Japanese language and culture.

Latin American Studies

Please see the Department of Hispanic and Latin American Studies for offerings in Latin American cultures.

Legal Studies Program

Erik Larson (Co-Director, Sociology), Patrick Schmidt (Co-Director, Political Science), Martin Gunderson (Philosophy), William Wilcox (Philosophy)

This minor is available to students in any major. The curriculum brings together perspectives from the humanities and social sciences, including philosophy, sociology, political science, and history, among others. Rather than studying law as doctrine (a set of rules to learn and use), the curriculum examines law as a phenomenon in a variety of contexts. It is designed to give students a broad, yet structured, academic grounding in interdisciplinary approaches, within the liberal arts, to the study of law.

Requirements

1. With the assistance of a legal studies advisor from the legal studies steering committee, students will select six courses from those approved by the legal studies steering committee for their minor in legal studies. No more than two courses under the 400 level may be selected from any single department. It is vital to consult with an advisor affiliated with legal studies since the program offers a variety of special topics courses that count toward the minor.

2. One of the six required courses may be an internship related to the field of legal studies. This internship must be selected in consultation with the director or one of the affiliated faculty listed above.

Topics Courses

194, 294, 394, 494

Law related topics courses that count toward the minor are occasionally offered. These courses allow students to explore special issues in legal studies from inter-disciplinary perspectives. Typically, these courses will be cross-listed. To be announced at registration. (4 credits)

COURSES

614 INDEPENDENT PROJECT

All individual projects require the approval of the director of the legal studies program. Every semester. (4 credits)

624 INTERNSHIP

All internships require approval of the director of the legal studies program. Every semester. (4 credits)

Courses approved for use on the legal studies minor plan are available at the time of registration. Individuals with further questions may contact the Director.

Courses in Other Departments:

Anthropology:

Anthropology of Law

History:
614 Independent Study in Legal History

Philosophy:
125 Ethics
301 Philosophy of Law
394 Social and Political Philosophy
614 Independent Study in Philosophy and Law

Political Science:
206 U.S. Constitutional Law and Thought
207 U.S. Civil Rights and Civil Liberties
212 Law, Lawyers, and Litigation
301 Law, Economy, and Identity
614 Independent Study in Politics and Law

Religious Studies:
394 Introduction to Islamic Law

Sociology:
190 Criminal Behavior/Social Control
230 Affirmative Action Policy
280 Indigenous Peoples' Movements in Global Context
310 Law and Society
614 Independent Study in the Sociology of Law

Linguistics

Linguistics Steering Committee:

John Haiman (Chair; Linguistics), Joy Laine (Philosophy), Satoko Suzuki (Asian Languages and Cultures), Brooke Lea (Psychology), Adrienne Christiansen (Political Science), Susan Fox (Computer Science), Antonio Dorca (Hispanic and Latin American Studies)

The interdisciplinary major in linguistics focuses on the human capacity for language, and the way in which this capacity provides a window on the mind. Fundamental to this study are the acquisition and the structure of natural languages, as well as the increasingly complex and sophisticated artificial languages which have been constructed by researchers in logic and computer science. Accordingly, the major, while presupposing a framework of study which is language-centered, integrates this study with progress in related fields, among them psychology, computer science, and philosophy.

As far as we know, language is unique to the human species. It is by far the most complex behavior of which human beings are capable. But at the same time, unlike the ability to play master chess or perform on the parallel bars, it is democratically distributed among all human beings.

Both philosophical speculation on language (e.g. Plato's *Cratylus*), and the scientific study of its form (e.g. Panini's *Astadhyayi*) are very old. With fitful interruptions, the study of language has been pursued by philosophers and grammarians for well over two millennia. In the nineteenth century, linguistic science became the indispensable adjunct of prehistory and archaeology, while in the first part of the twentieth century, it became one of the branches of ethnography as well. Within the last half century, the formal study of language structure initiated by Noam Chomsky has made linguistics a central discipline, together with computer science and psychology, of cognitive science. The study of meaning, and its relationship to linguistic form, have made linguistics, together with rhetoric and literary theory, the major discipline in semiotics. Finally, the study of language in its social context, revolutionized by the work of William Labov, has made linguistics a branch of quantitative sociology as well.

Linguistics therefore has a vital relation not only to all the humanities and social sciences, but also to branches of mathematical theory and evolutionary biology. It is the cross-roads discipline par excellence. The raw data of linguistics—spoken and written language—are all around us. Moreover, as native speakers of at least one language, all human beings are expert on language. Yet paradoxically, the interpretation and analysis of these data are still a matter of invigorating controversy. The last word has not been spoken on the issues raised in the *Cratylus*, and the ideal grammar of any language is no closer to our grasp than it was to Panini, whose Sanskrit grammar is still recognized as "one of the greatest monuments of the human intellect." As language is the most democratically distributed human cognitive capacity, so linguistics is the most accessible of the sciences.

In addition to its contribution to a humanistic and scientific education, the interdisciplinary nature of linguistics offers students a chance to see the ways in which modern sciences are informing the traditional concerns of philology.

General Distribution Requirement

All linguistics courses count toward the general distribution requirement in social science except for 309, 335, 364, 435, 436, 437, and 488, which count toward humanities.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

1. All students completing an interdisciplinary major in linguistics are required to take Linguistics 100, 104, 200, and 205. After this, they may follow either a cultural or a cognitive track.

Major concentration in linguistics with added emphasis in cultural and language studies.

Students with a strong interest in languages and the humanities may wish to consider the cultural track. This includes:

I. Language courses: three language courses beyond the college-wide four semester requirement

II. Two more courses in one other discipline as it relates to language. Two courses in a sequence can be chosen from:

Philosophy 231 (Modern Philosophy) and
Philosophy 364/Linguistics 364 (Philosophy of Language); OR
Japanese 235/Linguistics 235 (Communicative Strategies) and
Japanese 335/Linguistics 335 (Analyzing the Japanese Language) or
Japanese 488 (Translating Japanese: Theory and Practice); OR
Hispanic Studies 432 (Hispanic Linguistics) and

Hispanic Studies 433 (Theory and Practice of Translation)

Or, an alternative pair approved by the department chair including courses such as:

Political Science 170 (Theories of Rhetoric)
Humanities and Media and Cultural Studies 110 (Texts and Power)
Sociology 175/Linguistics 175 (Sociolinguistics)
Humanities and Media and Cultural Studies 128 (Film Analysis)
Humanities and Media and Cultural Studies 234 (Cultural Studies and the Media)
Humanities and Media and Cultural Studies/International Studies 281 (Comparative Global News)
Russian Studies/International Studies 265 (Translation as Cross-cultural Communication)

III. Two more courses chosen from the following:

Linguistics 103 (Advertising and Propaganda)
Linguistics 201 (Historical Linguistics)
Linguistics 202 (Origins and Evolution of Language)
Linguistics 301/Sociology 301 (Language and Alienation)

IV. The Capstone Sequence:

Linguistics 300 (Linguistic Analysis)
Linguistics 400 (Field Methods in Linguistics: Capstone course).

Students in this track are required to complete six courses offered by departments other than linguistics, chosen in consultation with the department chair.

Major concentration in linguistics with added emphasis in cognitive studies.

Students with a strong interest in cognitive science frequently approach linguistics from a background in mathematics, psychology, logic or computer science, rather than natural languages. Such students may wish to consider following the cognitive track.

I. A sequence in psychology:

Psychology 180/Cognitive and Neuroscience Studies 180 (Brain, Mind, and Behavior)
Psychology 242 (Cognitive Psychology)
Psychology 378/Linguistics 378 (Psychology of Language)

II. A sequence in computer science:

Computer Science 123 (Introduction to Computer Science)
Computer Science/Cognitive and Neuroscience Studies 484 (Artificial Intelligence)

III. Two more courses to be chosen from the following:

Philosophy 120 (Introduction to Symbolic Logic)
Philosophy 362 (Philosophy of Mind)
Philosophy 364 (Philosophy of Language)

IV. The capstone sequence:

Linguistics 204 (Experimental Linguistics)
Linguistics 614 (Independent Project: Capstone) an independent experimental project conducted in the linguistics, psychology, or computer science laboratory facilities.

Students in this track are required to complete six courses offered by departments other than linguistics, chosen in consultation with the department chair.

Minor Concentration

1. Any six courses in linguistics.

Honors Program

The linguistics department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the linguistics department are available from either the department office or the Dean of Academic Programs.

Topics Courses

194, 294, 394, 494

Past offerings include: Spoken and Written Language; Metaphor; Freedom, Speech and Action, Languages and People of the Middle East; Languages of Native America; and Endangered Languages. To be announced at registration. (4 credits)

COURSES

100 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. Every semester. (4 credits)

103 ADVERTISING AND PROPAGANDA

North Americans on the whole are far more exposed to commercial advertising, arguably the most sophisticated propaganda in human history, than to the cruder versions we imbibe in church and school, or associate with Nazi Germany or Orwell's *1984*. On this subject, we are jaded experts: hip to the "white noise" on TV, on the internet, and in glossy magazines. Yet even with TiVo, we are unable to tune it out completely. The main purpose of this course is to apply the concepts and techniques of linguistic semantics to the analysis of advertising and the ideology which it both nurtures and reflects. What is the semiotic function of Ronald MacDonald? Why did so many otherwise rational Americans once believe that the person most likely to blow up the world was Muammar (Who?) Khaddafy? What are the propaganda consequences of the collapse of the Evil Empire? Why are we fascinated by Brad Pitt and bored by Cesar (Who?) Chavez? What is the role of propaganda in creating the cult of beauty? Why are advertisements which make fun of themselves so effective? Why is war

propaganda almost always more effective than anti-war propaganda? No prerequisites. Alternate years; next offered Spring 2010. (4 credits)

104 THE SOUNDS OF LANGUAGE

Nearly all natural languages are spoken. Biological properties of the human ear, pharynx, larynx, tongue, and lung impose limits on the sounds of human languages, which can be studied from both a biological and an acoustic point of view. In this course you will be trained to produce and recognize (almost) all the 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. No prerequisites. Every fall. (4 credits)

175 SOCIOLINGUISTICS (Same as Sociology 175)

Sociolinguistics is the study of the social language variation inevitable in all societies, be they closed and uniform or diverse and multicultural. Language and culture are so closely tied that it is nearly impossible to discuss language variation without also understanding its relation to culture. As humans, we judge each other constantly on the basis of the way we talk, we make sweeping generalizations about people's values and moral worth solely on the basis of the language they speak. Diversity in language often stands as a symbol of ethnic and social diversity. If someone criticizes our language we feel they are criticizing our inmost self. This course introduces students to the overwhelming amount of linguistic diversity in the United States and elsewhere, while at the same time making them aware of the cultural prejudices inherent in our attitude towards people who speak differently from us. The class involves analysis and discussion of the readings, setting the stage for exploration assignments, allowing students to do their own research on linguistic diversity. No prerequisites. Fall semester. (4 credits)

200 ENGLISH SYNTAX

This course deals with the formal properties of discourse organization above the word level. Using local English as our test case, we introduce and refine the conceptual apparatus of theoretical syntax: syntactic, semantic, and pragmatic categories, the ways they are coded in English, phrase structure rules and recursion, semantic and pragmatic motivations for formal structures, movement rules, anaphora, and dependence relations. Some properties of English are (probable) language universals. No prerequisite. Alternate years. Next offered Spring 2010. (4 credits)

201 HISTORICAL LINGUISTICS

Languages are constantly changing. The English written by Chaucer 600 years ago is now very difficult to understand without annotation, not to mention anything written a few centuries before that. This course investigates the nature of language change, how to determine a language's history, its relationship to other languages and the search for common ancestors or "proto-languages." We will discuss changes at various linguistic levels: sound change, lexical change, syntactic change and changes in word meaning over time. Although much of the work done in this field involves Indo-European languages, we will also look at change in many other language families. This is a practical course, most of class time will be spent DOING historical linguistics, rather than talking about it. We will be looking at data sets from many different languages and trying to make sense of them. In the cases where we have examples of many related languages, we will try to reconstruct what the parent language must have looked like. Prerequisite: either Linguistics 100 (Introduction to Linguistics) or 104 (Sounds of Language). Every three years. Next offered Fall 2011. (4 credits)

202 ORIGINS AND EVOLUTION OF LANGUAGE

In 1870, the Linguistic Society of Paris decreed that all papers on the topic of the origin of speech were inadmissible. In recent years, speculations about the evolutions of language have become respectable once again, as attested by the number of international conferences on the topic, and journals devoted to it. Although we are only a little closer to a description of "proto-human" than we were back in 1870, it is now universally recognized that there are no primitive languages, and that neither the comparative method of historical linguistics nor internal reconstruction can allow us to reconstruct the earliest human languages (although they still allow us to make inferences about Proto-Indo-European and other ancient extinct languages). But there have been advances in our understanding of the neurological substrate for linguistic ability, communication in (some) other species, and in the application of the uniformitarian hypothesis: the processes we now observe in different kinds of language change are themselves capable of producing all the recognized "design features" of human language out of earlier structures in which these features are lacking. Prerequisite: Linguistics 100 or 301. Every three years. Next offered Spring 2010. (4 credits)

204 EXPERIMENTAL LINGUISTICS

This course is the natural extension of the Sounds of Language course, as well as the prerequisite to the capstone course in the cognitive track. Students learn how to conduct linguistic research from the bottom up, from forming a hypothesis to constructing word and sentence lists for elicitation, or stimuli for recognition, to recording speakers, running tests, analyzing the data obtained, and writing up the final research paper. By the end of the semester, students should be familiar with all the equipment in the linguistics laboratory and what kinds of questions each is designed to explore, and to be able to conduct their own independent research. Prerequisite: Linguistics 104, *Sounds of Language*. Alternate years. Next offered Spring 2010. (4 credits)

205 PHONOLOGY

Although all humans are born with the capacity to learn the sounds of any language, part of learning our native language is learning to categorize sounds into groups specific to that language, thereby filtering out many of the actual phonetic distinctions and concentrating only on those that are important. Just as we, as English speakers, may have trouble hearing the difference between the voiced and voiceless click consonants in Zulu, so speakers of other languages may not hear the difference between the vowels in "beat" and "bit," because this small distinction isn't important in their language. Phonology is the study of how different languages organize sounds into perceptual categories. In this class we will look at data from a wide variety of different languages, as well as from several dialects of English, including children's acquisition of a phonological system. Emphasis will be on practical skills in solving problem sets. Prerequisite: Linguistics 104, *Sounds of Language*. Alternate years. Next offered Spring 2009. (4 credits)

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 every continent of the world. We will also concentrate on the globalization of English (and possibly other languages) which plays a primary role in language endangerment and marginalization. Additional topics include: linguistic diversity, language policy, multilingualism (both individual and national), 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. No prerequisites. Every three years. Offered Fall 2009. (4 credits)

235 COMMUNICATIVE STRATEGIES IN JAPANESE SOCIETY (Same as Japanese 235)

This course aims at understanding communicative strategies employed by Japanese speakers. Students of Japanese language often wonder what cultural assumptions and strategies lie behind the language they are studying. In language classrooms such issues are touched upon but never fully explained in the interest of time. This course offers in-depth explorations of the interrelationship between Japanese language and society. Students will be encouraged to reflect upon their own communicative strategies. They will also read about strategies used by American English speakers as a point of comparison. How is gender articulated in Japanese society? Is the so-called feminine speech in Japanese real? If the feminine speech is considered "powerless," how do women in authoritative positions speak? Problems in U.S.-Japan business and other negotiations are often reported in the popular press. How are they related to how people in each country communicate with one another? Japanese people are supposed to be "polite." How, to whom, and in what context do they express politeness? Are their politeness strategies markedly different from those of other countries? Students will have opportunities to explore issues such as these. No Japanese language ability required. Alternate years. (4 credits)

280 TOPICS IN LINGUISTIC ANTHROPOLOGY (Same as Anthropology 280)

Introduces students to linguistic anthropology, one of the four major subfields of the discipline of anthropology. Students will focus on particular topics within linguistic anthropology including: gender, race, sexuality, and identity. May involve fieldwork in the Twin Cities area. Focus will be announced at registration. Alternate years. (4 credits)

300 LINGUISTIC ANALYSIS

The first prerequisite to understanding a linguistic message is the ability to decipher its code. This course is training in the decoding of grammar. Through practice in problem-solving, you will develop expertise in the grammatical systems of a wide sample of the world's language types. Prerequisites: Linguistics 100 *Introduction to Linguistics*, plus one of Linguistics 200 *Syntax* or Linguistics 205 *Phonology*. Every fall. (4 credits)

301 LANGUAGE AND ALIENATION (Same as Sociology 301)

We are living in the midst of an "irony epidemic," where two of the most frequently used expressions in current American English are "like" (as in "Do you, like, wanna leave?") and "whatever" (as in "And I'm like, whatever"). Both of these are literally advertisements that words are not the real thing (at best, they are "like" it), and that they don't matter (since "whatever" you say is equally a matter of indifference). This course takes as its point of departure the description of sarcasm and irony in spoken American English, and proceeds to an investigation of

how the peculiar message of sarcasm ("I don't mean this") is conveyed in other languages, and in the media. Sarcasm is only one linguistic expression—possibly the very simplest—of what is known as "the divided or performing self": others include affectation, the prevalent banter known as "just kidding," gobbledygook, posturing or grandstanding, euphemism, doublespeak, simple politeness, and ritual language, some of which have been extensively described in one or more languages, some of which are scientifically unstudied. (Banter, for example is particularly widespread among academics, both students and teachers, and nothing whatsoever has been written about how it works, and why it is so common.) In fact, it is more than likely that some "divided self" discourse genres have not even been named, although they are thoroughly familiar. Not surprisingly, the study of cheap talk connects intimately with aspects of pop culture. More surprising, however, is the idea that the cheapness of talk is not only a currently recognized property of our language, but that it might serve to define the very essence of human language in general and offer insights into the origins and nature of our ability to speak at all. Prerequisite: one course in linguistics. Next offered Fall 2008. (4 credits)

309 INTRODUCTION TO HISPANIC LINGUISTICS (Same as Hispanic Studies 309)

A linguistic survey of the Spanish language aimed at improving pronunciation and increasing comprehension of the structure of the language, deepening students' understanding of the sound system, word formation, grammar and meaning. Study will emphasize phonetics and provide an introduction to transcription, phonology, morphology and syntax, as well as provide an overview of linguistic change and geographic variation. Prerequisite: Hispanic Studies 305 or consent of instructor. Every year. (4 credits)

335 ANALYZING JAPANESE LANGUAGE (Same as Japanese 335)

Our perception is greatly influenced by the language we use. Without knowing, we limit ourselves to thinking that our current perspective is the only way by which to view ourselves and the world. By analyzing Japanese, students can experience perceptual and cultural systems that are different from their own. At the same time, students may also discover that there are certain qualities that are common even in "exotic" languages such as Japanese. What is the difference between subject and topic? (The "topic marker," which is not used in English, is prominent in Japanese.) Why can't you translate "he is cold" word for word into Japanese? How do women talk differently from men? In what kind of situation should we use honorific language? What is "in-group" as opposed to "out-group" and how is that societal distinction reflected in language? This course offers answers to these questions that students of Japanese commonly have. Prerequisite: Japanese 204 or permission of instructor. Alternate years. (4 credits)

364 PHILOSOPHY OF LANGUAGE (Same as Philosophy 364)

What is language and what is it for? What makes a series of sounds into a meaningful sentence? What makes a sentence true? Why is language always changing? This course will introduce students to ways in which twentieth century philosophers have attempted to provide answers to such questions. Since the philosophy of language has been so crucial to contemporary philosophy, this course also serves as an introduction to philosophical thought from the beginning of twentieth century to the present. Topics will range from more technical problems (theories of meaning, reference and truth; synonymy and analyticity; universals and natural kinds; private languages) to broader issues examining the relationship between language and culture (language games; radical interpretation; social change). Readings typically include writings by Ludwig Wittgenstein, W.V. Quine, John Searle, Donald Davidson, Richard Rorty, Michel Foucault, and bell hooks. Prerequisite: Philosophy 231 or permission of instructor. Alternate years; next offered 2009–2010. (4 credits)

378 PSYCHOLOGY OF LANGUAGE (Same as Psychology 378)

An examination of psychological factors that affect the comprehension of oral and written language. Topics include the origin of language, how language can control thought, the role of mutual knowledge in comprehension, and principles that underlie coherence in discourse. Includes readings from psycholinguistics, philosophy, sociolinguistics, gender studies, social psychology, and especially from cognitive psychology. Emphasis is placed on current research methods so that students can design an original study. Prerequisites: Psychology 101, Psychology 201, Psychology 242, or two linguistics classes, or permission of the instructor. Spring semester. (4 credits)

400 FIELD METHODS IN LINGUISTICS

The vast majority of the world's languages cannot be learned from textbooks or programmed tapes. They have never even been recorded. In this course, which is required for all linguistics majors, students meet with one or more bilingual speakers of a language unknown to them, and attempt by means of elicitation and analysis of texts to understand its structure. Prerequisites: Linguistics 104 *Sounds of Language*, Linguistics 300, *Linguistic Analysis*. Spring semester. (6 credits)

435 HISTORY OF THE SPANISH LANGUAGE (Same as Hispanic Studies 435)

An overview of Modern Spanish as it has developed over time. Course will trace the historical evolution of the most salient phonological, morpho-syntactic and lexical traits of Modern Spanish and will include study of the

origins of American Spanish. Students will also be introduced to some of the principal theories of language change. Prerequisite: Hispanic Studies 309 or consent of the instructor. Alternate years. (4 credits)

436 SPANISH DIALECTOLOGY (Same as Hispanic Studies 436 and Latin American Studies 436)

A survey of modern dialectal variations of Spanish that includes examination of American Spanish dialects as well as those of the Iberian Peninsula. Sociolinguistic issues and historical aspects of dialect variation and study will be addressed, along with other extralinguistic factors. Through this course, students will be provided an introduction to theories of language change, as well as the history of the language, and will gain a broad understanding of the different varieties of Modern Spanish. Prerequisite: Hispanic Studies 309 or consent of the instructor. Alternate years. (4 credits)

437 APPLIED LINGUISTICS: SPANISH SECOND LANGUAGE ACQUISITION (Same as Hispanic Studies 437)

An overview of research projects on the acquisition of Spanish as a second language. Students will learn about the theoretical approaches used in these studies as well as the effects of various pedagogical approaches on the development of Spanish interlanguage systems. While the focus of the course is on the acquisition of Spanish as a second language, students will gain a broad and useful understanding of different pedagogical issues directly related to the acquisition/learning process(es) of other second languages. Prerequisite: Hispanic Studies 309 or consent of instructor. Alternate years. (4 credits)

488 TRANSLATING JAPANESE: THEORY AND PRACTICE (Same as Japanese 488)

How do you translate a *haiku*, a one-line, seventeen-syllable Japanese poem? In three lines, as is normal for haiku in English? Or, like the original, in seventeen syllables? These are some of the questions we will consider in this course, which covers both the practical aspects of translating Japanese (from haiku to film subtitles) and the theoretical implications of this act (such as fidelity, difference, and orientalism). Assignments will consist of readings in translation theory and practice, with particular emphasis on Japanese literary translation, as well as exercises in Japanese-to-English translation. In addition, students will complete a final translation project of publishable quality. Prerequisite: JAPA 305 (Advanced Japanese 1) or higher. Readings are in English and Japanese. Offered every year. (4 credits)

614 INDEPENDENT PROJECT

Prerequisite: permission of the instructor. Limit of one may be applied toward the major unless the student is carrying out a capstone or an honors project. Every semester. (4 credits)

624 INTERNSHIP

Prerequisite: permission of the instructor. Every semester. (4 credits)

634 PRECEPTORSHIP

Prerequisite: permission of the instructor. Every semester. (4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Every semester. (1–4 credits)

Mathematics and Computer Science

Full Time Faculty: Vittorio Addona, Andrew Beveridge, David Bressoud, Daniel Flath, Susan Fox, Thomas Halverson, Daniel Kaplan, Christine Kohnen, Karen Saxe (Chair), Shilad Sen, Elizabeth Shoop, Chad Topaz, Stan Wagon

Part Time Faculty: David Ehren, Joan Hutchinson, Richard Molnar, Yevgeniy Podolyan, A. Wayne Roberts, G. Michael Schneider

Students and faculty in the department cooperate in sponsoring guest speakers, films, student presentations, and social and recreational events. Macalester has an established student chapter of the Association for Computing Machinery and active chapters of Pi Mu Epsilon, the national honor society for mathematics students, and Upsilon Pi Epsilon, the national honor society for computer science students.

Mathematics

The department offers courses in pure and applied mathematics and statistics to meet the needs of students with a wide range of interests such as:

—careers involving applied mathematics, computational science or statistics in business or industry or government (such as biostatistics, econometrics, etc.);

—secondary school teaching;

—graduate work in mathematics, operations research, statistics, or computational science.

The department offers a mathematics major and minor, and a statistics minor.

Placement

Entering students who have studied calculus in high school and who wish to enroll in a course more advanced than the entry level course, Mathematics 135, Applied Calculus, should consult the program coordinator of mathematics about choices among Mathematics 136, 137, 155, 236, 237. Students with weak high school preparation in mathematics are encouraged to consult with the mathematics counselor in the MAX Center.

General Distribution Requirement

All courses in the department count toward the general distribution requirement in mathematics and natural science except those numbered 265, 614, and 624. Mathematics 265 counts toward the humanities general distribution requirement. Mathematics 116 is especially appropriate for those students not needing specialized skills or training in mathematics.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

Students earn a major in Mathematics by choosing between two paths: *Mathematics* or *Applied Mathematics and Statistics*.

Students considering a major in the department are required to complete a planning form available from the department coordinator.

Requirements for *Mathematics* are:

1. Discrete Mathematics: the introductory course Mathematics 136. Exceptionally well-prepared students may replace this course with a second course from 3 or 4, below.

2. Linear Algebra and Multivariable Calculus: the two courses Mathematics 236 and Mathematics 237. We recommend that these be completed by the end of the sophomore year.

3. Discrete Core: At least one of: Mathematics 373, 376, 379.

4. Continuous Core: At least one of: Mathematics 312, 371, 377.

5. Depth Course: At least one of the following, which must be taken at Macalester: Mathematics 432, 437, 469, 471, 476, 477, 478.

6. Elective: At least one other Mathematics course numbered 300–489, or 494.

7. Supporting Courses:

* A Computer Science course that is not cross-listed as a Mathematics course. We recommend that this course be taken by the end of the sophomore year.

* The statistics course Mathematics 155, taken after Mathematics 236 or 237.

8. Capstone: In order to fulfill the College's capstone graduation requirement, all students majoring in Mathematics must write a senior paper and present their results at a departmental conference, and also must take and complete the 1-credit class Mathematics 490, Senior Capstone Seminar, in the spring semester of their senior year. (Note: Double majors within the department need to take only one capstone seminar — either Mathematics 490 or Computer Science 490.) Capstone guidelines are given on the department website www.macalester.edu/mathcs.

Note to students preparing for graduate work in mathematics: You should take Mathematics 376, 377, and several courses chosen from Mathematics 471, 476, 477, 478. Take the GREs during the fall of your senior year.

Requirements in *Applied Mathematics and Statistics* are:

1. Linear Algebra and Multivariable Calculus: Mathematics 236 and 237. We recommend that these be completed by the end of the sophomore year.

2. Multivariate Statistics: Mathematics 253 (S).

3. Applied Mathematics and Statistics: at least FOUR of the following, one of which must be a 400-level course: Mathematics 312, 354 (S), 355 (S), 432, 437, 469, or a topics course (Mathematics 294, 394, 494) specifically identified as fulfilling the requirement such as "mathematical biology," "applied linear algebra," or "survival analysis." With departmental approval, students may substitute another mathematics class that ties directly to other applied coursework (e.g., economics students may want to take Mathematics 377).

4. Scientific Computation: Mathematics 365

5. Computer Science: at least TWO of: an introductory programming course (Computer Science 121 or 123), Computer Science 124, 221, 340, 346, 480, 484.

6. Integrative Experience in the form of at least one of the following:

* An internship or summer research project approved by the department;

* A minor or major in another department tied to applied mathematics or statistics (e.g., physics, economics, psychology, sociology, chemistry, geology, geography, environmental studies) approved on a case-by-case basis by the department.

* A preceptorship in two of the courses included in the applied mathematics requirement;

7. Capstone: In order to fulfill the College's capstone graduation requirement, all students majoring in Mathematics by taking the Applied Mathematics and Statistics path must write a senior paper tied to applied mathematics or statistics and present their results at a departmental conference, and also must take and complete the 1-

credit class Mathematics 490, Senior Capstone Seminar, in the spring semester of their senior year. (Note: Double majors within the department need to take only one capstone seminar— either Mathematics 490 or Computer Science 490.) Capstone guidelines are given on the department website www.macalester.edu/mathcs.

8. At least TWO courses taken for the major must be those specifically marked as (S). This part of the requirement can also be fulfilled by appropriate courses approved for this purpose offered by other departments:

Economics 381 Introduction to Econometrics

Economics 481 Advanced Econometrics

Psychology 202 Research in Psychology II

Note to students preparing for graduate work: You should plan your major with consideration of the entrance requirements for your specific field. For example, graduate applied mathematics departments often expect Mathematics 377. Take the GREs during the fall of your senior year.

Requirements for the *Computer Science* major are found in this catalog following the Mathematics course descriptions.

Minor Requirements

To obtain a minor in mathematics, you must complete the following:

1. Mathematics 136, 236, 237 and at least 8 semester credits from Mathematics courses numbered 300–489, except topics courses unless prior departmental approval has been given.

2. Computer Science 121 or 123 or an equivalent course.

To obtain a minor in statistics, you must complete the following:

1. Computer Science 121 or 123 or an equivalent course; Mathematics 155, 253, 354, and 355.

Students preparing for graduate work in statistics are also encouraged to take Mathematics 236 and 237.

Honors Program

The mathematics and computer science department participates in the Honors Program. Eligibility requirements, application procedures, and specific project expectations are available either from the department office or the Dean of Academic Programs.

Topics Courses

194, 294, 394, 494

Selected topics in mathematics, applied mathematics, and statistics. Recent courses include Game Theory, Knot Theory and Newton's *Principia* and the Scientific Revolution. To be announced at registration. (4 credits)

COURSES

MATH 108 QUANTITATIVE THINKING FOR POLICY ANALYSIS (same as Economics 108)

Students will learn related approaches to collecting, interpreting, and presenting quantitative information in the context of specific public policy issues such as immigration, globalization, discrimination, health care, and environmental issues. The course will build on familiar numerical, statistical, and logical skills. No prerequisites. Every semester. (4 credits)

116 MATHEMATICS—ITS CONTENT AND SPIRIT

Introduction to a spectrum of modern applications of mathematics. Case studies will be taken from a range of fields, including mathematics, economics, political science, environmental science, computer science, and the fine arts. Focus is on understanding where and how mathematics can be used in a social, political, or civic setting. The course is designed for students looking to fulfill the natural sciences and mathematics distribution requirement. Example topics might include game theory, voting systems, symmetry and patterns, risk analysis, coding theory and cryptography. No prerequisites. Alternate spring semesters; next offered Spring 2010. (4 credits)

135 APPLIED CALCULUS

This introductory-level course focuses on those aspects of calculus that are particularly useful in applied work in the natural and social sciences. There is a strong emphasis on developing mathematical modeling skills. The topics include differential calculus of functions of one and several variables, differential and difference equations, and the geometry of high-dimensional space. Case studies are drawn from varied areas, including biology, economics, and physics. The course is designed both for students with no previous calculus, and students who have had one or two semesters of AP calculus (but who do not intend directly to take Mathematics 236 or 237). Every semester. (4 credits)

136 DISCRETE MATHEMATICS

An introduction to the basic techniques and methods used in combinatorial problem-solving. Includes basic counting principles, induction, logic, recurrence relations, and graph theory. Every semester. (4 credits)

137 SINGLE VARIABLE CALCULUS

Differentiation and integration of functions of a single variable, with applications. Main topics: Limit definition of the derivative and integral, exponential growth, chain rule, Riemann sums, numerical integration, integration by substitution and parts, improper integrals, geometric series, Taylor polynomials. This is a more in-depth course than Mathematics 135, and should be taken instead of Mathematics 135 by students intending to continue in mathematics. Prerequisites: High school calculus or Mathematics 135. Every semester. (4 credits)

153 DATA ANALYSIS AND STATISTICS

An introduction to basic concepts of data analysis and statistics in the spirit of the liberal arts. Emphasis on data analysis, model assumptions, and interpreting results. Examples and techniques drawn primarily from the social sciences. Major topics: uncertainty/variation, data acquisition, graphical techniques, descriptive statistics, exploratory versus confirmatory analysis, statistical inference. Recommended for students in humanities/fine arts/social sciences and/or those not planning to pursue careers in quantitative analysis; prospective economics majors are encouraged to take Mathematics 155. Students who successfully complete this course cannot receive credit for Mathematics 154. Prerequisite: High school algebra. Every semester. (4 credits)

155 INTRODUCTION TO STATISTICAL MODELING

An introductory statistics course with an emphasis on multivariate modeling. Topics include descriptive statistics, experiment and study design, probability, hypothesis testing, multivariate regression, single and multi-way analysis of variance, logistic regression. Prerequisites: Mathematics 135 or Mathematics 236 or Mathematics 237 or permission of instructor. Every semester. (4 credits)

236 LINEAR ALGEBRA

This course blends mathematical computation, theory, abstraction, and application. It starts with systems of linear equations and grows into the study of matrices, vector spaces, linear independence, dimension, matrix decompositions, linear transformations, eigenvectors, and their applications. Prerequisite: Mathematics 136 or Mathematics 137 or, with permission of instructor, Mathematics 135. Every semester. (4 credits)

237 MULTIVARIABLE CALCULUS

Differentiation and integration of functions of two and three variables. Applications of these, including optimization techniques. Also includes introduction to vector calculus, with treatment of vector fields, line and surface integrals, and Green's Theorem. Prerequisite: Mathematics 137. Every semester. (4 credits)

253 APPLIED MULTIVARIATE STATISTICS

An introduction to multivariate statistical analysis. Emphasizes rationales, applications, and interpretations using advanced statistical software. Examples drawn primarily from economics, education, psychology, sociology, political science, biology and medicine. Topics may include: simple/multiple regression, one-way/two-way ANOVA, logistic regression, discriminant analysis, multivariable correlation. Additional topics may include analysis of covariance, factor analysis, cluster analysis. Prerequisite: Mathematics 154 or 155, or permission of instructor. Every spring. (4 credits)

265 PHILOSOPHY OF MATHEMATICS (Same as Philosophy 365)

Why does 2 + 2 equal four? Can a diagram prove a mathematical truth? Is mathematics a social construction or do mathematical facts exist independently of our knowing them? Philosophy of mathematics considers these sorts of questions in an effort to understand the logical and philosophical foundations of mathematics. Topics include mathematical truth, mathematical reality, and mathematical justifications (knowledge). Typically we focus on the history of mathematics of the past 200 years, highlighting the way philosophical debates arise in mathematics itself and shape its future. Prerequisite: Philosophy 120, Mathematics 136, or permission of the instructor. Alternate years; next offered 2008–2009. (4 credits)

312 DIFFERENTIAL EQUATIONS

After some initial work on first-order equations, much of the course will deal with linear equations and systems using both linear algebra and power series. Applications, some numerical work, and nonlinear techniques. Prerequisite: Mathematics 237. Every fall. (4 credits)

354 PROBABILITY

An introduction to basic probability concepts: sample spaces, probability assignments, combinatorics, conditional probability, independence, random variables, discrete and continuous distributions, functions of random variables, expectation, variance, moment-generating functions, some basic probability processes, and some fundamental limit theorems. Prerequisite: Mathematics 137 (recommended but not required: Mathematics 237). Every fall. (4 credits)

355 MATHEMATICAL STATISTICS

An introduction to the mathematical theory of statistics: sampling distributions, estimation, hypothesis testing, regression. Additional topics may include: analysis of variance and goodness of fit. Emphasis on the theory underlying statistics, not on applications. Prerequisites: Mathematics 354. Every spring. (4 credits)

361 THEORY OF COMPUTATION (Same as Computer Science 261)

A discussion of the basic theoretical foundations of computation as embodied in formal models and descriptions. The course will cover finite state automata, regular expressions, formal languages, Turing machines, computability and unsolvability, and the theory of computational complexity. Introduction to alternate models of computation and recursive function theory. Prerequisite: Computer Science 124, Mathematics 136, or permission of the instructor. Every spring. (4 credits)

365 SCIENTIFIC COMPUTATION (Same as Computer Science 365)

Techniques and algorithms for computational solutions to scientific problems with applications to diverse disciplines. Topics include: numerical integration; root finding; interpolation, splines, and Bezier curves; statistical function estimation; modeling via simulation and Monte Carlo techniques; optimization; transforms; symbolic computing; controlling numerical error. Prerequisites: Computer Science 121 or 123, and Mathematics 137. Linear Algebra (Mathematics 236) not required but strongly recommended. Every spring. (4 credits)

369 ADVANCED SYMBOLIC LOGIC (Same as Philosophy 369)

A second course in symbolic logic which extends the methods of logic. A main purpose of this course is to study logic itself—to prove things about the system of logic learned in the introductory course. This course is thus largely logic about logic. Topics include second order logic and basic set theory; soundness, consistency and completeness of first order logic; incompleteness of arithmetic; Turing computability; modal logic; and intuitionistic logic. Prerequisite: Philosophy 120, Mathematics 135, or permission of instructor. Alternate years; not offered 2008–2009. (4 credits)

371 GEOMETRY

Topics in geometry selected by the instructor. Possible courses include classical Euclidean and non-Euclidean geometry (Hilbert's axioms; parallel postulate; hyperbolic, elliptic, spherical, projective geometries; Poincare models), differential geometry (calculus on surfaces; curvature; minimal surfaces; geodesics; the Gauss-Bonet theorem), computational geometry (triangulation; point location; Voronoi diagrams; linear programming). Prerequisite: Mathematics 236 and Mathematics 237. Alternate spring semesters; next offered Spring 2010. (4 credits)

373 NUMBER THEORY

An introduction to the properties of and unsolved problems about the integers (whole numbers). This course is built around the problem of proving that a large integer is prime or finding its factorization into primes. Topics include: divisibility and prime numbers, the Euclidean algorithm, modular arithmetic, quadratic residues, continued fractions, and public-key cryptosystems. Prerequisite: Mathematics 136. Alternate fall semesters; next offered Fall 2010. (4 credits)

376 ALGEBRAIC STRUCTURES

Introduction to abstract algebraic theory with emphasis on finite groups, rings, fields, constructibility, introduction to Galois theory. Prerequisite: Mathematics 136 and 236. Every spring. (4 credits)

377 REAL ANALYSIS

Basic theory for the real numbers and the notions of limit, continuity, differentiation, integration, convergence, uniform convergence, and infinite series. Additional topics may include metric and normed linear spaces, point set topology, analytic number theory, Fourier series. Prerequisite: Mathematics 237. Every fall. (4 credits)

379 COMBINATORICS

Advanced counting techniques. Topics in graph theory, combinatorics, graph algorithms, and generating functions. Applications to other areas of mathematics as well as modeling, operations research, computer science and the social sciences. Prerequisites: Mathematics 136, Computer Science 121 or 123 or the equivalent. Alternate fall semesters; next offered Fall 2009. (4 credits)

All 400-level courses will involve some independent student work such as oral presentations, papers, or computer projects.

432 MATHEMATICAL MODELING

Draws on the student's general background in mathematics to construct models for problems arising from such diverse areas as the physical sciences, life sciences, political science, economics, and computing. Emphasis will be on the design, analysis, accuracy, and appropriateness of a model for a given problem. Case studies will be used extensively. Specific mathematical techniques will vary with the instructor and student interest. Prerequisites: Mathematics 312, and Computer Science 121 or 123. Alternate fall semesters; next offered Fall 2009. (4 credits)

437 CONTINUOUS APPLIED MATHEMATICS

Transforms and their applications. Topics selected from among: the Fourier transform and applications in partial differential equations and signal and image processing; the Laplace transform in control theory; wavelet analysis. Prerequisites: Mathematics 236 and 312. Alternate spring semesters; next offered Spring 2009. (4 credits)

469 DISCRETE APPLIED MATHEMATICS (Same as Computer Science 369)

Topics in applied mathematics chosen from: cryptography; complexity theory and algorithms; integer programming; combinatorial optimization; computational number theory; applications of geometry to tilings, packings, and crystallography; applied algebra. Prerequisites: Mathematics 236 and 379 and Computer Science 121 or 123. Alternate fall semesters; next offered Fall 2008. (4 credits)

471 TOPOLOGY

An introduction to the topology of Euclidean, metric, and abstract spaces. Covers the fundamental ideas from point set topology— continuity, convergence, and connectedness—as well as selected topics from knot theory, three-dimensional manifolds, fixed-point theory, the fundamental group, and elementary homotopy theory. Prerequisite: Mathematics 236 and Mathematics 377. Alternate fall semesters; next offered Fall 2008. (4 credits)

476 TOPICS IN ALGEBRA

Topics in algebra to be chosen from: group representations; algebraic coding theory and finite fields; Galois theory; algebraic and transcendental numbers; ring theory; applied algebra. Prerequisite: Mathematics 376. Alternate fall semesters; next offered Fall 2009. (4 credits)

477 TOPICS IN ANALYSIS

A continuation of Real Analysis including discussion of basic concepts of analysis with particular attention to the development of the Riemann and Lebesgue integrals. Introduction to metric spaces, Fourier analysis. Prerequisite: Mathematics 377. Alternate spring semesters; next offered Spring 2009. (4 credits)

478 COMPLEX ANALYSIS

Algebra of complex numbers, analytic functions, the Cauchy-Riemann equations, Cauchy's theorem, the Cauchy integral formula, Taylor and Laurent series, the residue theorem, and conformal mapping. Prerequisite: Mathematics 377 or 437. Alternate spring semesters; next offered Spring 2010. (4 credits)

490 SENIOR CAPSTONE SEMINAR

Working with their capstone supervisor, seminar coordinators, and other faculty, students will discuss their capstone project, make presentations of their progress, critique the work of other students, and participate in the activities of the seminar. These activities will include instruction and discussion of strategies for research, writing, and oral presentation. The scheduled times will include both group meetings with other seminar participants as well as individually arranged meetings with the student's capstone supervisor. Spring semester. S/NC grading only. (1 credit)

604 TUTORIAL

Closely supervised individual (or very small group) study with a faculty member in which a student may explore, by way of readings, short writings, etc., an area of mathematics not available through the regular offerings. Every semester. (1–4 credits)

614 INDEPENDENT PROJECT

Individual project including library research, conferences with instructor, oral and written reports on independent work in mathematics. Subject matter may complement but not duplicate material covered in regular courses. Arrangements must be made with a department member prior to registration. Prerequisite: departmental approval. Every semester. (1–4 credits)

624 INTERNSHIP

Mathematics credit is available to junior and senior students with declared cores or majors in mathematics. Special arrangements must be made well in advance of the regular registration period. Departmental approval and supervision are required. Internships are offered only as S/D/NC grading option. Every semester. (4 credits)

634 PRECEPTORSHIP

Every semester. (4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Every semester. (1–4 credits)

Computer Science

Program coordinator: Susan Fox

Two basic principles underlie the teaching of computer science at Macalester. First, the program stresses the fundamental principles of computer science—theory of computation, algorithms, languages, software design, and computer organization—as well as programming and the applications of computer technology. A computer science graduate from Macalester will be well prepared for either advanced study or research and development work in industry. Second, the program is firmly committed to the principles and ideals of a liberal arts education. A computer science concentration includes both technical requirements as well as extensive course work in the humanities, social sciences, and fine arts. An important goal of the program is to produce graduates who are self-educators and life-long learners, characteristics that are so important in a rapidly changing discipline.

Placement

Students seeking an introductory computer science course typically choose among four options: Computer Science 120, 121, 123, or 124. The first three courses are suitable for students with little or no background in computing, programming, or computer science. All three function as both the first course in the major and minor as well as an introduction to the discipline for those not planning to take further coursework (see below for a brief comparison of the three). Students who have significant prior experience of computer science may choose to enroll in Computer Science 124, *Data Structures and Object-Oriented Programming*. The *rare* student may begin coursework beyond that point. Students who are uncertain which course to enroll in should contact the program coordinator for advice.

Computer Science 120, *Introduction to Computing and its Applications*, is a survey course that provides a broad overview of the discipline of computer science, including the history of computing and the social and ethical concerns raised by information technology. This course is ideal for students in all fields, especially those in the humanities, social sciences, and fine arts. It is also appropriate for potential computer science students who would like their first course to be a survey of the field. Computer Science 121, *Introduction to Scientific Programming*, focuses on the applications of computing in the physical sciences, natural sciences, and other fields such as economics and geography. This would be an ideal first course for students majoring in a scientific or quantitative area. It is also appropriate for potential computer science students who would like their first course to be an introduction to a scientifically-oriented language such as MatLab and its use in solving a range of interesting scientific problems. The third course, Computer Science 123, *Core Concepts in Computer Science*, explores computer science through a set of core ideas, theoretical and practical, such as design, implementation, and analysis of algorithms, and common data representations. Currently this course uses applications from media computation and robotics to motivate the central ideas. This course is ideal for students who want to begin with an examination of the fundamental conceptual issues of computer science.

General Distribution Requirement

All courses in the computer science program count toward the general distribution requirement in mathematics and natural science. Topics courses will be considered for general distribution requirements on an individual basis.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

Requirements for a major in computer science are:

1. Introductory sequence:

* One of the three introductory courses Computer Science 120, 121, or 123. A student may not receive credit *towards the major* for more than one of these courses. Students who pass out of these courses typically begin the major with Computer Science 124.

* The introductory course Computer Science 124.

2. Core courses: the four required core courses Computer Science 221, 225, 240, and 261.

3. Elective courses: A minimum of three advanced elective courses in computer science, numbered 300–500, excluding Computer Science 490.

4. Supporting courses: Mathematics 136 and any two additional mathematics courses taken at Macalester and approved by the department. Courses which are highly appropriate for computer science majors would include: Mathematics 135, 137, 155, 236, 369.

5. Capstone: All students majoring in computer science must take and complete the 1 credit class Computer Science 490, Senior Capstone Seminar, in their last two semesters (Note: double majors within the department register for either Mathematics 490 or Computer Science 490 during spring semester.) In addition, as part of the capstone experience each student works with a Macalester faculty member on a project, writes a capstone paper, and presents his or her results at a departmental conference. Capstone guidelines are given on the department website www.macalester.edu/mathcs.

In addition to the three required mathematics courses, students are strongly encouraged to include some of the following courses as part of their elective program: Mathematics 155 (Introduction to Statistical Modeling), Mathematics 236 (Linear Algebra), Mathematics 354 (Probability), Mathematics 369 (Advanced Symbolic Logic), Mathematics 355 (Mathematical Statistics), and Mathematics 432 (Mathematical Modeling).

Students who plan to attend graduate school in computer science are encouraged to take more than the minimum number of computer science electives as well as additional supporting work in related disciplines.

In order to ensure orderly progress through the curriculum, introductory courses (Computer Science 120, 121, or 123, 124) and core courses (Computer Science 221, 225, 240, 261) should generally be completed before a student enrolls in advanced electives or begins an independent project.

A typical computer science major would take the following courses toward the major in the first two years:

Year 1: Computer Science 120, 121, or 123; 124; Mathematics 136; a second mathematics course

Year 2: Computer Science 225; 221; 240; 261; a mathematics course

However, there is a good deal of flexibility in the computer science program, and a student's exact schedule will be determined only after consultation with his or her major advisor.

Minor Concentration

Requirements for a minor concentration in computer science are:

Any five courses in computer science numbered 120 and above, one of which must be Computer Science 221. (Note: Credit can be awarded for only *one* of the introductory courses Computer Science 120, 121, or 123.)

Honors Program

The mathematics and computer science department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations are available either from the department office or the Dean of Academic Programs.

Topics Courses

194, 294, 394, 494

Topics of interest to students in the field of computer science but which are not part of the regular curriculum. When the course is offered, the topic and prerequisites for that semester will be announced and posted prior to registration. (4 credits)

COURSES

120 INTRODUCTION TO COMPUTING AND ITS APPLICATIONS

Computing and information technology is everywhere, and we live in an increasingly information-oriented society. In this course we define information technology to have five aspects: 1) general-purpose computers and their associated peripheral devices, 2) applications that enable people to make effective use of computing, 3) the data and information stored on these computers, 4) the software that operates the computer and provides us with a human-usable interface, and 5) the theory behind the design of computers and their applications. Because computing permeates virtually every aspect of our lives, it is critically important to have a minimal level of *fluency* with information technology to enable you to use it effectively in your career as well as your role as a contributing member of society. The aim of this course is to ensure that all students obtain that fluency. No prerequisites. Every semester. (4 credits)

121 INTRODUCTION TO SCIENTIFIC PROGRAMMING

This course is intended to give students from diverse areas of science—e.g., economics, biology, physics, chemistry, geography, geology, mathematics, engineering, statistics—an ability to write software for solving problems and carrying out research in those disciplines. The course provides an introduction to programming and computation as well as to a number of important and widely used techniques: scientific graphics, equation solving, function fitting, optimization, storing and searching data, and simulation. There is an emphasis on ways to represent and transform information on the computer in addition to numbers and text: images, sound, graphs and databases. Prerequisite: No prerequisites. Every fall. (4 credits)

123 CORE CONCEPTS IN COMPUTER SCIENCE

This course introduces the field of computer science, including central concepts such as the design and implementation of algorithms and programs, testing and analyzing programs, the representation of information within the computer, and the role of abstraction and metaphor in computer science. The exploration of these central ideas will draw from the breadth of computer science, with an emphasis on two major application areas: multimedia processing (images, sound, and text) and robotics (control systems for autonomous robots). Course work will use the Python programming language. No prerequisites. Every semester. (4 credits)

124 OBJECT-ORIENTED PROGRAMMING AND DATA STRUCTURES

This course introduces the principles of software design and development using the object-oriented paradigm and the Java programming language. Design techniques covered are programming by contract and Unified Modeling Language (UML) class diagrams. Students will build graphical user interfaces and learn to develop and use abstract data types (ADTs) such as lists, trees, sets, and graphs. Students will study the use of these data structures in applications such as simulation, computational science, and networks. For each ADT, students will analyze their advantages and disadvantages to determine which one works best for a given application. There is a required 1.5 hour laboratory section associated with this course. Prerequisite: Any one of the three introductory courses Computer Science 120, 121, or 123, or consent of instructor. Every semester. (4 credits)

221 ALGORITHM DESIGN AND ANALYSIS

An in-depth introduction to the design and analysis of algorithms. Topics may include algorithmic paradigms and structures, including recursion, divide and conquer, dynamic programming, greedy methods, branch and bound, randomized, probabilistic, and parallel algorithms, non-determinism and NP completeness. Applications to searching and sorting, graphs and optimization, geometric algorithms, and transforms. Prerequisites: Computer Science 124, Mathematics 136, or consent of instructor. Every fall. (4 credits)

225 SOFTWARE DESIGN AND DEVELOPMENT

This course builds upon the software design foundation started in Computer Science 124. Students will design and implement medium-sized software projects using modern software design principles such as design patterns, refactoring, fault tolerance, stream-based programming, and exception handling. The concept of a distributed computing system will be introduced, and students will develop multithreaded and networked applications using currently available software libraries. Advanced graphical user interface methods will be studied with an emphasis on appropriate human-computer interaction techniques. Students will use operating systems services and be introduced to methods of evaluating the performance of their software. Prerequisite: Computer Science 124, or consent of instructor. Every fall. (4 credits)

240 COMPUTER SYSTEMS ORGANIZATION

This course familiarizes the student with the internal design and organization of computers. Topics include number systems, internal data representations, logic design, microarchitectures, the functional units of a computer system, memory, processor, and input/output structures, instruction sets and assembly language, addressing techniques, system software, and non-traditional computer architectures. Prerequisite: Computer Science 120, 121, or 123, or consent of instructor. Every spring. (4 credits)

261 THEORY OF COMPUTATION (Same as Mathematics 361)

Investigation of the theoretical foundations of computer science as embodied in formal models of computation, including finite state automata, regular expressions, formal languages, and Turing machines. Properties of computation, including computability, unsolvability, and the theory of computational complexity. Prerequisite: Computer Science 124 and Mathematics 136, or consent of instructor. Every spring. (4 credits)

325 PRINCIPLES OF COMPILER DESIGN

The principles, techniques, and theory underlying the design of compilers and language translators. Topics will include lexical analysis, symbol tables, a variety of parsing algorithms, automated scanner and parser generation, representation and generation of intermediate code, machine code generation, and code optimization. Prerequisites: Computer Science 240 and 261, or consent of instructor. Offered alternate fall semesters; next offered Fall 2009. (4 credits)

340 DIGITAL ELECTRONICS (Same as Physics and Astronomy 340)

A survey of fundamental ideas and methods used in the design and construction of digital electronic circuits such as computers. Emphasis will be on applying the theoretical aspects of digital design to the actual construction of circuits in the laboratory. Topics to be covered include basic circuit theory, transistor physics, logic families (TTL, CMOS), Boolean logic principles, combinatorial design techniques, sequential logic techniques, memory circuits and timing, and applications to microprocessor and computer design. Three lectures and one three-hour laboratory per week. Prerequisite: Mathematics 137 and permission of instructor. Offered alternate spring semesters; next offered Spring 2009. (4 credits)

342 OPERATING SYSTEMS AND COMPUTER ARCHITECTURE

The basic principles related to the design and architecture of operating systems. Concepts to be discussed include sequential and concurrent processes, synchronization and mutual exclusion, processor scheduling, time-sharing, multiprogramming, multitasking, and parallel processing. Memory management techniques. File system design. Security and protection systems. Performance evaluation. Prerequisite: Computer Science 240, or consent of instructor. Offered alternate spring semesters; next offered Spring 2009. (4 credits)

343 DESIGN OF COMPUTER NETWORKS

This course investigates basic principles for designing and implementing both local area networks (LANs) and wide-area networks (WAN). It will look at 1) *physical layer protocols*, including transmission media, analog vs. digital communications, and interface design, 2) *data link layer protocols*, for point-to-point and contention-based message passing, 3) *network layer protocols*, for routing, congestion control, and inter-network communication, and 4) *transport protocols*, for creating error-free end-to-end channels. Each of these concepts will be illustrated using actual communication protocols such as the Ethernet and TCP/IP. The course will also take a brief look at higher level application issues including security (e.g. encryption, authentication), network management, name servers, and multimedia protocols such as JPEG and MPEG. Prerequisites: Computer Science 240 and 221, or consent of instructor. Offered alternate fall semesters; next offered Fall 2009. (4 credits)

346 INTERNET COMPUTING

This course will investigate the latest technology available for building web applications with dynamic content. It will look at all stages in the web application design process, including: 1) client applications, 2) web applications that service client requests, 3) application servers that manage requests for information, update data, and serve client applets, and 4) the database management system that holds the data. The course will be programming-intensive using aspects of the Java language available for designing and implementing Internet applications. The format of the course will be mainly laboratory-based sessions where you learn to build these four components of a web application, supported by lectures and discussions. Students will research particular topics and present their findings during these discussion sessions. The course will also investigate the usability of designs from a human factors standpoint and discuss privacy and other social consequences of this technology. Prerequisite: Computer Science 225, or consent of instructor. Offered alternate fall semesters; next offered Fall 2008. (4 credits)

365 SCIENTIFIC COMPUTATION (Same as Mathematics 365)

Techniques and algorithms for computational solutions to scientific problems with applications to diverse disciplines. Topics include: numerical integration; root finding; interpolation, splines, and Bezier curves; statistical function estimation; modeling via simulation and Monte Carlo techniques; optimization; transforms; symbolic computing; controlling numerical error. Prerequisites: Computer Science 121 or 123, Math 137. Linear Algebra (Math 236) strongly recommended. Every spring. (4 credits)

369 DISCRETE APPLIED MATHEMATICS (Same as Mathematics 469)

Topics in applied mathematics chosen from: cryptography; complexity theory and algorithms; integer programming; combinatorial optimization; computational number theory; applications of geometry to tilings,

packings, and crystallography; applied algebra. Prerequisites: Math 236 and 379 and Computer Science 121 or 123. Alternate fall semesters; next offered Fall 2008. (4 credits)

425 PROGRAMMING LANGUAGE CONCEPTS

Introduction to programming language concepts, including issues of design, specification, representation, and implementation across a range of language types (procedural, object-oriented, functional, declarative, and parallel). Specific topics will include models of computation and their influence on language design, syntax, semantics and abstract interpretation, language structures, type theories, and program transformation methods, such as interpretation, compilation, partial evaluation, and graph reduction. Prerequisites: Computer Science 221 and 261, or consent of instructor. (4 credits)

445 PARALLEL PROCESSING

An introduction to the field of parallel processing and its three major subareas of parallel architectures, parallel languages, and parallel algorithms. Topics include SIMD and MIMD systems, private memory and shared memory designs, dataflow architectures; issues in parallel language design such as process creation and management, message passing, synchronization, and deadlock; the design and formal analysis of parallel algorithms in areas such as sorting, searching, numerical methods, and graph theory. Students will design and implement software for an actual parallel processing system. Prerequisites: Computer Science 240 and 221, or consent of instructor. (4 credits)

480 INTRODUCTION TO DATABASE MANAGEMENT SYSTEMS

This course will introduce students to the design, implementation, and analysis of databases stored in database management systems (DBMS). Topics include implementation-neutral data modeling, database design, database implementation, and data analysis using relational algebra and SQL. Students will generate data models based on real-world problems, and implement a database in a state-of-the-art DBMS. Students will master complex data analysis by learning to first design database queries and then implement them in a database query language such as SQL. Advanced topics include objects in databases, indexing for improved performance, distributed databases, and data warehouses. Prerequisites: Computer Science 225, or consent of instructor. Alternate spring semesters; next offered Spring 2010. (4 credits)

484 INTRODUCTION TO ARTIFICIAL INTELLIGENCE (Same as Cognitive and Neuroscience Studies 484)

An introduction to the basic principles and techniques of artificial intelligence. Topics will include specific AI techniques, a range of application areas, and connections between AI and other areas of study (i.e., philosophy, psychology). Techniques may include heuristic search, automated reasoning, machine learning, deliberative planning and behavior-based agent control. Application areas include robotics, games, knowledge representation, logic, perception, and natural language processing. Prerequisites: Computer Science 221, or consent of instructor. Note that the Cognitive and Neuroscience Studies 484 prerequisites are different. Alternate fall semesters; next offered Fall 2008. (4 credits)

488 SENIOR SEMINAR IN COMPUTER SCIENCE

Advanced topics in specialized areas of computer science. The course will be taught as a seminar and will involve discussion of original research articles, student projects, and oral presentations. When the course is offered, the topic and prerequisites for that semester will be announced and posted prior to registration. (4 credits)

490 SENIOR CAPSTONE SEMINAR

Working with their capstone supervisor, seminar coordinators, and other faculty, students will discuss their capstone project, make presentations of their progress, critique the work of other students, and participate in the activities of the seminar. These activities will include instruction and discussion of strategies for research, writing, and presentation. The scheduled times will include both group meetings with other seminar participants as well as individually arranged meetings with the student's capstone supervisor. Every semester. S/NC grading only. (1 credit)

604 TUTORIAL

Closely supervised individual (or very small group) study with a faculty member in which a student may explore, by way of readings, short writings, etc., an area of computer science not available through the regular offerings. Every semester. (1–4 credits)

614 INDEPENDENT PROJECT

Individual project including library research, conferences with instructor, oral and written reports on independent work in computer science. Subject matter may complement but not duplicate material covered in regular courses. Arrangements must be made with a department member prior to registration. Prerequisite: departmental approval. Every semester. (1–4 credits)

624 INTERNSHIP

Available to junior and senior students with declared majors in computer science. Arrangements must be made prior to registration, and departmental approval and supervision is required. For additional information about internships and how they are administered, refer to the section of the catalog entitled Individualized Learning. Internships are offered only as S/D/NC grading option. Every semester. (1–4 credits)

634 PRECEPTORSHIP

Available to junior and senior students with declared majors in computer science. Arrangements must be made prior to registration. Departmental approval and supervision required. Every semester. (1–4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Every semester. (1–4 credits)

Middle Eastern Studies and Islamic Civilization Interdepartmental Program

Coordinator: Khaldoun Samman

Middle Eastern Studies and Islamic Civilization Steering Committee: Khaldoun Samman (Sociology), Andrew Latham (Political Science), Paula Cooey (Religious Studies), Katrinka Somdahl (Geography), David Chioni Moore (International Studies), Beth Severy-Hoven (Classics), J. Andrew Overman (Classics), Mahnaz Kousha (Sociology), Joëlle Vitiello (French and Francophone Studies)

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. More specifically, the objectives of the concentration are to cultivate in students (a) a basic familiarity with the 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 the Islamic world; (d) a sympathetic understanding of a relevant worldview 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. U.S. intervention in Iraq, the Arab-Israeli conflict); and (f) if possible, facilitate knowledge of a language that is spoken natively by people of the Middle East or Islamic world.

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

Requirements

A concentration in Middle Eastern Studies and Islamic Civilization (MESIC) consists of seven (7) courses chosen with the assistance of a MESIC advisor. Three of these courses must focus primarily on the Middle East region. Of these three courses, one (1) course must focus primarily on the history, culture, politics, religion, philosophy, literature, economy, and/or geography of the Arab world or a particular Arab country; one (1)

course must focus primarily on the history, culture, politics, religion, philosophy, literature, economy, and/or geography of Israel or the pre-national Jewish community in the Middle East; and one (1) course must focus on any topic relevant to the study of the Middle East. An additional three courses must focus primarily on Islamic civilization. Of these, one (1) course must focus on Islam as a religion; one (1) course must focus on Islam as a broader cultural formation (i.e. as a civilization) and/or the relation of this cultural formation to the West; and one (1) course must focus on any topic relevant to the study of Islamic civilization. The seventh course must be a capstone course in which the student completes a substantial research project focusing primarily on the Middle East and/or Islamic civilization. This capstone requirement may be fulfilled by (a) completing a departmental senior seminar that includes a major paper focused on the Middle East and/or Islamic civilization; (b) a departmental honors project focused on the Middle East and/or Islamic civilization; or (c) an independent study with a MESIC faculty member resulting in a major paper focused on the Middle East and/or Islamic civilization.

In order to ensure interdisciplinarity, students are normally permitted to apply no more than two (2) courses (not including the capstone project) in any one academic department toward satisfying these requirements. Up to two (2) study away courses (not including language courses) may count toward the completion of this element of the concentration.

It is highly recommended that students participate in a MESIC-related study away program in order to experience and study first-hand some of the issues and ideas explored in Macalester courses. It is also strongly recommended that students lacking appropriate language skills (i.e. competence in a language spoken natively by people of the Middle East or the Islamic world) enroll in a MESIC-relevant language. Students should consult with a MESIC advisor regarding specific language programs available to Macalester students.

Music

Full Time Faculty: Cary John Franklin, Christopher Gable, Carleton Macy, Mark Mazullo (Chair), Eugene Rogers, Chuen-Fung Wong

Part Time Faculty: Jan Gilbert

Director of Highland Piping: Michael Breidenbach

Director of African Music: Sowah Mensah

Studio Faculty: Ben Allen (voice), Stella Anderson (viola/violin), Ann Benjamin (harp), Michael Breidenbach (Highland piping), Barbara Brooks (piano/piano for proficiency), Claudia Chen (piano/piano for proficiency, Christine Dahl (piano/piano for proficiency), Lynn Erickson (trumpet), Clea Galhano (recorder), Richard Gaynor (trombone/baritone horn), Joan Griffith (electric guitar/electric bass/jazz improvisation/mandolin/jazz bass), Kristin Hanich (classical saxophone), Shelley Hanson (clarinet), Michael Hauser (flamenco guitar), Mary Horozaniecki (violin), Martha Jamsa (flute), David Jensen (jazz trumpet/jazz brass improvisation), Kathy Jensen (jazz saxophone/jazz improvisation), Winston Kaehler (harpsichord/organ), Steve Kimball (percussion/jazz drumming), Caroline Lemen (French horn), Jennifer Loupe (oboe), Carole Mason-Smith (bassoon), Paul Maybery (tuba), Sowah Mensah (African drums/xylophones/flute/voice), Laura Nichols (voice), Joe Reed (voice), Thomas Rosenberg (cello), Jennifer Rubin (string bass), Laurie Sager-Wright

(piano/piano proficiency), Steve Sutherland (Highland drumming), Jeffrey Thygeson (acoustic/classical guitar), Benny Weinbeck (jazz piano), David Whetstone (Sitar/East Indian improvisation).

The music department offers many opportunities for general students and for students interested in music as a concentration. All performing ensembles and most courses are open to majors and non-majors alike, although some courses carry prerequisites. For the music major or minor, a careful balance between theory/composition, history/literature and performance is maintained. Students electing a music concentration may emphasize performance, composition, or music history/literature. A senior project in one of these areas is required of majors and recommended for minors. The major concentration provides preparation for graduate study in music, and many music-related jobs and professions. Major and minor concentrations prepare students for lifelong enjoyment of music through the study of appropriate skills, repertoire, and performance practice.

For further information about faculty and ensembles, please access the Music Department web page at http://www.macalester.edu/music.

Performance

Performing ensembles are open to students by audition without regard for music major or minor status. These groups include the large vocal and instrumental ensembles, chamber music groups in the Western concert tradition, and other ensembles performing a spectrum of musical styles: African Music Ensemble, Mac Jazz (big band jazz), Collegium Musicum Macalestri (early music), Highland Pipe Band, and the Mac Jazz Workshop Combos. Additional chamber ensembles such as string quartets and flute ensembles are formed in response to student interest. Students are also involved as soloists, conductors, or managers for the ensembles. Special performance projects such as dance concerts requiring live and electronic music, opera, and musical theater are scheduled as opportunities arise.

The superb acoustics of the Janet Wallace Concert Hall provide one of the best centers for musical performance in the Twin Cities. Student soloists and ensembles, and other local, national and international artists perform there regularly throughout the year.

Studio instruction in voice, piano, harpsichord, organ, guitar, all standard orchestral instruments, jazz improvisation, bagpipe, African drumming, African flute, African voice, gamba, recorder, and sitar, is available to all students in the College. Studio instruction is with studio faculty who are all active professional musicians.

The fee for 12 half-hour lessons is $340.00 (fee is subject to change). Music majors and minors will receive a fee waiver of approximately 90% for half hour lessons per semester in their major instrument. Enrollment in Theory II is considered a tentative commitment to major or minor study. After two semesters of fee-waived lessons, students must register as majors or minors in order to continue lessons on a fee-waived basis. The faculty encourages advanced students to take hour-long lessons. Music majors and minors who are preparing for senior recitals are required to take one hour lessons. They will receive a fee waiver of approximately 90% for the full hour.

General Distribution Requirement

All courses in the music department count toward the general distribution requirement in fine arts. Credit accumulated through ensemble performance and studio instruction count toward the general distribution requirement upon completion of four consecutive semesters. These four consecutive semesters must be taken in a single ensemble or performance medium in order to fulfill the distribution requirement.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page each semester prior to registration.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Certain courses are particularly appropriate for the general student. These include Music Appreciation, Basic Musicianship, Electronic Music, World Music, African Music, and various topics courses. Other courses, while open to all students, may require specific musical background or skills. Students interested in upper level courses should consult the instructor about prerequisites.

Senior Capstone Projects (The Senior Recital)

The music department requires of its majors, and recommends to its minors, that they undertake senior projects involving recital performance, composition and/or music research as a culminating activity. The department strongly encourages all majors to include performance as a soloist as part of the presentation of this project. A student may register for Music 488 (Senior Project) to receive credit for preparation. (The senior project satisfies the senior capstone requirement). Students planning to give recitals, including senior recitals, must complete a recital permission form in consultation with their teachers and advisors. This form must be submitted in the semester prior to the recital. Following the completion of the senior project, the presenting student will meet with selected faculty for an *exit review* which will include discussion of their project presentation, their achievements within the department, and their future directions.

Piano for Proficiency Requirement

Each music major and minor is offered four semesters of reduced-fee lessons in piano for proficiency in order to develop basic keyboard skills, which are indispensable to the study of music. Students are encouraged to begin the four-semester sequence as early as possible, typically upon their enrollment in Theory II. At the end of each semester students will be tested on their progress, and a passing grade on the final semester's exam is required for all students graduating with a major or minor in music. Required skills include sight reading and the ability to play major and minor scales (hands together), triads in inversions (broken and solid), simple chord progressions, and short pieces in contrasting styles.

This final exam (shown as Music 99) is a requirement for graduates with a major or minor in music.

Major Concentration

A major will consist of 44 semester hours in classroom courses, plus studio instruction, ensemble participation and piano for proficiency.(i) Music majors whose primary advisor is not a music faculty member should establish an informal advisor in music; the complexity of major requirements necessitates regular review of one's progress toward the major.

(i) Proficiency as needed, and completion of the senior project/recital.

Music 113, or admission to a higher level within the theory program, is considered entrance into the program. Both Music 113 and Music 114 should be taken during the first year if possible, and no later than the second year, since these courses are prerequisites for most of the other required music courses. History-literature courses should begin after completion of Music 113 and 114.

1. Major concentration in music must include:

* Music 113, 114, 213, 314, 342, 343

Additional music electives may be substituted for Music 113 and 114 if a student can demonstrate equivalent competency.
* One approved Music History/Literature elective
* Approved electives for at least 16 additional credits (up to 4 credits may be the senior capstone)
* Studio instruction on the primary instrument or in voice during each semester of residence as a major
* Ensemble performance during each semester of residence as a major, with at least 4 semesters in a "*large*" ensemble (see *Music Ensembles*)
* A senior capstone project in music
* Piano for proficiency Exam (Music 99)

A normal music major track for course work will be:
* year 1: Music 113, 114, and elective
* year 2: Music 213, 314, one of 342, 343, 344, electives
* year 3 and 4: two of 342, 343, 344, electives, senior project
* (with careful planning, a music major can be completed in 3 years)

Minor Concentration

A minor will consist of 28 semester hours in classroom courses, plus studio instruction and ensemble participation, and the Piano Proficiency Exam. All courses other than Music 112 may count toward the minor. A normal music minor track for course work can be accomplished in five semesters or spread out over 4 years: With careful planning, a music minor can be completed in two years. Music 113 should be taken no later than the fall of the 3rd year. Minor concentrations must include:

* Two theory courses from Music 113, 114, 213, 314
* Two Music History/Literature courses, one of which must be Music 342 or Music 343.
* Three or more additional electives for at least 12 credits.
* Studio instruction for four semesters.
* Ensemble participation for a minimum of four semesters, two of which must be in a "*large*" ensemble (see *Music Ensembles*).
* Piano for Proficiency Exam (Music 99).

Honors Program

The music department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the music department are available from either the department office or the Dean of Academic Programs.

Topics Courses

194, 294, 394, 494

Examination of special topics of interest to faculty and students. Recent topics have included: *American Popular Music; 1954-64, Music, Race and Ethnicity; Introduction to*

Ethnomusicology, *Music and Culture of East Asia*, *Orchestration*, *Beethoven, and Shostakovich*. To be announced at registration. (4 credits)

COURSES

110 MUSIC APPRECIATION

Focuses on listening to music and making sense of what we hear. Explores diverse musical styles and cultures with an emphasis on concert music of the western world, placing the music within cultural-historical frameworks. Spring semester. (4 credits)

111 WORLD MUSIC

A study of musical cultures from around the world. The place of music within the larger context of world cultures. Fall semester (4 credits)

112 BASIC MUSICIANSHIP

Basic elements of music including scales, intervals, basic music reading and writing skills, ear training and some keyboard. The course is especially designed for the general student and will operate at a slower pace than Theory I. Spring semester. (4 credits)

113 THEORY I

Pitch, meters, scales, modes, keys, intervals, triads and seventh chords, elementary diatonic harmony, composition of melody and bass lines; melodic and rhythmic dictation and solfeggio; elementary keyboard skills. Students should already be proficient at reading music. Three lectures and one ear training/keyboard lab per week. Fall semester. (4 credits)

114 THEORY II

Continuation of written harmony through extended alteration of tertian harmony and modulation; analysis and composition of simple musical forms; continuation of dictation and solfeggio; keyboard harmony. Prerequisite: Music 113 or permission of the instructor. Three lectures and one ear training/keyboard lab per week. Spring semester. (4 credits)

131 AFRICAN MUSIC

Study of music in various African traditions within a social and historical context. Interrelationships between music and society (function, context, structure, gender roles, political considerations). Instruments, life-cycle rites, genres, musical organizations, traditional musicians, contemporary popular music. Alternate years, next offered Fall 2009. 4 credits)

153 ELECTRONIC MUSIC

Electronic music composition explores the art of creating experimental sound compositions using analog and digital technology. Although we will survey the historical development of electronic music, the emphasis of the class is on composition, including multi-media and experimental work. The class format includes listening, discussion, lab sessions and a final concert showcasing works created throughout the semester. No prerequisite —enrollment limited 13 to allow each student sufficient lab time. Spring semester. (4 credits)

213 THEORY III, FORM AND ANALYSIS

Analysis of musical forms and musical development techniques with emphasis on music of the common practice period; advanced harmonic ear training. Prerequisite: Music 114 or permission of the instructor. Fall semester. (4 credits)

257 JAZZ AND SOCIAL ISSUES

This course studies the history and development of Jazz music in America within the socio-economic and political context of the society. Models for analysis address the meaning and significance of Jazz music in American society. Students will think and write about music in a cross-cultural perspective. Class sessions will include guest lectures, live musical demonstrations, group projects; students will complete listening assignments and papers. Alternate years; next offered Spring 2009. (4 credits)

314 THEORY IV, CONTEMPORARY THEORY AND LITERATURE

Survey of contemporary music and modern compositional techniques with emphasis on analytical skills. Prerequisite: Music 213 or permission of the instructor. Spring semester. (4 credits)

342 WESTERN MUSIC OF THE 17TH AND 18TH CENTURIES

Study and analysis of music written during the baroque and classical eras, including stylistic developments and representative works. Questions of performance practice and the relationship between music and culture will also be addressed. Prerequisite: permission of the instructor. Fall semester. (4 credits)

343 WESTERN MUSIC OF THE 19TH CENTURY

Study and analysis of music written from the late 18th to the 20th century focusing on the stylistic shift from classicism to romanticism to modernism, including music from Beethoven to Mahler. Prerequisite: permission of the instructor. Spring semester. (4 credits)

344 MUSIC LITERATURE SINCE 1900

Study and analysis, focusing on the western concert tradition and including experimental works. Prerequisite: permission of the instructor. Spring semester. (4 credits)

361 COMPOSITION

Instruction in composition starting with exercises in motific and harmonic manipulation of materials, and leading to directed composition for available performers. Meetings will be as a group and as individuals. Composers will have at least two works performed on scheduled evening concerts. Permission of the instructor required. Next offered Fall 2008. (4 credits)

370 CONDUCTING

Emphasizes basic techniques, including beat patterns, baton techniques, score preparation and rehearsal techniques. Prerequisite: permission of the instructor. Alternate years. (4 credits)

488 SENIOR PROJECT

Intensive guided preparation for the presentation of a project involving recital performance, composition and/or music research. Prerequisite: permission of the instructor. Fall or Spring semester. (1–4 credits)

604 TUTORIAL

Tutorials are available for advanced study. Typical areas include counterpoint, composition, advanced choral or instrumental conducting, orchestration, and research. Arrangements for tutorials must be made with the faculty supervisors concerned. See the Independent Study section of this catalog. Every semester. (1–4 credits)

614 INDEPENDENT PROJECT

See the Independent Study section of this catalog. Every semester. (1–4 credits)

624 INTERNSHIP

See the Independent Study section of this catalog. Every semester. (1–4 credits)

634 PRECEPTORSHIP

See the Independent Study section of this catalog. Every semester. (1–4 credits)

Performance Studies; Ensemble participation and studio instruction.

1) Students can receive credit for successful completion of a sequence of 2 semesters of studio instruction and/or 2 semesters of ensemble participation. Studio instruction includes a 10 minute performance exam at the end of the credit bearing semester. Majors, minors, and fee waived students must complete a Performance Exam at the end of each semester. Credit is given in the following manner:

* Credit will be applied after completion of 2 consecutive semesters of the same studio instruction and/or ensemble participation. Consecutive semesters are usually fall-spring, but may be spring-fall.
* Credit for a single semester of studio instruction or ensemble participation is not awarded.
* Interruption of a sequence due to participation in an approved Study Abroad program is not considered a discontinuity.

2) Performance studies will be graded as follows:

* Students with music major/minor concentrations, those receiving fee waivers, and those in ensemble studies, will receive letter grades A/B/C/D/NC.
* *General students without fee waivers have the option of letter grade A/B/C/D/NC or S/NC in studio instruction.* Letter grades will be assigned unless the student designates in writing to the department coordinator a request for pass/fail option by the all-college deadline.
* A student must earn a grade of A,B,C,D, or S for each term to receive credit for the course.

Students receiving fee waivers or assistance for studio instruction must receive a grade of A, B, or C, or the waived fee will be reversed and the student will be required to pay the entire fee for the instruction.

3) A student may count no more than 8 credits for performance studies *toward graduation*, but no limit is placed on continued participation. Continued participation will appear on a student's transcript, but will not fulfill Macalester graduation requirements.

4) Credit for performance studies satisfies the general distribution requirement if four consecutive semesters of a single ensemble or performance medium are completed.

The grade a student receives for credit-bearing performance studies is computed in the student's cumulative GPA when the block of 2 consecutive semesters is completed.

Music Ensembles

Ensembles are open to all Macalester students. Selection of members is usually made on the basis of auditions in the fall. Students joining an ensemble are expected to remain active in it throughout both fall and spring terms. However, it is possible to audition to join an ensemble in the second term.

"Large" ensembles are Wind Ensemble, Symphony Orchestra, Mac Jazz Band, Macalester Concert Choir, and African Music Ensemble.

Students with a major concentration in music are expected to participate in ensembles during their tenure at Macalester (generally eight semesters). Four of these semesters of ensemble participation must be in "*large*" ensembles. The department believes that music students should have the experience of performance in an *ensemble conducted in the western tradition* as part of their training. For this reason, majors are required to participate for at least 2 of the required 4 semesters in Wind Ensemble, Symphony Orchestra, Macalester Choir, or MAC Singers.

NOTE: For students majoring in music the Jazz Band and African Ensemble may fulfill only two of the necessary four semesters of participation in "*large*" ensembles.

Students with a minor in music should participate in ensembles for four semesters and in "*large*" ensembles for two semesters. They are also expected to take studio instruction for a minimum of four semesters.

72, 73 AFRICAN MUSIC ENSEMBLE

The Macalester African Music Ensemble performs traditional African music using voices and authentic instruments including drums, xylophones, flutes, bells and rattles, mbiras and gourds. The ensemble performs music reflecting a variety of African musical occasions and situations. (1 credit)

74, 75 MACALESTER CONCERT CHOIR

A select group of singers. Presentation of choral music with and without accompaniment; performances on campus, in the community and on domestic and international tours. (1 credit)

76, 77 SINGING SCOTSMEN OF MACALESTER/HILDEGARD SINGER WOMEN'S ENSEMBLE

Preparation and performance of choral works chosen to build good technique as to increase skills in reading and singing. Credit is awarded for singing in Mac Singers and either the Women's Choir or Men's Chorus. (1 credit)

80, 81 MAC JAZZ BAND

An ensemble of the standard big band instrumentation. Preparation and performance of classical and contemporary big band jazz. Performances in concert and club situations, at festivals and on tour. (1 credit)

84, 85 HIGHLAND PIPE BAND

Instruction in the pipes and drums. Performances in events and competitions at Macalester, in the community, and nationally. There is no charge for Highland Pipe or Drumming lessons. (1 credit)

86, 87 WIND ENSEMBLE

Readings, preparation and performance of concert band literature, on campus and in the community. (1 credit)

88, 89 SYMPHONY ORCHESTRA

Readings, preparation and performance of orchestral literature, on campus, in the community and on tour. (1 credit)

90, 91 OTHER ENSEMBLES

Including but not limited to:

Collegium Musicum: Collegium Musicum Macalestri specializes in instrumental and vocal music from the Medieval period through the Baroque. The Collegium players perform on college and personal collections of viols, recorders, crumhorns, kortholts, harpsichord, psaltry, harp, rebec, cornetto, sacbut, and a variety of percussion instruments. (1 credit)

Mac Jazz Workshop: The jazz workshop concentrates on creating combo arrangements with plenty of space for student soloists. Ensemble members are encouraged to write their own material. (1 credit)

Several well-established student-led ensembles deserve mention even though participants do not receive credit: The Sirens (female), the Traditions (male) and Scotch Tape (mixed) specialize in the performance of a cappella vocal music in a variety of popular styles. The Flying Fingers is a student-led ensemble performing folk music. The Voices of Tamani performs gospel music.

92, 93 CHAMBER MUSIC ENSEMBLES

A variety of chamber ensembles will be formed, each with a faculty coach. Rehearsal and performance schedules vary. These ensembles differ in size and kind, depending on the performers available. Students interested in forming a chamber ensemble should contact a faculty member. (1 credit)

Performance Instruction (Studio and Class)

Studio instruction may be taken by any Macalester student in voice, piano, harpsichord, organ, guitar, recorder, bagpipes, standard orchestral instruments and some non-western instruments. The department houses a 56-rank Aeolian Skinner pipe organ, 26 Steinway pianos and two harpsichords; there is also a limited collection of orchestral instruments which may be used by students.

Students with major concentrations in music are also expected to take studio instruction in their performance area during each semester of residence as a major.

Studio instruction fees are currently $340 for 12 half-hour lessons per semester (fee subject to change). Macalester will pay approximately 90% of instruction fees on the major instrument or voice for students with major or minor concentrations in music. A bulletin describing the studio instruction program in detail may be obtained from the music department coordinator (Room MU105).

94, 95 PRIVATE STUDIO INSTRUCTION

Studio instruction in instrument or voice. (1 credit)

96, 97 PIANO FOR PROFICIENCY

Intended for majors and minors with little or no prior experience at the piano. The proficiency curriculum is designed to support theory and literature class works. (1 credit)

99 PIANO FOR PROFICIENCY EXAMINATION (Passing grade of "S" only)

This is a non-credit course number used to document a music major/core/minor as having passed the required piano for proficiency examination.

Philosophy

Full Time Faculty: Janet Folina, Geoffrey Gorham, Martin Gunderson, Diane Michelfelder, Karen J. Warren

Part Time Faculty: Joy Laine (Chair), William Wilcox

Philosophy explores the most fundamental and general questions concerning the nature of knowledge, reality and values. Its methodology is in large part the analysis of arguments. It also studies the methodology and basic concepts of other academic disciplines. As such, philosophy is central to the liberal arts, and lends itself to interdisciplinary programs such as legal studies, women's, gender, and sexuality studies, environmental studies, international studies, and various other possibilities. A concentration in philosophy requires the development of skills in critical thinking and writing, and is an excellent background for careers in teaching, law, religion, public service, and almost any other area in which critical analysis and precise expression are required.

General Distribution Requirement

All courses in the philosophy department count toward the general distribution requirement in humanities except 120 (which does not count toward any of the distribution requirements), 160 (which counts toward the distribution requirement in

social science), and 369 (which counts toward the distribution requirement in mathematics and natural science).

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

A major in philosophy consists of at least nine departmental courses, which must include the following:

* 120 Introduction to Symbolic Logic,

* 125 Ethics,

* 230 Ancient and Medieval Philosophies,

* 231 Modern Philosophy,

* 489 Senior Seminar,

* at least four electives, two of which must be numbered between 360 and 368 (inclusive). With departmental approval, 119 Critical Thinking may be substituted for 120 Introduction to Symbolic Logic, and another 300 level course may be substituted for one of the designated course between 360 and 368.

In addition, majors in philosophy are required to write a senior paper to be submitted to a journal (such as an undergraduate student journal), though it is not required that the paper be accepted for publication. The paper is due at the end of February of the senior year and a copy should be given to the department chair. The senior capstone requirement in philosophy is normally satisfied by a senior paper written for Philosophy 489.

While the required courses constitute the core of the philosophy major, there are many ways to supplement a philosophy major, though only courses listed in philosophy will count for the philosophy major itself. The following are a few suggestions.

Asian Philosophy: Students interested in Asian philosophy might complete their major by choosing from Philosophy 119 (Critical Thinking), Philosophy 136 (Indian Philosophies), Philosophy 238 (Philosophy of Religion), 614 (Independent Project) or Philosophy 604 (Tutorial). Numerous supporting courses in Asian studies are available in other departments. Macalester also offers students the opportunity for study abroad in India, Japan and China.

Feminist Philosophy: Courses relevant to feminist philosophy include Philosophy 229 (Environmental Ethics), some of the Philosophy 488 courses (Seminar Topics), Philosophy 368 (Feminist Philosophy), and either 614 (Independent Project) or an advanced theory course in Women's, Gender, and Sexuality Studies.

Mind Sciences: Students interested in cognitive science or neuroscience studies might complete their major by choosing from Philosophy 369 (Advanced Symbolic Logic), Philosophy 360 (Philosophy of Science), Philosophy 362 (Philosophy of Mind),

Philosophy 364 (Philosophy of Language) and Philosophy 365 (Philosophy of Mathematics). Other supporting courses would be available in computer science, linguistics, mathematics, psychology and cognitive and neuroscience studies.

Political and Legal Philosophy: Courses relevant to political and legal philosophy, in addition to those required for the major, are: Philosophy 119 (Critical Thinking), Philosophy 160 (Foundations of Political Theory), Philosophy 227 (Bioethics), Philosophy 229 (Environmental Ethics), Philosophy 255 (History and Philosophy of Socialism), Philosophy 368 (Feminist Philosophies), Philosophy 301 (Philosophy of Law), and Topics (194, 294, 394, 494), when the subject is in ethics or political/legal philosophy. A philosophy major is an excellent background for law school and for careers in public policy and service.

Science and Mathematics: Philosophy majors who are interested in mathematics and the natural sciences might complete their major by taking Philosophy 369 (Advanced Symbolic Logic, same as Math 369), Philosophy 360 (Philosophy of Science), Philosophy 365 (Philosophy of Mathematics, same as Math 265), and Philosophy 364 (Philosophy of Language).

Minor Concentration

A minor in philosophy consists of five courses in the department approved by an advisor in the philosophy department, including Philosophy 125 (Ethics), and either Philosophy 115 (Problems of Philosophy) or Philosophy 231 (Modern Philosophy).

Honors Program

The philosophy department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the philosophy department are available from either the department office or the Dean of Academic Programs.

Topics Courses

194, 294, 394, 494

Courses, not regularly offered, which are designed to meet student interest in something not in the list of catalog courses. Recent offerings include: Ethical Theory; Mill's Utilitarianism and On Liberty; Existentialism; Ecofeminism; History of Western Women Philosophers; Philosophy of Biology, Social and Political Philosophy, and Kant. To be announced at registration. (4 credits)

COURSES

115 PROBLEMS OF PHILOSOPHY

An introduction to philosophy through topics found in classical philosophical writings, such as the nature of truth and knowledge, mind and body, freedom and determinism, right and wrong, and the existence of God. Course content varies from instructor to instructor. Specific course descriptions will be available in the department prior to registration. Every semester. (4 credits)

119 CRITICAL THINKING

A course that focuses on key skills involved in critical thinking: recognizing and evaluating arguments, assumptions, implications, definitions, analogies, generalizations, predictions and value claims; testing deductive arguments for validity and soundness, and inductive arguments for strength and weakness; applying critical thinking skills learned in the first sections of the course to different real-life contexts (e.g., moral reasoning, legal reasoning, scientific reasoning, aesthetic reasoning, narrative and rhetorical reasoning). This focus on key critical thinking skills also involves the discussion of a variety of other topics: the nature of arguments; testing (deductive) arguments for validity and for "fallacies"; problem solving (conceived as the interplay of a host of critical thinking skills and attitudes); , the interplay between critical and creative thinking;

and the identification and evaluation of arguments as they occur in both everyday and philosophical contexts. Through exercises, problem-sets, short essays, and internet discussions, the overall aim is to improve students' reasoning and argumentative writing skills. No prerequisite. Offered 2008–2009. (4 credits)

120 INTRODUCTION TO SYMBOLIC LOGIC

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. No prerequisite. Every year. (4 credits)

125 ETHICS

An alternative introduction to philosophy (the other being Philosophy 115 Problems of Philosophy) that concentrates on normative philosophical concepts and issues, such as the nature of value, duty, right and wrong, the good life, human rights, social justice, and applications to selected problems of personal and social behavior. Topics may include liberty and its legal limitations, civil disobedience, abortion, affirmative action, capital punishment, terrorism and the morality of war, animal rights and environmental ethics. Every semester. (4 credits).

136 INDIAN PHILOSOPHIES (Same as Asian Languages and Cultures 136)

An introductory study of some of the great philosophers and philosophical problems of the Indian philosophical tradition focusing on Buddhist and Hindu philosophical debate from the time of the Buddha to around 1000 CE. Topics will include the role of philosophy in the Indian intellectual and religious tradition; Indian logic; the relationship between philosophy and practice (yoga, meditation); what counts as knowledge (pramana theory); ultimate truth versus conventional truth; Buddhist/Hindu debate on the nature of persons, rebirth and karma; competing theories of reality (momentariness, emptiness, non-dualism, realism) and methodologies of cross-cultural philosophy. Students will learn the basic Sanskrit terminology of Indian philosophy and will work with primary source material in translation. Every year. (4 credits)

160 FOUNDATIONS OF POLITICAL THEORY (Same as Political Science 160)

An examination of the evolution of fundamental western political ideas from the Greeks to the present. Every year. (4 credits)

227 BIOETHICS

Bioethics deals with a variety of ethical issues arising in the context of medical care and biomedical research. These issues include informed consent, euthanasia, reproductive rights, confidentiality, and the distribution of health care resources. The course uses ethical theory to shed light on issues in medicine, and issues in medicine to illuminate ethical theory. Prerequisite: Philosophy 125 or permission of instructor. Alternate years; next offered 2009–2010. (4 credits)

229 ENVIRONMENTAL ETHICS (Same as Environmental Studies 229)

A course that addresses a variety of theoretical positions and applied topics in environmental ethics from both traditional and non-traditional perspectives. The positions include: traditional ethics concerning the environment that do not constitute an environmental ethic (or, ethic of the environment); utilitarian and rights-based animal welfarism; an ethics of respect; Leopold's Land Ethic, environmental pragmatism; continental environmental ethics; deep ecology; ecofeminist ethics; Black and Third World feminist positions on environmental ethics; and, indigenous and earth-based community perspectives in environmental ethics. We will also consider the viability of these theoretical positions in applied, real-life contexts by considering such topics as: their implications for public policy; environmental ethics and environmentalism as a social justice movement, human overpopulation; pollution; globalization; colonialization; and grassroots activism. The ultimate objective is for each student to develop their own conceptually deep, theoretically grounded, and concrete environmental ethic. Every year. (4 credits)

230 ANCIENT AND MEDIEVAL PHILOSOPHIES (Same as Classics 230)

A study of major philosophers of ancient Greece, Rome and the medieval period, including the Pre-Socratics, Plato, Aristotle, Epicurus, the Stoics, Augustine, Anselm, and Aquinas. Every year. (4 credits)

231 MODERN PHILOSOPHY

A study of the 17th and 18th century philosophers, including the Empiricists, Rationalists, and Kant. The course considers issues regarding skepticism, justification, freedom of the will, personal identity, perception and the existence of God. Every year. (4 credits)

238 PHILOSOPHY OF RELIGION (Same as Religious Studies 248)

Philosophical analysis of problems in religion and theology such as arguments for the existence of God and the nature of religious knowledge. The Philosophy of Religion seeks an understanding of religion by raising philosophical questions about its underlying assumptions and implications. When we believe something it is

because we think it is true and because we think we have good evidence to support our belief. In the case of religious beliefs, however, we are immediately faced with questions concerning the nature of such beliefs. What claims do they make? What would count as good evidence for a religious belief? What is the nature of religious truth? In this course we will examine the nature of religious beliefs and the ways in which philosophers in different traditions have justified or argued against such beliefs. Perhaps in response to the increasing challenge to religion from the natural sciences, twentieth century philosophers have questioned the traditional philosophical approach to religion. Some philosophers, Wittgenstein for example, question traditional interpretations of religious language and re-examine the relationship between faith and reason. Can religious life be practiced without a theology or with skepticism or agnosticism regarding theological questions? Other topics covered in the course include the attempt to introduce intelligent design into public schools as part of the science curriculum; religious pluralism; the belief in life after death; and feminist critiques of religious language. Alternate years; next offered 2008–2009. (4 credits)

255 HISTORY AND PHILOSOPHY OF SOCIALISM

An analysis of the various ideas of socialism from the eighteenth century to the present. Philosophically, the course will investigate the logic and ethics of the socialist ideas encountered. Historically, the course will explore the social-economic, cultural and political environments in which the socialist ideas appeared. Radicals of the French Revolution, the Utopian Socialists, the Anarchists, Marx, Marxian Revisionists, Bolshevism, Soviet Marxism-Leninism, contemporary Eurocommunism and the socialism of Mao Tse-Tung will all be studied. Readings will be heavily weighted toward socialist texts themselves. Students must enroll in both History 255 and Philosophy 255 and receive credit for each course. Alternate years; not offered 2008–2009. (4 credits for each course, for a total of 8 credits)

301 PHILOSOPHY OF LAW

An analysis of fundamental legal concepts and the problems of justifying various legal practices. Topics may include the relationship between law and morality, the distinction between the criminal and civil law, theories of constitutional and statutory interpretation, and the appropriate role of the judiciary. Prerequisite: Philosophy 125 (Ethics) or permission of instructor. Alternate years; next offered 2008–2009. (4 credits)

360 PHILOSOPHY OF SCIENCE

Are quarks "real"? Does science lead to objective knowledge? Is there really a scientific method? How do we distinguish between creation "science" and evolution; or astrology and astronomy? These questions are asked in philosophy of science, which studies the fundamental processes, principles, and presuppositions of the natural sciences. The social and historical contexts of the sciences are also considered. Topics include: science vs. pseudoscience, scientific explanation, scientific revolutions, the philosophy of space and time, the theory of evolution, theories of confirmation, objectivity in science, and realism vs. relativism. Prerequisite: Philosophy 120, 115, or permission of the instructor. Alternate years; next offered 2009–2010. (4 credits)

362 PHILOSOPHY OF MIND (Same as Cognitive and Neuroscience Studies 362)

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 writings by Paul and Patricia Churchland, Antonio Damasio, Daniel Dennett, Owen Flanagan, Derek Parfit, Marya Schechtman, John Searle and Kathleen Wilkes. Prerequisite: Philosophy 115 or 231, or permission of instructor. Alternate years; next offered Fall 2008. (4 credits)

364 PHILOSOPHY OF LANGUAGE (Same as Linguistics 364)

What is language and what is it for? What makes a series of sounds into a meaningful sentence? What makes a sentence true? Why is language always changing? This course will introduce students to ways in which twentieth century philosophers have attempted to provide answers to such questions. Since the philosophy of language has been so crucial to contemporary philosophy, this course also serves as an introduction to philosophical thought from the beginning of the twentieth century to the present. Topics will range from more technical problems (theories of meaning, reference and truth; synonymy and analyticity; universals and natural kinds; private languages) to broader issues examining the relationship between language and culture (language games; radical interpretation; social change). Readings typically include writings by Ludwig Wittgenstein, W.V. Quine, John Searle, Donald Davidson, Richard Rorty, Michel Foucault, and bell hooks. Prerequisite: Philosophy 231 or permission of instructor. Alternate years; next offered 2009–2010. (4 credits)

365 PHILOSOPHY OF MATHEMATICS (Same as Math 265)

Why is it that $2 + 2 = 4$? Can a diagram prove a mathematical truth? Is mathematics a social construction or do mathematical facts exist independently of our knowing them? Philosophy of mathematics considers these sorts

of questions in an effort to understand the logical and philosophical foundations of mathematics. Topics include mathematical truth, mathematical reality, and mathematical justifications (knowledge). Typically we focus on the history of mathematics of the past 200 years, highlighting the way philosophical debates arise in mathematics itself and shape its future. Prerequisite: Philosophy 120 or Mathematics 136, or permission of the instructor. Alternate years; next offered 2008–2009. (4 credits)

368 FEMINIST PHILOSOPHIES

A course that explores the variety of sometimes supporting and sometimes conflicting positions and topics in the distinct field of philosophy called "feminist philosophy" Topics include: the distinctive nature of feminist philosophy; the variety of feminist theories; the diversity and nature of feminist theorizing; feminist ethics; feminist epistemology; feminist political philosophy; feminist philosophy of science; feminist aesthetics; feminist conceptions of the self, sexuality, moral agency, and rationality. All the theoretical positions will be tested against their applications in everyday, real-life contexts and issues (e.g., abortion, female genital mutilation, same-sex marriage, emotional and experiential intelligence; equity in the workplace; disabilities and the body). Prerequisite one course in Philosophy or permission of instructor. Alternate years; not offered 2008–2009. (4 credits)

369 ADVANCED SYMBOLIC LOGIC (Same as Mathematics 369)

A second course in symbolic logic which extends the methods of logic. A main purpose of this course is to study logic itself—to prove things about the system of logic learned in the introductory course. This course is thus largely logic about logic. Topics include second order logic and basic set theory; soundness, consistency and completeness of first order logic; incompleteness of arithmetic; Turing computability; modal logic; and intuitionistic logic. Prerequisite: Philosophy 120, Mathematics 136, or permission of instructor. Alternate years; not offered 2008–2009. (4 credits)

488 SEMINAR: TOPICS

A study of some movement, philosopher or problem in the tradition of Western philosophy. Primarily for juniors or seniors majoring, or doing significant work, in philosophy. Prerequisite: permission of the instructor. Offered on an occasional basis. (4 credits)

489 SENIOR SEMINAR

A capstone experience in philosophy for senior majors and others with sufficient background. Recent topics have included: realism vs. anti-realism, pragmatism, normativity, Wittengenstein, philosophy and the imagination, the "Best of" the Twentieth Century. The topics are usually addressed from various points of view and may involve several members of the department in some of the instruction. One aim of the course is for participants to get an overview of their major field by examining the fruitfulness of various ways of doing philosophy. It is also an opportunity for seniors to present for discussion their senior papers, written for this or for some other course. Prerequisite: philosophy major and senior status, or permission of instructor. Every fall. (4 credits)

Independent Studies

All independent study courses require the permission of the instructor. The number of independent studies to be applied toward the major or core will be determined in consultation with the department. Every semester.

604 TUTORIAL (1–4 credits)

614 INDEPENDENT PROJECT (1–4 credits)

624 INTERNSHIP (1–4 credits)

634 PRECEPTORSHIP (1–4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the seniors honors project. Every semester. (1–4 credits)

Physical Education

Full Time Staff: Vanessa Seljeskog (Associate Director), Glenn Caruso, Tom Cross, Jordan Cushing, Paula Henrie, Curt Kietzer, John Leaney, Matt Parrington, Bob Pearson, Martin Peper, Steph Schleuder, Ellen Thompson, Travis Walsh

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.

The varsity athletic teams are members of the Minnesota Intercollegiate Athletic Conference (MIAC) and the National Collegiate Athletic Association, (NCAA Division III). Varsity sports for men include baseball, basketball, cross country, football, golf, soccer, swimming and diving, tennis, and indoor and outdoor track and field. Varsity sports for women include basketball, cross country, golf, soccer, softball, swimming and diving, tennis, indoor and outdoor track and field, water polo, and volleyball.

Club sports include: M/W crew, M/W ice hockey, M/W Nordic skiing, M/W rugby, M/W ultimate frisbee, men's volleyball, men's water polo and women's lacrosse.

Intramural competition is available in a wide variety of sport activities throughout the school year. Team sports have men's, women's and co-ed schedules. Individual sports have men's and women's singles, doubles tournaments and co-ed doubles tournaments.

Activity Courses

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

Water Activities

01 Swimming I
11 Swimming II
21 Swim for Fitness
31 Scuba Diving
41 Lifeguard Training

Lifetime Activities

02 Tennis I
03 Beginning Social Dance
04 Karate I
05 Fencing I
06 Yoga I
07 Personal Health and Wellness
08 Step Aerobics
09 Conditioning
10 Racquetball I
11 Racquet sports
12 Tennis II
13 Intermediate Social Dance
14 Karate II
15 Fencing II
16 Yoga II
17 Running
20 Weight Training
23 Beginning Competitive Sport Dance
30 Golf
40 Self Defense
50 Tae Kwon Do

Miscellaneous

90 Independent Study—Students with instructor sponsorship may design their own activity course.

Physics and Astronomy

Full Time Faculty: John Cannon, James Doyle, James Heyman (Chair), Sung Kyu Kim, Tonnis ter Veldhuis

Laboratory Supervisor: Brian Adams

The department of physics and astronomy offers courses that treat experimental, theoretical, philosophical and historical developments in the search to understand our physical universe. Emphasis is placed on developing critical thinking and problem solving skills in this context. In addition to the physics major program (described below), the department's curriculum is also designed to support the needs of two other groups of students:

Non-science majors who want to study the conceptual foundations of physics and astronomy should consider Physics 111 (Contemporary Concepts), Physics 113 (Modern Astronomy), Physics 130 (Science of Renewable Energy) and 194-level topics courses.

Science majors who seek a physics foundation for advanced science studies should consider the three-term sequence of introductory physics, Physics 226 (Principles of Physics I); Physics 227 (Principles of Physics II); and Physics 331 (Modern Physics). This sequence uses calculus; at a minimum Physics 226 requires concurrent registration in Applied Calculus. These courses also serve as prerequisites for advanced courses leading to the physics minor and major concentrations.

In addition, Physics 221–222 is a two-term sequence in introductory physics, which does not assume a working knowledge of calculus. These courses are regularly offered only in the Macalester Summer Physics Institute directed by Sung Kyu Kim.

General Distribution Requirement

All courses in the physics and astronomy department except some topics courses and those numbered 614, 624, 634 and 644 count toward the general distribution requirement in mathematics and natural science.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

The major concentration in physics provides a rigorous study of many topics in the field of physics that are fundamental for every scientific and technological discipline. The physics major is particularly appropriate for students wishing to pursue graduate study in physics, astronomy, engineering, medicine and related areas, as well as for those seeking positions in technology-oriented business and industry. For example, a double major in physics and computer science would be excellent preparation for graduate study in computer engineering.

The minimum requirements for the physics major are 33 physics credits. These include the nine courses numbered 226, 227, 331, 443, 444, 348, 461, 481, and 489, and completion of an independent project to satisfy the senior capstone requirement (see below). All physics majors are expected to develop the computer skills necessary to obtain solutions for meaningful problems.

Students intending to pursue graduate study in physics, astronomy, engineering or other closely related disciplines should consult with a department faculty advisor to consider which advanced elective courses would be most appropriate for their career goals. For example, preparation for graduate study in physics should include Physics 334, 468 and mathematics at least through multi-variable calculus, differential equations and linear algebra. Note that many graduate programs require proficiency in a foreign language and/or a computer language.

The senior capstone requirement in physics and astronomy is satisfied by participation *as a senior* in the Physics Seminar (Physics 489), and completion of an approved research experience, an approved independent project, or a senior honors thesis. Students will be expected to give a formal talk on their capstone project as part of the Physics Seminar.

Students expecting to complete a major concentration in physics are urged to make early contact with the department for help in evaluating advanced placement options and for assistance in planning course selections. A typical schedule for the first two years for a student without advanced placement follows:

First Year		Sophomore Year	
Fall Term	*Spring Term*	*Fall Term*	*Spring Term*
Physics 226	Physics 227	Physics 331	Physics 348
Mathematics 135	Mathematics 137	Mathematics 237	Mathematics 236
elective	elective	elective	elective
elective	elective	elective	elective

The Oak Ridge Program

This program is jointly sponsored at Oak Ridge National Laboratory by the Associated Colleges of the Midwest and the Great Lakes Colleges Association. It affords students a one-term period of study and research participation at Oak Ridge. The department makes every effort to support applications by qualified students for participation in this program. Sixteen credits in physics are granted to physics majors who complete the program.

Engineering

Macalester does not offer engineering courses. However, students who desire to pursue engineering as a career may earn a graduate degree in an engineering field after graduation from Macalester or they may complete a cooperative 3-2 engineering program at the University of Minnesota or Washington University.

Physics Major with Astronomy Emphasis

This option is designed for students with a strong interest in astronomy and astrophysics who may be contemplating post-graduate work in these areas. The physics major with astronomy emphasis includes the following courses required for the physics major: Physics 226, 227, 331, 443, 444, 461, and 489 (one credit). In addition, students must take Physics 460 (Astrophysics) and Physics 440 (Observational Astronomy). Students must satisfy the capstone experience as for the normal physics major. For students with little or no astronomy background we strongly recommend starting with Physics 113

and Physics 120. Students considering graduate work in astronomy or astrophysics should also consider taking Physics 468 and Physics 481, mathematics through Math 312, and having some computer programming experience (e.g. Computer Science 120 or higher). Those students choosing a major concentration with astronomy emphasis will have this noted on their transcripts (e.g. *Physics Major with Astronomy Emphasis*).

Minor Concentration

The minor in physics consists of Physics 226, 227, 331 and two electives in physics numbered above 331.

Honors Program

The physics and astronomy department participates in the Honors Program. Eligibility requirements, application procedures and specific project expectations for the physics and astronomy department are available from either the department office or the Dean of Academic Programs.

Topics Courses

194, 294, 394, 494

These temporary courses are offered by instructors at their own initiative or in response to student requests. The following are examples of recent offerings: Cosmology, Condensed Matter Physics, Particle Physics, Biomechanics, Chemical Physics, and General Relativity. To be announced at registration. (2–4 credits)

COURSES

111 CONTEMPORARY CONCEPTS

This course is specifically designed for the liberal arts student who desires an essentially non-mathematical, yet wholly faithful, acquaintance with the fundamental concepts of contemporary physics. Topics include special relativity, curved space-time and black holes, the Big Bang universe, light, quantum theory, and elementary particles. These are presented so as to demonstrate the power of "pure thought" and scientific creativity at its best. The underlying assumption of the course is that physics approached as a way of thinking can be vitally relevant and challenging to students of all intellectual persuasions. Three lectures per week in Fall and Spring. No prerequisites. Every semester. (4 credits)

112 COSMOS: PERSPECTIVES AND REFLECTIONS

This course seeks to acquaint students with recent advances in cosmology, particle physics, nuclear fusion, semiconductors, and genomics. Most of these topics will be presented by experts from major universities and national laboratories. No prerequisites. S/D/NC grading only. Spring semester. (2 credits)

113 MODERN ASTRONOMY

This course discusses topics of current interest in astronomy and the physical concepts that lead to our understanding of the Universe. Topics range from planets and stars to galaxies, cosmology, and the nature of humanity's place within the cosmos. Basic algebra and trigonometry are recommended. No prerequisites. Every semester. (4 credits)

120 ASTRONOMICAL TECHNIQUES

This laboratory course provides active exercises in astronomical measurement techniques, including telescope and other observations of the night sky (as weather permits). The course is ideal for students who desire hands-on observing experience to complement Physics 113, Modern Astronomy, or as a background for advanced astronomy courses. Prerequisites: concurrent or previous registration in Physics 113 or equivalent. Fall semester. (2 credits)

130 SCIENCE OF RENEWABLE ENERGY (Same as Environmental Studies 130)

This is a course on the current status of the most promising alternative and renewable energy options from a primarily scientific and technological perspective. Current methods of electricity generation and transportation energy sources will be briefly reviewed (fossil fuels, nuclear fission, and hydroelectric), including discussion of their limitations and environmental consequences. The focus of the course will be on understanding the scientific basis of alternative and renewable energy sources, and their promise and technological challenges for

wide scale implementation. Biofuels, wind, photovoltaics, concentrated solar power, hydrogen, nuclear fusion, and geothermal will be considered in depth. Three lectures and one two-hour laboratory per week. No prerequisites. Alternate Spring semesters; next offered Spring 2009. (4 credits)

221 INTRODUCTORY PHYSICS I

Mechanics, heat and sound, including laboratory experiments and extensive demonstrations. Daily lectures and help sessions, three two-hour laboratories per week. Students cannot receive credit for both Physics 221 and Physics 226. Summer Physics Institute only (June 8–July 2). (4 credits)

222 INTRODUCTORY PHYSICS II

Electricity and magnetism, light and optics, modern physics, including laboratory experiments and extensive demonstrations. Daily lectures and help sessions, three two-hour laboratories per week. Students cannot receive credit for both Physics 222 and Physics 227. Summer Physics Institute only (June 6–July 31). (4 credits)

226 PRINCIPLES OF PHYSICS I

A study of motion, including Newton's Law of Motion, conservation of energy and momentum, rotational kinematics and dynamics, oscillations, waves in elastic media and thermal properties of matter. Minimum prerequisite: concurrent or previous registration in Math 135. Three lectures and one two-hour laboratory per week. Students cannot receive credit for both Physics 221 and Physics 226. Every semester. (4 credits)

227 PRINCIPLES OF PHYSICS II

A study of electric charge and currents, electric and magnetic fields, electromagnetic waves, and geometrical and physical optics. Minimum prerequisites: Physics 226 and concurrent or previous registration in Math 137. Three lectures and one two-hour laboratory per week. Students cannot receive credit for both Physics 222 and Physics 227. Every semester. (4 credits)

331 MODERN PHYSICS

This course provides an introductory treatment of the exciting foundations of modern microscopic physics, including special relativity, quantum theory, atomic structure, nuclear structure and elementary particles. The primary goal of the course is to build the solid theoretical foundation in microscopic physics necessary for advanced studies in nearly all science disciplines. In addition to the theoretical treatment of the topics there will be laboratory exercises, which recreate the spirit and excitement of the pioneering experiments. Three lectures, one three-hour laboratory per week. Minimum prerequisites: Physics 227. Fall semester. (4 credits)

334 OPTICS

Principles of optics and wave phenomena, including the fundamental properties of light, geometrical optics, polarization, interference and diffraction. Laboratory includes basic optical experiments and an independent project. Recent independent projects have included: holography, fiber-optics communications, optical tweezers and telescope building. Three lectures and one three-hour laboratory per week. Prerequisites: Physics 227 or consent of instructor. Alternate years; next offered Fall 2009. (4 credits)

340 DIGITAL ELECTRONICS (Same as Computer Science 340)

A survey of fundamental ideas and methods used in the design and construction of digital electronic circuits such as computers. Emphasis will be on applying the theoretical aspects of digital design to the actual construction of circuits in the laboratory. Topics to be covered include basic circuit theory, transistor physics, logic families (TTL, CMOS), Boolean logic principles, combinatorial design techniques, sequential logic techniques, memory circuits and timing, and applications to microprocessor and computer design. Three lectures and one three-hour laboratory per week. Prerequisite: Mathematics 137 and permission of the instructor. Alternate spring semesters; next offered Spring 2009. (4 credits)

348 LABORATORY INSTRUMENTATION

This course is an introduction to laboratory methods that are useful in experimental physics and other laboratory-based disciplines, with an emphasis on computer interfacing techniques. Topics will include basic analog electronics, fundamental instrumentation such as analog-digital converters and digital oscilloscopes, and computer interfacing using LabView. Student will design and construct several significant computer interfacing projects throughout the semester. Since this course provides the foundation for advanced experimental work and research, students should take this course in their sophomore or junior year. Prerequisite: Physics 227. Spring semester. (4 credits)

440 OBSERVATIONAL ASTRONOMY

This is an advanced course in observational astronomy, focusing on the optical and radio regimes. We will discuss modern observational and analysis techniques used at the large observatories worldwide. Computational image-processing techniques are used for exercises in CCD imaging and spectroscopy using the Macalester Observatory facilities, as well as for analysis of observations at radio wavelengths. Independent

research projects form an important component of the course. Prerequisites: Physics 113 and Physics 120; or Physics 113 and a lab-based upper-division natural science course (e.g., Physics 331, Chemistry 311). Alternate years. Next offered Spring 2010. (4 credits)

443 ELECTROMAGNETIC THEORY I: VACUUM

This course treats the interactions between electrical charges in free space by developing the concepts of potential, electric and magnetic fields, and electromagnetic induction. Maxwell's equations are developed and used to derive the properties of plane electromagnetic waves in free space. Special emphasis is placed on boundary value problems and other useful mathematical techniques. Three lectures per week. Prerequisites: Physics 227 and multi-variable calculus. Fall semester. (4 credits)

444 ELECTROMAGNETIC THEORY II: MATERIAL MEDIA

This course extends the treatment of Physics 443 to the electromagnetic properties of matter, especially the solid state, and the properties of electromagnetic waves and radiation. The treatment of electromagnetism within the special theory of relativity is also covered. Three lectures per week. Prerequisite: Physics 443. Spring semester. (4 credits)

460 ASTROPHYSICS

This course covers advanced topics in astrophysics. It includes: celestial mechanics; the nature of electromagnetic radiation; the interaction of light and matter in stellar atmospheres and interstellar medium; nucleosynthesis and stellar evolution; the structure, dynamics and evolution of galaxies; large-scale structure of the Universe; and observational tests of cosmology. Three hours per week. Prerequisites: Physics 113 and Physics 331, or consent of the instructor. Alternate years; next offered Spring 2009.(4 credits)

461 MECHANICS

The fundamental principles of classical mechanics are discussed and applied to problems of contemporary interest. Topics include: charged particle motion in electromagnetic fields, oscillations and resonance, central force motion including the Kepler problem and Rutherford scattering, Lagrangian and Hamiltonian formulations of classical dynamics, symmetry and conservation laws, non-inertial reference frames, rigid body dynamics and applications, and an introduction to non-linear dynamics. Three lectures and problem discussions per week. Prerequisites: Physics 227 and mathematics through differential equations. Spring semester. (4 credits)

468 STATISTICAL MECHANICS

This course explores the equilibrium and kinetic properties of many-particle systems such as gases, liquids, and solids. The fundamental notions of entropy, temperature, and the Boltzmann relation are rigorously derived from statistical mechanics, and are used to develop other thermodynamic ideas such as chemical potential and free energy. The theory is applied to classical and quantum systems, including photon gases (black-body radiation), Bose-Einstein condensation, fermion systems such as metals and neutron stars, classical ideal gases, vibrations in solids (phonons), chemical reactions, semiconductors, and transport phenomena. Three lectures per week. Prerequisites: Physics 331 and Mathematics 237. Alternate years; next offered Fall 2009. (4 credits)

481 QUANTUM MECHANICS

The course rigorously covers many fundamental concepts of non-relativistic quantum mechanics, including the Heisenberg uncertainty principle and Pauli exclusion principle, single- and multi-particle stationary states in one, two and three dimensions, and quantized angular momentum and spin. Schrodinger equation solutions for atomic and nuclear systems are studied, using differential equation, matrix and perturbation techniques. Three lectures a week. Prerequisites: Physics 331 and mathematics through differential equations. A familiarity with linear algebra is also helpful. Fall semester. (4 credits)

488 SENIOR RESEARCH

Students in the major concentration in physics select a subject for independent investigation and preparation of a senior thesis. Independent reading and experimentation by arrangement. Prerequisites: senior standing and departmental approval of the project prior to registration. Every year. (4 credits)

489 PHYSICS SEMINAR

This seminar discusses current topics in physics, astronomy and related fields. It satisfies part of the senior capstone requirement for the physics major. Readings may be assigned as preparation for each seminar meeting. Each student will make a presentation and lead the discussion for at least one seminar session. Faculty and visitors may also make presentations and lead discussions. S/D/NC grading. One hour/week. Spring semester. (1 credit)

614 INDEPENDENT PROJECT

Independent reading and experimentation by arrangement. Prerequisites: a faculty sponsor and the department chair must approve a written proposal prior to registration. Every semester. (4 credits)

624 INTERNSHIP

Physics and astronomy internship credit is available to junior and senior students with declared majors in physics. Special arrangements must be made well in advance of the normal registration period. Departmental approval and supervision is required. Every semester. (4 credits)

634 PRECEPTORSHIP

Every semester. (4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the seniors honors project. Every semester. (1–4 credits)

Political Science

Full Time Faculty: Franklin Adler, David Blaney (Chair), Adrienne Christiansen, Julie Dolan, Paul Dosh, Zornitsa Keremidchieva, Andrew Latham, Patrick Schmidt, Paru Shah

Part Time Faculty: Chuck Green, Isaac Kamola, Roopali Phadke (Environmental Studies), Ahmed Samatar (International Studies), Wendy Weber, Michael Zis

The study of political science at Macalester emphasizes making connections between the theory and practice of politics. Concerns range from perennial philosophical or normative issues regarding power, justice, freedom, human dignity and social responsibility to practical political matters such as policy making and public problem solving.

The political science department seeks to cultivate in its students a wide range of practical and scholarly competencies, including several we consider to be centrally important. First, the department seeks to help its majors develop a mature *political imagination*. By this we mean a capacity to approach important social problems and issues as a political scientist. A mature political imagination includes an ability to envision what constitutes an important political question/issue; to understand the various ways in which a political scientist might address such a question/issue; to conduct social inquiry into that question/issue employing methodologies and techniques appropriate to political scientists; to recognize the partiality of political science questions, explanations and forms of social inquiry and the importance of insights from other disciplines; and an ability to think creatively about humane solutions to the *political problems and challenges* confronting the world today.

Second, the department seeks to cultivate in its majors *specific knowledge competencies*. These include both a sound understanding of facts relevant and necessary to the study of political life (including a working knowledge of the key actors, structures, institutions and historical dynamics that constitute the contemporary political order) and a well-developed understanding of the major theoretical trends, perspectives, concerns and debates that have shaped the evolution of the discipline and/or its sub-disciplines over the past several centuries. Political science graduates should be able to engage the world — whether as political scholars or political actors —with theoretical sophistication and confidence.

Third, the department seeks to cultivate in its majors a range of cognitive or *intellectual competencies*. These include a well-developed ability to think conceptually, critically, synthetically, analytically, and rigorously about the world of politics. The political science faculty believes that the development of these higher-order cognitive skills comprises the core of the department's collective endeavors.

Fourth, the department seeks to help political science majors develop a number of *practical competencies*, including:

—a capacity for close, focused, and critical reading of political texts;

—an ability to convey information, analysis and persuasive arguments in written and oral forms clearly and effectively;

—a well-developed capacity for democratic deliberation;

—a level of numeracy appropriate to a student's research interests and the demands of contemporary political life;

—an ability to conduct sound and rigorous social inquiry using appropriate methodologies and techniques;

—a capacity for effective collaboration with others;

—a capacity for effective problem-solving;

—a facility with relevant information technologies.

Finally, the department believes that educational excellence in political science should not only involve the development of intellectual capacities, but also the *civic competencies* required for humane leadership in a multicultural and globalizing world. Cultivating a capacity for effective civic engagement and leadership is central to the goals of a first-class political science program.

General Distribution Requirement

All courses in the political science department count toward the general distribution requirement in the social sciences except for the following: topics courses (194, 294, 394, 494), internships and preceptorships (624, 634).

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

A political science major consists of at least nine courses. The department strongly recommends that political science majors plan their programs so that they take courses above the introductory level in at least two of the four major sub-fields of political science—American Politics, Comparative Politics, International Relations, and Political Theory. Not more than two courses taught by faculty outside the political science department will count towards the major in meeting the nine course minimum. Exceptions: the research methods courses, Political Science 215, 235, 246, and 252, or relevant courses transferred from an accredited college or university. Consult department advisor or chair. The requirements for a political science major include:

—1 Foundations Course; (100 US Politics, 120 International Politics, or 140 Comparative Politics)

—1 Theory Course (160 Foundations of Political Theory, 170 Theories of Rhetoric, 260 Contemporary Political Theory, 262 American Political Thought, or 363 Paradigms of Global Citizenship);

—1 Research Methods Course (269 Empirical Research Methods; 272 Researching Political Communication; Sociology 269 Science and Social Inquiry; Sociology 270 Interpretive Social Research; Sociology 275 Comparative-Historical Sociology). In some cases, research methods courses taken in other social science disciplines may be used to fulfill this requirement following approval by the political science department chair. The department urges students to enroll in a research methods course before their junior year.

—3 Intermediate-level Courses (students may substitute one foundations course and one advanced course for two intermediate courses; approved study away courses will count as intermediate courses);

—1 *Practicum* (such as an internship, Chuck Green Fellowship course, service-learning course, action-research project, or similar experiential learning experience). The practicum requirement can be met with a non-credit bearing internship upon approval by department chair. However, a major plan must still list no fewer than nine *courses*.

—1 Advanced-level Course (courses at the 300 level); and

—1 Capstone Experience (400 Senior Research Seminar or 404 two semesters of Honors Colloquium).

Minor Concentration

A minor concentration consists of any five political science courses, normally including one foundation, one intermediate and one advanced level course. Four of these courses must be taught by the faculty in the political science department. Consult department advisors and chair.

Honors Program

Interested political science juniors with a GPA of 3.5 or better overall and 3.7 or better in political science may participate in the department's *Honors Program*. This program is designed to provide majors with an opportunity to pursue in-depth research on a significant political science topic.

The principal elements of the honors program are: (a) filing a *declaration of intent* to pursue a project; (b) completion of a *research proposal* submitted to the political science faculty; (c) successful *oral defense* of the research proposal in front of the political science faculty;(d) participation in the department's *Honors Colloquium* (404) in both semesters of the senior year; (e) enrolling in at least two credits of Honors *Independent Study* (644) in both semesters of the Senior year; (f)completing a major work of *scholarly research and writing*;(g)*public oral defense* of the thesis. Please see our website for a thorough explanation of the honors program including important dates. http://www.macalester.edu/politicalscience/curriculum/honors_program.htm

Interdisciplinary Programs

The political science department supports a number of interdisciplinary programs, including: American studies, Asian studies, humanities, media and cultural studies, international studies, Latin American studies, legal studies, environmental studies, women's, gender, and sexuality studies, and urban studies. Consult both program and departmental advisors.

Topics Courses

194, 294, 394, 494

Courses numbered 194, 294, 394, and 494 are *Topics* courses. These courses address current issues in contemporary political life or offer an experimental course which may later become part of the regular curriculum. For a list of offerings in any given year, consult the College website prior to registration. (4 credits)

COURSES

The political science curriculum is organized into the four traditional sub-fields of U.S. Politics **(U)**, International Relations **(I)**, Comparative Politics **(C)**, and Political Theory **(T)**. All courses listed below carry one of these designations.

Foundations Courses: Courses numbered in the 100s are *Foundations* courses. These courses are designed principally for beginning political science majors, as well as non-majors seeking an introduction to the discipline's sub-fields. Such courses have three purposes: To provide foundational knowledge of the key actors, structures, institutions and/or historical dynamics relevant to the respective sub-fields; to introduce the major theoretical trends, perspectives and debates that have shaped the evolution of the respective sub-fields; and to begin to develop research and writing skills essential to further scholarly inquiry within the discipline of political science.

100 US POLITICS

An analysis of the major ideas, actors, institutions, and processes that shape the formulation and execution of public policy in the United States. Every semester. (4 credits)

101 ARGUMENT AND ADVOCACY

An analysis of classic principles of argument and advocacy. Students analyze political arguments and engage in rational decision-making by participating in written and oral debates. Fall 2008. (4 credits)

120 INTERNATIONAL POLITICS

Analysis of the international/global environment, major problems and the theories and models of international relations. Every semester. (4 credits)

140 COMPARATIVE POLITICS

A survey of theories and methods employed in comparative political analysis. Every semester. (4 credits)

141 LATIN AMERICA THROUGH WOMEN'S EYES (Same as Latin American Studies 141)

Introduction to Latin American Studies through the study of Latin American women. During the past century, many Latin American women have overcome patriarchal "machismo" to serve as presidents, mayors, guerrilla leaders, union organizers, human rights activists, artists, and intellectuals. Through a mix of theoretical, empirical, and testimonial work, the course explores such issues as the intersection of gender and democratization, feminist challenges to military rule, and women's organizing in the maquiladora industry. Alternate years. (4 credits)

160 FOUNDATIONS OF POLITICAL THEORY (Same as Philosophy 160)

An examination of the evolution of fundamental western political ideas from the Greeks to the present. Every year. (4 credits)

170 THEORIES OF RHETORIC

A study of classical and modern rhetorical theories throughout Western history. The course focuses on the relationship between communication and democracy, power, art, truth, emotion, and ethics. Every year. (4 credits)

Intermediate Courses: Courses numbered in the 200s are *Intermediate* courses. These courses are designed for students who have taken one or more of the department's foundations courses, although prerequisites (if any) are at the instructor's discretion. Intermediate-level courses (a) introduce students to a specific topic or issue related to political life; and (b) develop further the critical, analytical, research and communication skills introduced in the foundations courses. Intermediate courses are an integral element of the political science major, but are also suitable for non-majors who need to fulfill a distribution requirement in the social sciences or who simply want to satisfy an interest contemporary political life.

200 WOMEN AND AMERICAN POLITICS

This course examines the evolutionary role of women in politics—as voters, citizens, candidates, and leaders—from the Seneca Falls Convention in 1848 to the present. Drawing from a variety of theoretical perspectives, we examine women's historical and contemporary roles in U.S. politics, investigate and debate a variety of public policy issues of particular concern to women, and explore the intersection of race and gender in U.S. politics. Alternate years. (4 credits)

202 POLITICAL PARTICIPATION

Analysis of institutions and procedures such as parties and elections, and also informal activities such as social movements, interest groups, and community action. Alternate years. (4 credits)

203 RACE, ETHNICITY AND POLITICS (Same as American Studies 203)

Analysis of racial and ethnic factors and their implications for political processes and public policy. Alternate years. (4 credits)

204 URBAN POLITICS

American urban politics, emphasizing urban policy problems, planning and decision-making. Political Science 100 recommended. Alternate years. (4 credits)

205 POLICY ISSUES

Analysis of selected policy concepts, problems and processes. Special emphases will be announced each time the course is scheduled and may include such broad topics as human rights, social policy, environmental policy, educational policy, budget policy, labor policy, and health policy. Political Science 100 and 269 are recommended. Every year. (4 credits)

206 U.S. CONSTITUTIONAL LAW AND THOUGHT

An exploration of the structure of the American political system as seen through the decisions of the U.S. Supreme Court. Topics include the separation of powers in the federal government, the scope of executive power, and the development of federal-state relations over the course of American history. The material also includes the nature of judicial review, economic rights and contemporary questions about the limits of government power. Political Science 100 recommended. Offered regularly (4 credits)

207 U.S. CIVIL RIGHTS AND CIVIL LIBERTIES

An examination of civil liberties and rights in the U.S., focusing on the cases decided by the Supreme Court. Central topics include the 1st Amendment freedom of religion, speech, and the press; the right to privacy and abortion; and the constitutional requirement of Equal Protection as affecting discrimination, affirmative action, and voting rights. Political Science 206 not required as a prerequisite. Offered regularly (4 credits)

210 SCIENCE, TECHNOLOGY & POLITICS

Analysis of relationships between science, technology, and politics. Includes such topics as environment, health/medicine, technology transfers, and research and development policies. Alternate years. (4 credits)

211 RE-ENVISIONING EDUCATION & DEMOCRACY (Same as Educational Studies 280)

This course explores the design, implementation, and evaluation of public education policy as a primary means for engaging more active, inclusive and effective approaches to social inquiry and civic participation. Drawing from classic and contemporary theories of education and democracy, complemented by recent developments and controversies in public policy studies, students work to design innovative, principled, educationally sound and politically feasible responses to significant civic concerns. Alternate years; next offered Spring 2009. (4 credits)

212 LAW, LAWYERS, and LITIGATION

This course takes an interdisciplinary look at the judicial process, focusing on the role of litigation as a political force. Does litigation enhance a democratic system by providing another route for political participation? We examine two general phenomena that emerged prominently in the 20th century: first, cause lawyering for rights, from the NAACP to contemporary movements such as gay rights; second, the use of class action lawsuits and tort law to shape public policy. Related issues include the legal profession in America, legal education, law firms, legal ethics, access to justice, and the impact of litigation in society. Alternate years. (4 credits)

214 CYBER POLITICS

An analysis of innovations on the internet to assist candidates running for political office, enhance citizen participation, develop e-Democracy, and organize political protest. (4 credits)

215 ENVIRONMENTAL POLITICS AND POLICY (Same as Environmental Science 215)

An introduction to the field of Environmental Politics and Policy. Using a comparative approach, the course engages the meaning and development of environmental governance. We explore the tandem rise of the modern environmental movement and profound new environmental legislation in the U.S. and internationally. Topics investigated include: deforestation, hazardous wastes, climate change, population growth, and loss of biodiversity. Fall semester. (4 credits)

216 LEGISLATIVE POLITICS

This course explores legislative politics through a combination of academic theory and focused field experiences. Each student must simultaneously enroll in a credit-bearing internship at the Minnesota State Legislature. The class examines the basic structures, players and forces that shape legislative decision-making, the motivation or individual legislators, and their interactions with other political actors and institutions. Political Science 100 recommended. Every spring. (4 credits)

220 FOREIGN POLICY

Analysis of influence patterns in foreign policy-making and issues on the foreign policy agenda past and present. Political Science 120 recommended. Alternate years. (4 credits)

221 GLOBAL GOVERNANCE

This course introduces concepts of global governance by examining some of its central features, including the changing status of the state and of international/world organizations and the role of global civil society. The course emphasizes how patterns of global governance have changed and are changing and the implications of these changes for democracy, social justice, etc. The remainder of the course focuses on the areas of international peace and security, human rights and international humanitarian law, and economic governance. By addressing such topics as the International Criminal Court and the role of the IMF and the World Bank in economic development, these parts of the course highlight the contested nature of global governance in each of the three issue areas. Political Science 120 recommended. Every year. (4 credits)

222 REGIONAL CONFLICT AND SECURITY

This course introduces students to the military, political, economic, cultural and/or diplomatic dimensions of various regional conflicts or "security complexes." The specific region to be covered will vary, but regions of pressing interest or greater significance to international peace and security will be covered most regularly. Political Science 120 recommended, but not required. Alternate years. (4 credits)

235 CITIZEN SCIENCE: ENVIRONMENT, TECHNOLOGY AND DEVELOPMENT (Same as Environmental Science 235)

This course explores the dynamic relationship between science, technology and society. The course examines how, and which members of, the public make controversial environmental decisions over topics such as endangered species, genetically modified foods, bioprospecting, climate change, and toxic waste disposal. Through these case studies, the course will critically examine concepts of risk and uncertainty, trust, credibility, expertise and citizenship. Not offered 2008–2009. (4 credits)

240 COMPARATIVE EUROPEAN POLITICS

A comparative exploration of European politics since the French Revolution, focusing on questions of modernization. The genesis of democratic and authoritarian politics is related to divergent developmental paths. Alternate years. (4 credits)

241 THE HOLOCAUST: REPRESENTATION AND INTERPRETATIONS

Using a plurality of approaches and sources, this course aims at a fundamental understanding of the Holocaust. It examines a variety of situations (Germany, Poland, France), a variety of actors (perpetrators, bystanders, helpers, resisters, victims), and a variety of perspectives (intentionalist, functionalist, relativist). Alternate years. (4 credits)

242 DEVELOPMENT POLITICS

Analysis of theories, patterns, and policies of development in the Third World with emphasis on North-South political-economic and cultural relationships. Political Science 140 recommended. Every year. (4 credits)

243 POLITICAL ANTHROPOLOGY (same as Anthropology 364)

An analysis of various political structures and activities in diverse world societies. Emphasis is placed on pre-literate cultures, but the societies examined vary from hunting and gathering bands through agricultural tribes to the industrial state. Prerequisite: Anthropology 111. Alternate years. (4 credits)

244 LATINO POLITICS (Same as Latin American Studies 244)

Comparative study of Latino and Latina political struggles in the United States. We explore the themes of subordination and empowerment through issues such as anti-immigrant ballot initiatives in California, the election of Latino mayors in Denver and San Antonio, Cuban dominance in Miami politics, multiracial violence in Los Angeles, and battles over labor conditions, affirmative action, bi-lingual education, and racial profiling. Student projects will involve field research among the Latino communities and organizations of the Twin Cities. Alternate years. (4 credits)

245 LATIN AMERICAN POLITICS (Same as Latin American Studies 245)

Comparative study of political institutions and conflicts in several Latin American countries. Through a mix of empirical and theoretical work, we analyze concepts and issues such as authoritarianism and democratization, neoliberalism, state terror and peace processes, guerrilla movements, party systems, populism, the Cuban Revolution, and U.S. military intervention. Themes are explored through diverse teaching methods including discussion, debates, simulations, partisan narratives, lecture, film, and poetry. Political Science 140 or Latin American Studies 111 recommended. Alternate years. (4 credits)

250 COMPARATIVE-HISTORICAL SOCIOLOGY (same as Sociology 275)

The course introduces students to principles of cross-national and cross-cultural analysis. The class begins with a survey of the basic methodological orientations that distinguish various modes of analysis in the social sciences. The lectures and discussions in this section provide a general introduction to the logic of causal analysis, explore the relative strengths and weaknesses of differing methodological approaches to understanding social phenomena, and specifically, consider the distinctive blend of theoretical, methodological, and empirical concerns that inform comparative-historical social science. The substantive topics of the course include: the Social Origins of the Modern State; the Sociology of Democracy and Authoritarianism; the Sociology of Revolution; and The Rise of the Welfare State. Alternate years. (4 credits)

252 WATER AND POWER (Same as Environmental Studies 252 and Geography 252)

This course develops an interdisciplinary approach to studying water resources development, drawing from geography, anthropology, history, politics, hydrology, and civil engineering. With a focus on large river basins, the course examines historical and emerging challenges to the equitable and sustainable use of transboundary waters. After first exploring the American water development model, the course will examine the promulgation of this model in Africa, Asia, Latin America, and the Middle East. Dam development for irrigation, electricity, navigation, and flood protection will be discussed. Prerequisite: Environmental Studies 120, 133, or 232. Not offered 2008-2009. (4 credits)

260 CONTEMPORARY POLITICAL THEORY

Transition in the nature of domination from manifest coercion to cultural hegemony. The course will focus on critical theory, principally Marcuse and Habermas, but will also consider Marx, Weber, Freud, Gramsci, Lukacs and Foucault. Every year. (4 credits)

261 FEMINIST POLITICAL THEORY

Analysis of contemporary feminist theories regarding gender identity, biological and socio-cultural influences on subjectivity and knowledge, and relations between the personal and the political. Spring 2009. (4 credits)

262 AMERICAN POLITICAL THOUGHT

This course explores the diversity and development of ideas in the U.S. The course considers how individuals formulate political arguments and how those arguments are used over time given the context of social and economic conflicts that generate competing visions of the public good. Themes and topics may vary year-to-year, but may include democracy, equality, liberty, freedom, citizenship, revolution, utopianism, exceptionalism, constitutionalism, and the varieties of ideology captured by labels such as “liberal” and “conservative.” Alternate years. (4 credits)

265 WORK, WEALTH AND WELL-BEING

Wealth has held an allure for many modern thinkers; the creation of a wealthy society often is associated with “civilization” itself. The relationships among work, wealth and well-being are a perennial concern and have been central to the study of political economy, since its inception in the mid- to late-18th century. How does work produce wealth for the individual and for society? How, or when, does individual and social wealth translate into individual and/or social well-being? And, how does the character of work affect individual well-being or happiness? This course will examine the answers given to these questions (and myriad corollary questions) by writers within the political economy tradition. Alternate years. (4 credits)

269 EMPIRICAL RESEARCH METHODS

Strategies and tactics of design, observation, description, and measurement in contemporary political research. Prerequisite: at least one political science foundations course. Every year. (4 credits)

270 RHETORIC OF CAMPAIGNS AND ELECTIONS

The course analyzes persuasive language strategies and symbol use in American Presidential and congressional elections. Students design and implement a comprehensive communication plan for a candidate running for office, including a prospectus for institutional donors, press releases, direct mail appeals, bumper stickers, scripts for radio/television ads, scripts for fundraising phone banks, and a candidate stump speech. Alternate years. (4 credits)

271 POLITICS OF PUBLIC SPACE

Comparative analysis of the rhetoric and politics of public space and their relationship to civil society, liberal democracy, and public deliberation. Focuses on the public sphere as a location for the management of public memory through the building or destruction of monuments and other commemorative art, as well as a site for protests, strikes, and satiric demonstrations. Also examines state practices of encouraging, managing, and policing citizen expression in the public sphere. Alternate years. (4 credits)

272 RESEARCHING POLITICAL COMMUNICATION

A study of how presidents, politicians, and social movement activists worldwide use language and persuasive symbols to increase influence and affect political change. Students complete a semester-long project in which they analyze a significant political text utilizing descriptive-analytic, historical-contextual, critical, and interpretive research methods. Every year. (4 credits)

Advanced Courses: Courses numbered in the 300s are *Advanced* courses. These courses are designed for advanced political science majors and non-majors in cognate fields who have significant experience in the discipline. Students should take relevant foundations course, a methods course, and at least one intermediate course prior to beginning an advanced course, although the prerequisites are at the discretion of the instructor. The goal of an advanced course is to provide students with an intensive and challenging learning experience while studying a specific issue or topic related to political life. Advanced courses will normally involve some combination of intensive research and writing, the close and critical reading of demanding political texts, and substantial engagement with sophisticated theoretical concepts and arguments.

Important Note: At the discretion of the instructor, an intermediate-level course can be counted as an advanced course providing the student completes an additional substantial writing assignment. Consult the instructor and chair.

The department's list of advanced courses includes:

300 AMERICAN GOVERNMENT INSTITUTIONS

Analysis of the formal institutions of American governance, including the U.S. Congress, presidency, federal courts, and the bureaucracy. The course relies on extensive role playing to equip students with a hands-on understanding of the procedures utilized by all three branches of government, the complexity of public policy decision making, and the motivations and resources of various governmental actors. Alternate years. (4 credits)

301 LAW, ECONOMY, AND IDENTITY

This seminar-style course explores American political development, examining how law, when influenced by economic ideologies or the focus of contests among economic interests, has had a significant impact on persons of identity. Topics include the property rights of women in early America, the law of slavery, and the legal development of Native American law, before reaching contemporary questions of inclusion and exclusion in law. Prior course work in American history, political science, or legal studies strongly recommended. Alternate years. (4 credits)

305 WOMEN'S VOICES IN POLITICS

Examines significant women persuaders as a force in Western history and culture. Concentrates on women's efforts to participate in public affairs and the social, political, religious, scientific, and rhetorical obstacles that have restricted women's access to politics. The course analyzes how women have used speaking, writing, and protesting in attempts to overcome such obstacles, influence public policy and/or win elective office. Political Science 170 or 272 recommended. Alternate years. (4 credits)

320 GLOBAL POLITICAL ECONOMY

Traces the evolution of global political economy as a peculiarly modern way of understanding and organizing global social life. Particular attention will be paid to how the distinction between the political and the economic is drawn and implemented in interconnected ways within nation-states and in international society. Course includes a detailed study of one of the key components of the international political economy: international trade, international finance, technological processes, etc. Political Science 120 recommended. Every year. (4 credits)

321 INTERNATIONAL SECURITY

This course introduces students to global or world security studies as an academic field. It begins with a discussion of the various theoretical approaches to the study of international security (including traditional, critical and subaltern approaches). It then proceeds to explore a number of issues that are currently of interest to specialists in the field. Every year. (4 credits)

322 ADVANCED INTERNATIONAL THEORY

This course is designed to introduce students to the theories of international relations as an academic discipline. It is intended to prepare students for graduate work in the field, but should be appropriate for those seeking to satisfy an interest in international relations theory. Students should have taken Foundations of International Politics, a methods course, and at lease one intermediate-level international relations course prior to beginning this course. Alternate years. (4 credits)

323 HUMANITARIANISM IN WORLD POLITICS

The past two decades appear to have been very successful ones for humanitarianism. Funding for humanitarianism has skyrocketed; humanitarian organizations have expanded their public support, as well as their activities; and, increasingly, humanitarian issues have found a place at the center of policy decisions. It is also generally agreed that humanitarianism is in crisis owing to the growing awareness of the sometimes harmful effects of aid; the expansion of the concept of humanitarianism to include human rights, development, and peace-building; and the increasing involvement of states in humanitarian operations. This advanced-level course explores the nature and dilemmas of contemporary humanitarianism. Every year. (4 credits)

340 FASCISM

A comparative exploration of fascism in Italy and Germany focusing on problems of modernization and interpretation. Alternate years. (4 credits)

341 COMPARATIVE SOCIAL MOVEMENTS (Same as Latin American Studies 341)

Comparative study of social movements in Latin America and other world regions. This research seminar engages several major theories that attempt to explain the origins and development of movements struggling for subsistence rights, labor rights, gender and sexuality rights, social rights, and racial and ethnic rights. The course focuses principally on Latin American movements, but also engages cases from the United States and Europe through an examination of transnational advocacy networks and global activism. Political Science 140 recommended. Alternate years. (4 credits)

360 BLACK POLITICAL THOUGHT

This course surveys Black political thought by looking at "schools of thought" within African American politics: Liberalism, Nationalism, Marxism, Conservatism, and Activism from reconstruction to the present. Alternate years. (4 credits)

363 PARADIGMS OF GLOBAL CITIZENSHIP

In this course, we will read a number of classical and contemporary texts that attempt to address the "big" normative issues related to (global) civic life: "How should we think about the boundaries of civic or political community?"; "How should human beings live together, and govern themselves, within their political communities?"; "What rights, duties, responsibilities and virtues are necessarily associated with democratic citizenship?"; "Is there such a thing as 'global citizenship?" ; and, if there is, "what is the relationship between human rights, cosmopolitan ethics and global citizenship?" The course approaches these questions from three normative perspectives: *political liberalism, civic republicanism and cosmopolitanism*. Although rooted in Western philosophical tradition, the course also draws on texts from other civilizations. Alternate years. (4 credits)

365 DEMOCRATIC ENGAGEMENT

A consideration of the theory and practice of democracy in the contemporary world. Alternate years.(4 credits)

390 CHUCK GREEN CIVIC ENGAGEMENT FELLOWSHIP

In his 40-year career at Macalester, Professor Chuck Green functioned as a one-man 'leadership academy,' inspiring and guiding students to make the transition from detached observers to engaged citizens. Through his teaching, mentoring, and example, Professor Green instilled in students a sense of confidence and optimism about their ability to engage proactively in the world. The Chuck Green Civic Engagement Fellowship honors this legacy. Students with sophomore or junior standing may apply for this seven-month fellowship that includes a spring seminar and a full-time, fully-funded summer field experience. Chuck Green Fellows will study democratic engagement in social and organizational change, identify a client organization working for the public good with whom the student can analyze and address a problem, and then work with that client on a mutually agreed-upon solution. The Fellowship culminates in the early fall with an event in which Fellows, faculty, and clients have an opportunity to reflect on the fellowship experience. The Fellowship fulfills both the

practicum and advanced course requirements of the political science major. Contact the political science department for a full description and application. Every spring. (4 credits)

400 SENIOR RESEARCH SEMINAR (Same as Latin American Studies 488 on occasion)

The research seminar fulfills the capstone experience requirement for political science majors. Students should have taken the required foundations, methods and intermediate courses prior to beginning the seminar. The goal of the *Senior Research Seminar* is to launch students on a culminating academic experience organized around the supervised independent study of a political science topic of particular interest and relevance to them. Students should have a working familiarity with the foundational knowledge in the sub-field(s) relevant to their research project, a mastery of the practical skills introduced in the foundations courses and further developed in the intermediate courses, and a willingness to engage actively in a rigorous, sustained inquiry into an important topic. The *Senior Research Seminar* normally involves one or more faculty members "coaching" students through the process of defining a significant political science research question, developing a thesis, designing an appropriate research program, writing a substantial independent research project, and publicly presenting the research findings. Every Fall. (4 credits)

404 HONORS COLLOQUIUM

A workshop for students pursuing honors projects in the political science department. S/NC grading. Every semester. (2 credits)

604 TUTORIAL

Every semester. (4 credits)

614 INDEPENDENT PROJECT

Every semester. (4 credits)

624 INTERNSHIP

Every semester. (4 credits)

634 PRECEPTORSHIP

Every semester. (4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Offered every semester. (1–4 credits)

Psychology

Full Time Faculty: Kendrick Brown (Chair), Brooke Lea, Jeremy Loebach, Sun No, Joan Ostrove, Jaine Strauss, Jennifer Wenner, Eric Wiertelak

Lab Supervisor: Jamie Atkins

The psychology curriculum fosters a scientific approach to the study of behavior and experience. It provides access to a broad array of psychological information for students with general interests in the field and also offers majors an intensive common experience with the methods of investigation, conceptual analysis, and application most characteristic of contemporary psychology. Laboratory activity, observation in non-laboratory environments, internships and independent projects are included in the curriculum, and students are encouraged to use these opportunities wherever possible in their educational program. Students who plan to continue their study are prepared for graduate degree programs leading to college teaching and research or to professional applications in such fields as personnel/human resources, industrial/organizational psychology, counseling, school psychology, experimental psychology, cognitive and behavioral neuroscience, social work, and clinical psychology. Whether or not students intend to continue their formal education in psychology, they encounter a broad course of study in which emphasis is placed upon the application of scientific methods to the complex problems of behavior.

General Distribution Requirement

All courses in psychology count toward the general distribution requirement in social science except those that are largely biological (180, 244, 246, 248) or topical (194, 294, 394, 494, 488) or are independent projects, internships or preceptorships. Psychology 180, 244, 246 and 248 count toward the mathematics and natural science requirement.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

The major in psychology consists of eleven courses. The distribution of courses presented for a major should conform to the following pattern:

*Psychology 100 Introduction to Psychology

Note: Students can earn credit for Psychology 100 by scoring a 4 or 5 on the Advanced Placement Exam in Psychology.

* Psychology 201 and 202: Research in Psychology I and Research in Psychology II

Note: Students may substitute Math 253, Applied Multivariate Statistics, for Psych 201. Students who plan to follow this path should consult with a member of the psychology department as soon as possible to ensure adequate preparation for Psychology 202, Research in Psychology II.

* Three other courses at the intermediate level, at least one of which must be from Group A and at least one of which must be from Group B.

Group A
Psychology 240—Principles of Learning and Behavior
Psychology 242—Cognitive Psychology
Psychology 244—Cognitive Neuroscience (Same as Cognitive and Neuroscience Studies 244)
Psychology 246—Exploring Sensation and Perception (Same as Cognitive and Neuroscience Studies 246)
Psychology 248—Behavioral Neuroscience (Same as Cognitive and Neuroscience Studies 248)

Group B

Psychology 250—Developmental Psychology
Psychology 252—Distress, Dysfunction, and Disorder: Perspectives on the DSM
Psychology 254—Social Psychology
Psychology 256—Personality Psychology
Psychology 258—Industrial-Organizational Psychology

Other Intermediate Courses

Psychology 180—Brain, Mind & Behavior (Same as Cognitive and Neuroscience Studies 180)

Psychology 182—Drugs and Society
Psychology 220—Educational Psychology
Psychology 264—Psychology of Gender
Psychology 266—History of Psychology
Psychology 268—Psychology of Multiculturalism
Psychology 269—Children, Families and Social Policy

*Psychology 300 Directed Research in Psychology

*Three upper level courses (courses numbered 301 or above), at least one of which must be a senior seminar and at least one of which must be an advanced course. A 4-credit independent study, internship, or preceptorship may also fulfill one of the upper level requirements with prior approval from a psychology faculty member.

*Culture and Context Requirement: One course that explores the social and cultural context of psychological science and/or critiques the theoretical, philosophical, and methodological underpinnings of psychological inquiry. Eligible courses include History of Psychology; Psychology of Multiculturalism; Children, Families and Social Policy; Psychology of Gender; Community Psychology; Understanding and Confronting Racism; African American Psychology, Lives in Context, and Cultural Psychology. This requirement may be met at any level of the curriculum, and courses that fulfill this requirement may also satisfy other requirements for the major (e.g., Lives in Context fulfills both the Culture and Context requirement as well as the senior seminar requirement).

*One other psychology course.

No more than one independent project, internship or preceptorship can count towards the major. The capstone requirement in psychology may be satisfied by Directed Research (300).

Minor Concentration

Students minoring in psychology must complete the introductory course Psychology 100, a statistics or research methods course (Math 153, 154, or 155 or Psychology 201 or 202), and four additional courses beyond the introductory level, selected in consultation with a member of the department. At least one of these courses must be an upper level course (numbered 301 or above). Independent projects, internships and preceptorships may be included in the minor only with departmental permission.

Honors Program

The psychology major participates in the honors program. Eligibility requirements, application procedures and specific project expectations are available from either the department office or the Dean of Academic Programs.

Further Preparation

Students concentrating in psychology, particularly those considering graduate work in psychology or related fields, may wish to take courses in the social sciences, biology, mathematics, cognitive and neuroscience studies, and philosophy. Members of the department can help students decide which courses best meet their academic and vocational interests.

Topics Courses

194, 294, 394, 494

Topics courses change annually with course descriptions available at the time of registration. The course description will give the prerequisites and whether the course will count toward the Group A, Group B, or Culture and Context major requirements. (4 credits)

COURSES

Introductory Course

100 INTRODUCTION TO PSYCHOLOGY

An introduction to psychological perspectives on problems and processes of behavior and experience, surveying such topics as motivation, learning, intelligence, perception, emotion, thought, social processes and language. Recommended for students with no previous exposure to academic psychology who seek a general overview of the field. Lecture and laboratory components. Every semester. (4 credits)

Intermediate Courses

The introductory course, Psychology 100, is required for admission to all intermediate courses unless otherwise specified. Other prerequisites may be listed.

180 BRAIN, MIND, AND BEHAVIOR (Same as Cognitive and Neuroscience Studies 180)

A multidisciplinary investigation of behavior and the nervous system. Particular emphasis is placed on human processes of perception, cognition, learning, memory, and language. This course also serves as the introductory course in the cognitive and neuroscience studies program. Prerequisite: Psychology 100 or permission of instructor. Fall semester. (4 credits)

182 DRUGS AND SOCIETY

Topics covered include: social and legal history of drug use and abuse in America including ethnicity and chemical use, pharmacology of mood altering chemicals, chemical dependence and treatment, and drugs used in treating mental illness. Classes will consist of a mixture of lecture, film, discussion, role plays, etc. Prerequisite: Psychology 100 or permission of instructor. Spring semester. (4 credits)

198 EXCURSIONS EXPLORING PSYCHOLOGY

This course exposes students to topics in psychology not covered in our standard curriculum through travel to a new geographic region. The course focuses on aspects of psychology unique to that region and also typically includes a study of the geography and culture of the region. It is designated as a January course. Participants meet prior to departure in order to learn necessary background information. The field excursion generally spans two to three weeks. The region and area of psychology to be studied varies from year to year, and a student may take the course more than once for credit. This course is offered on a pass/fail basis only. Prerequisite: Permission of the instructor. Offered occasionally. (2 credits)

201 RESEARCH IN PSYCHOLOGY I

This course is an introduction to the basic principles of research in psychology. We focus on how to design and execute psychological studies, analyze and interpret data, and write research reports. Students conduct studies in different areas of psychology (e.g., social, clinical, cognitive) that illustrate basic methodology and learn statistical techniques commonly used to understand psychological data. The course includes a laboratory component that facilitates expertise with computer statistical software and increases familiarity with American Psychological Association style. Prerequisite: Psychology 100. Permission of instructor is required for first year students. Every semester. (4 credits)

202 RESEARCH IN PSYCHOLOGY II

This course continues instruction begun in Psychology 201. We more closely examine key factors for analyzing data and for planning and implementing research studies, such as validity, variable operationalization, and common ethical dilemmas faced by psychologists. Students gain in-depth experience in developing, interpreting, and communicating different types of empirical psychological research designs (e.g., experiments, surveys, interviews). Prerequisites: Psychology 100, Psychology 201 or Math 253. We recommend that students who plan to take Math 253 as their gateway to Psychology 202 consult with a member of the psychology department as soon as possible. These students will be expected to acquire proficiency in the topics covered in Psych 201 (e.g., psychological research methods, SPSS, APA writing style, ethical guidelines). Every semester. (4 credits)

220 EDUCATIONAL PSYCHOLOGY (Same as Education 220)

An introduction to theory and research in educational psychology. Topics include learning theory, learner characteristics, intelligence, creativity, motivation, measurement and evaluation, and models of teaching appropriate for diverse learners from early childhood through young adulthood. Students are required to

complete observations in classroom settings. Prerequisite: Psychology 100 or permission of instructor. Every semester. (4 credits)

240 PRINCIPLES OF LEARNING AND BEHAVIOR

This course provides an in-depth introduction to the principles and methods used in the study of how behavior changes as a function of experience. The emphasis will be on classical and operant conditioning principles and procedures, which have become the standard research technologies used in biomedical, psychopharmacological, and other animal laboratory research areas. The laboratory component is designed to give students experience with behavioral technology and data collection and analysis. Group A course. Prerequisite: Psychology 100. Next offered 2009–2010. (5 credits)

242 COGNITIVE PSYCHOLOGY

A survey of the experimental analysis of the mind. Topics include attention, memory and forgetting, problem solving, creativity, reasoning, and language. Special emphasis is given to the study of discourse comprehension and reading. The weekly laboratory sessions afford students an opportunity to interact directly with cognitive phenomena and research methods. Group A course. Prerequisite: Psychology 100. Fall semester. (5 credits)

244 COGNITIVE NEUROSCIENCE (Same as Cognitive and Neuroscience Studies 244)

An inquiry into the mechanisms by which the nervous system supports higher mental functions, drawing on a variety of disciplines including cognitive psychology, neurobiology, computer science, linguistics, and philosophy. Discussion topics include perception, attention, learning, memory, language, executive function, emotion, development, social cognition, and consciousness. The laboratory will introduce empirical research techniques commonly employed in cognitive neuroscience research, with emphasis on the anatomy and physiology of the neocortex, and will provide an opportunity to develop a variety of student participatory research projects. Group A course. Prerequisites: Psychology 100 and Psychology/Cognitive and Neuroscience Studies 180 or Biology 112 or Biology 367. Fall semester. (5 credits)

246 EXPLORING SENSATION AND PERCEPTION (Same as Cognitive and Neuroscience Studies 246)

An examination of the processes of sensation and perception. While the course features a strong emphasis on neurophysiology of sensation, classical approaches to the study of perception will also figure prominently. Particular emphasis will be placed on vision and somatosensation, including pain processes. Lecture and weekly 3.5 hour investigatory laboratory. Prerequisites: Psychology 100 or Psychology 180/Cognitive and Neuroscience Studies 180 and permission of the instructor. Not offered 2008–2009. (5 credits)

248 BEHAVIORAL NEUROSCIENCE (Same as Cognitive and Neuroscience Studies 248)

An examination of the role of the nervous system in the control of behavior. While the course features a systems approach to the investigation of sensory and perceptual mechanisms, molecular and cellular components of the nervous system will also be discussed in the context of course topics. Particular emphasis is given to the nature of learning and memory processes, motivation, emotion, homeostasis, cognition, and human neuropsychology. The laboratory will be used for a variety of instructor-demonstrative and student participatory research and laboratory activities in behavioral neuroscience. Group A course. Prerequisites: Psychology 100 and Psychology/Cognitive and Neuroscience Studies 180 or Biology 112 or Biology 367. Spring semester. (5 credits)

250 DEVELOPMENTAL PSYCHOLOGY

Psychology from the perspective of the causes and correlates of human development. Cognitive, social, emotional and behavioral development are examined from biological, functional, social and diverse cultural perspectives. The process of discovery in developmental psychology is explored as the uses of experimental, observational and case analysis techniques are reviewed. Group B course. Prerequisite: Psychology 100 or Education 220 or permission of the instructor. Fall semester. (4 credits)

252 DISTRESS, DYSFUNCTION, AND DISORDER: PERSPECTIVES ON THE DSM

This course will examine the experiences, causes, and treatments of the major forms of distress and disorder codified in the Diagnostic and Statistical Manual (DSM), including schizophrenia, mood disorders, anxiety disorders, and personality disorders. We will critically evaluate theories and research derived from biological, genetic, psychological, interpersonal, and social-cultural perspectives. Group B course. Prerequisite: Psychology 100. Spring semester. (4 credits)

254 SOCIAL PSYCHOLOGY

This course will survey the ways in which social phenomena influence the thoughts, feelings, and behavior of individuals. The major theories, experiments, and issues associated with social psychology will be examined. Sample topics include love, aggression, conformity, attitudes, prejudice, persuasion, obedience, and attribution. Group B course. Prerequisite: Psychology 100. Fall semester. (4 credits)

256 PERSONALITY PSYCHOLOGY

This course will survey the major theoretical and empirical approaches to understanding human personality. Specific topics to be covered include psychoanalytic, humanistic, existential, and biological personality theories; motivation and cognition; traits; identity and the self; and the cultural and social context of personality. Research and assessment strategies for understanding personality will be explored and critically evaluated. Group B course. Prerequisite: Psychology 100. Next offered 2009–2010. (4 credits)

258 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

This course will examine issues in personnel psychology (personnel decisions, training, and performance appraisal); organizational psychology (job satisfaction, work motivation, leadership, and communication); and the work environment (organizational development and work conditions). Group B course. Prerequisite: Psychology 100. Fall semester. (4 credits)

264 THE PSYCHOLOGY OF GENDER (Same as American Studies 264)

This course provides an examination and a critique of psychological theories, methods, and research about gender. We will explore structural, social, individual, and biological explanations of how gender is experienced and represented, as well as of gender similarities and differences. Examples of research and theory will come from a wide variety of areas in psychology and related disciplines, and will address such issues as social and personality development, bodies and body image, social relationships, cognition, identity, language, violence, moral reasoning, sexuality, sexual orientation, etc. We will explore the intersection of gender with other social identities and will also learn about the historical, cultural, and epistemological underpinnings of psychological research on gender. Culture and Context course. Prerequisite: Psychology 100 or permission of the instructor. Next offered in 2009–2010. (4 credits)

266 HISTORY OF PSYCHOLOGY

This course explores major developments and ideas in psychology such as: the history of ideas about "the mind"; the effects of theorists' life experiences on their ideas; key historical and social events that shaped the field; when and how psychology became a science; and how ideas about what is "normal" shape and are shaped by psychology. Culture and Context course. Prerequisite: Psychology 100. Next offered 2009–2010. (4 credits)

268 THE PSYCHOLOGY OF MULTICULTURALISM

This course examines the psychological effects of social diversity on our lives as individuals and as group members. Topics include: 1) gender, ethnicity, social class and other group memberships; 2) the perception of others; 3) social identity formation and change in relation to self; 4) in group/out-group relations in relation to identity; and 5) social change to reduce intergroup tensions. Finally, the class will consider how psychology as a discipline might change to become more relevant and sensitive to questions of diversity. Culture and Context course. Prerequisite: Psychology 100. Next offered 2009-2010.(4 credits)

269 CHILDREN, FAMILIES AND SOCIAL POLICY

In this course a developmental perspective is used in examining various issues regarding children, teens, and their families within society. Children both influence and are affected by the social contexts and relationships in which they develop, and the class will explore some of these complex, multidirectional effects in depth. We will examine how social policies (both formal, such as foster care, and informal, such as the popular media) influence child development and family functioning. Beginning with a brief historical overview of the place of children in society, most of the semester is spent discussing children and families in contemporary American society. Culture and Context course. Prerequisite: Psychology 100. Spring semester. (4 credits)

300 DIRECTED RESEARCH IN PSYCHOLOGY

Students are guided in conducting research within specific content areas approved by the supervising faculty. Research may be conducted individually or in small groups depending on the content area. Research groups meet regularly for presentation of background material, discussions of common readings, and reports on project status; public presentation of each student's results is an integral element of the course. Directed research, typically taken in the junior year and open only to declared majors, is the capstone experience for Psychology majors. Students will be assigned to sections by the supervising faculty. Prerequisites: Psychology 100, Psychology 202, and an intermediate course. Every semester. (4 credits)

Advanced Courses

Admission to any advanced course requires successful completion (grade of C– or better) of Psychology 100, Psychology 200 (no longer offered) or Psychology 201, and at least one intermediate course or permission of instructor in addition to meeting the prerequisites listed for that course. Minors may substitute Math 153, 154 or 155 for the statistics and research methods prerequisite.

370 UNDERSTANDING AND CONFRONTING RACISM (Same as American Studies 370)

An examination of the social psychological factors associated with race prejudice and racism, particularly in the United States. Focusing on the psychological theories proposed to understand racism, this course investigates the causes and consequences of racism at the individual, interpersonal, institutional and cultural levels of society. Special attention will be given to exploring interventions to reduce racism. Culture and Context course. Prerequisites: Psychology 100, Psychology 201, and at least one intermediate course or permission of the instructor. Next offered in 2009-2010. (4 credits)

372 HEALTH PSYCHOLOGY

The field of health psychology addresses three issues: 1) the ways in which psychological factors and experiences (such as stress, personality patterns, discrimination, etc.) affect health, 2) changing health behaviors and 3) the psychological effects of being ill. We will read research articles, theoretical essays, and first person accounts as a basis from which to understand these issues and also to grapple with such questions as: What exactly is "health"? What are the connections between the mind and the body? Can psychology help explain how our membership in different social groups affects our health? Why do some people get sick and others stay well? What is it like to be a patient? A doctor? How do societal ideas about illness and disability affect us? Prerequisite: Psychology 100, Psychology 201, and at least one intermediate course or permission of instructor. Spring semester. (4 credits)

374 CLINICAL AND COUNSELING PSYCHOLOGY

This course examines specific applications of psychological principles to the mental health field, focusing on strategies for therapeutic intervention. We will pay particular attention to the issues raised by traditional clinical practice, such as ethics, the politics and economics of mental health, and cultural biases, and consider alternatives to mainstream clinical services, including art therapy, spirituality, and non-Western healing. Prerequisites: Psychology 100, Psychology 201, Psychology 252 or permission of instructor. Fall semester. (4 credits)

378 PSYCHOLOGY OF LANGUAGE (Same as Linguistics 378)

An examination of psychological factors that affect the comprehension of oral and written language. Topics include the origin of language, how language can control thought, the role of mutual knowledge in comprehension, and principles that underlie coherence in discourse. Includes readings from psycholinguistics, philosophy, sociolinguistics, gender studies, social psychology, and especially from cognitive psychology. Emphasis is placed on current research methods so that students can design an original study. Prerequisites: Psychology 100, Psychology 201, and Psychology 242, or two linguistics classes, or permission of the instructor. Spring semester. (4 credits)

380 COMMUNITY PSYCHOLOGY

This course focuses on the theory and practice of community psychology: the promotion of well-being within a social context. Topics include empowerment models, primary and secondary prevention, ecological and systems analysis, coping and social support, and community organizing. We will pay particular attention to the problems and potentials associated with psychological interventions within educational, criminal justice, and traditional mental health systems. In addition to typical seminar activities, students will participate in a service learning experience for a minimum of 2 hours each week to gain direct understanding of the course concepts. Prerequisites: Psychology 100, Psychology 201, and at least one intermediate course or permission of instructor. Culture and Context course. Next offered 2009–2010. (4 credits)

382 HORMONES AND BEHAVIOR

This class will focus on the hormonal mechanisms of behavior in animals (including homo sapiens). Following introductory lectures, a series of topics will be explored, with a particular emphasis placed on those behaviors most directly mediated by hormonal activity (such as aggression, sexual and reproductive behaviors, stress responses, etc.). Prerequisites: Psychology 100, Psychology 201, and at least one intermediate course or permission of the instructor. Next offered 2009–2010. (4 credits)

384 CHILDREN'S THINKING

The major aims of this course are to acquaint the student with various approaches to the study of cognitive development and to familiarize the student with normal patterns of thinking across childhood. We will cover key theoretical perspectives and research findings concerning the development of children's thinking, reasoning, problem-solving, and memory. Topics will include how information is acquired, represented, organized, and used in everyday and problem-solving contexts. Prerequisites: Psychology 100, Psychology 201, and at least one intermediate course or permission of instructor. Fall semester. (4 credits)

486 SEMINAR IN NEUROPHARMACOLOGY (Same as Biology 486)

This is an advanced course that will focus on the study of drugs used to alter the central nervous system. The course will begin with basic pharmacological principles and then concentrate on the various uses of drugs to

alter brain neurochemistry. Topics for discussion will include the pharmacological treatment of schizophrenia, depression, pain, anxiety and generally, the neurochemical basis of behavior. In addition to discussion of the use of drugs for clinical purposes, a significant amount of time will be spent on the use of "drugs of abuse" (e.g. cocaine, marijuana, LSD). While the focus of the course will be on the biochemical mechanisms of these drugs, an effort will be made to investigate and discuss the sociological ramifications of drug use. Prerequisites: Biology 356 (Cellular Molecular Neuroscience), Psychology 248, junior or senior standing or permission of the instructor. Alternate spring semesters. Not offered 2008–2009. (4 credits)

488 SENIOR SEMINAR

Senior seminars examine a variety of topics. Open to senior majors and minors only.

Pain and Suffering

This seminar will examine both basic research and clinical aspects of pain. Following introductory lectures on pain and pain relief, a series of topics will be explored, including, but not limited to: pain measurement in humans and animals; the ethics and use of experimental models in pain research; chronic pain; pain relief produced by drugs, acupuncture, hypnosis, and placebos; and learning processes that influence pain sensitivity. Prerequisite: Senior major or minor. Fall semester. (4 credits)

African American Psychology

This seminar introduces the social, cultural, and psychological diversity existing in the African American community within the United States. Topics include, but are not limited to, the many roles of culture, conceptualization and expression of identity, interrelationships between self and community, and prominent psychological principles associated with African American experiences. Culture and Context course. Prerequisite: Senior major or minor. Spring semester. (4 credits)

Mood and Anxiety

This seminar will focus on the etiology, maintenance, and treatment of mood and anxiety disorders. We will explore both theoretical models for understanding the experience of individuals with these disorders, as well as available pharmacological and psychosocial treatment approaches. Topics will include the challenges of diagnostic definitions, comorbidity, historical perspectives, and contemporary controversies. Prerequisite: Senior major or minor. Spring semester. (4 credits)

Lives in Context: Psychology and Social Structure (Same as Women's, Gender, and Sexuality Studies 405)

This seminar will explore the relationship between individual lives and broad social systems. We will read theory, research, and autobiographical work about the implications of gender, social class, race, physical ability, historical context, etc., on psychological experiences and will explore a variety of methodological strategies for doing research in these areas. Culture and Context course. Prerequisite: Senior major or minor. Next offered in 2009-2010. (4 credits)

Cultural Psychology

This seminar will examine the interplay of culture and the mind. How does culture shape our self-concepts, motivations, emotions, thoughts and social interactions? How does culture change as a result of intercultural contacts, globalization, and multiculturalism? In exploring these questions we will review research conducted across the globe on culture, ethnicity, and race, and to a lesser extent, gender, religion, and socioeconomic status. We will also examine theoretical developments and methodological limitations in cultural psychology and how findings may be applied to increasing our own cultural competencies as we navigate an increasingly complex and heterogeneous cultural terrain. Prerequisite: Senior major or minor. Fall semester. (4 credits)

Special Courses

The following course listings provide opportunities for the design of special individual educational activities. Prior consultation with a member of the department is a necessary prerequisite for registration in courses at this level.

PSYC 604 TUTORIAL

Prerequisite: permission of the instructor. Every semester. (4 credits)

PSYC 614 INDEPENDENT PROJECT

Prerequisite: permission of the instructor. Every semester. (4 credits)

PSYC 624 INTERNSHIP

Prerequisite: permission of the instructor. Every semester. (4 credits)

PSYC 634 PRECEPTORSHIP

Prerequisite: permission of the instructor. Every semester. (4 credits)

Religious Studies

Full Time Faculty: Paula Cooey, Erik W. Davis, Susanna Drake, James Laine (Chair)

Part Time Faculty: Rabbi Barry Cytron

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

Introductory courses are broad in scope, even as they seek to be selective enough to allow an in-depth encounter with source documents situated within their historical, literary, and social contexts. Seminars may take up an issue or theme and allow for a concentrated reading and pursuit of focused critical questions and issues. Methods of instruction include not only lectures and small group discussion, but also opportunities for independent study and research, one-on-one engagement with faculty, and site-specific projects in the Twin Cities and beyond. Course offerings span across American religions in the U.S., including Judaism and Asian-American religion, Buddhism in India, China, and Japan; Christianity from its beginnings through modern Europe and the contemporary period; Japanese religions, Southeast Asia, feminist and gender studies, critical studies, and textual interpretation.

Courses offered by the department fall into four general areas: (1) historical and comparative studies: (Religious Studies 124, 125, 126, 127, 128, 129, 145, 234, 238, 343, 346, 348, 356. 365); (2) sacred texts (Religious Studies 120, 121, 335); (3) religion and society (Religious Studies 123, 130, 231, 232, 239, 247, 351. 452); and (4) theory and method in the study of religion (Religious Studies 235,248, 338, and 469.)

Students who major in religion must take courses in three of the four areas; students who minor in religion must take course in at least two of the four general areas. Majors in religion are required to take "Theory and Method in the Study of Religion," and the capstone course, "Approaches to the Study of Religion."

General Distribution Requirement

All courses in the religious studies department count toward the general distribution requirement in humanities except for courses numbered 604, 614, 624, 634, and 644.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

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

The general college-wide capstone requirement in a major is satisfied by 469, Approaches to the Study of Religion.

Minor Concentration

The minor concentration in religious studies consists of a minimum of five courses in religious studies taken in consultation with the department. To assure diversity, students minoring in religious studies are required to take a course in at least two areas of the department's offerings.

Honors Program

The religious studies department participates in the honors program. Eligibility requirements, application procedures and specific project expectations for the religious studies department are available from either the department office or the Dean of Academic Programs.

Topics Courses

194, 294, 394, 494

Examination of special topics of interest to faculty and students, such as a study of certain crucial questions that the various religious traditions raise and attempt to answer. To be announced at registration. (4 credits)

COURSES

100 MUSLIM SOCIETIES AND IDENTITIES

This course attempts to offer a historical perspective covering Islam's 14 century journey in areas as far apart as Indonesia, India, the Middle East, West Africa, Bosnia, and Spain. The course introduces themes of Islamic social and political history, such as the formation of a Muslim "imperium" and the evolution of various Muslim "communities." It also covers aspects of Islamic intellectual history, including basic Muslim creeds and legalistic and mystical tendencies in practice. Every year. (4 credit)

101 ISLAM IN AMERICA

8 million Muslims in America make up only 3% of the population but represent worlds of culture reflecting the diversity of Muslim societies worldwide. The story of Muslims in America distinguishes, for historical and religious reasons, three groups: Blackamericans (42% of American Muslims), Indo-Pakistanis (29%), Arab/Middle

Easterners (12%) from the rest of the American Muslim population. The historical and numerical importance of Blackamericans followed by Indo-Pakistanis (whose presence in America can be dated back to the split of the Subcontinent into India and Pakistan in 1946) interacts with the religious importance of Arab/Middle Eastern Muslims and becomes the basis of contentions about religious authority and the American Muslim identity. 9/11 presented unique challenges to American Muslims. These issues will be explored in this course. Next offered 2009–2010). (4 credits)

120 HEBREW BIBLE

This course introduces students to the academic study of Hebrew Bible texts and other Ancient Near Eastern literature in translation. Students will learn to apply a range of methodologies, from traditional methods such as historical and source criticism to newer methods such as feminist and post-modern interpretations. Students will learn how to write exegesis papers and critically engage the social legacies of biblical texts. No prerequisite. Every year. (4 credits)

121 NEW TESTAMENT

This course introduces students to New Testament literature and thought in light of the historical, literary, and religious multiculturalism of the ancient Mediterranean world. The texts that make up the New Testament will be situated in various historical, literary, and cultural contexts, and read as one of a diverse set of representations of Jesus and his followers. We will also attend to the politics of canonization and decanonization, the production of Jewish-Christian difference, and the role of women in early Christian communities. No prerequisite. Offered every other year alternating with Early Christianity (Religious Studies 122). (4 credits).

122 EARLY CHRISTIANITY

This course introduces students to the emergence of a diverse social movement now termed "Christianity" within the political, economic, historical and cultural worlds of the ancient Mediterranean (i.e. the Roman Empire) We will examine the formation of early Christian identity during the first four centuries of the common era. We will explore multifaceted forms of religious practice, resistance to and adaptations of institutional and social power, relations between Christians and non-Christians, and rhetorical strategies used in articulating Christian identity. Offered every other year alternating with New Testament (Religious Studies 121). (4 credits)

123 JESUS, DISSENT, AND DESIRE

This course introduces students to Christian practice, doctrine, faith, and social organization by examining various historical controversies and the roles they have played in the formation and alteration of the traditions from Christian origins to the present. Specific controversies will be selected from historical events and movements, beginning with the earliest struggles over the significance of the person and nature of Jesus of Nazareth, the ethos and institutional structure of the early communities, and the canonization of scripture. The course will conclude with a brief discussion of contemporary disputes over internal ethical and denominational pluralism and relationships between Christianity and the State. This course is strongly recommended in preparation for Religion 346: Dissent, Reform, and Expansion in Sixteenth Century Europe and for Religion 348: Contemporary Christian Thought. No prerequisite. Offered 2008–2009. (4 credits)

124 INTRODUCTION TO ASIAN RELIGIONS (Same as Asian Languages and Cultures 124)

An introduction to the study of Asian religious traditions in South and East Asia (India, China and Japan). Open to everyone but especially appropriate for first and second year students. Every year. (4 credits)

125 LOVE AND DEATH

This course explores possible relations between love and death in human life, illustrated in theory, fiction, and film. We shall raise such questions as: How does love differ according to the kind of relationship in which it finds expression (for example, parental love, friendship, sexual intimacy, love for strangers and enemies, neighborly love, self-love, love for learning, love for justice, and devotion to a transcendent reality)? What does love require in regard to how owe live and die? How does our awareness that death is inevitable inform our views and experiences of love? What role does love play in the significance we attribute to death? As we raise all of these questions we will repeatedly ask: What difference do racial, gender, class, age, sexual, and religious differences make in how we love and how we die. Not offered 2008–2009. (4 credits)

126 RELIGION IN AMERICA

The social and intellectual history of religion in the United States through the year 1900, with an emphasis on popular religious movements. The social and economic correlates of religious developments will be analyzed as well as the impact of Christian values on American institutions. Alternate years. (4 credits)

127 RELIGIONS OF INDIA (Same as Asian Languages and Cultures 127)

An introductory level course on the popular, classical and contemporary religious traditions of South Asia. Topics include Advaita Vedanta and yoga, popular devotionalism, monastic and lay life in Theravada

Buddhism, the caste system, Gandhi and modern India. Prerequisite: Religious Studies 124 or permission of instructor. Alternate years. (4 credits)

128 AFRICAN AMERICAN RELIGIONS (Same as American Studies 128)

Understanding religion as the quest for ultimate orientation, this course will examine several expressions of African American religiosity. Students will explore the origin, development, belief structure, and practice of traditions such as Black Christianity, the Nation of Islam, Vodun (Voodoo), Santeria, Spiritual Churches, and Black Humanism. The goal of this course is to acquaint students with the complex nature of African American religious expression. Offered alternate years; not offered 2008–2009. (4 credits)

129 RELIGIONS OF EAST ASIA (Same as Asian Languages and Cultures 129)

An introductory level course on popular, classical and contemporary religious traditions of China and Japan. Topics include Confucian thought, Taoist classics, sectarian Buddhism, popular religion, and Zen. No prerequisite. Alternate years. (4 credits)

130 FOLKLORE AND RELIGION

This course will introduce students to the study of folklore, belief and religious folklife. We will consider examples of folktales, myths, foodways, material arts, paranormal experience narratives, magic, healing, and other traditions as they relate to religion. By examining folklore that emerges within, between, and in reaction to religious traditions, students will be challenged to move beyond simple notions of culture, religious authority, and doctrine. Participants in the course should be prepared for a heavy but exciting reading load. Alternate years. (4 credits)

135 ROME AND INDIA (Same as Classics 135)

This course is taught jointly between the department of religious studies and the department of classics, by a specialist in the Roman East and a specialist in classical India. We will start on either side of this world, with Alexander the Great and Ashoka, exploring the relationship between empire and religion from Rome to India in the world's crossroads for the thousand years between Alexander and the rise of Islam. Alternate years. (4 credits)

141 NON-CLASSICAL MYTHOLOGY

What is myth, and why have scholars spent so much time arguing over its nature? How have various groups used narratives and other related forms to describe the origins and nature of humans, animals, love, death, and the cosmos? Do myths exist in our present-day culture? How have people brought themselves into contact with myth through ritual, drama, possession, music, art, pilgrimage, and other activities? Do people really believe their myths? Do myths change the way in which we experience the world? This class will explore the role of myth in religion and culture, with an emphasis on examples outside of the more familiar ancient Greek and Roman traditions. Our focus will be on the religious aspects of myth, but we will also explore perspectives drawn from Folkloristics, Literary Criticism, Art History, Philosophy, and other academic disciplines. Through readings, lectures, slides, videos, and hands-on experiences, we will investigate case studies from many cultures and historical periods. We will explore aspects and uses of myth including myth theory, archetypes and psychological transformation, cosmology and the idea of social charters, myth as a kind of scientific thought, the use of myth in art and performance, political control and subversion, and recent efforts to utilize or create new myths in the form of literature and film. Every other year. (4 credits)

145 PAGANS, CHRISTIANS, AND JEWS IN CLASSICAL ANTIQUITY: CULTURES IN CONFLICT (Same as Classics 145 and Humanities Media and Cultural Studies 145)

This course studies the interaction of Jewish, Christian, and pagan cultures, and the protracted struggle for self-definition and multi-cultural exchange this encounter provoked. The course draws attention to how *the other* and cultural and religious difference are construed, resisted, and apprehended. Readings include Acts, Philo, Revelation, I Clement, pagan charges against Christianity, *Adversus Ioudaios* writers, the *Goyim* in the Mishna, and apologetic literature. Alternate years. (4 credits)

200 REVELATION AND TRADITION IN ISLAM

The revelation of the Qur'an is the instigator of Islamic traditions, but 'tradition' in Islam in its large sense is a complex phenomenon. The Prophet Muhammad's statements and actions hold an important place and can be referred to simply as the "Tradition" of the Prophet. Qur'anic exegetes and commentators on the Prophet's life and example provide much that became part of the 'tradition' broadly defined. This course will cover these and other related concepts in order to enable students to be conversant in the current discussions about authority in Muslim societies. Not offered 2008–2009 (4 credit)

201 ISLAM AND PHILOSOPHY

The course begins with an explanation of the concept of philosophy in Islam and explores Islamic philosophical writings addressing a broad range of themes. These include 1) natural disposition and knowledge, 2) how can

we know "what we know," 3) reconciling revelatory and philosophical knowledge, 4) the possibility of universal logic, 5) the evolution of religion in community, 6) the meaning of history and civilization, 7) the relationship between law and morality, among others. Philosophers discussed include Farabi (d.950), Ghazalia (d. 1111), Ibn Tufayl (d.1185), Ibn Rushd (d. 1198), and Ibn Khladun (d. 1409). Not offered 2008–2009. (4 credits)

231 FROM TIBET TO AMERICA

Over the years, Tibet has been portrayed as a forbidden realm of snows and monasteries, a peaceful and egalitarian paradise, a land of feudal lords and bandits, a sanctuary for ancient Buddhist knowledge, and a corrupt kingdom in which the Buddha's teachings were intertwined with magic and sex. Today, Tibet is frequently in the news, and the Twin Cities have become home to one of the largest Tibetan exile communities in North America. This course will explore the changes that occur as religions and individuals move across cultural intersections. Starting with brief introductions to early Tibet and the life and ideas of Shakyamuni (the historical Buddha), we will consider the uniquely Tibetan culture that developed as Buddhism took root in a turbulent and shamanistic society. By examining rituals, folklore, art, architecture, music, and other cultural traditions, students will develop an understanding of religion as it is intertwined with everyday life. The class will also look at Islam as a minority religion in Tibet. We will explore the changes that have occurred in the wake of China's invasion of Tibet, as some Tibetans have attempted to preserve their culture in the exile communities of India, Nepal and North America. Finally, we will delve into the often contradictory images of Tibet presented by Tibetans, the Chinese government, and the practitioners, artists, journalists, and scholars of America and Europe. Previous coursework in Buddhism is recommended, but not required. Not offered 2008–2009. (4 credits)

232 RELIGION AND FOOD

Why does food play such a big part in so many sacred traditions? How do people use food to make sense of the world? Why do we fast, kill animals, feed spirits, and throw potluck suppers in the name of religion? This course will introduce students to the study of religion, using food as an entry point. Through readings, lectures, slides, videos, and hands-on experiences, we will investigate case studies from many cultures and historical periods. We will explore aspects of foodways such as cooking, farming, sacrifice, aesthetics, and display as they relate to myth, magic, ritual, healing, ethics, and doctrine. Students will be expected to keep up with an intensive but interesting schedule of reading, to participate in class discussions and activities, and to complete written assignments including responses, several mini-projects, and a final library or field project on a topic of their choice. Not offered 2008–2009. (4 credits)

234 INTRODUCTION TO JEWISH LIFE AND THOUGHT

This course will survey Judaism's basic beliefs and practices, from the Bible to the present day, through examination and discussion of religious and social literature created by the Jewish people. Alternate years. (4 credits)

235 THEORY AND METHOD IN THE STUDY OF RELIGION

The course is an introduction to some of the important theoretical and methodological work conducted by scholars in various disciplines who hope to better define and understand religious phenomena. This seminar begins with some of the early twentieth century texts that are often cited and discussed by contemporary scholars of religion (e.g., Durkheim, Weber, Freud) and then turns to a number of investigations stemming from engagement with earlier theorists or refracting new concerns. The course inquires into the problems of defining and analyzing religious cultures, and the researcher's position or positions in this analysis, as this has been approached from anthropological, sociological, and religious studies perspectives. Every year. (4 credits)

238 CATHOLICISM

A study of the religious tradition of Roman Catholicism. Some attention will be given to the theology and historical development of the Roman Catholic Church, but major emphasis will fall on the relationship of the Catholic religion to various Catholic cultures, including Ireland, Mexico, Poland, and the United States. Not offered 2008–2009. (4 credits)

239 WORK AND ETHICS ACROSS TRADITIONS

This course explores relationships between the work ethos and the religious teachings, practices, and beliefs that inform the cultures of the United States and Japan. It addresses a wide range of issues in response to two central questions: What roles do the religious traditions play in their respective cultures in producing the kinds of workers necessary to fuel advanced forms of global, consumer capitalism? Conversely, what roles do these traditions play in challenging and destabilizing the assumptions, values, and practices on which the respective capitalist economies are based? The course will approach these questions from an interdisciplinary perspective that includes historical, social scientific, philosophical, and theological angles of vision. The course is open to all interested students. No prerequisite. Not offered 2008–2009. (4 credits)

240 BUDDHISM/RELIGIOUS IMAGES (Same as Asian Languages and Cultures 240)

Art, in one form or another, plays an important but often ignored role in all religions. This is especially true of Buddhism, which is sometimes misunderstood to be nothing more than a rational philosophy. In this class, we

will explore the importance of religious images in the Buddhist tradition focusing on status but sometimes including two-dimensional representation in our discussions. We will address issues such as whether images represent a deity or instead become the actual deity; the ideas images can relate that cannot be conveyed through a text; whether those seeking to spread religious teachings consciously use the images as a tool, or whether they do so as a natural outgrowth of their teachings; and a comparison of the favored images of various Buddhist schools and Asian countries. Our focus will not be on the methods through which particular objects were constructed but rather the function which they served. Not offered 2008–2009. (4 credits)

247 RELIGION AND POPULAR CULTURE

Using the work of cultural studies and religious studies scholars, students examine the way religion (themes such as sin and salvation) is analyzed by and represented in forms of contemporary cultural expression. Elements of popular culture addressed may include music (e.g., rap), film, and various cultural icons (Madonna, for example). Not offered 2008–2009. (4 credits)

248 PHILOSOPHY OF RELIGION (Same as Philosophy 238)

The Philosophy of Religion seeks an understanding of religion by raising philosophical questions about its underlying assumptions and implications. When we believe something it is because we think it is true and because we think we have good evidence to support our belief. In the case of religious beliefs, however, we are immediately faced with questions concerning the nature of such beliefs. What claims do they make? What would count as good evidence for a religious belief? What is the nature of religious truth? In this course we will examine the nature of religious beliefs and the ways in which philosophers in different traditions have justified or argued against such beliefs. Perhaps in response to the increasing challenge to religion from the natural sciences, twentieth century philosophers have questioned the traditional philosophical approach to religion. Some philosophers, Wittgenstein for example, question traditional interpretations of religious language and re-examine the relationship between faith and reason. Can religious life be practiced without a theology or with skepticism or agnosticism regarding theological questions? Other topics covered in the course include the attempt to introduce intelligent design into public schools as part of the science curriculum; religious pluralism; the belief in life after death; and feminist critiques of religious language. Alternate years. Next offered 2008–2009. (4 credits)

300 INTRODUCTION TO ISLAMIC LAW

This course introduces students to the basic concepts that recur in the study of Islamic law and provides a general overview of the history and development of Islamic law and legal theories. The course will also offer the students an opportunity to delve into the process of legal reasoning as practiced by Muslim jurists in order to understand it and anticipate its outcome. We will discuss Muslim juristic hermeneutics (their unique way of reading the authoritative texts of the Qur'an and the Sunna/Tradition of the Prophet), their reasoning based on analogy, utility, and their concept of rights. Comparisons with Western legal reasoning will be offered in the course of our discussions, but previous knowledge of law or legal philosophy is not assumed. Prerequisite: Two courses in religious studies preferred. Not offered 2008–2009. (4 credit)

335 AFTERLIVES OF BIBLICAL TEXTS

Biblical texts serve as creative, complex, and continuing sites of social reformulations rather than synoptic and narrative enclosures of the ancient past. This seminar explores the social legacies of biblical texts. We will approach scripture not as text but as a site of performative palimpsest. This course prioritizes contemporary, creative and complex mis-readings over objectivist exegeses of text. We will explore a range of topics (Jerry Falwell, African Americans and the Bible, the Bible in popular culture), and a variety of biblical texts (both Hebrew and Christian), in an effort to de-center the object of study. Not offered 2008–2009. (4 credits)

343 NATIVE AMERICAN RELIGIOUS TRADITIONS

This course will focus on the spiritual traditions of the Lakota people. Lakota history and tradition will serve as background for discussion of legal, political, and theological issues related to Native American religious practices. Prerequisite: permission of the instructor. Not offered 2008 –2009. (4 credits)

346 DISSENT, REFORM, AND EXPANSION IN SIXTEENTH CENTURY EUROPE

This course examines the Protestant, Radical, and Catholic reformation movements of sixteenth century Europe in conjunction with European global expansion. We will explore such theological debates of the time as the nature of religious authority, the relationship between religious and political authority, the relation between faith and works, whether humans are free or predestined in respect to their salvation, whether colonized people have souls, and how to tell if someone is a witch. We will analyze these debates in relation to their historical context with an eye to their roles in the development of the nation state, secularism, and global capitalism, as we know them today. Offered 2008–2009. (4 credits)

348 CONTEMPORARY CHRISTIAN THOUGHT AND PRACTICE

This course critically examines the engagement of Christian thought and practice with modern and post-modern cultures. Students will explore interactions across theological thinking, ethical action, ritual behavior, and

material culture in Christian life. Possible issues for focus include: divine creativity and environmentalism; the nature and gender of God in relation to what it means to be human; liberation theologies and global capitalism; Christian theological responses to violence; Christian identity and U.S. nationalism; Christianity and sexual identity; the rise of evangelicalism to political power; spiritual discipline across Christian traditions; global Christianity; and the relation between the Incarnation and material objects. Alternate years. (4 credits)

351 RELIGION, LITERATURE AND FILM

An examination of perennial religious themes, such as estrangement and redemption, meaning and value, and the question of transcendence in modern literature and in film; attention to the intersection of theory of religion with literary theory and film theory in terms of commonalities and differences in regard to human creativity. Not offered 2008–2009. (4 credits)

356 BUDDHIST NIRVANA AND ENLIGHTENMENT

Nirvana, sometimes called enlightenment, is supposedly the goal of all Buddhist. But what is it? In an early sutra, Sakyamuni says that it cannot be described; any words would inevitably limit it. Various schools of Buddhism, however, have sometimes explained in great detail what enlightenment consists of. For example, some schools hold that it involves "seeing" the world as it really is. Mahayana Buddhists believe that Nirvana is not different from samsara (the painful cycle of rebirth). Many Zen Buddhists believe enlightenment is reached when one realizes that one already has Buddha-nature. Rather than deciding in class what Nirvana/enlightenment is or even if such a thing exists, we will examine what people have had to say on the topic over the past two thousand years, beginning with statements in the earliest sutras and continuing to modern day accounts of people who believe they have attained enlightenment. Not offered 2008 –2009. (4 credits)

365 JEWISH HISTORY (Same as History 265)

An examination of the history of the Jewish people from the time of emancipation in the late 18th century to the present. The major theme will be the development of new forms of Jewish self-identity as the self contained communities of the pre-emancipation period begin to dissolve. Among the topics to be considered are the relationships between Jewish communities and the "outside world," pressures from within and without the Jewish community for assimilation, antisemitism, the holocaust, Zionism and the birth of Israel, and the position of the Jews in the world today. Alternate years. (4 credits)

452 GENDER, CASTE AND DEITY IN INDIA

An advanced seminar on social structures in India and their relation to religious ideology. Prerequisite: Religious Studies 127 or previous work in Indian religions. Not offered 2008–2009. (4 credits)

469 APPROACHES TO THE STUDY OF RELIGION

An advanced seminar required for religious studies majors, open to minors. Both classic and contemporary theories on the nature of religion and critical methods for the study of religion will be considered. Prerequisites: two courses in religious studies and permission of the instructor. Every year. (4 credits)

604 TUTORIAL

Prerequisite: permission of the instructor. Every semester. (4 credits)

614 INDEPENDENT PROJECT

Prerequisite: permission of the instructor. Every semester. (4 credits)

624 INTERNSHIP

Prerequisite: permission of the instructor. A maximum of one internship may be applied toward the major concentration. Every semester. (4 credits)

634 PRECEPTORSHIP

Prerequisite: permission of the instructor. Every semester. (4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Offered every semester. (1–4 credits)

Russian Studies

Please see the Department of German and Russian Studies for courses in Russian Studies.

Sociology

Full Time Faculty: Terry Boychuk (Chair), Mahnaz Kousha, Erik Larson, Khaldoun Samman, Deborah Smith

The overarching aim of the sociology curriculum is to cultivate a well-developed *sociological imagination*—"the quality of mind essential to grasp the interplay of individual and society, of biography and history, of self and the world" as C. Wright Mills termed it. The enduring value of a sociological imagination is to help students situate their own lives in broader social contexts and to understand the dynamic interplay of the political, economic, and cultural forces that constitute social life.

Sociology is the *systemic* study of social life. Systemic refers to theoretically and methodologically informed observation and interpretation of social phenomena. Sociological perspectives play a vital role in fostering theoretical and methodological sophistication in keeping with the highest aims of the liberal arts tradition, the hallmark of which is a spirit of open-minded inquiry, a tolerance and respect for disparate ways of observing and understanding.

Sociological insight is synonymous with theoretical pluralism. The inherent complexities of social life cannot be wholly captured in any one theoretical stance, even as much as any one perspective may generate lasting, important insights into various social processes. Training in sociological theory cultivates in students the skills to draw upon diverse perspectives to make informed judgments and interpretations of the broader world around them and to strive for more comprehensive, synthetic understandings of social life.

The sociology curriculum places a premium on methodological fluency and dexterity. Students are expected to demonstrate facility with diverse approaches to collecting and evaluating evidence that substantiates knowledge claims and to develop an understanding of the strengths and limitations of differing methodological orientations. These skills are highly relevant to professional vocations that require an aptitude for critical, analytical, and logical thinking and the ability to use information and communication resources effectively.

The *substantive* foci of the sociology curriculum parallel the College's mission to advance internationalism, multiculturalism, and service to society/civic engagement.

The department's emphasis on *comparative sociology* offers a distinctive contribution to the study of internationalism. The sociology curriculum promotes an understanding of cultures and societies outside the United States, provides instruction in the principles of cross-national and cross-cultural analysis, and examines social processes that operate on an international or global scale.

The study of *social identities and communities* is a fundamental concern of sociology, and the exploration of these social contexts is a pivotal contribution of the sociology curriculum to the multicultural objectives of a Macalester education. The experience of communal life spans relationships embedded in intimate primary groups, kinship in racial and ethnic lineages, office-holding in large formal organizations, membership in voluntary associations and collective movements, and compulsory citizenship in city, state, and national publics, to name but a few manifestations of human sociability. The practices and ideas lodged in social collectivities provide the context in which humans forge and re-forge their sense of self. The sociology department offers a range of courses that survey the varied, complex dimensions of social life from vantage points that reveal processes of identity formation and communal organization.

Public sociology is sociology invested in raising the quality of civic deliberation and revitalizing the public sphere. These aims find diverse expression in the curriculum: the study of contemporary social problems, charting the historical transformation of social policies, and explorations of social processes that underpin a vibrant democracy. The sociology curriculum also affords opportunities to students for developing ties with urban-based community organizations that enrich their academic experience and provide a foundation for ongoing civic engagement.

Graduates of the sociology program pursue diverse careers in public service, the nonprofit sector, and business. The sociology curriculum endeavors to cultivate intellectual competencies relevant to a broad spectrum of post-graduate training and professional vocations.

The sociology department participates in the following programs: African studies, American studies, humanities and media and cultural studies, international studies, legal studies, Middle Eastern studies and Islamic civilization interdepartmental program, political science, religious studies, urban studies, and women's, gender, and sexuality studies. For details concerning these programs, consult the appropriate descriptions elsewhere in this catalog.

General Distribution Requirement

All sociology courses count toward the social science distribution requirement.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Major Concentration

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

(1) Introduction to Sociology (110)

(2) Science and Social Inquiry (269)

(3) Social Theories (272)

(4) Interpretive Sociology (270) or Comparative-Historical Sociology (275)

(5) Senior Seminar (480)

The successful completion of these five requisites and four electives courses satisfies the requirements for a major concentration.

Students may apply a maximum of 4 credits from study abroad programs toward fulfilling the course requirements of the major concentration.

Students may apply a maximum of 4 credits from either a faculty supervised internship (624) or independent study (614) toward fulfilling the course requirements for the major concentration.

Minor Concentration

A minor in sociology requires the successful completion of five courses in the discipline. Students are obliged to prepare and register a minor plan in consultation with a faculty member in the department.

Students may apply a maximum of 4 credits from either a faculty supervised internship (624), independent study (614), or study abroad coursework toward fulfilling the course requirements for the minor concentration.

Honors Program

The sociology department participates in the honors program. Eligibility requirements, application procedures, and academic guidelines for honors projects can be obtained from the department's website, the department chair, or department coordinator.

Topics Courses

194, 294, 394, 494

Topics courses explore subjects of general interest to faculty and students that supplement the department's regular course offerings, to be announced in advance of registration. (4 credits)

COURSES

Introductory Courses:

110 INTRODUCTION TO SOCIOLOGY

The course provides an overview of the principal concepts that have informed sociological thought and theory. Class readings, discussions, and assignments also explore substantive issues that have served as longstanding concerns of sociological inquiry. Every year. (4 credits)

175 SOCIOLINGUISTICS (Same as Linguistics 175)

Sociolinguistics is the study of the social language variation inevitable in all societies, be they closed and uniform or diverse and multicultural. Language and culture are so closely tied that it is nearly impossible to discuss language variation without also understanding its relation to culture. As humans, we judge each other constantly on the basis of the way we talk, we make sweeping generalizations about people's values and moral worth solely on the basis of the language they speak. Diversity in language often stands as a symbol of ethnic and social diversity. If someone criticizes our language we feel they are criticizing our inmost self. This course introduces students to the overwhelming amount of linguistic diversity in the United States and elsewhere, while at the same time making them aware of the cultural prejudices inherent in our attitude towards people who speak differently from us. The class involves analysis and discussion of the readings, setting the stage for exploration assignments, allowing students to do their own research on linguistic diversity. No prerequisites. Fall semester. (4 credits)

180 SOCIOLOGY OF CULTURE

When sociologists look at culture they look at things like people's leisure activities, consumption patterns, style, membership in subcultural groups, and the arts. A common thread throughout most of these studies of culture is how social class and culture intersect. For example, how do people's class backgrounds influence their forms of cultural expression in terms of their leisure activities, their beliefs, their personal style, or whom they want to hang out with? This course will explore these issues, focusing on class as a common theme. Specific topics include: the role of artists and people's development of aesthetic taste in the arts; social forces that push us towards conformity or towards individualism; subcultural groups; and how people make distinctions between themselves and those who they describe as "other." Alternate years. (4 credits)

190 CRIMINAL BEHAVIOR/SOCIAL CONTROL

The use of imprisonment as a form of criminal punishment is only about as old at the United States. By 2003, nearly 7 million people in the United States were under correctional supervision. How should we understand the growth of this form of criminal punishment? In what ways is it similar to other methods to react to and to attempt to control unwanted behavior? What are the social impacts of these formal institutions of social control? What insights can a sociological approach offer on these questions? In this course, we examine these developments in the processes and organization of social control, with particular attention to how formal institutions of social

control compare to informal social control. We study and evaluate sociological theories of criminal behavior to understand how social forces influence levels of crimes. We examine recent policies and their connections to inequality along with the processes that lead to criminalization, to determine if there is a political nature to crime control. Finally, we compare the development of formal, bureaucratic systems of social control and informal methods of social control, paying attention to the social and political implications of these developments. Alternate years. (4 credits)

Intermediate Courses:

210 SOCIOLOGY OF SEXUALITY

What is social about sexuality? Sexuality and its components (desire, pleasure, love, the body) is something more than a personal or individual characteristic. It is socially constructed. Sexuality has been configured during different historical time periods as sin, as a means of fostering alliances between powerful families, as perversion, as a means to pleasure, as a symbol of love, and as personal identity. These different sexual configurations are connected with larger social-historical trends such as the development of capitalism, the use of rationalized technologies, and the expansion of scientific-medical discourse. In this course, we explore how sexuality has been constructed through history. We examine how categories shape our understanding of sexuality such as male/female, heterosexual/homosexual/queer. We also will address issues such as child sexuality, prostitution, images of sexual minorities in the media and heteronormativity. Alternate years. (4 credits)

220 SOCIOLOGY OF RACE/ETHNICITY

This course explores historical and contemporary perspectives on racial and ethnic groups in American society, including African Americans, Native Americans, Asian Americans, Latinos, European Americans, and Americans of Middle Eastern descent. The goal is to develop an understanding of socio-historical forces that have shaped the lives of racial and ethnic groups in America. Every year. (4 credits)

230 AFFIRMATIVE ACTION POLICY

The course provides an introduction to US affirmative action policies in education and employment. The first section surveys the historical development of affirmative action in public schools and universities, evaluates alternative approaches to fostering diversity in higher education, and examines the most recent Supreme Court rulings on affirmative action in college admissions. The second major focus of the course is the origins and evolution of affirmative action in employment. This latter section provides an overview of the dynamics of racial and gender discrimination in employment and how affirmative action policies have endeavored to institutionalize equality of opportunity in labor markets. Alternate years. (4 credits)

240 IMAGES OF WOMEN IN THE MIDDLE EAST

This class explores women's lives in the Middle East. Issues such as the role of women in Islam and the Middle East, their portrayal in the West, nationalism, feminism, and power and patriarchy will be emphasized. Alternate years. (4 credits)

250 NONPROFIT ORGANIZATIONS

Nonprofit organizations are important elements of the public sphere. They are one of the principal means by which we generate, concentrate, and channel our humanitarian and civic impulses. Sociological perspectives on nonprofit organizations presented in this course combine historical and contemporary accounts of the political, economic, and culture dimensions of the third sector: the universe of private associations devoted to public purposes. Some of the learning goals are to develop an understanding and appreciation of: the legal frameworks that specify the permissible activities of nonprofit organizations; the ethical dilemmas that nonprofit organizations and professionals encounter as they envisage and strive to fulfill their service mission; theoretical scholarship aimed at explaining and justifying the diverse roles of nonprofits organizations in US society; and the historical evolution of the relationship between the nonprofit, governmental, and commercial sectors. (4 credits)

269 SCIENCE AND SOCIAL INQUIRY

This course examines and applies some of the methods of social science research by covering three main sets of topics: the broad methodological questions posed by philosophy of social science, the manners in which social scientists develop research design to generate relevant evidence, and methods with which social scientists analyze data. For both the research design and analysis sections, we will concentrate on quantitative research, learning how to use statistical software. Every year. (4 credits)

270 INTERPRETIVE SOCIAL RESEARCH

This class introduces students to the methodologies and analytic techniques of fieldwork and ethnography: participant observation, interviewing, and the use of documents. Students will read exemplary, book-length studies and will conduct an extensive field research for their final project. Alternate years. (4 credits)

272 SOCIAL THEORIES (Same as Humanities and Media and Cultural Studies 272)

This course provides an overview of the key concepts and theories that have informed sociological perspectives on the complex and varied dimensions of human sociability. Class readings, discussions, and assignments explore the contributions of classical and contemporary sociologists to ongoing debates over the origins and nature of the great transformation: the transition from feudal, agrarian societies to modern, industrialized ones governed by emergent nation-states. The course also examines contemporary revisions and extensions of classical theories accompanying the reconstruction of the political, economic, and cultural landscapes of modern societies in the twentieth and twenty-first centuries. Further, the course surveys recent trends in theoretical scholarship devoted to understanding important social issues of contemporary relevance. Prerequisite: one 100-level course in sociology, Humanities and Media and Cultural Studies 110: Text and Power, or permission of the instructor. Every year. (4 credits)

275 COMPARATIVE-HISTORICAL SOCIOLOGY (same as Political Science 250)

The course introduces students to principles of cross-national and cross-cultural analysis. The class begins with a survey of the basic methodological orientations that distinguish various modes of analysis in the social sciences. The lectures and discussions in this section provide a general introduction to the logic of causal analysis, explore the relative strengths and weaknesses of differing methodological approaches to understanding social phenomena, and specifically, consider in greater detail the distinctive blend of theoretical, methodological, and empirical concerns that inform comparative-historical social science. The substantive topics of the course include: the Social Origins of the Modern State; the Sociology of Democracy and Authoritarianism; the Sociology of Revolution; and The Rise of the Welfare State. Alternate years. (4 credits)

280 INDIGENOUS PEOPLES' MOVEMENTS IN GLOBAL CONTEXT (same as International Studies 280)

During the last three decades a global indigenous rights movement has arisen within the United Nations and others international bodies, challenging and reformulating international law and cultural understandings of human rights. The course examines the tensions between indigenous rights and national sovereignty and how global processes have shaped efforts to institutionalize indigenous rights, among other issues. Students in the course will develop a case study of an indigenous peoples movement of their choosing and situate it in the context of competing theoretical perspectives on globalization and global processes. Next offered in 2009 – 2010. (4 credits)

285 ASIAN AMERICAN COMMUNITY AND IDENTITY (same as American Studies 285)

This course introduces the basic issues and problems that shape the Asian American experience. The main learning objectives are: to identify and dismantle stereotypes about Asian Americans; to create a common vocabulary for describing the Asian American experience; to explore the historical and sociological foundations of Asian American community and identity; and to cultivate an appreciation of various theoretical approaches to race and ethnicity. No prerequisites. Spring semester. (4 credits)

290 ISLAM AND THE WEST

How can we best understand the complexities of the present U.S. "War on Terrorism"? Should it be understood as a clash between two different cultural systems, one modern and democratic and the other feudal and fanatic? Or, is the violence systemic, taking a variety of forms in different parts of the globe? What role does power and inequality on a global scale have to do with it? These and many other questions will be dealt with in this course. We will trace the conflict historically to assess moments of violence and tensions and other periods of calm and symbioses. Finally, we will analyze how modernity transformed the relationship between Islam and the West, Jew and Arab, male and female, and nation/race and identity. Alternate years. (4 credits)

Advanced Sociology Courses:

301 LANGUAGE AND ALIENATION (Same as Linguistics 301)

We are living in the midst of an "irony epidemic," where two of the most frequently used expressions in current American English are "like" (as in "Do you, like, wanna leave?") and "whatever" (as in "And I'm like, whatever"). Both of these are literally advertisements that words are not the real thing (at best, they are "like" it), and that they don't matter (since "whatever" you say is equally a matter of indifference). This course takes as its point of departure the description of sarcasm and irony in spoken American English, and proceeds to an investigation of how the peculiar message of sarcasm ("I don't mean this") is conveyed in other languages, and in the media. Sarcasm is only one linguistic expression—possibly the very simplest—of what is known as "the divided or performing self": others include affectation, the prevalent banter known as "just kidding," gobbledygook, posturing or grandstanding, euphemism, doublespeak, simple politeness, and ritual language, some of which have been extensively described in one or more languages, some of which are scientifically unstudied. (Banter, for example is particularly widespread among academics, both students and teachers, and nothing whatsoever has been written about how it works, and why it is so common.) In fact, it is more than likely that some "divided self" discourse genres have not even been named, although they are thoroughly familiar. Not surprisingly, the study of cheap talk connects intimately with aspects of pop culture. More surprising, however, is the idea that

the cheapness of talk is not only a currently recognized property of our language, but that it might serve to define the very essence of human language in general and offer insights into the origins and nature of our ability to speak at all. Prerequisite: one course in linguistics. Next offered Fall 2008. (4 credits)

310 LAW AND SOCIETY

Law is omnipresent in contemporary social life. How should we understand this development and its consequences? How does law operate to the advantage or disadvantage of various members of society? Can law be the source of significant social change? This course examines the development of a formal, legal system and the ways in which such a system connects to other parts of society. We begin by focusing on individual experiences and understandings of law and what these tell us about how law fits into the larger social order. We then evaluate explanations about the connections between social and legal development. We also consider how the "law in action" operates by examining empirical studies of legal institutions and the limits and potential of law as a source for social change. Alternate years. (4 credits)

320 IMAGES OF ASIANS AND ASIAN AMERICANS

The class studies the representations of Asian and Asian Americans in the U.S. The course concentrates on both classic and more contemporary feature films and written works. We will examine issues of ethnicity and national identity within larger political, economic and historical contexts. Issues of racism, gender, and interracial dynamics as social constructs will be explored. Readings, discussions and screenings emphasize the creation of new images, the representation of new groups, and the perpetuation of stereotypes as they relate to larger, international events. Prerequisite: an introductory sociology course, or permission of the instructor. Alternate years. (4 credits)

335 FAMILY BONDS

This class focuses on the relationship between families and larger social institutions, including governments, economic institutions, and labor markets. This course also explores how various societal forces shape relationships within contemporary American families, as well as considering other historical forms and understandings of the family. Alternate years. (4 credits)

370 POLITICAL SOCIOLOGY

What is the nature of power within society and how does it relate to the development of nation-states? This course explores the development and operation of nation-states in social context, examining how civil society and state practices are related to one another. We evaluate theories about the distribution and operation of power by examining the ways in which political decisions are made. We consider the changing nature of citizenship and how we should understand national citizenship given the development of international standards of human rights. We also pose questions about democracy: Under what conditions is democracy likely? What are the influences on democratic participation? What are democratic practices? Prerequisite: Sociology 110 or equivalent. Alternate years. (4 credits)

480 SENIOR SEMINAR

This senior seminar serves as the capstone experience for sociology majors. This class provides students with an opportunity to develop a synthetic understanding of their sociology course work and to conduct prospective research that may culminate in honors projects. Every year. (4 credits)

614 INDEPENDENT PROJECT

Students may explore sociological topics not covered in regular course offerings or pursue more advanced study of topics represented in the department curriculum through an independent project. Permission of a supervising faculty member is required. Every semester. (4 credits)

624 INTERNSHIP

Internships allow students to participate in an off-campus learning experience. Students may engage in internships in a variety of settings that match their academic goals, including nonprofit organizations, government, and business. Permission of a faculty sponsor and an on-site supervisor are required. Every semester. (4 credits)

634 PRECEPTORSHIP

Preceptors may assist faculty members organize and teach courses with an emphasis on leading discussion groups, preparing study sessions, and individual tutoring. Permission of a faculty sponsor is required. Every semester. (4 credits)

644 HONORS INDEPENDENT

The honors independent study is an option reserved for students participating in the honors program. Students may receive this course credit for pursuing research devoted to their honors project. Permission of a supervising faculty member is required. Every semester. (4 credits)

Theater and Dance

Full Time Faculty: Beth Cleary, Becky Heist, Daniel Keyser (Chair), Lara Nielsen, Harry Waters Jr.

Part Time Faculty: Tom Barrett, Cheryl Moore Brinkley, Patricia Brown, Becky Stanchfield, Sharon Varosh

Director of Forensics: Dick Lesicko

Theater and Dance Department: Major and Minor in Theater; Combined Major in Theater and Dance; Minor in Dance

In the Theater and Dance Department, our course work and our performances are laboratories for representing, examining, and critiquing the human experience. We actively inquire about the role of the artist in contemporary society, and, indeed, in the "global scene." As a community of students, faculty, and artistic staff, we seek ways to participate in the life of Macalester College and the Twin Cities as fully-fledged "citizen artists."

Students involved in the study and production of performance are engaged in an interdisciplinary and multi-cultural learning experience. To "get inside" the work of artists as diverse in time, place and spirit as Shakespeare, Brecht, Martha Graham, Zeami, Maria Irene Fornes, Sophocles, Bill T. Jones, Caryl Churchill, and others, means researching the sources of their vision, understanding their socio-historical position, and experimenting with the written and embodied practices in their legacy. As students of performance,learning how to use your intuitive and imaginative abilities is as important as cultivating your analytical and research skills, and here we emphasize it all.

Making performance requires vision, knowledge, and discipline. To that end the theater and dance department curricula have been developed to encourage students' analytical, critical, and interpretive thinking as well as the imaginative, emotional, and technical training necessary for successful, effective performance. This is not a conservatory program; however, the department provides a solid foundation in theater and dance, theory and practice, for students who wish to pursue advanced training in graduate programs or professional schools. Indeed, we have many recent graduates in prestigious programs, and many others thriving as actors, directors, choreographers, designers, stage managers, and more (see the Department's website for details).

Participation in theater and dance productions at Macalester is available to all students at the college, regardless of major or minor affiliation with the department. Open auditions are conducted for productions each semester and technical positions are filled from a combination of experienced and new students who are willing to learn the skills necessary to accomplish the tasks. For theater productions, any non-major student working on a production may receive theater practicum credit if s/he fulfills the basic requirements (see course listings). Because of the collaborative and experiential nature of these productions, all majors and minors in the theater program are required to work on, or participate in, one mainstage production per semester while in residence.

Dance Program

The dance program emphasizes an interplay of the intellectual, physical, and emotional faculties found within each individual. Opportunities to gain technical skills,

learn the art of performing, study the craft of choreography, engage in critical analysis, and experience working with others toward a common goal are offered within the curriculum.

The program welcomes all students whether they have had several years of training or little previous experience. Each individual chooses the extent to which he or she becomes involved.

The Dance Minor is designed to educate the student in a comprehensive study of dance as an art form, encourage the creative process, and develop a student's expertise in a variety of movement styles. The minor includes courses that build skills in recognizing and analyzing differing choreographic viewpoints, expose students to a variety of cultural dance forms, provide tools for dance and theater production, broaden a performer's imagination and spontaneity, give a retrospective of musical knowledge, and teach the functioning anatomy of the human body.

Dance students are given the opportunity each semester to participate in public performances. Dance program faculty members, guest artists and students choreograph for the concerts. Performing and production work is done by students with assistance from the department.

General Distribution Requirement

All four-credit theater and dance courses count toward the general distribution requirement in the fine arts.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Theater and Dance Department Majors

The theater and dance department offers two majors: one in theater and the other a combined major in theater and dance.

All theater majors take a core of ten courses. This core of courses provides a foundation in theater histories, performance theories, and theater-making. Courses in acting and directing, design and technical production, playwrighting are also offered regularly so the student may choose an emphasis within the major. Four theater practicum credits must be earned during student majors' junior and senior years (or three, if the student studies away one semester). Majors also complete a senior project which combines research and performance/production as delineated in the department handbook. Examples of senior projects include: researching and designing scenery for a major production; acting in a major role in a mainstage production; directing a fully-supported one-act play; stage managing a mainstage production; researching and writing an analytic paper in an area of theater history or performance studies. Students work closely with advisors in designing and implementing their senior projects. The senior project is the "capstone requirement" for majors in theater and dance and is called Theater and Dance 80, Theater Practicum Senior Project and Theater and Dance 70, Dance Practicum Senior Project.

Requirements of the Theater Major

A theater major includes ten courses from within the department plus one elective in dramatic literature fulfilled in another department. Required courses for the theater major are: 110 Frames and Methods in Performance Studies, 125 Technical Theater, 235 Fundamentals of Scene Design, 260 Sources of Global Performance, 261 Modern Global Performance, 489 Performance Theory Seminar. In addition, majors must take one additional history course within the major, from among regular and topics courses offered in the department (i.e., 262, 263, etc.). Majors must also take three (3) courses within the department, selected in consultation with their theater advisor, which constitute an "emphasis" within the major, such as performance theory/literature, acting, design, directing, technical theater. These courses should allow the student to proceed to advanced levels within their emphasis, complemented by the core courses for the major in history, theory and practice.

Theater and Dance Combined Major

The theater and dance combined major offers a unique opportunity for students with interest and skills in both art forms. The worlds of dance and theater have undergone a metamorphosis, losing the sharp edges of their distinctiveness. Innovative performances are being presented in a variety of venues. The creative blending of movement, voice, text and music has emerged as a new art form in its own right.

The combined major allows students the means to study the essence of both theater and dance, as well as explore the ways in which they merge.

The combined major requires students to take 44 credits from within the department, split between theater and dance, with 4 supporting credits from outside the department and 4 practica credits. Required 4-credit courses include: 110 Frames and Methods in Performance Studies, 115 Cultures of Dance, 121 or 341 Dance Composition, 215 Reading the Dancing Body: Studies in Dance History, 489 Performance Theory Seminar, a choice of one theater theory/history course, one theater experiential course, and one theater design course. A series of 1-credit dance technique classes is also required.

Minor Concentrations

Minor in Theater

A minor in theater consists of six courses in the department which, in consultation with the department chair, cohere in terms of emphasis. The six courses must include THDA 110 and THDA 125; the other 4 should be selected with an eye toward upper-level coursework in one area (advanced acting, performance theory seminar, etc.) Minors must also be involved in theater productions for three terms during their junior and senior years.

Minor in Dance

The dance minor consists of 24 credits, including an accumulation of 8 technique and practicum classes (1 credit each) and 4 academic courses (4 credits each).

1. An accumulation of 8 (1) credit classes, combining technique and practicum credits. Three courses are required: Dance Improvisation (31) and at least one level of Modern Technique (41, 42 or 43), and a Dance Practicum in Production (05). The remaining 5 classes are chosen by the student. Students should contact the dance instructors for advice concerning choice of technique classes.

2. Four (4) credit academic courses. Two courses are required: Cultures of Dance (115) and at least one level of Dance Composition (121 or 341). The remaining 2 courses are chosen by the student. The options are Mask Improvisation (340), Reading the Dancing Body: Studies in Dance History (215), Technical Theater (125), Music Appreciation (Music 110), and a Kinesiology class (taken at one of the other ACTC schools).

Departmental expectations for all theater majors and minors:

Effective live performance is the result of research, experimentation, commitment and discipline. Theater and dance artists work notoriously hard to make what they do "look easy." Toward that end, and based on many years of experience, the department requires majors and minors to follow these rules:

—all majors and minors in acting or directing emphasis audition for the productions each semester;

—all majors and minors work on one major production each semester in residence, either as an actor or in a non-acting production capacity (one practicum credit accrues per semester);

—new sophomore majors and minors meet with their faculty advisor to review their program of study and their proposed area of emphasis;

—majors and minors decline outside performance/production work unless approved by all department faculty;

—majors complete a senior project while in residence and before graduation (see department handbook for further explanation).

—senior majors present their senior projects to department faculty and staff in a formal review session (see department handbook), before graduation;

Study Abroad in Theater and Dance

Students wanting to study performance and desiring additional training as theater and/or dance artists will find many excellent international and U.S.-based programs that complement the Macalester major in theater and dance. Students should consult with the International Center staff for Macalester study-away guidelines; additionally, the theater and dance faculty have reliable information on many good programs. Any student seeking conservatory-style training (for instance, in Moscow) should plan her/his Macalester major carefully and early, in consultation with theater and /dance faculty. It is strongly advised that students planning either an acting or directing emphasis in the program plan to study away in the fall of their junior year.

Honors Program

The theater and dance department participates in the college-wide honors program. Interest in proposing and writing an honors-level project should be declared early to a theater and dance faculty member, as the project's relationship to the student's senior project will have to be planned carefully. Eligibility requirements, application procedures and specific project expectations for the theater and dance department are available from either the department office or the Dean of Academic Programs.

Topics Courses

194, 294, 394, 494

Topics courses focus on current questions in theater history, dance history, dramatic literature, performance theory, or design/technical theater. Recent topics courses have included: *Voice & Movement for the Actor; Theater and Islam: From Veil to Voice; and Community-Based Theater*. Every year, announced in advance of the registration period. (4 credits)

COURSES

110 ISSUES AND METHODS IN PERFORMANCE STUDIES

In the exciting field of performance studies, a street is a rehearsal room, a skyscraper is a choreographer's floor, and everyone makes performances that could change the world. In this course, we will investigate the theories and practices of performer-artist-citizens on local and global stages. Using interdisciplinary theories of performance, power, and meaning-making, and employing such diverse methods as somatic inquiry, ethnography, and cultural theory, students will learn about and experience the transformational power of performance in people's lives. Projects will be experiential and flexible for those new to performance. Attendance at local performances and community events will be required. No prerequisites. Every spring. (4 credits)

115 CULTURES OF DANCE

This course will introduce you to dance in various ways: through performance attendance, video viewing, class discussions, readings, guests and studio movement participation. From a global view point we will look at dance as culturally coded embodied knowledge, investigating forms, styles, and contexts. We will examine the function of dance in the lives of individuals and societies through various cultural lenses including feminist, Africanist and ethnological perspectives. This investigation of dance theory and practice will include a weekly movement lab. No previous experience necessary. Every fall. (4 credits)

120 ACTING THEORY & PERFORMANCE I

An introduction to the fundamental techniques of realistic acting. Through improvisation, physical and vocal exercises, text and character analysis, and scene studies, the student is introduced to the process of acting preparation and performance. Limited to 16 students. Every semester. (4 credits)

121 BEGINNING DANCE COMPOSITION

The creative art of choreography is the transformation of felt and learned experiences into externalized forms. The process of organizing movement and evaluating the choices made within that organization is the development of the craft of choreography or composition. The elements of space, time and energy are studied in depth. Each student is actively involved in the creative process as choreographer and viewer. Either this course or Theater and Dance 341 is required for a dance minor. Every fall. (4 credits)

125 TECHNICAL THEATER

A demonstration of the importance of scenographic technology in the production of theater. This course investigates the basic theories of how a design is executed, involving all aspects of theater technology: staging methods, materials, construction, and drafting. In addition to the lectures, the class will have a studio/drafting lab once a week, plus outside class laboratory crew experience. $30 materials fee required. Limited to 16 students. Every fall. (4 credits)

145 MAKE-UP DESIGN AND APPLICATION

This course teaches students the theory and practice of make-up design and application, through a combination of lecture, discussion, demonstration and intense application. Students independently complete an extensive research portfolio called a "make-up morgue" while learning the principles of make-up design and application in weekly classroom laboratory format. $45 materials fee required. Alternate years. (4 credits)

210 COMMUNITY-BASED THEATER

In almost every town in the world, in a rich tradition spanning millennia, communities make theatrical representations of themselves: their heroes, their unsung neighbors, their struggles, their aspirations. Community-based theater is made by, for and about communities, and the varieties, strategies, controversies and triumphs of this form are the content of this course. In the United States, which is the geographical focus of this course, community-based theater has emerged from rural and urban communities, communities of color, communities of coalitions united toward a cause—we will learn from historical and scholarly accounts, and from participants' accounts, about many of these efforts. We also will explore the Twin Cities' own deep history of community-based theater-making, and participate in at least one major community project during the semester. Every other spring semester; next offered Spring 2009. (4 credits)

215 READING THE DANCING BODY: STUDIES IN DANCE HISTORY

Dance is an art of the human body in relation to time, space, history and culture. This course will look at dance as a symbolic system of meanings refracted through bodily display. The investigation of the body as a "text" will be rooted in feminist theory, with branches in disability theory, critical race theory, theories of subjectivity and postcoloniality, among others. Through reading, writing, moving and viewing (videos and live performance), students will come to read the dancing body in historical contexts from European Romanticism through contemporary postmodern dance.

235 FUNDAMENTALS OF SCENE DESIGN

Study of the concepts, principles, and techniques of scene design in the modern theater. The emphasis is on developing an understanding of what a design concept involves and how to put ideas into colors, spaces, and forms. Much of the class lectures concern how to handle theater space and how other designers and periods in history have solved these problems. The lectures and exercises analyze the diverse materials available to the designer and the skills involved in mastering them. Prerequisite: Theater and Dance 125 or permission of instructor. $40 materials fee required. Spring 2008. (4 credits)

242 PLAYWRIGHTING AND TEXTUAL ANALYSIS

Effective text-based theater, also known as "good playwrighting," is made by writers who understand how plays work, how directors and designers collaborate, and how directors and actors communicate. In this course, we will read and discuss a variety of plays with an interest in their formal innovations(s), attend productions in the Twin Cities and develop a critical vocabulary for discussing the strengths and weaknesses of the writing, and meet with directors and playwrights experienced in the creation of new work. In-class time will be dedicated to writing exercises and reading students' work. A one-act festival of original work from the class is the final course project. Prerequisite: sophomore standing or permission of instructor. Every other spring; next offered Spring 2008. (4 credits)

255 LIGHTING DESIGN

This course is an introduction to basic lighting design and the history of lighting. While emphasis is on theater, it also teaches the lighting design of film, television, dance, opera, and environmental settings. This course is primarily an approach to lighting design, but the student will be expected to have a basic grasp of lighting hardware as well. The first aim of the course is to make the student more aware of color and light around him/her every day. Demonstrations are an integral part of the lectures. $20 materials fee required. Alternate years; next offered Fall 2008. (4 credits)

260 SOURCES OF GLOBAL PERFORMANCE

This course introduces students to performance, theater and drama as they have developed across the world from antiquity to c. 1600 C.E. Proceeding from the proposition that contemporary theater is animated by the "ghosts" of past performance practices, the course pursues questions through an historical inquiry in order to enrich our understanding of, and creative engagement with, current forms and experiments. The course may range from ancient Greece to medieval Japan to pre-Colombian Americas, posing questions such as: what is "performance?" where was it made and what were its urgencies? Who "delivered" its extant documents? This course is the first in a two-course survey of the global history of theatrical performance. Students will become familiar with the methodologies of historiography and performance studies, and employ them in course projects. Prerequisite: Theater and Dance 110, Frames and Methods in Performance Studies, or permission of the instructor. Fall semester. (4 credits)

261 MODERN GLOBAL PERFORMANCE

This course takes up where Theater and Dance 260 leaves off, and introduces students to the theater, drama and performance of the past 400 years, in local, national and international contexts. Though encouraged, it is not necessary to take 260 and 261 in sequence. Prerequisite: Theater and Dance 110, Frames and Methods in Performance Studies, or permission of the instructor. Next offered Spring 2008. (4 credits)

262 PERFORMING FEMINISMS

This course focuses on the playwrighting, directing and performance strategies of 20th and 21st century women, in mostly the U.S. context, who have used the stage as a dynamic site of collaboration, contestation and innovation. "Texts"—written and performed, conventional and radical—by women artists of color are read as historical documents of movements for racial, gender, sexuality and class self-narration; texts by pioneering women in first- and second-wave "feminist" theater offer context and counterpoint. Assignments include a research project on a woman artist not represented on the syllabus, and an original collective performance project (no performance experience required!). Prerequisite: sophomore standing or permission of the instructor. Alternate years; next offered Spring 2009. (4 credits)

263 AFRICAN AMERICAN THEATER

This course is an overview of the development of theater by and about Black Americans. It examines the historical, social, political, and cultural context of African-American Theater. After investigating the roots of African-American Theater in African culture, performance modes, and social values, it focuses on a study of plays written by Black Americans in the 19th and 20th centuries. Prerequisite: sophomore standing or permission of the instructor. Alternate years. (4 credits)

340 MASK IMPROVISATION FOR THE ACTOR OR DANCER

Mask improvisation focuses on the important performance skills of imagination, spontaneity, and improvisation. In this course the actor learns much about himself/herself as a psychophysical being and techniques for transforming himself/herself into a character. Here the actor is not dealing with a written text, but is the playwright as well as the performer. Enrollment limited to 12 students. Permission of the instructor. $15 materials fee required. Alternate years. (4 credits)

341 INTERMEDIATE DANCE COMPOSITION

A continuation of the study of choreography, utilizing tools from the beginning level course in an advanced format, such as a juxtaposition of the dance elements involving more than one dancer. This course will deepen the student's ability to draw upon his or her self knowledge and create work that is rich in intuitive and intellectual knowledge. A look at the relationship of movement and music will be explored. Attendance at performances, followed by choreographic analysis will be an integral part of the process. Prerequisite: Theater and Dance 121 or permission of the instructor. Every fall. (4 credits)

350 DIRECTING THEORY & PRODUCTION I

An introduction to the basic principles, skills, and methods of directing for the stage through emphasis on analysis and interpretation, director-actor communication, and stage composition. Laboratory experiences are integral to the course and consist of the in-class production of several short scenes. Prerequisite: Theater and Dance 120, 125, and 235, or permission of the instructor is also required. Enrollment limited to 12 students. Every spring. (4 credits)

360 ACTING THEORY & PERFORMANCE II

Advanced work in characterization and additional acting techniques with continued focus on voice, movement, improvisation and textual analysis. A continuation of Acting Theory and Performance I, this course is designed to deepen the student's understanding of his/her instrument as well as develop an individualized working method. Included in the course is a consideration of style through scene work in other genres. Prerequisites: Theater and Dance 120, sophomore standing, and permission of instructor required. Enrollment limited to 12 students. Every year. (4 credits)

460 DIRECTING THEORY & PRODUCTION II

In this course the students apply the theories and principles learned in Theater and Dance 350, Directing Theory and Production I, by preparing projects for public performance. Class time is spent on the more complex directing problems such as working with the design/technical staff, directing for different space configurations, focusing and pacing productions, and directing non-realistic styles of theater. The class also functions as a directing clinic dealing with questions raised by the individual student directors. This course has a restricted enrollment. Prerequisites: Theater and Dance 350, 340 or 360, senior standing, and permission of the department. Every fall. (4 credits)

465 ADVANCED LIGHTING DESIGN

Continuation of Theater and Dance 255. Meets simultaneously with Theater and Dance 255. Emphasis will be on furthering skills and techniques used in developing lighting design concepts. Projects are more complex and require more precision in their execution. Group discussion/critiques and field trips are included. Students' final projects will be a mock United Scenic Artist Lighting Design Exam. Prerequisite: Theater and Dance 255 or permission of instructor. $20 materials fee require. Alternate years; next offered Fall 2009. (4 credits)

475 ADVANCED SCENE DESIGN

Continuation of Theater and Dance 235. Meets simultaneously with Theater and Dance 235. Emphasis will be on furthering skills and techniques used in developing a design concept and how those design concepts are presented in three dimensional models or color renderings (paintings). A design portfolio will be the outcome of this course. Prerequisite: Theater and Dance 235 or permission of instructor. $40 materials fee required. Every spring. (4 credits)

489 PERFORMANCE THEORY SEMINAR

This seminar examines theater and its relationship to society. The specific subject matter and focus of the seminar changes each year but considers such questions as: What is the purpose and function of theater in society? How culture-specific are our theater forms? What values are inherent in the content and context of our

current theater? How will theater continue to speak to the need for diversity as well as community in the face of an emerging global culture? What will theater be like in the 21st century? This course is designed for theater majors, and examines many theoretical and critical issues through non-performance and performance research methods. Prerequisite: junior/senior standing; if a non-major, permission of the instructor required. Every fall. (4 credits)

604 TUTORIAL

Prerequisite: permission of the instructor. Every semester. (Variable 1–4 credits)

614 INDEPENDENT PROJECT

For the advanced student capable of independent study requiring library research and/or experimental work in the theater. Prerequisite: permission of the instructor. Every semester. (Variable 1–4 credits)

624 INTERNSHIP

The theater and dance department allows up to eight credits for approved internship experiences, which may be applicable to a major in theater arts (and non-majors, by approval from and in consultation with a department faculty member). Internships are available to junior and senior majors with permission of the department. Every semester. (Variable 1–4 credits)

634 PRECEPTORSHIP

Through a preceptorship, an advanced student assists a faculty member in the planning and teaching of a course. This opportunity is available only to juniors and seniors, with permission of the instructor and the department. Every semester. (Variable 1–4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Offered every semester. (1–4 credits)

Dance Technique Classes

Students may earn credit for participating in dance technique classes. Each class is one credit. Students may earn a maximum of eight credits from dance technique classes towards graduation. Dance technique classes are graded S/NC.

The technique classes are offered as follows: 21, 41 & 51, fall only; 11, 31, 42 & 52, spring only; 43 & 53, both semesters. Each level can be repeated for credit.

11 YOGA AND BODY AWARENESS

This class will introduce students to the philosophy and practices of yoga, emphasizing *asana* ("posture") practice as a tool for exploring breath and movement in the body. The class is taught in the tradition of T.K.V. Desikachar, though the structural awareness of B.K.S. Iyengar's teachings will complement and deepen students' understanding of *asana*. Prior experience with yoga not required; appropriate for all students. Adaptations of postures will be offered for all students' well-being. Offered most spring semesters.

21 AFRICAN DANCE

The African Dance class covers the traditional dance and music forms from several countries on the African continent. This physically rigorous class is accompanied by a drummer. Students learn about the origins of the dance forms and create in-class projects. Attendance at a concert off-campus is required.

31 DANCE IMPROVISATION

Dance improvisation is the discipline of making movement choices in the moment. Open to all levels of movers, students explore movement and structure in many different ways. Basic contact and problem-solving skills will be introduced. Risk-taking and a willingness to play will be encouraged.

41 MODERN DANCE I, 42 MODERN DANCE II, 43 MODERN DANCE III, 45 MODERN DANCE IV

The study of fundamental principles of movement, emphasizing the integration of mind and body. Attention is given to breath as a support for the body systems, as well as attainment of strength, flexibility and coordination. The elements of space, time and energy are identified and developed through set movement patterns and basic improvisations. Attendance at a concert off-campus is required, followed by a written or creative response.

51 BALLET I, 52 BALLET II, 53 BALLET III

The study of the fundamentals of classical ballet. Students learn correct alignment principles, ballet movement vocabulary, musicality, sense of line, and spatial awareness. Exploration of how movement and physics principles apply to weight, momentum, suspension and release. Attendance at a concert off-campus is required, followed by a written or creative response.

60 DANCE ENSEMBLE

Selected by auditions in early fall, the ensemble members work towards achieving a high level of dance performance. Participation in the dance ensemble requires a strong commitment to the group and rehearsal process. Becky Heist, Director of the Dance Program, and an annual guest choreographer creates dance for the ensemble. The ensemble generally performs at the American College Dance Festival.

Practicum Credit in Theater

Production work in theater and dance is open to all Macalester students. One credit is earned through successful completion of one practicum experience. Students will sign a contract for either a Theater Practicum I (non-majors only/pass-fail) or Theater Practicum II (majors and minors only/grade assigned). Up to eight practicum credits may be earned overall. Students participating in productions earn practicum credit in the following ways:

THEATER PRACTICUM I SERIES (non-majors only) (pass/fail)

Credit is earned by working a minimum of 45 hours during the semester on a department production. Non-majors may earn all practicum credits in one area or a combination of areas.

15 Theater Practicum I in Acting
16 Theater Practicum I in Costuming/Properties Construction
17 Theater Practicum I in Scenery/Lighting/Sound

Every semester. (1 credit)

THEATER PRACTICUM II SERIES (majors/minors only) (grade assigned)

Majors and minors in theater and in the combined major in theater and dance commit to study and training in all aspects of production, during all semesters they are in residence in the Junior and Senior years. Majors and minors are required to enroll in 76, 77, 80 and, in addition, may choose either 75 or 78.

75 Theater Practicum II in Acting
76 Theater Practicum in Costuming/Properties Construction
77 Theater Practicum II in Scenery/Lighting/Sound
78 Theater Practicum II in Advanced Production Techniques
80 Theater Practicum Senior Project

Every semester. (1 credit)

Practicum Credit in Dance

Students may earn 1 credit per semester in one of the following areas:

05 Dance Practicum in Production

Any student can receive 1 credit for completing a minimum of 45 hours of tech such as costuming, running crew, sound operator, or stage manager.

06 Dance Practicum in Performance

Students may earn 1 credit by participating as a dancer in a dance choreographed by a faculty or guest artist. Students are responsible for attendance at every dance rehearsal, tech rehearsal, and performance.

07 Dance Practicum in Choreography

Students may earn 1 credit by choreographing a dance that will be presented in the fall or spring concert. In addition to the creation of the dance, choreographers are responsible for directing student dancers in the rehearsal process. All student choreographers will be advised by a faculty member.

ADVANCED DANCE PRACTICUM SERIES (Theater and Dance Combined Majors only) (grade assigned)

Students with a combined major in theater and dance are required to participate in departmental productions during the four semesters of their junior/senior years. It is expected that students will do one practicum every semester; two in dance and two in theater. In addition, students are required to complete a senior project. (The senior project can be taken for one to four credits either as an independent study or as fulfilling the 70 Dance Practicum Senior Project requirement.)
25 Dance Practicum in Performance
26 Dance Practicum in Costuming/Sound/Lighting
28 Dance Practicum in Production Assistance
70 Dance Practicum Senior Project
Every semester. (1 credit)

Practicum Credit in Debate and Forensics

All debate and forensics activities are open to all Macalester students. One semester credit is earned upon satisfactory completion of one semester of practicum experience. A maximum of four semester credits may be earned through debate and forensic activities. For majors, no portion of these credits may substitute for one of the ten required courses. Offered every semester.

90 PRACTICUM IN FORENSICS

Credit may be earned by participating in several forensic tournaments or by extensive participation in the public audience symposium program or mock trial competitions. Offered every semester. (1 credit)

Urban Studies

Ruthanne Kurth-Schai (Educational Studies), David Lanegran (Geography), George Latimer (Geography), Peter Rachleff (History), Paru Shah (Political Science), Daniel Trudeau (Geography, Coordinator)

The urban studies interdepartmental concentration is designed to take full advantage of Macalester's location in the center of a flourishing metropolitan area. The region is increasingly diverse with large and growing populations of Southeast Asians, Latinos and East Africans. The program is designed for students majoring in a variety of disciplines who are interested in urbanization and wish to gain an interdisciplinary perspective on city life. The program combines a sound theoretical and experiential base complemented by a broad range of technical competencies. The 8-course urban studies concentration is divided into two parts: a curricular portion which will provide students with a theoretical and methodological base, and an applied portion which will give students first-hand contact with aspects of the city new to them. A third, additional skills portion will provide students with tools that will enable them to make an effective contribution to research or management. Many courses listed in the concentration have action research or service learning components. The program is based in the geography department.

Concentration

A concentration in urban studies will consist of eight courses distributed in the following manner.

Curriculum

A. Geography 112 Introduction to Urban Studies.

B. Four discipline-based theoretical approaches to the city drawn from the following set of courses. Courses must be selected from at least TWO disciplines.

American Studies 250 Race, Place and Space; Classics 258 Cities and Sanctuaries in the Greco-Roman World; Economics 342 Economics of Poverty in the US; Education 240 Race, Culture and Ethnicity in Education; Education 280 Re-envisioning Education and Democracy; Geography 241 Urban Geography; Geography 261 Geography of World Urbanization; Geography 262 Metro Analysis; Geography 341 Urban Social Geography; History 258—Jim Crow; History 249 African Americans and the Transformation of the City; Political Science 204 Urban Politics; Political Science 244 Urban Latino Power. A relevant course that does not appear on this list may be substituted for one of these courses, pending approval of the concentration director.

C. Two applied courses drawn from the following set of courses.

American Studies 300 Schools and Prisons; Anthropology 230 Ethnographic Interviewing; Environmental Studies 340 US Urban Environmental History; Environmental Studies 345 Car Country: The Automobile and the American Environment; Geography 365 Advanced Cartography & Urban GIS; Geography 377 Qualitative Research Methods in Geography; Geography 394 Advanced Topics (various topics that will include but not be limited to issues of economic development, housing, neighborhood conservation, transportation, urban planning and design); Geography 488 Urban Geography Field Seminar; Geography 488 Transportation Geography Seminar; Political Science 203 Race, Ethnicity and Politics; Psychology 269 Children, Families and Social Policy; and Education 480 Urban education in Theory, Policy and Practice or Education 614 Independent Project. A four-credit internship may be substituted for one of these courses.

D. One Capstone Seminar Geography 488 Cities of the 21st Century.

Technical Competency

Urban studies students should attempt to master several of the following communication and technical skills. With their advisors they will develop goal attainment schedules for each of the required skills. All students will not be equally proficient in all skills.

A. Oral Communication—Students will be expected to be articulate and should have some experience with creative oral communication.

B. Written Communication—All students will be expected to write concise, jargon-free technical reports.

C. Quantitative Reasoning—All students will be expected to be able to analyze and present numerical information. Students are advised to take Mathematics 108 Quantitative Thinking for Policy Analysis and a quantitative methods course in the department in which the student majors.

Women's, Gender, and Sexuality Studies

Full-Time Faculty: Devavani Chatterjea (Biology), Beth Cleary (Theater and Dance), Paula Cooey (Religious Studies), Andrea Cremer (History), Julie Dolan (Political Science), Ruthann Godollei (Art), Birgitta Hammarberg (German and Russian Studies), Duchess Harris (American Studies), Lynn Hudson (History), Joanna Inglot (Art), Mahnaz Kousha (Sociology), Theresa Krier (English), Ruthanne Kurth-Schai (Educational Studies), Karine Moe (Economics), Scott Morgensen (Women's, Gender, and Sexuality Studies), Lara Nielsen (Theater and Dance), Joan Ostrove (Psychology), Roopali Phadke (Environmental Studies), Peter Rachleff (History), Khaldoun Samman (Sociology), Sonita Sarker (Chair, Women's, Gender, and Sexuality Studies; English), Christopher Scott (Asian Languages and Cultures), Janet Serie (Biology), Beth Severy-Hoven (Classics), Dianna Shandy (Anthropology), Clay Steinman (Humanities and Media and Cultural Studies), Jaine Strauss (Psychology), Joëlle Vitiello (French and Francophone Studies), Karen Warren (Philosophy), Wendy Weber (Political Science), Christine Willcox (Art).

Part-Time Faculty: Judith Howard (Theater and Dance), Elizabeth Jansen (Biology), Mireille Lee (Classics).

Visiting Faculty: Teresa Mesa Adamuz (Hispanic and Latin American Studies)

In the Women's, Gender, and Sexuality Studies Department (WGSS) at Macalester College, students investigate key questions raised within feminist and queer theories and the fields of women's, transgender, bisexual, lesbian, and gay studies. We examine our core topics in contexts of interlocking systems of cultural and political difference based on race, nation, class, ethnicity, and ability, including comparative national and transnational perspectives. Women's, Gender, and Sexuality Studies is an interdisciplinary field interlinking the humanities, social sciences, natural sciences, and arts. In addition to a full sequence of core courses, WGSS affiliated faculty offer a variety of cross-listed courses. Students may use these courses to fashion a unique focus for their studies. The department supports students in completing independent research, internships, study away, and senior and honors projects. Students in Women's, Gender, and Sexuality Studies develop practical and theoretical skills for understanding and engaging the social, cultural, economic, and political contexts shaping our world. The department encourages students to engage their knowledge with the many communities that intersect their lives at Macalester and beyond. Our graduates have applied their work in a wide variety of careers, such as in academia, literature and the arts, law, politics, business, health and medicine, and non-profit work. Courses approved for department credit are listed below. The department may offer additional courses each semester. Please check with the Registrar or the department office. The following guidelines are used for inclusion of courses: courses that make use of new scholarship on women, gender, and sexuality, and in which the primary perspectives derive from critical frameworks that are generally identified with feminist theory. Please check the link "Crosslist" on the Women's, Gender, and Sexuality Studies website at www.macalester.edu/wgs.

General Distribution Requirement

Women's, Gender, and Sexuality Studies 105, 210, 220, 270, 310, 315, and 320 count toward the general distribution requirement in humanities. Women's, Gender, and Sexuality Studies 100, 110, 200, 205, 300, and 305 count toward the social science distribution requirement. Women's, Gender, and Sexuality Studies 117 counts toward the math/natural science distribution requirement. Any topics courses offered (at any level) require approval by the department to qualify for either distribution. Courses approved for women's, gender, and sexuality studies concentrations offered through other departments meet the general distribution requirements of that department.

General Education Requirements

Courses that meet the general education requirements in writing, quantitative thinking, internationalism, and multiculturalism will be posted on the Registrar's web page in advance of registration for each semester.

Additional information regarding the general distribution requirement and the general education requirements can be found in the graduation requirements section of this catalog.

Please visit www.macalester.edu/wgs for more information on courses and faculty.

Major

The women's, gender, and sexuality studies major, planned in consultation with an advisor chosen from the faculty list above, is comprised of no fewer than 12 courses (48 credits), drawn from both women's, gender, and sexuality studies "core courses" and

"courses approved for women's, gender, and sexuality studies concentrations" (see below).

1. must include at least one 100-level (introductory) core course;
2. must include Women's, Gender, and Sexuality Studies 200 and one other 200-level (intermediate) core course;
3. must include two 300-level (advanced) core courses;
4. must fulfill the capstone requirement through completion of the senior seminar (Women's, Gender, and Sexuality Studies 400 or, when approved, 405).
5. can include up to the equivalent of 4 semester credits from a study abroad program;
6. may consist of no more than 8 credits of independents and 4 credits of internship;
7. may consist of no more than three required courses (12 credits) from any single instructor, or any single department other than women's, gender, and sexuality studies; and
8. should include offerings in at least three separate departments in at least two divisions.

Minor

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

1. must include one Women's, Gender, and Sexuality Studies 100-level (introductory) core course;
2. must include Women's, Gender, and Sexuality Studies 200 (intermediate);
3. must include one 300-level (advanced) core course;
4. must fulfill the capstone requirement through completion of Women's, Gender, and Sexuality Studies 400 or 405, or a 600-number project (excluding preceptorships) with prior approval from the department; and
5. should be distributed among at least three separate departments and come from more than one division.

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

Honors Program

The women's, gender, and sexuality studies program participates in the Honors Program and strongly encourages its majors to consider this as part of the senior year. Eligibility requirements, application procedures, and specific project expectations for the women's, gender, and sexuality studies program are available either from the program office or the Dean of Academic Programs.

Topics Courses

194, 294, 394, 494

Examination of special topics of interest to faculty and students. Occasionally offered. (4 credits)

COURSES

Introductory Courses

100 RACE, CLASS, AND SEXUALITY IN U.S. FEMINISMS (same as American Studies 100)

This course is an interdisciplinary introduction to a variety of feminist analyses of United States history and contemporary sociopolitical life, figured around the relationship of gender to race, class, sexuality, ability,

colonialism, and nationalism. Through analytical reading, writing, and discussion, the course aims to develop an understanding of gender as a tool to organize society on the basis of difference and power and as a performative practice, which is also a mode of agency and activism for positive social change. Materials from history, literature, sociology, anthropology, and film are included. Fall semester. (4 credits)

105 TRANSNATIONAL PERSPECTIVES ON GENDER, RACE, CLASS, AND SEXUALITY

Through an interdisciplinary and comparative study of selected countries in Europe, Africa, Asia and the Americas, this course creates the basis for an understanding of the ways in which gender roles are established, and how these affect the individual in the realms of education, media, politics, work, sexuality, and family. On the basis of texts drawn from political science, psychology, art, film, history, music, and literature, it analyzes theories of femininity and masculinity as constructed in specific national, racial, cultural, socio-economic, and political situations. The course discusses the impact of these theories on lifestyles (both traditional and alternative) and on re-constructions of identities on equity-based, anti-racist, anti-sexist terms. Next offered 2009–2010. (4 credits)

110 SEXUALITY, RACE, AND NATION: INTRODUCTION TO LESBIAN/GAY/BISEXUAL/ TRANSGENDER AND QUEER STUDIES (Same as American Studies 112)

This course introduces the fields of LGBT and queer studies by examining how sexuality, race, and nation relate in the lives of people in the United States, which we read in relation to histories of colonialism and globalization. Course materials foreground scholarship, testimony, activist art, and social movements by LGBT, two-spirited, queer people of color, and by white anti-racist LGBT and queer people. Their stories offer a template through which all students may examine how everyday life is shaped by sexuality, race, and nation—both as power relations, and as spaces for creating new identity and action. Every year. (4 credits)

117 WOMEN, HEALTH AND REPRODUCTION (Same as Biology 117)

This course will deal with those aspects of human anatomy and physiology which are of special interest to women, especially those relating to sexuality and reproduction. Biological topics covered will include menstruation and menopause, female sexuality, conception, contraception, infertility, abortion, pregnancy, cancer, and AIDS. Advances in assisted reproductive technologies, hormone therapies, and genetic engineering technologies will be discussed. Not open to biology majors. This course fulfills 4 credits in the science distribution requirement and counts toward the biology minor, but not toward the major. No prerequisite. Three lecture hours per week. Offered most semesters. (4 credits)

Intermediate Courses

Intermediate level courses require sophomore standing or permission of the instructor, and at least one introductory-level women's, gender, and sexuality studies core course.

200 FEMINIST/QUEER THEORIES AND METHODOLOGIES

This course is a historical survey of theories and methodologies used in feminist and queer studies. Course material highlights the unique and intertwined knowledges feminist and queer scholars have produced; these include the re-makings of liberal, Marxian, antiracist, poststructuralist, and postcolonial theories, and their uses in humanities and social science methods. The course centrally examines how feminist and queer studies transform societies and are transformed through struggle over their gender/sexual identities, racial formations, and global/transnational locations. The course considers how feminist and queer studies have arisen in close relationships—of union, tension, and antagonism—and how feminist and queer work today may link. Prerequisite: see paragraph above. Every year. (4 credits)

205 TRANSNATIONAL SEXUAL POLITICS: INTERMEDIATE LESBIAN/GAY/BISEXUAL/TRANSGENDER AND QUEER STUDIES

This course foregrounds a transnational view on the social scientific study of sexual politics. Sexuality and gender are read as political fields that arise in relation to the racial, economic, and national dynamics of colonialism and globalization. Case studies mark how people on the margins of "normal" sexuality, gender, or health status organize transnationally, including by challenging their condition in such arenas as: moral panics over reproductive health, sex work, public sex, and drug use; international human rights, border control, and refugeeism/asylum; and the medical, legal, and cultural dimensions of the global HIV/AIDS epidemic. Prerequisite: see paragraph above. Every year. (4 credits)

210 20TH CENTURY ANGLOPHONE WOMEN WRITERS

The term "Anglophone Literature" refers to writings in English from countries connected to Britain by imperial rule or by the presence of British immigrants, yet does not include England itself. This course variously studies India, the Caribbean, South Africa, the United States, and England as locations of Anglophone Literature produced by their natives, immigrants, and cosmopolitans. Writers include Virginia Woolf, Una Marson, Anita Desai, Doris Lessing, Suniti Namjoshi, Angela Carter, Ravinder Randhawa, Bharati Mukherjee, and Zadie Smith, among others. We will explore how concepts of nation, race, citizenship, gender, ownership of the language,

and English/British literary canons are constructed, in written and visual media. Prerequisite: see paragraph above. Alternate years. (4 credits)

220 ICONS, IDEAS, INSTRUMENTS: FEMINIST RE-CONSTRUCTIONS

Karl Marx is an icon. Socialism is an idea. A labor union is an instrument. How have feminisms interpreted such figures, concepts, and tools to propose new ways of thinking and acting? This course studies how various feminisms have been informed by and have responded to both prominent and marginalized 20th century thinkers and movements. It focuses on icons such as Antonio Gramsci, Emma Goldman, Simone de Beauvoir, Michel Foucault, Arundhati Roy, and Paolo Freire, among others. It analyzes the implications of ideas such as hegemony, anarchism, racialism, gender-transgression, colonialism, and pedagogy, to name a few. It evaluates the past, current, and future force of political instruments such as the nation-state, civil society, armed repression and revolt, and cultural instruments such as memoirs, pamphlets, novels, films, and art. Prerequisite: see paragraph above. Alternate years starting in 2008–2009. (4 credits)

270 LITERATURE AND SEXUALITY (Same as English 270)

This course examines ways in which literary works have represented desire and sexuality. It looks at how constructions of sexuality have defined and classified persons; at how those definitions and classes change; and at how they affect and create literary forms and traditions. Contemporary gay and lesbian writing, and the developing field of queer theory, will always form part, but rarely all, of the course. Poets, novelists, playwrights, memoirists and filmmakers may include Shakespeare, Donne, Tennyson, Whitman, Dickinson, or Henry James; Wilde, Hall, Stein, Lawrence, or Woolf; Nabokov, Tennessee Williams, Frank O'Hara, Baldwin, or Philip Roth; Cukor, Hitchcock, Julien, Frears, or Kureishi; White, Rich, Kushner, Monette, Lorde, Allison, Cruse, Morris, Winterson, Hemphill, or Bidart. Alternate years. (4 credits)

Advanced Courses

Advanced level courses require junior standing or permission of the instructor, and at least one intermediate-level women's, gender, and sexuality studies core course.

300 ADVANCED FEMINIST/QUEER THEORIES AND METHODOLOGIES

This course is an in-depth study of some specific theories and methodologies on which contemporary feminist and queer thinkers have based their analysis, critique, and reconstruction of men's and women's roles. Some guiding questions are: What is a Nation? Who are its citizens? How do language and gender roles shape the ways we imagine our roles as men and women? Do sexuality or economy affect how we subscribe to or resist political ideologies? In previous offerings, the course has explored the intersection of Postcolonialism (gendered critiques of colonizing sociopolitical and economic structures) with Postmodernism (gendered critiques of language, sexuality, culture, and nation). The course will include film, photography, music, and the writings of Butler, Foucault, Chodorow, Kristeva, hooks, Spivak, and Trinh, among others. It offers ways to create links with local community and social-work organizations. Prerequisite: see paragraph above. Women's, Gender, and Sexuality Studies 200 highly recommended as prerequisite. Alternate years. Next offered 2008–2009. (4 credits)

305 RACE, SEX, AND WORK IN THE GLOBAL ECONOMY (Same as American Studies 305)

This seminar presents feminist and queer studies of global capitalism, which examine power relations under contemporary globalization in terms of the racial and sexual dynamics of labor, citizenship, and migration. Course material considers the local and transnational dynamics of free trade, labor fragmentation, and structural adjustment, as these shape industrial and informal labor, and community organizing around gender, sexuality, and HIV/AIDS. The material foregrounds ethnographic analyses of the everyday conditions of people situated in struggles with the effects of global capitalism. Prerequisite: see paragraph above. Alternate years. (4 credits)

310 GENDER AND SOCIOPOLITICAL ACTIVISM IN 20TH CENTURY FEMINIST UTOPIAS (Same as English 352)

Implicit in much of this century's feminist critical analyses of the state of societies and their politics is a desire for a better state yet-to-be (utopia) as well as a fear of catastrophe or nightmare (dystopia). This interdisciplinary course investigates how women's writing from different parts of the world (Bangladeshi, English, African-American, to name a few) convey visions of the present and future, of the real and the imagined, beliefs about masculinity and femininity, race and nation, socialist and capitalist philosophies, (post) modernity, the environment (ecotopia), and various technologies including cybernetics. The collection of texts provides us with a genealogy to analyze our own place in the world and to construct visions of sociopolitical change. The course offers an opportunity to link with local minority/women's organizations. Prerequisite: see paragraph above. Alternate years. (4 credits)

315 COMPARATIVE (NEO/POST) MODERNITIES

This course aims to clarify the vocabularies of modernism, modernity, and modernization and their neo- as well as post-formations through an in-depth study of major movements in the 20th century. Ideologies such as fascism and imperialism, which have shaped the definitions of (wo)man, race, class, sexuality, culture, and politics, form the basis for this exploration. We will juxtapose the speeches, writings, and art of dominant and minoritized

politicians, activists, and cultural creators like Benito Mussolini, Jean Rhys, Djuna Barnes, Cornelia Sorabji, and Una Marson. We will study issues such as citizenship, progress, democracy, individuality, and the end of history to re-define for ourselves what modernity and postmodernity signify today and will mean in the future. Prerequisite: see paragraph above. Alternate years starting in 2008–2009. (4 credits)

320 FEMINISM/REPRESENTATION/FILM (same as Humanities and Media and Cultural Studies 315)

Feminist film theory and criticism has been one of the most vital areas of film studies since the 1970s, even as concepts from feminist film studies (e.g., the gaze and psychoanalytic theories of spectatorship) have informed feminist scholarship in other fields. This course explores the history of the contributions of feminist film theory and criticism to studies in representation, from critiques of images of women through psychoanalytic poststructural approaches, cultural studies, and work in antiracist, postcolonial, and queer studies. It analyzes women's film- and video-making as well as mainstream commercial films directed by women and men. Papers emphasizing close analysis of film texts will be required, with possibilities for work in video-making, along with one test covering basic film terms. Prerequisite: sophomore standing and one of the following: Women's, Gender, and Sexuality Studies 100, 105, 110, 200, or permission of instructor. Alternate years. Not offered 2008–2009. (4 credits)

Capstone Courses

400 SENIOR SEMINAR: LINKING THEORY AND PRACTICE

The relationship between academic theorizing and community organizing for positive social and political change is a vital, complex, and an ever-changing source of feminist inquiry. This course builds on that relationship by juxtaposing activist social work with theoretical writings on globalization, gender, race, class-relations, sexuality, community, democracy, and civil society, and exploring how these arenas inform and transform each other. The issues in this seminar are related ultimately to the student's "location," personally and professionally, at the threshold of the future, in search of a space of her/his own. One substantial research paper and a formal oral presentation on its ideas are the primary assignments. Prerequisites: at least three Women's, Gender, and Sexuality Studies core courses and senior standing, or permission of the instructor. Preferred: a working relationship with a local women's or minority organization, established the spring or summer prior to enrollment in the course. Every year. (4 credits)

405 SENIOR SEMINAR: TOPICS (Same as Psychology 488, Senior Seminar: Lives in Context)

Capstone or integrative experience centering on a topic that will vary from year to year. The focus will be to develop a deeper understanding of theory and action in relation to women's, gender, and sexuality studies. Prerequisites: at least three women's, gender, and sexuality studies core courses and senior standing, or permission of the instructor. Every year. (4 credits)

Independent Studies, Internships, and Preceptorships

All independent study courses require permission of a women's, gender, and sexuality studies faculty sponsor. The number of independent studies that can be applied toward the major or minor will be planned with the women's, gender, and sexuality studies advisors.

614 INDEPENDENT PROJECT

Individual projects are supervised by women's, gender, and sexuality studies faculty. Prerequisites: at least two courses approved for credit in women's, gender, and sexuality studies. Every semester. (4 credits)

624 INTERNSHIP

Internships, supervised by women's, gender, and sexuality studies faculty, bring together theoretical and practical concerns that are primarily connected with women or have feminist/queer studies as their central perspective. An internship outline plan will be developed individually between the student and the faculty sponsor. Prerequisites: at least two courses approved for credit in women's, gender, and sexuality studies. Every semester. (4 credits)

634 PRECEPTORSHIP (4 credits)

644 HONORS INDEPENDENT

Independent research, writing, or other preparation leading to the culmination of the senior honors project. Offered every semester. (1–4 credits)

COURSES APPROVED FOR WOMEN'S, GENDER, AND SEXUALITY STUDIES CONCENTRATIONS

In addition to courses offered directly through the women's, gender, and sexuality studies department, the following courses are approved for use on women's, gender, and sexuality studies concentration plans. Approval is based on specific syllabi and faculty; please consult with the program director with questions about approval. Consult the program office for approved courses from previous years.

Humanities

Classics
127 Women, Gender and Sexuality in Ancient Greece and Rome

English
352 Gendered, Feminist, and Womanist Writings

(The following courses *may* be approved depending on specific syllabi and faculty. Please consult the program office.)
130 American Voices
375 African American Literature to 1900

History
213 Women in African History
230 Women and Work in U.S. History
244 U.S. Since 1945
326 Women in Latin America

Humanities and Media and Cultural Studies
315 Feminism/Representation/Film

Philosophy
229 Environmental Ethics
368 Feminist Philosophy

Religious Studies
452 Gender, Caste and Deity in India

Fine Arts

Art
252 Women in Art
375 Race, Class and Gender in American Art

Theater and Dance
262 Feminist Theater(s)

Social Science

Anthropology
280 Topics in Linguistic Anthropology
289 Feminist Perspectives in Anthropology

Economics
242 Economics of Gender

Psychology
264 Psychology of Gender
488 Seminar: Lives in Context

Sociology
210 Sociology of Sexuality
240 Images of Women in the Middle East
335 Family Bonds

Natural Science and Mathematics

Biology
117 Women, Health and Reproduction

Special Programs

Study Away

Macalester College has a long tradition of providing significant opportunities for students to build an international and intercultural perspective into their college education through international or domestic off-campus study.

Students may propose participation from among a carefully selected variety of overseas and domestic study away programs of relevance to the Macalester liberal arts curriculum. A list of recommended programs and suggested matches with Macalester's curricular program is available in the International Center or on the International Center website at:
http://www.macalester.edu/internationalcenter/studyabroad/recprog.html.

The Study Away Review Committee (SARC) evaluates all proposals for off-campus study during the regular academic year. SARC reviews the credit-worthiness of each proposal, the student's preparation for the experience, and the degree to which the program promises to extend and enrich the individual student's Macalester degree program. SARC's endorsement must be obtained the semester before participating in a program.

Although there are necessarily limits on the number of students who pursue off-campus study each academic year, Macalester strives to support all qualified and well-prepared students who submit compelling off-campus study proposals. However, in semesters where the number of qualified proposals is greater than financial aid budgets can support, some students may be asked to defer their plans and preference will be given to qualified upperclass students. Beyond this, student proposals will be ranked for acceptance based on the evaluation criteria outlined in the *Handbook for Off-Campus Study*, copies of which are available on the International Center website, at: http://www.macalester.edu/internationalcenter/studyabroad/.

Who May Participate?

Except as noted below, currently enrolled Macalester students who have completed one full year of study at Macalester, who have a formally declared major and who are in good academic standing are eligible to propose off-campus study. It is important to note, however, that students must also meet the eligibility requirements of the specific off-campus programs in which they plan to participate.

Transfer students must study on campus for two consecutive semesters before being eligible to apply for off-campus study. This restriction does not apply to January and summer programs.

The tuition benefits extended to students on the Dependent Tuition Assistance Program may not be applied to off-campus study. However, students on the Dependent Tuition Assistance Program remain eligible to participate in off-campus study, and in some circumstances, may become eligible for financial aid for one term due to having to assume the cost of off-campus study.

Non-immigrant visa and asylee status international students are eligible for participation in off-campus study, but they may not apply Macalester financial aid to off-campus study programs unless participation in such a program is required by a

formally declared major or they are approved for participation in the Macalester program "Globalization in Comparative Context" in the Netherlands. All non-immigrant and asylee students who wish to study away remain eligible for low-interest student loans to support off-campus study, however, and are encouraged to seek further information from the International Center.

Students who are on academic or social probation are not eligible to apply for off-campus study.

Registration, Academic Credit, Grades, and Financial Aid

Students whose proposals are approved by SARC must register at Macalester for their off-campus study programs in order to receive Macalester credit. All courses from semester and academic year off-campus study programs, including failed courses, are posted to the Macalester transcript. All grades for those courses are factored into the Macalester cumulative grade point average.

Academic credit earned for off-campus study programs meets general education requirements for graduation, but this does not guarantee that it may be applied towards departmental requirements. As part of the proposal process, students are required to consult with the appropriate academic offices to ascertain how their off-campus study credit will apply towards their degree programs.

With the exceptions noted above, students whose proposals are approved by SARC may apply eligible financial aid to program costs. While the vast majority of financial aid is portable, it is important to note that certain aid programs such as work-study do not apply to off-campus study. Also, financial aid is *not* available for January or summer programs abroad, except in cases where the student wishes to apply for certain types of educational loans.

Application Process

There are two steps to applying for off-campus study: 1) proposing a program for Macalester approval, and 2) applying to the program sponsor for admission. With rare exceptions, these two steps are independent of each other and have separate deadlines. It is the student's responsibility to ascertain the relevant deadlines and to provide the required materials by those deadlines.

Detailed information on both steps is articulated in the *International Center* website, and assistance is available at the International Center. Since careful planning is sometimes required, students are advised to start exploring their off-campus study options with the Study Abroad Coordinator or Advisor early in their sophomore year.

Pre-Professional and Professional Programs

The Pre-Law Program

Patrick Schmidt (Co-Advisor, Political Science) and Erik Larson (Co-Advisor, Sociology)

For many years, Macalester's pre-law students have achieved a record of success at excellent law schools. The college assists students through informed counseling about their curriculum at Macalester and their later choices of law schools. Students find available a large number of courses in various departments that teach the knowledge and skills most relevant to legal scholarship and practice. These courses may be pursued through a wide variety of departments which emphasize a broad liberal arts

perspective. Opportunities are available for a few students each year to secure internships in a legal setting.

The Premedical Program

Advisors: Lin Aanonsen (Chair of Health Professions Advising Committee, Biology), Rebecca Hoye (Chemistry), Mary Montgomery (Biology), and Jan Serie (Biology)

Students interested in premedical studies should consult one of the premedical advisors very early in their first year for academic advice and request to be included on the Health Professions mailing list.

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: Chemistry 111 and 112 (General Chemistry); Chemistry 211 and 212 (Organic Chemistry); Two to four courses in Biology (We recommend at least Biology 170 (Biodiversity & Phylogeny) and 205 (Cell Biology & Genetics II); Physics 221 and 222, or 226 and 227 and two courses in English. At the University of Minnesota Medical Schools, the "English" requirement can be satisfied by a number of literature, writing and/or speech courses, and need not be listed as an English course. This requirement varies so widely that you should consult your premedical advisor before making a decision about courses you decide to take that may satisfy this premedical requirement. Biochemistry I (Biology/Chemistry 352) is a prerequisite at a growing number of medical schools including the University of Minnesota (Minneapolis and Duluth campuses) and the Mayo Medical School. Courses in the social sciences, humanities and mathematics are also required for admission to some medical schools.

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. Each summer the Ruth and Vernon Taylor Foundation endowment provides stipends for approximately eight students to participate in health profession internships following their junior year. Student recipients of this competitive award may arrange to work in a clinic, hospital, or other medical facility under the direct supervision of medical personnel.

The Cooperative Program in Liberal Arts and Architecture

Stanton Sears (Advisor, Art)

Under the agreement with Washington University's School of Architecture in St. Louis, students may complete three years at Macalester before transferring to Washington University for a senior year of accelerated architectural study, leading to a B.A. from Macalester. Three years of graduate study at Washington University then leads to a Master's in architecture.

For further information on course work required, see the art department section of this catalog.

The Cooperative Program in Liberal Arts and Engineering

Danny Kaplan (Advisor, Mathematics)

An arrangement between Macalester and both the University of Minnesota and Washington University in St. Louis makes it possible for a student to earn a B.A. degree from Macalester and a B.S. degree in engineering or applied science from either university in five years—the first three to be spent at Macalester and the latter two in the respective engineering program. Both degrees are conferred at the end of the fifth year. There is considerable flexibility in the program, but students should expect to take calculus through differential equations, computer programming, chemistry and physics at Macalester, as well as five or more courses in the areas of social science and humanities. Students are to complete 96 semester hours as well as all other graduation requirements.

Other Curricular Opportunities

Associated Colleges of the Twin Cities (ACTC)

According to an agreement among Augsburg College, Hamline University, the College of St. Catherine, the University of St. Thomas and Macalester, students may take one course per semester at any one of the other four colleges tuition free, provided that the home institution has approved the course. Macalester has approved any liberal arts course offered by the other ACTC institutions as being appropriate for cross-registration. ROTC courses offered at the University of St. Thomas are available to Macalester students, however no credit will be awarded toward the Macalester degree. The exchange does *not* apply to January or summer offerings for Macalester students. Students should contact the Registrar's Office for information on registration procedures and acceptability of credits.

Minneapolis College of Art and Design

Macalester also has an agreement with the Minneapolis College of Art and Design (MCAD) whereby students may take one course per term at that college, provided that Macalester has approved the course. Macalester students should contact the Registrar's Office for information on registration procedures and acceptability of credit.

Honor Societies

Phi Beta Kappa

The Macalester chapter of Phi Beta Kappa, Epsilon of Minnesota, was established in 1968. This oldest national honor society recognizes outstanding scholarship and broad cultural interests in liberal studies. To be nominated, students ordinarily must have a GPA which places them in the upper 12 percent of their class, but not below 3.50. Junior nominees must be in the upper three percent of the class. Other requirements are good character, sufficient breadth of liberal studies, and a knowledge of mathematics and a foreign language at least minimally appropriate for a liberal education. Consideration also is given to other evidence of intellectual achievement in liberal studies, such as outstanding honors work.

Other National Honor Societies

The following departments sponsor national honor societies:

Chemistry—	Iota Sigma Pi
	Phi Lambda Upsilon
Classics—	Eta Sigma Phi
Computer Science—	Upsilon Pi Epsilon
Economics—	Omicron Delta Epsilon
French—	Pi Delta Phi
Geography—	Gamma Theta Upsilon
German Studies—	Delta Phi Alpha
History—	Phi Alpha Theta
Mathematics—	Pi Mu Epsilon
Political Science—	Pi Sigma Alpha
Psychology—	Psi Chi
Sociology—	Alpha Kappa Delta
Spanish—	Sigma Delta Pi

Student Support Services

Student Affairs

Student Affairs is an important part of the Macalester student experience. While many of these services provide for immediate day-to-day needs in areas such as health and housing, the goal of Student Affairs is to offer a variety of programs and services which enhance and supplement students' academic experience. The offices and programs described below provide opportunities for students to grow as individuals, to develop a greater sense of interdependence, as well as independence. Programs and activities are designed to encourage the balance of individuality and responsibility.

The Macalester College Student Government provides official representation for students in College governance, coordinates student action and allocates the student activity fees. The legislative body meets regularly throughout the year providing a forum for the expression of student opinions.

Macalester students have created over eighty-five organizations, and new ones are formed based on student interest. Student organizations are chartered through MCSG. Some of the organizations include: Adelante!, Latino students' group; Amnesty International; the Black Liberation Affairs Committee (B.L.A.C.); Queer Union; the Macalester International Organization (M.I.O.); Mac Christian Fellowship; MacGOP; Mac Jewish Organization; Mac Peace and Justice Coalition; Feminists in Action (F.I.A.); MACTION, the community service organization; the Program Board; and Mac-Ultimate frisbee.

Music performance groups include the Concert Choir, Symphony Orchestra, Symphonic Band, Jazz Band and ensembles, the Flying Fingers (a folk music instrumental group), Pipe Band and Highland Dancers, chamber ensembles, Andean Music Ensemble, African Music Ensemble, and men's and women's *a capella* singing groups. Speech and Theatre groups include the MacPlayers, along with Bad Comedy and Fresh Concepts-Improvisation groups.

Student media includes: the Mac Weekly newspaper, the Chanter literary magazine, WMCN-FM radio, the Banshee women's journal, and several other periodic publications.

Macalester's sports and recreation program is extensive, including intercollegiate, intramural, club, and recreational activities. Intercollegiate athletic programs compete in the MIAC and NCAA Division III. Men compete in baseball, basketball, cross-country, football, golf, soccer, swimming & diving, tennis, and track and field. Women compete in basketball, cross-country, golf, soccer, softball, swimming & diving, tennis, track and field, water polo, and volleyball. Club sports currently include men and women's crew, men's and women's Nordic skiing, men's volleyball, men's rugby, men's and women's ultimate Frisbee and men's water polo.

Vice President for Student Affairs, Dean of Students, Assistant Dean of Students

The Vice President for Student Affairs serves as the chief student affairs officer of the College. The Vice President, Dean of Students, and Assistant Dean of Students work jointly and are concerned primarily with the general welfare and collegiate life of all students. The office is responsible for the Campus Center, Campus Programs, Campus Grievance Procedures and the Mediation Process, Career Development Center, Chaplaincy and Center for Religious and Spiritual Life, Disability Services, Family Fest, Health Services (health education, medical, and psychological), New Student Orientation, Residential Life, Multicultural Life, Leadership Programs, Student Government, Media and Student Organizations. The Vice President, Dean, and

Assistant Dean assist in answering any student or parent questions related to College policies or procedures, and provide ombudsman services to students who have a specific problem or inquiry. The office maintains the personal records of all current students and alumni for eight years after graduation. The Vice President serves as an *ex officio* member of the Academic Standing Committee.

Ruth Stricker Dayton Campus Center

The Ruth Stricker Dayton Campus Center opened in January 2001. The Campus Center provides the Macalester community a place to meet, celebrate, eat, and interact. The mission of the Campus Center is to foster community by providing centralized facilities and services for programs which encourage interaction, fulfill daily needs, promote development, embrace diversity, generate revenue, and cultivate connections to the college.

Student organizations, faculty and staff can take advantage of any of the six meeting rooms, the lecture hall, television lounge, and Café. The Campus Center houses Document Services (copy center), Mailing Services (post office), the Highlander campus store, Campus Information, Central Reservations, the offices of four student organizations (Macalester College Student Government [MCSG], MACTION [community service], Program Board [PB], Residence Hall Association [RHA], and Habitat for Humanity. In addition, the offices of Campus Center & Conferences, Campus Programs and Residential Life and the Student Organization Resource Center [The SORC] are located in the Eichhorn Student Activities Center on the second floor of the Campus Center.

Campus Center staff coordinates reservations of Macalester College facilities, summer conferences and facility rentals. In addition, staff within the Campus Center coordinates services at the Information Desk providing access to discounted movie tickets, discounted bus passes, laptop checkout, Bike Share checkout, fax service, and the campus Lost and Found. Finally, student identification card and meal plan assignment are coordinated by Campus Center staff.

Campus Life

The Department of Campus Life is the home to both the Office of Residential Life and Office of Campus Programs. Campus Life works collaboratively with faculty, staff, and students on campus to foster a rich and vigorous educational environment beyond the classroom at Macalester. Campus Life also coordinates the student conduct system and new student orientation.

Campus Programs

The staff of Campus Programs works with student leaders, faculty and staff to foster intentional learning outside of the classroom. Campus Programs, in collaboration with others, foster the creation of social, cultural, recreational and educational programs for the campus community. In addition to working with various student organizations, the Campus Programs staff coordinates the programming activities of cultural heritage months and the advisement of the Program Board.

Career Development Center

The Career Development Center assists students in the creation, interpretation and application of the educational experience to meet career goals.

Among some of the more common issues addressed by the Career Development Center are: choosing a major, finding summer, part-time, or full-time employment, deciding on

and applying to graduate/professional school, building an experience base as an undergraduate in areas of leadership and involvement, doing a job search and the mechanics of that search, career decision-making, broadening competence to support a strong professional beginning, developing a personal and professional network and applying a liberal arts degree to the workplace.

A comprehensive system of resources has been developed by the staff of the Career Development Center. Services offered include: one-on-one counseling, workshops, interest inventories, handouts, an extensive alumni network, a career resource library, job listings, on-campus recruiters, job fairs, newsletter, computer-accessible employment resources, collaborations with other colleges and campus offices, and other resources/services as requested by students, staff, faculty, and employers. A website has been developed for additional access (http://www.macalester.edu/cdc/).

The Career Development Center staff serve as advocates and as a resource for students, addressing personal, academic and professional concerns encountered by students during their four years at Macalester and beyond. The CDC is conveniently located in Kagin Commons along with the Internship Program, Civic Engagement Center, Macalester Academic Excellence Center, Lealtad-Suzuki Center and Multicultural Life, and the Lilly Project for Work, Ethics and Vocation. This support, combined with extensive opportunities to connect with alumni, employers, and graduate/professional schools, provides Macalester students with excellent opportunities to meet personal goals and put their degree to work.

Chaplaincy/Center for Religious and Spiritual Life

The College is affiliated with the Presbyterian Church (U.S.A.). The Associate Dean of Religious and Spiritual Life/Chaplain, and the Catholic, Protestant and Jewish Chaplains seek to offer support to students, faculty and staff of all faiths through their programming as well as by actively cooperating with religious communities within the Twin Cities. Believing that the religious dimension is an essential part of education and values formation, Macalester College offers many opportunities for growth in religious understanding and expressing religious faith. The Center for Religious and Spiritual Life along with the Macalester Multifaith Council provides leadership in addressing issues of social, ethical and religious importance. It works with academic departments, the Civic Engagement Center and student organizations to address these issues. The staff of the Center for Religious and Spiritual Life also provide pastoral counseling and appropriate professional referrals on-campus and off-campus.

The Weyerhaeuser Memorial Chapel houses the Center for Religious and Spiritual Life and the chaplains offices. The CRSL (lower level of the Chapel) is a space where religious and spiritual organizations can host events. The Muslim Students Association, in association with the CRSL, maintains a mosque for weekly prayers and other activities. The Hebrew House is the location of Shabbat Services. Other traditions are celebrated on the campus regularly, and close relations are maintained with churches and religious leaders in the Twin Cities.

Department of Multicultural Life and The Lealtad-Suzuki Center

The framework for the Department of Multicultural Life at Macalester is grounded in the recognition that given the diversity of the Macalester community, members from distinctly different backgrounds often encounter intense cultural conflicts within the context of the larger society. To be true to Macalester's stated purpose "to prepare people to become intellectually vital and productive citizen leaders in a world that includes a multiplicity of cultures, perspectives, and needs," it is imperative that

members of Macalester demonstrate a commitment to multiculturalism by approaching the work of the college with intention, inclusion and integrity.

The mission of the Department of Multicultural Life is to integrate the values and ethos of historically under-represented peoples, discourses, thoughts and ideas as a catalyst for transforming the traditional ways of doing the work of the college into a more inclusive model. The goals of the Department of Multicultural Life are to identify and assess multicultural core competencies for the campus community; create partnerships with academic and administrative departments to infuse multiculturalism throughout all aspect of campus life; and foster and promote an inclusive physical environment that welcomes the entire college community, particularly those who have been historically under-represented.

Multiculturalism at Macalester has a long history dating back as far as 1961. In recent years, the college has spent a great deal of time and energy grappling with both the challenges and opportunities that accompany developing a structure and implementing policies that pertain to advancing the multicultural agenda of the college. The Dean of Multicultural Life and the Dean for the Study of Race and Ethnicity collaboratively lead the work of advancing the college's multicultural agenda.

The Lealtad-Suzuki Center

The Lealtad-Suzuki Center is named after Catharine Deaver Lealtad '15, the first African-American graduate of Macalester College and a talented doctor and Esther Torii Suzuki '46, a survivor of the Japanese internment campus during World War II and a six-year member of the Macalester College Alumni Board. The Lealtad-Suzuki Center's goals are to provide multicultural training and development to Macalester faculty, staff, and students to increase awareness, knowledge, and skills pertaining to multiculturalism; coordinate and synchronize intentional multicultural programming and services on campus; and provide multicultural education through mediums such as personal consultation, literature, video, audio and art.

There are many initiatives created out of the Lealtad-Suzuki Center, which is an integral part of the Department of Multicultural Life. Program initiatives include Student Identity Collectives, Soup and Substance Lunch Series, the Allies Project, the Tapas Series, Xpressions, and the Pluralism and Unity Program for first-year students.

International Student Program

The International Student Program serves the educational, cross-cultural, and personal development needs of Macalester's international students. Its goals are to integrate international students into all aspects of college life, to help them participate in and contribute to Macalester's high quality liberal arts education, and to assist them in applying their learning to their own lives and cultural contexts. In working toward achieving these goals, the International Student Program provides the following services:

* advising on immigration and other U.S. regulations and laws. Students see the International Student Program Coordinator for questions and authorizations related to off-campus work, traveling outside the U.S., and any other changes to their course of study while at Macalester.

* assistance to students in filing their mandatory U.S. tax returns.

* a Pre-Orientation which precedes the all new student orientation and emphasizes immigration regulations and cultural issues. To facilitate intercultural learning, faculty and staff discuss various elements of U.S. life and culture.

* a fall semester mentoring relationship which involves first year students with U.S. and international upper-class students. This program organizes topical discussions for students throughout the semester.

* an on-going relationship between international students and families from the Twin Cities community. Through on- and off-campus events, hosts acquaint students to life in the U.S.

* a variety of on-going events related to international students' experiences and learning, such as workshops on international careers or discussions on international issues.

* consultations with faculty and staff on immigration, cultural, and learning issues related to international students. The International Student Program Coordinator also works with other offices to develop events that facilitate international and intercultural learning among international and U.S. students.

Other Programs for International Understanding

The International Center, the International Studies major, and the Macalester International Organization offer programs throughout the year designed to focus attention on international affairs, global issues, and intercultural relations. These include lectures, panel discussions, films, various cultural events, the International Roundtable, International Week events, and special orientation and advising sessions for study abroad participants and international students.

Macalester Health Services

Health Services provides a range of preventive and primary health care and education for Macalester students. Medical care, counseling, and health promotion are partnerships where students and professionals share a commitment to a healthy community. Staff provide opportunities for students to gain the knowledge and develop the skills and attitudes necessary to make healthy lifestyle choices and to achieve personal and academic success.

Specific services provided include:

Counseling and Psychological. Short-term counseling services are offered. This includes personal counseling, crisis intervention, consultation with faculty, staff and students, educational programming and referral to on-campus and off-campus resources.

Medical. Out-patient ambulatory care for many general medical problems is offered, including diagnosis and treatment for sick and injured students, with referral to other medical services as appropriate.

Health Promotion. Information, activities, events, resources, and referrals are offered to help students identify health choices and adapt new behaviors for a healthier lifestyle and community. Classroom presentations, small group workshops, student training, class project and literature resources are a few of the strategies employed.

Staff. The staff of Macalester Health Services includes licensed psychologists, mental health counselors, a nurse practitioner, RNs, and a Certified Health Education Specialist, as well as experienced administrative staff. A consulting physician is

available one afternoon each week and a consulting psychiatrist is available several days a month. Full staffing and services are available only during the academic school year.

Requirements/Fees. To insure the best health care possible, students **must** have a current health record and physical on file in Health Services. Additionally, Macalester College and the State of Minnesota require that immunization requirements be met in order to be enrolled for classes. New international students are also required to have a TB test upon arrival.

There are no charges for medical, psychological or education services provided by Health Services; students are charged only for laboratory services, immunizations, medications, and transportation to other medical facilities. Any medical, surgical or psychological services incurred outside the Health Services are the student's responsibility. All records and services provided are confidential. Students with chronic health concerns (both emotional and medical) are encouraged to identify providers in the Twin Cities for treatment; Macalester Health Services staff can assist with referrals.

Insurance

Macalester College requires all students maintain comprehensive personal health insurance. Information on health insurance plans and supplemental accident insurance is available from the Business Office and Health Services.

New Student Orientation

The New Student Orientation (NSO) program offers a five-day program to welcome and orient all new Macalester students and their families. The New Student Orientation program strives to guide new students through the transition from high school to college by exploring and learning the expectations Macalester College holds for all students. Further, the staff create a specific program to ease the transition for transfer students. Moreover, the NSO program provides specific programs for family members to increase understanding and offer insight into the development of their first year college student's potential experience. Campus Programs staff works in conjunction with upper-class students to coordinate the New Student Orientation program.

Residential Life

The mission of the Department of Residential Life is to engage students in the creation of inclusive communities that foster students' intellectual and emotional development. The department encourages the increased understanding of global issues through interpersonal relationships and dialogue within a residential setting. The programs and services of the department provide opportunities in accordance with Macalester College's core values.

First year students and sophomores must fulfill a residency requirement of living on campus for their first and second years at Macalester. The requirement stems from the belief that a fuller and richer college experience can be obtained by living among one's peers for two years. This requirement does not apply to transfer students and housing is not guaranteed for transfer or upperclass students.

There are many varied housing options available such as traditional residence halls, campus houses, apartment style living, and special interest housing such as a vegetarian co-op, gender open housing, a Hebrew house, language houses, an eco house, and a cultural house. In addition, first year students have the option of living in a residential cluster comprised of the students in their first year seminar course.

Residence Hall Directors are full-time professional staff with Master's degrees in College Student Personnel or a related field, who live in the residence halls. These individuals are charged with the most important task of implementing the department's mission and developing strong learning communities within each hall. The Residence Hall Directors supervise paraprofessional staff who are undergraduates living on each residence hall floor.

Food Service

Macalester's dining program is housed in the Ruth Stricker Dayton Campus Center and is provided by Bon Appetit, a contracted service. Cafe Mac is an entirely new style of campus dining. The dining experience is a passport to view the world's different cuisine and an adventure through flavors of hemispheric influence.

Students who live in the residence halls are required to participate in the dining program.

Information Technology Services

ITS, the office of Information Technology Services, coordinates the development and use of computer, network and telecommunications resources at Macalester. These resources include the campus-wide local area network, Internet connections, general-use desktop computing facilities, administrative and faculty computers, the College switchboard and telecommunications systems. ITS maintains centralized servers for file storage, printing and electronic mail, as well as a Help Desk and locally produced documentation for important features of these services.

Computers are used extensively throughout the curriculum, and Macalester provides student access to computer resources both for academic research/course work and for individual explorations. The College furnishes approximately 400 computers for student use; roughly 150 of these are available for general student use, in staffed computer labs located in the basement of DeWitt Wallace Library and on the lower level of Kagin Commons. A 24-hour lab in Kirk Hall is staffed during class hours. These labs support a mixture of Apple Macintosh and Windows PC workstations, as well as networked printers. Students may borrow specially configured notebook computers in the library and campus center for wireless connection to the network. There are unstaffed, 24-hour labs in Dupre 253 and 353.

The remaining student-use computers are dispersed through 26 academic departmental facilities dedicated to discipline-specific instructional objectives. These facilities include Linux-based laboratories in the department of mathematics and computer science, where students are taught introductory and advanced courses in programming (currently emphasized languages and applications include C++, Java, Mathematica, Scheme and Prolog) as well as many other aspects of computer use and design. The department of economics uses a Macintosh-based teaching classroom to help students master econometrics, statistics and other mathematical tools. The department of psychology utilizes clusters of Macintoshes and PCs to aid students in quantitative methods and cognition. The department of biology maintains one teaching classroom and a number of small computer clusters to help students visualize and experiment with ideas presented in class. One of the laboratories in the physics and astronomy department is equipped with microcomputers to permit real-time experimentation, and the observatory relies on high-end Linux workstations to gather and analyze astronomical data. Other academic uses of information technologies include mathematical modeling, CAD and 2-D print design, computational/statistical analysis, interactive multimedia language learning and musical composition.

Use of computers in support of Macalester's educational objectives is assisted by a wide range of facilities and initiatives. ITS maintains two computer classrooms for occasional use by any instructor. These rooms are equipped with high-end PC and Macintosh computers, high-resolution data projectors and whiteboards. All academic classrooms are equipped with data ports so that faculty may connect laptop or desktop computers to the network for instructional purposes. Several classrooms in academic buildings have been designated as "presentation" classrooms, and are fully equipped with projection and presentation devices, computers, laptop connections and specialized lighting controls. Major grants from the Andrew W. Mellon Foundation support faculty development of new classroom teaching approaches, augmented and strengthened with instructional technologies. Many faculty enrich their classroom teaching with Moodle, an online tool that includes electronic discussion forums, interactive exercises, and additional curricular resources such as research data and scholarly databases.

The College operates a high-speed local area network connecting all academic and administrative buildings, and the permanent residence halls. This network provides excellent capabilities for accessing the internet, through both wired and wireless. Students may bring and connect personally-owned computers to the network, which supports the most common modern network standards for both Windows and Macintosh computers. (Students are not required to purchase or own computers.) Permanent residence hall rooms are wired with one Ethernet port per pillow. Wireless access is available in most classrooms and public/group spaces on campus, including residence hall lounges, conference rooms, the campus center and the library.

In addition to the residence hall network connections, students are provided with voicemail boxes, access to a central e-mail server, access to file and print servers, networked storage space and accounts to utilize these services. Students may create their own web pages. There is no extra charge for any of these services.

All computing endeavors at Macalester, whether by students, staff members or faculty members, are governed by the Information Technology Responsible Use Policy.

You can explore Macalester's resources and programs on the World Wide Web at http://www.macalester.edu using any web browser. ITS's pages begin at http://www.macalester.edu/its/

The Macalester Academic Excellence (MAX) Center

MAXimize your academic potential!

The MAX Center supports students so that they can do their best possible academic work. The MAX Center focuses on: a) the disciplines of math, science, and writing; b) the skills required for good time management and study habits; c) building a culturally diverse learning community; and d) academic accommodations for students with disabilities. Free group and individual assistance is available in mathematics, biology, chemistry, writing, general learning skills, and time management, among other areas. Assistance is also available to students preparing for graduate school examinations and writing graduate school applications, capstone papers, honors projects, applications for scholarships and study-abroad opportunities, etc. The MAX Center provides these services for all members of the Macalester community, but also provides specific services to develop culturally and racially diverse academic learning communities. The MAX Center provides services to accommodate students with documented disabilities as well. *The chief goal of the MAX Center is for each student to obtain maximum learning from the Macalester College experience, with an eye toward all students developing life-*

long skills and benefits. In order to achieve this goal, the MAX Center is committed to anti-racism in all of its efforts.

Library, Media and Web Services

DeWitt Wallace Library

Through innovative services and inviting facilities, the Library supports the mission of the College and is committed to the words from Macalester's Statement of Purpose and Belief: "We expect students to develop a broad understanding of the liberal arts while they are at Macalester.... Students should develop the ability to use information and communication resources effectively, be adept at critical, analytical and logical thinking, and express themselves well in both oral and written forms."

Library staff are involved in the instructional mission of the College by providing reference service, classroom instruction, and informal classes and workshops. Personalized consultations for research assistance with library staff are encouraged, and made available upon request. All entering first year students are offered an orientation to library and computing services that provides them with a basic foundation and understanding of the extensive scholarly resources available in an academic environment. In addition, these sessions provide an introduction to the variety of staff members who are available to provide personal assistance for technology and research needs. This initial orientation is followed by a course-integrated session during first-year seminars, and then often by more specialized and discipline-focused instruction during intermediate and upper-level courses. In addition to traditional academic library circulation, interlibrary loan, and course reserves services, the library "pioneered" electronic reserves, and many faculty take advantage of this ability to provide students with online access to course readings.

Located at the heart of the campus and designed as a community gathering space, the library building provides ample study space, comfortably housing up to one-third of the student body at any one time. Individual, small group, and larger sized rooms are available to accommodate the needs of the community. The building features a recently redesigned computer lab, including an "imaging annex" geared toward imaging needs and web-page creation. Community members take advantage of a wireless network in the library, either using their own laptops or by checking out a laptop from our circulating "pool." The library collection includes nearly half-a-million volumes and 1400 periodical and newspaper subscriptions, the building is open over 100 hours a week during the academic year, with extended hours until 3:00am during finals periods. A 24 x 7 study space is offered in the "Link"—an area with vending machines connecting the library with Old Main.

Recognizing early on that library services transcend physical spaces and individual collections, much time and effort is spent on developing our "virtual" library at www.macalester.edu/library. Here one can readily search our online catalog shared with seven other private Twin Cities colleges and universities with access to over two million volumes. Materials from the other colleges may be requested online, and are delivered via twice-daily courier service to our circulation desk. Macalester community members also have access, through interlibrary loan, to the research library collections at the University of Minnesota and beyond. In addition, the library offers a full range of networked online indexes and fulltext article databases, featuring subscription-level access to over 1500 online journals. Nearly all virtual library content can be accessed from off-campus, providing services to community members wherever they are needed—be it at home over the summer, or in another country during a study-away semester.

Media Services provides professional educational media support to the Macalester academic program. Classroom technology, event support, video production, posters and graphics and a full range of audiovisual equipment and materials are accessible to all students and faculty. In addition, new technologies such as international TV reception, satellite teleconferences, and video streaming are now available. Media Services has a rapidly growing collection of over 6,000 videocassettes and DVD titles, which are accessible through the online catalog. More information about Media Services will be found on our web pages at www.macalester.edu/mediaservices.

Office of the Registrar and Student Academic Records

The Office of the Registrar and Student Academic Records is responsible for class scheduling, maintenance of academic records of all students, and the collection and dissemination of certain institutional data. In addition, the office administers all student registrations, processes changes of course registration and grading options, publishes fall and spring term final examination schedules, endorses teacher licensure applications, evaluates transfer credits, acts upon applications from students not seeking a degree from Macalester, issues transcripts and statements certifying full-time attendance and/or good academic standing, and certifies to the faculty those students eligible for graduation.

Services for Students with Disabilities

The College is committed to providing for the needs of all enrolled or admitted students. Students who have disabilities under Section 504 of the Rehabilitation Acts of 1973 and the Americans with Disabilities Act of 1990 should seek available assistance and make their needs known to the Assistant Dean of Students. The College will make every effort for reasonable accommodations in providing the same opportunities for program and access to students with disabilities.

Safety, Security and Annual Crime Security Report Information

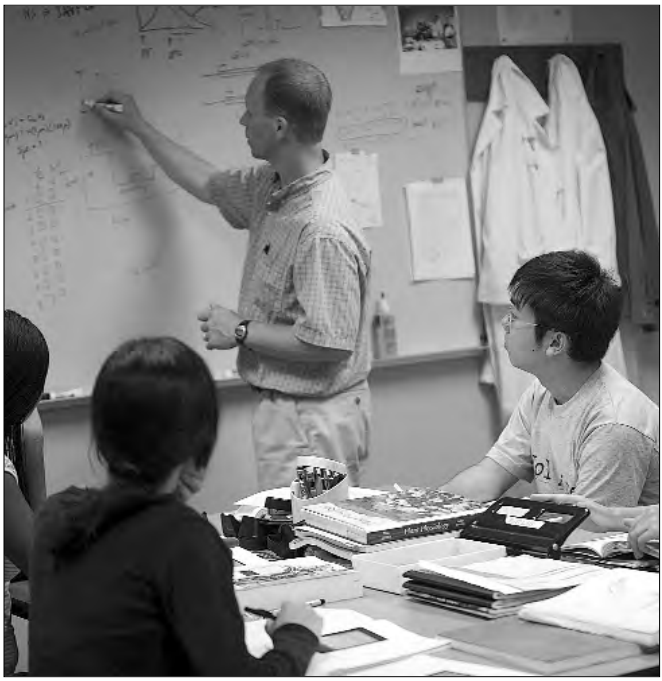
At Macalester College the Safety and well-being of our students, faculty and staff is always a priority. With the support of other departments, we have hundreds of people involved in keeping this campus safe and secure. However, a truly safe campus can only be achieved through the cooperation of all students, faculty and staff.

The Macalester College Annual Crime Security Report. This report includes statistics for the previous three years concerning reported crimes that occurred on campus buildings or property owned or controlled by Macalester; and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional polices concerning campus security, such as polices concerning sexual assault, and other matters. The Federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and its amendments is available upon request, at no charge, from the Macalester Security Department at 651-696-6278, the Admissions Office at 651-696-6367 or by accessing the annual crime report web page at www.macalester.edu/security/annual-crime-report-text.pdf.

In addition, matriculated student users of Macalester's facilities or services are required to comply with the Campus Security Act and Sex Crimes Prevention Act of 2002, including self-registration with appropriate State agencies. Failure to comply with this requirement, if applicable, may jeopardize your status as a Macalester student.

For more information about safety or security matters please contact the Director of Environmental Health, Safety and Security.

Scholarships and Special Endowed Funds



Scholarships and Special Endowed Funds

The scholarships, loan funds, prizes, and endowed professorships listed on these pages have been created at Macalester College by the generous gifts of donors. Some of these funds have been contributed to allow the establishment of endowed professorships that further Macalester's commitment to the highest academic standards among the faculty. Income from funds contributed for prizes is awarded annually in recognition of a student's scholastic achievements, accomplishments and proficiency.

The income from scholarship funds is awarded by the Macalester Financial Aid Office. The funds are awarded to outstanding students—usually juniors and seniors—who have applied for financial assistance and who demonstrate the need for this assistance in order to avail themselves of a Macalester education. (For information on financial assistance, consult the Admission, Expenses and Financial Aid section.)

Only those scholarships funded fully or in part by DeWitt Wallace are listed here. Many of them are the result of a challenge Mr. Wallace made, whereby he matched contributions to endowed scholarships. Through an agreement with Mr. Wallace, Macalester is required to publish the principal (initial gift) of each fund.

3M (1967). Established by the Minnesota Mining and Manufacturing Company of St. Paul. Principal, $32,016.

Anstice T. Abbott (1962). Established by the national Wood's School Alumnae Association for an elementary education major. Principal, $13,558.

Roy C. Abbott (1958). Established by the former treasurer of the Reader's Digest Association, Inc. Principal, $3,193.

Barclay Acheson (1959). Established by members of his family in memory of Dr. Acheson, who was director of Near East Relief and, later, of the International Editions of the Reader's Digest. A 1910 graduate of Macalester, he served on the Board of Trustees (1937–57). Principal, $37,841.

William R. Adams (1959). Established by William R. Adams, president of St. Regis Paper Company. Principal, $6,399.

Admirer of Wallace (1968). Established by an anonymous donor to honor DeWitt and Lila Wallace. Principal, $26,428.

Horace M. Albright (1961). Established by Horace M. Albright, nationally known conservationist and former director of National Park Service. Principal, $6,391.

Alexander International Education Fund (1964). Established by Hugh S. Alexander, Macalester Class of 1899, his wife, Florence A., and his daughter, Vida R., Class of 1927. Principal, $169,746.

Hugh S. Alexander (1957). Established by friends and former students of Dr. Alexander, professor of geology at Macalester. Principal, $5,313.

Isabelle Strong Allen (1962). Established by John W. Leslie, chairman of the board, Signode Steel Strapping Company, Chicago, Illinois. Principal, $22,407.

Alumni Board (2002). The Alumni Board Scholarship Fund was established through the generosity of DeWitt Wallace, directors of the 2001/02 Alumni Association Board of Directors and former directors, and members of the Class of 1973, to support students who qualify for financial aid and are selected by the director of financial aid. Principal, $251,942.

American Cyanimid Company (1962). Established by the American Cyanamid Company. For upperclassmen who are taking a premedical course in preparation for entrance to a medical school. Principal, $63,872.

American Friends of the Middle East (1963). Established by American Friends of the Middle East for a student attending Macalester from a Middle Eastern country. Principal, $13,349.

William R. Angell Foundation Biology (1957). Established by the foundation in Detroit named for the president of Continental Motors Corporation, Muskegon, Michigan. For students majoring in biology. Principal, $22,239.

David G. Baird (1967). Established by the Winfield Baird Foundation at the suggestion of New York banker David G. Baird. Principal, $335,402.

Julian Baird (1967). Established by the First National Bank of St. Paul to honor its former president who served as Under Secretary of the Treasury under President Eisenhower. Principal, $32,331.

Clarence D. Baker–Dr. James Wallace (1958). Established by Harry D. Baker, president of the Baker Land and Title Company of St. Croix Falls, Wisconsin, in memory of his brother, Clarence D. Baker, Class of 1898, and of Macalester's fifth president, Dr. James Wallace. To be paid twice annually, when most needed by beneficiaries, to deserving rural students with satisfactory scholastic records and outstanding reputation for industry and integrity, and who show determination to make their own expenses as far as possible. Principal, $15,967.

George F. Baker Trust (1967). Established by the George F. Baker Trust of New York City. For young men and women of the highest overall promise. Principal, $313,678.

Baldwin Paper Company (1963). Established by the Baldwin Paper Company of New York City. Principal, $17,879.

Bruce Barton (1957). Established by the New York advertising executive, author, and former United States Representative. For a student of high scholastic standing who has shown unusual qualities of leadership. Principal, $27,778.

William Benton (1957). Established by the chairman of the board of Encyclopedia Britannica and former United States Senator and Assistant Secretary of State. For students of unusual ability who plan a career in government. Principal, $33,212.

Frank Stanley Beveridge (1958). Established by the Frank Stanley Beveridge Foundation in memory of the founder of Stanley Home Products, Westfield, Massachusetts. Principal, $6,391.

Frank M. Bitetto (1964). Established by Frank M. Bitetto, Thunder Hill Drive, Stamford, Connecticut. Principal, $3,193.

Douglas M. Black (1959). Established by Douglas M. Black of Doubleday & Company, Inc., book publishers, New York City. Principal, $7,661.

Eugene R. Black (1959). Established by the former president of the International Bank for Reconstruction and Development, Washington, D.C. Principal, $4,149.

Frederick O. Bohen (1959). Established by the chairman of the Meredith Publishing Company, Des Moines, Iowa, publishers of Better Homes and Gardens and Successful Farming. Principal, $6,390.

Lee H. Bristol Memorial (1962). Established by the former chairman of the board of Bristol-Myers Company. Principal, $17,497.

Charles H. Brower (1963). Established by the chairman of the board of Batten, Barton, Durstine and Osborn, Inc. Principal, $13,414.

Burlington Northern (1967). Established by the Northern Pacific Railway Company of St. Paul. Principal, $31,903.

John S. Campbell (1959). Established by Mr. Campbell, Macalester Class of 1913 and former president of Malt-O-Meal Company of Minneapolis. Principal, $36,724.

Cass Canfield (1965). Established by the former chairman of Harper & Row, New York City. Principal, $6,418.

George E. Carlson (1964). Established by Robert W. Carlson, president of the Minnesota Rubber Company, in honor of his father. For a student majoring in one of the natural or physical sciences, with preference given to children of employees of the Minnesota Rubber Company. Principal, $127,802.

Dale Carnegie Memorial (1959). Established by Dorothy Carnegie, president of Dale Carnegie and Associates, Garden City, New York. Principal, $48,540.

Bennett Cerf (1959). Established by the chairman of Random House Book Publishers for students majoring in English literature. Principal, $62,436.

George Champion (1964). Established by the chairman of the board of Chase Manhattan Bank, New York City. Principal, $8,965.

Chemical Bank (1967). Established by the Chemical Bank of New York City. Principal, $32,231.

Colby Mitchell Chester (1958). Established by the chairman of the board of General Foods Corporation, New York City. Principal, $15,082.

Church Vocation (2001). To be awarded to a student majoring or intending to major in religious studies, with preference given to students planning a vocation in Christian service, preferably Presbyterian. Established by combining four scholarships endowed in 1926, 1953, 1963 and 1965 by the congregations of First Presbyterian Church of Merriam Park, Merriam Lexington Presbyterian Church and Macalester Presbyterian Church—made possible by the merger in 2000 of Merriam Lexington Presbyterian Church and Macalester Plymouth United Church. Principal, $30,956.

Blake Clark (1963). Established by Mr. Clark, Capitol Car Distributors, Ltd., Takoma Park, Maryland. Principal, $6,391.

Glenn Clark (1963). Established by friends and alumni in memory of Professor Clark, chairman of the English department and track coach at Macalester (1912–44). Principal, $74,835.

Class of 1927 (1957). Established by members of the Macalester Class of 1927. Principal, $7,933.

Class of 1960 (1960). Established by members of the Macalester Class of 1960. Principal, $63,893.

Class of 1962 (1962). Established by members of the Macalester Class of 1962. Principal, $3,854.

Class of 1963 Eugene Craven Memorial (1963). Established by members of the Macalester Class of 1963 and Sharon Ellies Craven '64, in memory of Eugene Craven '63, for a student who will study abroad. Principal, $10,211.

Homer P. Cochran (1963). Established by the senior vice president of the Morgan Guaranty Trust Co., New York City. Principal, $12,774.

William Rogers Coe (1967). Established by the New York financier for a student interested in American studies. Principal, $15,989.

A. L. Cole (1957). Established by the vice president and director of the Reader's Digest Association, Inc. Principal, $45,989.

Colgate-Palmolive Company (1967). Established by the Colgate-Palmolive Company, New York City, for male students who plan a business career. Principal, $15,996.

John C. Cornelius (1958). Established by the Minneapolis advertising executive and former president of the American Heritage Foundation. Principal, $7,280.

Edwin V. Coulter (1961). Established by Multi-Clean Products, Inc., St. Paul, Minnesota, to honor its president. Principal, $17,430.

Mary M. Coulter (1971). Established by bequest in the will of Edwin V. Coulter to honor his wife. Principal, $12,716.

Gardner Cowles (1971). Established by the chairman, Cowles Communications, Inc. Principal, $30,661.

Ira L. Crawford (1903). Established by his brothers and sisters in memory of Ira L. Crawford, a pioneer of Rock County, Minnesota. Principal, $3,183.

Charles A. Dana (1962). Established by the industrialist. Awarded only to students in the upper three classes of the College. Principal, $63,872.

Victoria David Memorial (1960). Established by Dr. David, orthopedic surgeon, Houston, Texas, Macalester Class of 1913. Principal, $33,200.

May Davie (1968). Established by Mrs. Preston Davie of New York City. Principal, $6,325.

George W. Davis (1959). Established by DeWitt Wallace in honor of George W. Davis. Awarded to students with good academic records who need special financial help to attend Macalester. Principal, $10,334.

Walter H. and Lydia Juenemann Deubener (1964). Established by the Deubener-Juenemann Foundation and named for Mr. and Mrs. Deubener, who developed the paper shopping bag. Principal, $62,714.

Walter F. Dillingham (1957). Established by the Honolulu industrialist. Principal, $31,933.

Cleveland E. Dodge (1959). Established by Mr. Dodge, a director of Phelps Dodge Corporation, copper company, New York City. Principal, $36,350.

Albert Dorne (1964). Established by the president of the Famous Artist Schools, Inc., Westport, Connecticut, and New York City. Principal, $15,370.

Margaret M. Doty (1960). Established by Miss Ann Elizabeth Taylor, Macalester Class of 1910, Austin, Minnesota. Principal, $20,431.

Carl A. and Katharine D. Dreves (1965). Established by Mr. Dreves on Mrs. Katharine D. Dreves' seventy-fifth birthday. Principal, $32,050.

Carl and Margaret Dreves (1963). Established by Mr. Dreves, a retired St. Paul businessman. Principal, $35,396.

Margaret Weyerhaeuser Driscoll (1960). Established by Mrs. Walter B. Driscoll, member of the Macalester Board of Trustees from 1946–1971. Principal, $8,977.

Pendleton Dudley (1957). Established by the senior partner of Dudley-Anderson-Yutzy of New York City, who was known as dean of the public relations profession. For an unusually talented young man who aspires to be a teacher. Principal, $24,273.

Colonel and Mrs. Edward P. F. Eagan (1964). Established by Colonel and Mrs. Eagan of New York. Colonel Eagan, an attorney, was head of the People-to-People Sports Committee, Inc. Principal, $15,968.

Frederick H. Ecker (1958). Established by the president and chairman of the Metropolitan Life Insurance Company. Principal, $8,303.

Charles Edison (1957). Established by the former governor of New Jersey, former Secretary of the Navy, and son of the inventor Thomas Edison. For a student of unusual promise interested in a career in science. Principal, $24,926.

Edwin S. Elwell–Middle East (1964). Established by Mr. Elwell and the directors of the American Friends of the Middle East for a student attending Macalester from a Middle Eastern country. Principal, $38,319.

Ettinger Foundation (1961). Established by the Ettinger Foundation. Principal, $6,391.

Harvey S. Firestone, Jr. (1960). Established by the former chairman of the Firestone Tire and Rubber Company. Principal, $26,061.

First Presbyterian Church of Lake Crystal (1960). Established by the Presbyterian Church of Lake Crystal with money received from the R.G. James estate. Principal, $4,027.

Raoul H. Fleischmann (1959). Established by the president and chairman of The New Yorker. Principal, $12,774.

Henry N. Flynt (1967). Established by Mr. Flynt, an attorney from Greenwich, Connecticut. Principal, $15,669.

Edythe B. Follett (1958). Established by the Follett College Book Company of Chicago, in honor of the wife of the company's founder. Principal, $9,936.

D. Fraad, Jr. (1959). Established by the chairman of the board of Allied Maintenance Corporation, New York City. Principal, $10,218.

Wilfred Funk (1957). Established by Mr. Funk, New York City book and magazine publisher, for a student of unusual ability. Principal, $12,774.

General Electric Foundation (1966). Established by the General Electric Foundation for students majoring in chemistry. Principal, $51,360.

General Foods Fund (1962). Established by the manufacturers of cereals and packaged foods. Principal, $31,933.

George and Margarita Delacorte Foundation (1964). Principal, $958.

Robert B. Gile–Middle East (1963). Established by Mr. Gile and the directors of the American Friends of the Middle East for a student attending Macalester from a Middle Eastern country. Principal, $12,773.

Robert and Jean Gilruth (1964). Established by Dr. Robert R. Gilruth, head of the Manned Space Center, who was responsible for selecting and training astronauts for Project Mercury. To assist a student majoring in the physical sciences or one working on a special science project. Principal, $6,391.

Bernard F. Gimbel (1963). Established by the chairman of the board of Gimbel Brothers, Inc., New York City. Principal, $32,213.

Samuel Goldwyn (1962). Established by the chairman of the board, Samuel Goldwyn Productions, Inc. Principal, $12,774.

Grace Presbyterian Church (1961). Established by the Women's Association of Grace Presbyterian Church of Minneapolis and George P. Leonard of California. Principal, $2,850.

William T. Grant (1956). Established by the chain store executive of New York City. For a student of outstanding academic achievement. Principal, $25,546.

Arthur E. Griffiths (1960). Established by Mr. Griffiths, Candlewood Isle, Connecticut, and Sarasota, Florida. Principal, $19,676.

Ruth and Fred Guinzburg (1961). Established by Mr. and Mrs. Guinzburg, New York City. Principal, $6,391.

Dr. Douglas L. Guy 1949 (1965). Established by James Todd Guy, attorney at law, Milwaukee, Wisconsin, Class of 1908, in memory of his son, Class of 1949. Principal, $6,390.

James Guy (1960). Established by James Todd Guy, attorney at law, Milwaukee, Wisconsin, Class of 1908, in memory of his father, who was a member of the College staff at the turn of the century. Principal, $3,193.

John P. Hall (1961). Established by Dr. L. Margaret Johnson, Class of 1921, in memory of Professor Hall, registrar and professor of Greek (1897–1945), baseball coach, and men's Glee Club director. Principal, $16,677.

John W. Hanes (1957). Established by the New York and North Carolina financier and former Securities Exchange Commissioner and Under Secretary of the Treasury. Principal, $28,750.

Charles Hattauer (1958). Established by the New York dental surgeon. Principal, $9,678.

Heegaard Family (1960, 1965, 1982). The Heegard Family Endowed Scholarship Fund is actually three scholarships combined. The G. L. Heegaard Scholarship, was established by the Minneapolis industrialist, who

was a student at Macalester's Baldwin Academy. The G.L. Heegaard Memorial Scholarship, was established in memory of their grandfather; and the William R. Heegaard and John C. Heegaard Scholarship, was established in memory of their father, William, and their brother, John, by William, Roger, John, David, and Peter Heegaard. Principal, $40,571.

Henry H. Henley, Jr. (1967). Established by Cluett, Peabody Co., Inc., of New York to honor their president. Principal, $13,446.

Mell and Lydia Hobart (1964). Established by Mell W. Hobart, Class of 1908, and former Macalester Trustee, in memory of his wife, also a Macalester graduate, and supplemented by Ministers Life and Casualty Union. Principal, $36,190.

Oveta Culp Hobby (1964). Established by the president and editor of the Houston Texas Post. Principal, $14,046.

Marvin J. Hofius (1961). Established by an anonymous donor, friends, and alumni in memory of Marvin Hofius, Class of 1957. Principal, $7,412.

Arthur Bristow Hood (1962). Established by family and friends in memory of the vice president of Ralph L. Smith Lumber Company, Class of 1916. Principal, $5,033.

Warren C. Hunter, Jr. (1958). Established by Dr. Warren C. Hunter of Portland, Oregon, in memory of his son, Warren, Class of 1952. For a student who has genuine interest in public affairs, majoring in social sciences with emphasis in political science. Principal, $13,827.

IBM (1965). Established by International Business Machines Corporation, to be awarded to students majoring in mathematics. Principal, $54,092.

Dr. and Mrs. Kano Ikeda (1960). Established by Dr. Charles W. Jarvis, Class of 1942, St. Paul physician, in memory of Kano Ikeda, M.D., chief pathologist at the Charles T. Miller Hospital and member of the Macalester faculty. For a student majoring in medical technology. Principal, $6,856.

International Paper (1963). Established by the International Paper Company, New York City. Principal, $35,115.

J. H. (Missouri) (1959). From an anonymous donor in Missouri. Principal, $61,318.

Howard Johnson (1958). Established by the chain restaurant executive of New York City. Principal, $83,816.

Julia M. Johnson (1959). Established by DeWitt Wallace in memory of Mrs. Julia M. Johnson, first female professor at Macalester (English Literature, 1898–1935) and first dean of women. Principal, $10,493.

Eric Johnston (1958). Established by the motion picture executive. Principal, $22,354.

Howard A. Johnston (1963). Established by the motion picture executive. Principal, $9,837.

Richard U. Jones (1959). Established by alumni and friends in memory of Richard U. Jones, dean of the College (1917–36) and chairman of the chemistry department (1903–41). Principal, $20,353.

Walter H. Judd (1963). Established by the former Minnesota congressman for a student who is concentrating on studies in government or international relations. Principal, $14,051.

Edwin Kagin (1960). Established by Dr. and Mrs. William H.A. Watson and other former students and friends of Dr. Kagin, professor of religion (1926–52). Awarded to a junior who is preparing for a church vocation. Principal, $28,924.

Mary Frances Johnstone Kagin Memorial (1966). Established by her husband, Dr. Edwin Kagin, relatives, and friends. To be awarded to a student planning a full-time church vocation, for use during the sophomore year. Principal, $28,154.

Henry J. Kaiser Family Foundation (1959). Established by the Henry J. Kaiser Family Foundation of Oakland, California, and named for the industrialist and builder. For a premedical student who qualifies on the basis of ability, character, and financial need. Principal, $25,546.

Dr. William H. Kendall (1960). Established by Dr. Kendall, a clergyman of Florissant, Missouri, Class of 1904. Principal, $3,193.

James R. Kirby (1960). Established by Mr. Kirby, educator from Casper, Wyoming, Class of 1951. Principal, $9,987.

Julius Klein (1959). Established by the consultant of Latin American governments and former United States Secretary of Commerce. Principal, $6,391.

Walter Knott (1964). Established by the founder of Knott's Berry Farm and Ghost Town, Buena Park, California. Principal, $25,546.

Edward Lamb (1966). Established by Mr. Lamb, Toledo, Ohio, lawyer and business executive. Principal, $98,949.

Thomas S. Lamont (1963). Established by Mr. Lamont, a director of the Morgan Guaranty Trust Company. Principal, $12,774.

Mary Woodard Lasker (1964). Established by Mrs. Albert D. Lasker of New York City. Principal, $17,241.

Justus Baldwin Lawrence (1964). Established by the chairman of the International Fact Finding Institute, New York City, as a memorial to his wife, Mary Peace Lawrence. Principal, $13,080.

Robert Lehman (1964). Established by Robert Lehman of Lehman Brothers, New York City. Principal, $12,774.

Barry T. Leithead Endowed (1963). Established by the president of Cluett, Peabody & Company, Inc., New York City. Principal, $16,633.

George P. Leonard (1960). Established by Mrs. George P. Leonard, Class of 1927, Stinson Beach California, in honor of her husband. Principal, $42,477.

Mrs. William H. Leonard (1959). Established by Mr. and Mrs. George P. Leonard, Class of 1927, Stinson Beach, California, in memory of Mr. Leonard's mother. Principal, $21,363.

Wilma F. Leonard (1958). Established by George P. Leonard, Class of 1927, Stinson Beach, California, in honor of his wife. Principal, $165,043.

Hobart and Edith Lewis (1960). Established by Mr. and Mrs. Hobart Lewis of Katonah, New York. Principal, $8,945.

Walter A. Lienke (1961). Established by his bequest and supplemented by the members of his family and friends. To be awarded to a student majoring in music. Principal, $12,432.

E. H. Little (1958). Established by the former chairman of the Colgate-Palmolive Company, New York City. Principal, $17,245.

Samuel E. Lowe (1965). Established by Paul Lyle, executive vice president, Western Printing and Lithographing Company, Racine, Wisconsin. Principal, $9,037.

Henry R. Luce (1962). Established by the founder of Time, Life and Fortune magazines. Principal, $69,741.

Roswell Magill (1958). Established by the president of the Tax Foundation, partner in the New York law firm of Cravath, Swaine and Moore and former Under Secretary of the Treasury. Principal, $6,391.

William H. and Helen Hoye Mahle (1964). Established by Mr. and Mrs. William H. Mahle, Classes of 1936 and 1934. Principal, $30,433.

MANDO (1959). Established by Minnesota and Ontario Paper Company, predecessor of Boise Cascade. To be awarded with preference to students from International Falls, Minnesota, and Fort Frances and Kenora, Ontario. Principal, $7,661.

Marsh and McLennan (1967). Established by the New York City insurance brokers. Principal, $12,789.

Edward Everett McCabe (1920). Established through a bequest in the will of Mr. McCabe, Class of 1914, who was a lieutenant in the U.S. Aviation Corps, World War I, and the first Macalester alumnus to leave a legacy to the College. Principal, $3,193.

Anne Wunderlich McClure (1965). Established by George P. and Wilma Fox Leonard of the San Francisco area. Principal, $289,057.

Norman H. McRae and Loren R. Jestus (1957). Established by alumni, family and friends in memory of Norman H. McRae, who was superintendent of buildings and grounds at Macalester (1924–43), and then founded Multi-Clean Products, Inc., manufacturers of floor and building maintenance equipment, and in memory of Norman's son-in-law, Loren R. Jestus, Class of 1940. Principal, $13,684.

Mead Corporation (1965). Established by the Mead Corporation, Dayton, Ohio. Principal, $12,774.

Agnes E. Meyer (1965). Established by Mrs. Meyer, Washington, D.C. Principal, $11,549.

James A. Michener (1968). Established by the author. Principal, $6,399.

Jeremiah Milbank (1962). Established by Mr. Milbank, a New York City corporation executive. Principal, $33,244.

Roger Milliken (1962). Established by the president of Deering-Milliken, Inc., textile manufacturers. Principal, $19,824.

Minnesota Rubber Company (1968). Established by Robert W. Carlson, president of the Minnesota Rubber Company, in honor of his father. For a student majoring in one of the natural or physical sciences, with preference given to children of employees of the Minnesota Rubber Company. Principal, $128,330.

Mobil (1967). Established by Mobil Oil Corporation to be awarded to promising upperclass students interested in pursuing chemistry, physics or business as a career. Principal, $31,974.

Lois and James Monahan (1958). Roving editors of the Reader's Digest. Mrs. Monahan writes under the name Lois Mattox Miller. Principal, $10,857.

Moore–Middle East (1963). Established by Mrs. Allan Q. Moore and the directors of the American Friends of the Middle East, for a student attending Macalester from a Middle Eastern country. Principal, $21,289.

Malcolm Muir (1962). Established by Mr. Muir, a director of Newsweek magazine. Principal, $6,391.

James Mulvey Memorial (1922). Established by the Misses Jessie and Edna Mulvey in memory of their father, James Mulvey, a lumberman. For a student committed to full-time church service. Principal, $15,968.

Carl Bertram Myers (1921). Established by S.F. Myers of St. Paul in memory of his son. Principal, $3,193.

Kathryn Jo Neily Memorial (1963). Established by Mr. and Mrs. Joseph E. Neily in memory of their daughter, who died during her freshman year at Macalester. Principal, $64,250.

Edward John Noble Foundation (1958). Established by the chairman of both the American Broadcasting Company and the Beech-Nut Life Savers Corporation, New York City, and continued by the foundation. Principal, $33,215.

Elmer E. Nyberg (1961). Established by Stanley Home Products, Inc., Easthampton, Massachusetts, and its employees to honor Mr. Nyberg, Class of 1923, educational director of the company for thirty years. Principal, $130,254.

Catherine L. O'Brien (1958). Established by the chairman of the board of Stanley Home Products, Westfield, Massachusetts. Principal, $22,354.

Ordway Family (1958). Established by John G. and Richard Ordway of St. Paul. Principal, $19,164.

Alex F. Osborn (1958). Established by the advertising executive and chairman of the Creative Education Foundation, Buffalo, New York. Principal, $3,193.

P. Lorillard Company (1963). Established by the New York tobacco manufacturers. Principal, $36,000.

William S. Paley (1967). Established by the chairman of the board of the Columbia Broadcasting System. Principal, $6,443.

Carlo M. Paterno (1967). Established by Mr. Paterno, North Salem, New York. Principal, $6,406.

Peavey Company Foundation (1966). Established by the Minneapolis-based grain firm. Principal, $31,933.

Milo R. Perkins (1960). Established by Mr. Perkins, foreign investment consultant, Tucson, Arizona. Principal, $17,248.

Edward J. Peterson, Jr. (1959). Established in memory of Edward J. Peterson, Jr., Class of 1961, by his family and friends to supply scholarship assistance to a student athlete. Principal, $30,620.

Polk Foundation (1968). Established by the Polk Foundation with preference given to men majoring in the behavioral sciences. Principal, $156,281.

David C. Primrose (1956). Established by his family, friends, and former students in memory of Professor David C. Primrose, track coach at Macalester (1926–54). For a junior man who participates in intercollegiate activities and who has leadership ability and satisfactory academic standing. Principal, $16,608.

Samuel F. Pryor (1965). Established by the vice president of Pan American Airways. Principal, $6,391.

Eugene C. Pulliam (1958). Established by the Indiana and Arizona newspaper publishers. Principal, $48,640.

Samuel Wesley Raudenbush Memorial (1956). Established by Mrs. Alma M. Raudenbush as a memorial to her husband and awarded to a protestant woman junior music major. Principal, $6,391.

Gordon W. Reed (1964). Established by Gordon W. Reed, chairman of the board of Texas Gulf Producing Company of New York City. Principal, $25,710.

Ralph and Antoinette Reinhold (1961). Established by Mr. Reinhold, New York City publisher. Principal, $25,775.

Stanley Resor (1958). Established by the chairman of the board of J. Walter Thompson Company, advertising agency, New York City. Principal, $6,453.

Rexall Drug Company (1962). Established by the drug store chain. Principal, $6,391.

Charles A. Rheinstrom (1967). Established by the vice president of J. Walter Thompson Company, advertising agency, New York City. Principal, $9,975.

Bryan McDonald Rice (1961). Established by Macalester President (1958–68) and Mrs. Harvey M. Rice and friends in memory of their son, who died in his freshman year at Macalester. Principal, $61,694.

William E. Robinson (1960). Established by the chairman of the board of the Coca-Cola Company, New York City. Principal, $6,391.

George W. Romney (1961). Established by the former governor of Michigan and Secretary of Housing and Urban Development. Principal, $6,516.

Stephen W. Royce (1957). Established by Mr. Royce, president of the Pasadena-Sheraton Corporation of California. For a student of unusual promise. Principal, $18,088.

Harry J. Rudick (1958). Established by the New York University professor of law and partner in the New York City law firm of Lord, Day & Lord. Principal, $17,567.

Sara Lee Corporation (1967). Established by the New York food processing and distributing company. Principal, $32,016.

Plato and Violet Sargent (1965). Established by Plato E. Sargent, Class of 1915, and Mrs. Sargent for students demonstrating financial need who are actively engaged in community service through volunteerism or classroom work. Principal, $34,319.

David Sarnoff (1959). Established by the Radio Corporation of America in honor of its chairman of the board. Principal, $32,119.

Harry Scherman (1961). Established by the founder of the Book-of-the-Month Club. Principal, $20,438.

Max Schuster (1961). Established by Mr. Schuster, co-founder of Simon and Schuster, Inc., New York City. Principal, $9,579.

George E. Scotton (1963). Established anonymously by an alumnus of the College to honor a fellow member of the Class of 1921. Mr. Scotton directed Macalester's admissions office for thirty years. Awarded to an outstanding scholar and athlete. Principal, $31,075.

John W. Seale Memorial (1968). Established by Paul H. Davis, Macalester trustee-at-large emeritus, in memory of Mr. Seale, general secretary of Macalester College. Principal, $101,047.

Harold B. Shapira (1967). Established by Mr. and Mrs. Harold B. Shapira of St. Paul to assist an Israeli student in attending Macalester or to assist a qualified Jewish student at Macalester. Principal, $65,000.

Thomas Shaw (1931). Established by Professor Shaw, who was a member of the Board of Trustees (1891–1918) and president of the Board (1901–19). For a student nominated by the Central Presbyterian Church of St. Paul. Principal, $3,890.

Chester H. Shiflett (1966). Established by former students and friends to honor Professor Shiflett on his retirement as professor of chemistry (1929–1966). To be awarded to a student majoring in chemistry. Principal, $35,812.

H. B. Silliman (1915). Established by H.B. Silliman of Cohoes, New York. Principal, $3,193.

Frank M. Smith (1958). Established by the chairman of Capital Cities Broadcasting Corporation, New York City. Principal, $19,848.

Lawrence E. Spivak (1963). Established by the producer of the Meet the Press television program. Principal, $7,572.

St. Paul Presbytery (1931). Established by the Presbytery. For a student nominated by the Presbytery. Principal, $3,193.

Dorothy and Robert T. Stevens (1963). Established by Robert T. Stevens, president of J.P. Stevens and Company, Inc., textile manufacturers, New York City. Principal, $31,933.

Admiral Lewis L. Strauss (1960). Established by friends of Admiral Strauss in appreciation of his distinguished public career and his commencement address (1960) at Macalester. Principal, $18,044.

Dwight Stuessy (1957). Established by alumni, friends and members of the "M" Club in memory of Dwight Stuessy, Macalester athletic director (1946–57). Principal, $30,447.

Henry J. Taylor (1957). Established by the United States Ambassador to Switzerland. For an unusually promising young man. Principal, $7,661.

Lowell Thomas (1957). Established by the author, editor, explorer and motion picture producer. Principal, $22,900.

Tobin-Smith (1962). Established by Chester M. Tobin, Class of 1923, and Edward M. Smith, St. Paul. Awarded to students accomplished in the Scottish arts of piping or drumming. Principal, $25,546.

Marcia Brady Tucker Foundation (1963). Established by Carl Tucker, Jr., newspaper publisher, Mt. Kisco, New York. Principal, $19,161.

Gene Tunney (1967). Established by the former boxing champion. Principal, $6,406.

Charles J. Turck (1958). Established by alumni and friends of Macalester's ninth president (1939–58). Principal, $20,070.

Kurt E. Volk (1961). Established by Kurt E. Volk Foundation, Bridgeport, Connecticut. Principal, $20,438.

DeWitt Wallace (C.P.D.A.) (1962). Established by the Council for Periodical Distributors Associations, Inc. to recognize and honor Mr. Wallace on the fortieth anniversary of the Reader's Digest. Principal, $14,345.

DeWitt Wallace–Lila Acheson Wallace Honor Fund (1959). Established by the Macalester faculty and staff to honor Mr. and Mrs. Wallace in appreciation of their magnificent contributions to the College. To be awarded to a student of high intellectual promise and in serious financial need. Principal, $22,994.

James Wallace (1916). Established by the family of Dr. Wallace, Macalester professor (1887–1939) and president (1894–1906). Principal, $51,309.

Janet D. Wallace (1959). Established by John C. Benson, Minneapolis attorney and Macalester trustee emeritus, in memory of Janet D. Wallace, the wife of Dr. James Wallace, Macalester's fifth president. Principal, $18,842.

Frances M. and Milton G. Walls (1961). Established by Dr. and Mrs. Milton G. Walls, St. Paul. Principal, $17,882.

O.T. and Kathryn M. Walter (1954). Established by his former students in honor of Dr. Walter, chairman of biology at Macalester (1922–63) and in memory of Mrs. Walter. For a senior premedical student who has made the most of his opportunity at Macalester College and who by his character, scholarship and citizenship gives great promise of success in his chosen profession. Principal, $33,286.

F. Earl and Ruth H. Ward (1965). Established by students, friends and colleagues of professor F. Earl Ward, long-time professor (1926–63) and former chairman of the department of English. To be awarded to an upperclass English major nominated each year by the English department. Principal, $48,848.

Mrs. Charles Allen Ward (1963). Established by Mrs. Ward, prominent St. Paul business woman. Principal, $14,193.

Fred A. Waterous (1962). Established by the president of the board of the Waterous Company, St. Paul. Principal, $6,391.

Ridley Watts (1965). Established by the retired New York textile manufacturer. Principal, $12,774.

E. A. Webb (1915). Established through a bequest in the will of Mr. Webb, founder of Webb Publishing Company, St. Paul and The Farmer. For a student from the Central Presbyterian Church of St. Paul. Principal, $3,890.

Sidney J. Weinberg (1965). Established by the New York City investment broker. Principal, $12,744.

O. J. Weldon (1958). Established by Mr. Weldon, partner in the New York City accounting firm of Hunter and Weldon. Principal, $9,834.

Louis F. Weyand (1963). Established by an executive of Minnesota Mining company and a trustee of Macalester College (1958–64). Principal, $8,741.

White Bear Lake Presbyterian Centennial (1963). Established by the First Presbyterian Church of White Bear Lake, Minnesota, for a student who plans to enter a church vocation. Principal, $19,275.

White-Olds (1960). Established by Dr. F. Laurence White and his wife, Dorothy Olds White, Macalester Class of 1923, missionary educators, in memory of their parents. Principal, $20,774.

Grace B. Whitridge (1956). Established by former students of Miss Whitridge, professor of drama and speech at Macalester (1900–41). Preference is given to a student in speech. Principal, $17,051.

James S. Will (1961). Established by classmates and friends as a memorial to Mr. Will, Class of 1954. Principal, $7,961.

J. B. Williams Company, Inc. (1966). Established by the New York City drug manufacturing firm. Principal, $25,000.

General Robert E. Wood (1959). Established by General Wood, director and president of Sears, Roebuck & Company, Chicago, Illinois. Principal, $6,391.

Stella Louise Wood (1964). Established by the alumnae of Miss Wood's School of Macalester, for students interested in elementary education. Principal, $28,304.

Marie Wunderlich (1959). Established by Martin Wunderlich, Omaha and San Francisco contractor, in memory of his mother, Marie Wunderlich, who brought him at the age of three to this country from Denmark. For a student preferably of Danish background. Principal, $12,774.

Martin Wunderlich (1965). Established by George P. and Wilma Fox Leonard of the San Francisco area. Principal, $31,933.

Forrest A. Young (1964). Established by Murel L. Humphrey, Class of 1934, to honor Dr. Young, economics department chairman (1929–65) who was his professor and major advisor. It is awarded to students majoring in economics. Principal, $55,194.

Mary S. and Thomas E. Young (1961). Established by Mr. and Mrs. Young, financiers, Portland, Oregon. Principal, $26,960.

Robert R. Young (1964). Established by the president of the New York Central Railroad and augmented by his successor, Alfred E. Perlman, and other friends of Mr. Young. Principal, $10,933.

Prizes

ANTHROPOLOGY

The David W. McCurdy Award for Excellence in Anthropological Research. A cash award given to a student who demonstrates special excellence in anthropological research.

Margaret Mead Distinguished Student Award. A cash award given to anthropology majors who have demonstrated outstanding scholarship in anthropological course work and/or service to the department.

James P. Spradley Research Award. A cash award established by colleagues, family and friends of the late professor. Given to a senior majoring in anthropology who has demonstrated outstanding scholarship in anthropological course work and/or research.

ART

Art Department Merit Awards. Book awards are presented to graduating art majors for outstanding achievement in the areas of studio art or art history.

Donald D. Celender Art History Prize. A cash prize in honor of Edith M. Kelso Professor of Art Donald D. Celender who taught at Macalester from 1964–2005 and also chaired the Art Department for many years. A cash award to a senior art major for outstanding work in art history.

ASIAN LANGUAGES AND CULTURES

Japanese Language Prize. A cash award provided by alumni to students who began the study of Japanese at Macalester and have shown outstanding ability and promise as learners of the Japanese language.

Japanese Studies Prize. A cash award established by alumni to recognize a student who has completed a project of exceptional quality focusing on Japan and has contributed to the development of Japanese studies at Macalester.

BIOLOGY

American Cyanamid Endowed Prize. Cash awards for upper-class students who are preparing for entrance into medical school.

William R. Angell Foundation Prize (1957). Named for the president of Continental Motors Corporation. Cash awards for seniors majoring in biology.

HPAC Award. Established by the Macalester Health Professions Advisory Committee (HPAC). Book awards to students who are going into a medical profession.

O.T. and Kathryn Walter Awards. Established by former students of Dr. O.T. Walter, chair of the Department of Biology for 41 years. Cash awards for students who show promise of success in fields related to medicine.

CHEMISTRY

American Institute of Chemists Award. Certificate and Student Associate Membership in the American Institute of Chemists awarded to a senior chemistry major who has demonstrated outstanding scholastic achievement, leadership ability and character.

Violet Olson Beltmann Endowed Prize. Established by Albert A. Beltmann '23, in memory of Mrs. Beltmann '20. A cash award to outstanding third-year chemistry students.

The CRC Award. A Handbook of Chemistry and Physics awarded for outstanding achievement in first-year chemistry.

John Howe Scott Sophomore Chemistry Prize. Established by friends in memory of Professor Scott, who taught at Macalester 1941–76. A cash award to sophomore students majoring in chemistry.

Chester H. Shiflett Endowed Prizes. Established by former students and colleagues to honor Dr. Shiflett, Professor of Chemistry at Macalester (1929–66). Cash awards to outstanding seniors majoring in chemistry.

Emil J. Slowinski Award in Experimental Chemistry. Awarded in honor of Professor Slowinski, who taught at Macalester 1964–1988. A cash award to students doing a particularly noteworthy piece of experimental work.

Undergraduate Award in Analytical Chemistry. A subscription to the journal *Analytical Chemistry* and an honorary membership in the Division of Analytical Chemistry of the American Chemical Society awarded to the outstanding analytical chemistry student in the junior class.

CIVIC ENGAGEMENT

George Stanley Arthur Prize for Community Service. Established by Andrew William Arthur '83, and his father, Robert Arthur. Awarded to a graduating senior who best exemplifies Macalester College's historic tradition of service to the community and is in good academic standing. The community service may take many different forms, and it is a preference that the recipient possess a grade point average (GPA) of 3.7 or higher.

Frank and Mollie Steudle Prize. In memory of Frank and Mollie Steudle for their life-long commitment to family values and community service. A cash prize to be awarded to a senior with distinguished work in interdisciplinary studies in physical, mental, and emotional wellness, active in community service, working with the elderly and planning a career dedicated to helping others.

CLASSICS

Virginia McKnight Binger Prize. A cash award to students who show exceptional proficiency in Greek, Latin, or ancient history.

ECONOMICS

3M Scholar Awards. Established by the department with a grant from the 3M Company in 1982. A cash prize awarded to those seniors who have demonstrated outstanding academic achievement in their economics courses at Macalester College. The students' names are inscribed on a plaque in the department.

Robert L. Bunting Prize in Economics. Established in 1984 with gifts from colleagues and friends of Robert L. Bunting, who taught in the Department of Economics and Business from 1969 –1984. He held the F. R. Bigelow Professorship of Economics at Macalester. The prize is awarded annually to an outstanding graduating senior who likely will undertake graduate work in economics and/or business, has an abiding interest in political economy, and will pursue an academic career. The student's name is inscribed on a plaque.

John M. Dozier Prizes in Economics. Established in 1974 with personal gifts from members of the Board of Trustees of Macalester College in honor of John M. Dozier, Macalester Vice President for Financial Affairs from 1966–1974. Cash stipends are awarded annually by the faculty of the Economics Department from endowment earnings. Awards are made to students majoring in economics to recognize demonstrated academic competence and an interest in a career in financial administration.

Richard E. Eichhorn Prize (1995). Established in 1995 to honor Richard E. "Dick" Eichhorn '51, Macalester Alumnus, former trustee and generous contributor to college programs in entrepreneurship. The prize is to be awarded annually by Department of Economics faculty to a graduating senior who has demonstrated both outstanding overall scholarship and a particular commitment to and talent for entrepreneurship. This prize was established in part with contributions from previous winners of a department prize for entrepreneurship as well as gifts from department faculty, alumni, and friends of Dick Eichhorn.

Mike McEwen Prize. Established in 1993 by his 1977 finance classmates, this prize is dedicated to the memory of Mike McEwen. Awarded annually to an outstanding scholar-athlete, majoring in economics, who has participated in intercollegiate athletics. Highly respected by students and faculty alike, Mike in his senior year was a first-string guard on Macalester's basketball team.

David Meiselman Prize. Established by an anonymous donor to honor David Meiselman, who taught in the Department of Economics from 1966 – 1971. The prize is awarded annually to a graduating senior for outstanding accomplishment in macroeconomic theory or policy.

Elaine Gartner Pilon Award. Established by Elaine Gartner Pilon '45 in 1973 to recognize outstanding scholastic achievement by a senior majoring in economics. Considered one of the department's three highest awards, the award in recent years has been given to the senior economics major with the highest overall and economics grade point averages. It consists of a cash prize plus a year's subscription to *Fortune* magazine. The student's name is also inscribed on a plaque in the department.

Wall Street Journal Prize. A medal of merit and a year's subscription to *The Wall Street Journal*. Criteria of choice are contribution to the department, scholarly achievement and interest in the field of economics.

EDUCATIONAL STUDIES

Anstice Abbott Award. A cash prize established by the Wood's School Alumnae Association for an elementary education student.

Richard B. Dierenfield Endowed Prize for Education. Established by James W. Fahlgren '60 to honor Richard B. Dierenfield, professor and chair of the Department of Education, who served Macalester College from 1951 – 1988. A cash prize awarded to a senior student who has shown outstanding potential as a teacher in the secondary school.

The Mary Whitcomb Fahlgren Endowed Prize. Established by James W. Fahlgren '60, to honor his mother. A cash prize awarded to a student who has demonstrated outstanding potential as a teacher in secondary education.

Alma M. Robinson Education Prize (1992). This prize is awarded and named in honor of Alma M. Robinson '56, who devoted her life to teaching and is established by her husband, Robert, and their friends and family. Awarded annually to students pursuing a career in teaching.

Stella Louise Wood Award. A cash prize established by the alumnae of Miss Wood's School Alumnae Association for a student interested in elementary education.

ENGLISH

Academy of American Poets College Prize. A cash prize offered annually under the aegis of the Academy of American Poets, awarded to a Macalester student for the best poetry submitted to the English Department and judged independently by a representative of the Academy.

Ardis Hillman Wheeler Prize for International Study. Established by family and friends in honor of Ardis Hillman Wheeler '38, who devoted her life to the teaching of English, first to refugees after World War II and later in the Minnesota public schools. Awarded annually to one or more prospective English majors for assistance with international study.

Bennett Cerf Endowed Prize. Established by the chairman of Random House Book Publishers. A cash award to a student majoring in English.

The Gateway Prize for Excellent Writing. Endowed by the family of Wallace F. Janssen '28, in honor of the students who wrote for that magazine in the 1920s and 1930s. A cash prize awarded annually to a student who has demonstrated excellent writing skills. The paper written for this prize is judged for readability, clarity, and ability to make and defend an argument.

Livingston-Patnode Prize. Established by an anonymous donor to honor two former members of the Macalester English department, Ray Livingston, who taught from 1956–1967, and Jack Patnode, who taught from 1946–1972. A cash award for a graduating senior who has made a special contribution as an English major.

Wendy Parrish Poetry Award. Established in 1978 by Stanley and Marian Parrish and the English Department in memory of Wendy Parrish '72. A cash award to a student who exemplifies a commitment to poetry and excellence in writing.

Harry Scherman Writing Award. Cash awards to the Macalester seniors who have submitted the most outstanding manuscript.

Lowell Thomas Endowed Prize. Established by the author, newscaster and lecturer. Cash awards to students majoring in English.

F. Earl Ward Endowed Prizes. Established by students, friends, and colleagues of professor F. Earl Ward, chair of the English Department 1926–63. Cash awards to upper-class English majors.

ENVIRONMENTAL STUDIES

Environmental Studies Citizenship Prize. Cash awards for academic excellence in multidisciplinary studies of the environment.

Environmental Studies Scholarship Prize. Cash awards for academic excellence in multidisciplinary studies of the environment.

FORENSICS

George Rowland Collins Endowed Prize. Established by Mrs. Gladys Reutiman Collins '19, in honor of her husband, Dr. G. Rowland Collins '16, who was dean of the school of business at New York University. Mrs. Collins was associate professor of psychology and assistant director of student services at Macalester from 1947–1960. The prize is awarded annually to students who excel in extemporaneous speaking and/or rhetorical criticism.

Charles W. Ferguson Endowed Prize in Public Speaking. Established by a senior editor of the *Reader's Digest*. Cash awards to students on the basis of demonstrated ability in public speaking during the entire forensic year.

The Scott Nobles Award. Awarded by Richard A. Lesicko '75. A cash award to a graduating senior with an outstanding intercollegiate debate career who plans to attend graduate school in the following year.

Lowell Thomas Endowed Prizes in Public Speaking. Established by the author, newscaster and lecturer Lowell Thomas. Cash awards to students who have made significant contributions while representing the college in intercollegiate debate and forensic competition.

Carol A. Wurtzebach Endowed Prize in Oral Interpretation. Established by James Pratt '66 and friends in memory of a fellow classmate. Awarded to students for excellence in oral interpretation.

FRENCH AND FRANCOPHONE STUDIES

Virginia McKnight Binger Prize. A cash award to students who show exceptional proficiency in modern languages and literature.

Hélène Peters Prize for Study in a French-speaking Country. Established by alumni, colleagues, and friends in honor of Dr. Hélène Peters, Professor Emerita of French and founder of the French Study Abroad Program. A cash award to a deserving student with a concentration in French for study in a French-speaking country.

Prizes for Excellence in French Studies. Book awards to recognize outstanding accomplishment in the study of French at the elementary and intermediate levels.

Karl C. Sandberg Endowed Prize. Established by alumni, colleagues and friends in memory of Dr. Karl C. Sandberg, DeWitt Wallace Professor of French and Humanities from 1968 – 1992. A cash award to an outstanding senior with a concentration in French who has a demonstrated engagement with the literature and philosophical ideas of France and their relationship to the arts.

Borghild K. Sundheim Endowed Prize. Established by alumni, colleagues, and friends in memory of Dr. Sundheim, professor and chair of the French Department 1927–1967. A cash award to an outstanding student with a concentration in French.

GEOGRAPHY

Geography Department Merit Award. An atlas presented to a student or students in recognition of significant contributions to the life of the department.

Hildegard Binder Johnson Prize in Geography. Awarded by the faculty of the Geography Department to departmental majors on the basis of demonstrated competence and interest in geography.

National Council for Geographic Education and Association of American Geographers Award for Excellence of Scholarship. A certificate award established by the association to be awarded to a graduating senior.

GEOLOGY

Hugh S. Alexander Endowed Prize. Established to honor Dr. Hugh S. Alexander, Professor of Geology, 1906–48. A cash award to outstanding seniors majoring in geology.

Henry Lepp Award. A cash award to a student who has made a commitment to academic excellence in geology, especially and including field studies, as did Professor Henry Lepp, who taught at Macalester from 1963–1988.

GERMAN AND RUSSIAN STUDIES

Evelyn Albinson Award for Academic Excellence in the Study of German. Established and supported by colleagues, friends and alumni in honor of Professor Albinson and her contributions over a long career to the Macalester program in Germanic languages and literatures. Cash awards to outstanding German majors.

Virginia McKnight Binger Prize. Cash awards to students who show exceptional proficiency in modern languages and literature.

HISPANIC AND LATIN AMERICAN STUDIES

Virginia McKnight Binger Prize. A cash award to a student who shows exceptional proficiency in modern languages and literature.

Donald L. Fabian Prize. A cash award established by an alumnus of the Department of Hispanic and Latin American Studies in honor of Professor Emeritus Donald L. Fabian. This prize is to be awarded annually to an outstanding graduating Hispanic Studies major who either intends to enter graduate school in an area directly related to his or her Hispanic Studies major or to pursue a career that closely involves the significant use of the Spanish language.

The Hispanic and Latin American Studies Department Faculty Award. Book awards for outstanding accomplishment in the study of Spanish and Portuguese language and/or literature.

Hispanic and Latin American Studies Department Service Award. A plaque presented to a student in recognition of significant contributions to the life of the department.

Native Speakers of Spanish Award. Awarded by the Department of Hispanic and Latin American Studies to a native Spanish speaker who has taken a minimum of two literature classes, to recognize outstanding work and encourage continued literature study.

HISTORY

The Armajani, Holmes and Dupre Prizes in History. Established by the Department of History to honor former distinguished colleagues. Cash awards to distinguished senior majors.

Yahya Armajani Endowed Prize. Established by colleagues, friends and former students of James Wallace Professor Emeritus Yahya Armajani to honor him on his retirement. A cash award to an international student.

Case Prize in Western History. Established by Leland D. Case '22. A cash award to a student for original research or study of western American history.

Kathleen Rock Hauser Prize in Women's History. Established by the Women Historians of the Midwest and by Donald and Irene Rock in memory of Kathleen Rock Hauser '62. A cash prize to students who have made a significant undergraduate contribution to women's history.

Ernest R. Sandeen Memorial Prize. Established by colleagues, family and friends. Cash awards to students who have completed an original project reflecting exceptional skill, imagination, and effort, all hallmarks of the scholar for whom the prize is named.

INTERNATIONALISM

Global Citizenship Award. Established in 1987 by the International Center, this award is bestowed upon a senior who exemplifies Macalester's commitment to internationalism by virtue of a demonstrated record of internationalist scholarship, an acute sense of citizenship and a promise of lifelong contributions to global cooperation and understanding.

MATHEMATICS AND COMPUTER SCIENCE

Ezra J. Camp Endowed Prize. Cash awards established by colleagues and friends in memory of Dr. Camp, professor and chair of the Mathematics Department 1939–1970.

Konhauser Award for Mathematical Achievement. Cash awards established by F. Deschamps to juniors or seniors majoring in mathematics or computer science in recognition of an outstanding academic record coupled with a demonstrated dedication to and interest in mathematics.

MULTICULTURAL AWARD

Hispanic Award for Excellence. A cash award to a Hispanic senior woman who has demonstrated outstanding academic achievement.

Outstanding Minority Sophomore Award. A cash award offered on behalf of the American Can Company Foundation to the sophomore student of color who not only has made a positive contribution to the Macalester College community but who has achieved an excellent academic standing.

MUSIC

Friends of Music Award. Awarded by the faculty of the Music Department to recognize performance, academic work and service.

Hollis L. Johnson Prize. A cash award for an outstanding music major planning a career in teaching.

Walter A. Lienke Endowed Prize. Established by testamentary bequest. A cash award to an outstanding student majoring in music.

Samuel W. Raudenbush Memorial Endowed Prize. Created by Mrs. Alma M. Raudenbush in memory of her husband. Cash awards to outstanding women in music.

Zenas Taylor Endowed Prize in Music. Established by Hazel Taylor in memory of her husband, Zenas Taylor '20, for his love of music and for Macalester where his heart found joy. To be awarded to students majoring in voice.

Tobin-Smith Endowed Prize. Established by Chester M. Tobin '23, and Edward M. Smith. A cash award to a student accomplished in the Scottish art of piping and drumming.

Lila Bell Acheson Wallace Endowed Prize. Established by Mrs. DeWitt Wallace, co-founder of the *Reader's Digest*. A cash award to an outstanding student majoring in music.

PHILOSOPHY

Thomas E. Hill Prize. Established by the faculty of the Philosophy Department. A year's subscription to a philosophical journal of the student's choice, awarded for outstanding work in philosophy.

The Roger K. Mosvick Endowed Prize in Philosophy. Established by former students Judge Jack Mason '60 and James Fahlgren '60, in honor of Dr. Roger K. Mosvick '52, in recognition of his contributions to the development of the Department of Communication Studies and his 47 years of service to the College. A cash prize is awarded each year to a senior majoring in philosophy who has demonstrated academic excellence in the fields of critical thinking, argumentation and logic. The recipient is chosen each spring by a majority of the permanent faculty of the Department of Philosophy.

PHYSICAL EDUCATION

Dorothy Michel Award. Established by family, alumni and friends in memory of Dorothy Michel, chair of the women's Physical Education Department (1946–1968). Awarded to outstanding junior and senior female scholar-athletes.

David C. Primrose Endowed Prize. Established by family, friends, and former students in memory of David C. Primrose, director of physical education and track coach (1926–1954). Awarded to an outstanding junior male scholar-athlete.

George E. Scotton Endowed Prize. Established anonymously by an alumnus of the College to honor a fellow member of the Class of 1921, George E. Scotton, who directed Macalester's Admissions Office for 30 years. Award to an outstanding senior male scholar-athlete.

Wrean Family Prizes. Established by the William H. Wrean Family. One prize each to be awarded to the member of the women's soccer team, women's volleyball team and women's basketball team whose personal conduct, skills, cooperation and leadership have made the greatest contribution to the success of the team as a Macalester College activity.

PHYSICS AND ASTRONOMY

Russell B. Hastings Book Award. Book awards for achievement in physics and service to the department.

POLITICAL SCIENCE

Hubert H. Humphrey and Walter F. Mondale Endowed Award in Political Science. Established to honor, respectively, a former member to the faculty and an alumnus whose careers exemplify the highest standards of scholarship and education for service to society. A cash award to the outstanding student or students majoring in political science.

Peter R. Weisman Endowed Prize. Established by family, friends, and alumni in memory of Peter Weisman (1955–1980) '78, who uniquely demonstrated his empathy for his fellow humans by helping them as individuals through their social and political institutions. A cash award to students majoring in political science who have worked with the underprivileged in recognition of humanitarian concern and commitment.

Brent Williams Prize. Established by his parents, Mr. and Mrs. Robert Williams, relatives and friends, including fellow students, in memory of Brent Williams, who died during his sophomore year at Macalester. Cash awards to political science majors with departmental honors or distinguished work in the department, who have also had debate and speech experience and have been active in college and community political concerns.

PSYCHOLOGY

The Walter D. Mink Endowed Prize. Established in memory of Walter D. Mink, Professor of Psychology from 1958–1996. This prize is given to a senior who has a strong academic record and has also provided outstanding service to the department, the college or the broader community.

Paterson Award Nominee. Macalester's nominee for the award given by the Minnesota Psychological Association to the most promising senior in Minnesota planning a career in psychology. The student also receives a cash prize provided by the Walter D. Mink endowed prize fund.

Jack Rossmann Endowed Prize. This prize honors a graduating senior psychology major who has an excellent academic record and has also made distinguished contributions in the application of academic psychology through activities such as applied research, internships, or community service.

RELIGIOUS STUDIES

Robert A. Caine Memorial Prize. Established by family and friends in memory of Robert A. Caine, who served as pastor of Presbyterian churches in Red Wing and Duluth, Minnesota, and in Rochester, New York, as executive for the Synod of Minnesota and as a trustee of Macalester College. Awarded annually in recognition of high achievement in religious studies to those planning to go on for graduate work at a theological seminary or graduate school.

George W. Davis Memorial Prize in Religion. Established by Ethel Mary Davis in memory of her husband. Cash awards given by the Religious Studies Department to juniors (for use in their senior year) who in the judgment of the department have attained the highest degree of excellence.

SOCIOLOGY

Berry-Rinder-Swain Prize. Established in honor of Emeritus Professors Paul Berry, Irwin Rinder and Al Swain, and in memory of Professor Swain. A cash award to a senior major for academic achievement and valuable contributions to the life of the department.

Sociology Department Faculty Awards. Book awards to senior majors who have demonstrated outstanding academic achievement in their coursework within the department.

THEATER & DANCE

Ruth Easton Achievement Award. Awarded to senior majors or minors in the department. Nominated and selected by the Theater & Dance faculty and staff. The award is based on creative potential, academic achievement, and service to the department.

David Wick Endowed Prize for Choreographic Commitment. Established by David J. Wick '91. A cash award given to a student who shows enthusiasm, creativity, and sincerity towards dance to help defray the cost of creating and producing a major choreographic work.

WOMEN'S, GENDER AND SEXUALITY STUDIES

Women's, Gender and Sexuality Studies Prize. Established and awarded by the faculty of the Women's, Gender and Sexuality Studies program. A cash award to honor outstanding scholarship and significant contributions to issues of women, gender and sexual orientation.

Loan Funds

Macalester College Loan Fund (1967). Provides for deferred-payment loans to a limited number of students. Interest is waived and payment of principal is deferred while the student is enrolled at Macalester.

Henry Strong Education Foundation (1959). This fund was created under the will of General Strong for loans to students.

Endowed Professorships

F.R. Bigelow Professorship in Economics. Established by the F. R. Bigelow Foundation through gifts and a bequest from Frederick R. Bigelow, Macalester College Trustee (1938–47).

Cargill Professorship in Agricultural Economics. Established through gifts from Cargill, Inc.

Harry M. Drake Distinguished Professorship in the Humanities and Fine Arts (1998). Established by Harry M. Drake, Class of 1950, to support a professorship in the Humanities or the Fine Arts.

Margaret W. Harmon Chair in Christian Theology and Culture (1997). Established for a distinguished teacher-scholar in theology and culture with a general background in the history of Christian thought and a special focus on the Reformed Protestant Tradition. The professor must be conversant with contemporary philosophical or constructive theology and its wider implications for the humanities and be willing to engage in ongoing critical and constructive dialogue with representatives of other fields within the academic study of religion, the other humanistic disciplines, and wider interested publics beyond the academy. Qualifications include excellence in and strong commitment to undergraduate teaching, scholarship, and service to the College. Ability to work comfortably across academic disciplines within the humanities is also desirable.

John S. Holl Distinguished Professorship (2000). Established through the estate of John S. Holl.

Hubert H. Humphrey Professorship in International Affairs (1968). Established by the Andreas Foundation, Crowdus Baker, Mr. and Mrs. Curtis L. Carlson, Henry Crown, Kenneth Dahlberg, Charles Eglehard, B. C. Gamble, Joseph Foundation, Mr. and Mrs. Norman B. Mears, the Paulucci family, Mr. and Mrs. Jay Phillips, and DeWitt Wallace. The professorship is designed to strengthen international education at Macalester by bringing to the campus distinguished individuals in fields relating to international affairs.

Arnold Lowe Professorship in Ecumenical Studies. Established by members of the Dayton family of Minneapolis.

G. Theodore Mitau Professorship of the Social Sciences (1996). Established through a gift by Timothy A. Hultquist, Class of 1972, former Chair of Macalester's Board of Trustees (1995–2000), and his wife, Cynthia Mealhouse Hultquist. The professorship provides compensation and a stipend for scholarly activities. Preference will be

given to a member of the political science or economics department. The faculty member will hold the professorship for a set term after which another faculty member will be appointed.

Edward John Noble Professorship in Economics. Established by a gift from the estate of Edward John Noble and supplementary gifts from the IBM Corporation and DeWitt Wallace.

DeWitt Wallace Endowed Professorships. Established through a gift from Mr. Wallace, Class of 1911, which provides supplementary stipends for the enrichment of teaching ability. First appointments made to faculty members from the fields of anthropology, chemistry, English, French, linguistics, and speech communications.

James Wallace Professorships. Established by DeWitt Wallace in memory of his father for the departments of history, political science, and religion.

O.T. Walter Professorship in Biology. Established through the gifts from colleagues, friends, and former students of Dr. Walter, chairman of the biology department (1922–63), and DeWitt Wallace.

Directories

Administration

Senior Staff of the College

President	Brian C. Rosenberg, B.A., M.A., Ph.D.
Dean of the Faculty and Provost	Kathleen M. Murray, B.M., M.M., D.M.
Chief Investment Officer	Craig H. Aase, B.A., M.B.A. ('70)
Vice President for College Advancement	Thomas P. Bonner, B.S.
Vice President for Student Affairs	Laurie B. Hamre, B.A., M.A.
Dean of Admissions and Financial Aid	Lorne T. Robinson, B.A.
Vice President for Administration and Finance	David Wheaton B.B.A., M.B.A.

Emeriti/Emeritae Faculty

(Dates in parentheses indicate years of first appointment at and official retirement from Macalester.)

Paul J. Aslanian. *Professor of Economics (1967–1995); B.A., University of Washington, 1963; M.B.A., University of Washington, 1967; C.P.A., State of Washington, 1968.*

Joel H. Baer. *Associate Professor of English (1966–2005); A.B., University College (NYU), 1960; M.A., Princeton University, 1965; Ph.D., Princeton University, 1969.*

Duncan Hall Baird. *Professor of Political Science (1961–1988); B.A., Yale University, 1939; LL.B., University of Michigan, 1942; M.A., University of Minnesota, 1960; Ph.D., University of Minnesota, 1960.*

Donald Betts. *Professor of Music (1959–2001); M.M., Indiana University, 1959.*

Douglas Bolstorff. *Associate Professor of Physical Education (1959–2002); B.S., University of Minnesota, 1957; B.S., University of Minnesota, 1959; M.A., University of Minnesota, 1966.*

Anthony Caponi. *Professor of Art (1949–1991); B.S., University of Minnesota, 1948; M.Ed., University of Minnesota, 1949.*

Sarah N. Dart. *Associate Professor of Linguistics (1996–2006); B.A., Pitzer College, 1979; M.A., University of California, Los Angeles, 1983; Ph.D., University of California, Los Angeles, 1991.*

Richard Bruce Dierenfield. *Professor of Education (1951–1988); B.A., Macalester College, 1948; M.Ed., Macalester College, 1951; Ed.D., University of Colorado, 1958.*

William P. Donovan. *Professor of Classics (1966–1992); A.B., Washington University, 1951; M.A., Washington University, 1952; Ph.D., University of Cincinnati, 1961.*

R. Ellis Dye. *DeWitt Wallace Professor of German (1966–2006); B.A., University of Utah, 1960; M.A., Rutgers University, 1963; Ph.D. Rutgers University, 1966.*

J. Michele Edwards. *Professor of Music with dual appointment in Women's and Gender Studies (1974–2001); B.M., University of Iowa, 1967; M.A., University of Iowa, 1971; D.M.A., University of Iowa, 1983.*

Lincoln G. Ekman. *Associate Professor of Education (1962–1982); B.E.E.-ASTP, New York University, 1944; B.E.E., University of Minnesota, 1947; LL.B., Minneapolis College of Law, 1951; B.S., University of Minnesota, 1956; Ph.D., University of Minnesota, 1966.*

Sears A. Eldredge. *Professor of Theater and Dance (1986–2007); B.A., Barrington College, 1958; M.F.A., Boston University of Fine Arts and Applied Arts, 1966; Ph.D., Michigan State University, 1975.*

Jerry K. Fisher. *Professor of Humanities and Media and Cultural Studies and History (1969–2006); B.A., Macalester College, 1959; M.Div., Union Theological Seminary, 1964; Ph.D., University of Virginia, 1974.*

Louis Edouard Forner. *Professor of Music (1970–2004); B.A., Stanford University, 1955; M.A., Stanford University, 1956.*

Giles Y. Gamble. *Associate Professor of English (1967–2004); A.B., Earlham College, 1956; Ph.D., Stanford University, 1969.*

Juanita Garciagodoy. *Visiting Assistant Professor of Hispanic and Latin American Studies (1983–2007); B.A., Macalester College, 1974; M.A., Harvard University, 1976.*

Charles Raymond Green. *Professor of Political Science (1965–2005); B.A., Augustana College, 1957; M.A., University of Illinois, 1959; Ph.D., University of Illinois, 1960.*

Alvin D. Greenberg. *Professor of English (1965–2002); B.A., University of Cincinnati, 1954; M.A., University of Cincinnati, 1960; Ph.D., University of Washington, 1963.*

Roxane Harvey Gudeman. *Adjunct Professor of Psychology (1985–2005); B.A., Radcliffe College, 1962; M.Ed., Harvard University, 1969; Ph.D., University of Minnesota, 1981.*

William Harley Henry. *Professor of English (1966–2004); B.A., Kenyon College, 1959; B.A., Oxford University, 1961; M.A., Johns Hopkins University, 1963; M.A., Oxford University, 1967; Ph.D., Johns Hopkins University, 1970.*

Eddie P. Hill. *O. T. Walter Professor of Biology (1964–1999); B.A., Nebraska State Teachers College, 1952; M.A., Colorado State College, 1957; Ph.D., University of Nebraska, 1962.*

David Henry Hopper. *James Wallace Professor of Religious Studies (1959–2001); B.A., Yale University, 1950; B.D., Princeton Theological Seminary, 1953; Th.D., Princeton Theological Seminary, 1959.*

Howard F. Huelster. *Associate Professor of English (1949–1990); B.A., Macalester College, 1949; M.A., University of Minnesota, 1958.*

Nancy Johansen. *Professor of Education (1961–2003); A.A., Stephens College, 1949; B.S., Wisconsin State College, 1954; M.A., University of Minnesota, 1956; Ph.D., University of Missouri, 1965.*

John Michael Keenan. *Associate Professor of English (1965–2001); B.A., Hobart College, 1957; A.M., University of Rochester, 1958.*

Allan Marshall Kirch. *Professor of Mathematics and Computer Science (1968–1992); A.S., Joplin Junior College, 1956; B.A., University of Minnesota, 1958; M.A., University of Minnesota, 1960; Ph.D., University of Minnesota, 1967.*

George Latimer. *Distinguished Visiting Professor of Urban Studies (1996–2007); B.A., St. Michael's College, 1958; L.L.B., Columbia University Law School, 1963.*

Philip A. Lee, Jr. *Associate Professor of French (1966–2002); A.B., Bowdoin College, 1956; M.A., University of North Carolina, 1961; Ph.D., University of North Carolina, 1967.*

Michal McCall-Meshejian. *Professor of Sociology (1980–2006); B.A. University of Iowa, 1964; M.A., University of Illinois, 1966; Ph.D., University of Illinois, 1975.*

David W. McCurdy. *Professor of Anthropology (1966–2005); B.A., Cornell University, 1957; M.A., Stanford University, 1959; Ph.D., Cornell University, 1964.*

Anna S. Meigs. *Associate Professor of Anthropology (1982–2006); B.A., Wellesley College, 1965; Ph.D., University of Pennsylvania, 1977.*

Raymond Charles Mikkelson. *Professor of Physics (1965–2005); B.A., St. Olaf College, 1959; M.S., University of Illinois, 1961; Ph.D., University of Illinois, 1965.*

Roger K. Mosvick. *Professor of Communication Studies (1956–2004); B.A., Macalester College, 1952; M.A., University of Minnesota, 1959; Ph.D., University of Minnesota, 1966.*

W. Scott Nobles. *DeWitt Wallace Professor of Speech Communication (1969–1992); B.A., Southeastern Oklahoma State College, 1947; M.A., Western Reserve University, 1948; Ph.D., Louisiana State University, 1955.*

Michael Obsatz. *Associate Professor of Sociology (1967–2007); B.A., Brandeis University, 1963; M.A., University of Chicago, 1964; Ph.D., University of Chicago, 1967.*

Hélène Nahas Peters. *Professor of French (1961–1989); M.A., University of Toulouse, France, French-1939, English-1949; Ph.D., University of Minnesota, 1954.*

Gerald R. Pitzl. *Professor of Geography (1972–2004); B.S., University of Minnesota, 1964; M.A., University of Minnesota, 1971; Ph.D., University of Minnesota, 1974.*

Jean Probst. *Instructor in Mathematics (1950–1993); B.A., Macalester College, 1949; M.A., University of Minnesota, 1973.*

Rabbi Bernard S. Raskas. *Visiting Professor of Religious Studies (1985–2004); B.A., Washington University; Ordination, Jewish Theological Seminary of America, 1949; M.H.L. and Doctor of Divinity, 1975.*

Jeremiah Reedy. *Professor of Classics (1968–2004); S.T.B., Gregorian University, 1958; M.A., University of South Dakota, 1960; M.A., University of Michigan, 1966; Ph.D., University of Michigan, 1968.*

Irwin Daniel Rinder. *Professor of Sociology (1968–1984); B.A., University of Idaho, 1947; M.A., University of Chicago, 1950; Ph.D., University of Chicago, 1953.*

Arthur Wayne Roberts. *Professor of Mathematics and Computer Science (1965–2005); A.A., Morton Junior College, 1954; B.S., Illinois Institute of Technology, 1956; M.A., University of Wisconsin, 1958; Ph.D., University of Wisconsin, 1965.*

Calvin J. Roetzel. *Arnold H. Lowe Professor of Religious Studies (1969–2004); B.A., Hendrix College, 1952; B.D., Perkins School of Theology, 1955; Ph.D., Duke University, 1968.*

Jack E. Rossmann. *Professor of Psychology (1964–2007); B.S., Iowa State University, 1958; M.S., Iowa State University, 1960; Ph.D., University of Minnesota, 1963.*

David B. Sanford. *Associate Professor of German (1966–1997); B.A., University of Minnesota, 1959; Ph.D., University of Minnesota, 1966.*

Virginia Schubert. *Professor of French and Francophone Studies (1965–2006); B.A., College of St. Catherine, 1957; M.A., University of Minnesota, 1961; Ph.D., University of Minnesota, 1973.*

John R. Schue. *Professor of Mathematics and Computer Science (1962–1999); B.A., Macalester College, 1953; Ph.D., Massachusetts Institute of Technology, 1959.*

Albert Truman Schwartz. *DeWitt Wallace Professor of Chemistry (1966–2004); A.B., University of South Dakota, 1956; B.A., Oxford University, 1958; M.A., Oxford University, 1960; Ph.D., Massachusetts Institute of Technology, 1963.*

Emil John Slowinski. *DeWitt Wallace Professor of Chemistry (1964–1988); B.S., Massachusetts State College, 1946; Ph.D., Massachusetts Institute of Technology, 1949.*

James B. Stewart. *James Wallace Professor of History (1969–2007); B.A., Dartmouth College, 1962; M.A., Case Western Reserve University, 1966; Ph.D., Case Western Reserve University, 1968.*

Fred B. Stocker. *Professor of Chemistry (1958–1996); B.S., Hamline University, 1953; M.S., University of Minnesota, 1955; Ph.D., University of Colorado, 1958.*

Charles C. Torrey. *Associate Professor of Psychology (1966–2000); B.A., Swarthmore College, 1955; Ph.D., Cornell University, 1963.*

Gerald Weiss. *Associate Professor of Psychology (1965–2001); B.A., Brooklyn College, 1953; M.A., University of Iowa, 1954; Ph.D., University of Iowa, 1965.*

Hans W. Wendt. *Professor of Psychology (1968–1993); B.A., University of Hamburg, Germany, 1949; Ph.D., University of Marburg, Germany, 1952.*

Henry R. West. *Professor of Philosophy (1965–2008); A.B., Emory University, 1954; M.A., Duke University, 1958; B.D., Union Theological Seminary, 1959; Ph.D., Harvard University, 1965.*

Franz Xavier Westermeier. *Associate Professor of German (1947–1977); B.A., College of St. Thomas, 1941; M.A., University of Minnesota, 1955.*

Russell A. Whitehead. *Associate Professor of Biology (1969–2001); B.S., Northland College, 1954; M.S., Oregon State University, 1962; Ph.D., Oregon State University, 1966.*

Wayne C. Wolsey. *Professor of Chemistry (1965–2006); B.S., Michigan State University, 1958; Ph.D., University of Kansas, 1962.*

Full Time Faculty

(Date in parentheses indicates year of first appointment at Macalester College.)

Linda Aanonsen. *Professor of Biology (1989); B.S., Edgewood College, 1978; Ph.D., University of Minnesota, 1987.*

Vittorio Addona. *Assistant Professor of Mathematics and Computer Science (2005); BSc., McGill University, 2000; MSc., McGill University, 2000; Ph.D., McGill University, 2005.*

Franklin H. Adler. *DeWitt Wallace Professor of Political Science (1996); B.A., Antioch College, 1967; M.A., University of Chicago, 1968; Ph.D., University of Chicago, 1980.*

Holly Barcus. *Assistant Professor of Geography (2005); B.A., University of North Carolina at Charlotte, 1995; M.A., University of North Carolina at Charlotte, 1997; Ph.D., Kansas State University, 2001.*

Andrew J. Beveridge. *Assistant Professor of Mathematics and Computer Science (2007); B.A., Williams College, 1991; Ph.D., Yale University, 1997.*

Andrew Billing. *Mellon Postdoctoral Fellow in French and Francophone Studies (2008); B.A., University of Otago, 1994; M.A., University of Canterbury, 1996; Ph.D., University of California, Irvine, 2007.*

Susana Blanco-Iglesias. *Visiting Instructor of Hispanic and Latin American Studies (1998); M.A., University of Minnesota, 1990.*

David Lynn Blaney. *Professor of Political Science (1994); B.A., Valparaiso University, 1980; M.A., University of Denver, 1983; Ph.D., University of Denver, 1990.*

Terry Boychuk. *Associate Professor of Sociology (1996); B.A., Carleton College, 1986; M.A., Princeton University, 1990; Ph.D., Princeton University, 1994.*

Sarah Boyer. *Assistant Professor of Biology (2007); B.A., Swarthmore College, 1996; M.A., University of California, Berkeley, 1998; Ph.D., Harvard University, 2007.*

Louisa I. Bradtmiller. *Assistant Professor of Environmental Studies (2008); B.A., Smith College, 2002; M.A., Columbia University, 2005; M.Phil., Columbia University, 2006.*

David M. Bressoud. *DeWitt Wallace Professor of Mathematics and Computer Science (1994); B.A., Swarthmore College, 1971; M.A., Temple University, 1975; Ph.D., Temple University, 1977.*

Ronald Brisbois. *Professor of Chemistry (2000); B.A., Hamline University, 1985; Ph.D., Massachusetts Institute of Technology, 1990.*

Diane Brown. *Assistant Professor of French and Francophone Studies (2000); B.A., Brigham Young University, 1989; A.M., Harvard University, 1994; Ph.D., Harvard University, 2001.*

Kendrick T. Brown. *Associate Professor of Psychology (1998); B.A., Mount Union College, 1993; M.A., University of Michigan, 1996; Ph.D., University of Michigan, 1998.*

Christopher T. Calderone. *Assistant Professor of Biology (2008); B.S., University of Chicago, 1999; M.Phil., Cambridge, 2001; Ph.D., Harvard University, 2005.*

John M. Cannon. *Assistant Professor of Physics and Astronomy (2007); B.S., University of Iowa, 1999; Ph.D., University of Minnesota, 2004.*

Ernesto Capello. *Assistant Professor of History (2008); B.A., Vassar College, 1996; M.A., University of Texas, Austin, 2001; Ph.D., University of Texas, Austin, 2005.*

Ayse Çelikkol. *Assistant Professor of English (2005); B.S., Bilkent University, Turkey, 1998; B.A., Beloit College, 2000; M.A., Rice University 2004; Ph.D., Rice University, 2006.*

Julia Chadaga. *Visiting Assistant Professor of Russian Studies (2006); B.A., Wesleyan University, 1993; Ph.D., Harvard University, 2003.*

Devavani Chatterjea. *Assistant Professor of Biology (2006); B.A., Mount Holyoke College, 1996; Ph.D., Stanford University, 2001.*

Adrienne E. Christiansen. *Associate Professor of Political Science (1990); B.A., University of Kansas, 1982; B.A., University of Kansas, 1984; M.A., University of Kansas, 1987; Ph.D., University of Minnesota, 1990.*

Amanda M. Ciafone. *Instructor of International Studies (2008); B.A., Brown University, 2000; M.A., Yale University, 2003.*

Beth Cleary. *Associate Professor of Theater and Dance (1993); B.A., Middlebury College, 1983; M.A., University of California, Berkeley, 1991; Ph.D., University of California, Berkeley, 1994.*

Paula M. Cooey. *Margaret W. Harmon Professor of Religious Studies (1999); B.A., University of Georgia, 1968; M.T.S., Harvard Divinity School, 1974; Ph.D., Harvard University, 1981.*

John P. Craddock. *Professor of Geology (1989); B.A., Macalester College, 1980; M.S., University of Michigan, 1983; Ph.D., University of Michigan, 1988.*

Andrea D. Cremer. *Assistant Professor of History (2007); B.A., Northland College, 2000; M.A., Butler University, 2003; Ph.D., University of Minnesota, 2007.*

Amy L. Damon. *Assistant Professor of Economics (2008); B.A., University of Vermont, 1997; M.S., Michigan State University, 2001.*

Erik Davis. *Instructor of Religious Studies (2007); B.A., Macalester College, 1996; M.A., University of Washington, 2000.*

Mark A. Davis. *DeWitt Wallace Professor of Biology (1981); A.B., Harvard College, 1972; Ed.M., Harvard University, 1974; Ph.D., Dartmouth College, 1981.*

James Dawes. *Associate Professor of English (2001); B.A., University of Pennsylvania, 1991; M. Phil, University of Cambridge, 1992; M.A., Harvard University, 1994; Ph.D., Harvard University, 1998.*

Liang Ding. *Assistant Professor of Economics (2006); B.A., Manjing University, P.R. China, 1999.*

Julie Dolan. *Associate Professor of Political Science (2001); B.A., St. Olaf College, 1990; Ph.D., American University, 1997.*

Antonio Dorca. *Professor of Hispanic and Latin American Studies (1994); B.A., Universitat Autónoma de Barcelona, 1987; Ph.D., University of California, Davis, 1993.*

Paul Dosh. *Assistant Professor of Political Science (2004); B.A., Carleton College, 1996; M.A., University of California, Berkeley, 1998; Ph.D., University of California, Berkeley, 2004.*

James R. Doyle. *Professor of Physics (1992); B.S., University of Michigan, 1981; Ph.D., University of Colorado, 1989.*

Susanna L. Drake. *Assistant Professor of Religious Studies (2008); B.A., Grinnell College, 2000; M.T.S., Harvard Divinity School, 2003.*

Daylanne English. *Associate Professor of English (2003); B.A., Oberlin College, 1984; M.A., University of Virginia, 1992; Ph.D., University of Virginia, 1996.*

Christina Esposito. *Assistant Professor of Linguistics (2006); B.A., State University of New York at Albany, 2000; M.A., University of California, Los Angeles, 2003; Ph.D., University of California, Los Angeles, 2006.*

J. Peter Ferderer. *Professor of Economics (1996); B.A., University of Saint Thomas, 1983; M.A., Washington University, 1985; Ph.D., Washington University, 1989.*

Paul J. Fischer. *Associate Professor of Chemistry (2001); B.S., University of Minnesota, 1993; Ph.D., University of Minnesota, 1998.*

Daniel E. Flath. *Visiting Professor of Mathematics (2002); B.S., Southern Methodist University, 1972; M.S., Southern Methodist University, 1972; M.A., Harvard University, 1974; Ph.D., Harvard University, 1977.*

Janet M. Folina. *Professor of Philosophy (1989); B.A., Williams College, 1982; M. Phil., St. Andrew's University, 1983; Ph.D., St. Andrew's University, 1986.*

Susan E. Fox. *Associate Professor of Mathematics and Computer Science (1995); B.A, Oberlin College, 1990; M.S., Indiana University, 1993, Ph.D., Indiana University, 1995.*

Cary Franklin. *Assistant Professor of Music (2005); B.A., Macalester College, 1979; M.M., University of Minnesota, 2000..*

Ruthann Godollei. *Professor of Art (1986); B.F.A., Indiana University, 1981; M.F.A., University of Minnesota, 1983.*

Galo F. González. *Professor of Hispanic and Latin American Studies (1986); B.A., University of California, Berkeley, 1975; M.A., University of California, Los Angeles, 1977; Ph.D., University of California, Berkeley, 1985.*

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Consortium Memberships

Associated Colleges of the Midwest (ACM): A consortium of 13 small, private liberal arts colleges that develop a variety of cooperative off-campus programs.

Associated Colleges of the Twin Cities (ACTC): A consortium of five liberal arts colleges in St. Paul and Minneapolis, formed to develop cooperative programs and offer cross-registration to their students. Macalester also takes part in an exchange with the *Minneapolis College of Art and Design*, in which students from each institution can cross-register for classes.

Higher Education Consortium for Urban Affairs (HECUA): A consortium of Upper Midwest colleges and universities providing off-campus learning programs for undergraduates.

Pew Midstates Science and Mathematics Consortium: A consortium of nine liberal arts colleges and two research universities (Washington University and the University of Chicago) that sponsors collaborative programs for faculty and students to enhance science and mathematics education supported by the Pew Charitable Trusts.

Higher Education Data Sharing Consortium (HEDS): A voluntary consortium that assists member institutions in their planning, management, and institutional research by sharing a set of mutually agreed upon information.

Accreditations, Approvals and Memberships

Accredited by: North Central Association of Colleges and Secondary Schools.

Approved by: American Chemical Society; The National Association of Schools of Music.

Memberships: American Council on Education; Association of American Colleges; The Presbyterian College Union; Minnesota Private College Council; The American Association of Colleges for Teacher Education.

Enrollment and Graduation Statistics 2007–2008

Enrollment—Fall Term 2007

	Men	*Women*	*Total*
Degree Seeking Students	809	1103	1912
Non-Degree Seeking Students	4	4	8
Total	813	1107	1920

	Number of Full-Time Students	*Number of Part-Time Students*	*Total*
Degree Seeking First Time Freshmen	485	0	485
Other Degree Seeking Students	1387	40	1427
Non-Degree Seeking Students	1	7	8
Total	1873	47	1920

Racial/Ethnic Background—Fall Term 2007

	Number of Full-Time Students	*Number of Part-Time Students*	*Percentage of Student Body*
White American	1301	33	69.5
International	235	4	12.4
Asian American	159	9	8.8
Black American	87	1	4.6
Hispanic American	73	0	3.8
Native American	18	0	0.9
Total	1873	47	100.0

Students By Age—Fall 2007

	Number of Full-Time Students	*Number of Part-Time Students*	*Percentage of Student Body*
Under 18	39	4	2.2
18–19	880	9	46.3
20–21	830	14	43.9
22–24	122	16	7.2
25–29	2	0	0.1
30–34	0	1	0.1
35–39	0	2	0.1
40–49	0	0	0.0
50–64	0	1	0.1
65 and over	0	0	0.0
Total	1873	47	100.0

Geographical Distribution—Fall Term 2007

	Number of Students	*Percentage of Student Body*
Ramsey County (Minnesota)	89	4.6
Hennepin County (Minnesota)	113	5.9
Minnesota (outside Twin Cities)	179	9.3
U.S.(excluding Minnesota)	1300	67.7
Foreign Countries	239	12.4
Total	1920	100.0

Home States of Students—Fall Term 2007

Alaska-6
Arizona-29
Arkansas-1
California-80
Colorado-49
Connecticut-12
District of Columbia-6
Florida-10
Georgia-12
Guam-1
Hawaii-7
Idaho-4
Illinois-112
Indiana-21
Iowa-35
Kansas-26
Kentucky-6
Louisiana-2
Maine-11
Maryland-36
Massachusetts-70
Michigan-25
Minnesota-381
Mississippi-3
Missouri-35
Montana-18
Nebraska-10
Nevada-4
New Hampshire-11
New Jersey-24
New Mexico-13
New York-110
North Carolina-16
North Dakota-13
Ohio-29
Oklahoma-9
Oregon-57
Pennsylvania-35
Puerto Rico-1
Rhode Island-8
South Carolina-1
South Dakota-18
Tennessee-7
Texas-37
Utah-5
Vermont-17
Virgina-30
Washington-49
West Virginia-1
Wisconsin-146
Wyoming-1

Home Countries of Foreign Students by Citizenship—Fall Term 2007

Afghanistan-1
Albania-3
Angola-1
Antigua and Barbuda-1
Argentina-2
Australia-2
Bangladesh-3
Belarus-1
Bolivia-1
Botswana-2
Bulgaria-7
Burkina Faso-1
Burundi-1
Canada-3
China-20
Colombia-2
Costa Rica-1
Croatia-2
Cyprus-9
Czech Republic-2
Denmark-2
Ecuador-2
Egypt-1
Estonia-3
Ethiopia-1
Georgia-1
Germany-5
Ghana-2
Greece-1
Guatemala-1
Honduras-2
Hong Kong-2
Hungary-2
India-24
Israel-2
Italy-1
Jamaica-14
Japan-9
Jordan-4
Kazakhastan-1
Kenya-1
Latvia-1
Malaysia-1
Mexico-2
Mongolia-2
Nepal-1
Netherlands-2
New Zealand-1
Nigeria-1
Norway-2
Pakistan-10
Peru-2
Philippines-1
Republic of Singapore-4
Romania-2
Russia-1
Senegal-3
Sierra Leone-2
Slovakia-3
South Korea-12
Spain-2
Sri Lanka-2
Sudan-2
Swaziland-1
Sweden-8
Taiwan-3
Tanzania-6
Thailand-2
Trinidad and Tobago-1
Turkey-3
Ukraine-3
United Arab Emirates-1
Uruguay-1
Vietnam-3
Zimbabwe-2

Class of 2007 B.A. Degrees by Major

(includes double majors)

American Studies-11
Anthropology-22
Art-17
Asian Studies-3
Biology-44
Chemistry-13
Classics-10
Cognitive and Neuroscience Studies-9
Communication Studies-1
Computer Science-10
Economics-39
English-27
Environmental Studies-13
French and Francophone Studies-6
Geography-35
Geology-5
German Studies-5
Hispanic Studies-4
History-24
Humanities, Media, Cultural Studies-10
Individually Designed-3
International Studies-24
Japanese Language and Culture-10
Latin American Studies-2
Linguistics-6
Mathematics-24
Music-7
Philosophy-11
Physics-18
Political Science-54
Psychology-35
Religious Studies-18
Russian Studies-4
Sociology-16
Theater and Dance-9
Women's, Gender, Sexuality Studies-9

Graduation Rates

(Definition of student cohorts and computational methods determined by the Student Right-to-Know Act)

Six year graduation rate:

For all freshmen entering the college in 2001 . . . . . .86%

For all freshmen entering the college in 2000 . . . . . .86%

For all freshmen entering the college in 1999 . . . . . .85%

For all freshmen entering the college in 1998 . . . . . .81%

Preliminary 2009–2010 Calendar

Fall Semester 2009

Sept. 4–Sept. 8/Fri.–Tues.	New Student Orientation
Sept. 9/Wed.	Beginning of Classes
Oct. 29–Nov. 1/Thurs.–Sun.	Fall Mid-Term Break
Nov. 26–Nov. 29/Thurs.–Sun.	Thanksgiving Recess
Dec. 15/Tues.	Classes End
Dec. 21/Mon.	Final Examinations End

Spring Semester 2010

Jan. 25/Mon.	Beginning of Classes
Mar. 13–21/Sat.–Sun.	Spring Mid-Term Break
Apr. 2/Fri.	Good Friday Holiday
May 4/Tues.	Classes End
May 10/Mon.	Final Examinations End
May 15/Sat.	Commencement

Preliminary 2010–2011 Calendar

Fall Semester 2010

Sept. 3–Sept. 7/Fri.–Tues.	New Student Orientation
Sept. 8/Wed.	Beginning of Classes
Oct. 28–Oct. 31/Thurs.–Sun.	Fall Mid-Term Break
Nov. 25–Nov. 28/Thurs.–Sun.	Thanksgiving Recess
Dec. 14/Tues.	Classes End
Dec. 20/Mon.	Final Examinations End

Spring Semester 2010

Jan. 24/Mon.	Beginning of Classes
Mar. 12–20/Sat.–Sun.	Spring Mid-Term Break
Apr. 22/Fri.	Good Friday Holiday
May 3/Tues.	Classes End
May 9/Mon.	Final Examinations End
May 14/Sat.	Commencement

These preliminary calendars are subject to change until final approval in December of the year prior to the calendar.

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Additional Information/Useful Telephone Numbers

Information about Macalester College is available by contacting one of the appropriate offices listed below.

Admissions Office . . . . . (651) 696-6357
Toll-free number . . . . . (800) 231-7974
(Admissions forms, international student admissions, College publications, and information about specific academic programs.)

Financial Aid Office . . . . . (651) 696-6214
(Financial aid requirements, application forms, and special financial aid opportunities.)

Bursar's Office . . . . . (651) 696-6161
(Payment of college fees, repayment of student loans, and other business matters.)

Office of Student Academic Records and the Registrar . . . . . (651) 696-6200
(Registration information, transfer credit policy, and requests for transcripts.)

Office of the Dean of Students . . . . . (651) 696-6220
(General information about student life, housing, health, special programs, and counseling services.)

International Center . . . . . (651) 696-6310
(Study away programs and international student affairs.)

College Operator . . . . . (651) 696-6000
(Additional phone numbers.)

Website: www.macalester.edu

Address written correspondence to the appropriate office or department at Macalester College, 1600 Grand Avenue, St. Paul, Minnesota 55105.