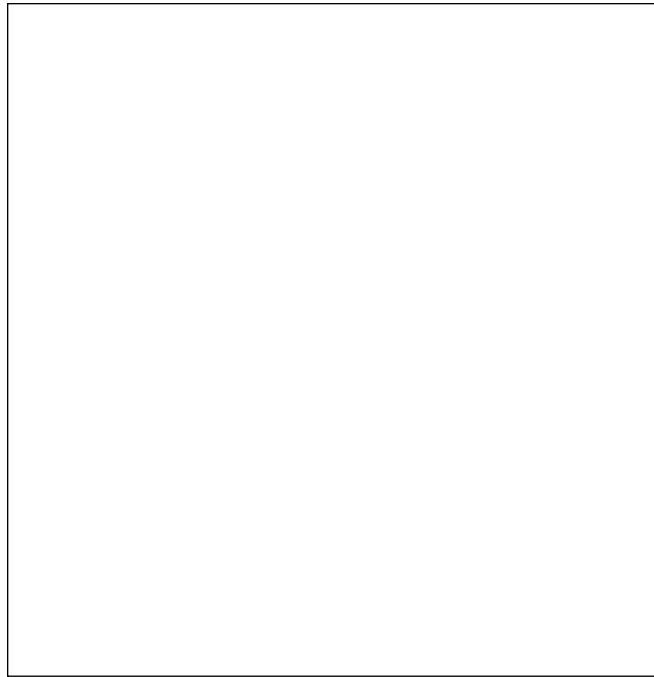


**Macalester College**  
**1994–1995 Catalog**



## Table of Contents

College Calendar .....	3
<b>Mission, History and Religious Affiliation</b>	
A History .....	6
Statement of Purpose and Belief .....	9
Church Affiliation .....	10
Presidents of the College .....	12
Board of Trustees .....	12
<b>Admissions, Expenses and Financial Aid</b>	
Admissions Policies .....	16
Expenses .....	21
Financial Aid .....	25
<b>The Academic Program</b>	
The Academic Year .....	32
Statement from the Faculty .....	32
Graduation Requirements .....	33
Curricular Recommendations .....	39
Instructional Policies .....	42
The Curriculum .....	50
Course Listings .....	53
Special Programs .....	236
<b>Student Support Services</b>	
Student Affairs .....	244
Academic Services .....	249
<b>Scholarships and Special Endowed Funds</b>	
Endowed Scholarships .....	254
Annually Contributed Scholarships .....	271
Prizes .....	271
Loan Funds .....	277
Special Endowed Funds .....	278
Endowed Professorships .....	279
<b>Directories</b>	
Officials of the College .....	282
Emeriti Faculty and Staff .....	282
Faculty .....	285
Consortium Memberships .....	297
Accreditations, Approvals, and Memberships .....	297
Enrollment and Graduation Statistics .....	297
<b>Index</b> .....	302

## 1994–1995 Calendar

### Fall Semester 1994

Sept. 5/Mon.	Labor Day Holiday
Sept. 8–11/Thurs.–Sun.	New Student Orientation
Sept. 12/Mon.	Upperclass Validation
Sept. 12/Mon.	Beginning of Classes
Sept. 12/Mon.	Incompletes Due from Spring, Summer 1994
Sept. 23/Fri.	Last Day to Register or Validate
Sept. 30/Fri.	Last Day to Add a Class, Drop a Class (No Notation), and Designate Options
Oct. 27–30/Thurs.–Sun.	Fall Mid-Term Break
Nov. 11/Fri.	Last Day to Withdraw
Nov. 14–Dec. 2/Mon.–Fri.	Interession and Spring 1995 Class Registration
Nov. 24–27/Thurs.–Sun.	Thanksgiving Recess
Dec. 16/Fri.	Classes End
Dec. 19–22/Mon.–Thurs.	Final Examinations

### Interession Term 1995

Jan. 3/Tues.	Beginning of Classes
Jan. 5/Thurs.	Last Day to Register, Add a Class, and Drop a Class (No Notation)
Jan. 13/Fri.	Last Day to Withdraw from a Class
Jan. 16/Mon.	Martin Luther King Jr. Day (Classes Cancelled)
Jan. 27/Fri.	Classes End
Jan. 30/Mon.	Final Examinations

### Spring Semester 1995

Jan. 31–Feb. 1/Tues.–Wed.	Validation of Registration
Feb. 1/Wed.	Beginning of Classes
Feb. 1/Wed.	Incompletes Due from Fall 1994
Feb. 7/Tues.	Incompletes Due from Interession 1995
Feb. 14/Tues.	Last Day to Register or Validate
Feb. 21/Tues.	Last Day to Add a Class, Drop a Class (No Notation), and Designate Grading Options
Mar. 18–26/Sat.–Sun.	Spring Mid-Term Break
Apr. 7/Fri.	Last Day to Withdraw
Apr. 14/Fri.	Good Friday (Classes Cancelled)
Apr. 24–May 5/Mon.–Fri.	Fall 1995 Class Registration
May 12/Fri.	Classes End
May 15/Mon.	Study Day
May 16–19/Tues.–Fri.	Final Examinations
May 20/Sat.	Baccalaureate and Commencement

### **Catalog Statement**

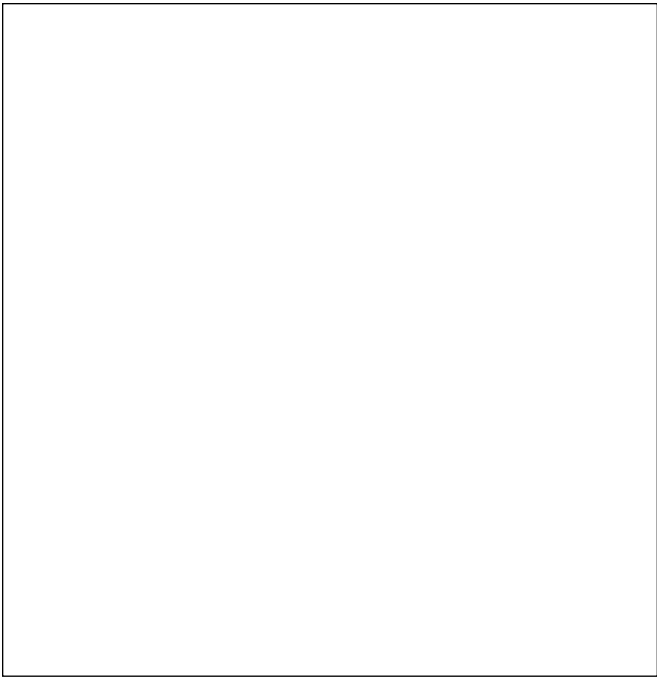
All statements contained in this catalog reflect the approved policies of Macalester College that were in effect as of May 1, 1994. However, for the best possible educational experience of its students, or for unexpected financial reasons, the College reserves its right to change at any time any of the 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 College is a private undergraduate liberal arts college which emphasizes academic excellence in the context of internationalism, diversity, and a commitment to service. Since its founding in 1874, Macalester has sought to be an academic institution with standards for scholarship equivalent to those of the finest colleges in the country and to emphasize high ethical standards and social concerns.

## History

*Introduction.* Macalester College's commitment to academic excellence, internationalism, a multicultural perspective, and community involvement is firmly rooted in its history.

Its founder intended Macalester to be one of the finest colleges in the country. His commitment to academic excellence has been reaffirmed in each decade since.

A strong international tradition, begun in the 1940s, flourishes today through the presence of international students and faculty, the incorporation of world issues into courses and campus events, and the deeply significant experience of study abroad.

Macalester also has a long history of deliberately seeking students and faculty from a variety of cultural, ethnic and socioeconomic backgrounds, and students who will contribute actively to the college community.

The College's location in the heart of a lively and progressive metropolitan area provides a rich cultural and educational resource. Faculty members have become known for their use of Saint Paul and Minneapolis neighborhoods, businesses, cultural offerings and government leaders to augment classroom instruction. Likewise, students involve themselves in a variety of internship and volunteer experiences, and draw on the cities for wide-ranging social, cultural and recreational activities.

*The Founding.* Macalester College was opened at its present site on September 15, 1885. But long before that, the College's founder, The Rev. Dr. Edward Duffield Neill, had been carefully laying the groundwork to ensure its success. Neill was a remarkable man who believed strongly in the value of private education. A pioneer clergyman and educator in Minnesota from 1851 until his death in 1893, Dr. Neill was also instrumental in the development of public education in Minnesota, serving as the first Superintendent of Schools for the Territory and as Chancellor for the University of Minnesota. He was also the founding pastor of two St. Paul Presbyterian churches, House of Hope and First Presbyterian.

Macalester is the outgrowth of two academies also founded by Neill. One of these schools was founded in St. Paul in 1853; the other was established in Minneapolis in 1873, after Dr. Neill returned to Minnesota having served as

secretary under President Abraham Lincoln. Both academies were named after M.W. Baldwin, a famous locomotive builder, who was a close friend of Dr. Neill and a financial supporter of his first educational undertaking. In 1873, Dr. Neill sought aid from Charles Macalester, a prominent businessman and philanthropist from Philadelphia, for the purpose of developing the Baldwin School into a college. Macalester donated a noted summer hotel at St. Anthony Falls in Minneapolis, known as the Winslow House. With that, the new institution was named Macalester College, and chartered by the Minnesota legislature in March 1874. Yet it would take a decade for the new college to establish an endowment, build a new campus, and enroll its first class.

In order to secure adequate endowment, Dr. Neill asked the Synod of the Presbyterian Church of Minnesota to adopt Macalester as a denominational institution. On October 15, 1880, by action of the Synod, it came under Presbyterian control. The trustees of the College, in 1883, donated forty acres of land to the institution; they then sold the Winslow House and with the proceeds erected the original Old Main building in 1884 (the current Old Main was a larger wing added two years later). The same year, the Synod completed an endowment of \$25,000 for the president's chair, and in 1885, the College was opened to students. When it opened, Macalester had five professors, six freshmen, and 52 preparatory students from Baldwin School. The College first admitted women in 1893. Between the years 1889 and 1898, the College graduated 100 students.

*Dedicated Scholarship.* The first few decades of the College were marked by the dedicated scholarship of its leaders. Especially notable were the efforts of Dr. James Wallace, who for 12 years, both as acting president from 1894 to 1900 and as president from 1900 to 1906, secured the College's lasting reputation for scholastic excellence in its programs, and among the faculty and students. Moreover, Dr. Wallace as president made almost superhuman efforts to raise the money and secure the support necessary to keep the College alive during a period when financial hardships plagued it.

Dr. Wallace joined the Macalester College faculty in 1887. Until shortly before his death in 1939, he taught religion, Greek and political science. As a scholar, teacher and friend to students, Wallace was without peer. His students left his classes with a sense of aspiration, a sense of dedication to serving humanity, and a sense of striving for the best. Throughout his years at Macalester, he epitomized the highest ideals of human service—a tradition to which the College has clung ever since.

*Emerging Internationalism.* The College struggled with the nation through the Depression years. The post World War II period found the College academically sound, sufficiently supported, and committed, under the leadership of President Charles J. Turck, to broadening its base of community service. To the stream of ministers and other professional men and women who had graduated from the College were added teachers, nurses, scientists, civil servants, and statesmen.

Dr. Turck also developed the College's focus on internationalism—another significant part of Macalester's make-up today—through programs for foreign students, overseas study opportunities, and the hiring of faculty from diverse backgrounds. Under Turck's leadership, the College also intensified its continuing interest in civic and national affairs.

During the 1940s, the Scottish heritage of the College's early benefactor, Charles Macalester, became a living force at the College. In 1948, the Chief of the Clan of MacAlister in Scotland, Lt. Colonel Charles Godfrey Summerville McAlister of Loup and Kennox, adopted the College into the Clan. Today, the College's student Pipe Band and Highland Dancers wear the authentic tartan of Clan MacAlister. Each May the College celebrates its Scottish heritage with the Scottish Country Fair featuring bagpipe competitions, highland dancing, ancient games of brawn, and Scottish foods. The sound of bagpipes is frequently heard on the campus during the warm months, reminding the College community of its links to Scotland.

*Growth and Change.* The decade of the 1960s brought a remarkable period of growth and change for the College. The generous gifts of many friends, especially of Mr. and Mrs. DeWitt Wallace, co-founders of the *Reader's Digest* and the College's major benefactors, enabled the College to advance markedly. Mr. Wallace, who died in 1981, was the son of President James Wallace and a member of the College's class of 1911.

During the presidency of Harvey M. Rice (1958–68), the College engaged in a concerted effort to strengthen its faculty, attract the best and brightest students, and enhance its instructional program.

To support those efforts, the College embarked on a major building campaign throughout the decade and into the 1970s. The Janet Wallace Fine Arts Center—named after the wife of Dr. Wallace and the mother of DeWitt Wallace—was completed in 1965, and still stands as one of the finest facilities of its kind for a small college as well as a focus for cultural events in the Twin Cities. Two new science buildings, equipped with the latest in scientific instruments and technology, were also among the best in the United States.

Late in the decade, the College began a program to extend the opportunity of a liberal arts education to students from low income and culturally diverse backgrounds—a program that was acknowledged as one of the most ambitious and innovative in the nation.

*Renewed Commitment.* As on many campuses in the country, the early 1970s produced a period of change at Macalester. A self-study in 1975 led the College to recommit itself to its liberal arts curriculum and to reassert five traditional and distinguishing strengths: involvement of students with faculty in the pursuit of learning; involvement with a diversity of people; involvement in international issues; involvement in the life of the metropolitan area; and involvement in service.

Under the leadership of President John B. Davis, Jr., from 1975 to 1984, the College made significant advances in its endowment and scholarship programs



as well as in scholastic achievement of its faculty and students. A new swimming pool and renovated gymnasium facilities opened in 1983, and a powerful new computer doubled the capacity for academic computing on campus.

*Looking to the Future.* The 1990s are another turning point in Macalester's history. In 1991, the College's endowment became the largest of any liberal arts college in the U.S., promising a financial stability that enables Macalester to pursue its high ideals with renewed vision.

Under the leadership of President Robert M. Gavin, Jr., the College pledged in 1985 and again in 1992 to assert its long-standing leadership in providing a liberal arts education of uncompromised academic quality—an education which is characterized by international and multicultural perspectives and which seeks application to a life of service.

The College's DeWitt Wallace Library, opened in September 1988, symbolizes both the academic and the financial vigor of the College and a commitment to its finest traditions. The library was the first step in a comprehensive campus improvement program that will involve renovating virtually every academic and residential building on campus, as well as the athletic facilities and student center.

Faculty salaries have been improved, and the College is in the process of adding faculty positions while holding steady the size of the student body. This step will enable the College to deepen the curriculum, enhance an already strong emphasis on faculty-student collaborative research and writing, and further diversify the perspectives represented in Macalester's educational program. The College's strategic plan also calls for increasing international study opportunities for both students and faculty, renovating and expanding physical facilities, and strengthening co-curricular programs from athletics to residential life to community service.

These initiatives represent the College's commitment to be an educational leader. Its students and graduates are leaders, too. The evidence is in the academic distinctions they earn—Rhodes, Truman, Fulbright and other fellowships, National Science Foundation grants, and the like—as well as in their significant contributions to their communities and their world.

## **Statement of Purpose and Belief**

Macalester College is an academic and humane community, Christian in spirit, Presbyterian in background but nonsectarian in terms of its student body, faculty and staff. It is dedicated to the intellectual and personal growth of its members, it cherishes and strives to nurture each individual's capacities for compassion, understanding, judgment, knowledge and action.

We believe in the fundamental worth of a broad exposure to human intellectual and artistic achievement. We value as a preeminent liberating instrument the opportunity to ponder and enjoy the best that has been thought

---

## Statement of Purpose and Belief

---

and said about human nature, the world we inhabit, our place in it, and our relationships to one another.

We believe in the advantages of students and faculty closely engaged in common pursuits. The faculty, students and staff of Macalester College bring specialized competencies, individual expectations and mutual responsibilities to a common commitment to intellectual endeavor. We believe that this can best be achieved through an environment which values the diverse cultures within our midst and recognizes our responsibility to provide a supportive environment for faculty, students and staff who are of all cultures.

We believe that teaching and learning are the central activities of this institution. This means that in the composite of teaching, service and research generally expected of faculties, the primary responsibility is teaching which fosters the intellectual growth of the students. The primary responsibility of the students at Macalester is to develop skills in the methods by which knowledge is acquired, critically evaluated and appropriately applied.

We believe that Macalester College has an obligation to be sensitive and responsive to significant changes in knowledge, technology and society. Moreover, the College is committed to preparing its students to discern the important issues of their time, to see them in some historical perspective, and to deal with them intelligently, humanely and effectively.

*Considered by the Macalester community and approved by the Board of Trustees, Spring 1971.*

## 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. 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 1983 which speaks of the historic relationship between the Church and the College. During the 1960s as its student body became increasingly diverse, the College "broadened its relationship beyond the state of Minnesota and beyond the Presbyterian Church into the entire nation, the world, and the larger religious community," the statement says.

The 1983 statement describes a peer relationship between the Church and the College, and outlines certain common purposes and concerns, jointly affirming, for example, "the fundamental worth of a broad exposure to human intellectual and artistic achievement as a part of one's growth," and "the value

of the capacity of the individual for compassion, understanding, judgment, knowledge and action in a liberal arts education.”

## College Seal

The official seal of Macalester College was devised by Macalester’s founder, the Rev. Edward Duffield Neill. 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, the twin sisters of heaven as the motto suggests: *Natura et revelatio coeli gemini.*”

## 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

\* *Deceased*

## The Board of Trustees

### Officers

Barbara Armajani '63, *Chair*  
Timothy A. Hultquist '72, *Vice Chair*  
James E. Bachman '69, *Treasurer*  
Doyle E. Larson '52, *Secretary*

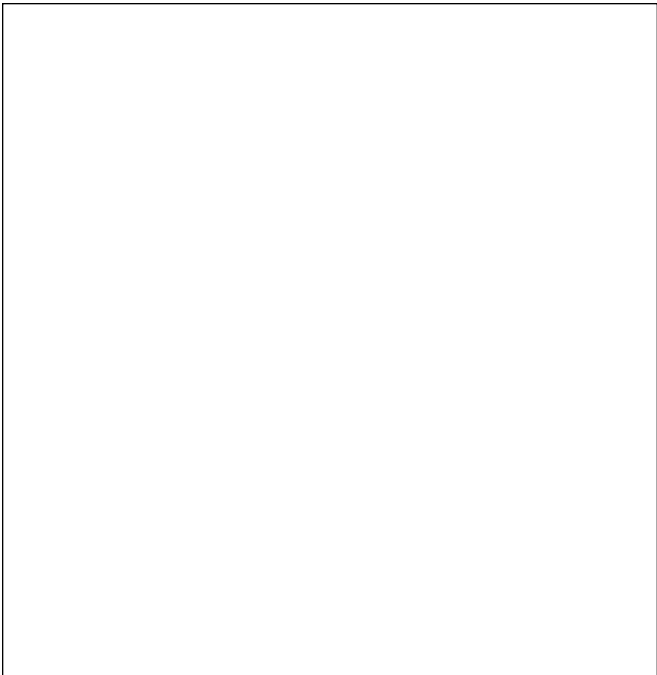
### Trustees

Barbara Armajani '63, *St. Paul*  
James E. Bachman '69, *Chairman and CEO, Aegis Insurance Services, Inc., Jersey City, NJ*  
David A. Bell '65, *Chairman, Bozell Worldwide, Inc., New York City*  
Kjell Bergh '70, *Chairman of the Board, Bergh International Holdings, Inc., Minneapolis*  
Robert B. Binswanger, *Professor, Dartmouth College, Hanover, New Hampshire*  
Virginia D. Brooks '59, *Community Volunteer, St. Paul*  
James L. Carter, *Senior Pastor, House of Hope Presbyterian Church, St. Paul*  
Cynthia M. Crossen '73, *Deputy News Editor, Wall Street Journal—New York Bureau, New York*  
Mary Lee Dayton, *Community Volunteer, Wayzata, Minnesota*  
Richard E. Eichhorn '51, *Private Investor and Business Adviser, Minneapolis*  
Robert M. Gavin, Jr., (ex officio), *President, Macalester College, St. Paul*

Kenneth O. Gilmore, *Editorial Consultant, Mount Kisco, New York*  
Paula Turner Grasso '77, *Community Volunteer, Winnetka, Illinois*  
Peter A. Heegaard, *Managing Principal, Norwest Capital Advisers, Minneapolis*  
Timothy A. Hultquist '72, *Managing Director, Morgan Stanley & Co. Incorporated, New York City*  
Heinz F. Hutter, *President and Chief Operating Officer, Cargill, Minneapolis*  
Doyle E. Larson '52, *Chairman and Chief Executive Officer, Centurion Enterprises, San Antonio, Texas*  
Mark F. Lindsay '85, *Associate, Arter and Hadden, Washington, D.C.*  
Margaret W. Marvin '39, *Community Volunteer, Warroad, Minnesota*  
Donald M. Meisel '45, *Retired Senior Minister, Westminster Presbyterian Church, Minneapolis*  
Joan Adams Mondale '52, *Arts Advocate, Minneapolis/Tokyo*  
Janet Rajala Nelson '72, *President, St. Paul Custom Markets, St. Paul*  
David A. Ranheim '64, *Partner, Dorsey & Whitney, Minneapolis*  
Ann M. Samuelson '85, *Manager, Business Development, The Wells Group, Minneapolis*  
Sharon Sayles Belton '73, *Mayor, City of Minneapolis, Minneapolis*  
Mark A. Vander Ploeg '74, *Managing Director, Salomon Brothers, San Francisco*  
Mary W. Vaughan, *Community Volunteer, Minneapolis*  
F. T. Weyerhaeuser, *Chairman of the Board, Clearwater Management Company, St. Paul*



**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 service to others.

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 intellectual life of the college. Our evaluation of this potential is a humanistic one. While standard statistical measures such as test scores and class rank must be a 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 all 50 states and 83 other countries in 1993–94, as well as varied economic, social and cultural 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 thus both comprehensive and complex, because there are many ways in which a student can show promise for contributing to Macalester. We seek a diverse student body which is committed to academic challenge and growth, and also will contribute to campus life beyond the classroom in a variety of ways.

### *Secondary School Preparation*

Macalester expects applicants to have completed 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 Entrance Examination 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 achievement tests of the College Entrance Examination Board are not required for admission; however, they are used for placement in mathematics, the sciences and languages. Students considering these fields for further study may take the appropriate achievement tests.

### *Methods of Application for Freshmen*

Students applying for admission may obtain an application by writing to the Admissions Office, Macalester College, 1600 Grand Avenue, St. Paul, Minnesota 55105. Macalester also welcomes the "Common Application" which is available in most secondary school counseling offices. Students using this form, however, must submit a one-page supplement available from the Macalester Admissions Office upon request. 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 freshmen planning to enroll for the fall semester. The procedures are nearly identical for each option; however, notification dates and deposit deadlines vary. While criteria for the awarding of financial aid and special scholarships remain the same for all three decision dates, some preference for admission is given to candidates applying under the two Early Decision plans.

Students who wish to receive credit towards graduation for more than the equivalent of twenty Macalester credit hours must apply to Macalester as transfer students, under the transfer admissions program deadlines and applications procedures. In addition, students who have been enrolled in a college or university as full-time or degree-seeking students, after graduating from high school, must apply under the transfer admissions program.

*Early Decision:* For the convenience of candidates for whom Macalester is their first choice institution, Macalester 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 should be sure to include grades through the first quarter or trimester of the senior year in the credentials they submit. Each Early Decision I applicant will receive in mid-December one of three responses from the Admissions Office: 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* tuition deposit by January 15.

Instructions on applying for financial aid will be mailed when the application for admission is received.

*Early Decision II* candidates must file their applications and supporting materials by January 1, and will receive in mid-February one of the three admissions responses: 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* 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.

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 at the point 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* 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 in any event before March 1.

For all Macalester admission plans, candidates are urged to submit their applications before the deadline to insure the most careful consideration by the Admissions Office. Students whose credentials are not received by January 15 will be considered if additional places are available in the entering class. Housing and financial aid will also be subject to availability.

Freshmen applying for financial aid should complete the Free Application for Federal Student Aid (FAFSA), which is required for federal aid, and the Financial Aid Form (FAF) of the College Scholarship Service, which is required for Macalester gift aid consideration. (Applicants for the academic year 1995–1996 should submit 1994 financial information.)

*Early Admission:* 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 admission process is used by students seeking early admission to Macalester.

*Advanced Standing:* For students admitted to Macalester through the freshman admissions program, Macalester will accept for credit no more than the equivalent of twenty Macalester credit hours 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 credit hours solely through College Board Advanced Placement Examination.)

Macalester will not award credit for courses taken at a college or university which are used to satisfy any of the requirements for graduation at the student's secondary school.

*Deferral:* Each year, a number of students who have been offered admission to Macalester request the deferral of their admission. Deferrals are granted, at the discretion of the Admissions Committee, for the period of one academic year. There are no one-semester deferrals. Deferrals may be granted for a variety of reasons, most commonly to allow a student to spend a year overseas. Candidates should be aware, however, that Macalester will not accept credit for academic work completed during the deferral period. Questions about the deferral process should be directed to the Admissions Office at (800) 231-7974 or (612) 696-6357.

*Methods of Application for Transfer Students*

A transfer student is anyone who wishes to receive credit towards graduation for more than the equivalent of twenty Macalester credit hours or who has been enrolled in a college or university as a full-time or degree-seeking student after graduating from high school.

Transfer students should follow regular admission procedures and file 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 not official, but is usually accurate enough to be helpful in planning for transfer. Macalester admits new students for the fall semester only. The deadline for fall term transfer application is April 1. Notification of admissions decisions and financial aid awards begins on May 15 for applications received by the deadline, and continues on a "rolling" basis after that date.

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. Four “semester credits” or six “quarter credits” equal one Macalester course; 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 no more than the equivalent of 68 semester hours will be accepted. All candidates for a Macalester College degree must successfully complete at least 68 semester hours at Macalester or on an approved Macalester program.

#### *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.

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 Student Candidate Application Form.
2. Three Candidate Recommendation forms from teachers or school officials.
3. Original or certified copies of high school and postsecondary transcripts signed by the proper authority and indicating courses taken and grades earned.
4. 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.
5. Proof of English language proficiency as documented by results of the Test of English as a Foreign Language. Arrangements to take the TOEFL test should be made well in advance through the student’s school, the nearest U.S. Consulate or by writing to TOEFL, Box 899, Princeton, NJ, 08541, U.S.A.
6. The results of the Scholastic Assessment Test. The SAT I is required for students who have completed high school in the U.S. or in an American or International school abroad and highly recommended for all other applicants. Arrangements to take the examination should be made well in advance through the student’s school, the nearest U.S. Consulate or by writing to SAT, Box 589, Princeton, New Jersey 08541, U.S.A.
7. Certified proof of financial support from parents and/or other sponsors.
8. For applicants requesting financial aid and who are not permanent residents of the United States, a completed Macalester International Student Financial

Aid form. Permanent residents of the United States should follow the procedure used by the U.S. citizens.

*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.

*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.

*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 two weeks in advance of the intended visit. Appointments can be made for tours and interviews by phoning the Admissions Office at 612-696-6357 or toll-free 800-231-7974 between 8:00 a.m. and 4:30 p.m. weekdays throughout the year. The Admissions Office is also open for appointments and tours until noon on Saturdays from September through the second week of December, but it is closed on holidays, such as Thanksgiving, Christmas, January 1, Memorial Day, July 4, and Good Friday. The best time to visit the campus is during the academic year when classes are in session.

Prospective students may wish to spend a day and night on campus. Arrangements for overnight visits to 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. Three meals are provided by the Admissions Office; students should be prepared to pay for any additional meals desired. More detailed information on overnight visits is available by writing or calling the Admissions Office at (612) 696-6357 or (800) 231-7974.

## **Tuition, Fees, and Room and Board 1994–1995**

The tuition rate for full time students (12–18 semester hours per term) for 1994–1995 is \$15,909 per year. Information about the 1995–1996 tuition and fees will be available in the Admissions Office.

---

## Tuition, Fees, and Room and Board 1994–1995

---

### **Fees**

Application Fee	\$40
Enrollment Deposit (applied to first semester tuition charge)	150
Late Registration Fee	35
Late Validation Fee	35
Late Payment	40
Student Activity Fee	101

### **Tuition**

#### *Regular*

Full-time, per academic year (12–18 semester hours per term)	15,909
Part-time, less than 12 semester hours/term (per semester hour)	445
Semester hours in excess of 18/term (per semester hour)	890

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

#### *Special*

Adult Scholar, up to 10 semester hours per term (per semester hour)	220
Macalester Graduate, maximum of 5 semester hours per term	530
(Graduates and Adult Scholars taking more than the stated credit limit are billed the regular part-time or full-time tuition rate for all credits.)	
Credit by Examination	1,780

#### *Music Lessons*

Private lessons, per term, non-major student	220
--	-----

#### *Intersession Term Tuition*

Full-time student, two semesters, 0–5 semester hours (non-refundable)	No additional charge
Full-time student, one semester—additional charge	
1–5 semester hours	890
Intersession Term only student (per semester hour)	445
Semester hours in excess of 5 (all students, per semester hour)	890
Summer Independent Study (Summer 1995, per semester hour)	445

#### *Study Away*

Intersession or summer program: actual program cost plus \$35	
Semester program: actual program cost plus \$375	
Year-long program: actual program costs plus \$500	

## Room and Board

Deposit (applied to fall semester room charges) . . . . .	75
Per academic year . . . . .	4,772
(Room—2,480)	
(Board—2,292)	
<i>Language Houses (room only)</i> . . . . .	2,680
<i>Intersession Term Room and Board</i>	
Full-time student (both semesters) . . . . .	No additional charge
Full-time student (one semester; Approximate—see Residential Life) . . . . .	315
Intersession Term only . . . . .	630

### *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 card and \$75 room deposit should be returned immediately to the Admissions Office. Housing is assigned to new students in order of receipt of the residence hall application and deposit. Students assigned to College residence halls pay the \$75 room deposit each year; it is credited against the following semester's room charges.

### *Enrollment Deposit*

Newly admitted students pay a one time, non-refundable enrollment deposit of \$150 to reserve places in the entering class. This deposit is applied to first semester tuition charges.

### *Study Away*

Except for a number of direct exchange arrangements with foreign universities, Macalester does not charge its own tuition for the credit it awards for study away. Instead, it adds a nominal study away charge to the actual tuition charges of a student's program, as billed by program sponsors, and substitutes this for Macalester tuition during the period the student is away. In order to receive credit for study away, program tuition charges must be handled through Macalester.

### *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 \$150 deposit is applied as a credit against first semester tuition charges.)

The room deposit made by new students is refundable only if: a) notice of cancellation is received prior to July 1 for the fall term, or b) a student is unable to secure a space in the residence halls due to a lack of rooms.

The room deposit made by returning students is non-refundable.

No tuition is refunded or credited after the 15th class day of the semester.

Refunds for a leave of absence or official withdrawal from the College during the first 15 class days of the semester are as follows: a) 1st–5th day: 75 percent; b) 6th–10th day: 50 percent; c) 11th–15th day: 25 percent. No refunds are granted without first receiving notice of leave of absence or withdrawal from the college from the Dean of Student's Office.

Intersession term tuition is divided equally between fall and spring term. No additional charge is made unless a student attends only one semester. No refund of intersession tuition is made for non-attendance.

Room and board refunds are made on a pro-rata basis only to students who leave the College. One week is added to the official date of room vacancy when computing the pro-rata refund. No room refunds are made after the 15th class day of the semester unless the room contract is transferred. Students who move out of College residences but remain enrolled in the College are not eligible for room and board refund. Students may arrange a transfer of the room and board contract to another student with approval of the Office of Residential Life. Appeals of the room and board section of the refund policy are made to the Director of Residential Life.

Students receiving financial aid who receive tuition and/or room and board refunds will receive a similar reduction in their total financial aid package. First semester students receiving Federal financial aid through Title IV programs will receive a pro-rata tuition refund consistent with Federal requirements. (See the Financial Aid section of the Student Handbook for additional refund policy information.)

The student activity fee is non-refundable.

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

The Dean of Students may authorize exceptions to any part of this refund policy. For more information on the refund policy, contact the Business Manager.

#### *Payment of Student Accounts*

Students are billed for the fall term in mid-July, with charges due and payable on or before August 15. Students are billed for the spring term on December 15, with charges due and payable on or before January 15.

The amount billed each term is determined by subtracting from the charges for the term 50 percent of the yearly Macalester scholarship and grant aid awarded, along with any other money that has been paid from an outside source. To the extent that work study money has not been earned, or loan proceeds not applied to the account, this "anticipated" money will not appear as a credit on the account. To the extent that work study earnings or loan proceeds are



needed to cover the balance due, students may make special payment arrangements with the Bursar.

A budget payment plan makes it possible for students and their families to spread a semester's payments over a period of months, with 50 percent payable at the beginning of the term and 25 percent in each of the next two months. A Parent Loan Program is available, as well as several independent monthly payment plans with optional insurance and extended payment features. Information and application materials are available from the Bursar's Office, Macalester College, 1600 Grand Avenue, St. Paul, Minnesota 55105.

## **Financial Aid**

The elements that make possible a high quality education—excellent faculty members, small classes, individual study opportunities, and fine equipment and facilities—are expensive. Generally speaking, cost is related to quality. The primary responsibility for meeting this cost remains with students and their families. If costs are a concern, we recommend that students apply for financial aid from Macalester and other sources.

The amount of financial aid a student receives is based upon a determination of how much the family can reasonably afford to contribute, compared with the price of attending Macalester. To be considered for financial aid, a student's parents must submit a Free Application for Federal Student Aid (FAFSA) and a Financial Aid Form (FAF) to the College Scholarship Service. The contribution expected of the student and family is determined by an analysis of the data submitted by the processing service and an evaluation provided by the Macalester Financial Aid Office. Upon determination of the expected contribution, a student's financial need is derived and an aid package is offered.

Students interested in seeking financial aid should file admission and financial aid applications by January 15. The *Macalester Financial Aid Application* is included in the Admissions Application Booklet.

Macalester's financial aid program is open to all full time students attending classes during the academic year from September through May. Financial aid is not available for summer study, although the College can help some students secure outside loans for summer school expenses. A student may receive Macalester aid up to eight semesters assuming other criteria are met.

All students applying for Macalester financial aid are required to seek and maintain scholarships offered by organizations in their communities, parents' employers, and fraternal organizations. All students are required to apply for a federal Pell Grant and students from Minnesota are expected to apply for aid through the Minnesota State Grant Program. All financial assistance from outside sources must be reported to the Financial Aid Office so it may be coordinated with Macalester aid.

---

## Financial Aid

---

Only incoming students filing for aid on an independent basis (i.e., financially independent from their families) will be considered for financial aid on an independent student basis for succeeding years. All sources of financial aid for Macalester students now expect recipients to be age 24 years, with a few exceptions, in order to be considered as an independent student. The FAFSA lists other acceptable reasons for a student to be considered independent. Students considering filing for aid as independent students are encouraged to contact the Macalester Financial Aid Office before completing their applications.

Returning students need to reapply for financial aid each year. Renewal aid forms are distributed to Macalester students in December so students and their families may complete them before March 15. Renewed aid is awarded before the end of the academic year so students with work study contracts may obtain their jobs for the following year. Macalester financial aid officers are available for consultation throughout the year and encourage students to make appointments to discuss their financial concerns.

### *How to Apply for Financial Aid*

Prospective students who are candidates for financial aid at Macalester College must take the following steps. (Students who are not U.S. citizens or U.S. permanent residents apply for financial aid to the Director of International Admissions.)

1. File a formal application for admission with the Admissions Office.
2. File the Macalester Financial Aid Application with the Admissions Office.
3. Complete the FAFSA and FAF and submit them to the appropriate computing service and request that a copy be sent to Macalester College. These aid application forms are normally available in the office of your school principal or counselor. If necessary, aid applications may be obtained from the Macalester Financial Aid Office.
4. Apply for a Pell Grant by completing the FAFSA so that you will be considered for this type of federal assistance. Pell Student Aid Reports will be sent directly to the students, and all Macalester aid recipients will be expected to submit this report to the College upon acceptance of their Macalester aid package.
5. All students receiving financial aid from the College will be expected to submit their parents' and their own federal tax return to support the financial information on the FAFSA and FAF. Parents are also required to submit a photocopy of all their W-2 forms.

### *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 *Macalester College Student Handbook*, which is updated annually and includes additional financial aid information.

### *Types of Assistance*

Financial aid is generally awarded in the form of a package including scholarship, work, and loan funds. Awards range from \$200 to the full cost of attendance. The amount of each type of aid varies according to College funds, the student's financial need, and College aid policies. During 1993–94, more than 70 percent of Macalester's 1,740 full time students received financial assistance amounting to \$15.4 million. Approximately 74 percent of this amount was gift aid.

### *Macalester College Scholarships*

*General Scholarships.* General scholarships, provided from the College budget, are awarded to freshmen and transfer students as well as upperclass students who have financial need. Students need not apply for specific scholarships since they will automatically receive consideration for all funds for which they may be eligible.

*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 the Macalester Grant program and contribute significantly to the policy of the College meeting full demonstrated need. The income from these funds is generally awarded to sophomores, juniors and seniors who have shown good academic performance and who also show a demonstrated financial need. These scholarships are listed elsewhere in this catalog.

*Macalester College National Merit Scholarships* are awarded to National Merit Finalists who have designated Macalester as their first choice college. The National Merit Scholarship Corporation awards a minimum annual award of \$750. Macalester augments the minimum award with an additional \$2,250 scholarship for a total of \$3,000 for each of the four years. This award may be increased according to financial need. Scholarships also include an off-campus study grant worth \$1,500 to support participation in an approved Macalester study away program in the junior or senior year.

*DeWitt Wallace Distinguished Scholarships* are awarded to students who are National Merit Semifinalists, Commended Students and Finalists, who are not awarded a National Merit Scholarship. Recipients typically rank in the top five percent of their high school graduating class. The minimum annual award of \$2,000 can be increased according to financial need.

*DeWitt Wallace Scholarships* are awarded to middle income students who need assistance in order to attend Macalester and whose academic record has shown them to be worthy of recognition.

*Catharine Lealtad Scholarships* are awarded to African American, Hispanic, and native American students who have achieved a strong high school record and who have been recognized by the National Achievement Scholarship Program or the National Hispanic Scholarship Program. The minimum annual award of \$2,000 can be increased according to financial need. This scholarship is named

---

## Financial Aid

---

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. The December 1 deadline is strictly enforced.

*Macalester Student Employment* is a significant part of the College's financial aid program. More than half of our students are employed part-time on campus. Macalester receives money from the federal and state governments but more than 70 percent of the funds in support of our total student employment program are from the Macalester budget.

### *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. The 1994–1995 maximum award is \$2,300. Application is made by completing the FAFSA. Notification of eligibility will be sent to your home in the form of a Pell Grant Student Aid Report (SAR).

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

*Federal College Work-Study Program (CWS).* Work-study jobs are offered to students who demonstrate financial need. Under the program, Macalester pays at least 30 percent of the student's wages and the federal government pays the remaining 70 percent. Macalester provides more than 900 on-campus jobs in administrative and service offices, academic departments, the library, grounds crew, etc. Job placement is determined from the student's interest, abilities, and the pool of available jobs. Upperclass students may participate in internships and work-study employment off-campus.

### *Loans*

*Federal Perkins Loan Program.* This federal program provides low interest loans to students as part of their aid package. 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 \$3,000 per year. Repayment and the five percent interest rate on the loan begin nine months after completion of the student's undergraduate or graduate study, or if he or she is no longer enrolled on at least a half time basis.

*Federal Stafford Student Loan (Subsidized and Unsubsidized).* Stafford Student Loans are available to students from families who demonstrate financial need on the FAFSA. Students may apply to banks, savings and loan associations, credit unions or state-guarantee agencies that lend under the program. The

maximum annual loan is \$2,625 for freshmen, \$3,500 for sophomores, \$5,500 for juniors and seniors with the exact amount of the loan depending upon federal guidelines. The student must pay a loan origination fee, but under the Subsidized Federal Stafford Loan program, no interest is charged, nor is any repayment required while the student is in college. Under the Unsubsidized Federal Stafford Loan, the student is responsible to pay all interest while in school. For all first time borrowers after July 1, 1994, the interest is an annual variable rate based upon the 91 day T-bill + 3.10 percent and is capped at 8.25 percent.

*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. Borrowers pay a variable interest rate based on the 52 week T-bill + 3.10 percent that is capped at 9 percent. Applications are available from the Macalester Financial Aid Office and from major financial institutions.

*Minnesota Student Educational Loan Fund (SELF)* is a student loan program available to Minnesota residents and students attending colleges in the state. Students may borrow a maximum of \$4,500 per year between SELF and other loan programs during the freshman and sophomore years and \$6,000 per year the junior and senior years. This loan requires a co-signer and is a variable interest loan with interest starting at the time of the loan; repayment of the principal begins 13 months after the student leaves college.

#### *State of Minnesota Aid*

*Minnesota State Grant Program.* All students who are applying for financial aid must apply for a State Grant. Application is made by completing the Minnesota questions on the Macalester aid application. In 1993–1994, 202 Macalester students received an average grant of \$3,180 through this program.

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

#### *Satisfactory Academic Progress*

According to the Higher Education Amendments of 1976, post-secondary institutions are required to establish standards of Satisfactory Academic Progress for students receiving financial aid from the federal government. The concept of satisfactory progress mandates that both grade point average and the number of credits completed be monitored. In complying with the requirement, Macalester College has developed the standards cited below for Satisfactory Academic Progress.

Each full time student is allowed 5 years (10 semesters) to complete a Bachelor of Arts degree and receive federal financial aid. It should be noted that although ten semesters of eligibility are allowed for federal funds, eight semesters is the limit for College funds.

---

## Financial Aid

---

### *Satisfactory Academic Progress Requirements*

At the completion of this full time semester	A student must have accrued at least this many credits	With at least this grade point average
1	12	1.70
2	28	1.70
3	40	1.85
4	56	1.85
5	68	2.00
6	84	2.00
7	96	2.00
8	112	2.00
9	124	2.00
10	136*	2.00

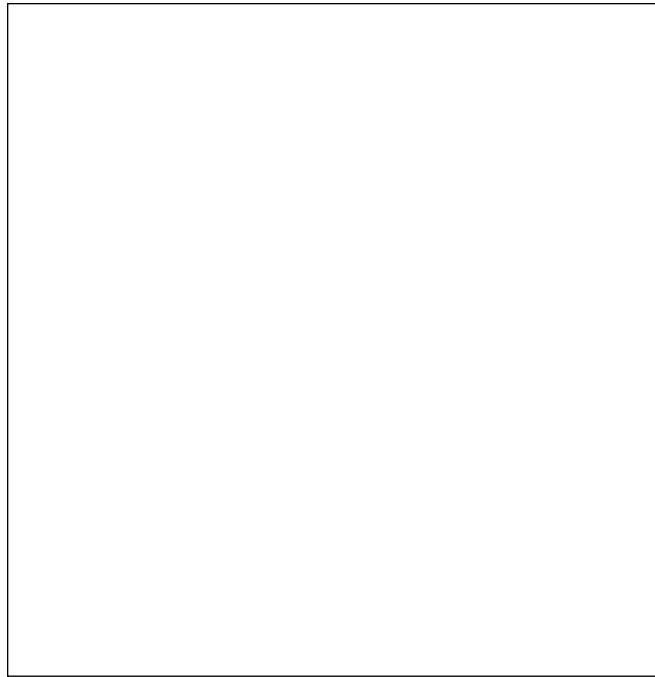
*\* Students who matriculate before September 1, 1993 must have accrued at least 140 credits by the end of the tenth semester.*

Students who do not meet these standards will be placed on financial aid probation. A student on probation must register for and complete four classes with at least a 2.00 average. Students who fulfill these requirements will continue to receive aid and will remain on probation until satisfactory academic progress as defined by the chart has been achieved.

Students who do not meet the requirements of the probation semester will be placed on strict financial aid probation. If during this semester the student fails to complete four classes with at least a "C" average, financial aid will be terminated.

If a student feels mitigating circumstances affected performance, a written appeal with supporting documentation can be submitted to the Financial Aid Office. The financial aid officers will review the appeal and notify the student of their decision. A student whose appeal is not approved may present a final appeal to the Macalester Academic Standing Committee.

**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), a four week intersession term (January), and a 14 week spring semester (February to May).

Beginning with the 1993–1994 academic year, the Macalester credit system is based on the semester hour. Most courses are offered for four semester hours of credit, 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 activities, forensic and dramatic arts practica, music ensembles and lessons, and dance activities and ensembles are described in the departmental sections of this catalog, under curriculum.

### *The Intersession Term*

Intersession is a full academic term equal in importance to the fall and spring semesters but different from them in its format. Students normally register for only one course or project for one month of intensive study in a single area. This provides students with the opportunity to take additional courses in their major, to investigate courses outside of their discipline, to work independently on a special project, or take advantage of one of the many options for off-campus or overseas study.

### *Summer Offerings*

Macalester students may earn up to eight semester hours 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.

## **Statement from the Faculty**

*The philosophy of the following statement is an outgrowth of extended faculty discussion and debate during the 1981 academic year. This discussion recognized the personal guidance that faculty can offer Macalester students in developing a course of study for each student that ensures the best preparation for lifelong achievement and leadership.*



As an intellectual community we affirm our commitment to the liberal arts as the tradition best suited to help us achieve the intellectual and moral growth that is the central mission of the College. It is to foster that growth that our curriculum has been designed. As a humane community we value the diverse cultures within our midst and recognize our responsibility to provide a supportive environment for students and faculty who are members of all cultures.

As practitioners of various academic disciplines we are united in our zeal for our disciplines and in our commitment to search for intellectual honesty in ourselves and in one another. We recognize that none of our disciplines holds a monopoly on truth or intellectual rigor, that the study of each of them merits a lifetime of devotion, and that the insights of one discipline illuminate the study of another. Finally, we recognize that the freedom to explore is itself a major factor in fostering intellectual growth and maturity.

We believe that it would be irresponsible for the College to allow its students to pursue their studies without guidance, but so too it would be presumptuous to suggest that any one particular course of study is the only appropriate one. For that reason our curriculum encourages both wide ranging exploration of many disciplines and in depth study of one or two. College distribution requirements are designed to ensure that no student will be unduly limited by excessively narrow specializations; and on the other hand, departmental major requirements ensure in depth study.

Macalester College Faculty

March 10, 1982

Reaffirmed and amended by the Macalester College Faculty, March 9, 1988.

## **Graduation Requirements**

**NOTE: STUDENTS ENTERING THE COLLEGE PRIOR TO SEPTEMBER 1, 1993 MUST COMPLETE THE GRADUATION REQUIREMENTS IN EFFECT AT THE TIME OF THEIR MATRICULATION.**

- I. One hundred thirty-six (136) semester hours earned, including:
  - A. Eight (8) semester hours in courses in the social sciences.
  - B. Eight (8) semester hours in courses in the natural sciences and mathematics.
  - C. Twelve (12) semester hours in courses in the humanities and fine arts; at least four (4) semester hours must be in courses in the humanities and four (4) semester hours in the fine arts.
  - D. No more than ninety-six (96) semester hours 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 hours in courses in a single academic discipline.

---

## Graduation Requirements

---

- II. Four (4) semester hours earned in a course designated as meeting the International Diversity requirement and four (4) semester hours earned in a course designated as meeting the Domestic Diversity requirement.
- III. Approved major concentration plan filed and completed.
- IV. A cumulative grade point average (GPA) of at least 2.00.
- V. The number of semesters spent in residency must be at least four (4). 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.
- VI. One (1) First Year Course completed in the first semester.
- VII. Proficiency in a second language equivalent to two (2) semesters of college study (or two (2) years of high school study).
- VIII. Declaration of Intent to be Graduated form filed.

### **Explanations and Regulations Concerning Graduation Requirements**

*I. Courses:* All credit courses offered in fall, intersession, spring or summer terms are applicable toward the 136 semester hour graduation requirement. Course credits may also be earned through successful completion of sequences of activity courses in communication studies, dance, dramatic arts, music, and physical education. (See departmental listings in the curriculum section of this catalog.)

#### *General Distribution Requirement:*

Not all courses fulfill this 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 hours in courses in the social sciences: anthropology, communication studies, economics, geography, linguistics, political science, psychology, sociology, as well as some courses in other departments, meet this requirement.

*B. Eight* semester hours in 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 hours in 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 most courses in classics, English, French, German and Russian, history, humanities, Japanese, philosophy, religious studies, Spanish, as well as some courses in other departments. Fine Arts courses include most courses in art, dramatic arts, and music, as well as some courses in other departments.

*Other Courses:*

First year seminars and courses in education, English as a second language, and physical education, interdepartmental and non-departmental courses are regarded as “non-divisional” and do not satisfy any general distribution requirement.

*Diversity Requirement:*

Courses designated as satisfying the International Diversity requirement address the literary, cultural, political, historical, artistic, or religious heritage of a country, region, or culture outside of the United States. This requirement can be met either by courses offered at Macalester or by an approved study abroad program. Macalester courses which satisfy this requirement are listed in each department’s program description found in this catalog, under curriculum. Departments listing such courses are: anthropology, art, biology, classics, communication studies, dramatic arts, English, French, geography, German and Russian, history, humanities, international studies, Japanese, music, philosophy, political science, religious studies, and Spanish.

Courses designated as satisfying the Domestic Diversity requirement concentrate specifically upon the literary, cultural, political, historical, artistic, or religious heritage of the diverse cultural groups living within the United States. Macalester courses which satisfy this requirement are listed in each department’s program description found in this catalog, under curriculum. Departments listing such courses are: anthropology, communication studies, dramatic arts, English, music, psychology, political science, sociology, and women’s studies.

*II. Patterns of Concentration:* To insure appropriate depth within an area or related areas of knowledge, students are required to elect among: 1) a departmental major concentration; 2) an established interdepartmental concentration; or 3) an individually designed interdepartmental major concentration. A student may obtain more than one concentration by fulfilling the respective requirements in those concentrations. Individual courses, where appropriate and approved by the department chairs involved, may be counted toward both concentrations. A student may not graduate with only one or more cores or one or more minors.

1. A *departmental major concentration* consists of not less than thirty-two nor more than forty-four semester hours in courses within one department. Supporting courses included, a major must not require fewer than thirty-six semester hours nor more than sixty-eight semester hours. 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 concentration* established by the faculty shall consist of not less than thirty-six semester hours nor more than sixty-eight semester hours 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 twenty-eight 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 concentration (IDIM)*, reflecting a disciplined area of inquiry crossing departmental lines, may be designed and submitted for approval to the Curriculum 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 concentration—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 major or interdepartmental major concentrations (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 Curriculum 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 major concentrations 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 hours in courses from a maximum of three departments, and may include up to twenty-four additional semester hours in courses (for a maximum of sixty-eight semester hours) 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.

*Regulations Concerning Concentrations*

Students must file an approved plan for a pattern of concentration (a major is required) no later than the start of the registration period for the first semester of their junior year. Such a plan must be filed before their registration can be completed.

When students declare an area of concentration (file an approved, signed concentration plan in the Registrar's Office), they will be given in writing from the department a full description of the requirements for completing that concentration. This will include, in addition to course work, a description of any diagnostic and evaluation processes and procedures required as part of the concentration. 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 programs of concentration 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, core, or minor 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 concentration 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 concentration plan, except with the specific permission of the department chair.

*III. First Year Courses:* All first year students will be required to take, in their first semester of attendance, one course with the following characteristics: 1) enrollment of no more than 16 students with priority for registration reserved for entering first year students, 2) the instructor will normally be assigned as the students' adviser, 3) special instruction in writing will normally be offered, and 4) the course may be offered for departmental or non-departmental credit.

*IV. Language Proficiency:* Each student shall be required to demonstrate a level of proficiency in a second language—other than the student's native tongue—equivalent to two (2) semesters of college level study. This requirement may be satisfied by high school course work, examination, or the successful completion of college course work.

*V. 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.

### **Core and Minor Concentrations**

A *core concentration* in a given department consists of two sets of six courses (24 semester hours), one set to be within the department, the other set outside of it. These two sets of courses are designed to be complementary. Typically, various options exist in both the departmental and the auxiliary course offerings, permitting some latitude in preparing for specific careers or professional schools.

A *minor concentration* in a given department consists of not less than sixteen nor more than twenty-eight semester hours 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.

### **Latin Honors**

Latin honors are awarded upon graduation. Currently they are based exclusively on cumulative grade point average (GPA) and are independent of the honors program. To be eligible for Latin honors a candidate must have earned sixty-eight of the one hundred thirty-six required semester hours 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.

To qualify for *cum laude*, the candidate must attain a cumulative GPA of at least 3.50. For *magna cum laude* the GPA must be at least 3.70. For *summa cum laude* the average must be at least 3.90.

*Effective with the 1996 graduating class, the criteria for earning Latin Honors are as follows:*

The designation *cum laude* is based solely on achieving a minimum cumulative GPA of 3.50. The designation *magna cum laude* will be based on achieving both a minimum cumulative GPA of 3.70 and successful completion of a Senior Honors Project. The designation of *summa cum laude* will be based on three criteria: 1) achieving a minimum cumulative GPA of 3.90, 2) the successful completion of a Senior Honors Project, and 3) a nomination letter from a faculty member to the Academic Standing Committee which addresses the student's academic achievements.

### **Honors**

The honors program is designed to enable students with demonstrated ability to do independent, original research or creative work in a field of their choosing during their senior year. Students interested in entering the honors program should apply to the honors program director in the second term of their junior year. To be eligible for the program, students must have a minimum GPA of 3.00 and a faculty advisor who endorses the proposal and agrees to supervise it.

Participation in the honors program involves completion of an honors project by the scheduled date at the end of the student's senior year. Honors students usually spend the first term of their senior year engaged in research and the

second term writing and revising their papers. The final step in the process is an oral examination conducted by the advisor and two other examiners. Successful completion of an honors project is noted on the student's transcript following graduation.

Students in the honors program are invited to occasional special events and colloquia where honors work being done by students is discussed. Bound copies of the completed honors theses are added to the library collection.

### **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-eight 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.

## **Curricular Recommendations**

### **Basic Competency**

*Writing.* The Macalester faculty promotes the development of advanced writing skills for college course work and for later career work. In response to students' scores on a variety of tests (SAT, ACT, TSWE), the faculty sets expectations for first year students to attend specified courses to improve their writing skills. The faculty has also developed an all-college writing program so that writing skills developed in early courses will be sustained and further developed by writing exercise and instruction in advanced courses. Students should seek counsel from their academic advisor about how they may best meet these (and other) expectations.

*Mathematics and Computing.* The Macalester faculty recognizes the growing importance of mathematical, computational, and computer skills in the contemporary world and that proficiency in these skills is expected by potential employers and graduate or professional schools. Therefore, the faculty works with students to acquire and use the skills needed to meet these expectations. Students are encouraged to demonstrate their quantitative and computer skills early in their academic careers so that these skills can be developed and

utilized during their course work at Macalester. Academic advisors use the mathematics placement examination administered to all first year students to assist students in acquiring this quantitative and computer competence.

*Foreign Languages.* Students are encouraged to develop proficiency in a foreign language and familiarity with the literature and culture associated with that language. As one means of achieving this objective, the College endeavors to provide interested and qualified students with the opportunity to study in a foreign country. Students matriculating after September 1, 1993 must meet the foreign language graduation requirement.

### **Individualized Learning**

*Independent Study.* 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. A maximum of twenty-four credits in courses numbered 95, 96, 97, 98 may be counted toward graduation.

*Internships.* Through the internship office and the Academic Programs office, students participate in a variety of field placements throughout the Twin Cities, the nation and the world. As interns, students learn, work and serve in community, government and business settings which match their interests and goals. Internships enable students to integrate academic theory with its practical application, develop their skills, grow personally and intellectually, and explore career interests. The internship office helps students define their interests and find placements, provides listings of hundreds of internship possibilities, conducts workshops, and develops educational and procedural materials for interns, faculty sponsors, and on-site work supervisors. Students should check with individual departments for further internship requirements. Internships are an integral part of the Macalester curriculum.

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 95, 96, 97, 98 may be counted toward graduation. Internship credits are included among these courses.
- d. Students are not permitted to take an internship in their first semester at Macalester.
- 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.



### **Internationalism**

Macalester's internationalism is defined by this challenge: to create an ambience that demands of our students and faculty to bring together the eternal quest for self-knowledge so constitutive of liberal education and the growing transnationalization of human life. This means, among others, the provision of numerous opportunities to reflect on self as, simultaneously, one develops more knowledge about specific cultures, ecologies, races, nations, and languages in a time of unprecedented globalization. Internationalism at Macalester, then, aspires to produce students confident in who they are, cognizant of the preciousness of creative intelligence, skillful in analyzing and understanding complex problems and willing to assume leadership in a multi-civilizational yet transnationalizing world.

The following programs and activities are the key elements of Macalester's internationalism:

- \*Major in international studies.

- \*Major in specific area studies (East Asia/Japan, Latin America and Russia and Eastern Europe).

- \*Majors in French, German, Spanish, and Russian. French, German, Japanese, Russian and Spanish language houses.

- \*Special courses offered by visiting international faculty, including those under the auspices of the Hubert H. Humphrey Professorship and the Fulbright Scholar in Residence program.

- \*Select but excellent study abroad offerings, including foreign language programs (see Special Programs section of this catalog).

- \*The Macalester Roundtable. This is a yearly (beginning Fall 1994) intellectual festival that focuses on one critical question of global importance. A prominent world figure and leading scholars are invited to campus to deliver commissioned papers that are, in turn, discussed by Macalester faculty and students, and a member of that year's fellows of the World Press Institute. The papers and responses are to be published the following spring in *Macalester International*, a journal of liberal education and International Studies to be housed in campus.

- \*Instruction in ESL.

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

- \*A principle that ten to twelve percent of the student body should be international students and from as broad a representation of cultures and regions as possible.

## Instructional Policies

### Grades

1. *Grading Options:* For the fall, spring, intersession and summer terms 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.

Activity Courses: S and NC will be the only grades in any of the activity courses in physical education and practicum courses in dramatic arts and communication studies. Music majors, cores, and minors will be graded on the regular grading option for ensembles and performance courses; non-music majors, cores, and minors may opt for S, 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 an intersession or 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.

4. *Time of Selection of Grading Options:* The choice of grading option is made by the student from the available options during the first three weeks of the fall or spring semester (first three days in intersession) or by the published deadline for summer term.

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 (in the case of intersession, not more than one week after the beginning of the spring 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. No entry will be made on the student's transcript for auditing a course.

### 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, as in the case of schedule conflict or special senior commitments. 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 director of the program.

### **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 College cashier.

Late Registration and Validation Fees: Returning students will be charged a late fee of \$35 for registering or validating after the announced times of registration/validation. Late registration/validation will be accepted during the first two weeks of classes (the first three days of intersession) 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 four courses during each of the fall and spring semesters and for one course or project during intersession.

### **Adding Courses**

A student may add a course during the first three weeks of the fall or spring semester (first three days in intersession) by obtaining the signature of the instructor of the course on the proper form available in the Registrar's Office. Forms must be returned to the Registrar's Office by the published deadlines.

### **Dropping and Withdrawing From Courses**

A student may drop a course within the first three weeks of the fall or spring semester (first three days in intersession) by obtaining the signature of the instructor of the course on the proper form available in the Registrar's Office. Forms must be returned to the Registrar's Office by the published deadlines. 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.

A student may withdraw from a course between the end of the third and ninth weeks of classes (between the end of the third day and the end of the second

week of intercession) 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 (second week of intercession), 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	68	100

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

### **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 the student has new information about his/her academic record to provide the Committee. 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 Office and the Learning Center to provide counseling to students who are placed on academic probation.

As a result of action taken by the Academic Standing Committee a student may be liable for one of the following:

*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 2.0 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 at 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 toward a Macalester degree and as such is ineligible to compete in intercollegiate athletics or to hold an elected office.

*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 Associate Provost 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 decisions of the Academic Standing Committee must be made in writing no later than one month after the date of the letter stating the committee action. Appeals should be made to the Curriculum Committee as a whole through the Associate Provost. The Committee may or may not choose to hear the appeal. The Chair of the Curriculum Committee will inform the petitioner and all concerned College officials of the results of the Committee's determination.

### **Petitions**

The Faculty Associate for Petitions is charged by the Curriculum Committee to take action on petitions for adjustments to academic rules and policies. Rules were established by the faculty in support of good educational practice and efficient flow of necessary data. Neither negligence nor ignorance of the rules is regarded as good reason for granting approval.

Students having questions concerning petitions and the petition process should consult with the Faculty Associate for Petitions. Any written petition will be presented by the Faculty Associate for Petitions to the Subcommittee on Petitions which will either approve or deny it. An appeal in writing of a denial may be made through the Faculty Associate to the full Curriculum Committee.

### **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."

### **Leave of Absence**

A leave of absence may be granted for a specified period of time to any student who applies to leave Macalester for personal reasons or for the purpose of attending another institution. Questions about a leave of absence should be addressed to the Dean of Student's Office.

Certain specific regulations concerning the leave of absence are:

Application for a leave of absence must be made no later than December 1st for the fall term and May 1st for the spring term.

Any student who leaves Macalester for reasons of entering the military service shall be granted a leave of absence at any time.

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

Students on leave are responsible for keeping the Registrar's Office and the Dean of Student's Office informed of their mailing address.

If a student does not return within the specified period of time, he or she must apply for an extension of his or her leave prior to its termination. If an extension is not obtained, application must be made for readmission.

### **Readmission to the College**

Any student not on an official leave of absence, 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.

### **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. 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 hours, or an intersession or summer term in which the student is registered for at least four semester hours. 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 Curriculum 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*

Credits from other accredited institutions of higher learning will be evaluated according to the nature and quality of work presented as judged by the Registrar. Generally, liberal arts courses comparable to Macalester courses and successfully completed with grades of C– or better will be considered for transfer to the Macalester record. A grade 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.

The Macalester credit system is based on the semester hour. For conversion purposes, six quarter hours are equivalent to four semester hours. No more than the equivalent of sixty-eight semester hours may be transferred from another institution to Macalester. No more than the equivalent of eight semester hours from an extension or correspondence program may be included among the academic credits transferred to Macalester.

Air Force ROTC is available to Macalester students through the Associated Colleges of the Twin Cities at the University of St. Thomas. Navy 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.

#### *Advanced Placement Program*

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 during new student orientation week. A score of two will receive no credit, but the academic department involved may recommend some exemption. A score of one will receive neither credit nor exemption. A maximum of twenty-four semester hours of credit through advanced placement may be counted toward a bachelor of arts degree.

Macalester will not accept for credit courses taken outside of the Advanced Placement Program by students in their high school. In addition, Macalester does not recognize the College Level Examination Program (CLEP) tests for advanced standing.

Macalester will accept for credit no more than the equivalent of twenty semester hours from courses earned at a college or university prior to graduation from high school. Such credit will be accepted only with verification from a high school official that the credits were not used to meet high school graduation requirements. Summer session college credits, Minnesota Post-Secondary Education Options Program credits, and International Baccalaureate credits are included under this limitation. Credits earned through the Advanced Placement Program are subject to the limitation described above. Please refer also to the Advanced Standing section of the Admissions Policies.

#### *Other Credit Opportunities*

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 limitation described in the preceding paragraph.

International students who have completed A Level Examinations in order to earn a General Certificate of Education (GCE) receive the equivalent of eight semester hours of credit for each A Level Examination with a score of A, B, C, or D. No more than the equivalent of twenty-four semester hours 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**

### **Departmental Concentrations**

Macalester College offers departmental programs leading to the Bachelor of Arts degree with major, core, or minor concentrations (except as noted) in the following fields:

Anthropology  
Art (major and minor only)  
Biology  
Chemistry (major and core only)  
Classics  
Communication Studies (major and minor only)  
Computer Science  
Dance (minor only)  
Dramatic Arts (major and minor only)  
Economics (major and core only)  
English (major and minor only)  
French  
Geography  
Geology  
German  
History (major and minor only)  
Linguistics  
Mathematics  
Music  
Philosophy  
Physics  
Political Science (major and minor only)  
Psychology (major and minor only)  
Religious Studies  
Russian  
Sociology  
Spanish

### **Interdepartmental Major Concentrations**

East Asian Studies (major and minor)  
Environmental Studies  
General Science (core only; see education department)  
Humanities (core and minor only)  
Individually Designed Interdepartmental Major  
International Studies  
Japan Studies (major and minor)  
Latin American Studies  
Legal Studies (minor only)  
Russian, Central and East European Studies  
Social Science (see education department)

Urban Studies  
Women's Studies (core and minor only)

### **Interdepartmental Programs**

Pre-Law Program  
Pre-Med Program

### **Cooperative Programs**

Liberal Arts and Architecture  
Liberal Arts and Engineering  
Liberal Arts and Nursing

The College offers courses, but not degree programs, in the departments of education, Japanese language, and physical education. Programs leading to licensure for pre-kindergarten, kindergarten, elementary and secondary teaching are offered by the education department in cooperation with other departments of the College.

### **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. No more than twenty-four semester hours earned in independent study courses may be applied toward the 136 semester hour graduation requirement. Independent study courses may earn from one to eight semester hour credits (curriculum committee approval is required for credit of 5 or more semester hours). The departmental listings indicate which independent studies are available in each department. Independent studies are classified into four categories:

#### *95 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.

#### *96 Independent Project*

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

#### *97 Internship*

A structured field experience in which students apply and acquire knowledge and skills, while working in a responsible role within a community, business or government setting. The student intern works and learns under the joint supervision of a site supervisor and a faculty sponsor. Students are advised to

consult the section on curricular recommendations for policies governing internships.

*98 Preceptorship*

Work in assisting faculty in the planning and teaching of a course, precepting or tutoring. Credit may not be earned for precepting the same course more than once.

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.

**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 numbered 50 and are announced in the class schedule at registration. The titles of some past topics courses are listed with the departmental offerings.

**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).

- \* Indicates the faculty member is on leave during fall semester 1994
- \*\* Indicates the faculty member is on leave during spring semester 1995
- \*\*\* Indicates the faculty member is on leave during the 1994–95 academic year

## **Anthropology**

*Full Time Faculty:* Anna Meigs, David McCurdy (Chair), Emily Schultz, Anne Sutherland, Jack Weatherford

*Part Time Faculty:* Louis Casagrande, Sonia Patten

The anthropology department seeks to foster an understanding of human behavior through examination of people's cultural knowledge, their categories and strategies for organizing daily life. Courses are taught from a cross cultural perspective, exposing students to detailed case material from a variety of the world's societies including our own.

The department emphasizes the teaching of basic ethnographic knowledge and anthropological theory. In addition, faculty members place special emphasis on *doing* anthropology. Students conduct first hand research in the Twin Cities, other regions of the United States, and in other parts of the world through the college's many international programs. Students study such diverse cultural scenes as the social structure of an urban fire house, rituals in American courtrooms, animal rights organizations, African-American community organizations, food production and family organization in Bolivia, and fundamentalist Christian culture. The department offers a fieldwork training program and provides an ethnographic laboratory where taped field notes can be transcribed.

The department offers a wide range of courses on topics of current interest that include anthropology of religion, cultural life history, Native American culture, museum anthropology, feminist perspectives in anthropology, to name only a few.

The department encourages students to learn how to write effectively, and to interpret other cultures using cultural, functional, structural, symbolic, feminist and evolutionary theory. In addition, students are encouraged to develop an independent research project as the culmination of their major.

The anthropology department is committed to participation in a number of Macalester interdisciplinary programs but is in particular interested in the International Studies, Latin American Studies and Women's and Gender Studies Programs.

Students may design a program in preparation for graduate studies in anthropology. An anthropology major, however, will also prepare students for careers in law, business, government, museum administration, or any other occupation that requires a knowledge and appreciation for someone else's viewpoint 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 satisfy the general distribution requirements in the social sciences except for courses numbered 95, 96, 97, 98.

### **Diversity Requirement**

The courses in the Anthropology Department which satisfy the domestic diversity requirement are those numbered 30 and 54. The courses which satisfy the international diversity requirement are those numbered 11, 20, 38, 39, 52, 56, 64, and 85.

### **Major Concentration**

A major in anthropology consists of nine courses, to include: Anthropology 11, a methods course (30, 48 or 82/84), a senior level course (85, 89, or 88) and other anthropology courses chosen in consultation with a department advisor. It is strongly urged that majors take the theory course (89).

The senior capstone requirement in anthropology may be satisfied by taking the Senior Seminar or an alternative course or project with the approval of the department chair.

Students who plan to apply for graduate work in anthropology should take Contemporary Anthropological Theory and also include courses that reflect basic approaches in anthropology, such as Anthropology 45, 49, 58, and 64. Planning should start early in consultation with a department advisor and students should consider applying to the department's honors program.

### **Core Concentration**

A core in anthropology consists of six courses, together with six additional courses chosen by the student from other departments. Students who take a core must take Anthropology 11, and should design their remaining pattern of courses in close consultation with their advisor.

### **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 11.

#### **COURSES**

##### *Introductory Courses*

Open to freshmen

##### **11 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)

12 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. Fall semester 1995, alternate years. (4 credits)

20 ETHNOGRAPHIC FILM

An examination of the history, philosophy and ethics of ethnographic films. An understanding of the approaches film makers have used to represent different cultures and the effect of visual images, commentary, objectivity, aesthetics and truth on filmic representations of people's lives. This course will show a number of ethnographic films. Alternative years, next offered 1995–96. (4 credits)

*Intermediate Courses*

Open only to students who have taken Anthropology 11, including freshmen.

30 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. Every semester. (4 credits)

38 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, next offered 1995–96. (4 credits)

39 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. Alternate years, next offered fall semester 1994. (4 credits)

43 ARCHAEOLOGY OF THE ROMAN WORLD (Same as Classics 43)

A survey of the physical remains of the culture which flourished from 63 B.C.E.–410 C.E. Evidence for social and political institutions, the development of cities and towns and the physical remains of the Roman period are examined. Special attention is given to the use of archaeological method and the reconstruction of the history of the civilization of the Roman world. Spring semester. (4 credits)

45 INTRODUCTION TO MUSEUM ANTHROPOLOGY

An introduction to the purposes and functions of museum anthropology. Students become familiar with museum organization, resources, and goals, and assist with museum projects under the supervision of the Curator of Anthropology of the Science Museum of Minnesota. Classes are held at the Science Museum. Fall semester, every year. (4 credits)

48 THE ANTHROPOLOGY OF RELIGION

An introduction to the basic concepts through student participant observation over an extended period at a local congregation. Some interviewing also required. Post modernist issues in ethnographic practice explored in detail. Spring semester, every year. (4 credits)

49 FEMINIST PERSPECTIVES IN ANTHROPOLOGY

Study of the central feminist works in anthropology from 1970s through 1990s. Exploration of the status of women cross-culturally, gender as a category of analysis, third world feminism and critiques of first world feminists, and the new feminist and post-modern ethnography. Every year. (4 credits)

---

## Anthropology

---

### 50 TOPICS

Examination of selected topics of concern to anthropology, such as culture and self, economic development, animals in a global context, economic anthropology, and advanced ethnographic film making. To be announced at registration. (4 credits)

### 52 CONTEMPORARY CULTURES OF LATIN AMERICA

A survey course of the region from Mexico and the Caribbean to South America. This course will explore Latin American historical processes, ideologies, economic and social structures, and interest groups, with a focus on the interaction between the state and indigenous peoples. Alternate years, next offered 1995–96. (4 credits)

### 54 PEOPLES AND CULTURES OF NATIVE AMERICA

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. Alternate years, next offered 1995–96. (4 credits)

### 56 PEOPLES AND CULTURES OF INDIA

This course focuses on the origin, nature, variation, and dynamics of Indian culture. Topics include Indian prehistory, language, regional variation, family, caste, religion, economy, politics, change, development, separatist movements, and industrialization, with emphasis on the local level. Alternate years, next offered 1994–95. (4 credits)

### 58 SYMBOLIC ANTHROPOLOGY

Exploration of the central ideas about culture and symbol in the works of the 1960s through the 1990s. Deals with literature traditionally identified with "symbolic anthropology" as well as the more recent post-modern and cultural studies approaches. Focus is on student application of concepts in multiple papers. Fall semester, every year. (4 credits)

### 64 POLITICAL ANTHROPOLOGY (Same as Political Science 64)

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. Fall semester 1994, alternate years. (4 credits)

### *Advanced Courses*

Open to juniors and seniors. Students should have at least two courses in anthropology including Anthropology 11, or the permission of the instructor.

### 72 ADVANCED MUSEUM ANTHROPOLOGY

Students with background in museum anthropology pursue individual or group projects in depth under the supervision of the Curator of Anthropology of the Science Museum of Minnesota. Projects vary depending upon museum programs and student interest, but might include research on a specific collection, preparation of an exhibit or demonstration, development of a school curriculum unit, or study of the behavior and attitudes of museum visitors. Designed to follow Anthropology 45. Spring semester. Every year. (4 credits)

### 82 CULTURAL AUTOBIOGRAPHY

A course on the principles and methods of collecting life histories with an emphasis on the life histories of all students in the class. Students will research their own life history and write a cultural autobiography. To be taken only in conjunction with Anthropology 84. Alternate years, next offered 1995–96. (4 credits)

### 84 CULTURAL LIFE HISTORY

An examination of the life history method in anthropology and the value of life histories in understanding non-Western cultures. The influence of culture on the development of self in United States and other cultures will be examined. Students will read a number of life histories and autobiographies. To be taken only in conjunction with Anthropology 82. Alternate years, next offered 1995–96. (4 credits)



#### 85 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, next offered Fall 1994. (4 credits)

#### 88 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 are urged to take the Theory course as preparation for the senior seminar. Spring semester. Every year. (4 credits)

#### 89 CONTEMPORARY ANTHROPOLOGICAL THEORY

This course is designed for majors and cores who are interested in the development of anthropology as a discipline. The course is organized chronologically around the major schools of thought, emphasizing the assumptions made and questions asked by practitioners of various approaches. The class will be run as a seminar, with lectures, student presentations, and written papers and essays. Fall semester. Every year. (4 credits)

#### 95 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)

#### 96 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. (4 credits)

#### 97 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)

#### 98 PRECEPTORSHIP

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

## Art

*Full Time Faculty:* Donald Celender, Ruthann Godollei, Jerry Rudquist (Chair), Stanton Sears

*Part Time Faculty:* Victoria Christen, Gabriele Ellertson, Mary Hark, Paul Rusten, Ann Stout

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

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

2. Students pursuing a career as a professional studio artist or in related fields of design, 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, or 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 especially welcome to learn in both art history and studio courses. Learning in studio courses for the less experienced is enhanced by the courses being a mix of major and non-major students. The art building and its facilities are especially designed to encourage coordination and synthesis of the practice, theory and appreciation of art. Students not taking art courses are encouraged to visit the art building to see ongoing informal exhibitions of work being done in the studios.

Another feature of the art department is its exhibition program, housed in the spacious garden setting of the Macalester Galleries. Located in the center core of the Janet Wallace Fine Arts Center, the gallery mounts 8–12 exhibitions each year. These exhibitions bring art students in contact with current trends in the art world, historical periods in art and art of other cultures. An integral part of classroom instruction, faculty 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. Curator of the Exhibition Program: Cherie Doyle Riesenberg.

### **Art Alliance**

An organization for students authorized by the Community Council. The Art Alliance plans special activities related to art beyond the Art Department's formal program. It administers the Drawing Co-op, an informal twice-a-week opportunity to draw from the figure model. Art Alliance members serve as student representatives at weekly Art Department meetings.

### **General Distribution Requirement**

All art department courses satisfy the general distribution requirement in the fine arts except: 70, 71, 72, 73, 74, 88, 90, 96, 97, 98. Art 30, Drawing is recommended as an introduction to the studio courses in the department and 49, Principles of Art is recommended as an introduction to the art history courses. However, these are not required prerequisites to other art courses.

## Diversity Requirement

The courses which satisfy the international diversity requirement are those numbered 76 and 77.

## 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 30; one from 34, or 36; one from 32, 35 or 37; 49; 60; 61; one from 66 or 67; one from 70, 71, 72, 73 or 74; and 88; one elective course from the art curriculum, and two from dramatic arts 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 may be satisfied by Art 88, Senior Seminar and the final comprehensive examination.

Students intending to teach art in elementary and/or secondary schools should complete the art studio plan and Macalester's program for K–12 licensure in art. In addition, to comply with State of Minnesota specifications, they should take course work in six or more diverse studio areas, course work in aesthetics and advanced work in at least two studio areas. Students should consult with the education department in the fall of their sophomore year about the courses in education required for licensure to teach.

### *Art History Emphasis Plan*

Requirements consist of 12 courses including: Art 49, 60, 61, and 87 plus five courses selected from 52, 59, 62, 63, 64, 65, 75, 76, and 77; one course selected from Art 30, 34, 36 or 66; one course selected from Art 32, 35, 37, or 67; one from anthropology (cultural) or history (beyond the humanities requirements). An oral presentation of a 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 may be satisfied by Art 87, Art History Methodology Seminar, 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: 30, 34, 35, 49, 60, 61, 66, 67, 70. A final

comprehensive exhibition or project is required at the end of the junior year. (Two additional courses in the sciences are required.)

Non-art majors participating in a dual degree option in architecture should take a total of six courses in the art department: Art 30, 35, 66, 67, plus art history courses 60 and 61. (Two additional courses in the sciences are required.)

### **Minor Concentration**

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

#### *Studio Emphasis*

Four courses in studio: 30; one from 34, 36 or 66; one from 32, 35, 37, or 67 plus one elective studio course; two lecture courses: 49 plus any art history course.

#### *History Emphasis*

Art 49 plus three art history courses: 60, 61, and one elective art history course; two studio courses, one from 30, 34, 36 or 66, and one from 32, 35, 37, or 67.

### **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, each faculty of the department will be introduced and there will be opportunity for questions and discussions of the Art Department program.

#### *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 art history emphasis majors will make a brief presentation on an art history topic of their choice at the review. The art department faculty will comment on the work presented in the context of the career objectives of the student. The critique will measure the work at the level of professional criteria.

### **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.

**COURSES****30 DRAWING**

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)

**32 FIBERS**

This course is an introduction to fibers as an expressive medium. The techniques of on 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)

**34 PAINTING**

An introduction to painting using acrylic paint on a variety of supports ranging from paper to stretched canvas. Exploration of basic visual characteristics and possibilities of painting through a series of visual problems of increasing complexity. Slide lectures, discussions and critiques supplement studio work by relating student work to the history of painting. Three two-hour periods per week. Every semester. (4 credits)

**35 SCULPTURE**

An introduction to sculpture in a variety of media including clay modeling, direct carving in stone and wood, welding, and bronze casting. All students are required to execute a bronze sculpture from a concept through the full range of mechanics to the ultimate phase of casting and refining of the final product. The student may choose their own medium for additional projects. Three two-hour periods per week. Every semester. (4 credits)

**36 PRINTMAKING**

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. Field trips to local exhibits. Possible work in monotype, and photo-originated imagery. Emphasis on individual expression and appropriate techniques for the content. Two three-hour periods per week. Every semester. (4 credits)

**37 CERAMIC ART**

The course offers a working experience in the execution of functional and non-functional ceramic art forms. Students will use hand building and throwing techniques to explore the nature of clay as a tool for personal expression. Low-fire glaze techniques will be used. Two three-hour periods per week. Every semester. (4 credits)

**49 PRINCIPLES OF ART**

A philosophical approach to the creative arts, relating art to humanity, the creator to the consumer, and to the social and psychological. The major thrust of the course is a series of aesthetic experiences encompassing numerous activities and attitudes of visual artists. Three hours per week. Every semester. (4 credits)

**50 TOPICS***Filmmaking*

Students will learn basic 16mm film production and in teams of four, will write, film, edit and add synchronized sound to their own short 16mm black and white sound motion pictures. All equipment and materials are provided; a course fee of \$120 covers cost of film and equipment. 84 hours during Intersession. (4 credits)

*Baroque and Rococo Art*

A survey of the architecture, sculpture, and painting of the 17th and 18th centuries in Europe beginning in Italy and including the work of individual masters as well as the grand schemes of the church and state in the major capitals. Three hours per week. Offered 1995–1996. (4 credits)

52 WOMEN IN ART

Changes in women's societal roles necessarily affect their status as makers, consumers and subject matter. This course will make use of recent feminist scholarship regarding these changes as they apply to women in art. Lectures, discussion, assigned readings, field trips and guest artists will explore a historical overview of the topic, question causes of traditional biases, and explore alternatives that promote and celebrate women's contributions in the field. Major focus will be on contemporary issues: challenges to present-day discrimination, non-western systems of use and production, "women's voice," egalitarianism and post-modern questions of theory and practice. Three hours per week. Fall semester. (4 credits)

57 VESSEL AS METAPHOR

This course is team-taught by the ceramics and fibers faculty. The students will use the facilities of those studios to investigate the vessel form and its potential meanings—both broad and personal. Traditionally the vessel is a functional form dealing with enclosure and access. However, container forms throughout history have also served many purposes that go beyond the strictly functional, carrying messages that concern every aspect of life from fertility to burial. Participants will experiment with a variety of materials and processes in an attempt to fuse structure and content. Through readings and slides students will be exposed to both historic and contemporary use of vessel as a means of communicating ideas about experience. 84 hours during alternate Intersections. (4 credits)

59 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, next offered 1995–96. (4 credits)

60 HISTORY OF ART I (Same as Classics 60)

A survey of western painting, sculpture and architecture beginning with the Upper Paleolithic and ending with the Gothic phase of the Medieval period. Three hours per week. Fall semester. (4 credits)

61 HISTORY OF ART II

A survey of western painting, sculpture and architecture beginning with the Renaissance and ending with the major trends of the twentieth century. Three hours per week. Spring semester. (4 credits)

62 ART OF THE LAST TEN YEARS

Major trends in "Advanced Art" including painting, sculpture, architecture and the minor arts will be surveyed with special emphasis on historical, aesthetic and philosophical development. New directions in the visual arts will be studied in depth with the hope of projecting future trends. Three hours per week. Fall semester. (4 credits)

63 ART, ARCHAEOLOGY AND ARCHITECTURE IN THE GRECO-ROMAN WORLD (Same as Classics 63)

This course examines the development and the architecture of ancient cities and the archaeological methods used to uncover them. The course focuses on the political and ideological importance of urban art and architecture and the various interpretations of architectural statements. The political use of space, the city as an institution and the interpretation of material culture are prominent issues in the course. Spring semester, 1995. (4 credits)

64 MEDIEVAL ART

A survey of Byzantine and western European architecture, sculpture, and painting from the decline of the Roman Empire to the end of the 14th century. Three hours per week. Fall semester. (4 credits)

65 RENAISSANCE ART

A survey of the architecture, sculpture, and painting in Italy and in northern Europe during the 15th and 16th centuries. Three hours per week. Alternate years, next offered 1995–96. (4 credits)

66 2-D DESIGN

A series of two dimensional projects through which the components of design are introduced and applied. Discussion of the aesthetics and history of modern design, propaganda and commercial advertising. A review of contemporary design via the graphic novel, posters, etc. Hands-on work in

concepts, layout, paste-up and production both manually and computer generated. Three two-hour periods per week. Spring semester. (4 credits)

#### 67 3-D DESIGN

A series of three dimensional projects using a basic visual language of line, texture, shape, plane, space, volume, and form is explored with emphasis on how ideas develop when there is real volume, weight and a tactile surface. Critiques and structural testing of the projects lead to an understanding of functional and aesthetic relationships between form and function. The problem solving approach used in this class contributes to a resolution of spatial problems encountered in areas such as sculpture, architecture, industrial design and interior design. Three two-hour periods per week. Fall semester. (4 credits)

#### 70 ADVANCED DRAWING

Building on Art 30 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. Three two-hour periods per week. Spring semester. (4 credits)

#### 71 ADVANCED PAINTING

Continuation of Art 34. Meets simultaneously with Art 34. Projects and work directions initiated by students. Weekly group discussions and critiques. Three two-hour periods per week. Every semester. (4 credits)

#### 72 ADVANCED SCULPTURE

More individualized approach to sculpture. Creative application of technical "know-how" learned in Art 35, toward projects of greater complexity and scope. Greater emphasis on design quality and originality of work. Six hours per week, arranged. Every semester. (4 credits)

#### 73 ADVANCED PRINTMAKING

Continuation of Art 36. Individually generated projects. Introduction of new techniques appropriate for content such as monoprint, collograph, screenprint and photo-printmaking. Field trips. Arranged meetings. Every semester. (4 credits)

#### 74 ADVANCED CERAMIC ART

A continuation of Ceramic Art 37 with emphasis on furthering skills and developing individual expression. Two three-hour periods per week. Every semester. (4 credits)

#### 75 AMERICAN ART

A survey of painting, sculpture, architecture, and the household arts of the United States from colonial times to the present with particular reference to European influences as well as indigenous tendencies. This course begins with the art of the American Indian and ends with contemporary trends in America. Three hours per week. Spring semester. (4 credits)

#### 76 FAR EASTERN ART

The art and architecture of India, China, Japan, Korea and Cambodia as they relate to Oriental philosophies and the aesthetic principles prevalent throughout the history of these countries. Influences and counterinfluences will be examined for a better understanding of all aspects relevant to political, socio-economic, religious, and cultural dimensions of these Far Eastern cultures. Spring semester. (4 credits)

#### 77 TRIBAL ART

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, next offered 1995-96. (4 credits)

#### 87 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. The course will also include field trips to

---

## Art

---

museums for discussion about connoisseurship, conservation, and attribution of works of art. Two three-hour periods per week. Spring semester. (4 credits)

### 88 SENIOR SEMINAR

A synthesis of the knowledge acquired in the art department with that of other areas of study. Aesthetic values are brought into discussions and major paper assignment. Students in art concentrations only. Two three-hour periods per week. Spring semester. (4 credits)

### 90 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. Prerequisite, department chair's approval. Every semester. (4 credits)

### 95 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 Curriculum Committee. Every semester. (1–8 credits by prior arrangement)

### 96 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 Curriculum Committee. (1–8 credits by prior arrangement)

### 97 INTERNSHIP

May be used in the art concentration only with approval of the department chair. Every semester. Internships for more than 4 credits are subject to prior approval by the Curriculum Committee. (1–8 credits by prior arrangement)

### 98 PRECEPTORSHIP

Available to advanced students in art concentrations. May be used in the art concentrations only with approval of the department chair. Every semester. Preceptorships for more than 4 credits are subject to prior approval by the Curriculum 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.

## Biology

*Full Time Faculty:* Lin Aanonsen, Mark A. Davis (Chair), Eddie P. Hill, Kathleen Parson, Janet R. Serie, Andrea R. Tilden, Russell A. Whitehead

The faculty of Macalester's biology department seeks to introduce its students to the major aspects of the biological sciences, from the diversity of plant and animal life and the relationship of organisms to their environment to the biochemistry of life processes and the methods and ethics of biotechnology. The curriculum provides a thorough foundation as well as opportunities for in-depth study in both the content and the methods of modern biological science.

A concentration in biology is excellent preparation for advanced study in graduate school and for such careers as:

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



Professional biologist with graduate training leading to work in forestry, agriculture, fisheries, biological oceanography, conservation and other fields;

Biology teacher at the secondary level; environmental educator

Medicine, dentistry, veterinary medicine, nursing, medical technology, physical or occupational therapy, sports medicine, and other health related professions;

Environmental research and management;

Medical and scientific illustration; writing and editing;

Business careers in health administration, instrumentation, and pharmaceuticals.

The diversity and quality of the course offerings in the department are enriched by the specialties of the eight faculty members, all of whom hold Ph.D. degrees, and are committed to the important role of an up to date, vigorous biology curriculum in a liberal arts college.

In recent years, grants from the National Science Foundation have enabled the department to purchase several hundred thousand dollars worth of new scientific equipment. In addition, research of both students and faculty is supported by funding from the Howard Hughes Medical Institute, Pew Charitable Trust, and outside research grants obtained by individual faculty members.

Rice Hall, the home of the biology department, houses six modern teaching laboratories, scanning and transmission electron microscope laboratories, tissue culture facilities, a departmental computer laboratory and a wide assortment of other electronic and technical equipment associated with course work, research and project activities. Biology, like all sciences, is a "hands on" discipline and laboratory contact and investigation are central to its study. Laboratory instruments have been interfaced with computers and computer modeling for population studies and genetic mapping are part of several courses.

The department's 280-acre Ordway Natural History Study Area at Inver Grove Heights, just 25 minutes from the campus, provides for the study of natural habitats such as permanent and temporary ponds, a river lake, birch and oak forests, and prairie. A building for teaching and research work also accommodates a resident naturalist.

Students are encouraged to investigate laboratory and field research problems of interest with faculty or through the college internship program and study away programs. These projects have led to published papers ranging from ecological to medical research reports. All graduating students with a concentration in biology must make a senior presentation consisting of a quality paper and thorough literature review culminating in an oral presentation to the department.

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.

On the campus the January intersession term is a time for intense research involvement or for in-depth study of a topic of special interest for both faculty and students. Both formal courses and supervised independent study opportunities are available. There are also opportunities for off-campus individual work or internships. Students may use the summer months to become involved in research with faculty, off-campus internships, and independent projects.

The Associated Colleges of the Midwest (ACM) operates a field station near Ely, Minnesota. Each summer several full credit biology courses are offered including animal behavior, vertebrate ecology, aquatic biology, field botany and forestry.

The ACM also offers a semester study abroad program in Costa Rica in which students conduct independent field biological research on such topics as primate ecology, tropical deforestation, and conservation biology.

### **General Distribution Requirement**

All courses in the biology department satisfy the general distribution requirements in the natural sciences except for courses numbered 70 and above.

### **Diversity Requirement**

Biology 15 satisfies the international diversity requirement.

### **Major Concentration**

The requirements for a major in biology are: eight biology courses, four supporting courses, an approved research experience, and the senior seminar and presentation as the capstone experience. The eight biology courses must include 21, 22, and 24, four upper level courses (at least three with laboratory), and four additional Biology credits.

The supporting courses must include Chemistry 13 and 37; a semester of calculus, discrete mathematics, or statistics; and one approved elective course. Note: Students planning to attend graduate school should discuss their plans with a faculty member. Certain upper level biology courses and other supporting courses are often required by the graduate schools in the various subdisciplines of biology.

### **Major Concentration with an International Studies Emphasis**

Students whose biological interests include an international aspect may complete a biology major with an international studies emphasis. 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. To complete this major, a student must complete all the requirements normally

required of a biology major. In addition, the student must complete the following requirements: 1) study or demonstrate competency in a foreign language through at least the intermediate level; 2) 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; 3) take a minimum of six courses with significant international content. (The six supporting courses must be approved by the chair of the biology department and the Dean of the International Studies Program. They may include courses from the study abroad program, courses from other departments, and Biology 15, although the latter course cannot count as one of the eight biology courses required for the major. International courses that may be particularly appropriate for students pursuing this special major include Anthropology 11, 38, 39, 52, Biology 15, Geography 11, 32, 42, 45, Geology 28, International Studies 55, and Political Science 26, 33.); 4) select for the Senior Presentation a biological topic with an international emphasis.

### **Core Concentration**

The core concentration is an attractive option for students interested in environmental studies or neuroscience.

The requirements for a core in biology are six biology courses and six supporting courses. The six biology courses must include 21, 22, and 24 and three upper level courses (at least two with laboratory). The six supporting courses can be selected from any of several departments after consultation and approval by the student's advisor and must include Chemistry 13.

### **Minor Concentration**

The requirements for a minor in biology are five biology courses which must include two of 21, 22 and 24. Students minoring in Biology may include one of 10, 12, 15, or 17 among their five courses

#### **COURSES**

##### **10 THE BIOLOGY OF THE HUMAN BODY**

This course, designed for students with limited background in science, considers the various systems of the body from the standpoint of the molecular, cellular and anatomical basis of normal structure and function. In addition, some of the common diseases affecting each system are discussed. No prerequisites. Three lectures per week. This course may not be counted toward a major or core in biology. Fall semester. (4 credits)

##### **12 THE ENCHANTED CORTEX: A JOURNEY INSIDE THE BRAIN**

This course will provide a basic introduction to 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; the effect of drugs on brain function; the use of neuroactive drugs in the treatment of "mental illness;" left brain/right brain theory and *much more*. Three hours per week. Fall semester. First semester Macalester students only. (4 credits)

##### **15 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 world wide will be

## Biology

---

examined in detail. The underlying biological 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 or core in biology. This course does satisfy international diversity requirements. (Majors interested in this topic should see Biology 82.) Fall Semester, 1994. (4 credits)

### 17 WOMEN, HEALTH AND REPRODUCTION

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, fertility and infertility, abortion, pregnancy, cancer and AIDS. Biological technologies such as in vitro fertilization, contraception technology, hormone therapies and genetic engineering technologies will be discussed. Not open to Biology majors or cores. No prerequisite. Three lecture hours and one three hour lab per week. Intersession. (4 credits)

### 21 CELLULAR AND MOLECULAR 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, high school or college chemistry or permission of the instructor. Three lecture hours and one three-hour lab per week. Fall semester. (4 credits)

### 22 PHYSIOLOGY

An introduction to plant and animal physiology. A comparison of various plant and animal functions will be discussed. Comparative topics include transport systems, nutrient acquisition and processing, support/locomotion and control systems. Three hours of lecture and one three-hour lab each week. Every semester. (4 credits)

### 24 ECOLOGY AND EVOLUTION

An introduction to the study of ecological and evolutionary 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. Previously offered as Biology 23, Introductory Biology III. Every semester. (4 credits)

### 28 PLANT BIOLOGY

The structure and function of plants as models and tools to explore the three basic principles of biology: cell theory, gene theory, and evolution and natural selection will be the focus of this course. Videos and the computer will be used to show their current and potential use by humans. Prerequisite for Biology majors, Biology 23; for others, permission of instructors. Three lecture hours, one three-hour laboratory per week. Fall semester, 1994. (5 credits)

### 41 ECOLOGY

A study of the interactions of plants and animals with their environments. Taking an evolutionary approach, the course introduces students to current theories of life histories, population growth and regulation, community organization, and ecosystem process. Acid rain, toxic wastes, global warming and other environmental issues are examined from an ecological perspective. In addition, the course introduces students to research methods used by ecologists. Prerequisite, Biology 23. Three lecture hours, one three-hour laboratory per week. Fall semester. (5 credits)

### 42 ANIMAL 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 animal ecology. In addition, students will become familiar with many of Minnesota's birds and mammals. Prerequisite, Biology 23 or 24. Three lecture hours, one three-hour laboratory per week. Spring semester. (5 credits)

## 43 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. Prerequisite, Biology 23 or 24. Three lecture hours, one four-hour laboratory per week. Fall semester, 1995. (5 credits)

## 45 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 and cores, Biology 23 or 24; for others, permission of instructor. Three lecture hours, one three-hour laboratory per week. Fall semester 1996. (5 credits)

## 46 MARINE BIOLOGY

An introduction to the origin, evolution and diversity of the marine biome. Chemical, geological and physical factors that influence the various adaptations and interactions of all major groups of marine organisms are considered. Specific communities such as the salt marsh, mangrove fringe, kelp beds, coral reef, hydrothermal vents and the various deep sea fish are discussed as well as aspects of marine productivity and the abuse and conservation of marine biological resources. Prerequisites, Biology 23 or 24. Three lecture hours per week. Spring semester. (4 credits)

## 50 TOPICS

Examination of a topic of general interest to faculty and students, the topic to be announced in advance of registration. (4 credits)

*Winter Ecology*

A study of survival in an extreme environment. Using an evolutionary approach, students will be introduced to adaptations that have allowed plants and animals to survive, and even thrive, in cold climates. These include morphological and physiological adaptations as well as behavioral adaptations in animals. The course will consist of lectures, discussions, and weekly field trips. No prerequisite. This course will count toward the science distribution requirement but will not count toward a biology major or core. Students who have taken Biology 42, or are planning to take Bio 42 during spring 1995, are not eligible to take this class. Intercession. (2 credits)

*Biotechnology and Society*

This course will provide an introduction to current biotechnologies, their applications, and issues related to their introduction and use in society. The course will include a discussion of such technologies as in vitro fertilization, DNA fingerprinting, genetic alteration of biological organisms including humans, the human genome project, and the development and use of drugs, especially those that alter mind and personality. Special consideration will be given to the impact of biotechnological advances on racial lines, and the ethics of unchecked scientific discovery that leads to major societal changes. Fulfills two credits in the science distribution requirement and counts toward the biology minor, but does not count toward the biology major or core. No prerequisite. Intercession. (2 credits)

## 51 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. Prerequisite, Biology 21 and 22, Chemistry 13 or permission of the instructor. Biology 53 is strongly recommended. Three hours of lecture/discussion and four hours of laboratory per week. Fall semester. (5 credits)

## 52 MICROBIOLOGY

This course will focus on the basic, applied and clinical use of microorganisms and viruses as models for the study of the chemical and physical principles underlying living processes. These include the

---

## Biology

---

microbial gene and its regulation, disease processes and host-parasite relations. The laboratory emphasizes determinative microbiology. Prerequisites, Biology 21, Chemistry 37 recommended. Three lecture hours and one three-hour laboratory per week. Spring semester. (5 credits)

### 53 GENETICS

A survey of the principles of genetics, including topics from classical Mendelian concepts to the contemporary molecular biology of the gene. Prerequisites, Biology 21 and Chemistry 13. Three lecture hours and one three-hour laboratory per week. Fall semester. (5 credits)

### 55 CELL BIOLOGY

An in depth study of the cell as the fundamental structural and functional unit of living organisms. This course begins with an examination of the biological uniformity of cells and progresses through a study of specific cell types emphasizing structural and functional diversity among cells. Some of the major areas of study include cellular morphology and morphogenesis, cellular movement, cell to cell interaction, cell ultrastructure and related organelle functions, cell reproduction, cellular differentiation and histogenesis. Prerequisites, Biology 21 and 22. Three lectures, one three-hour laboratory per week. Fall semester. (4 credits)

### 57 ELECTRON MICROSCOPY

Scanning and transmission electron microscopy and their application in biology. An intense laboratory effort during which students learn basic techniques of specimen preparation for both SEM and TEM. Students will be provided ample instrument time and individual instruction to complete a small biology research project using one or both of the electron microscopes. Prerequisites, Biology 21 and permission of the instructor. Two hours discussion and four hours laboratory per week. Spring semester. (5 credits)

### 58 BIOCHEMISTRY (Same as Chemistry 58)

A study of biological processes at the molecular level with an emphasis on the metabolism of carbohydrates, lipids, amino acids, and nucleotides; the mechanisms and kinetics of enzyme catalyzed reactions; the regulation of biochemical pathways; and on the structure, function and biosynthesis of proteins and nucleic acids. Prerequisites, Chemistry 38 and Biology 21 or permission of the instructor. Three lecture hours and one three-hour laboratory per week. Spring semester. (5 credits)

### 60 INVERTEBRATE ZOOLOGY

In this course the diversity of organisms without backbones is examined. Evolutionary relationships that link the invertebrates together are discussed and typical representatives of the major invertebrate phyla are examined in the laboratory. Prerequisites, Biology 21, 22 and 23 or 24 or permission of the instructor. Three lecture hours and one three-hour lab period per week. Spring semester, 1996. (5 credits)

### 61 HUMAN PHYSIOLOGY

This course is directed at gaining an understanding of the mechanisms that underlie the function of cells, tissues, organs and organ systems of the human body. Special emphasis will be placed on cell physiology as it relates to the function of various systems. In addition to discussions of core principles, recent advances in physiology will be discussed particularly as they relate to pathology and treatment of disease. Prerequisites: Bio 21, 22, and 23 and Chemistry 13. Three hours of lecture per week and one hour of discussion. Fall semester, 1995. (5 credits)

### 62 PHYSIOLOGICAL ECOLOGY

A comparative study of physiological adaptations of organisms to the environment. topics include thermoregulation, water balance, energetics, sensory systems, reproduction, morphology, locomotion, and behavior. The laboratory will demonstrate research techniques in live animal physiological studies. Prerequisites: one of Bio 21, 22, or 24. Three lecture hours, one three-hour laboratory period per week. Fall semester. (5 credits)

### 63 DEVELOPMENTAL BIOLOGY

Study of the fundamental processes of embryonic development with special attention to analysis at the cellular and molecular levels. Focus will be on experimental approaches used in contemporary research. Development of fruit fly, frog, chick, mouse and human embryos will be examined, as will

limb regeneration, oncogenesis, homeobox genes, signalling molecules and pattern formation. Prerequisites: Bio 21, 22 and permission of instructor. Fall semester. (5 credits)

#### 65 PLANT PHYSIOLOGY

A study of the physical, metabolic and chemical factors that regulate plant growth and development. Topics include: photosynthesis, intermediary metabolism, mineral nutrition, water relations, auxins and growth, and tropisms. Prerequisites, Biology 21, 22 and 23 or 24; Chemistry 37 recommended. Three lecture hours, one three-hour laboratory period per week. Fall semester. (5 credits)

#### 66 NEUROBIOLOGY (Same as Psychology 32)

An introduction to the nervous system. 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 sensory systems. Discussion topics include neurotransmitters and neuromodulators, the physiology and molecular biology of receptors, and the synapse. The laboratory will be used to introduce two major research techniques in neuroscience. These techniques will be used in independently designed research projects which will be performed during the last third of the semester. Prerequisites, Biology 21, 22 and Chemistry 13, and permission of the instructor. Three lecture hours and one three-hour laboratory per week. Spring semester. (5 credits)

#### 72 RESEARCH IN CELL BIOLOGY

An opportunity for the student to investigate a current topic in cell biology. Extensive laboratory and literature research is expected and a final paper reporting the results of the research is required. The research project will be selected in consultation with the instructor. Students will meet as a group once a week to discuss and present the progress of their research efforts. Prerequisites, Biology 21, 22, junior or senior standing and consent of the instructor. Two hours discussion and four hours laboratory per week. Intersession. (4 credits)

#### 73 RESEARCH IN IMMUNOLOGY

Collaborative research with a faculty member on a current problem in the field of immunology. Prerequisites, junior or senior standing, Biology 21, 22 and 51, Chemistry 37 and permission of the instructor. Biology 53 recommended. Intersessions. (4 credits)

#### 75 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 21, 22 and 66 or Psychology 32, and Chemistry 37 and permission of the instructor. Intersession. (4 credits)

#### 77 RESEARCH IN PHYSIOLOGY

In this course, students will design a research project to investigate physiological/behavioral responses of various organisms to the environment. Both field and laboratory techniques will be used to examine topics such as thermoregulation, biological rhythms, energetics, and endocrinology. Prerequisites: Bio 22 and either Bio 61 or 62. Intersession. (4 credits)

#### 82 SEMINAR IN BIODIVERSITY AND THE BIOLOGY OF EXTINCTION

This seminar will focus on the topic of biodiversity and on the factors influencing rarity and abundance of species. Through reading of the primary literature, group discussions, student presentations, lectures, and occasional field trips, students will explore the dynamics of species persistence and species extinctions. Theories and findings in the fields of population genetics, evolution, population biology, and ecology will be examined in an attempt to gain a deeper understanding of the reasons behind the current global threat to biodiversity. Writing, discussions, and oral presentations by students will be an integral part of the course. Prerequisites: Biology 21, 22, 23, junior or senior standing in biology or permission of the instructor. Offered Spring semester, 1996. (4 credits)

#### 85 SEMINAR ON SYMBIOSIS

This seminar will be a discussion on the three fundamental interactions of organisms: mutualism, commensalism and parasitism. Many aspects about each, including genetics, distribution, evolution and where appropriate the social, economic and historical impact on humanity will be presented.

---

## Biology

---

Prerequisites: Biology 21, 22, 23, junior or senior standing in biology or permission of the instructor.  
Fall semester. (4 credits)

### 86 SEMINAR IN NEUROPHARMACOLOGY (Same as Psychology 86)

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" (eg. 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. Prerequisite: Biology 66 or Psychology 22, Biology 21, 22, 23, junior or senior standing in biology or permission of the instructor. Three discussion/ lecture hours per week. Fall, 1995 (4 credits)

### 88 SENIOR SEMINAR

Building on previous research, course work, or experience gained in an internship or study away program, seniors will present their findings and perspectives on a particular biological topic. The presentation will include a multiple draft and well referenced research or review paper and an oral presentation. Students will work independently under the supervision of a biology faculty member. In addition, all seniors will participate in a weekly seminar, at which students will take turns reporting on the substance and progress of their senior presentations. This course is required of all Biology Majors and satisfies the College's Senior Capstone Requirement. Spring semester. (1 credit)

### 96 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. Prerequisite, sponsorship by a biology faculty member. (4 credits)

### 97 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. Prerequisite, sponsorship by a biology faculty member. (4 credits)

## Chemistry

*Full Time Faculty:* Janet Carlson, Rebecca Hoye, Kathleen Parson, A. Truman Schwartz (Chair), Fred Stocker, Thomas Varberg, Wayne Wolsey\*\*\*

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 satisfy the general distribution requirement in the natural sciences except courses numbered 50, 88, 96, 97 and 98.

### Major Concentration

The major concentration in chemistry consists of Chemistry 11 and 13 (or 13 alone), 23, 37 and 38, 55 and 56, 63 and 88 (4 semesters); Physics 26 and 27; Mathematics 22 and 37; course work or experience in a scientifically useful programming language is expected. Students contemplating graduate study in chemistry or seeking A.C.S. certification (see below) are expected to have the equivalent of one year of college level study in German, Russian, French or Japanese.

The senior capstone requirement in chemistry may be satisfied by the following: Participation in Chemistry 88 (Chemistry Seminar) and oral presentations during the junior and/or senior year.

The chemistry department is on the approved list of the American Chemical Society. To earn the ACS approved degree, students must have a Macalester chemistry major, plus Chemistry 61, plus two advanced chemistry courses. In certain cases, advanced courses from other science areas or mathematics may be substituted for the advanced chemistry courses. Students interested in ACS certification should confer with the department chair.

#### *Suggested Course Sequence for a Chemistry Major*

	<i>Fall Semester</i>	<i>Spring Semester</i>
Freshman	Chemistry 11 or 13 Mathematics 11 or 21 [foreign language]	Chemistry 13 or 23 Mathematics 21 or 22 [foreign language]
Sophomore	Chemistry 37 Mathematics 22 or 37 Physics 26	Chemistry 38 Mathematics 37* Physics 27
Junior**	Chemistry 55 [computer course] (Chemistry 62) Chemistry 23*	Chemistry 56 (Chemistry 46)
Senior**	Chemistry 63 (Chemistry 61) (Chemistry 58) (Chemistry 62) (Chemistry 96)	Chemistry 23* (Chemistry 46)

\*if not taken earlier

\*\*Enrollment in Chemistry Seminar (88) required during junior and senior year.

Courses in parentheses are not required for a major, but a selection of one to three courses from this group is highly recommended, especially for graduate study in chemistry. Courses in brackets are expectations. Chemistry 61 and two other advanced courses are required for an ACS approved major. A course in computer science or related experience is expected before enrollment in Chemistry 56. Depending upon their interests and career goals, chemistry majors and cores often elect to supplement their required courses with courses in mathematics, physics, biology, geology, and/or economics. However, chemistry majors and cores have also taken second majors or cores in a wide variety of disciplines, including classics, dramatic arts, and music.

### Core Concentration

The core concentration in chemistry includes Chemistry 11 and 13, or 13 and 23, 37 and 38, 55, either 56 or 58, and 88 (two semesters). Required supporting courses are Physics 26 and 27; and Mathematics 21 and 22. Two additional science courses are required and may be chosen from the fields of biology, geology, physics, or mathematics.

#### *Chemistry Seminar*

All interested students are encouraged to participate in the chemistry seminar program which regularly brings speakers to campus from industry, government and research universities. As a part of this program, all graduating students with a major or core in chemistry are required to make oral presentations to the department on an independent topic consisting of a laboratory research project or a literature review.

### COURSES

#### 10 CHEMICAL CONCEPTS

A one semester introduction to the useful ubiquity and intellectual excitement of chemistry, designed primarily for students not majoring in the sciences. The course explores the applications and implications of chemistry in a societal context while presenting an overview of the organization, structure and reactions of matter with as much rigor as is consistent with limited reliance on mathematics. Three lectures and one ninety minute laboratory per week. Spring semester. (4 credits)

#### 11 GENERAL CHEMISTRY I: PROPERTIES AND STRUCTURE

An introduction to the fundamental principles of chemistry, including such topics as elements, compounds, and mixtures; chemical notation and nomenclature; mass and molar relations; properties and periodicity; atomic theory and structure; molecular structure and chemical bonding; gases, liquids, solids, and solutions. Prerequisite, none. High school credit in chemistry is common, but not required. Three lectures and one three-hour laboratory per week. Fall and spring semesters. (4 credits)

#### 13 GENERAL CHEMISTRY II: REACTIVITY, ENERGETICS, EQUILIBRIUM

Chemical principles applied to dynamical systems, including such topics as thermochemistry and elementary thermodynamics; spontaneity and chemical equilibrium; rates of reaction; solubility equilibria and precipitation reactions; acids, bases, and acid-base reactions; complex ions and coordination compounds, oxidation, reduction, and electrochemistry; qualitative analysis. Prerequisite, Chemistry 11 or satisfactory performance on the chemistry placement examination. Chemistry 13 is an appropriate entry level course for students with good high school preparation in chemistry and mathematics. Three lectures and one three-hour laboratory per week. Fall and spring semesters. (4 credits)

**23 ANALYTICAL CHEMISTRY**

Application of chemical principles to problems in chemical analysis. Laboratory work includes volumetric, gravimetric, and instrumental methods for quantitative analysis. Prerequisite, Chemistry 13. Three lectures, six hours laboratory per week. Spring semester. (5 credits)

**37 ORGANIC CHEMISTRY I**

The chemistry of monofunctional carbon compounds including structure-reactivity relationships, reaction mechanisms, and stereochemistry. Laboratory work includes purification methods, synthesis, and identification of compounds. Prerequisite, Chemistry 13. Three lectures, four hours laboratory per week. Fall semester. (5 credits)

**38 ORGANIC CHEMISTRY II**

Continuation of Chemistry 37, which is a prerequisite. Spectroscopy and multifunctional compounds found in nature are also discussed. Three lectures, four hours laboratory per week. Spring semester. (5 credits)

**46 RESEARCH METHODS IN ORGANIC CHEMISTRY**

Planning and execution of a research project (chosen with the aid of the instructor) from an original idea. Discussion of theories of synthesis design and of classical syntheses. A paper describing progress in the laboratory is required. Prerequisites, Chemistry 38 and permission of the instructor. Three hours of lecture and eight hours of laboratory per week. Alternate spring semesters, next offered Intercession 1995. (5 credits)

**49 RADIOCHEMISTRY**

Nuclear and radiochemistry and their application to chemistry and biology. Prerequisite, Chemistry 23 or permission of the instructor. Three lectures, three hours laboratory per week. Alternate spring semesters. Next offered spring 1996. (4 credits)

**50 TOPICS**

Examination of a topic of general interest in chemistry, the topic to be announced in advance of registration. Recent titles have been Mass Spectroscopy and NMR Spectroscopy. Prerequisite, permission of the instructor. (4 credits)

**55 PHYSICAL CHEMISTRY I**

Topics in macroscopic, classical physical chemistry: properties of gases, thermodynamics and its applications to physical and chemical systems; phase, chemical, and electrochemical equilibrium. Prerequisites, Chemistry 13, Physics 27, Mathematics 22. Three lectures, three hours laboratory per week. Fall semester. (4 credits)

**56 PHYSICAL CHEMISTRY II**

Continuation of Chemistry 55. Topics in microscopic, modern physical chemistry: quantum mechanics and atomic and molecular structure; spectroscopy; statistical mechanics and thermodynamics; kinetics and rates of reactions. Includes some computer applications. Prerequisite, Chemistry 55; course work or experience in computer programming recommended. Three lectures, three hours laboratory per week. Spring semester. (4 credits)

**58 BIOCHEMISTRY (Same as Biology 58)**

A study of biological processes at the molecular level with an emphasis on the metabolism of carbohydrates, lipids, amino acids, and nucleotides; the mechanisms and kinetics of enzyme catalyzed reactions; the regulation of biochemical pathways; and on the structure, function and biosynthesis of proteins and nucleic acids. Prerequisites, Chemistry 38 and 55, Biology 20 or 21 or permission of the instructor. Three lecture hours and one three-hour laboratory per week. Spring semester. (5 credits)

**61 INSTRUMENTAL ANALYSIS**

Advanced methods of instrumental analysis including spectroscopy, chromatography, and electrochemistry. Prerequisite, Chemistry 56 or permission of instructor. Three lectures, three hours laboratory per week. Fall semester. (4 credits)

---

## Chemistry

---

### 62 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. Prerequisites, Chemistry 38 and 56 (or coregistration). Three lectures, six hours of laboratory per week. Alternate spring semesters. Next offered spring 1996. (4 credits)

### 63 ADVANCED INORGANIC CHEMISTRY

Structures and bonding in inorganic chemistry. Chemical periodicity and reactions of inorganic elements and compounds. Transition metals and coordination compounds. Prerequisite, Chemistry 56 or permission of the instructor. Three lectures, three hours of laboratory per week. Fall semester. (4 credits)

### 88 CHEMISTRY SEMINAR

Presentations on current topics in the chemical sciences by campus visitors, Macalester faculty, and Macalester students. Students will be expected to prepare for the presentations by reading, and, in some cases, discussing the papers of the speakers. Chemistry majors will make two presentations over four semesters, cores will make one presentation over two or four semesters. Prerequisite, junior or senior standing. One hour per week. S/NC Grading. Fall and spring semesters. (1 credit)

### 96 INDEPENDENT PROJECT

Laboratory and library research on an original problem, usually with a thesis. Prerequisite, permission of the department. (4 credits)

### 97 INTERNSHIP

Ordinarily restricted to seniors. Prerequisite, permission of the instructor. Internships for more than 4 credits are subject to prior approval by the Curriculum Committee. (2–6 credits)

### 98 PRECEPTORSHIP

Prerequisite, permission of the department. (4 credits)

## Classics

*Full Time Faculty:* Francesca Santoro L'hoir, Andrew Overman, Jeremiah Reedy (Chair)

The intellectual life of the western world had its origins in ancient Greece and Rome to a significant extent. This department offers a broad introduction to that experience and to the culture and languages in which the ancient writers presented their ideas. The curriculum provides for those who wish to study Latin or Greek, for those looking toward graduate work in classical cultures, and for those whose interest is in general background knowledge. The modern world is in many ways a continuation of the world of Greece and Rome; for every student the study of the achievement of these ancient civilizations can be a source of great pleasure and profit. The study of these peoples and cultures provides tools for interpreting and appreciating different peoples, perspectives and cultures.

Students are encouraged to take advantage of opportunities for foreign study, especially the summer programs of the American School of Classical Studies at Athens and the American Academy in Rome, the College Year in Athens, the Intercollegiate Center for Classical Studies in Rome, and on site summer archaeological excavation on the Black Sea or in Israel.

**General Distribution Requirement**

All courses offered by the department may be used to satisfy the general distribution requirement in the humanities.

**Diversity Requirement**

The courses in the classics department which meet the international diversity requirement are numbered 21, 22, 27, 69, and 70.

**Major Concentration**

The classics department offers concentrations in four areas: Latin, Greek, a combination of Latin and Greek, and classical civilization. A major concentration in Greek and/or Latin consists of nine courses to include: a) two courses which provide a comprehensive introduction to the Greek and Roman experience (choose either 21 and 22 or 69 and 70); b) seven courses which provide a study of the language and literature of Greece and/or Rome in the original languages.

A major concentration in classical civilization consists of nine courses to include: a) two courses which provide a comprehensive introduction to the Greek and Roman experience (choose either 21 and 22 or 69 and 70); b) two courses in either Greek or Latin (choose either Latin 11 and 12, Greek 15 and 16 or, if qualified, two courses numbered 30 or above); c) two courses in ancient literature in which the work of one or more Greek or Roman authors is studied in some detail (recommended are two courses numbered 30 or above in literature in the original language; courses in literature read in translation may be substituted, however. If 21 and 22 are taken to satisfy this requirement the student must also complete 69 and 70 to satisfy (a) above.); d) three electives chosen from the offerings of the department. Courses offered by other departments may, on occasion, be substituted when approved in advance by the classics department.

The senior capstone requirement in classics may be satisfied by the senior project.

*Senior Project*

For any major concentration a senior project must also be completed during the senior year which may be the product of an independent project course (96) selected as partial fulfillment of either (c) or (d) above, or the project may be a non-credit study evolving from one of the required courses.

**Core Concentration**

A core concentration in Greek and/or Latin consists of six courses to include: a) two comprehensive courses (choose either 21 and 22 or 69 and 70); b) four courses in the language and literature of Greece and/or Rome in the original languages.

A core concentration in classical civilization consists of six courses to include: a) two comprehensive courses (either 21 and 22 or 69 and 70); b) four courses

---

## Classics

---

chosen from the languages, literature, and/or history and civilization of ancient Greece and Rome.

Six complementary courses from other departments are also required for the core concentration.

### Minor Concentration

A minor concentration in Greek and/or Latin consists of five courses to include: a) two comprehensive courses (either 21 and 22 or 69 and 70); b) three courses in Greek and/or Latin.

A minor concentration in classical civilization consists of five courses to include: a) two comprehensive courses (either 21 and 22 or 69 and 70); b) three electives from the offerings of the department.

### COURSES

#### *Greek*

##### 15,16 ELEMENTARY GREEK

Study of the Greek language with readings from Greek literature. Two-term sequence each year. (4 credits)

##### 35 THE GREEK NEW TESTAMENT

Rapid reading in Greek from the Synoptic Gospels. Prerequisite, Classics 15 or permission of the instructor. Fall semester, every year. (4 credits)

##### 61 PLATO AND HIS WORLD

Readings from the dialogues of Plato to illustrate the philosopher's thought and style. Fall semester, every year. (4 credits)

##### 62 HOMER AND THE GREEK EPIC

The *Iliad* and/or the *Odyssey*, the Homeric Question, Homeric life and society, the Homeric hero and the gods are subjects to be investigated in this course. Spring semester, alternate years. (4 credits)

##### 87 ADVANCED READING IN GREEK

Authors chosen after consultation between instructor and student. Examples: Herodotus, Thucydides, Aristotle. Every semester. (4 credits)

##### 95 TUTORIAL

Prerequisite, permission of the instructor. (4 credits)

##### 96 INDEPENDENT PROJECT

Prerequisite, permission of the instructor. (4 credits)

#### *Latin*

##### 11,12 ELEMENTARY LATIN

A study of the vocabulary, morphology and syntax of the Latin language; reading easy Latin such as the Bible, Pliny and Caesar. Two-term sequence each year. (4 credits)

##### 31 INTERMEDIATE LATIN

A study of Roman prose authors, with particular emphasis on the letters and speeches of Cicero. Fall semester, every year. (4 credits)

##### 32 INTERMEDIATE LATIN

A thorough review of Latin grammar followed by a study of Vergil and other poets of the Augustan Age. Spring semester, every year. (4 credits)

83 ADVANCED READING IN LATIN

Authors chosen after consultation between instructor and student. Examples: Lucretius, Seneca, Petronius, Apuleius, Juvenal, Martial. Every semester. (4 credits)

95 TUTORIAL

Prerequisite, permission of the instructor. (4 credits)

96 INDEPENDENT PROJECT

Prerequisite, permission of the instructor. (4 credits)

*Classical Civilization*

(Knowledge of Latin/Greek not required)

21 THE ANCIENT WORLD I: GREECE (Same as Humanities 21)

A close reading of selected authors from Homer to Aristotle with attention to the perennial nature of the questions raised. Discussions will be supplemented by lectures on art, history, religion and science. Fall semester, alternate years, next offered 1995. (4 credits)

22 THE ANCIENT WORLD II: ROME (Same as Humanities 22)

A study of Roman civilization from its origin to the Empire, with emphasis on the qualities which distinguish Roman literature from its Greek predecessors. The course will examine not only the intellectual life of the Romans, but attempt to describe the everyday experience of men and women in that world. The massive influence of Rome on later cultures and civilizations of the West will also receive attention. Spring semester, alternate years, next offered 1995. (4 credits)

27 WOMEN IN CLASSICAL ANTIQUITY

A study of the role of women in ancient Greece and Rome as portrayed in literature, myth, art, etc. Assigned readings from ancient epic, lyric, drama, history, oratory and philosophy should assist the student in understanding the origins of some Western attitudes toward women. Fall semester. (4 credits)

29 CLASSICAL MYTHOLOGY

A survey of the major myths of classical antiquity with emphasis on the content and treatment of myth in such classical authors as Homer, Hesiod, Vergil and Ovid. Some attention will be paid to the psychology of myth-making and to modern theories of mythology. Spring semester, every year. (4 credits)

30 ANCIENT AND MEDIEVAL PHILOSOPHIES (Same as Philosophy 30)

Major philosophers of Greece, Rome and the medieval period. Fall semester, every year. (4 credits)

43 ARCHAEOLOGY OF THE ROMAN WORLD (Same as Anthropology 43)

A survey of the physical remains of the culture which flourished from 63 B.C.E.–410 C.E. Evidence for social and political institutions, the development of cities and towns and the physical remains of the Roman period are examined. Special attention is given to the use of archaeological method and the reconstruction of the history of the civilization of the Roman world. Spring semester. (4 credits)

45 CULTURES IN CONFLICT: JEWS, CHRISTIANS, AND PAGANS IN CLASSICAL ANTIQUITY (Same as Religion 50)

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. Fall semester. Every year. (4 credits)

47 HELLENISTIC AND JEWISH CULTURES: GREEK AND JEWISH CONVERSATIONS IN THE GRECO-ROMAN PERIOD (Same as Religious Studies 50)

This course studies the influence of Greek culture and thought on significant Jewish writers and centers from the second century B.C.E. to the second century C.E. Conversely, the course studies the

## Classics

---

influence and attraction of Jewish culture and religion in various parts of the Roman world. Readings include Flavius Josephus, Philo of Alexandria, epigraphical evidence from the Greek east, Juvenal, the Bible, the Letter of Aristeas, Joseph and Aseneth, and recently excavated synagogues and public buildings from Asia Minor and Roman Palestine. Spring semester, every year. (4 credits)

50 TOPICS (4 credits)

### *The Art, Archaeology, and Topography of Ancient Rome*

An on-site introduction and survey of the topography and major monuments of ancient Rome. The student will be taught to understand the "language" of the "mute stones" [e.g., elements of architecture (building techniques; dating according to types of brickwork; construction of tenements and private houses); art-history (the iconography of Roman political sculpture and dating techniques; iconography and styles of paintings and mosaics; the rediscovery and use of Roman techniques and motifs during the Renaissance), and the incorporation of Roman monuments into subsequent architecture as well as problems of conservation and preservation in the face of problems of the modern world. Grades will be based on four criteria: effective participation in group events; daily journal; quiz; and final project. Prerequisite: Classics 22, 27 or 70 or consent of instructor. Intersession 1995. (4 credits)

### *Ancient and Modern Controversies*

This course will study the ways in which certain modern controversies have parallels and, in some cases, roots in ancient Greek philosophy. Such controversies as nature/nurture, relativism/absolutism, essentialism/existentialism and virtues/values will be studied. Other topics to be discussed include: the origins of Western civilization, canon making, cultural literacy, political correctness, and deconstruction. Works by Alan Bloom, E. D. Hirsch, John Searle and John Ellis will be read and analyzed. Intersession. (4 credits)

60 INTRODUCTION TO CLASSICAL ART (Same as Art 60)

A survey of the art of the West with particular emphasis on the Greco-Roman contribution. Fall semester. (4 credits)

63 ART, ARCHAEOLOGY AND ARCHITECTURE IN THE GRECO-ROMAN WORLD (Same as Art 63)

This course examines the development and the architecture of ancient cities and the archaeological methods used to uncover them. The course focuses on the political and ideological importance of urban art and architecture and the various interpretations of architectural statements. The political use of space, the city as an institution and the interpretation of material culture are prominent issues in the course. Spring semester, 1995. (4 credits)

69 HISTORY OF GREECE (Same as History 69)

A study of the political, constitutional and cultural history of Greece from the earliest times to Alexander the Great. Special attention is given to the origins of Greek institutions in the Minoan-Mycenaean civilization (late Bronze Age), the development of the city-state as a political unit and the height of democracy under Pericles, the Greek world of the fourth century, the rise of Macedonia and the expansion of the Hellenic world through the conquests of Alexander. Alternate years, next offered fall semester 1994. (4 credits)

70 HISTORY OF ROME (Same as History 70)

A study of the political, constitutional and social history of Rome from its beginnings to the disintegration of ancient civilization, following its climax in the second century A.D. There will be emphasis on such large aspects of Roman history as the development of the Roman constitution, Rome's conquest of the Mediterranean from the time of the Punic Wars to 133 B.C., the last century of the Roman Republic and the causes of its fall, the establishment of the principate, and the reasons for the decline of the Empire. Alternate years, next offered spring semester 1996. (4 credits)

95 TUTORIAL

Prerequisite, permission of the instructor. (4 credits)

96 INDEPENDENT PROJECT

Prerequisite, permission of the instructor. (4 credits)



97 INTERNSHIP

Previous course work in department required, as well as permission of the instructor. (4 credits)

98 PRECEPTORSHIP

Prerequisite, permission of the instructor. (4 credits)

## Communication Studies

*Full Time Faculty:* Adrienne Christiansen, Roger K. Mosvick (Chair), Clay Steinman

*Part Time Faculty:* Jerry Fisher, Richard Lesicko, Jeri McArthur, Howard Sinker, Doug Stone

Communication is the process that makes us human: it is through communication that we develop our identities and gain personal effectiveness. It is also through communication that we establish, maintain and change the societies in which we live. It is then a study which is central to the mission of the liberal arts. Courses in communication studies examine how communication acts are created, disseminated and mediated within a variety of contexts and settings. These include public address settings, interpersonal and organizational settings, and mass communication settings in which students come to understand the mutually influencing and interdependent nature of all communication. Throughout the curriculum a variety of courses seek to develop five essential liberal arts faculties:

1. Oral communication skills which are vital for one's personal, social, vocational, and political effectiveness.
2. Reasoning and critical thinking abilities which enable one to create and evaluate arguments, appeals, and analysis in decision making and in argumentative or persuasive discourse.
3. Small group and interpersonal communication knowledge by which one can understand and practice effective group functioning in relational and organizational life.
4. Understanding of theories of communication and modes of criticism which provide one with classical and contemporary perspectives in framing and interpreting different communication acts.
5. Quantitative and qualitative research methods which provide modes of inquiry and evaluative criteria by which one creates and evaluates knowledge in the field of communication.

### *Career Orientation*

Although this department's courses are within the mainstream of liberal arts traditions, intended to provide important theory and practice for all Macalester students, concentration in communication studies learning is especially valuable for students preparing for professions such as public service, public relations, advertising, business, print and broadcast journalism, education, and law.

Internships are viewed as valuable learning experiences and the department encourages all interested students to avail themselves of these opportunities if appropriate to the background and preparation of the student. Internships sponsored by this department are available only to Juniors and Seniors who have completed at least a communication studies minor. Normally, internships are graded only as pass/fail. Exceptions to this policy permitting a letter grade may be made at the discretion of the individual faculty member sponsoring the internship. Up to four internship credits may be applied to the major plan.

### **General Distribution Requirement**

All courses in Communication Studies Department satisfy the general distribution requirement in the social sciences.

### **Diversity Requirement**

The course in Communication Studies which satisfies the domestic diversity requirement is number 44 Gender and Communication. The course which satisfies the international diversity requirement is number 38 Intercultural Communication.

### **Major Concentration**

A major will require a total of nine courses under the following requirements:

1. Three specific courses at the foundation level—24 Argumentation, 22 Small Group Communication, and 18 Introduction to Mass Communication
2. Three courses at the intermediate level—courses numbered 30–46
3. One theory course at the advanced level—52 Communication Theory, 54 Theories of Rhetoric, or 56 Theories of Mass Communication
4. One course at the capstone level, 88 Senior Research Seminar

### **Minor Concentration**

A minor concentration in communication studies will consist of five courses, two of which must be chosen from the three specified courses at the foundation level—18 Introduction to Mass Communication, 22 Small Group Communication, or 24 Argumentation. Students are strongly advised to take courses which introduce them to each of the major communication perspectives offered by the department.

### **Special Programs**

The Department of Communication Studies participates in the Linguistics Program and the interdepartmental majors in International Studies and Women's and Gender Studies. Course 54 Theories of Rhetoric is cross-listed as a Linguistic course. 38 Intercultural Communication is a supporting course option in the International Studies major. 44 Gender and Communication is approved for the Women's and Gender Studies program.

### *Forensics*

The department provides extensive opportunities to participate in a nationally recognized program of debate and forensics. These programs are open to any student without prerequisites of previous forensic experience and include options in campus parliamentary debate as well as intercollegiate competition in Lincoln-Douglas, cross-examination debate, mock trial competition, and a variety of individual forensic events.

#### **COURSES**

##### **14 NEWS REPORTING AND WRITING**

This class introduces students to the methods of newspaper reporting and writing. Students work individually and in small groups to tackle an assortment of writing assignments, using events on the Macalester campus as a primary resource. In addition, the class provides an overview of journalism ethics and media law. It is taught by a working journalist with 15 years of writing and editing experience. Fall semester each year. (4 credits)

##### **16 PUBLIC SPEAKING**

A practical and theoretical investigation of public discourse, combining lecture, discussion and student presentation. The course's main focus will be on practical application of sound principles relating to research, development and support of ideas, organization, style, audience adaptation and delivery. Student exercises will cover both informative and persuasive speaking, with extensive verbal and video feedback. Every semester. (4 credits)

##### **18 INTRODUCTION TO MASS COMMUNICATION**

A survey of print and electronic media. This course examines the media's historical and technological developments, formal structures, functions, and audience characteristics. Fall semester each year. (4 credits)

##### **22 SMALL GROUP COMMUNICATION**

Basic forms of small group discussion, group dynamics processes and small group decision making. Video analysis of group discussion, simulation of decision making approaches. Students engage in four discussions of current controversial topics then analyze the video playbacks of their behavior while preparing a critical evaluation of their own behavior. Fall semester each year. (4 credits)

##### **24 ARGUMENTATION**

A study of the principles and practices of argument; reasoning in communication. This course examines the adaptation of logic and evidence to rational decision making and effective advocacy. Topics include argument theories, types and uses of evidence, modes of inductive and deductive reasoning, critical thinking and fallacious reasoning, oral presentation of arguments. Fall semester each year. (4 credits)

##### **30 PERSUASION**

A study of the basic process of persuasion used in a variety of communication settings. Topics include persuasion theory, persuasive vs. informative discourse, arguments, appeals, language and formats of persuasion, the process of motive analysis, behavioral studies of persuasion in interpersonal, small group, public, organizational and mass media settings. Students compose, present and evaluate their own persuasive presentations with video analysis. Spring semester, next offered 1995. (4 credits)

##### **31 ADVANCED MEDIA WRITING**

In-depth reporting and writing of news articles for newspapers, radio, and television. The course will stress effective writing and editing and development of a strong sense of journalistic ethics. Emphasis will be placed on field reporting, on-site visits to newsrooms and frequent discussions with practicing journalists. Students will also be asked to examine the changing role of media and the role of journalists in American society, including the media's relationship with politics, government, education, the legal system and the community. The course will also examine the role of public relations strategies and how they affect the media. Spring semester each year. (4 credits)

---

## Communication Studies

---

### 32 INTERPERSONAL COMMUNICATION

A study of communication in interpersonal relationships. Through a group laboratory experience in which students experiment with their own communication behavior. The primary focus of the course is on the development of communication concepts and skills which are useful in improving interpersonal relationships. Study and practice in presentation of self, expression of feelings, empathic listening, confrontation, and conflict resolution are integral elements of the course. Spring semester each year. (4 credits)

### 34 MEDIA, EFFECTS, AND CULTURE

This course takes a cultural approach to the study of mass communication to illustrate the ways in which the mass media affect American culture and the ways social and economic forces in turn shape the media. Students will recognize the structure of mass media programs and isolate the symbolic functions of language and images by analyzing films, radio, novels, television and popular music. Spring semester each year. (4 credits)

### 36 RHETORICAL CRITICISM

A study of human efforts to develop social influence and affect social change. The course illuminates rhetorical processes by focusing on the creative and strategic symbols individuals use to express dissatisfaction and win others' assent. A study of discursive and non-discursive acts generated in American protest movements, including: the New Right, anti-abortion, anti-feminist, anti-lynching, anti-war, Civil Rights, Gray Panthers, gay/lesbian rights, feminist, environmentalist, Red Power, migrant farm worker and white supremacist. Students will use rationalistic, psychological, dramatistic, and narrative critical approaches in evaluating these rhetorical acts. Spring semester each year. (4 credits)

### 38 INTERCULTURAL COMMUNICATION

A study of theories, models, and cases of intercultural communication including cultural assumptions and communication rules, comparative language structure and world view, intercultural values, beliefs and world views, basic differences in non-verbal and verbal strategies between cultures, and problems and opportunities in intercultural communication research. A variety of guest speakers from Asian, African, Middle Eastern, Hispanic, and other non-American western cultures are supplemented by video case studies of intercultural communication cases. Students conduct a study of communication modes and strategies representative of a student from one non-English speaking culture. Spring semester each year. (4 credits)

### 40 ORGANIZATIONAL COMMUNICATION

A study of communication processes, structures and modes in organizational context. Organization-communication interface is examined with reference to various theories of management and appropriate communication systems and techniques. Processes and problems of organizational communication are examined via film and simulation games as well as through "real life" presentations from speakers representing business, governmental and educational organizations. An exploratory study in some aspect of organization communication is an integral part of the course. Spring semester, alternate years, next offered 1995. (4 credits)

### 42 NONVERBAL COMMUNICATION

This course is an empirically based study of the origins, functions and scope of nonverbal communication. Since nonverbal communication must be examined as part of our human symbolic system, some elements of verbal communication are included, comparing and contrasting verbal and nonverbal codes. However the primary emphasis of the course is the study of nonverbal communication via the typology of kinesics, haptics, vocalics, physical appearance, proxemics, chronemics and other environmental or artifactual elements. It also examines the cultural, racial, gender and personality components of nonverbal behavior in relational, instrumental, expressive, persuasive and deceptive communication. Fall semester, alternate years, next offered 1995. (4 credits)

### 44 GENDER AND COMMUNICATION

A study of the theory and practice of gender related communication in society. Topics include gender marked or gender biased oral discourse, the relationship between oral language and patriarchal social structure, patterns of men's and women's speech in specific social contexts, the influence of race, class and sexual/affectional preferences on standards of "appropriate" communication, and obstacles and strategies for female public speakers. Students engage in one group research project and two

individual critical analysis projects. Prerequisite: sophomore standing. Spring semester, alternate years, next offered 1996. (4 credits)

#### 46 THE ELECTRONIC MEDIA IN AN INTERNATIONAL AGE

This course examines the structures, politics, economics and program contents of AM and FM radio, over-the-air television, cable television, and satellite television from a historical and international/multinational/multicultural perspective. The editorial practices and programming goals of news gathering and distribution receive special attention. Ethical questions, such as the rights of minorities and less developed countries to resist the dominance of powerful media interests as opposed to the rights of individuals to see and hear what they choose, are examined. Prerequisites: Sophomore status; sufficient knowledge of a language, other than English, to comprehend radio and television broadcast in that language; analytic and writing skills necessary to do focused research and analysis; communication studies 18 or instructor's permission. Next offered Intersession 1995. (4 credits)

#### 50 TOPICS

The following are some of the topics courses which we have offered in the past or hope to offer in the future: Rhetoric of Ethnic Minority Social Movements, Political Communication, Negotiation and Conflict Resolution, Conversation Analysis, Television and Representation of Ethnicity, Trends and Effects of Communication Technology, and Nazi Cinema.

#### *History of Film, 1894–1941*

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. Next offered Fall 1994. (4 credits)

#### *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 narrative and avant-garde styles and their determinants. What alternatives developed to the style now referred to as the "classical Hollywood cinema?" Why did they materialize? 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. Next offered Spring 1995. (4 credits)

#### *Advanced Argumentation: Theory and Practice*

The role of argument in epistemology has become a core concern of contemporary rhetorical theorists: the belief that "rhetoric is epistemic" receives the particular focus that "arguments lead to knowledge." In this course, we will be considering the way in which arguing is a way of knowing with respect to moral issues. In addition to reading a wide variety of argumentation theorists, we will also be reading about a number of controversies in medical ethics. Among the formal topics to be covered are the following: rationality, justification/warrantability, criteria for assent to a proposition, constituents of an ideal speech situation, and the history of casuistry. Consent of instructor required. Next offered Intersession 1995. (4 credits)

#### 52 COMMUNICATION THEORY

A study of contemporary theories and perspectives used to interpret or frame communication acts in a variety of settings including dyadic communication, interpersonal and small group communication, organizational and intercultural communication. Course allows for study of selected literature and concentrations in areas of special interest. Fall semester, alternate years, next offered 1995. (4 credits)

#### 54 THEORIES OF RHETORIC (Same as Linguistics 49)

A study of classical and modern theories of rhetoric, with major focus on theories and structures applicable to critical appraisal of spoken and written persuasion. Students will examine theories of selected writers from Aristotle to Kenneth Burke. They will apply principle by critical evaluation to

---

## Communication Studies

---

historical and contemporary speeches, essays, novels and plays. Critical methods for studying leaders, movements and historical periods will be analyzed. Spring semester, alternate years, next offered 1995. (4 credits)

### 56 THEORIES OF MASS COMMUNICATION

This course provides a comprehensive study of current theoretical debates about the nature of human mediated communication, the effects of language and visual images. The course illuminates both the traditional theories that account for human persuasion and change, as well as contemporary theories of culture that challenge older "logocentric" analyses. Spring semester, alternate years, next offered 1995. (4 credits)

### 58 LEGAL COMMUNICATION

The study of the role of communication in American legal institutions. The course includes analysis of communicative behavior of lawyers, judges, clients and juries. Processes studied include conference interviews, bargaining, trial advocacy, jury deliberation and decision writing. Alternate fall semesters, next offered Fall 1995. (4 credits)

### 60 FREEDOM OF SPEECH IN A MASS MEDIA SOCIETY

This course focuses on the consequences to First Amendment liberties that result from the growth of the mass media and the closure of public spaces. It examines changes in First Amendment doctrine, the political economy of media as an important determinant of the extent to which expression is free, and theoretical explanations for the power of ideas and their transmission. This course also analyzes the political consequences of the shrinking of public space in numerous conflicts such as censorship of music lyrics, government support of the arts, the regulation of pornography, the harms of hate speech, and the attack on "political correctness" in the academy. Intersession, alternate years, next offered 1995. (4 credits)

### 88 SENIOR RESEARCH SEMINAR

All majors, including seniors in an honors program, are required to take this course during spring semester of their senior year. The course examines common research, objectives and methods in the field of Communication Studies. Each student develops and conducts a significant piece of research in a field of their choice. The research project is presented and critiqued both as an oral presentation and in the form of a paper which demonstrates effective scholarly writing. Fall semester each year. (4 credits)

### 95 TUTORIAL

Prerequisite, permission of the instructor. (4 credits)

### 96 INDEPENDENT PROJECT

For the advanced student capable of independent study requiring library research and/or experimental work. Prerequisite, normally Junior standing and permission of the instructor. Each semester. (4 credits)

### 97 INTERNSHIP

The department offers a variety of internships in a wide variety of educational, business, governmental institutions for students who have completed a communication studies minor. Internships may be of variable credit as determined by the department and up to four credits may be applied to the department major.

### 98 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, some 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 and permission of the instructor. (4 credits)

### *Practicum Credit in Debate and Forensics*

All debate and forensics activities are open to all Macalester students. Four semester credits are awarded upon the completion of four semesters of practicum experience with a satisfactory rating of forensic supervisors and approval of the department. 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 nine required credits or courses.

*205 PRACTICUM IN FORENSICS*

Credit may be earned by participating in several forensic tournaments or by extensive participation in the public audience symposium program.

## **Computer Science**

See **Mathematics and Computer Science**

## **Dramatic Arts and Dance**

*Full Time Faculty:* Beth Cleary, Theresa Davis, Sears Eldredge (Chair), Anne Ellis, Becky Heist\*\*\*, Emmy Johnson, Daniel Keyser

*Part Time Faculty:* Carolyn Levy, Teresa Lyons, Paul Meshejian, Rebecca Stanchfield, Sharon Varosh

To study theatre in a liberal arts environment is to participate in the personal and collective quest for identity and meaning. We believe both our class work and our theatrical productions are a laboratory for examining, evaluating, and celebrating the human experience.

Students involved in the study and production of theatre are engaged in an interdisciplinary and multi-cultural learning experience. The struggle to “get inside” the works of dramatists as diverse in time, place and spirit as Shakespeare, Brecht, Zeami, Fommes, Euripides, Soyinka, Churchill, etc., is to ask oneself to enter into their vision, wrestle with their thoughts and feelings, understand their cultural context, and imagine their worlds into being. Learning how to use your intuitive and imaginative abilities is as important as cultivating your analytical and research skills. And all of these are valuable learning strategies to acquire whether you devote your life to the theatre or not.

Wanting to create theatre requires vision, knowledge, and discipline. To that end the dramatic arts curriculum has been developed to encourage the student’s analytical, critical, and theoretical thinking as well as the imaginal, emotional, and technical training necessary for artistic theatrical performance. While we are not a conservatory program, we do provide a solid foundation in theatre for students who wish to pursue their theatre studies in a graduate program or professional school.

Participation in theatrical productions at Macalester is available to all students at the college, whether they major in dramatic arts or not. Open auditions are conducted for productions at the beginning of each semester and technical positions are filled from a combination of experienced and inexperienced students who are willing to learn the requisite skills necessary to accomplish the tasks. Any non-major student working on a production may receive theatre practicum credit if he/she fulfills the basic requirements (see course listings). Because of the unique collaborative and experiential nature of this art form, all

majors and minors in the program are required to participate in one production a semester while in residence.

### **General Distribution Requirement**

Dramatic Arts courses 18, 19, 20, 21, and 51 fulfill the general distribution requirements in the fine arts; courses 52, 53, 62, 63, and 68 fulfill the general distribution requirements in the humanities.

### **Diversity Requirement**

The course in Dramatic Arts which satisfies the domestic diversity requirement is number 53. The course which satisfies the international diversity requirement is number 68.

### **Major Concentration**

The department offers three types of programs: a) a major area of concentration for students intending to receive a liberal arts degree and/or planning to further their education in graduate study or a professional school in theatre, b) a minor in dramatic arts for those students who wish to combine their study in theatre with a major in another area, and c) a licensure major or minor area in dramatic arts in compliance with recently revised state licensure requirements for students who intend to teach in high school. Students wishing to major in Dramatic Arts should try to take Dramatic Arts 20, 25, 35 in their first three semesters. They must pay particular attention to the History of Theatre requirement and fulfill those credits by their Junior year if possible.

Majors in dramatic arts take a core of ten courses plus performance involvement each semester in residence completed with a satisfactory rating. This core of courses gives them a foundation in the major disciplines of theatre: history, theory and criticism; acting; directing; design and technical theatre as well as practical experience. Each student then chooses an area of specialization for more in-depth course work and training. Majors in the program must also complete a senior seminar/project which combines scholarship and performance. Examples of this might be researching and designing scenery for a major production, playing a lead role in a main stage production, functioning as a dramaturg, or directing a show for the one-act play festival as part of the regular season. Students work closely with faculty advisors in developing and executing their senior projects.

#### *Major Program*

Eleven courses from within the department plus two electives from outside the department (one of which must be in dramatic literature; the other in another Fine Arts area: Dance, Music, Visual Art) which are approved by the student's advisor and department. Required courses: 20, 25, 35, 54, 62, 63, 89, one of the following 52, 53, 68, two of the Theatre Projects (51), plus at least one upper level course in an area of specialization as given below:



*Acting Emphasis\*:*

Mask Improvisation

Advanced Acting

*Design/Technical Theatre Emphasis*

Scenic Design

Lighting Design

*Directing Emphasis\*:*

Advanced Directing

Advanced Acting

*History/Theory/Criticism Emphasis:*

Electives in dramatic literature  
and/or literary criticism

Majors should also consider other courses at the advanced level within the department to strengthen their area of emphasis.

\*These students will also take one dance technique course in the dance program as a requirement outside the department.

*English Teaching Licensure Requirement*

Students must take either Dramatic Arts 18, Theatre Arts, or 20 Introduction to Acting in order to meet state requirements for prospective teachers of high school English and language arts.

*Teaching Licensure Majors*

1. Dramatic arts major: ten courses. Required courses: 18, 20, 25, 35, 54, 62, 63, 68, one Theatre Project (51), one upper level course in an area of specialization within the department and Communication Studies 16 or 24, plus involvement in a production each term in residence completed with a satisfactory rating. Students seeking this licensure should also be aware that the State requires one course in the popular arts: film, television, radio.

2. Dramatic arts minor: required courses: 18, 20, 35, 62, 63, 68, and one credit in Theatre Projects 51, plus involvement in a production each term in residence completed with a satisfactory rating.

The senior capstone requirement in dramatic arts may be satisfied by Dramatic Arts 89, Senior Seminar/Project.

**Minor Concentration**

A minor in dramatic arts will consist of seven or more courses in the department with 20, 35, 62, 63, 68, and two credits in Theatre Project 51, plus involvement in theatre productions for at least four terms completed with a satisfactory rating.

*Departmental Expectations for All Majors and Minors:*

—all majors/minors will audition for the productions each semester

—all majors/minors not cast will be assigned to work on one show each semester in residence

—all majors will not perform in theatre outside the department without departmental approval

- all junior majors will undergo end of year reviews/critiques by the faculty
- all seniors majors will undergo a review/critique when they have completed their senior project
- all majors are required to complete a Senior Project with a satisfactory rating before graduation.

### **Additional Training Off Campus**

For those qualified majors interested in an additional conservatory-type experience, there is the opportunity to attend an excellent national or international theatre program to supplement their education at Macalester. Two examples of such programs that our students have participated in would be the National Theatre Institute at the Eugene O'Neill Theatre Center in Waterford, Connecticut, or the British American Theatre Center in London, England. These programs provide semester long intensive training in theatre arts. Students who are approved for such a program of study can earn up to sixteen credits towards their major at Macalester.

Students also have the opportunity to take advantage of a number of other excellent international theatre programs to supplement their education at Macalester.

### **Dance Program**

The dance program welcomes all students, whether they have had several years of training or no previous experience. Each individual chooses the extent to which he or she becomes involved. The program offers opportunities to gain technical skills, learn the art of performing, study the craft of choreography and experience working with others towards a common goal.

The dance minor is designed to educate a student beyond participation in technique classes. In addition, other areas of dance as an art form are studied. The minor requires a general understanding of music, knowledge of the anatomy of the human body and how it functions, an ability to recognize and analyze different styles of dance, and a sense of confidence in the creative process.

### **Minor in Dance**

1. Eight technique and/or ensemble courses. Students should contact the dance instructor for advice concerning choice of technique classes.
2. Dramatic Arts 19, 21 or 41, Physical Education 61, Music 10.
3. Supporting courses recommended are Dramatic Arts 18, 20, 25, 40, and Humanities 27.

### **COURSES**

#### **18 THEATRE ARTS: AN INTRODUCTION**

An introduction to the theory and practice of theatre as a performing art. This course examines the elements of acting, playwrighting, directing, and design as well as the actor-audience relationship through the experience of live performances, film/videotapes, guest lecturers, class readings, and

demonstrations. Attendance at area theatre performances is an integral part of the course. The purpose of this course is to help the student gain an appreciation of role playing/performance/theatre as a basic element of culture. Acting and/or crew experience in a current production is required as a laboratory component of the course. Every year. (4 credits)

#### 19 INTRODUCTION TO DANCE

A general study of the art of dance. Analysis of styles, performance critiquing and a look at the process of becoming an artist are studied with references made to the history of dance. Readings and class discussions are complemented by individual participation in the studio and attendance at concerts. Alternate spring semesters, next offered spring 1996. (4 credits)

#### 20 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)

#### 21 BEGINNING DANCE COMPOSITION

A study of choreography—the craft and art of making dances. The basic elements of space, time and energy are dealt with. Each student is actively involved in the creative process as choreographer and viewer. Alternate fall semesters, next offered fall 1995. Either this course or Dramatic Arts 41 is required for a dance minor. (4 credits)

#### 25 VISUAL THINKING FOR THE THEATRE ARTS

This course investigates how the visual design elements of line, color, shape, space, scale, and texture affect the theatrical environment. Analysis of design concepts and their relationship to our perception of the theatre event will be explored through readings and projects. The aim of this course is not to make designers out of the students but to make the students aware of how visual elements contribute to the total theatrical experience. Limited to 24 students. Every year. (4 credits)

#### 35 TECHNICAL THEATRE

A demonstration of the importance of scenographic technology in the production of theatre. This course investigates the basic theories of how a design is executed, involving all aspects of theatre technology: staging methods, materials, construction, and drafting. In addition to the lectures, the class will have a studio/drafting lab once a week, plus laboratory crew experience. Limited to 24 students. Fall semester. (4 credits)

#### 40 MASK IMPROVISATION

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. Five masks are used in the training: neutral, beginning character, life, totem, and complex character. Enrollment limited to 12 students. Prerequisites, Junior standing and permission of the instructor. Every year. (4 credits)

#### 41 INTERMEDIATE DANCE COMPOSITION

A continuation of the study of choreography. A juxtaposition of the dance elements involving more than one dancer. A look at the relationship of movement to music. Attendance at performances, followed by choreographic analysis will be an integral part of the process. Prerequisite, Dramatic Arts 21 or permission of the instructor. Alternate fall semesters, next offered fall 1994. (4 credits)

#### 50 TOPICS

Topics courses focus on investigations into current questions in theatre history, dramatic literature, performance theory, or design/technical theatre. Recent topic courses have been Theatre and Anthropology, and Master Class in Acting. Every year. (4 credits)

#### 51 THEATRE PROJECTS

Theatre Projects bring together scholarship and performance to create a unique learning experience. A Theatre Project is based on subject matter suggested by the script chosen for production (i.e., an investigation of a particular historical period and its performance style, an examination of an important issue raised by the text, a deconstruction or recontextualization of a given script to reveal its

---

## Dramatic Arts and Dance

---

contemporary relevance, etc.) or is the basis for the development of an original theatre piece. Students are involved in both research, and rehearsals. An important aspect of the course will be an evaluation of the subject matter gained through the subjective and objective methods of investigation involved in the project. Every year. (4 credits)

### 52 FEMINIST THEATRE(S)

This course seeks to define and examine Feminist Theatre by exploring the critical techniques, political positions, issues, explorations, and theatre practices of the many Feminisms. The class studies not only the written word (in plays and criticism) but also the variety of production styles, methods, and practitioners that have been labeled Feminist. Prerequisite, Sophomore standing. Alternate years, next offered spring 1995. (4 credits)

### 53 BLACK THEATRE

This course is an overview of the development of theatre by and about Black Americans. This course clearly meets the criteria for Domestic Diversity. It examines the historical, social, political, and cultural context of African-American theatre. After investigating the roots of African-American theatre 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. Alternate years. Next offered 1995–96. (4 credits)

### 54 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, Dramatic Arts 20, 25, 35 and junior standing or above. Permission of the instructor is also required. Enrollment limited to 12 students. Every year. (4 credits)

### 55 LIGHTING DESIGN

This course is an introduction to basic lighting design and the history of lighting. While emphasis is on theatre, 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. Prerequisite, Dramatic Arts 25 or permission of the instructor. Alternate years, next offered spring 1995. (4 credits)

### 60 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, Dramatic Arts 20, sophomore standing, and permission of instructor required. Enrollment limited to 12 students. Alternate spring semesters, next offered spring 1995. (4 credits)

### 62 HISTORY OF WESTERN THEATRE I (Beginnings to 1700)

This course provides students with the beginnings of a solid foundation in the history of Western theatre. It will focus on four interrelated areas: theatre architecture, performance theory, dramatic literature, and criticism. Major units cover the origins of theatre, the phenomenon of the 5th century Greek theatre, Roman theatre, the rebirth of the theatre in the Medieval Church, and the development of Renaissance popular and court theatres. Alternate fall semesters, next offered fall 1995. (4 credits)

### 63 HISTORY OF WESTERN THEATRE II (1700 to the Present)

This companion course to Dramatic Arts 62 continues the study of Western theatre history. Major units of the course focus on the French Neo-Classical theatre, the Restoration theatre in England, Romanticism and the development of theatre for the growing middle classes, the birth of Realism, and the revolts against Realism. Finally, we look at the diversity of the Contemporary theatre and question the growth and impact of Interculturalism on the theatre of the future. Prerequisite: Dramatic Arts 62. Alternate spring semesters, next offered spring 1996. (4 credits)

64 DIRECTING THEORY & PRODUCTION II

In this course the students apply the theories and principles learned in Dramatic Arts 54, 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 theatre. The class also functions as a directing clinic dealing with questions raised by the individual student directors. This course has a restricted enrollment. Prerequisites, Dramatic Arts 54, senior standing, and permission of the instructor. Fall semester. (4 credits)

65 SCENE DESIGN

Study of the concepts, principles, and techniques of scene design in the modern theatre. 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 theatre 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. Prerequisites, Dramatic Arts 25, 35 or permission of the instructor. Alternate spring semesters, next offered spring 1996. (4 credits)

68 ASIAN THEATRE: TRADITION, CONTINUITY, AND CHANGE

This course introduces students to the rich heritage, theories, and practices of Asian theatre. Asian theatre challenges us with very different concepts about the nature of the theatrical event, performance styles, and the role of theatre in society. After some preliminary investigation about the possible origins of theatre in Asia, the main study focuses on an examination of selected traditional Asian theatres from India, China, and Japan. A study of each country's traditional theatre requires that we understand something of the cultural context in which the specific theatre form was created: their history, religious beliefs, and social mores. An important aspect of the course is our look at the impact of Western culture and modern representational theatre on the indigenous theatrical traditions. Additional time outside of the class hours may be necessary for viewing videotapes and/or workshop sessions. Alternate years. Next taught fall 1994. (4 credits)

88 SEMINAR

A seminar in theatre: advanced study of such topics as acting, directing, lighting, theatre history. (4 credits)

89 SENIOR SEMINAR/PROJECT: THEATRE AND SOCIETY

This seminar examines theatre 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 theatre in society? How culture-specific are our theatre forms? What values are inherent in the content and context of our current theatre? How will theatre continue to speak to the need for diversity as well as community in the face of an emerging global culture? What will theatre be like in the 21st century? This course is designed as a capstone experience for theatre majors in which many theoretical and critical issues are examined through non-performance and performance research methods. Seniors are also involved in preparing their Senior Projects for presentation as part of this course. Every year. (4 credits)

95 TUTORIAL

Prerequisite, permission of the instructor. (4 credits)

96 INDEPENDENT PROJECT

For the advanced student capable of independent study requiring library research and/or experimental work in the theatre. Prerequisite, permission of the instructor. (4 credits)

97 INTERNSHIP

The department allows up to eight credits for approved internship experiences, which may be applicable to a major in dramatic arts. Department policy is in conformance with approved college guidelines on internships which emphasize that internships will be granted only in areas in which the student has sufficient academic background and to students who are making normal progress, i.e., students not in scholastic difficulty. Internships are available to junior and senior majors with permission of the department. (4 credits)

---

## Dramatic Arts and Dance

---

### 98 PRECEPTORSHIP

Work in assisting faculty in the planning and teaching of a course, precepting or tutoring. Available only to seniors with permission of the instructor and the department. (4 credits)

#### *Practicum Credit in Dramatic Arts (non-majors only)*

All theatrical production activity is open to all Macalester students. Four credits may be earned by completion of four terms of practicum experience with a satisfactory rating and approval of the department. Non-majors participating in productions may earn practicum credit in one of two ways:

#### 110 THEATRE PRACTICUM I

Credit is earned by working a minimum of 45 hours during the semester on a department production in one or more of the following areas: acting in a minor role, scenery construction, costumes, makeup, properties, or lighting. (1 credit)

#### 210 THEATRE PRACTICUM II

Credit is earned by participation in a significant capacity such as actor in a major role, assistant director, stage manager, design crew head or other approved areas for one production during the term. (1 credit)

#### *Dance Technique Classes*

Students may earn credit for participating in dance technique classes. Four credits are awarded upon the successful completion of four dance technique classes. Students may earn a maximum of eight credits, but cannot earn any additional credit for other physical education activity courses. Credit will not be awarded for the completion of a single dance technique class.

The technique classes are offered as follows: 122, 144 & 150) fall only; 112, 244 & 250) spring only; 344 & 375) both semesters.

105 Dance Practicum

112 Jazz Dance

122 African Dance

144 Modern Dance I

150 Ballet I

244 Modern Dance II

250 Ballet II

344 Modern Dance III

350 Ballet III

375 Dance Ensemble\*

\*Dance Ensemble is an organization committed to increasing student performance and choreographic skills. Selected by auditions in early fall, the Ensemble members are expected to participate during both semesters.

## East Asian Studies Program

Janet Carlson (Chemistry), Chia-ning Chang (Japanese), Dorothy Dodge (Political Science), Sears Eldredge (Dramatic Arts), Jerry Fisher (History and Communication Studies), Aiko Hiraiwa\*\* (Japanese), James Laine (Religious Studies), Susanna McMaster (Geography), Emily Rosenberg (History), Satoko Suzuki (Japanese), Yue-him Tam (Director, History)

East Asian studies is an area studies program, offered in cooperation with the Associated Colleges of the Twin Cities (ACTC), which focuses primarily on China and Japan. Students achieve basic competence in either the Chinese or Japanese language, broad knowledge about both China and Japan, and experience living in one of these countries through approved participation in study away programs in the People's Republic of China, Hong Kong, or Japan.

Majors combine their area studies focus with disciplinary grounding in a separate academic field such as anthropology, economics, history, music, philosophy, and religious studies. Although only a minor or core is required in the supporting discipline, many East Asian studies majors choose to pursue a second major in their chosen field. In addition to course requirements, they must also demonstrate their expertise as majors by writing and orally defending a thesis.

Program planning is done in consultation with the director, who can provide information about current course offerings, study away programs, and independent study opportunities.

### **Major Concentration**

There are five requirements for a major in East Asian studies.

1. Language

Elementary and intermediate Chinese or Japanese language (a total of four semester courses)

2. Area Studies Courses

Four courses distributed as follows:

- a. Chinese history
- b. Japanese history
- c. East Asian religion or philosophy
- d. Any other course focusing exclusively on East Asia

3. A minor or core concentration in an academic discipline offered in one of the departments of the college.

4. Study in East Asia for at least one academic term on one of the college's programs.

5. The senior capstone requirement in East Asian Studies may be satisfied by the writing and oral defense of a thesis.

### **Minor Concentration**

There are two requirements for a minor concentration in East Asian studies, consisting of five courses in all.

1. Language

Elementary Chinese or Japanese language (a total of two semester courses)

2. Area Studies Courses

Three courses on East Asia in any combination that includes at least one history course, one course focusing exclusively or primarily with China, and one course focusing exclusively or primarily with Japan.

### **COURSES**

#### *Language*

Japanese Language

11 Elementary Japanese I

---

## East Asian Studies

---

12 Elementary Japanese II  
15 Intensive Elementary Japanese  
25 Intensive Elementary Japanese Bridge Course  
31 Intermediate Japanese I  
32 Intermediate Japanese II  
35 Intensive Intermediate Japanese  
51 Advanced Japanese I  
52 Advanced Japanese II  
95 Tutorial  
96 Independent Project (Japanese)

Elementary Chinese I and II and Intermediate Chinese I and II are available every year at Hamline.

Through a special arrangement made by ACTC, Macalester students may take courses in Chinese and Japanese language and literature at all levels at the University of Minnesota.

### *Area Studies Courses at Macalester*

#### Art

76 Far Eastern Art

#### History

14 Introduction to East Asian Civilization  
73 Postwar Japan  
74 History of Traditional China  
75 History of Modern China  
76 History of Traditional Japan  
77 History of Modern Japan  
80 East Asian Studies Seminar

#### Philosophy

37 Chinese and Japanese Philosophies

#### Religious Studies

41 Religions of East Asia

History 50 and Religious Studies 50 are topics courses which may offer topics relevant to East Asia. In the past they have included: Modernization Problems in East Asia; The History of Meiji Japan, The Life and Thought of Mao Tse-Tung; and War, Revolution and Reconstruction: China and Japan 1931–1952.

History 80, East Asian Studies Seminar, is a research seminar offered annually to seniors. Topics of previous seminars have been: Cities and Villages in Twentieth Century China and Japan, Building a Nation: Japan During the Meiji Era, and Japan and China Since 1945.

Course offerings in the program vary from year to year. Please discuss relevant course offerings with the East Asian Studies director.

## Economics

*Full Time Faculty:* Julie Bunn, Karl Egge, Gary Krueger, George McCandless, N. J. Simler (Chair), Vasant Sukhatme

*Part Time Faculty:* T. Jeffery Evans, James B. Platt, Robert P. Rebelein

*Adjunct Faculty:* Julia Friedman, Adolf Vandendorpe

*On Extended Leave:* Paul Aslanian

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.

### *Program in Agricultural Economics*

In 1977, with the help of a grant from Cargill Inc., a program in agricultural economics was established, designed to introduce students to the economics of agriculture and development. Under this program, several new courses have been developed creating the opportunity to study the economic forces at work in the agricultural sector, both in the United States and other advanced countries as well as in the low income countries of the world.

In addition, the program also sponsors student internships as well as visits of distinguished academicians, public policy makers, and business persons working in the field of agricultural economics and economic development.

### *Program in Entrepreneurial Studies*

A program in entrepreneurial studies has been in existence since 1982. The program assists students in thinking as entrepreneurs and provides practical guidance on how to carry an idea from conception to completion.

The curricular components of the entrepreneurial program consist of an upper level course (58) and/or varying topics courses (50) emphasizing a particular entrepreneurial theme. Internships also are available. Among the entrepreneurial themes covered in recent years were business failures and international entrepreneurship.

A student-run Entrepreneurial Club offers extracurricular activities for interested students.

### *Internship Program*

The department actively collaborates with the Career Development Center 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 undertakes studies of economic problems and issues. Its facilities are available 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.

### *Study Abroad*

The department actively collaborates with the International Center in creating opportunities for study abroad.

### *Economics Laboratory*

A teaching laboratory, equipped with 21 Macintosh computers and spreadsheet, statistical and simulation software, is used for econometrics and other economics courses. The lab is connected to the campus information network as well as the internet, which is a worldwide electronic network of scholars, libraries and other information sources.

## **General Distribution Requirement**

All courses in the economics department satisfy the general distribution requirements in the social sciences with the exception of: courses in the 90's, topics courses (50), and courses in accounting and business law (13, 15, 33).

## **Major Concentration**

The major concentration in economics requires a minimum of eight courses within the department plus two required supporting courses outside the department, Math 14 (Introduction to Statistics) and Math 21 (Calculus I), neither of which may be taken on an S/D/NC ("Pass/Fail") basis.

The following five courses within the department are required: 13, 19, 41, 51, 61. The minimal number of three electives is subject to the following constraints: a) one must be in the twenties; b) neither of the other two may have a number below 30 and one of them must be in the fifties, sixties or seventies. The recommended sequence is 19, followed by a course in the 20s, followed by 41, 51, and 61. It is recommended that 41 be taken no earlier than spring of the sophomore year and no later than fall of the senior year; it may be taken concurrently with either 51 or 61.

Math 44 fulfills the Math 14 requirement and Economics 73 or 74 fulfills the 41 requirement.

Topics courses, carrying the number 50 by college-wide convention, will receive departmental classification with respect to the major requirements at the time they are announced.

### *Capstone Experience*

In addition to other course requirements, students choose *one* of the following to meet this senior-year requirement: (a) any course in the 70s; (b) an approved Topics course; (c) an independent project that includes a major paper; or (d) an honors thesis.

### Core Concentration

The core concentration in economics requires a minimum of six courses within the department and six supporting courses outside the department meeting the approval of the department chair and including Math 21 (Calculus I). Math 21 may not be taken on an S/D/NC ("Pass/Fail") basis.

The following three courses within the department are required: 19, 51, 61. The minimal number of three electives is subject to the following constraints: a) one must be in the twenties; b) neither of the other two may have a number below 30 and only one of them may have a number in the nineties.

Topics courses, carrying the number 50 by college-wide convention, will receive their departmental classification with respect to the core requirements at the time they are announced.

#### *Course numbering*

The logic behind the departmental numbering of the courses listed below is as follows: courses in the 10s have no prerequisite; courses in the 20s have 19 as the sole prerequisite; courses in the 30s and 40s have a course other than 19 (and possibly 19) as a prerequisite; the 50s category (excluding the special number 50, reserved for topics courses by college-wide convention) contains Intermediate Microeconomic Analysis (51) and applied courses which have this course as a prerequisite; the 60s category contains Intermediate Macroeconomic Analysis (61) and applied courses which have this course as a prerequisite; courses in the 70s are advanced courses usually requiring both 51 and 61 as prerequisites. The category of 90s is reserved for special projects.

Courses in the 20s are designed as companion courses to 19 (Principles of Economics) and should be taken as soon after 19 as possible. Even students who do not intend to acquire a major or core in economics are encouraged to take at least one course in the 20s. This will give them an opportunity to see the tools of introductory economic analysis applied to an area of their choice and thereby provide them with a more rounded view of the field of economics. At least one course in the 20s should be taken before 51, 61, and 41.

### COURSES

#### 13 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 business firms 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)

#### 15 BUSINESS LAW

A study of the legal aspects of business associations and transactions with some attention given to the sources and development of law and the legal system and its processes. By way of introduction, the course will study the development of law and its sources, the judicial system, the law of torts, and criminal law. In somewhat more detail, the course will cover contracts at common law and under the Uniform Commercial Code, corporations, partnerships, the choice of the forms of business organization, personal and real property, and the law of creditors and debtors. The emphasis

## Economics

---

throughout will be on the more interesting practical legal questions faced by business. No prerequisite. Spring semester. (4 credits)

### 19 PRINCIPLES OF ECONOMICS

An introduction to the basic tools of elementary 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)

### 21 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 to students majoring in international studies. Prerequisite, 19. Every year. (4 credits)

### 22 ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS AND POLICY

This course presents the elementary theories of environmental pollution (e.g., air, water and land pollution) and the use of exhaustible (e.g., fossil fuels) and renewable (e.g., forestry and fisheries) resources. The aim is to provide an understanding of the conditions determining whether markets do a good job in protecting the environment and allocating natural resources, to explore potential areas for government intervention, and to employ economics in evaluating the relative effectiveness of alternative forms of government intervention in achieving particular objectives. Both local, state, national and global environmental and resource issues and policy, and the linkages between them, are addressed. Prerequisite, 19. Every year. (4 credits)

### 24 INTRODUCTION TO TAX POLICY

This course presents the major methods of taxation used by federal, state and local governments. These include taxes on personal and corporate income, sales, real and personal property, value added, consumption as well as so-called 'sin taxes'. Taxes are analyzed against the traditional goals of efficiency, horizontal and vertical equity, benefits received, revenue sufficiency and stability, and taxpayer acceptability. Prerequisite, 19. Alternate years, next offered fall 1994. (4 credits)

### 25 COMPARATIVE ECONOMIC SYSTEMS

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, 19. Every year. (4 credits)

### 27 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, 19. Alternate years, next offered spring 1996. (4 credits)

### 28 INDUSTRIAL ORGANIZATION

This course examines theories of firm behavior in the various industrial environments along the continuum from monopoly to perfect competition, with oligopoly and monopolistic competition in between. In view of its ubiquity, oligopoly receives special emphasis; the contributions of Bertrand, Chamberlin and Cournot are treated in detail. Attention is also given to more recent developments, such as the theory of contestable markets. Finally, application of the theory unfolds as the enforcement of antitrust laws is studied through a discussion of landmark judicial decisions. A guest lecture by an economist of the Department of Justice is featured at the end of the semester. Prerequisite, 19. Alternate years, next offered spring 1996. (4 credits)

## 29 AGRICULTURAL MARKETS

The development of the U.S. agricultural sector and its current role in the U.S. and world economies. Application of demand and supply analysis to agricultural markets. Commodity futures and options markets as methods for price discovery (speculation) and risk management (hedging). Discussion of U.S. agricultural policies including domestic and foreign food assistance programs, U.S. price support programs, and agricultural trade policies. Prerequisite, 19. Every third semester, next offered fall 1995. (4 credits)

## 33 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. Offered every spring. Prerequisite, 13 or instructor's permission. (4 credits)

## 36 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, 13 and 19. Every year. (4 credits)

## 41 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, 19, any Economics course in the 20s, Math 14 and 21. Every semester. (4 credits)

## 50 TOPICS (4 credits)

Topics courses offered in recent years have included: Computer-Assisted Principles of Economics (an experimental two-semester course making use of the department's new computer laboratory); Dynamic Macroeconomics (an advanced course exploring issues in macroeconomics in which time and activities over time are emphasized); Financial Investments (an Intersession course intended for non-majors); International Entrepreneurship; Advanced Labor Economics; and Restructuring the Command Economies (e.g., the formerly planned economies of Eastern Europe and the Soviet Union). Information on Topics courses to be offered in 1994-95 may be obtained from the Registrar or the department office.

## 51 INTERMEDIATE MICROECONOMIC ANALYSIS

Methodology of economic science; theory of consumer behavior; theory of the firm; market structure and price determination; income distribution; general equilibrium analysis. Prerequisites, 19 and Math 21. Every semester. (4 credits)

## 54 URBAN ECONOMICS

This course emphasizes the microeconomic theory of urban development (density and rent gradients, agglomerative economies of scale, residential-industrial location, nodal concentrations, and transportation ties) and provides in-depth analysis of state and local finance and urban expenditures. Prerequisites, 41 and 51. Alternate years, next offered spring 1996. (4 credits)

## 57 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, 13, 41 and 51. Every year. (4 credits)

## Economics

---

### 58 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. Recent examples are international entrepreneurship and corporate venturing. 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, 13 and 51. Every other year, next offered 1994–95. (4 credits)

### 59 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 a 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 domestic and international economic policies, international trade, foreign aid, external debt, technology transfer, rural-urban income inequalities and income distribution. Prerequisites, 41 and 51. Fall semester. (4 credits)

### 61 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, 19, 51 (or permission of the instructor), and Math 21. Every semester. (4 credits)

### 66 MONEY AND BANKING

Money and monetary standards; the role of depository institutions within the financial system; depository institutions and the Federal Reserve as creators of money; monetary theory; aggregative models; unemployment and inflation; international finance. Prerequisite, 61. Alternate years, next offered fall 1995. (4 credits)

### 71 PUBLIC FINANCE

Public goods, externalities, and the role of government. Types of government taxes and expenditures and their impacts on resource allocation and income distribution. State and local fiscal systems; intergovernmental fiscal relations. Public sector debt. Prerequisites, 51 and 61. Alternate years, next offered 1994–95. (4 credits)

### 72 THEORY OF INTERNATIONAL ECONOMICS

Foreign exchange markets: hedging, arbitrage and speculation. Balance of payments. Partial and general equilibrium treatment of demand and supply of foreign exchange. Open economy macroeconomics under fixed and flexible exchange-rate systems and different assumptions about international capital mobility. The microeconomics of the gains from trade, comparative advantage, barriers to trade and commercial policy. The treatment of these topics stresses the application of micro and macroeconomic theory and makes use of calculus. Prerequisites, 51 and 61. Every year. (4 credits)

### 73 TIME-SERIES ANALYSIS

An overview of structural and time series forecasting models. Review of basic econometric concepts. Time series forecasting methods including dummy variable models, exponential smoothing, Winters' Method, multiplicative decomposition, and Box-Jenkins (AR/MA) models. Emphasis on the application of the methods to economic theory. A major research paper is an integral part of the course. Prerequisites, Math 14, Math 21 and Economics 41 (or permission of the instructor). Alternate years, next offered 1995–96. (4 credits)

### 74 ADVANCED ECONOMETRICS

Mathematical statistics pertaining to the multivariate normal, chi-square, F and t distributions. Multivariate linear regression: the classical linear model and extensions. Simultaneous equations: identification and estimation. Instrumental variables. Nonlinear models and maximum-likelihood estimation. The SAS computer program will be used for data manipulation. Prerequisites, Economics

41, Math 14, Math 21 and Math 36 (or permission of the instructor). Alternate years, next offered spring 1995. (4 credits)

#### 75 MATHEMATICAL ECONOMICS

Mathematical treatment of selected topics in economic theory and finance. The first part consists of a mathematical treatment of compound interest, capital accumulation and amortization, present discounted value and rate of return, and the relationship of these topics to models of economic growth. The second part of the course deals with optimization, Lagrange multipliers, and operations research. Optional topics may vary from year to year. Prerequisites, 51 and 61 (Math 22 recommended). Alternate years, next offered 1995–96. (4 credits)

#### 76 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: EC 51 and 61. Alternate years, next offered spring 1995. (4 credits)

#### 96 INDEPENDENT PROJECT

Further study in fields of special interest. Readings, conferences, field work, reports. Prerequisites, 51, 61, and permission of the instructor. (4 credits)

#### 97 INTERNSHIP

Work that involves the student in practical off-campus experiences with business, government, and non-profit organizations. Pass/No-Pass grading only. Prerequisites, 51, 61 and permission of the instructor. (4 credits)

#### 98 PRECEPTORSHIP

Work in assisting faculty in the planning and teaching of a course and/or tutoring individual students. Pass/No-Pass grading only. Prerequisites, 51, 61 and permission of the instructor. (4 credits)

## Education

*Full Time Faculty:* Nancy Johansen (Chair), Ruthanne Kurth-Schai, Kathy Olsen

*Part Time Faculty:* Gail C. Roberts, Michael Scanlan, Diana Swanson

Through the understanding that the importance of intelligent, caring, and creative teachers is crucial to the well being of our society, Macalester College, through its education department, prepares students to become effective teachers across the age continuum from early childhood through young adulthood.

The combination of sound academic standards, broad liberal education, emphasis on subject preparation and thorough grounding in the study of education as an art, science, and mission results in the development of graduates of outstanding promise as teachers. Additionally, education courses provide opportunities for liberal arts students, regardless of academic or professional interests, to critically and creatively reflect on contemporary societal concerns regarding children and youth, and the status of national and international educational systems.

The curriculum offered by the education 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 promote social responsibility (including preparation for social service and social leadership) and cultural pluralism (including concern for gender, race, class, international and urban issues), especially as these commitments contribute to the advancement of the social, political, and educational welfare of children and youth.

*Life Span Development:* In order to address the needs and aspirations of children and youth, the 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. The educational implications of individual variations in intellectual, emotional, and physical capabilities and factors related to gender, class, race, or cultural heritage are also addressed. Additionally, the interplay among developmental processes on personal, organizational, and societal levels is carefully considered.

*Cultural Pluralism:* 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 growing awareness in supportive and life-enhancing ways.

*Experiential Learning:* The curriculum is further designed to ensure ongoing and developmentally appropriate opportunities for application, integration, and evaluation of educational theory and practice. In doing so the curriculum promotes understanding of development-in-context, thereby acknowledging the dynamic and complex constellation of factors and relationships which contribute to the educational process. A developmental sequence of field experience is integrated throughout education course work beginning with opportunities to develop observational skills, then to participate in activities which support instruction, and finally, to assume instructional roles. Each student's field work is structured to ensure opportunities to interact with students across the age spectrum from early childhood through adolescence before selecting an age for specialization. Field experiences are further structured to include experiences with exceptional students and work in pluralistic educational settings.



### General Distribution Requirement

Education 35 (Education and Social Change) satisfies the general distribution requirement in social science. Education 39 (Philosophy of Education) fulfills the requirement in the humanities.

### Licensure Programs

Macalester teacher education programs are approved and accredited by the Minnesota State Department of Education and the Minnesota State Board of Teaching, and by the National Council for Accreditation of Teacher Education (NCATE).

Candidates preparing for teaching are counseled by an advisor in education. In addition to the general graduation requirements, candidates complete a core or major concentration and the professional education sequence. After successful completion of the program and graduation, the College recommends candidates to the State Department of Education for licensure. Students may also be recommended for licensure in other states upon satisfactory completion of the Minnesota requirements.

Licensure programs are offered in the following areas:

*Pre-kindergarten Teaching:* Licensure to teach pre-school children can be completed in combination with elementary licensure or separately. Any academic major or core concentration is acceptable.

*Kindergarten/Elementary Teaching (K–6):* Any academic major or core concentration is acceptable. The State of Minnesota, however, does specify some general education patterns. (See Education brochure).

*Secondary Teaching (Grades 7–12):* Students preparing for secondary school teaching usually choose major concentrations, although some core concentrations are acceptable. Macalester programs for secondary licensure include eleven disciplines: art (K–12), earth science (geology), English, French, German, Russian, life science (biology), mathematics, music (K–12), physical science (chemistry and physics), Spanish, and speech-theater arts.

There are also two interdisciplinary licensure programs—the general science core concentration, designed to prepare students to teach general science grades 5–9; and the social science major concentration, designed to prepare students to teach social sciences at the secondary school level.

*Teaching English as a Second Language (K–12):* Macalester is an approved licensing institution for teachers of English as a Second Language (TESL). Programmatic requirements specified by the Minnesota State Board of Teaching are satisfied by completing the professional education sequence and a series of linguistics courses offered at Macalester along with TESL courses offered through the ACM Urban Education Program in Chicago. Candidates for licensure must also demonstrate proficiency in a second

language at a level sufficient to satisfy routine social demands and limited work requirements.

*Coaching Athletics:* Students completing any of the above licensure programs may also certify to coach pre-collegiate athletics. For further information please consult listings under Physical Education.

Brochures providing information concerning program procedures and detailed descriptions of each certification area are available from the Education Office

#### *Licensure After Graduation*

Persons seeking licensure who hold a baccalaureate degree from Macalester or another fully accredited college may apply for teacher education program admission. Candidates for elementary or secondary licensure are screened by a selection subcommittee of the Teacher Education Advisory Committee. If the candidate lacks required preparation or, in the case of secondary candidates, does not present a major comparable to the Macalester major, he or she will be required to take further courses. Upon satisfactory completion of the professional education sequence and student teaching requirements, licensure is recommended to the State.

Persons interested in this program should consult with the director of the Early Childhood, Elementary or Secondary Program.

#### *Teacher Placement*

As part of the education department, the college operates a Teacher Placement Bureau which assists Macalester education graduates in finding teaching positions. The primary functions of the bureau are: (1) guiding teacher candidates through procedure for obtaining a teaching job. (2) keeping a current file of the teacher's credentials, and (3) maintaining lists of available teaching positions. The responsibilities of the graduate are: (1) paying a placement fee and the compiling of credentials, (2) initiating contacts with prospective employers, and (3) informing the Teacher Placement Bureau when a position has been obtained. Materials describing placement are available at the Teacher Placement Bureau in the education department office.

### **Education Course Requirements**

The education curriculum consists of four requirements categories:

*Foundations courses* involve students in the study of education as an interdisciplinary and integrative field of scholarly inquiry.

*Curriculum and Instruction courses* focus on the translation of educational theory into practice. Attention is devoted to models, methods, materials, and procedures appropriate for specific age groups and subject matter areas as required for teacher licensure. Opportunities to relate theory and practice through interaction with students and teachers in school settings is provided.

*Student Teaching and Seminar* is the program's culminating experience where educational theory and practice are fully integrated. Students assume

full organizational, instructional, and evaluative roles in classroom settings guided and supported by college and school faculty.

A Professional Seminar requirement designed as a capstone experience ensures full integration of program goals. Participation in specific experience seminars consistent with state certification guidelines and requirements are: drug education, school health and first aid, media proficiency, bibliographic instruction.

*Additional requirements:* In addition to the required courses offered by the education department, teacher candidates are required to complete a course in developmental psychology (Psychology 28). Students intending to license on the pre-K level are required to take Sociology 32: Sociology of the Family. Students intending to license on the elementary level are required to complete a tutorial on curriculum and instruction in the fine arts and physical education. Education 35: Strongly recommended is Education and Social Change.

*Education Courses Required for ALL Licensure Programs:*

30 Educational Psychology  
39 Philosophy of Education

*Education Courses Specific to Level of Licensure:*

Pre Kindergarten Education  
40 Early Childhood Curriculum and Instruction  
42 Early Childhood Education: Topics and Issues  
67 Pre-Kindergarten Student Teaching and Seminar

Kindergarten/Elementary Education (K–6)  
40 Early Childhood Education: Curriculum and Instruction  
45 Reading/Children's Literature  
46 Mathematics, Science, Health  
47 Language Arts, Social Studies  
65 Elementary Student Teaching and Seminar  
66 Kindergarten Student Teaching and Seminar  
96 Independent Study: Fine Arts in the Elementary School

Elementary Education (1–6)  
45 Reading/Children's Literature  
46 Mathematics, Science, Health  
47 Language Arts, Social Studies  
65 Elementary Student Teaching and Seminar

Secondary Education  
51 Secondary Curriculum and Instruction and special curriculum course in license area  
57 Reading and Literature for Young Adults (English majors only)  
64 Secondary Student Teaching and Seminar

**COURSES**

**30 EDUCATIONAL PSYCHOLOGY**

An introduction to educational theory and research in educational psychology. Topics include learning theory, learner characteristics, intelligence, motivation, measurement and evaluation, and models of teaching appropriate for learners from early childhood through young adulthood. Students are required to complete observations in classroom settings. Fall and spring semesters. (4 credits)

---

## Education

---

### 35 EDUCATION AND SOCIAL CHANGE

The study of education as a sociocultural tool for promoting change as required to create more just and humane environments in a rapidly changing, increasingly complex world. Contemporary opportunities for positive social change associated with gender, class, race, international, environmental, and youth development issues are addressed. Fall and Spring semester. (4 credits)

### 39 PHILOSOPHY OF EDUCATION (Same as Philosophy 39)

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. Fall and spring semesters. (4 credits)

### 40 EARLY CHILDHOOD EDUCATION: CURRICULUM AND INSTRUCTION

Methods and materials appropriate to teaching and learning during the period from birth through kindergarten age. Required for students being licensed at the pre-kindergarten and/or kindergarten levels. (Students are required to complete a field experience in an early childhood setting.) Fall semester. (4 credits)

### 42 EARLY CHILDHOOD EDUCATION: TOPICS AND ISSUES

Special topics and issues specific to working with children from birth to kindergarten age, including infant and toddler development. Required for students being licensed at the pre-kindergarten level. Spring semester. (4 credits)

### 45 READING/CHILDREN'S LITERATURE

A study of current approaches to the teaching of reading, and a survey and critical analysis of literature for children. Students are required to complete a related field experience in an elementary school setting. Fall semester. (4 credits)

### 46 MATHEMATICS, SCIENCE, HEALTH

A study of various approaches to the teaching of mathematics, science and health in elementary schools. Students are required to complete a related field experience in an elementary school setting. Fall semester. (4 credits)

### 47 LANGUAGE ARTS, SOCIAL STUDIES

A study of current approaches to teaching the language arts and social studies in elementary schools. Students are required to complete a related field experience in an elementary school setting. Spring semester. (4 credits)

### 50 TOPICS

Occasional, often experimental courses, offered by instructors at their own initiative, or in response to student requests. (4 credits)

### *Experiences in Education*

This course provides opportunities to explore, reflect upon, and contribute to life in contemporary urban classroom settings. Morning placements will be arranged allowing students to work closely with teachers, educational support staff, and young people of the age group they desire (pre-school, elementary, or secondary levels). The experiential aspects of the course are complemented by readings, afternoon seminar sessions (alternate days), and individual term projects. Prerequisites: Instructor's signature, completion of placement request form. Intersession. (4 credits)

### 51 SECONDARY CURRICULUM AND INSTRUCTION

Methods of instruction, classroom management and curricular design appropriate for teaching adolescents and young adults. Curricular issues specific to each secondary subject matter area are addressed in special curriculum seminars taken concurrently with this course. Students are required to complete a related field experience in a secondary school setting. Fall and spring semesters. (4 credits)

**57 READING AND LITERATURE FOR YOUNG ADULTS**

Literature written for and/or read by students in grades 7–12 is critically analyzed, and approaches to working with reading problems arising in content subjects are studied. Fall semester. (4 credits)

**64 SECONDARY STUDENT TEACHING AND SEMINAR**

Student teaching in schools at the secondary level. Observation as well as actual student teaching. Includes participation in a weekly seminar. (Special requirements exist for art and music majors—see education department brochure.) Fall and spring semesters. (4 credits)

**65 ELEMENTARY STUDENT TEACHING AND SEMINAR**

Student teaching in schools at the elementary level. Observations as well as actual student teaching. Includes participation in a weekly seminar. (Special requirements exist for art and music majors—see education department brochure.) Fall and spring semesters. (4 credits)

**66 KINDERGARTEN STUDENT TEACHING AND SEMINAR**

Student teaching in schools at the kindergarten level. Includes observations in other kindergartens and participation in weekly seminar. Fall and spring semesters. (4 credits)

**67 PRE-KINDERGARTEN STUDENT TEACHING AND SEMINAR**

Student teaching in pre-kindergarten settings. Includes observations in several programs and participation in weekly seminar. Fall and spring semesters. (4 credits)

**95 TUTORIAL**

Because this requires a good deal of initiative and responsibility, students should already be admitted into one of the department's programs, and be at least juniors. Prerequisite, permission of the instructor. (4 credits)

**96 INDEPENDENT PROJECT**

Intended to allow students to conduct advanced study of a particular aspect of education. Open to any student. Students may use this course to meet their fine arts in elementary education requirement during the summer. Prerequisite, permission of the instructor. (4 credits)

**97 INTERNSHIP**

Requires some background and expertise. Primarily for juniors and seniors. Prerequisite, permission of the instructor. (4 credits)

**98 PRECEPTORSHIP**

This involves teaching under supervision and requires that the student have demonstrated knowledge in the area, preferably by already having taken the course and receiving an A. Primarily for seniors. Prerequisite, permission of the instructor. (4 credits)

**English**

*Full Time Faculty:* Joel Baer, Don Belton, John Bernstein<sup>\*\*\*</sup>, Ruth Burks, Giles Gamble<sup>\*\*</sup>, Diane Glancy, Alvin Greenberg, Harley Henry<sup>\*\*\*</sup>, Michael Keenan (Chair), Peter Murray, Robert Warde

*Visiting International Professor:* Thomas McCarthy (Ireland)

*Writer-in-Residence and Adjunct Professor:* Susan Toth

*Part Time Faculty:* Alexis Pate, Linnea Stenson

The mission of the English department is to teach creative and expository writing and textual interpretation, and to foster a knowledge of literary history along with an understanding of issues relevant to the study of literature. The department is especially committed to including in its curriculum work by

women, African Americans, Native Americans, and writers from other countries, and to continuing its development of new approaches to both traditional and non-traditional literatures.

### **General Distribution Requirement**

All courses in the English department satisfy the general distribution requirement in the humanities except for courses numbered 10, 12, 40, 41, 42, 43, 45, 80, 81, 82, 95, 96, 97, and 98. Courses numbered 12, 41, 42, 43, 80, 81, and 82 satisfy the requirement in fine arts.

### **Diversity Requirement**

The courses in the English department which satisfy the domestic diversity requirement are those numbered 21, 51, 52, and 53. The courses which satisfy the international diversity requirement are those numbered 54, 55, 56, and 57.

### **Major Concentration**

The English major consists of a minimum of ten courses in English, chosen in consultation with an English department advisor, and, with the restrictions noted below, distributed according to either Plan A or Plan B.

*Plan A:* Ten courses in English with the following requirements:

1. To provide a foundation for the further study of literature, one course selected from among the 20s courses; this course also serves as a prerequisite for literature courses numbered 50 and above.
2. To encourage the study of literary history, two courses in British literature before 1900 to be selected from among the 60s courses or other relevant courses numbered 50 and above. A course taken to fulfill requirement (5) below may also be used to satisfy one of these two British literature requirements—however, a total of 10 courses is still required.
3. To encourage familiarity with our American cultural heritage, one course in American literature before 1900 selected from among the 70s courses and other relevant courses numbered 50 and above.
4. To encourage study of the many emergent voices in twentieth century literature, one course from among the 50s courses or other relevant courses numbered 50 and above.
5. One culminating small-group course, ordinarily taken as a senior, selected from among the 80s courses.
6. Each of the above requirements, with the possible exception of one of the two courses in (2) as noted above, is to be fulfilled by a separate course.

The senior capstone requirement in English may be satisfied by number 5 above.

English 10 does not count toward the major; English 12 does count. No more than two courses from the 20s may be applied toward the major. Only one cross-listed humanities course (English 30, 31, 32, 33) may be counted toward

the major. One preceptorship and one internship (for a maximum of four credits) relevant to a student's work as an English major may be counted toward the major. Students seeking teaching licensure in English may count their second practice teaching unit (Education 64, 65, 66, or 67) in the English major.

*Plan B:* Based on their performance in their first two English courses, and supported by a written rationale developed in consultation with their English department advisors, students may apply to the department for a plan differing from Plan A. Their progress will be evaluated in the second semester of their junior year to ensure that their performance properly supports their stated academic and post-graduate aims.

#### *Creative Writing Emphasis*

English majors wishing to develop a concentration in creative writing are expected to fulfill the requirements for the English major as defined above (Plan A or Plan B) and to utilize their departmental electives for at least three creative writing credits. In addition to extensive course offerings in creative writing, options also include Independent study, Tutorials, and Internships (with, for example, one of the literary presses in the area). Note that English 12, Introduction to Creative Writing, *taken at Macalester* is the required prerequisite for all further creative writing courses.

### **Minor Concentration**

A minor in English consists of six related courses. 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 10; no more than two of the six may be numbered below 30, nor may an internship or 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.

#### *Women's and Gender Studies*

The English department participates in the Women's and Gender Studies program, which is 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, which is described elsewhere in the catalog. Various courses, such as English 54, 55, 56, and 57, can be incorporated into the major, depending upon a student's chosen focus. Those interested should consult Robert Warde, the department's advisor to the program.

### *Teacher Licensure*

Students seeking licensure for secondary teaching should consult the appropriate faculty members in both English (Michael Keenan) and Education for advice on current state requirements.

### **Writing Skills**

All English courses include writing assignments, but the department suggests that new students choose writing courses according to the recommendations their advisors receive from the coordinator of the all-college writing program. College Writing courses (English 10) teach basic writing skills for writing across the curriculum. Other courses marked “W” on the class schedule will include writing instruction pertaining to each course’s own requirements.

### **COURSES**

Detailed descriptions of all courses—including reading lists, schedules of assignments, and writing requirements—are posted in the English department prior to each registration period. These descriptions may be found on the bulletin board near the English Department office.

#### *Introductory Writing Courses*

#### **10 WRITING I: COLLEGE WRITING**

Instruction and practice for writing in college. In all sections there will be class meetings for instruction and also individual conferences. In some sections some class meetings will be workshops—students will work collaboratively while researching, planning, drafting, revising, and editing their papers. Readings may be assigned to provide subject matter for papers, or students may be directed to write on topics from other courses they are taking. Specific course descriptions for each section of English 10 will be published with registration materials. This course does not satisfy the general distribution requirement in humanities or the requirements for the English major or minor. See also the paragraph above on writing skills. This course is offered on an S/D/NC grading option. Every year. (4 credits)

#### **12 WRITING I: INTRODUCTION TO CREATIVE WRITING**

The focus of this course will be on the development of skills for writing poetry and short fiction through a close study of the techniques involved in these forms, analysis of model literary works, and frequent writing exercises. The course makes use of a basic prosody text, supplemented by anthologies of poetry and short stories. Students registering for this course should be able to demonstrate that they have done some previous writing of poetry or fiction, either through previous writing classes or on their own. This course must be completed *at Macalester* as a prerequisite for the further study of creative writing at Macalester. Every year. (4 credits)

#### *Introductory and Intermediate Courses*

*Note:* Students must take one class from those numbered in the twenties as a prerequisite for any course numbered 50 and above. All twenties courses include both instruction in writing and an introduction to current developments in literary theory and criticism.

#### **20 STUDIES IN LITERATURE**

A 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, Native American literature, and new international writing. Every year, next offered fall 1994 and intersession 1995. (4 credits)

#### **21 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 culture. Consult the



detailed course descriptions in the English department for the content of individual sections. Every year, next offered fall 1994. (4 credits)

#### 24 POETRY

Study of a variety of poets, both past and present, including women and people of color. The course will develop skills of close reading as a basis for interpretation, familiarize students with poetic forms, and consider new approaches to literary study. Every year, next offered intersession 1995. (4 credits)

#### 25 DRAMA

Study of selected plays from ancient to modern times, including Greek drama, Shakespeare and other British dramatists through the eighteenth century, and a variety of British, Continental, and American dramatists from the late nineteenth and the twentieth centuries. The course will emphasize the analysis and interpretation of individual plays, with attention to dramatic forms such as tragedy and comedy and the variety of new forms in modern drama. Every year, next offered fall 1995. (4 credits)

#### 26 NOVEL

A study of a small number of works selected to represent the variety of language and structure in this genre. The focus will be on both their characteristics as works of art and on the ways in which they respond to and, in turn, shape the society which gives them birth. Readings will include critical essays on specific novels and on narrative fiction in general. Every year, next offered spring 1995. (4 credits)

#### 28 LITERATURE IN CRITICAL PERSPECTIVES

A course in the theory and practice of literary study designed to prepare students for more advanced course work in English and for a lifetime of mature reading. This course develops skills in the close reading and interpretation of literature through discussion of and writing about poetry, fiction, and drama; study of the theoretical concepts and technical terms used in the study of literature; and discussion of major critical or interpretive approaches to literature. Every year, next offered, fall 1994. (4 credits)

#### 30 THE MEDIEVAL AND RENAISSANCE WORLD (Same as Humanities 24)

Classics of European, including British, theology, philosophy, and literature, with some attention to corollary movements in art and architecture. Alternate years, next offered fall 1994. (4 credits)

#### 31 THE MODERN WORLD I (Same as Humanities 25)

Classics of European, including British, art, philosophy and literature from the 17th and 18th centuries. Alternate years, next offered spring 1995. (4 credits)

#### 32 THE MODERN WORLD II (Same as Humanities 26)

Classics of European, including British, literature and philosophy of the 19th and 20th centuries to World War I, with some attention to corollary movements in music and the arts. Alternate years, next offered fall 1994. (4 credits)

#### 33 THE MODERN AND POSTMODERN WORLDS (Same as Humanities 27)

Studies in the 20th century literature, arts and philosophy of Europe and the Americas. Alternate years, next offered spring 1995. (4 credits)

#### 34 ETYMOLOGY AND THE ENGLISH LANGUAGE (Same as Linguistics 34)

This course is a study of the histories of English words, emphasizing the relation of Greek and Latin to contemporary English and the development of vernacular American English. Through the course students will learn how etymology operates as a branch of historical linguistics. Next offered spring 1996. (4 credits)

#### 35 LANGUAGE CHANGE (Same as Linguistics 35)

All languages constantly evolve. In the relatively short time that English has been written, it has changed beyond recognition. This course concentrates on how languages change and why; internal and external factors which cause, accelerate, or inhibit language change; recurrent patterns of change; genetic classification of languages; and the origin of language. This course fulfills the state requirement of a course in the structure and history of English for licensure in English for secondary education. There is no prerequisite, but English students are strongly advised to take a course in Old &

## English

---

Middle English Literature (English 60), Chaucer (English 61) or Shakespeare (English 62) prior to taking English 35. Every year, next offered fall 1994. (4 credits)

### 38 FILM STUDIES

This course will focus on different topics from year to year. Possible topics include the great directors, the Russian film, French film, film and ideology, and the history of film. Please consult the specific course description in the English department. Alternate years, next offered 1995–96. (4 credits)

### 40 WRITING II: PRE-PROFESSIONAL WRITING

This course is for students preparing to work in natural science or social science professions as well as for students in the humanities. Each student will be directed to design her or his own writing regimen to concentrate on developing the writing abilities most valued in her or his chosen academic discipline or profession. According to each student's needs, individual practices may range from developing exploratory essays to preparing grant proposals. Students will also learn to respond constructively to one another's writings. At least one section of the course each year will offer instruction in word processing. Every year, next offered spring 1995. (4 credits)

### 41 WRITING II: POETRY

This intermediate-level poetry writing course divides its attention between the writing process itself and the continuing study of both the technical resources for poetry and the work of contemporary poets. Individual conferences will supplement classroom work on readings, writing assignments, and in-class writing exercises. Prerequisite, English 12 (Introduction to Creative Writing). Every year, next offered spring 1995. (4 credits)

### 42 WRITING II: FICTION

This intermediate-level fiction writing course divides its attention between the writing process itself and the continuing study of both the technical resources for fiction and the work of contemporary short story writers. Individual conferences will supplement classroom work on readings, writing assignments, and in-class writing exercises. Prerequisite, English 12 (Introduction to Creative Writing). Every year, next offered spring 1995. (4 credits)

### 43 WRITING II: SCRIPTWRITING

The emphasis of this writing course is on written dialogue and dramatic action. The course is designed to produce brief scripts. Possibly taught in conjunction with the theater department's director's workshop. Prerequisite, English 12 (Introduction to Creative Writing). Alternate years, next offered spring 1995. (4 credits)

### 45 TEACHING WRITING

This course serves students preparing to become licensed teachers and students who want to become Preceptors or Writing Associates for faculty members. Prospective Writing Associates are students who have acquired recommendations from faculty members as being persons highly capable of learning how to assist other students to complete discipline-specific writing assignments successfully. In this course they will become practiced analysts and knowledgeable advisors for other students' writings. Subsequently, they will be titled Writing Associates, assistants (earning course credit or work/study monies) in courses for faculty members who plan to help their students become stronger writers by giving them instructions about normal expectations for writing in the discipline and then scheduling them to write and to rewrite 3 or 4 essays, reports, or papers. For all such writings, Writing Associates will serve as advisors/consultants. Every year, next offered spring 1995. (4 credits)

### *Advanced Literature and Writing Courses*

*Prerequisites:* Students may register for courses numbered 50 or above if they have previously taken a course from the introductory twenties sequence (20–28).

### 50 TOPICS

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 prior to registration. Some recent titles are: "Love and Sex in Shakespeare," "American Fiction and the Cold

War," "Mice, Molecules, and Metaphors: Writers Look at the World of Science," "Images of African Americans in Contemporary Hollywood Films," and "Women Writers as Artists and Critics." Every Fall/Interession/Spring. (4 credits)

#### 51 CONTEMPORARY WRITING BY WOMEN

A study of selected women writers from the second half of the twentieth century. Alternate years, next offered fall 1995. (4 credits)

#### 52 AFRICAN AMERICAN WRITERS OF THE U.S.

A study of selected Black American poets, dramatists, and fiction writers. This course may focus on a specific topic, such as recent fiction (e.g., Morrison, Walker, Wideman) or may have an historical focus (e.g., the Harlem Renaissance). Alternate years, next offered fall 1995. (4 credits)

#### 53 NATIVE AMERICAN LITERATURE

A study of major works by four Native American writers: N. Scott Momaday, Leslie Silko, James Welch, and Louise Erdrich. There will also be readings in a poetry collection, *Songs from This Earth on Turtle's Back*. Alternate years, next offered fall 1994. (4 credits)

#### 54 PAN AMERICAN LITERATURE

A study of the poetry, short stories, and novels of both North and South America, primarily focusing on contemporary literature and including such writers as Carlos Fuentes (Mexico), Jorge Luis Borges (Argentina), Isabel Allende and Pablo Neruda (Chile), Gabriel Garcias Marquez (Colombia), Derek Walcott (the Caribbean), and Adela Prado (Brazil). Some of the writings are political, dealing with issues of class, race, and gender; some deal with issues of internationalism, the family, and the contemporary human condition. At times this course will be team-taught and cross-listed with the Spanish department. Alternate years, next offered fall 1994. (4 credits)

#### 55 AFRICAN LITERATURE

A study of the fiction and poetry of, primarily, Black writers from sub-Saharan Africa. The specific content of this course may vary; a recent version of this course, for example, focused on the development of contemporary literature—primarily fiction—in Zimbabwe. Alternate years, next offered 1996. (4 credits)

#### 56 ANGLOPHONE LITERATURE

A study of works written in English from English-speaking countries other than the U.S. and Great Britain. Countries whose literature might be examined in this course include Canada, India, Australia, South Africa, and the Caribbean. Alternate years, next offered 1995–96. (4 credits)

#### 57 WORLD LITERATURE IN TRANSLATION

This course will concentrate on major literary works from Africa, Asia, Europe, and Latin America. It may occasionally focus on a specific topic, such as existentialism, the literature of protest, or writings by women. Please consult the detailed course description posted in the English department. Alternate years, next offered spring 1995. (4 credits)

#### 60 OLD AND MIDDLE ENGLISH LITERATURE

Study of *Beowulf* and other Old English poetry (in translation); some attention to medieval lyrics, the poetry of dream vision, and Chaucer's *Canterbury Tales*; major emphasis on the rise of Arthurian romance and legends of the Holy Grail in both British and Continental versions. Due consideration will be given to available primary materials by women and to issues of gender, class, and ethnicity. Alternate years, next offered fall 1994. (4 credits)

#### 61 CHAUCER

Study of *The Canterbury Tales* (read in Middle English), with a focus on the fourteenth century religious and literary milieu, issues of gender, class, and ethnicity, and past and present critical approaches to Chaucer. Alternate years, next offered spring 1996. (4 credits)

#### 62 SHAKESPEARE

Study of major plays of all genres—tragedy, history, comedy, and romance—with emphasis on the interpretation of the plays and on their contexts in the Elizabethan world. Consideration of the way the plays participate in the ideological debates of the period on such issues as gender, power, social class,

## English

---

and ethnicity. Films of the plays will supplement the reading of the texts. Every year. Next offered spring 1995. (4 credits)

### 63 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. The course will examine how they attacked the evils and absurdities of their day and what value their work still has for readers and for satirists of today's society. Recent criticism of this period and satire in general will be considered. Alternate years, next offered 1995–96. (4 credits)

### 64 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, next offered fall 1994. (4 credits)

### 65 THE ROMANTIC PERIOD

The works of Blake, Wordsworth, Coleridge, the Shelleys, Byron, Keats, Hazlitt, De Quincey, and Lamb in the context of the rapid cultural changes experienced in Great Britain between the French Revolution of 1789 and the Reform Bill of 1832. Emphasis is placed on the distinctive responses of each writer to these changes, and on the nature of romanticism. Alternate years, next offered fall 1994. (4 credits)

### 66 THE BRITISH NOVEL IN THE NINETEENTH CENTURY

The fiction of such authors as Austen, Dickens, Thackeray, the Brontës, Gaskell, Trollope, Eliot, Meredith and Hardy. Individual works will be discussed in relation to the society they mirror and as examples of the novel's evolving form and function. Alternate years, next offered spring 1995. (4 credits)

### 67 THE VICTORIAN PERIOD

British literature from the 1830's to about 1900, emphasizing poetry and non-fiction prose by Tennyson, the Brownings, Arnold, the Rossetts, Morris, Swinburne, Carlyle, Mill, Ruskin, Pater, 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 53, and when it is, students will be required to register for both courses. Alternate years, next offered 1995–96. (4 credits)

### 68 TWENTIETH CENTURY BRITISH LITERATURE

A study of major works of fiction, poetry, drama and non-fiction of Britain and Ireland from 1900 to the present, including such authors as Yeats, Joyce, Lawrence, Murdoch, Spack, Green, and Rushdie. Alternate years, next offered fall 1994. (4 credits)

### 69 INDIVIDUAL BRITISH AUTHORS

A study of single authors, pairs of authors, or related groups of authors: e.g., Milton, the metaphysical poets, Jane Austen, the Pre-Raphaelites, the Bloomsbury group. Alternate years, next offered 1995–96. (4 credits)

### 70 NINETEENTH CENTURY AMERICAN LITERATURE

Examines the development of American Literature from before the Civil War through the turn of the century. The course includes works by at least *four* writers, usually more, selected by the instructor for historical and comparative purposes. If two offerings of this course have significantly different reading lists, both may be taken for credit. Every year, next offered spring 1995. (4 credits)

### 72 TWENTIETH CENTURY AMERICAN LITERATURE

Twentieth century literature through mid-century, including such writers as Gertrude Stein, Willa Cather, Robert Frost, T.S. Eliot, Marianne Moore, Wallace Stevens, Langston Hughes, F. Scott Fitzgerald, Richard Wright, and William Faulkner, studied in their social/historical contexts. Alternate years, next offered fall 1994. (4 credits)

**73 CONTEMPORARY AMERICAN LITERATURE**

A study of selected contemporary writers who illustrate different trends in fiction, poetry, and drama. May include such writers as James Baldwin, Joyce Carol Oates, Ralph Ellison, John Barth, Saul Bellow, Edward Albee, Anne Sexton, Adrienne Rich, August Wilson, and others who have published major work in recent decades. Alternate years, next offered fall 1994. (4 credits)

**74 INDIVIDUAL AMERICAN AUTHORS**

A study of single authors, pairs of authors, or related groups of authors: e.g., Melville; Twain and Dickinson; Henry James and his circle. Alternate years, next offered intersession 1995. (4 credits)

**76 TWENTIETH CENTURY POETRY**

An analysis of twentieth century poetry from such traditional figures as Yeats, Eliot, and Frost through contemporary writers such as Adrienne Rich, Seamus Heaney, and Nikki Giovanni. This course will stress close analytical reading of individual poems. Alternate years, next offered fall 1994. (4 credits)

**77 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 Strindberg, Chekhov, Lorca, O'Neill, Beckett, Hellman, MacDonald, and August Wilson. Alternate years, next offered spring 1996. (4 credits)

**80 WRITING III: AUTOBIOGRAPHY AND THE PERSONAL ESSAY**

A workshop that concentrates on the process of translating personal experience into literature. Students will write about their own lives, critique the work produced by other class members, and read published autobiographical pieces in an effort to understand some of the issues and challenges involved in the presentation of the self. Alternate years, next offered spring 1996. (4 credits)

**81 WRITING III: POETRY WORKSHOP**

This creative writing workshop will center on poetry 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 readings in contemporary poetry, the workshop will focus on developing constructive criticism of the writing of participants. Prerequisites, English 12 (Introduction to Creative Writing) *and* consent of the instructor. Every year, next offered spring 1995. (4 credits)

**82 WRITING III: FICTION WORKSHOP**

This creative writing workshop will center on fiction 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 readings in contemporary fiction, the workshop will focus on developing constructive criticism of the writing of participants. Prerequisites, English 12 (Introduction to Creative Writing) *and* consent of the instructor. Every year, next offered 1995. (4 credits)

**84 CONTEMPORARY THEORY AND CRITICISM**

This course will focus on current debates among literary theorists and critics, with the specific topic varying from year to year. Such theories as feminism, cultural materialism and the new historicism, deconstruction, and psychoanalysis may be studied. The course will include readings in literature so that theory can be applied to specific works of fiction, drama and poetry. Alternate years, next offered spring 1996. (4 credits)

**86 RESEARCH TOPICS IN LITERARY STUDIES**

This small group course, normally limited to twelve juniors and seniors, will engage students with an ongoing research project by a faculty member. Students will work both with the faculty member and on their own, developing and carrying out individual research and writing projects paralleling the faculty member's research and writing that will serve as the focus of the course. Alternate years, next offered fall 1994. (4 credits)

---

## English

---

### 88 SEMINAR

Ordinarily limited to twelve junior and senior students and involving advanced and focused work in literary study. Seminars may deal, for example, with the work of a single author or a pair of authors, with groups of literary works related by a common theme or concern, or with some other specific area of literary study. Recent seminar topics have included Jane Austen, the American Literature of Vietnam, Irish Literature, Questions of Knowledge and Ignorance in Contemporary Fiction. Two seminars are usually offered each semester, and interested students should consult the detailed course descriptions in the English department. (4 credits)

### 95 TUTORIAL

Closely supervised individual or small group study in which a student explores a selection of texts differing from what is covered in any of the above 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. (4 credits)

### 96 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 95 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. (4 credits)

### 97 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 Internship Coordinator and the faculty sponsor). Internships for more than four credits are subject to prior approval by the Curriculum Committee. (normally 4 credits; more may be arranged for if the Internship requires a larger time commitment)

### 98 PRECEPTORSHIP

Work assisting a faculty member in planning and teaching a course. Prerequisite, invitation by a faculty member. (4 credits)

## English as a Second Language Program

*Program Director:* Ellen Guyer

*Part Time Faculty:* Suzanne Donsky

The college requires all entering students whose native language is not English to demonstrate competency in English sufficient for successful academic work. Students whose native language is not English and whose score on the Test of English as Foreign Language (TOEFL) is 600 or below are required to take the ESL Placement Test Battery which is administered on campus during Orientation Week. It is possible that a student whose native language is not English may not have taken the TOEFL. In such a case, if the student's score on the Test of Standard Written English (TSWE) is below 45 or his or her score on the SAT Verbal is below 500, or if he or she has not taken any of these tests, he or she will also be asked to take the ESL Placement Tests.

Recommendations about placement in appropriate ESL courses are sent to academic advisors prior to registration. If students are exempt from taking the ESL tests, they may still choose to take ESL classes in order to reinforce their

English language abilities. Also, a student's academic advisor may suggest ESL classes if the advisor sees that the student is experiencing language related academic problems.

ESL courses do not satisfy general distribution requirements but are counted as elective credits.

### **COURSES**

#### **10 FLUENCY IN SPEAKING AND LISTENING COMPREHENSION**

This intermediate/advanced course provides students with practice in speaking and listening comprehension skills, primarily in an academic setting. Fluency will be increased through extensive discussion, oral reports, panel participation, etc. (4 credits)

#### **11 READING AND WRITING FOR ACADEMIC PURPOSES**

This intermediate/advanced course will focus on skills for critical reading such as establishing the author's purpose or intention, identifying the underlying assumptions and values of the author, evaluating conclusions, developing an awareness of style, increasing vocabulary, and linking knowledge gained from one source to new material. It will also provide work on college-level composition skills. (4 credits)

#### **20 INTERMEDIATE ESL**

This course is designed primarily for students from Miyagi University but is also open to other students whose ESL placement test scores indicate that it would be appropriate for them. This intermediate level, multi-skill course emphasizes fundamental listening comprehension and oral fluency abilities in academic and social, formal and informal settings. Practice will also be provided in pronunciation, grammar, writing, and vocabulary development. (4 credits)

#### **24 ENGLISH FOR ACADEMIC PURPOSES**

This intermediate/advanced level course serves as a bridge to help students make the transition from the study of English to the study of other subjects. Students work on such skills as listening comprehension, note taking, critical reading, summarizing, essay and research paper writing, and oral fluency. The course will emphasize writing more than reading. (4 credits)

#### **50 TOPICS**

##### *Advanced Grammar and Reading Comprehension*

This course is designed for students who seek to improve their command of English grammatical structures as well as their ability to meet the challenge of academic reading assignments. Grammar work will focus on the accuracy of complex sentence structures. Issues in reading may include reading speed, vocabulary development, establishing the author's purpose or intention, identifying the underlying assumptions and values of the author, evaluating conclusions, developing an awareness of style, and linking knowledge gained from one course to new material. Fall semester. (4 credits)

##### *Improving College Writing*

This course offers instruction and practice for students who seek to improve their writing abilities for college-level assignments. Some work will be done in the computer lab to provide instruction in writing with the word processor. Other work will include workshops in which students work collaboratively on the writing process—planning, revising, and editing. Fall semester. (4 credits)

## **Environmental Studies Program**

John Craddock (Geology), Mark Davis (Director, Biology), Julie Bunn (Economics), Chuck Green (Political Science), Susanna McMaster (Geography), Karen Warren (Philosophy), Wayne Wolsey (Chemistry)

---

## Environmental Studies

---

The goal of this interdepartmental major is to provide students with a basic understanding of environmental processes and issues (locally and world wide), and to help students develop the verbal, analytical, and quantitative skills needed to address the environmental problems facing the world today. The major emphasizes the need for an interdisciplinary approach in searching for effective remedies to these problems. One objective of this broad-based program is to prepare students for further work in the environmental field. A second is to help students develop and refine their own environmental values; and a third is to help students identify ways in which they can translate their values and ideas into action.

The interdepartmental major in environmental studies consists of six components:

1. Four introductory courses,
2. A course in either statistics or computer skills,
3. A major (or core concentration) in an appropriate department in either the natural science or social science/humanities area. All students whether core or major must complete the capstone experience required by their other department.
4. An approved cluster of three courses in an appropriate department for the area not chosen above in (3),
5. The Senior Seminar in Environmental Studies as the capstone experience,
6. An internship.

These components are described in detail below:

1. All majors are required to take the following introductory courses:

Economics 19:	Principles of Economics
Geography 16:	Physical Geography
Geology 11:	Physical Geology
and one of	
Biology 15:	Global Biodiversity
Biology 24:	Ecology and Evolution
or	
Biology 41:	Ecology
	(for students majoring or coring in biology)

2. Majors must show minimal competency in statistics or computer science by completing *either*

Mathematics 14 Introduction to Statistics (Mathematics 45 is accepted as a substitute), *or*

Computer Science 23 Computer Science I.

3. Majors in environmental studies must also complete a core or a major in an approved department. The departments listed below are automatically approved. Students wishing to combine an environmental studies major with a



major from a different department must obtain approval from the environmental studies director.

*Natural Sciences      Social Sciences/Humanities*

Biology	Anthropology
Chemistry	Economics
Geology	Geography
Physics	History
	Philosophy
	Political Science

4. Students also will select and complete an approved set of *three* courses from a single department in the opposite area. Selections made from among the following groups are automatically approved. Other groups of courses chosen from these or other departments require approval of the environmental studies director.

*Natural Science*

Biology  
 15 Global Diversity and the Biology of Conservation  
 24 Evolution and Ecology  
 41 Ecology  
 42 Animal Ecology  
 43 Aquatic Ecology  
 45 Field Botany  
 46 Marine Biology  
 Courses at the ACM Wilderness Field Station

Chemistry  
 10 Chemical Concepts  
 11 and 13 General Chemistry  
 23 Analytical Chemistry  
 37 and 38 Organic Chemistry  
 49 Radiochemistry

Geology  
 11 Physical Geology  
 15 Oceanography  
 22 Water Resources  
 23 Natural History of the National Parks  
 25 Environmental Geology  
 28 World Resources and the Environment  
 61 Landforms in the Environment

Physics and Astronomy  
 21 and 22 Introductory Physics  
 26 and 27 Principles of Physics  
 42 Electronics

*Social Science/Humanities*

Anthropology  
 11 Cultural Anthropology  
 30 Ethnographic Interviewing  
 39 Medical Anthropology  
 52 Contemporary Cultures of Latin America  
 56 Peoples and Cultures of India

---

## Environmental Studies

---

### Economics

- 19 Principles of Economics
- 22 Environmental and Natural Resource Economics and Policy
- 51 Intermediate Microeconomic Analysis
- 59 International Economic Development

### Geography

- 10 Introduction to Geography: Concepts and Regions
- 11 Human Geography
- 16 Physical Geography
- 32 People and their Environment
- 41 Urban Geography
- 42 Regional Geography of North America
- 45 Regional Geography of the Post Soviet Union
- 46 Landscape Ecology
- 78 The Discipline of Geography
- 88 Seminars

### Philosophy

- 15 Problems in Philosophy
- 25 Ethics
- 29 Feminism and Environmental Ethics
- 60 Philosophy of Science
- 67 Peace Studies

### Political Science

- 10 Introduction to Political Analysis
- 20 U.S. Politics
- 22 Development Politics
- 46 Urban Politics
- 47 Policy Issues
- 49 Science, Technology, and Politics
- 61 Politics of Developed States
- 72 Political Development
- 74 Policy Analysis and Evaluation
- 79 Political Change

5. In the spring term of the senior year, majors must take the following course:

#### 88 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, 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 and satisfactory progress in the environmental studies major. Spring semester. (4 credits)

6. Majors are required to complete an internship in environmental studies during the junior or senior year.

#### 97 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. The internship may be undertaken during a semester, during Intersession, or during the summer and must encompass 140 hours of work by the student. Prerequisite, sponsorship by a faculty member on the Environmental Studies Coordinating Committee. (4 credits)

## French

*Full Time Faculty:* Françoise Denis, Philip Lee\*\*, Virginia Schubert (Chair), Joëlle Vitiello

*Part Time Faculty:* Anne Carayon, Annick Fritz-Smead

*Visiting International Scholar:* Adda Benslimane

The French Department has a triple objective: a) to prepare competent majors and cores in French language, culture and literature; b) to provide language competencies to non-French majors appropriate for study in their own fields, for future professional needs or for travel; c) to provide to all students 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.

### *Career Orientation for French Majors*

Recent French majors from Macalester have made careers in various fields such as foreign service, international banking and commerce, law, library science, publishing, education, and special education. To prepare for these and other careers, graduates have gone on to professional schools or to graduate programs such as French language and literature, international relations, law, history, linguistics or teaching English as a second language.

Students are encouraged to supplement their concentrations in French with cores in other fields. Such complementary specializations will widen the range of career opportunities.

### *Study Abroad*

It has been shown that academic study and extended residence in a French-speaking country is extremely beneficial. Therefore the French Department requires such study for students completing a French major and core and recommends it for those doing a minor. Students may count up to two *French* courses from a semester long study abroad program toward a concentration in French 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 French 51, 52 and one course in the 60s as appropriate for their program.

Because study abroad programs vary widely in quality, focus and content, it is imperative that students consult with French Department faculty as they choose their program. The French Department has participated in programs in France such as those with the Institute of American Universities at Avignon, Aix-en-Provence and Toulon and with the University of Minnesota program at Montpellier. Macalester students have enrolled in programs in Francophone Africa, for example, in Sénégal with the Minnesota Studies in Development (University of Minnesota), and in Cameroon with the School for International Training. In addition, students may participate in other study abroad programs for departmental credit with the permission of the department.

*Macalester College Semester Program in Rennes (French and Economics)*

The French Department, in cooperation with the Department of Economics, offers a program that includes: a) advanced work in economics; b) a three month internship beginning in May with a cooperating French company; c) the experience of living in a French social, cultural and intellectual environment.

The host institution is the Institut de Gestion (School of Business Administration) of the University of Rennes, France. The program is particularly suited for students of advanced standing. Students must be declared majors or cores in Economics; they need not be declared majors or cores in French, but must have completed advanced work in French and be able to take university courses taught in French for French graduate students. For brochure and application procedures, please contact Dr. Schubert in the French Department.

*Intersession in Paris*

The French Department is committed to offering an intersession course in Paris on a regular basis. This course continues a departmental tradition of more than twenty-five years. While the subject of the course varies, it takes full advantage of the cultural richness of the city and also provides an intensive opportunity for students to use the French language. This intersession is strongly recommended for students doing a spring semester study abroad in France. While students may not fulfill the study abroad requirement by taking this intersession course, it is an ideal preparation for it. The topic for intersession 1995 in Paris is History of Modern Art in France.

*The French House*

Students may apply for the privilege of living in the Macalester French House, where daily conversation and interaction with native French speakers and other students of French both improves oral proficiency in French and develops increased understanding of culture and society in France and other French-speaking countries. The French House is also the center of the French Department's social and cultural activities.

*Placement Tests*

Students who have studied French before and desire to continue it should plan to take the placement tests given during Orientation Week and at the beginning of spring term so that they may begin at the appropriate level. Students in French 11, 21, and 31 have the option, after conferring with their instructor, to take competency tests which would allow them to test out of the next immediate course.

*Advanced Placement and International Baccalaureate*

Please see the Registrar and the French Department chair to discuss credit for Advanced Placement and International Baccalaureate higher level exams in French.

### **General Distribution Requirement**

All courses in the French department satisfy the general distribution requirement in the humanities.

### **Diversity Requirement**

The courses in the French department which satisfy the international diversity requirement are those numbered 41, 61, 63, 75, 76, and 77.

### **Major Concentration**

#### *French*

A major concentration in French consists of a minimum of nine courses beyond French 41 to include: a) three advanced language courses (51, 52 and 83 or the equivalent); b) two courses in civilization and culture (from the 60s listing or the equivalent); c) two literature courses from the 70's listing, one of which must be 73, 74 or 75 or the equivalent; d) a senior seminar or senior project, and e) an appropriate study abroad program as approved by the department beforehand.

The senior capstone requirement in French may be satisfied by the senior seminar, a senior project or an honors project.

In addition, the student will choose four supporting courses according to the needs of his or her program. All majors, cores and minors are strongly urged to take History 54, The History of France. Other recommended courses are: a) for those students who intend to teach French, courses in humanities or history, a second language, English, linguistics; b) for students going into government work, law, business or allied fields, appropriate courses in political science, history, economics, and geography.

### **Core Concentration**

A core concentration consists of six courses beyond French 41 among which are included: a) two advanced language courses (51, 52 or 83 or the equivalent); b) one civilization course from the 60's listing or the equivalent; c) one literature course from the 70's or the equivalent; d) a senior seminar or senior project; and e) an appropriate study abroad program as approved by the department beforehand.

Six additional courses are to be chosen from outside the department with the approval of the advisor and the department(s) concerned. Some acceptable patterns would be:

1. Six courses in the humanities and fine arts.
2. Six courses in English not including English 10 and 11.
3. Six courses in history, political science, and/or geography which are relevant to France and/or the Francophone world.

## Minor Concentration

A minor concentration in French consists of five courses beyond French 41 to include 51, 52, one course in the 60's, and one course in the 70's.

### *Senior Examination*

Majors, cores and minors are required to obtain a score of good or superior on the four-skill MLA French language proficiency test.

### **COURSES**

**ALL COURSES ARE TAUGHT IN FRENCH UNLESS OTHERWISE INDICATED.**

#### *Elementary and Intermediate Courses*

##### 11 FRENCH I

Emphasizing the active use of the language, this course is conducted entirely in French and develops the fundamental skills of listening, speaking, reading, and writing. It includes an introduction to the cultural background of France and the Francophone world. For students with no previous work in French. Every semester. (4 credits)

##### 21 FRENCH II

Conducted entirely in French, 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. Prerequisite, French 11 or placement test or permission of instructor. Every semester. (4 credits)

##### 31 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. It consolidates and builds competencies in listening, speaking, reading and writing. It includes an introduction to the cultural background of France and the francophone world. Prerequisite, French 21 or placement test or permission of instructor. Every semester. (4 credits)

##### 41 TEXT, FILM AND MEDIA

Contemporary French language and culture through a study of authentic materials including the French press, television, literature and film. Prerequisite, French 31 or placement test or permission of instructor. Every semester. (4 credits)

##### 50 TOPICS

Courses numbered 50 are occasional courses, offered by instructors at their own initiative or in response to student requests. Recent topics courses include French for Business, The Intellectual History of France and Critical Tools for Critical Minds.

#### *French Conversation*

This course will provide students with an opportunity to work on oral French. It is designed primarily for students who are unable to take other French offerings, but who wish to keep up their spoken French. Discussions with the instructor and with Francophone assistants and tutors will deal with topics chosen from articles from the French press and television, videos and films. This class may not be counted for a major, core or minor in French. Prerequisite, French 31 or 550 on the placement exam or the permission of the instructor. Fall 1994 and Spring 1995. (2 credits)

#### *History of Modern Art in France*

Recent trends in art in France will be studied in relation to better known "modern" works of art from the end of the 19th century, a period sometimes referred to as "la crise de l'Impressionisme." The first half of this course will primarily cover painting but other related disciplines such as sculpture and architecture will increasingly be explored in the second part of the course as we progressively advance toward the tearing down of the long-standing divisions which existed in the arts. Prerequisites, French 51 and 52. Intersession 1995. (4 credits)

*The Existential Woman*

Starting with Sartre's and de Beauvoir's definition of the human person, the student will assess female figures in literature and life. Individual study and research will be encouraged for evaluation of characters significant to the students, either in literature (French, English, American, etc.) or in biographical and autobiographical materials (journals, diaries, etc.) Finally, the characters will be evaluated in existential terms of freedom and responsibility as applied to the human condition in general. Taught in English. Intersession 1995. (4 credits)

*Extremisms in European Politics*

In the past few years, France and most other European countries have been faced with growing extremist movements. This course deals with the different means used to channel these movements, marginalize them and analyze their political and social consequences. The importance and weight these movements (the extreme right, the extreme left and religious fundamentalism) will have in the Europe of the future will also be analyzed. Lectures and discussions in French. Prerequisite, French 52. Spring 1995. (4 credits)

*Third Year Courses*

51 ADVANCED ORAL EXPRESSION

Intensive training in oral expression and corrective phonetics. Study of special grammatical patterns enhances communication skills. Small conversation groups with Francophone assistants. Prerequisite, French 41, placement test or permission of instructor. Every semester. (4 credits)

52 WRITING ABOUT LITERATURE

This course is designed to develop the necessary skills for interpreting literature and for writing effectively in French. Through a close reading and analysis of a variety of literary works, students learn to compose descriptive and critical essays. It also includes a study of selected grammatical patterns and stylistic techniques. Prerequisite, French 41 or placement test or permission of instructor. Every semester. (4 credits)

*Civilization*

61 FRANCOPHONE STUDIES

Introduction to the study of the texts and contexts of various Francophone countries. This course studies political, historical, linguistic, aesthetic, and literary issues of different Francophone areas in the world (Africa, Canada, Europe, the Maghreb, the West Indies.) Prerequisite, French 52 or permission of the instructor. Spring 1995 and alternate spring semesters. (4 credits)

63 CULTURAL TRENDS IN CONTEMPORARY FRANCE

Change and tradition in the social, cultural, aesthetic, and intellectual structures of contemporary France. Prerequisite, French 41 or placement test or permission of instructor. Fall semester. (4 credits)

68 ART AND IDEAS IN FRENCH CULTURE (Same as Humanities 68)

The course studies the arts of France (art, architecture, music and literature) in their historical and intellectual settings. Taught in French. Humanities students may write papers in English. Prerequisite for French credit, French 52 or permission of instructor. Spring semester. (4 credits)

*Literature*

73 HUMANISM, BAROQUE AND CLASSICISM

This course studies the concepts of "humanism," "baroque," and "classicism" and relates them to the reading of authors such as Ronsard, Montaigne, Descartes, Corneille, Pascal, La Bruyère, La Fontaine, Molière, and Racine. Prerequisite, French 52 or permission of instructor. Fall 1995 and alternate fall semesters. (4 credits)

74 LITERATURE OF THE ENLIGHTENMENT

This course studies literature of the 18th century in France (novels, theatre, essays, *contes*) as it relates to the themes of reason, liberty, authority, progress and *sensibilité*. Authors may include Montesquieu, Voltaire, Diderot, Marivaux, Beaumarchais and Rousseau. Prerequisite, French 52 or permission of instructor. Spring 1995 and alternate spring semesters. (4 credits)

---

## French

---

### 75 NINETEENTH CENTURY LITERATURE

This course emphasizes the two great literary genres of the century, poetry and the novel, as they were shaped by the artistic currents of romanticism, realism, naturalism and symbolism. Authors studied may include Musset, Vigny, Lamartine, Hugo, Desbordes-Valmore, Baudelaire, Verlaine, Mallarmé, Rimbaud, Balzac, Sand, Stendhal, Flaubert and Zola. Prerequisite, French 52 or permission of instructor. Fall 1994 and alternate fall semesters. (4 credits)

### 76 TWENTIETH CENTURY LITERATURE

Representative texts from the twentieth century are presented with their cultural background. The themes of difference and alienation will structure the study of the movements of Surrealism, Existentialism, the *nouveau roman*, the poetry of Négritude, and the works of Proust, Céline, Colette, Gide, Anouilh, Simone de Beauvoir and contemporary male and female authors from France and French-speaking cultures. Prerequisite: French 52 or permission of the instructor. Spring 1996 and alternate spring semesters. (4 credits)

### 77 FRENCH WOMEN WRITERS

The course is a survey of literature written in French by women across the centuries, from Christine de Pisan's texts around the "Querelle des femmes" to contemporary feminist writing by women such as Hélène Cixous and Julia Kristeva. Taught in English with readings and papers in French for French credit. The course is approved for the Women's Studies Program. Fall 1994 and alternate fall semesters. (4 credits)

### *Advanced Courses*

### 83 ADVANCED STYLISTICS

Advanced work in stylistics leading to the development of a personal style in French and expression in creative writing. The course is intended primarily for *advanced students* who have studied in a French-speaking country. Prerequisite: permission of instructor. Fall semester. (4 credits)

### 88 SENIOR SEMINAR

A capstone to the language, culture and literature sequence of the major and core. Topics change from year to year and integrate the various movements and themes of French literature and culture. Students prepare seminar papers which are discussed and critiqued. Spring semester. (4 credits)

### 95 TUTORIAL

Prerequisite, permission of instructor. (4 credits)

### 96 INDEPENDENT PROJECT

Prerequisite, permission of instructor (4 credits)

### 97 INTERNSHIP

Prerequisites for internships are four courses in French among those designated for the completion of a major or core concentration. Study abroad is strongly recommended. The internship does not count toward the major. (4 credits)

### 98 PRECEPTORSHIP

Prerequisite, permission of instructor. (4 credits)

## Geography

*Full Time Faculty:* David A. Lanegran (Chair), Susanna McMaster\*, Jerry Pitzl\*

*Part Time Faculty:* Roger Bridge, J.H. Choi, Carol Gersmehl

The department of geography offers courses that convey knowledge of the ways human activity in space is organized and the interactions of human activities with 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, 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.

#### *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 architecture, business, geography, urban and regional planning, community development, and environmental management.

#### **General Distribution Requirement**

All geography courses satisfy the general distribution requirement in the social sciences except courses numbered 16, 46, 96, 97 and 98. Geography 16 satisfies the general distribution requirement in the natural sciences.

#### **Diversity Requirement**

The course which satisfies the international diversity requirement is numbered 11.

#### **Major Concentration**

Each student is expected to design his or her own major or core program in consultation with a member of the faculty. A major program must contain at least eight geography courses and must include Geography 10 or 11, 16, 25, 78; a supportive advanced course, two electives, and one seminar at the 88 level. In addition, a facility in a foreign language or quantitative methods (whichever is appropriate to a student's interests) is required, as is Math 14 (Introduction to Statistics). Geology 11 is strongly recommended as a supporting course.

The senior capstone requirement in geography will be satisfied by completing one 88 level geography seminar.

The department supports four types of programs: urban and regional planning, physical geography and environmental planning, international studies, and graphics.

Whenever possible, students are urged to avail themselves of the various opportunities offered by the college for study abroad or at other locations in the United States.

#### **Core Concentration**

A core concentration in geography consists of six courses in geography which must include Geography 10 or 11 and Geography 16, unless the student is excused by the department chair, and four complementary courses selected by the student in consultation with the advisor and in consideration of his or her vocational goals.

### **Minor Concentration**

The geography department offers five separate career oriented minors. 1) The general geography minor consists of Geography 10 or 11, 16, 25, 41, and one elective from the courses offered within the department. This course combination is especially appropriate for students planning to teach social studies. 2) The land use planning minor consists of Geography 10 or 11, 25, 41, 88 (Urban Geography Field Seminar or Historical Geography of Urbanization), and an internship in a planning agency. 3) The regional studies minor consists of Geography 10 or 11, 16, 25, and one regional geography course on an area of the world other than North America. 4) The graphics minor consists of Geography 10 or 11, 16, 25, 65, and an internship in an agency working with cartographic communications. 5) The physical/environmental geography minor consists of Geography 16, 25, 32, or 46, and an internship.

#### *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 10 (Concepts and Regions), 11 (Human), 16 (Physical), 32 (People and their Environment), and 41 (Urban).

#### *Internships*

Over the past several years the department, in cooperation with the Career Development Center, has sponsored preprofessional internships in a variety of 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 core concentrations 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 65 (Advanced Cartography) and at least two 88-level research seminars in the department.

For other opportunities in related areas of study, see the catalog description of urban studies, East Asian studies, Japan studies, international studies, environmental studies, and computer science.

### **Honors**

Outstanding majors, cores 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 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.

## **COURSES**

### **10 INTRODUCTION TO GEOGRAPHY: CONCEPTS AND REGIONS**

This course will provide a comprehensive and wide-ranging overview of the discipline of geography. We 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. Every year. (4 credits)

### **11 HUMAN GEOGRAPHY**

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 the earth are interconnected and how the human use of the 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; 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 focuses on gender issues, racism, poverty, sport, and religion. No prerequisite. Every semester. (4 credits)

### **16 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 between climate, landforms, soils and vegetation and, to a lesser extent, examines human interaction with the environment. No prerequisite. Every semester. (4 credits)

### **25 CARTOGRAPHY**

Projects in this course focus on preparation of thematic maps and include both data analysis and map design. Output technologies involve hand drafting, computer drawing, and photographic production. The course emphasizes concepts that are fundamental to use of GIS (geographic information systems) and geographic visualization: map scale, data sources and data types, categorization and sampling schemes, and projection systems. Laboratory work is required. Materials fee is required. Prerequisite, Geography 10 or 11 or 16 or permission of instructor. Every semester. (4 credits)

### **32 PEOPLE AND THE ENVIRONMENT**

A seminar-style course examining how humans interact with their environment in an historical context and how the nature and consequences of their actions have evolved along with their technologies. The course focuses on natural resource use and contrasting conventional development with sustainable approaches to resource use. Prerequisite, Geography 16. Every semester. (4 credits)

### **41 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 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. Field work required. No prerequisite. Every year. (4 credits)

### **42 REGIONAL GEOGRAPHY OF NORTH AMERICA**

An exploration of ways in which the natural environment of North America has been transformed by human activity. Special attention will be given to the patterns of human settlement, economic activity and land use. The regional pattern of Canada and the relationships between the United States, Mexico and Caribbean populations will be emphasized. Case method instruction is used in this course. No prerequisite. Alternate years, next offered intersession 1995. (4 credits)

### **45 REGIONAL GEOGRAPHY OF THE POST-SOVIET UNION**

This course deals with the complexities of the geography of the world's largest state, the CIS. Discussions center on the growth and expansion of Russia in pre-revolutionary times and the solidification and demise of the Soviet Union in the 20th century. Particular attention is drawn to settlement patterns, population growth and composition, ethnic groups, economic patterns,

---

## Geography

---

relationships of the CIS with other regions of the world, and prospects for the future. Case method instruction is used in this course. No prerequisite. Alternate years, next offered 1994–1995. (4 credits)

### 46 LANDSCAPE ECOLOGY

An examination of the distribution ecosystems within the landscape. Special emphasis will be placed on environmental factors that affect these distributions, the impact of humans on ecosystems, and landscape changes through time. Students will carry out individual research projects. Prerequisite, Geography 16. Alternate fall semesters. Not offered in 1994–95. (4 credits)

### 50 TOPICS

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. No prerequisite. (4 credits)

### 64 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 such areas as natural resources management and urban studies. GISs involve the storage, search, manipulation, display, and analysis of spatial data. Topics covered in the course include data collection and input, data structures, data quality issues, visualization, spatial analysis and modeling, and application areas. Students will be required to develop GIS projects that provide them with valuable experience in project development, design, and implementation. Prerequisite: Geography 25 and permission of instructor. Spring semester. (4 credits)

### 65 ADVANCED CARTOGRAPHY

This course uses computer tools to compare the logic and choices afforded by computer mapping software to produce thematic maps and surfaces, map projections, and spatial analyses. Currently, we employ Atlas GIS (a vector geographic information system) for detailed experience with digitizing, TIGER files, address coding, database modification, importation of census data, and overlay-buffering analyses. In addition, students use tutorials in raster GIS software (IDRISI and/or EPPL7) to understand general modeling procedures. Laboratory work is required. Prerequisites, Geography 25 and permission of instructor. Every semester. (4 credits)

### 78 THE DISCIPLINE OF GEOGRAPHY

The history of geographic thought and methodology; geography as an integrating discipline; the position of geography relative to the sciences, the social sciences and the humanities; geographical research; preparation and presentation of oral and written reports; geographical study and vocational choices; discussions of honors projects possibilities. Case method instruction is used in this seminar. Prerequisite, geography major in the junior year; Interested geography cores should contact the department chair. Fall semester. (4 credits)

### 88 SEMINARS

#### *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. Prerequisite, Geography 41 or permission of the instructor. Alternate years. (4 credits)

#### *Historical Geography of Urbanization*

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. Prerequisite, Geography 41 or permission of the instructor. Alternate years. (4 credits)

#### *Environmental Impact Assessment*

A seminar in the techniques of evaluating the impact of human activities on the physical, atmospheric, biotic, social and economic environments. Students will work as a group, applying principles and methods from a variety of academic disciplines to solve a common problem: analyzing the environmental effects of a proposed development scheme. The outcome of the course will be an

environmental impact statement prepared by the group. Prerequisite, Geography 16 or permission of the instructor. Alternate fall semesters. Not offered in 1994–95. (4 credits)

*Themes in Contemporary Geography*

An observer of developments in geography, especially human geography, during the last two decades will be struck by the number and variety of new conceptual approaches making their way into the discipline. From the first significant reactions by behavioralists in the early 1970s against geography's positivist focus, through the marxist, humanistic and structuralist movements of the 1970s and 1980s, and more recently the incorporation of feminist thought and post-modernism, the discipline has undergone rapid and wide-ranging changes. The seminar will address selected contemporary themes in geography. Case method instruction is used in this seminar. Prerequisite, Geography 78, geography major. Spring semester. (4 credits)

96 INDEPENDENT PROJECT

A limit of one independent project may be applied toward the major. Independent projects may not be included in the core concentration. (4 credits)

97 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 one internship may be included toward the major or core concentration. (4 credits)

98 PRECEPTORSHIP (4 credits)

## Geology

*Full Time Faculty:* John Craddock, Gerald Webers (Chair), Karl Wirth

*Part Time Faculty:* Marc Hult

The introductory courses in geology (Geology 11 through 28) are designed to serve both the general college student and the science major. They provide an appreciation of the scientific principles and techniques used to investigate planet Earth, and to inform students about the composition, materials, major processes, and history of the planet.

Students whose goal is a career in the earth sciences should plan to complete the regular departmental major. Interdepartmental cooperative programs with biology, chemistry, physics, mathematics, economics, and geography are available for those interested in interdisciplinary fields such as geochemistry, geophysics, paleontology, hydrogeology, environmental planning, remote sensing, or planetary geology.

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 to prepare students for advanced work in any of the many fields of earth science. A geology major provides a foundation for other successful careers. In recent years some graduates have entered law school to prepare for employment in environmental or corporate law. Other majors have used geology as a stepping stone to the business world.

Geology participates in the environmental studies program. Many geology majors are in this interdisciplinary program.

Students have the opportunity to use an X-ray diffractometer and a scanning electron microscope with an energy dispersive analyzer. The geology computer lab has eight Mac II's, four IBM "386-compatibles," and a DEC Microvax with software for satellite imagery analysis linked to the campus VAX system.

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 using satellite imagery to determine rock types, measuring contaminant movement to groundwater after a commercial pesticide application to the soil surface, study of the geochemistry and emplacement of mafic dikes, identification of trace fossils found in the Ellsworth Mountains of Antarctica, and a critical analysis of a sanitary landfill expansion proposal.

### **General Distribution Requirement**

All courses in the geology department satisfy the general distribution requirement in the natural sciences and mathematics.

### **Major Concentration**

The major concentration consists of the following courses: Geology 11, 12, 31, 32, 36, Chemistry 11 and 13, Mathematics 21 or 14, plus two courses in biology or physics. In addition, students must select at least three electives in geology. Those students planning careers in such fields as geochemistry, geophysics, or paleontology may substitute advanced courses in biology, chemistry, physics, or mathematics for some or all of the geology electives. Some proficiency in a foreign language is recommended for students anticipating graduate work in one of the earth sciences.

The senior capstone requirement in geology may be satisfied by the completion of the Senior Seminar (Geology 88).

### **Core Concentration**

The core concentration consists of six courses in geology and six courses from a related field or fields. This program is particularly suited for environmental studies majors or for prospective secondary school earth science teachers. Core concentrators should take Geology 11, 12, 31, plus three appropriate geology electives. The additional six courses in outside fields must be selected in consultation with members of the department.

### **Minor Concentration**

A minor in geology consists of Geology 11 and 12 and three geology electives.

#### *Further Preparation*

A course in physical chemistry is strongly recommended for those students preparing for graduate study in geology. A summer field course or one or more summers of field experience in the mining or petroleum industry is frequently a requirement for admission to graduate programs in geology. Consult with

members of the department for recommended field courses and for summer employment opportunities in geology.

## **COURSES**

### **11 PHYSICAL GEOLOGY**

An introduction to the materials and structure of the earth and to the processes acting on and in the earth to produce change. Evolution of land forms and the formation of earth resources. Includes discussions of the important role of geologic processes in the solution of environmental problems. Required for environmental studies and geology majors. Local field trips. Three hours lecture and two hours lab per week. Every semester. (4 credits)

### **12 HISTORICAL GEOLOGY**

An overview of the history of the earth for the past 4.5 billion years. Concepts and topics include: geologic time, plate tectonics, evolution of continents, oceans, ocean basins, atmosphere, and life, the physical development of North America, and evolution of life from simple forms through vertebrates to humans. Three hours lecture and two hours lab per week. Fossil collecting on field trip. Every semester. (4 credits)

### **15 OCEANOGRAPHY**

An introduction to the marine environment covering 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 a potential source of food and raw materials will be investigated. Spring semester. (4 credits)

### **22 WATER RESOURCES**

Analysis of the hydrologic cycle, including study of precipitation, runoff, evapotranspiration, infiltration, and groundwater flow. Physical and chemical properties of water. Water pollution studied from a scientific (rather than political) viewpoint. Problems of water management. Suggested for environmental studies major. Alternate fall semesters, next offered fall 1994. (4 credits)

### **23 NATURAL HISTORY OF THE NATIONAL PARKS**

A survey of the natural history of selected U.S. national parks and monuments. Emphasis is placed on the geology and natural history of the individual parks, but other topics covered in the course are interdisciplinary in nature and include: the history and administration of the national park system, environmental issues, the archeology of certain parks, and park use, accessibility, and commercialization. One local field trip. Spring semester. (4 credits)

### **25 ENVIRONMENTAL GEOLOGY**

An introduction to the principles of environmental geology which is geology applied to the study of interaction between humans and the physical environment. Topics to be covered include hazardous earth processes, resource and waste management, effects and sources of acid rain, geologic aspects of environmental health, and others. The application of geologic information to the problem of solving conflicts and minimizing environmental damage will receive special emphasis. Students will be introduced to various aspects of geologic data collection. Local field trips. No prerequisites. Spring semester. (4 credits)

### **28 WORLD RESOURCES AND THE ENVIRONMENT**

This course investigates the availability and origin of natural resources on this planet and the methods of recovery, and processing of these resources. Earth resources of concern will include soils, petroleum, natural gas, coal, precious metals, non-metallic materials, gems, and water. Recovery and conservation of resources will be considered in a framework of political, economic, and environmental concerns on a global basis. Three field trips. Fall semester. (4 credits)

### **31 MINERALOGY**

The relationships between symmetry, chemistry, physical and optical properties, and occurrence of minerals will be emphasized. 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

## Geology

---

lecture and four hours lab per week. Field trips. Prerequisite: Geology 11 and one course in chemistry or permission of instructor. Fall semester. (5 credits)

### 32 STRUCTURAL AND FIELD GEOLOGY

An introduction to primary and secondary structures of rocks, the mechanics of rock deformation, and global tectonics. Discussions of the origins and interpretations of major rock features using hand samples and thin sections. Problem sets using graphical techniques in solving structural problems and map interpretation. Introduction to mapping techniques. Three hours lecture and four hours lab per week. Field trips. Prerequisites, Geology 11 and 12. Spring semester. (5 credits)

### 36 STRATIGRAPHY AND SEDIMENTATION

Principles of stratigraphy and sedimentation and their application in the interpretation of sedimentary environments. Classification and origin of sediments, sedimentary structures, diagenesis, and depositional environments. Three hours lecture and two hours lab per week. Field trips. Prerequisite, Geology 12 or permission of the instructor. Fall semester. (5 credits)

### 50 TOPICS

One or more topics 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 topics courses include: The Geology of Iceland, The Geology of Southwestern United States, The Geology of Hawaii (these courses were followed by a two-week field trip to the concerned area), and Geophysics. (4 credits)

### 51 PALEONTOLOGY

Taxonomy, morphology, paleoecology and evolution of microfossils, vertebrates and invertebrates. Use of fossils in stratigraphy and as indicators of paleoenvironments. Three lectures and one two-hour lab per week. Local field trips and one weekend field trip to southern Minnesota and Iowa. Prerequisite, Geology 12 or permission of the instructor. Alternate years, next offered spring 1994. (5 credits)

### 52 FIELD EXCURSION SEMINAR

The geology and geography of a region will be studied during a geologic field excursion to a region. 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 11 or permission of instructor. Offered every year. (2 credits)

### 61 LANDFORMS IN THE ENVIRONMENT

An environmentally based study of geomorphology and glacial geology focused on the landforms and environmental issues of North America. Effects of climate, vegetation, and rock type on landscape development. Glacial climate and Pleistocene geology of North America. Application of geomorphic analysis to real environmental problems. Field trips. Prerequisite, Geology 11. Three hours lecture and two hours lab per week. Alternate years, next offered fall 1995. (4 credits)

### 65 PETROLOGY

The classification, occurrence, and origin of igneous, metamorphic, and sedimentary rocks. Emphasis will be on the relationships between lithology, geochemistry, and tectonic setting. Laboratory exercises include hand specimen identification, thin-section interpretation, textural analysis, major and trace element modelling, and SEM/EDS analysis. Three hours lecture and four hours lab per week. Field Trips. Prerequisite: Geology 31. Alternate years, next offered spring 1995. (5 credits)

### 88 SENIOR SEMINAR

Junior and senior majors will participate with faculty and staff in readings, presentations, and discussions of recent publications related to a central theme (e.g. plate tectonics, global change, or mass extinctions). The historical and philosophical roots of geology will also be examined. Two hours per week. Field Trips. Prerequisite: permission of instructor. Next offered spring 1995. (4 credits)

### 95 TUTORIAL

Closely supervised individual or small group study with a faculty member in which a student may explore, by way of readings, short writings, etc., in 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 or core. (4 credits)

96 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 or core. (4 credits)

97 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 or core. (4 credits)

98 PRECEPTORSHIP

Work in assisting 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 or core. (4 credits)

## German and Russian

*Full Time Faculty:* R. Ellis Dye (Chair), Birgitta Hammarberg (Co-Chair for Russian), Rachel May, David Sanford, Linda Schulte-Sasse, James von Geldern\*\*\*

*Part Time Faculty:* Ilze Mueller, Gisela Peters, Daniel Soneson, Ray Wakefield

### German

The German division of the department of German and Russian offers students the opportunity to learn an important language which is closely related to English and to develop a direct understanding of some of the brightest cultural achievements and decisive social and political events in the history of the Western World. German is the language of composers Bach, Beethoven and Mozart; of Goethe, Immanuel Kant, Friedrich Nietzsche, Karl Marx, Sigmund Freud, and Albert Einstein. Neither these giants of the mind and spirit nor Bismarck nor Adolf Hitler can be fully understood in translation, and so German is a staple of any general education. It is also essential to an understanding of contemporary political and economic changes in the German-speaking world, as well as of commerce, science, and the arts. It is likely that reunited Germany, a super-power, will soon be a member of the United Nations Security Council.

#### *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 division's social activities.

#### *The German Study Abroad Program*

Students with the requisite language skills (completion of German 32 or the equivalent) may be admitted into Macalester's German Study Abroad Program,

which includes a two-month term in Germany and a following three-month semester of study at the Austro-American Institute in Vienna, Austria. Since 1969, between 12 and 27 students have participated each year in the German study away program, open to non-majors as well as majors. (A separate pamphlet on the Macalester German study away program is provided by the department and the Macalester International Center.)

#### *The Tübingen Exchange*

During the 1980–81 academic year, Macalester initiated a reciprocal exchange program with the University of Tübingen. Each year, a Tübingen student enrolls at the college and one Macalester student matriculates at Tübingen. The exchange is open to students from all departments, but candidates must possess a superior knowledge of the German language. Applicants should consult the Department of German and Russian or the International Center regarding requirements for participation.

#### *German Native Speaker*

Students of German are supported in attaining language skills with the assistance of native speakers, who live in the German House and lead laboratory conversation sessions for German 11, 12, 31 and 32.

### **General Distribution Requirement**

All courses in the German department count toward satisfaction of the general distribution requirement in the humanities.

### **Diversity Requirement**

German courses 47, 61, 63, 64, 67, and 70 count toward satisfaction of the International Diversity Requirement.

### **Major Concentration**

The major in German provides students with the linguistic and critical skills necessary for the use of German in commerce, science, and diplomacy and for further study of German literature, linguistics, and culture. It also promotes the ability to understand important literary and cultural texts that is essential to an educated person. Students who have completed a major in German are prepared to continue their study of German language and literature and related fields (e.g. comparative literature) at the graduate level. When augmented by the required sequence of courses and training in the Education Department, the major in German qualifies students for licensure to teach German in secondary schools. Students who are equipped with an appropriate second concentration may go on to work in international business, law, the media, travel and tourism, or government service. Since 1971, more than 50 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.

A departmental major in German consists of a minimum of eight courses above the intermediate level, to include 47, 51, 61, either 63 or 64, and either 67 or 70. For majors who plan to become teachers, the department specifically recommends that 70 be included in the major plan. Participation in the Macalester German Study Abroad program or its equivalent is also required.

The department also requires five supporting courses from outside the department, chosen to enhance a student's knowledge of language or literature or Western history and culture. (A list of recommended supporting courses may be obtained from the department secretary.)

The following courses with a research component may be considered a major's capstone experience if taken in the senior year: 63, 64, 67, 70, or a topics course approved for this purpose by the department.

### **Core Concentration**

A core concentration gives its possessor a competitive advantage over a student whose professional credentials would otherwise be equivalent. A mark of the student's humanistic learning and breadth of understanding, it particularly enhances the credentials of teachers with majors in subjects other than German.

A core concentration consists of six German courses above the elementary level, to include German 31 and 32 (or the equivalent), 47 and 51, and six supporting courses outside of the program in German.

### **Minor Concentration**

A minor in German consists of five courses beyond German 32, to include German 47 and 51.

#### **COURSES**

##### **11 ELEMENTARY GERMAN I**

Essentials of grammar, elementary conversation and reading. For beginning students whose goals are competence in reading, writing, speaking and aural comprehension as well as understanding of German culture. Three hours per week plus laboratory periods. Every Fall. (4 credits)

##### **12 ELEMENTARY GERMAN II**

Further skill development and introduction to German culture. Three hours per week plus laboratory periods. Every Spring. (4 credits)

##### **31 INTERMEDIATE GERMAN I**

While giving attention to aural comprehension and grammar this course emphasizes the development of reading skills, oral fluency, and cultural understanding. Prerequisite, German 12, or placement test, or consent of the instructor. Three hours per week plus laboratory periods. Every Fall. (4 credits)

##### **32 INTERMEDIATE GERMAN II**

Further emphasis on reading skills, oral fluency, and cultural understanding. Prerequisite, German 31, or placement test, or consent of the instructor. Three hours per week plus laboratory periods. Every Spring. (4 credits)

##### **47 INTRODUCTION TO GERMAN LITERATURE**

An introduction to the main literary genres and to such matters as figurative language, prosody, and the relationship between literature and its social background. Initial readings are of excerpts from

---

## German and Russian

---

great literature of all periods. Later, several stories, a play, and poetry are read in entirety. Prerequisite, German 32 or permission of instructor. Classes are conducted in German. Every Fall. (4 credits)

### 50 TOPICS

The subject matter of this course will vary from term to term, depending on student needs and instructor interest. Topics courses offered in recent years include: Political Readings of German and American Films (cross-listed with History); Introduction to Literary Theory; Nazi Cinema; History of the German Film; Jews in German Literature; Das deutsche Märchen; The Artist in German Literature; The Faust Tradition in Literature. Lectures may be in German or English with readings in German or English. Topics courses in 1994–95 include:

#### *German Idealist Philosophy*

This seminar will sample the thinking of Kant, Fichte, Schelling, Hegel, Schopenhauer, and, possibly, Nietzsche, Husserl, and Heidegger. The teacher lays no claim to knowledge about, or understanding of, any of these thinkers except the knowledge that their thought should be a staple of a liberal arts education and that it is not represented in the Macalester College curriculum. Students will be expected to specialize in the thought of one of the above-named men and to make a presentation in two versions (before and after input from the class) about his or her man. The primary language of the course, including the readings, will be English, but knowledge of German would be a valuable asset. No first-year students. Registration only with permission of instructor. Fall 1994. (4 credits)

#### *Film and the Fantastic*

Taught in English. German cinema from the Weimar period prior to Hitler's rise is famous for its predilection for the fantastic; the *Doppelgänger*, the vampire, or the Arnold Schwarzeneggeresque machine people we know today were all present in Weimar movies. For this reason we will begin there and progress through the fifties' cold-war sci-fis to today's "postmodern" cinema of Ridley Scott (*Blade Runner*), James Cameron (*Terminator*), and David Cronenberg (*Videodrome*). We will also work with some "classical" horror, such as various renditions of the Dracula myth, and the much-maligned "slasher" genre (including films like Michael Powell's *Peeping Tom* and Dario Argento's *Opera* that reflect critically on the genre). Since horror and the fantastic generally work through uncertainties about human subjectivity and relations between self and other, the course will require extensive reading of theoretical, especially psychoanalytic, texts. Course fee: \$25. Fall 1994. (4 credits)

#### *Heroes and Lovers*

This course will present the two dominant literary traditions in Germany in the Middle Ages: the basically Germanic heroic epic and the French-influenced courtly romance. We will read and discuss several examples of each narrative sub-genre with an eye toward understanding the ethos and world view underlying each one. Discussions will also develop cultural awareness regarding prevalent attitudes in Central Europe in the Middle Ages and their influence on subsequent western culture. Readings and discussions will be in English. Intersession 1995. (4 credits)

#### *The Dangerous Pursuit of Knowledge*

The course will examine the question of the value of knowledge and the costs involved in illuminating areas which had hitherto been hidden in darkness. Beginning with the Old Testament we will follow the question through Antiquity and the Middle Ages to arrive at the literary figure of Faust. Various German literary works which represent this figure will be examined against a changing historical, theological and philosophical background, ranging from the Lutheran later Middle Ages through the Enlightenment and in the aftermath of World War II. We shall examine attitudes toward education and intellectual progress within the framework of social responsibility. The course will be taught in English and reading may be done either in German or in English. Spring 1995. (4 credits)

#### *Advanced German Conversation*

This course attempts to develop superior-level speaking skills to express opinion and interact verbally on current topics. Prerequisite, German 51 or consent of instructor. Classes are conducted in German. Spring 1995. (4 credits)

51 CONVERSATION, COMPOSITION AND STYLISTICS

This course continues from German 32 and improves and polishes the student's proficiency in German through carefully structured oral and written activities. Prerequisite, German 32 or permission of the instructor. Classes are conducted in German. Every Fall. (4 credits)

54 GRAMMAR FOR STUDENTS HAVING CONVERSATIONAL SKILLS

This course is designed for students with insufficient mastery of German grammar. It aims to bring their understanding of grammar up to the level of their ability to read and speak. All students needing more instruction in grammar—whether they come from third-or fourth-year high school courses, from intermediate level college courses, from homes in which they spoke German as a child, or from an intensive but unsystematic experience with German in a German-speaking country—will benefit from taking this course. Every Spring. Classes are conducted in German. (4 credits)

61 EARLY GERMAN LANGUAGE AND LITERATURE

Significant linguistic and literary events from the Medieval to the Baroque. Prerequisite, German 47 or permission of instructor. Classes are conducted in English. Every Spring. (4 credits)

63 AGE OF GOETHE I

Selected works from the Enlightenment, *Sturm und Drang* and Early Classicism. Prerequisite, German 47 or permission of the instructor. Classes are conducted in German. Alternate years; Fall 1995. (4 credits)

64 AGE OF GOETHE II

German Romanticism (especially Tieck, Novalis, Brentano, Hoffmann, and Eichendorff) plus Hölderlin, Kleist, and the later works of Goethe and Schiller. Prerequisite, German 47 or permission of the instructor. Classes are conducted in German. Alternate years; Fall 1994. (4 credits)

67 NINETEENTH CENTURY LITERATURE

The chief plays of Büchner, Grillparzer, Hebbel, and the early Hauptmann; selected lyrics of Droste-Hülshoff, Mörike, Keller, Storm, and Meyer; prose from Gotthelf, Stifter, Keller, Meyer, and Storm. Prerequisite, German 47 or permission of the instructor. Classes are conducted in German. Alternate years; Spring 1996. (4 credits)

70 TWENTIETH CENTURY LITERATURE

Selected works of writers from Impressionism to the present, including Hesse, Mann, Kafka, Brecht, Benn, Grass and Christa Wolf. Prerequisite, German 47 or permission of the instructor. Classes are conducted in German. Alternate years; Spring 1995. (4 credits)

95 TUTORIAL

Prerequisite, permission of the instructor. Limit to be applied toward the major or core will be determined in consultation with the department. (4 credits)

96 INDEPENDENT PROJECT

Prerequisite, permission of the instructor. Limit to be applied toward the major or core will be determined in consultation with the department. (4 credits)

97 INTERNSHIP

Prerequisite, permission of the instructor. Limit to be applied toward the major or core will be determined in consultation with the department. (4 credits)

98 PRECEPTORSHIP

Prerequisite, permission of the instructor. Limit to be applied toward the major or core will be determined in consultation with the department. (4 credits)

## Russian

The Russian division of the department of German and Russian offers students the opportunity to learn one of the world's most widely spoken languages. The Russian cultural heritage is vast and rich, including such writers as Dostoevsky,

Tolstoy, Pushkin, Chekhov, Akhmatova, Pasternak, Solzhenitsyn, and Brodsky, 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 fascinating and vital insights into some of the most important historical processes of our time. As Russia remakes itself and opens its borders to the rest of the world, U.S. experts with a knowledge of Russian will have greater than ever opportunities in government service, joint ventures in business, ecology, medicine, scientific research and numerous other areas.

The Macalester Russian program prepares students for graduate studies in the Slavic field and for work as translators or interpreters, and augments their preparation in other departments for work in government or in the growing field of international commerce. It, of course, contributes extensively to the program in Russian, Central and East European Studies, and can fruitfully complement studies in linguistics, other literatures and international relations.

#### *The Russian House*

Students compete for the privilege of living in the Macalester Russian House, where daily 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. The Russian House is also used for departmental extra-curricular activities.

#### *Study Abroad for Students of Russian*

Today the opportunities to travel, study and do research in the former Soviet Union and Eastern Europe are better than ever. After 2–3 years of Russian language study students may apply to the ACM, CIEE, ACTR, SIT and other programs in Russia, Ukraine, and Eastern Europe. In addition, students of Russian may participate in January term programs abroad, and there are some opportunities for internships with local organizations that utilize the students' Russian language skills. For more information on these and other programs, consult with the Russian faculty and with the study abroad staff at the International Center.

### **General Distribution Requirement**

All Russian courses satisfy the general distribution requirement in the humanities.

### **Diversity Requirement**

Russian courses 41, 55, 61, and 62 count toward the International Diversity Requirement.

### **Major Concentration**

The purpose of the major in Russian is to provide students with the linguistic and critical skills necessary for the use of Russian in commerce, science, and diplomacy and for further study of Russian literature, linguistics and area

studies. When augmented with the required sequence of courses and training in the Department of Education, the major in Russian qualifies students for licensure to teach Russian in the secondary schools.

A major concentration in Russian consists of nine courses beyond the elementary level, to include: (a) 21 and 22 (or 25), 31, 32, 41; (b) 61 or 62; (c) Senior Seminar (88) or other senior capstone experience as approved by the department; and (d) Study Abroad program as approved by the department.

In addition, the department requires five supporting courses from other departments to enhance the student's knowledge of language, literature, and culture. Consult your advisor.

### **Core Concentration**

The core concentration in Russian studies consists of six courses in Russian language and literature beyond the first year, plus six supporting courses from other departments. Consult your advisor.

### **Minor Concentration**

There are two separate Russian minors. The minor in Russian language consists of four language courses beyond the elementary level. The minor in Russian language and literature consists of any two language courses beyond the elementary level and any two Russian literature courses.

#### **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 conversational classes are taught by Russian native speakers.

#### **11 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. Fall 1994. (4 credits)

#### **12 ELEMENTARY RUSSIAN II**

Continuation of Russian 11; further development of the same skills. Prerequisite, Russian 11 or consent of instructor. Spring 1995. (4 credits)

#### **15 INTENSIVE ELEMENTARY RUSSIAN**

An intensive introduction to the Russian sound system and grammar as well as speaking, reading, writing, and listening comprehension. In learning the language, students will also be exposed to Russian culture. Equivalent to Russian 11 and 12. Fall 1994. (8 credits)

#### **21 INTERMEDIATE RUSSIAN I**

Continuation of Russian 12; further development of the same skills. Prerequisite, Russian 12 or consent of the instructor. Fall 1994. (4 credits)

#### **22 INTERMEDIATE RUSSIAN II**

Continuation of Russian 21; further development of the same skills; added emphasis on reading and discussing simple texts. Prerequisite, Russian 21 or consent of instructor. Spring 1995. (4 credits)

---

## German and Russian

---

### 23 RUSSIAN CONVERSATION

Emphasis on everyday practical spoken Russian, communication situations, and topics that the student is most likely to experience. We recommend that this course be taken either after Russian 21 or after Russian 22 concurrently with Russian 31. Prerequisite, Russian 21 or consent of the instructor. Fall 1995. (4 credits)

### 25 INTENSIVE INTERMEDIATE RUSSIAN

Continuation of RUSS 15, teaching the same skills with added emphasis on reading and discussing simple texts. Prerequisites: RUSS 15 or RUSS 12 or consent of instructor. Spring 1995. (8 credits)

### 31 ADVANCED RUSSIAN I

Through study and discussion of particular topics in Russian life, students will build vocabulary and work on descriptive, narrative, and reading skills as well as the formalities of polite conversation. Prerequisite, Russian 22 or consent of instructor. Fall 1994. (4 credits)

### 32 ADVANCED RUSSIAN II

Continuation of Russian 31 with more emphasis on reading. Oral and written presentations build skills of argumentation and hypothesis, and expand vocabulary. Prerequisite, Russian 31 or consent of instructor. Spring 1995. (4 credits)

### 33 ADVANCED RUSSIAN CONVERSATION

Everyday spoken Russian as well as discussion of more abstract topics. Prerequisite, Russian 31 or consent of instructor. Spring 1996. (4 credits)

### 41A RUSSIA IN RUSSIAN—SPEAKING/LISTENING

Continuation of RUSS 32, for students who have not yet studied in Russia. Advanced grammar with an emphasis on communicative skills (speaking, listening comprehension) and building vocabulary. Structured around topics in contemporary Russian life, as chosen by students. Should be taken in conjunction with 41B. Fall 1994. (2 credits)

### 41B RUSSIA IN RUSSIAN—READING/Writing

Open to all students who have completed three years of college Russian. This is a reading and writing course designed to introduce various genres of literary Russian, including stories, news articles, and scholarly writing. Basics of Russian composition will be stressed. Fall 1994. (2 credits)

### 50 TOPICS

The subject matter of this course will vary: departmental and interdisciplinary topics as diverse as Soviet Mass Culture, Slavic folklore, Russian linguistics, the novels of Dostoevsky, Russian modernist poetry, Russian history through Russian Literature, Soviet and East European film. (4 credits)

### 55 RUSSIAN CULTURE

Survey of Russian culture from the Middle Ages through tsarist Russia up to the twentieth century. Art in Russia has always had social functions, and we will study the interaction of art, society, and politics throughout Russian history. Topics include religious icons and writing, St Petersburg and Westernization, the institution of censorship, art as political statement, and the modernist notion of "art for art's sake." Lectures, readings, and discussions in English. Fall 1994. (4 credits)

### 61 NINETEENTH CENTURY RUSSIAN LITERATURE IN TRANSLATION

An introduction to Russian literature: prose, poetry, drama, literary criticism and methodology. Readings of 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 (Chekhov, Bunin). 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. Fall 1994. (4 credits)

### 62 TWENTIETH CENTURY RUSSIAN LITERATURE IN TRANSLATION

A survey of Russian literature from the beginning of the century to the present. Readings and discussions of representative authors from such disparate movements as Symbolism, Socialist Realism, literature of dissent, and fantastic prose, including Bely, Bulgakov, Gorky, Solzhenitsyn, and Tertz. The



great twentieth-century tradition in poetry will also be covered, including Mayakovsky, Akhmatova, Pasternak, and Brodsky. Lectures, readings, and discussions in English; Russian majors may read some assignments in Russian. No prerequisites. Spring 1995. (4 credits)

#### 88 SENIOR SEMINAR

Seminars on selected topics in Russian language, literature, or culture, designed to serve as an integrative capstone experience for majors. Conducted in Russian. Prerequisite, Russian 41 or approval of instructor. Spring 1995. (4 credits)

#### 95 TUTORIAL: ADVANCED READINGS IN RUSSIAN LITERATURE

Prerequisite, permission of the instructor. Limit to be applied toward the major or core will be determined in consultation with the department. (4 credits)

#### 96 INDEPENDENT PROJECT

Prerequisite, permission of instructor. Limit to be applied toward the major or core will be determined in consultation with the department. (4 credits)

#### 97 INTERNSHIP

Prerequisite, permission of instructor. Limit to be applied toward the major or core will be determined in consultation with the department. (4 credits)

#### 98 PRECEPTORSHIP

Prerequisite, permission of instructor. Limit to be applied toward the major or core will be determined in consultation with the department. (4 credits)

### *Russian, Central and East European Studies*

The department participates in the Russian, Central and East European Studies program (for details see relevant section).

## **Greek**

See **Classics**

## **History**

*Full Time Faculty:* David Itzkowitz (Chair), Teresita Martínez-Vergne, Peter Rachleff, Emily Rosenberg\*, Norman Rosenberg\*, Paul Solon, James Stewart, Yue-Him Tam, Peter Weisensel\*\*

*Part Time Faculty:* Mahmoud El-Kati, Dina LeGall

The department of history offers courses in the development of ideas and institutions in different eras and areas. Courses in history contribute to general education and the understanding of an individual's place in society. Furthermore, they contribute to the preparation of students for graduate education in history and allied fields: teaching, law, business, the ministry, international relations, and library and archival work.

The history department participates in many interdisciplinary programs and majors including the women's studies, urban studies, and international studies programs. For details, consult the appropriate descriptions elsewhere in the catalog.

### **General Distribution Requirement**

All history courses fulfill the general distribution requirement in the humanities.

### **Diversity Requirement**

The courses in the history department which meet the international diversity requirement are numbered 69 and 70.

### **Major Concentration**

A history major is planned in consultation with a student's advisor and comprises no fewer than nine (36 credits) nor more than eleven (44 credits) history courses. The nine may include one internship if it is approved by a history department member. Independent study and preceptorships in history may not be counted among the nine courses but may be supplements to them up to a maximum total of eleven. 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 two introductory level courses. History majors must take History 20 (Introduction to Historical Study) and History 91 (History Colloquium); the latter must be taken concurrently either with History 90, which is an advanced history course in which a major research paper is written, or with the preparation of an Honors project in history. A history major must take one course in each of three geographic areas. The department normally offers courses in the following geographic areas: United States, Europe, Latin America, and East Asia. We are able to offer courses in the following geographic areas occasionally: the Middle East/Islamic World and Africa. In addition, a history major must take at least one course that deals primarily with the history of a period prior to 1800, and at least one course that deals 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. Six supporting courses will also be designated in consultation with the advisor.

The senior capstone experience requirement in history may be satisfied by the following: Successful completion of History 91 taken concurrently with either History 90 or participation in the Honors Program in history.

### **Minor Concentration**

A minor in history consists of six courses chosen with the assistance of the student's departmental advisor. Not more than three of these may be introductory level courses.

### **COURSES**

#### *Introductory Courses (10–19)*

Courses numbered 10–19 are designed principally for first-year students and for beginning history students, especially for those who are largely unfamiliar with the areas of history such courses introduce. In any of these, students have the opportunity to develop skills that are essential for the

successful study of history and to prepare themselves for higher levels of work in social sciences and humanities. Students will learn how to interpret a variety of primary material such as letters, speeches, diaries, fictional works, film, and other data. They will also analyze and evaluate works written by historians. Opportunity is provided to apply these skills in a series of written and oral exercises which are critically evaluated by the instructor. Although students are expected to absorb and master essential information, these courses emphasize critical thinking and writing rather than memorization.

#### 10 INTRODUCTION TO EUROPEAN HISTORY TO 1815

A one semester introduction to the study of European history prior to 1815 emphasizing selected major themes. Every year. (4 credits)

#### 11 INTRODUCTION TO EUROPEAN HISTORY SINCE 1789

A one semester introduction to the study of European history since 1789 emphasizing selected major themes. Every year. (4 credits)

#### 12 WOMEN AND WORK IN U.S. HISTORY

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 20th century. This course is designed primarily for students who have no previous college-level background in U.S. History. Alternate years, next offered fall 1994. (4 credits)

#### 13 IMMIGRATION AND ETHNICITY IN U.S. HISTORY

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, next offered spring 1995. (4 credits)

#### 14 INTRODUCTION TO EAST ASIAN CIVILIZATION

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 year. (4 credits)

#### 16 EARLY SPANISH AMERICA

An introduction to the events, people and institutions that together constitute the encounter between Spain and America. We will explore some of the arenas in which Crown, settlers, African slaves, and indigenous populations acted, interacted and reacted: the landed estate; urban centers; mining towns; and religious hierarchies. We will also become acquainted with the different processes—political, economic, social and cultural—that culminated in the struggle for independence in the Spanish colonies in the New World. Fall, 1994. (4 credits)

#### 17 MODERN SPANISH AMERICA

This course will explore the trajectory of three Spanish American nations in the nineteenth and twentieth centuries, focusing in each case on political developments (e.g., the course of Liberalism in Mexico), economic structures (e.g., the dependence of Cuba on sugar), and U.S. policies (e.g., military intervention in Central America). The tools used to understand the processes of one country can be readily applied to other areas. Spring, 1995. (4 credits)

#### 18 INTRODUCTION TO THE HISTORY OF THE U.S. WORKING CLASS

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)

#### 19 AMERICAN CIVILIZATION

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. Every year. (4 credits)

---

## History

---

### *Intermediate Courses (20–79)*

Courses numbered 20–79 assume previous college level history experience but not necessarily in the same field. Those not possessing the basic skills emphasized in the introductory level courses are expected to acquire them before taking intermediate or advanced level courses. Further specific prerequisites are at the discretion of the individual instructor. Classes are open to first-year students only with the instructor's permission.

#### 20 INTRODUCTION TO HISTORICAL STUDY

This team-taught course is designed to introduce prospective and declared history majors to the various forms of analysis of texts and other sources used by historians. The course will be organized around a particular theme or chronological period and the theme will change each time the course is taught. Students will have the opportunity to work with all members of the department whenever they take the course. The course is required of all history majors. Those contemplating becoming history majors are encouraged to take the course in their sophomore year, but in all cases history majors must complete this course no later than their junior year. Every year. (4 credits)

### *Intermediate Courses in American and Latin American History (21–49)*

#### 21 AMERICAN LABOR RADICALISM

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 1970's and 1980's. 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, next offered spring 1995. (4 credits)

#### 22 UNITED STATES WOMEN'S HISTORY

This class surveys historical topics relating to women in American history. It emphasizes critical thinking, participatory investigations, development of writing skills, and historical interpretation. Students will gain both a sense of the chronology of U.S. women's history and an in-depth understanding of particular topics, such as women and sexuality, work, welfare, family issues, popular culture, and humor. Alternate years, next offered spring 1995. (4 credits)

#### 24 AFRO-AMERICAN HISTORY: SLAVERY, EMANCIPATION, AND RECONSTRUCTION

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. Alternate years. (4 credits)

#### 25 HISTORY OF BRAZIL

This course will provide a broad understanding of the elements specialists consider relevant to the study of Brazil. Through the work of anthropologists, economists, historians, and novelists, we will gain a wide perspective on social groups in the colonial period, political thought during the empire, and economic growth in the twentieth century. We will bring these themes up to date by exploring the myths that have developed around them and that persist to this day: the absence of racial distinctions, the sporadic necessity of military rule, and the unchangeable nature of underdevelopment. Alternate years, next offered fall 1994. (4 credits)

#### 26 WOMEN IN LATIN AMERICA

The objective of this course is to identify the elements that define the experience of women in Latin America and that make their livelihood different from that of men and from that of women in other parts of the world. Among the themes we will explore are: race and ethnic background; rural and urban contexts; the influence of the Catholic church; political mobilization and incorporation into the revolutionary struggle; and the formation of feminist organizations. We will read books and articles by historians, anthropologists, political activists, and the "voiceless." Alternate years. (4 credits)

#### 27 THE CARIBBEAN

This course will trace the historical trajectory of several Caribbean islands as early colonies and during slavery through the experiences of Spanish settlers, other Europeans, African slaves, British West

Indian Planters, creole bourgeoisies, metropolitan administrators, and so on. This largely chronological account will provide the basis from which to examine the workings of neo-colonialism at the end of the term. Alternate years, next offered Fall, 1995. (4 credits)

#### 31 THE HISTORY OF EARLIEST AMERICA: 1300–1700

This course addresses the body of scholarship which has, over the past twenty years, enriched the study of early American history. Amerindian societies, the “planting” of English colonies, Puritanism, slavery, the development of the Atlantic economies, race, ethnic and class relations, and the dynamics of “traditional” social forms are subjects which will receive heavy stress in this course. Alternate years, next offered fall 1994. (4 credits)

#### 34 U.S. FOREIGN RELATIONS IN THE TWENTIETH CENTURY

This course covers American foreign relations from the 1890's to the present. It traces the evolution of government policy as well as the expansion of American foreign trade, investment, and mass communications. Every year. (4 credits)

#### 41 THE ERA OF THE AMERICAN REVOLUTION

A topical and chronological inquiry into the origins of American political culture, the social and economic structure of colonial America, and the transformations of colonial life caused by the revolution. The legacy of the revolution, as embodied in the constitution and the rise of the first American political party system will also be considered. Spring, 1996. (4 credits)

#### 42 THE ERA OF THE AMERICAN CIVIL WAR

A study of the interplay between ideologies, reform movements, social institutions, political systems and economics which finally caused the collapse of American government in 1861. This course will also consider the military history of the Civil War, its impact on life in North and South, and the processes of slave emancipation and reconstruction. Fall, 1995 (4 credits)

#### 43 ORIGINS OF SUPER SOCIETY, U.S., 1890–1945

This course probes in a thematic fashion the major developments that have given birth to the American society that we are all familiar with and puzzled by. Topics of concentration will include the evolution of political structures, the economy, and foreign policy; mechanization; urbanization; and the transformation of American culture, including gender roles and race relations. Readings and discussions move back and forth from the micro level of everyday life in the home, the workplace, and the community, to the macro level of the nation state, international relations, and mass culture. Prerequisite, one introductory level course in history. Alternate years. (4 credits)

#### 44 U.S. SINCE 1945

This course examines major themes in U.S. history: the social impact of advanced technology, the problems of a mature capitalist economy, the phenomenon of “youth,” the emergence of poor people's movements, the turbulence of the late 1960's, the Watergate era, and the “me decade” of the 1970's. Students will read a wide variety of sources and sample some of the first attempts to write the history of our own time. Next offered 1995–1996. (4 credits)

#### 45 THE BLACK EXPERIENCE SINCE WORLD WAR II

Survey of the major political social events in African-American life; post-war dynamics in America, the impact of the civil rights movement, and the visibility of the ghetto, etc. are major themes. Every year. (4 credits)

#### 47 SPORTS IN THE AFRO-AMERICAN COMMUNITY

The course deals with an historical impression of African-Americans in American sports beginning with a background from the 19th century. This study examines social facts about group and individual participation, and touches on several major themes: the struggle to overcome discrimination; independent community sports programs; the impact of African-Americans in post-war sports and American society, and from the playing fields to the front office will also be surveyed. Every year. (4 credits)

#### 48 THE FORMATION OF INDUSTRIAL AMERICA, 1830–1890

This course probes in thematic fashion the political, social, and economic impact of the industrial revolution upon American society. Principal topics of discussion include the transformation of work

---

## History

---

(from the artisan to the factory system), the transformation of the community into the modern city, and the transformation of American political institutions. Topics of major concern include the impact of the industrial revolution on both gender roles and race relations. Prerequisite, one introductory level course in history. Alternate years, next offered fall 1994. (4 credits)

### 49 AFRO-AMERICANS AND THE TRANSFORMATION OF THE CITY: 1890–1945

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 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 ghettos in major northern cities; the internal life of those ghettos, from gender roles to the development of new cultural forms; and the development of new political and social ideas within these communities. Alternate years. (4 credits)

### 50 TOPICS

Courses numbered 50 are occasional, often experimental courses, offered by instructors at their own initiative or in response to student requests. Recent topics courses include: African Labor History, The History and Fictions of War, American Frontiers and Environments, and The History of the Holocaust. (4 credits)

### *Intermediate Courses in European History (51–70)*

#### 51 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, next offered fall 1994. (4 credits)

#### 52 MODERN BRITAIN

The development of English politics and society from the time of George III to the 20th 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)

#### 53 THE VICTORIANS

A study of the culture, politics, 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 67, and when it is, students will be required to register for both courses. Alternate years, next offered 1995–96. (4 credits)

#### 54 THE HISTORY OF FRANCE

A survey of the political, social, and cultural traditions of the peoples who have lived in the territories of modern France from the time of the Gauls to the present. Particular emphasis will be placed on the growth of the idea of nationality and most of the time will be spent on the great era between 1429 and 1815. Next offered 1995–1996. (4 credits)

#### 55 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 will enroll for both History 55 and Philosophy 55. Alternate years, next offered 1995–96. (4 credits)

#### 56 PRE-INDUSTRIAL EUROPE: CULTURAL TRADITION AND SOCIAL REALITY

A survey of the evolving relationship between European material conditions and cultural traditions from the fall of Rome to the beginnings of industrialization. This study will be conducted by inquiring

into the sources and implications of such themes as the Arthurian legend and the Faustian myth as well as such cultural movements as the Renaissance and Enlightenment. Alternate years, next offered 1994–95. (4 credits)

#### 58 EUROPE SINCE 1945

A survey of European history from the end of World War Two to the present, emphasizing social and economic history and including both western Europe and the former socialist republics of eastern Europe. The course is built on the hypothesis that Europe constitutes a social and political entity as well as a geographic one. Among the topics for study the course will include a comparison of European post-WWII 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, next offered Fall, 1994. (4 credits)

#### 59 THE EXPERIENCE OF WAR

A study of the origins, conduct and legacy of war taught on a comparative basis through scholarly and artistic sources as well as primary documents. The course will focus on three major wars: the Peloponnesian Wars, the Hundred Years' War, and the wars of 20th century Europe. Next offered 1995–1996. (4 credits)

#### 60 STATE AND SOCIETY IN 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. Alternate years, next offered Fall 1994. (4 credits)

#### 62 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" and the collapse of Communist political power, and national consciousness as an operative idea in the Commonwealth of Independent States. Alternate years. (4 credits)

#### 63 THE THOUGHT OF THE REFORMATION (Same as Religious Studies 46)

A study of the reformation as a revolution in Christian thought. The course will concentrate on an understanding of key writings of Luther, Zwingli, Calvin and representative Anabaptist figures. Ties and discontinuities with both the Renaissance and medieval Christian thought will be explored. The course will conclude with an assessment of the reformation's contribution to the outlook of modernity. Alternate years, next offered 1994–95. (4 credits)

#### 64 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, and Germany between the U.S. and the USSR. Alternate years. (4 credits)

#### 65 JEWISH HISTORY (Same as Religious Studies 63)

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 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, next offered 1995–1996. (4 credits)

---

## History

---

### 66 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)

### 69 GREECE (Same as Classics 69)

A study of the political, constitutional and cultural history of Greece from the earliest times to Alexander the Great. Special attention is given to the origins of Greek institutions in the Minoan-Mycenaean civilization (late Bronze Age), the development of the city-state as a political unit and the height of democracy under Pericles, the Greek world of the fourth century, the rise of Macedonia and the expansion of the Hellenic world through the conquests of Alexander. Alternate years, next offered 1994–95. (4 credits)

### 70 ROME (Same as Classics 70)

A study of the political, constitutional and social history of Rome from its beginnings to the disintegration of ancient civilization following its climax in the second century A.D. There will be emphasis on such large aspects of Roman history as the developments of the Roman constitutions, Rome's conquest of the Mediterranean from the time of the Punic Wars to 133 B.C., the last century of the Roman Republic and the causes of its fall, the establishment of the principate and the reasons for the decline of the Empire. Alternate years, next offered 1995–96. (4 credits)

### *Intermediate Courses in Non-Western History (71–79)*

### 71 HISTORY OF THE MODERN MIDDLE EAST

A study of Middle Eastern politics, culture, and society in the nineteenth and twentieth centuries, emphasizing the varieties of responses to the encroachment of the West and to the challenge of modernity. Topics to be discussed include the Islamic and Ottoman legacies, types of reforms and reformers, Westernization and the search for authenticity, the durability of Islam and the resurgence of "political Islam," national ideology and problems of nation building, and patterns of Great Power Intervention. Alternate years, next offered spring 1995. (4 credits)

### 73 POSTWAR JAPAN

A study of contemporary Japan from the end of the Pacific war in 1945 until the present. This course examines the occupation period and Japan's rise as a superpower through a study of economic and political organization and development as well as social and cultural movements during that period. The aim of the course is to aid the serious student of history to develop an analytic framework for understanding Japan today. Prerequisite, at least one previous history course. Alternate years, next offered fall 1994. (4 credits)

### 74 HISTORY OF TRADITIONAL CHINA

A study of the traditional culture and society of China from earliest times to the 18th 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, next offered fall 1994. (4 credits)

### 75 HISTORY OF MODERN CHINA

A study of leading institutions and movements of 19th and 20th century China. Major emphases include the impact of Western imperialism, and 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. Alternate years, next offered spring 1995. (4 credits)

### 76 HISTORY OF TRADITIONAL JAPAN

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 her close neighbors, Korea and China. Alternate years (4 credits)

### 77 HISTORY OF MODERN JAPAN

Japan's rapid industrialization in the latter part of the 19th century and its phenomenal rise to the number two economic power in the world after the devastation wrought by World War II, has 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. Alternate years, next offered fall 1994. (4 credits)

*Advanced Courses and Independent Studies (80–99)*

Courses numbered 80 or above are designed primarily for advanced students, history majors and majors in fields of related interest. Each normally assumes of students a high level of critical reading skill, a capacity for self-motivation, and a willingness to contribute to analytical discussions. Such courses normally involve extensive original research and writing, and sometimes require foreign language competency or other special skills.

80 EAST ASIAN STUDIES SEMINAR

An upper level research seminar primarily for students majoring in East Asian studies or history as well as students in other disciplines who are interested in the topic of the seminar for that given year. Recent seminars include: Meiji Intellectual History; Tokugawa Japan; and The City and the Village in 20th Century China and Japan. This course is often taught as an interdisciplinary course and as such is crosslisted with other departments. Every year. (4 credits)

90 SPECIAL ADVANCED STUDIES

Recent 90 courses have included War and Peace in Renaissance Europe, Studies in Modern Japan, Nineteenth-century European Revolutions, Cold-War America, Revolutionary China, Studies in Jewish History, and Minnesota History. Every year. (4 credits)

91 COLLOQUIUM FOR MAJORS

Meeting once every two weeks, this colloquium will bring together history majors and faculty members for topical and methodological presentations and discussions relevant to those specializing in history and currently doing advanced-level work in History 90 or in the Honors Program. Common readings will be assigned in advance. Topics will change from semester to semester, but the overall goal is to engage students broadly in some of the current topical and methodological concerns of our discipline. The course is required for all history majors. A prerequisite is either concurrent registration in History 90, or concurrent work on an honors project in history. Every year. (1 credit)

95 TUTORIAL (4 credits)

96 INDEPENDENT PROJECT (4 credits)

97 INTERNSHIP

A student may register for an internship with any member of the department. History internships 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 can be counted toward a history major. Available every semester. (4 credits)

98 PRECEPTORSHIP (4 credits)

## Humanities

Giles Gamble (Director, English), Françoise Denis (French), Jeremiah Reedy (Classics), Virginia Schubert (French), Robert Warde (English)

The humanities consist of the study of all that human beings have made and valued. Humanities courses thus confront the fundamental issues and ideas that recur in human history, especially as they relate to deity and the value of human experience. The Macalester humanities program provides for the investigation of these questions in historical context from the Greeks to the

present, through the combined study of literature, art, philosophy, architecture, music, and history.

### **General Distribution Requirement**

All courses in the humanities program satisfy the general distribution requirement in the humanities except for courses numbered 96 and 97.

### **Diversity Requirement**

The courses in the humanities program which meet the international diversity requirement are numbered 21 and 22.

### **Core Concentration**

The humanities core shall consist of 12 courses. The inner core in humanities includes one course from antiquity (normally Classics 21 or 22); Humanities 24, 25, 26; one additional humanities course or a literature course (e.g. Humanities 27 or French/Humanities 68, etc.); and a humanities course numbered above 87. Supporting the concentration will be six courses, chosen in close consultation with the advisor, from one of the following options.

#### *Option A*

Intellectual and Cultural History. Six courses with at least one from each of the first three disciplines:

Art History

Music (Music 10 or advanced courses in history of music or music literature)

Philosophy

Communication Studies (selected courses in rhetoric and theater)

Religious Studies (selected courses)

History (selected courses)

#### *Option B*

Foreign language core concentration. Six courses in literature beyond the elementary courses in a foreign language, normally excluding “conversation” courses.

#### *Option C*

English Literature. Six courses in English literature chosen so as to make a meaningful pattern.

### **Minor Concentration**

A minor in humanities shall consist of five courses, ordinarily as follows: Humanities 21 or 22, 25, 26, and one additional humanities course (e.g. Humanities 24, 27, 68, 88, etc.), excluding 96 and 97. Minor programs must be approved by the program director.

---

## Individually Designed Interdepartmental Major

---

### *Senior Comprehensive Examination*

Students concentrating in humanities are required to take a final written/oral comprehensive examination at the end of their senior year.

### **COURSES**

21 THE ANCIENT WORLD I: GREECE (Same as Classics 21)

A close reading of selected authors from Homer to Aristotle with attention to the perennial nature of the questions raised. Discussions will be supplemented by lectures on art, history, religion, and science. Alternate years, next offered Fall 1995. (4 credits)

22 THE ANCIENT WORLD II: ROME (Same as Classics 22)

A study of Roman civilization from its origins to the Empire, with emphasis on the qualities which distinguish Roman literature from its Greek predecessors. The course will examine not only the intellectual life of the Romans, but attempt to describe the everyday experience of men and women in that world. The massive influence of Rome on later cultures and civilizations of the West will also receive attention. Alternate years, next offered Spring 1995. (4 credits)

24 THE MEDIEVAL AND RENAISSANCE WORLD (Same as English 30)

Classics of European theology, philosophy, and literature, with some attention to corollary movements in art and architecture. Alternate years, next offered Fall 1994. (4 credits)

25 THE MODERN WORLD I (Same as English 31)

Classics of European art, philosophy, and literature from the 17th and 18th centuries. Alternate years, next offered Spring 1995. (4 credits)

26 THE MODERN WORLD II (Same as English 32)

Classics of European literature and philosophy of the 19th and 20th centuries to World War I, with some attention to corollary movements in music and the arts. Alternate years, next offered Fall 1994. (4 credits)

27 THE MODERN AND POSTMODERN WORLDS (Same as English 33)

Studies in the 20th century literature, arts, and philosophy of Europe and the Americas since World War I. Alternate years, next offered Spring 1995. (4 credits)

50 TOPICS

For example: Eros and Thanatos; or Molière, Mozart, and Rembrandt. (4 credits)

68 ART AND IDEAS IN FRENCH CULTURE (Same as French 68)

The course studies the arts of France (art, architecture, music, and literature) in their historical and intellectual settings. Conducted in French. Spring 1995. (4 credits)

88 SENIOR SEMINAR

For example: Arthur and Gwenevere in Text and Image. Next Offered 1995–1996. (4 credits)

96 INDEPENDENT PROJECT (4 credits)

An interdisciplinary project building on the core and supporting courses and culminating in a paper or presentation. Prerequisites, senior standing and permission. (4 credits)

97 INTERNSHIP

No more than two, and these may not be used as part of the inner core. (4 credits)

## **Individually Designed Interdepartmental Major**

See the section on graduation requirements for the description and requirements of this major concentration.

## International Studies

*Dean of International Programs and Director of International Studies:* Ahmed Samatar  
*Program Advisors:* Fabiola Franco (Spanish), John Haiman (Linguistics), Birgitta Hammarberg (Russian), David Itzkowitz (History), Mahnaz Kousha (Sociology), James Laine (Religious Studies), Gerald Pitzl (Geography), Sanford Schram (Political Science), Joëlle Vitiello (French), Linda Schulte-Sasse (German), Vasant Sukhatme (Economics), Anne Sutherland (Anthropology), Robert Warde (English), Karen Warren (Philosophy), Gerald Webers (Geology)

The international studies major provides an understanding of international and intercultural relations through interdisciplinary work across departments in the social sciences and humanities. It includes curricular, experiential, and skills components which together are designed to give students:

1. familiarity with geographical, cultural, political, economic and historical approaches to global issues;
2. working knowledge of the methodologies central to the participating social science and humanities departments;
3. an international experience through an appropriate study abroad program;
4. competency in a second language, at least equivalent to six courses of college level work.

### Diversity Requirement:

The courses in international studies which meet the international diversity requirement are numbered 10, 50 and 88.

### Major Concentration:

Students plan their major in consultation with their international studies advisor, and they choose between the two emphases described below.

*Option I. International Studies Major: Social Science Focus*

A) IS 10, Introduction to International Studies.

B) 6 courses drawn from one of the following departments: Anthropology, Economics, Geography, Political Science, or Sociology. These courses should be chosen with an eye to the international focus of the major.

C) 3 courses with significant international content drawn from the four social science departments not chosen in "A," and to include courses from at least two departments.

D) 3 courses with significant international content drawn from these departments: Art, Communication Studies, Dramatic Arts and Dance, English, History, Linguistics, Music, Philosophy, Religious Studies, and the Foreign Languages.

E) Competency in a foreign language at the following level: French 51 and 52, German 52, Japanese 52, Portuguese through Spanish 25 (*Brazil Today*), Russian 32, Spanish 51 and 52. Students may meet the competency requirement in a language not regularly offered at the College. In such a case they must demonstrate an equivalent ability in that language, as confirmed by the International Studies Director with appropriate consultation.

F) One semester of study abroad on a program that focuses at least in part on political and economic processes in an international context, or on the geographical and social characteristics of a particular world region and its human populations.

G) A capstone experience of either the Senior Seminar in International Studies or an independent project developed under appropriate supervision and with the approval of the director of International Studies.

*Option II. International Studies Major: Humanities Focus*

A) IS 10, Introduction to International Studies.

B) 6 courses drawn from one of the following departments: English, French, German and Russian, History, Linguistics, Philosophy, Religious Studies, or Spanish. These courses should be chosen with an eye to the international focus of the major.

C) 3 courses with significant international content drawn from three additional departments, either among those listed under "A," or from the Departments of Art, Communication Studies, Dramatic Arts and Dance, or Music.

D) 3 courses with significant international content drawn from these departments: Anthropology, Economics, Geography, Political Science, and Sociology.

E) Competency in a foreign language at the following level: French 51 and 52, German 52, Japanese 52, Portuguese through Spanish 25 (*Brazil Today*), Russian 32, or Spanish 51 and 52. Students may meet the competency requirement in a language not regularly offered at the College. In such a case they must demonstrate an equivalent ability in that language, as confirmed by the International Studies Director with appropriate consultation.

F) One semester of study abroad on a program that focuses at least in part on the history, religions, literature, arts or philosophies of a particular world region.

G) A capstone experience of either the Senior Seminar in International Studies or an independent project developed under appropriate supervision and with the approval of the director of International Studies.

The 14 courses offered for both majors (Social Science focus and Humanities focus) must include:

- 1) no more than two introductory courses among the six courses in "A" above;
- 2) no more than three introductory courses among the eight courses in "B" and "C" above;

3) no more than one internship;

Courses taken to satisfy the language requirement may not be included among the fourteen courses that comprise the major plan, except in cases where the central department under "A" is French, German and Russian, or Spanish. In these cases language work above the intermediate level may be counted among the necessary six courses. Courses taken during study abroad may count, when appropriate, toward the major.

*Policy on International Students*

All students for whom English is a second language are exempt from the language requirement. International students meet the study abroad requirement by completing a semester at Macalester.

*Note:* Selected departments in the College offer majors with an international studies emphasis. Such majors are designed for students who do not wish to pursue a full-scale international studies major, but who wish to introduce a significant international component into their disciplinary work. Consult departmental listings or the Director of International Studies for further information.

**COURSES**

*Introductory Courses*

Open to freshmen

10 INTRODUCTION TO INTERNATIONAL STUDIES

Globalization is upon us. This amounts to unprecedented levels and degrees of cultural interpenetration and civilizational encounter that spares hardly anyone. Most of what animates this condition claims an ancestral line of some historical depth. However, it is the contemporary reach, velocity, and mutations of these forces that seem to suggest the onset of a new "world time" — one replete with stunning contradictions, pregnant with acute perils and enabling promises. This course introduces students to the phenomenon of globalization by posing these questions, among others: (a) what is globalization and how does one study it? (b) What are the principle forces (e.g., social groups, ideas, institutions and habits, and ecological circumstances) that shaped and continue to propel it? and (c) What are the critical and concrete consequences of globalization, and how are we to respond effectively? Every year. (4 credits)

*Intermediate Courses*

50 TOPICS

Selected topics in globalization. These courses will bring together transnational processes of world order and the specification of regional/area studies. (4 credits)

55 DEVELOPING COUNTRIES IN THE MODERN WORLD

This interdisciplinary course presents varied views on major environmental, social and economic problems facing countries in the developing world. Topics include colonial administration, regional population dynamics, resource inequities, spatial system development, deforestation and desertification, agricultural development, urbanization, major economic indicators, and the role of women in the developing world. Alternate years. Next offered 1994–95. (4 credits)

*Advanced Courses*

Open to seniors only. Students should have at least two courses in international studies including IS 10, or the permission of the instructor.

## 88 SENIOR SEMINAR: PERSPECTIVES ON WORLD ORDER

Almost no one denies that the end of the Cold War eliminated a highly conspicuous and draining bifurcation of international society. However, with the subsidence of the astonishments that accompanied this historic event, new and contentious arguments about the nature and direction of post-Cold War transnational life come to the fore. For some, the situation is seen as the disappearance of an aberration, the winning of a wager, and the return of the "natural" processes of modernization and progress, undergirded by free markets and liberal democracy and pioneered by Europe. Others take a counter-view, and read the demise of the Cold War as the moment of truth: the unveiling of a deeper, more complicated and multi-faceted divide—one that requires fundamental rethinking as well as reconstitution of the order of the world. This senior seminar interrogates these and other interpretations of the interregnum and their correlative visions. Every year. (4 credits)

## Japan Studies Program

Sears Eldredge (Dramatic Arts), Jerry Fisher (History and Communication Studies), Aiko Hiraiwa\*\* (Japanese), Chia-ning Chang (Japanese), Satoko Suzuki (Japanese), Yue-him Tam (Director, History)

The purpose of the Japan studies major is to help students understand Japanese life, both in the past and the present, through an historical and thematic study of its geography, religion, art, politics, and economics. The major is designed to allow students within a wide range of disciplines the opportunity to apply those disciplines to the study of Japan through course work in Japan Studies at Macalester, through living and studying in Japan itself, and through the completion of an undergraduate project focusing on a special area of interest to the student. The Japan Studies major helps prepare students to enter a number of fields, most commonly teaching, law, and business.

### *Program Planning*

The key to a coherent Japan studies major for each individual is careful planning by the student with the help and assistance of his or her advisor. Students are urged to consult with the Japan studies director to select an appropriate advisor.

### *Programs in Japan*

Macalester has three official overseas studies programs in Japan. Two are located in Tokyo at leading private universities, Waseda University and Sophia University. The third is a unique sister school relationship with Miyagi Kyoiku University, a Japanese national university located in Sendai. In addition, Macalester students study in Japan at a variety of other Japanese institutions. Students are advised to consult with the Japan studies director about the programs currently available well before they plan to study in Japan.

## Major Concentration

A major concentration plan is constructed for each student with the advice and consent of her or his advisor. It consists of ten courses to include Intermediate and Advanced Japanese Language (Japanese language 31–32, 51–52), Postwar Japan (History 73), History of Modern Japan, (History 77), and Religions of East Asia (Religious Studies 41); participation in an overseas program in Japan

## Japan Studies

---

approved by the director of the Japanese studies program for the duration of at least one academic term; successful completion and defense of a thesis on a topic approved by the student's advisor. No more than six courses in the Japanese language may be counted toward a major.

The senior capstone requirement in Japan Studies may be satisfied by successful completion and defense of a thesis on a topic approved by the student's advisor.

The ten courses constituting the major will be selected with the assistance of the student's advisor and with the approval of the program director. Among the courses most likely to be included are the following:

### Japanese Language

- 11–12 Elementary Japanese
- 15–25–35 Intensive Japanese
- 31–32 Intermediate Japanese
- 51–52 Advanced Japanese
- 95 Tutorial

### History

- 14 Introduction to East Asian Civilization
- 73 Postwar Japan
- 76 History of Traditional Japan
- 77 History of Modern Japan
- 80 East Asian Studies Seminar

### Religious Studies

- 41 Religions of East Asia

### Art

- 76 Far Eastern Art

### Philosophy

- 37 Chinese and Japanese Philosophies

*Independent Project and Topics Courses are also likely to be included:*

### Japanese Language 96

### History 50

### Religious Studies 50

### Independent Project in Japanese Language

### Topics in East Asian History

### Topics in East Asian Religion

In addition to the above courses students may present independent projects from a number of disciplines in Japan related topics to fulfill major requirements as well as approved courses on other ACTC campuses and from their term or year in Japan.

Special arrangements have also been made with the University of Minnesota which allow Macalester students to take advanced courses in Japanese language and literature at the University as part of their Macalester program. Students wishing to take advantage of this program should contact the Macalester Japan studies director. Course offerings in the program vary from year to year. Please discuss relevant course offerings with the Japan studies director.



### **Minor Concentration**

A minor concentration consists of six courses chosen in consultation with the director. Elementary and Intermediate Japanese (Japanese 11–12; 15–25–35; 31–32) will normally be included among these six courses.

## **Japanese Language Program**

*Full Time Faculty:* Chia-ning Chang (Program Director), Aiko Hiraiwa\*\*, Satoko Suzuki

The Japanese Language Program offers students the opportunity to study a language which can open the doors to understanding the rich cultural heritage of Japan as well as examining the economic, political and social structures of one of the modern world's most dynamic nations. The objectives of the Japanese Language Program are: a) to provide a firm foundation for those wishing to do graduate level work in Japanese language and related subjects; b) to provide language training for non-Japan Studies majors for study in their own related fields, for travel and for professional needs; c) to provide all students with the opportunity to broaden their liberal arts education through the study of an Asian language and culture.

The Japanese Language Program does not offer a concentration. Students who focus on Japanese language usually major or minor in Japan Studies.

### *Career Orientation for Japanese Language Specialists*

Recent graduates who have focused their studies on Japanese language are in great demand in 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 Japanese language and literature, linguistics and teaching English as a second language, history, economics and international business.

### *Programs In Japan*

See Japan Studies listing in this catalog.

## **General Distribution Requirement**

All courses in the Japanese language program satisfy the general distribution requirement in the humanities.

## **Diversity Requirement**

The courses in the Japanese language program which satisfy the international diversity requirement are 51 and 52.

### **COURSES**

#### **11 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. Hiragana are learned from the first lesson. Fall semester. (4 credits)

---

## Japanese Language Program

---

### 12 ELEMENTARY JAPANESE II

Continuation of 11. Katakana and kanji are introduced. Prerequisite, Japanese 11 or its equivalent. Spring semester. (4 credits)

### 15 INTENSIVE ELEMENTARY JAPANESE

This intensive course which combines Japanese 11 and 12 (the elementary one-year sequence in Japanese) provides serious students of Japanese the opportunity to progress quickly in their language studies so that they can develop enough proficiency to do some of their academic work in Japanese while they are still undergraduates. Fall semester. (8 credits)

### 25 INTENSIVE ELEMENTARY JAPANESE BRIDGE COURSE

Continuation of the sequence of intensive Japanese courses. Prerequisite: Japanese 15 or demonstration of appropriate proficiency. Intersession term. (4 credits)

### 31 INTERMEDIATE JAPANESE I

Continuation of 12. 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 12 or its equivalent. Fall semester. (4 credits)

### 32 INTERMEDIATE JAPANESE II

Continuation of 31. Prerequisite, Japanese 31 or its equivalent. Spring semester. (4 credits)

### 35 INTENSIVE INTERMEDIATE JAPANESE

Continuation of Japanese 15 and 25. This course combines Japanese 31 and 32 into one semester. Prerequisite: Japanese 25 or demonstration of appropriate proficiency. Spring semester. (8 credits)

### 51 ADVANCED JAPANESE I

Continuation of Japanese 32. Emphasizes continued development of conversation skills, while not neglecting the development of reading skills. Prerequisite, Japanese 32 or permission of instructor. Fall semester. (4 credits)

### 52 ADVANCED JAPANESE II

Continuation of Japanese 51. Emphasizes strong development of reading and writing skills. Prerequisite, Japanese 51 or permission of instructor. Spring semester. (4 credits)

### 95 TUTORIAL

Prerequisite, permission of the instructor. Tutorials may be arranged for special kanji study or for supervised reading. Fall and spring semesters. (1–4 credits)

### 96 INDEPENDENT PROJECT

Prerequisite, permission of the instructor. (4 credits)

### 98 PRECEPTORSHIP

Prerequisite, permission of the instructor. (4 credits)

## Latin

See **Classics**

## Latin American Studies Program

George McCandless (Director, Economics), Mark Davis (Environmental Studies), Fabiola Franco (Spanish), Teresita Martínez-Vergne (History), Anne Sutherland (Anthropology)

The Latin American Studies program provides both a disciplinary and a multidisciplinary framework for the study of Latin American cultures and societies. It is designed for students who plan graduate work in Latin American fields within various disciplines, or who desire a career in government, education or social service, with Latin America as the geographical focus.

The program is built upon the foundation of a departmentally based curriculum that provides intellectual coherence. This disciplinary-based concentration is enriched with a multidisciplinary component in Latin American subjects. All students fulfill language and literature requirements in accordance with their particular interests and goals. Majors also complete a capstone experience that involves advanced research.

Students admitted to the Latin American Studies Program must design a 13-course major. These courses are divided into three areas.

### **I. The Disciplinary Focus—6 Courses**

(of which no more than two may be at the introductory level)

These classes are normally selected from one of the following fields of study:

- a) Anthropology
- b) Economics
- c) Geography
- d) History
- e) Political Science
- f) Religion
- g) Sociology
- h) Spanish

A student may also make a case for a six-course concentration in another department, though such concentrations will be viewed as exceptions and must be accompanied by a persuasive rationale. When working in departments that offer courses with a specific focus on Latin America, students must include these courses as part of their six-course plan.

### **II. The Multidisciplinary Requirement (Related Studies)—4 Courses**

(of which no more than one may be at the introductory level)

Courses submitted to fulfill this requirement cannot be drawn from the department chosen for the six-course disciplinary focus; they must deal with Latin America, and they may not include language or literature classes.

### **III. The Language Requirement—3 Courses**

Students must attain proficiency in Spanish and/or Portuguese. **One course** must be chosen from the following language courses: Spanish 51, Conversation; Spanish 52, Grammar Review and Writing; or Spanish 21, Intensive Portuguese; and **two courses** in Latin American Literature. Since these latter courses are taught in Spanish, students choosing Portuguese to fulfill their language

requirement should take Spanish 25 (Brazil Today), and one Independent Study in Brazilian Literature.

It is advisable that students majoring in Latin American Studies acquire proficiency in both languages. Those who do so may combine any three of the courses described above to fulfill this part of the major, though their choices must include no more than one advanced language class.

### **The Capstone Experience**

To meet this requirement students choose *one* of the following: a) any senior seminar with Latin American content; b) an independent project that includes a major paper; or c) an honors thesis. The capstone course will be included among the thirteen courses required for the major, as delineated above. It may form a part of the needed work for Requirements I, II, or III, depending on the nature of the experience in question.

### **Study Abroad Requirement**

A semester of study abroad in Latin America is required of all students. International students from this region must fulfill the requirement in a country other than their own. Normally, a maximum of two courses from a semester of study abroad may be included as part of the 13-course major, and a maximum of four courses from a year of study abroad. In certain cases, a student may be allowed to apply a larger number of courses to the major, but such additional credits must be approved on an individual basis, and for compelling reasons. Study abroad work may be incorporated into Requirements I, II, or III, as appropriate.

### **Additional Requirements**

- 1) No course used to meet one requirement can be used for another.
- 2) A maximum of *one* internship may be included in the major.
- 3) Students choosing a six-course concentration in Spanish to fulfill Requirement I will meet a set of demands under Requirements II and III that differs somewhat from the seven-course pattern described above. These students must take Spanish 21 (Intensive Portuguese) to fulfill the language component of the program, supplemented by *six* multidisciplinary courses. These six courses may (but need not) include Spanish 25 (Brazil Today) or an Independent Study on Brazilian Literature, or both.

For further details see either of the program directors.

### **Legal Studies Program**

Martin Gunderson (Philosophy); Colleen Kelley (Psychology); Michal McCall (Sociology); Paul Solon (History); Norman Rosenberg (History); Leslie Vaughan (Director, Political Science)

This minor is available to students who complete a major or a minor in the affiliated departments of Philosophy, Psychology, Sociology, Political Science, or History. It is designed to give students a broad, yet structured, academic grounding in interdisciplinary approaches, within the liberal arts, to the study of law and legal culture.

### **Requirements**

1. Completion of a major or a minor in one of the “affiliated departments” — Philosophy, Psychology, Political Science, Sociology, or History.
2. With the assistance of a Legal Studies adviser from the affiliated department in which they are seeking a major or a minor, 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 90 level may be selected from any single department. It is vital to consult with an adviser affiliated with Legal Studies since the Program will be offering a variety of special topics courses that count toward the minor.
3. One of the six required courses, one shall 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.

### **COURSES**

#### **50 TOPICS**

Topics courses allow students to explore special issues in Legal Studies from inter-disciplinary perspectives. Typically, these courses will be cross-listed with one of the affiliated departments. American Legal Cultures will be offered in 1994–1995, cross-listed as a History course. (4 credits)

#### **96 INDEPENDENT PROJECT**

All individual projects require the approval of the Director of the Legal Studies Program. Fall and spring semesters. (4 credits)

#### **97 INTERNSHIP**

All internships require approval of the Director of the Legal Studies Program. Fall and spring semesters. (4 credits)

### *Courses in Affiliated Departments:*

#### **History:**

- 44 U.S. Since 1945
- 50 Special Topics in Legal History
- 96 Independent Study in Legal History

#### **Philosophy:**

- 25 Ethics
- 50 Special Topics in Philosophy and Law
- 73 Philosophy of Law
- 96 Independent Study in Philosophy and Law

#### **Political Science:**

- 50 Special Topics in Politics and Law
- 56 U.S. Constitutional Law and Thought
- 57 U.S. Civil Rights and Civil Liberties
- 62 International Law
- 77 Contemporary Legal Problems
- 88 Research Seminar in Law and Theory
- 96 Independent Study in Politics and Law

---

## Legal Studies Program

---

### Psychology:

- 24 Behavior Disorders
- 50 Special Topics in Psychology and Law
- 96 Independent Study in Psychology and Law

### Sociology:

- 33 Deviance and Social Control
- 50 Special Topics in the Sociology of Law
- 96 Independent Study in the Sociology of Law

## The Linguistics Program

John Haiman (Director), Michele Emanatian (Linguistics), Roxane Gudeman (Psychology), Joy Laine (Philosophy), Charles Norman (English), Roger Mosvick (Communication Studies), Jeffrey Nash (Sociology)

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 thirty years, the formal study of language structure initiated by Noam Chomsky has made linguistics a central discipline, together with computer science and psychology, of the emerging discipline 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 semeiotics; and 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. Students are invited to contribute to and enrich with their ideas, this tradition of inquiry.

In addition to its contribution to a humanistic and scientific education, linguistics offers students tools for the learning and the teaching of all

languages and careers based on this, and for the pursuit of post-graduate studies in fields as disparate as electrical engineering and the law.

### **General Distribution Requirement**

All linguistics courses currently satisfy the general distribution requirement in the social sciences.

### **Major Concentration**

1. Ten foundation courses in linguistics, one of which must be Linguistics 87, Field Methods in Linguistics.
2. Five supporting courses from other departments: these may be cross-listed courses or courses from other departments (e.g. music) which the student determines, in consultation with his/her advisor, to be of particular relevance for the program of study the student has elected.
3. Students are required to achieve proficiency in a second language, where “proficiency” and “language” are defined as a) native fluency in a natural language other than English; or b) completion of four semesters of a language offered at Macalester; or c) equivalent competence in any natural language, as assessed by a set of written tests involving translation into and out of the target language, and composition in the language; or d) completion of a full sequence of courses in a computer programming language.

The senior capstone requirement in linguistics may be satisfied by taking Linguistic Field Methods.

### **Core Concentration**

1. Six foundation courses in linguistics, one of which must be Linguistics 28, Linguistic Analysis.
2. Six supporting courses from other departments.

### **Minor Concentration**

1. Six foundation courses in linguistics.

#### **COURSES**

##### **22 METAPHOR**

Metaphor—the structuring and understanding of one concept in terms of another—is not merely a rhetorical device used in verbal art. It pervades the language and thought of everyday life. We can scarcely talk about time, communication, or love without it. Many of the central notions in natural science, law, art, and social science are metaphorical (e.g., legal ‘standing’, verbal ‘processing’, ‘balanced’ colors, the ‘marketplace’ of ideas). All cultures rely on metaphor to comprehend and structure aspects of life, from emotions to economy, from gender to war. Metaphor is powerful in helping us grasp new concepts, yet limiting, too, as it channels our understandings along well-travelled paths.

What significance should we attach to the fact that so much of our thinking is metaphorically based? What implications does this have for notions of rationality? imagination? objective truth? Are there universals of metaphorical speech and thought? This course will address these issues through study of metaphor in a variety of languages/cultures. There are no prerequisites. Alternate years, next offered in fall 1994. (4 credits)

---

## The Linguistics Program

---

### 23 ADVERTISING AND PROPAGANDA

One of the functions of language is to persuade: in advertising, this function is of course overt. 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 experts: hip to the "white noise" on TV, on packages, and in glossy magazines. Yet surprisingly, we are unable to tune it out completely.

The main purpose of this courses 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 semeiotic function of Ronald MacDonald and The Great Root Bear? Why did so many otherwise rational Americans 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 Madonna and bored by Cesar (Who?) Chavez? Why do women buy beauty products endorsed by models who look like toothpicks? Why are advertisements which make fun of themselves so effective?

Having learned to analyze successful propaganda in a variety of media, students are expected to produce a TV commercial in favor of some hard-to-sell (typically, "virtuous") policy or product.

There are no prerequisites. Every spring. (4 credits)

### 24 INTRODUCTION TO LINGUISTICS

This course provides a general introduction to the major questions students of language have been grappling with over the last 2,500 years: why do languages differ the ways they do? Why do they change over time? Why are all languages so easy for children to learn, and so hard for adults? Are there significant respects in which they are all the same? What distinguishes human languages from other modes of communication? What are grammatical rules, and where do they come from? Do they reflect properties of the human mind, of the natural world, or of the social order? Are languages like biological organisms (after all, they evolve, reproduce themselves, adapt, and become extinct)? Is there some correlation between the form of an utterance and the function for which it is used?

There are no prerequisites: but this course is the prerequisite for almost every higher level course within the Linguistics major. Every fall. (4 credits)

### 25 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. (Comparative anatomical study of early hominid remains provides us with some of our best evidence for the evolution of language.)

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. You will also be introduced to the sound spectrograph, which translates acoustic signals of frequency, amplitude, and duration into visible, quantifiable images. Exercises in a variety of dialects of English, and in a variety of foreign languages, some familiar, and some totally exotic, are also featured. (This course is especially recommended for students of foreign languages.) No prerequisites. Every fall. (4 credits)

### 26 INTRODUCTION TO 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. Prerequisite, Linguistics 24 or written consent of the instructor. Every year. (4 credits)

### 27 PHONOLOGY

Although no two utterances ever sound exactly the same, speakers of a language don't function like tape recorders; they overlook distinctions to which mechanical recording devices are sensitive, and they "hear" contrasts which are objectively not there. What we (think we) hear is a product of what our grammar tells us; speakers of English and speakers of Swahili thus inhabit different perceptual worlds. Unlike phonetics, phonology may be seen as a branch of psychology.



This course examines the nature of the complex links between these rather abstract language-specific perceptual worlds and the real world of actual sounds, concentrating on 'natural' links and processes common across languages. Prerequisite, Linguistics 25, *Sounds of Language*. Alternate spring semesters, next offered in spring 1995. (4 credits)

#### 28 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 26, *Introduction to Syntax* and Linguistics 27, *Phonology*. Alternate fall semesters, next offered in fall 1994. (4 credits)

#### 29 SEMANTICS AND PRAGMATICS (Same as Philosophy 53)

Theories of the relationships between form and meaning in languages go back to Plato's *Cratylus*. This course defines and investigates some of these complex relationships, and examines how they develop and change. Topics covered include: Peirce and Jakobson on icon, index, and symbol; sense and reference; object language and meta-language; the decomposition of meaning and semantic primitives; meaning and use; denotation and connotation; the dictionary/encyclopedia debate; taboos and euphemisms; language games; and mechanisms of semantic change. Prerequisite, Linguistics 24, *Introduction to Linguistics*. Alternate springs, next offered spring 1995. (4 credits)

#### 31 SPOKEN AND WRITTEN LANGUAGE

Although linguistic theory pays lip service to the notion that language is primarily spoken rather than written, the habits of the academy incline most scholars to rely on written data for their analyses. Elaborate theories are constructed on the basis of data which no one would actually utter.

This course is a hands-on exploration of the linguistic differences between speech and writing, with a focus on various forms of American English. In addition, by looking at other writing systems, the history of literacy, and the functions of writing within societies, we attain perspective on the posited differences between oral (non-literate) and literate societies and between oral and literate thought. Implications for educational practice are considered. Prerequisite, Linguistics 24, *Introduction to Linguistics*. Alternate spring semesters, next offered in fall 1994. (4 credits)

#### 34 ETYMOLOGY AND THE ENGLISH LANGUAGE (Same as English 34)

This course is a study of the histories of English words, emphasizing the relation of Greek and Latin to contemporary English and the development of vernacular American English. Through the course students will learn how etymology operates as a branch of historical linguistics. Next offered spring 1996 (4 credits)

#### 35 LANGUAGE CHANGE (Same as English 35)

All languages constantly evolve. In the relatively short time (about 1,200 years) that English has been written, both the written and spoken forms have changed beyond recognition, and they continue to do the same today, in spite of the best intentions of the linguistics faculty and other guardians of the public weal. This course concentrates on how languages change and why; internal and external factors which cause, accelerate, or inhibit language change; recurrent patterns of change; genetic classification of languages; and the origin of language. While a knowledge of some language(s) other than modern English is always an asset, the only prerequisite for this course is Linguistics 24, *Introduction to Linguistics*, or the instructor's signature. (4 credits)

#### 36 SOCIOLINGUISTICS (Same as Sociology 36)

Deals with language shift and maintenance in the USA and Europe and presents basic concepts in the understanding of relationships between social and linguistic phenomena. Also explores the micro-level study of language performances, dealing with gender, class, nationalism, regional and occupational matters as they relate to how people use language. Alternate years, next offered 1994-95. (4 credits)

#### 37 LANGUAGE AND CULTURE OF DEAF PEOPLE (Same as Sociology 37)

This course is organized around the thesis that the meanings of everyday life for the deaf are embodied in the sign language. To understand deafness as a social and linguistic experience, it is necessary to gain an appreciation of the nature of the native language of the deaf in America.

---

## The Linguistics Program

---

Therefore, this course describes the language of signs in its linguistic characteristics and explores the implications of these characteristics for social organization of the deaf community. The interrelationships between the deaf subculture and the hearing culture for institutional areas such as the family and education are examined. Alternate years, next offered 1995–96. (4 credits)

### 49 THEORY AND CRITICISM OF RHETORIC (Same as Communication Studies 54)

A study of classical and modern theories of rhetoric, with major focus on theories and structures applicable to critical appraisal of spoken and written persuasion. Students will examine theories of selected writers from Aristotle to Kenneth Burke. They will apply principles of critical evaluation to historical and contemporary speeches, essays, novels and plays. Critical methods for studying leaders, movements and historical periods will be analyzed. Alternate spring semesters, next offered spring 1995. (4 credits)

### 50 TOPICS

#### *Alienation in Language* (Same as Sociology 50)

In the spring of 1995, the course will deal with *alienation* in language, will be team-taught, and will be cross-listed with Sociology. The fundamental idea that is treated here is that most people, without actually lying, much of the time, perhaps always, do not say what they mean. Does this reflect in some way on our particularly depraved and decadent society? Or is it a fundamental property of all human language? Topics covered include the sociological notions of alienation and anomie, and their reflections in "plain speaking" (and the ideology of calling a spade a spade), politeness, irony, gobbledygook, affectations, and euphemism. (4 credits)

### 54 SYNTACTIC TYPOLOGY

Languages can resemble each other like dogs and wolves, because they share a common "ancestry;" but they can also resemble each other in functionally motivated respects, like porpoises and sharks, because they "live" in similar "environments." The typological study of languages focusses on non-genetic features of linguistic structure which can be used to categorize languages. (For example, both Chinese and English are "analytic" languages; both Turkish and Hua are "verb-final" languages; both Basque and Inuit are "ergative" languages.)

Typology yields two major insights. The first, is that typological features are not independent of each other: for example, in verb-final languages, auxiliary verbs follow the main verb, and so forth. The second is that for any conceptual category, the variety of structural means for its expression is extremely limited: although there are more than 5,000 languages spoken in the world today, there are only a handful of syntactic structures which they repeatedly employ to make conditional sentences. Both of these insights shed light on the structure of human language, and on human cognitive capacity in general. Prerequisites, Linguistics 24, *Introduction to Linguistics*, and two higher level courses. Alternate years, next offered fall 1994. (4 credits)

### 56 ACOUSTIC PHONETICS

This course concentrates on the acoustic structure of the speech signal, using the sound spectrograph to measure familiar (and phonologically simple) coded features like duration, amplitude, timbre, voicing, nasalization, aspiration, and syllabicity. The sound spectrograph is also the only means for the study of uncoded or partially coded aspects of the speech signal, such as speaker's age, gender, personality, mood, and even stance towards his/her message. Students are expected to write a research paper on a topic of their choosing, analyzing data they have collected and recorded. Prerequisite, Linguistics 25, *Sounds of Language*. Next offered Intersession 1995. (4 credits)

### 61 SYNTACTIC THEORY

The creativity of language resides in our ability to put words together in new ways to produce an infinite variety of utterances. But the syntactic freedom we enjoy is constrained by rules of grammar. Languages do not allow "one damn thing after another." The study of syntax is the study of these constraints. Our recent discovery that some of these constraints are shared by (possibly) all languages, although they are mastered unconsciously, constitutes the best evidence for a human linguistic faculty. Prerequisite, Linguistics 26, *Introduction to Syntax*. Alternate years. (4 credits)

64 PHILOSOPHY OF LANGUAGE (Same as Philosophy 64)

A study of a broad range of topics in order to understand why the study of language has mattered so much to twentieth century philosophy. Topics will range from more technical problems (theories of meaning and reference; proper names, definite descriptions, and empty reference terms; synonymy and analyticity; universals and natural kinds) to broader questions including both the variety of human discourse and the relationship between language, thought, and reality (language games; speech acts; private languages; poetic and metaphorical uses of language; language and social change; non-Western theories of meaning). Readings typically include writings by Russell, Wittgenstein, Austin, Quine, Searle, Kripke, Davidson, and Rorty. Prerequisites, Philosophy 20 and 31 or permission of the instructor. Alternate years, next offered fall 1995. (4 credits)

72 PSYCHOLOGY OF LANGUAGE (Same as Psychology 72)

The human capacity to learn and use language is explored via a comparison of theories of acquisition, of linguistic knowledge, of social use, and of language production and comprehension. In the process, students are introduced to the perspectives and methodologies of language researchers from the specialties of developmental psychology, psycholinguistics, cognitive psychology and social psychology. Prerequisites, two psychology or linguistics classes or one of each, or permission of the instructor. Every year. (4 credits)

87 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, students meet with a bilingual speaker of a language unknown to them, and attempt by means of elicitation and analysis of texts to understand its structure. Prerequisite, Linguistics 28, *Linguistic Analysis*. Every spring. (4 credits)

96 INDEPENDENT PROJECT

Prerequisite, permission of the instructor. Limit of one may be applied toward the major unless the student is carrying out an honors project. (4 credits)

## Mathematics and Computer Science

*Full Time Faculty:* Karla Ballman\*, David Bressoud, Hung Dinh, Thomas Halverson, Joan Hutchinson, Richard Molnar, Wayne Roberts (Chair), Karen Saxe, G. Michael Schneider, John Schue, Stan Wagon

*Part Time Faculty:* Lecturer: Daniel J. Balik, Barbara Clothier, Daniel Schwalbe

Separate brochures, one for Mathematics and one for Computer Science, are available from the Department. The brochures describe the full range of activities in the department, the sequencing of courses for the next few years, special faculty interests, and the activities of recent graduates.

Besides completing the college required Major Concentration Plan, each student wishing to major in the department is asked to complete a Departmental Major Plan that provides a personalized integrated plan of in-class and out-of-class departmental activities suited to that student's goals. This Plan becomes part of the student's file in the Department, a file designed to give a more comprehensive assessment of student development than is possible from course grades alone.

### Mathematics

The mathematics department offers courses in pure and applied mathematics to meet the needs of students in a wide range of areas of interest such as:

—graduate work in mathematics, operations research, statistics, or computer science

—careers involving applied mathematics in the natural sciences, social sciences, business or industry

—elementary and secondary school teaching

Students and faculty in the department cooperate in sponsoring programs including guest speakers, films, student presentations, and social and recreational occasions. Macalester has established student chapters of the Mathematical Association of America and the Association for Computing Machinery. It also has an active chapter of Pi Mu Epsilon, the national honor society for mathematicians.

#### *Placement*

All students who do not have credit (AP or not) in a calculus course are required during freshman orientation to take the mathematics placement test. Entering students who have studied calculus in high school and who wish to enroll in a course more advanced than Calculus I should consult the department of mathematics about choices among Mathematics 22, 26, 36, 37. Students with weak high school preparation in mathematics, are encouraged to consult with the Math Counselor in the Learning Center.

#### **General Distribution Requirement**

All courses in the mathematics department satisfy the general distribution requirements of the natural sciences and mathematics except courses numbered 11, 96 and 97. Mathematics 16 is especially appropriate for those students not needing specialized skills or training in mathematics.

#### **Major Concentration**

Students considering a major frequently need help in understanding what one does with a particular major, or how a major fits together with their interests. To provide better guidance, to encourage students to see that the major consists of more than a sequence of individual courses, and to establish for each student a basis for evaluating progress by means that go beyond classroom tests, all students considering a major in the department are strongly encouraged to fill out as early as possible a planning form available from the department secretary.

Requirements for a major in mathematics are:

1. Mathematics 26, 36, 37, and 5 courses numbered 40–96. Majors are strongly encouraged to take Mathematics 26 before taking a course at the 40-level. At least one course must be numbered 50–59 and at least one numbered 70–79. The 70-level course must be taken at Macalester.
2. Computer Science 23 or an equivalent course.
3. All students wishing to major in mathematics must as a capstone experience write a senior paper. This paper will commonly be written in one of the courses

numbered MATH 70–79. It may, however, take the form of an honors paper or other independent work that has prior departmental approval.

Students preparing for graduate work in mathematics should include courses 56, 57, and some of 71, 73, 76, 77 in their program and obtain a reading knowledge of French, German, or Russian.

Students preparing to work in an area of applied mathematics should take at least one, and preferably both, of the courses 44, 45, and at least one of 68, 75, 78.

Students wishing to be licensed for secondary education in Minnesota must complete the major as described above, and must include in their elective courses Math 44 (Applied Probability), Math 53 (Geometry), Math 56 (Algebraic Structures), and Math 57 (Analysis I).

A mathematics major with a statistics emphasis includes meeting the requirements for a regular major as well as the requirements for a minor with statistics emphasis (described below).

### **Core Concentration**

Requirements for a core in mathematics are:

1. Mathematics 21, 22, 26, 36 and two courses numbered 37–88.
2. Computer Science 23 or an equivalent course.
3. Six relevant courses in a related field or fields.

A mathematics core with statistics emphasis consists of a minor with statistics emphasis, plus six relevant courses in a related field or fields.

### **Minor Requirements**

Requirements for a minor in mathematics are:

1. Mathematics 22, 26 36 and two courses numbered 37–96.
2. Computer Science 23 or an equivalent course.

Requirements for a mathematics minor with statistics emphasis consists of courses 14, 21, 22, 36, 44 and 45, one elective from courses designated by the department as qualifying for statistics emphasis, and Computer Science 23 or an equivalent course.

### **COURSES**

In addition to the regular courses listed below, the faculty supports a wide range of individualized topics offered as either Topics courses or Independent Reading courses. In recent years these have included: Parallel Algorithms, Natural Language Processing, LISP, Knot Theory, Decision Analysis and Mathematical Modelling.

#### **11 PRE-CALCULUS**

Polynomials and rational functions, equations and inequalities, systems of linear equations, trigonometric functions, identities, inverse functions, complex numbers. Mathematics 11 provides a thorough preparation in algebra and trigonometry, preparing the student for Mathematics 21;

---

## Mathematics and Computer Science

---

Mathematics 11 does not fulfill the general distribution requirement in natural science and mathematics and may not be taken by examination. Every semester. (4 credits)

### 14 INTRODUCTION TO STATISTICS

An introduction to probability and basic statistical methods, stressing applications in many areas. Suitable for students in the physical, biological, and social sciences, and for liberal arts students in general. Topics include descriptive statistics, probability, probability distributions, estimation, hypothesis testing, correlation and regression, and non-parametric methods. Prerequisite, satisfactory score on the part I of the mathematical proficiency test. Every semester. (4 credits)

### 16 MATHEMATICS—ITS CONTENT AND SPIRIT

An introduction to heuristics of problem solving, predicated on the idea that the same approaches are applicable whenever we are confronted with a problem. Familiar number systems are examined from a more mature vantage point that points out similarities and differences with other systems: modular arithmetic,  $2 \times 2$  matrices, and axiomatic systems in algebra. Outside readings cover the relationship of mathematics to science, certain aspects of the history of mathematics and reasons for teaching (or studying) mathematics. Designed for non-science students seeking to broaden their general education. Recommended for students in elementary education. Not intended to prepare students for further courses in mathematics. Prerequisite, proficiency in elementary algebraic operations. Spring semester. (4 credits)

### 21 CALCULUS I

An intuitive treatment of the differential and integral calculus of one variable. Applications in the social, behavioral and physical sciences. Prerequisite, proficiency in algebra and trigonometry. Every semester. (4 credits)

### 22 CALCULUS II

Further study of the differentiation and the integration of functions of a real variable. Infinite series. Applications in geometry and the sciences. Prerequisite, Mathematics 21. Every semester and Intersession 1995. (4 credits)

### 26 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)

### 36 LINEAR ALGEBRA

A basic course in linear techniques including systems of equations, linear independence, determinants, linear transformations, and matrices. Some time spent on numerical methods and applications such as linear programming. Prerequisite, Mathematics 21. Every semester. (4 credits)

### 37 MULTI-VARIABLE CALCULUS

Solid analytical geometry, partial derivatives, multiple integrals. Prerequisite, Mathematics 22. Every semester. (4 credits)

### 41 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 non-linear techniques. Prerequisite, Mathematics 37. Spring semester. (4 credits)

### 44 APPLIED PROBABILITY

An introduction to basic probabilities concepts: sample spaces, probability assignments, random variables, conditional probability, independence, discrete and continuous distributions, functions of random variables, expectation, transforms and moment-generating functions, some basic probabilities processes, discrete-state Markov processes, and some fundamental limit theorems. Additional topics may include decision analysis and reliability theory. Prerequisite, Mathematics 14 and Mathematics 22 or permission of the instructor. Fall Semester. (4 credits)

#### 45 MATHEMATICAL STATISTICS

An introduction to the mathematical theory of statistics: sampling distributions, confidence intervals, theory of estimation, hypothesis testing, chi-square tests, regression and correlation, analysis of variance, Bayesian statistics, non-parametric statistics. Additional topics may include simulation and computer applications. Prerequisite, Mathematics 44 or permission of the instructor. Spring Semester, odd years. (4 credits)

#### 46 NUMBER THEORY

An introduction to the properties of and unsolved problems about the integers (whole numbers). This part of mathematics has a very long history, starting from the earliest investigations into prime numbers and their properties. Topics include: divisibility and prime numbers, the Euclidean algorithm, modular arithmetic, quadratic residues, with miscellaneous applications such as cryptography, computer science algorithms, and check digit schemes. Prerequisite, Mathematics 26. Fall Semester, even years. (4 credits)

#### 47 THEORY OF COMPUTATION (Same as Computer Science 47)

A discussion of the basic theoretical foundations of computer science 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 24, Mathematics 26. Spring semester. (4 credits)

#### 48 NUMERICAL ANALYSIS (Same as Computer Science 48)

An introduction to techniques for finding numerical solutions to mathematical problems. Topics to be covered include the general theory of iteration, approximation theory, error estimation, interpolation, solution of nonlinear equations, numerical integration and differentiation, solution of ordinary differential equations. Prerequisite, Mathematics 36, Computer Science 23. Spring Semester, odd years. (4 credits)

#### 50 TOPICS

Topics of interest to faculty and students such as optimization techniques and applications, linear programming, number theory, convexity in geometry, point set topology, modern applied algebra. Prerequisite, permission of the instructor. On an occasional basis. (4 credits)

#### 53 MODERN GEOMETRY

Modern elementary geometry. Convexity. Transformations. The postulates of Euclidean and non-Euclidean geometry. Projective geometry and its relations to affine and Euclidean geometry. Prerequisite, Mathematics 36, Spring semester even years. (4 credits)

#### 56 ALGEBRAIC STRUCTURES

Introduction to abstract algebraic theory with emphasis on finite groups, rings, fields, constructibility, introduction to Galois theory. Prerequisite, Mathematics 22 and 36. Fall semester. (4 credits)

#### 57 REAL ANALYSIS I

Basic theory for the real numbers and the notions of limit, continuity, differentiation, integration, convergence, uniform convergence, and infinite series. Prerequisite, Mathematics 37, Fall semester. (4 credits)

#### 59 COMBINATORICS

Advanced counting techniques. Topics in graph theory, combinatorics, graph theory algorithms, and generating functions. Applications to other areas of mathematics as well as modeling, operations research, computer science and the social sciences. Prerequisites, Mathematics 26, Computer Science 23 or the equivalent. Spring semester, even years. (4 credits)

#### 68 APPLIED ANALYSIS

Ordinary and partial differential equations. Fourier series and integrals, boundary-value problems, special functions, coordinate transformations, vector analysis. Prerequisites, Mathematics 41. Fall semester, odd years. (4 credits)

---

## Mathematics and Computer Science

---

*All 70-level courses will involve some independent student work such as oral presentations, papers, or computer projects.*

### 71 THEORY OF FUNCTIONS OF A COMPLEX VARIABLE

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 57 or 68. Spring semester, even years. (4 credits)

### 73 INTRODUCTION TO TOPOLOGY

An introduction to the topology of Euclidean, metric, and abstract spaces, with emphasis on continuous mappings, separable spaces, separation axioms, and metrizable spaces. Additional topics may include homotopy theory, homology theory, and approximation theory. Prerequisite, Mathematics 57. Spring semester, odd years. (4 credits)

### 75 DISCRETE APPLIED MATHEMATICS (Same as Computer Science 75)

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 59 and Computer Science 23. Fall Semester, even years. (4 credits)

### 76 TOPICS IN MODERN 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 56. Spring Semester, even years. (4 credits)

### 77 REAL ANALYSIS II

A continuation of Real Analysis I 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 57. Spring semester, odd years. (4 credits)

### 78 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 41 or 48, and Computer Science 23. Fall Semester, odd years (4 credits)

### 88 SENIOR SEMINAR IN MATHEMATICS

Students and instructor share the lectures. Subject matter is determined by the special interest of the instructor. Subject to departmental approval, students may include Mathematics 88 in their program more than one time. Prerequisite, senior standing. Offered 1994–95. (4 credits)

### 96 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. (4 credits)

### 97 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. (4 credits)

### 98 PRECEPTORSHIP (4 credits)



## **Computer Science**

*Program Coordinator:* G. Michael Schneider

Two basic principles underlie the teaching of computer science at Macalester. The first is that the program stresses the fundamental principles of computer science—theory of computation, algorithms, data structures, language design, and computer organization—rather than programming or 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.

### **General Distribution Requirement**

All courses in the computer science program numbered below 50 satisfy the general distribution requirement in the natural sciences and mathematics.

### **Major Concentration**

Requirements for a major in computer science are:

1. The two introductory computer science courses 23 and 24. (Students who have completed an AP computer science course in high school and have successfully passed the AP examination may be considered for advanced standing in computer science. Consult the program coordinator for additional information.)
2. The four intermediate computer science courses 30, 40, 42 and 47
3. A minimum of three advanced elective courses selected from the following list, at least one of which must be a senior level course numbered 60–88:

#### Computer Science

48 Numerical Analysis  
50 Topics in Computer Science  
55 Operating Systems and Computer Architecture  
57 Computer Graphics  
62 Principles of Compiler Design  
65 Introduction to Artificial Intelligence  
70 Parallel Processing  
72 Functional Programming and Formal Semantics  
75 Discrete Applied Mathematics  
88 Senior Seminar in Computer Science  
96 Independent Project (Only one independent project may be applied toward a computer science major.)

With permission of the computer science faculty, other courses may be used to satisfy the advanced elective course requirement. Furthermore, courses taken at one of the other ACTC colleges may, with advance approval of the department, be used to satisfy computer science program requirements, except

for the senior level course numbered 60–88 which must be completed at Macalester.

4. A capstone experience of a senior paper. This paper will commonly be written in one of the senior level courses. It may, however, take the form of an honors paper or other independent work that has prior departmental approval.

5. Mathematics 21, 22, and 26 as supporting courses. (Mathematics 26 should be completed as early as possible in the student's program.)

In addition, students are strongly encouraged to include some of the following mathematics courses as part of their program: Mathematics 36 (Linear Algebra), Mathematics 44 (Applied Probability), Mathematics 56 (Algebraic Structures), Mathematics 59 (Combinatorics), and a course in statistics chosen from either Mathematics 14 (Introduction to Statistics) or Mathematics 45 (Mathematical Statistics). Students who plan to attend graduate school in computer science are also 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 23, 24) and intermediate courses (Computer Science 30, 40, 42, 47) should be completed before a student enrolls in advanced electives or begins an independent project. Departmental approval in advance is required to apply an independent project toward a computer science concentration.

For the typical computer science major, the first two years of study in the department will generally look something like this:

*Year 1:* Computer Science 23, 24, Mathematics 26, a calculus course, electives

*Year 2:* Computer Science 30, 40, 42, 47, a calculus course or an additional mathematics course, electives

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.

The following courses are not required of computer science students. They are listed here because their subject matter relates to computer science, and they may be of interest to computer science majors, cores, and minors when selecting courses to satisfy distribution requirements or when coordinating work in computer science with study in related disciplines.

Economics

41 Introduction to Econometrics

75 Mathematical Economics

Linguistics

26 Introduction to Syntax

61 Syntactic Theory

Music  
53 Electronic Music

Philosophy  
20 Introduction to Symbolic Logic  
60 Philosophy of Science  
61 Philosophy of Mathematics  
80 Advanced Symbolic Logic

Physics  
42 Electronics

Political Science  
49 Science, Technology, and Politics

Psychology  
31 Perception and the Senses  
37 Cognitive Psychology

Religious Studies  
58 Science and Religion  
67 Technology and Ethics

### **Core Concentration**

Requirements for a core concentration in computer science are:

1. Computer Science 23, 24, 30, 40
2. Two courses chosen from either Computer Science 42, 47 or those listed as options for the computer science major
3. Six relevant courses in a related field or fields that are approved by your computer science core advisor

### **Minor Concentration**

Requirements for a minor concentration in computer science are:

1. Computer Science 23, 24, 30, 40
2. Two courses chosen from either Computer Science 42, 47 or those listed as options for the computer science major

### **COURSES**

#### 15 INTRODUCTION TO COMPUTING AND ITS APPLICATIONS

This is an introductory survey course for students who are not planning further study in computer science. It assumes no prior experience in the field, and it is designed to provide students with a broad overview of the discipline of computer science. It addresses the historical development of information technology; applications of computers in areas such as modeling, databases, telecommunications, and graphics; software design and development, computer organization, artificial intelligence, and the social and ethical implications of computers and technology. No prerequisites. Every semester. (4 credits)

#### 23 COMPUTER SCIENCE I

This is the introductory course for majors, cores, and minors. It is designed to provide a formal and in-depth introduction to computer science for those who may take additional courses in the field. Topics will include: problem solving techniques, algorithms, methods for designing and representing algorithms, and an introduction to program design methods. Students will learn to program in a modern high-level programming language. No prerequisite. Every semester. (4 credits)

---

## Mathematics and Computer Science

---

### 24 COMPUTER SCIENCE II

This course continues the presentation of the fundamental concepts of computer science begun in Computer Science 23. It introduces the student to advanced topics such as data structures, recursion, formal verification, and the analysis of algorithms. The notion of data abstraction as a fundamental technique in problem solving and program design is introduced. Formal specification techniques and implementation issues will be discussed for abstract data types such as lists, stacks, queues, sets, and trees. Prerequisite, Computer Science 23 or equivalent. Every semester. (4 credits)

### 30 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, microprogramming, 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 23. Fall semester. (4 credits)

### 40 ALGORITHM DESIGN AND ANALYSIS

An introduction to the design and analysis of algorithms with an emphasis on non-numeric problems. Issues which will be discussed include iterative, recursive, and parallel algorithms, divide and conquer methods, dynamic programming, searching and sorting, graph algorithms and geometric algorithms. An introduction to the concept of NP-completeness. Prerequisites, Computer Science 24, Mathematics 26. Fall semester. (4 credits)

### 42 PRINCIPLES OF PROGRAMMING LANGUAGES

A study of modern high-level programming languages, including formal representation of syntax and semantics, control structures, data and procedural abstraction, parallelism, exception handling, functional and object-oriented programming, and non-procedural languages. It will also introduce some basic techniques in language translation including lexical analysis, parsing, and code generation. Concepts will be illustrated using a wide range of existing languages. Prerequisites, Computer Science 24, 30. Spring semester. (4 credits)

### 47 THEORY OF COMPUTATION (Same as Mathematics 47)

A discussion of the theoretical foundations of computer science 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. Prerequisites, Computer Science 24, Mathematics 26. Spring semester. (4 credits)

### 48 NUMERICAL ANALYSIS (Same as Mathematics 48)

An introduction to techniques for finding numerical solutions to mathematical problems. Topics to be covered include the general theory of iteration, approximation theory, error estimation, interpolation, solution of nonlinear equations, numerical integration and differentiation, solution of ordinary differential equations. Prerequisites, Computer Science 23, Mathematics 36. Alternate spring semesters, next offered spring 1995. (4 credits)

### 50 TOPICS IN COMPUTER SCIENCE

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)

### 55 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 30. Alternate spring semesters, next offered spring 1995. (4 credits)

#### 57 COMPUTER GRAPHICS

Basic two- and three-dimensional graphics techniques. Topics include 2D and 3D modeling, clipping and windowing, polygon filling, text generation, 3D parallel and perspective projections, hidden surface/line removal, and curve interpolation. Class members develop device-independent 2D and 3D graphics packages consistent with current graphics standards. Several types of graphics devices will be discussed and used. Prerequisites: Computer Science 24 and either Mathematics 36, 37, or consent of instructor. Alternate fall semesters, next offered fall 1994. (4 credits)

#### 62 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 30, 42, and 47, or consent of instructor. Alternate spring semesters, next offered spring 1995. (4 credits)

#### 65 INTRODUCTION TO ARTIFICIAL INTELLIGENCE

An introduction to the basic principles and techniques of artificial intelligence. Topics include problem solving methods, heuristic search, knowledge representation, logic, and automated reasoning. Concepts will be further demonstrated through the study of applications of AI such as natural language processing, task planning, robotics, machine learning, perception, and game playing. Discussion of philosophical issues. Prerequisites, Computer Science 40 and 42, or consent of instructor. Alternate fall semesters, next offered fall 1994. (4 credits)

#### 70 PARALLEL PROCESSING

An introduction to the field of parallel processing and the 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 30 and 40, or consent of instructor. Alternate fall semesters, next offered fall 1995. (4 credits)

#### 72 FUNCTIONAL PROGRAMMING AND FORMAL SEMANTICS

Introduction to the functional paradigm of programming languages, declarative programming, and formal semantics. Discussion of higher order functions and functions as first class objects, abstractions and polymorphism, infinite structures, equational reasoning and pattern matching, lambda calculus and the reduction paradigm of computation, semantics, and programs as specifications. Topics may also include implementation of functional languages, continuations and lazy evaluation, and parallelism. The theoretical material of the course will be supplemented by laboratory work in modern functional languages. Prerequisites, Computer Science 42, 47, or consent of instructor. Alternate spring semesters, next offered spring 1996. (4 credits)

#### 75 DISCRETE APPLIED MATHEMATICS (Same as Mathematics 75)

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 59 and Computer Science 23. Alternate fall semesters, next offered fall 1994. (4 credits)

#### 88 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. Spring semester. (4 credits)

#### 96 INDEPENDENT PROJECT

An individual project planned and carried out under the supervision of a faculty member. Arrangements must be approved by the department prior to registration. (4 credits)

---

## Mathematics and Computer Science

---

### 97 INTERNSHIP

Available to junior and senior students with declared cores or 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. (4 credits)

### 98 PRECEPTORSHIP

Available to junior and senior students with declared cores or majors in computer science. Arrangements must be made prior to registration. Departmental approval and supervision required. (4 credits)

## Music

*Full Time Faculty:* Donald Betts\*, J. Michele Edwards, Edouard Forner (Chair), Carleton Macy, Robert Morris

*Part Time Faculty:* Jan Gilbert, Peter Sowah Mensah

*Studio Faculty:* Usha Balakrishnan (East Indian vocal performance), Barbara Brooks (introductory piano), Thomas Cravens (electric guitar/electric bass/jazz improvisation), Christine Dahl (piano), Susan DeJong (flute), Lynn Erickson (trumpet), Rachel Green (oboe), Brian Grivna (saxophone/jazz improvisation), Florence Hart (Highland dance), Michael Hauser (Flamenco guitar), Camilla Heller (cello), Andrew Hoag (Director of Piping), Charles Hodgson (French horn), Joseph Holmquist (percussion), William Jones (bassoon), Winston Kaehler (harpsichord/organ), Ellen Lease (jazz piano), Gaylen Lerwick (Pipe Band drum instructor), Paul Maybery (tuba), Sowah Mensah (African drumming/African flute/African voice), Celeste O'Brien (piano), Rick Penning (voice), John Roth (guitar/mandolin/ mandola), Jennifer Rubin (bass), Tracy Silverman (violin/viola), Emma Small (voice), Bridgett Stuckey (harp), James tenBensel (trombone/baritone horn), David Whetstone (Sitar/East Indian improvisation), Beverly White (recorder/viol)

The music department offers many opportunities for the general student and those interested in music as a concentration. All performing ensembles and all courses are open to majors and non-majors alike. Some courses carry prerequisites, however. For the music major, core 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 of cores and minors. The major concentration provides preparation for post-graduate work in music, public school licensure, and many music-related jobs and professions. Major, core and minor concentrations prepare students for a lifelong enjoyment of music through the study of appropriate skills, repertoire, and performance practice.

### *Performance*

Performing ensembles are open to students by audition, without regard for music major, core or minor status. These groups include the major vocal and

instrumental ensembles, chamber music groups in the Western concert tradition, and other ensembles performing more specific kinds of music: African Music Ensemble, Flying Fingers (traditional American folk music), Mac Jazz (stage band), Collegium Musicum (early music), New Music Ensemble and the Scottish Pipers and Dancers. Students are also involved as soloists, conductors, and 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, the Macalester Trio (Artists in Residence: Joseph Roche, Camilla Heller, and Donald Betts), and numerous other local, national and international artists perform there regularly throughout the year.

Studio instruction in voice, piano, harpsichord, organ, guitar, all standard orchestral instruments, African drumming, and many other non-western instruments, is available to all students in the College. Studio instruction is with our regular full-time faculty or studio faculty. These instructors are all active professional musicians.

The fee for 12 half-hour lessons is \$220.00 (fee is subject to change). Music majors, cores and minors will receive a 90% fee waiver for one set of half-hour lessons per semester. Enrollment in Theory II is considered a tentative commitment to being a music major, core or minor. The faculty encourages advanced students to take hour-long lessons. Music majors, cores and minors, preparing for senior recitals, must take full hour lessons. They will receive a 90% fee waiver for the full hour. A limited amount of financial assistance is available to those students not eligible for fee waivers to help pay for studio instruction. See department chair for information.

### **General Distribution Requirement**

All courses in the music department satisfy the general distribution requirement in the fine arts **except** for 71, 72, 74, 88, 97 and some topics as designated by the department. Credit accumulated through ensemble performance and studio instruction does not satisfy the distribution requirement.

Certain courses are particularly appropriate for the general student. These include Music Appreciation, Electronic Music, Women Making Music, African Music, Basic Musicianship and various Topics courses. Other courses, while open to all students, do require various levels of music skills. Students interested in upper level courses should consult the instructor concerning specific prerequisites.

### **Diversity Requirement**

The international diversity requirement may be satisfied by completing 31, African Music. The domestic diversity requirement may be satisfied by completing either 50, Topics in Jazz and Society or 50, Topics in Music of Black Americans.

### *Senior Projects*

The music department requires of its majors, and strongly recommends to its cores and minors that they undertake senior projects involving recital performance, composition and/or music research as a culminating activity. A student may register for Music 88 (Senior Project) to receive credit for preparation. (The senior project satisfies the senior capstone requirement)

### *Piano Proficiency Requirement*

Each music major/core/minor will be required to pass a test of piano proficiency. Required skills include the ability to:

- \* Sight-read a chorale.
- \* Play basic chord progressions in various keys.
- \* Play all scales.

This test (shown as Music 300) should be taken by the end of the third year.

## **Major Concentration**

A major will consist of eleven academic courses, plus studio instruction, ensembles and piano proficiency.

Music 13 or a qualifying exam must be passed for entrance into the program. Both Music 13 and Music 14 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 as soon as possible after completion of Music 13 and 14.

### 1. Major concentration in music:

- \* Music 13, 14, 23, 24, 42, 43, 44
- \* One course from among the following: 31, 51, 53, or designated topics courses
- \* Three music electives
- \* 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 major ensemble
- \* A senior project
- \* Piano proficiency Exam (Music 300)

The senior capstone requirement in music is satisfied by completing the senior music project.

Additional music electives may be substituted for Music 13 and 14 if a student can demonstrate equivalent competency.

### 2. Major concentration in music for teacher preparation:

- \* Music 13, 14, 23, 24, 42, 43, 44, 71, 72 and 74
- \* One course from among the following: 31, 51, 53 or designated topics courses



- \* Basic proficiency on the guitar and the recorder
- \* Piano proficiency which includes the ability to play simple piano accompaniments encountered in “educational” instrumental and vocal solo literature, and for vocal specialists, typical choral literature accompaniments
- \* Studio instruction on a primary instrument or voice corresponding to instrumental or vocal licensure track, and ensemble performance during each semester of residence as a music education major, with at least four semesters in a major ensemble
- \* Vocal pedagogy (for vocal licensure students only)
- \* Experience with a World Music other than the Western European tradition. This requirement may be satisfied by taking Music 31, a designated topics course, or through successful, semester-long participation in a representative performing group such as the African Music Ensemble, or through a semester or more of studio instruction in a non-Western instrumental or vocal musical tradition such as East Indian Vocal Techniques
- \* A Senior Project in the form of a recital which demonstrates advanced solo ability on the area of performance emphasis:
  - instrumental licensure students must perform on at least one instrument of the keyboard, percussion, string, or wind families;
  - vocal licensure students must perform as a vocalist or keyboardist
- \* (vocal licensure only): Demonstrate the ability to accompany a vocal ensemble on a keyboard instrument
- \* Demonstrate the ability to organize, rehearse, and conduct small and large performance ensembles from the Piano

Additional music electives may be substituted for Music 13 and 14 if a student can demonstrate equivalent competency.

The department strongly recommends independent study in advanced conducting for students in the music education program.

Please see the Education Department listings for appropriate course requirements outside the Music Department.

Note that:

- \* Education 51 provides the secondary school director with experience in applying teaching principles and procedures in elementary and secondary music instruction.
- \* Music 71 and 72 should be taken by the third year.
- \* Student teaching should be taken during the fourth year, or as part of the reduced-fee postgraduate professional semester.
- \* Students interested in music education should confer with Professor Carleton Macy (MU 108) for further details.

### **Core Concentration**

A core will consist of six music courses and six supporting courses plus the Piano Proficiency Exam.

Music 13 should be taken no later than the fall of the 3rd year. Core concentration includes:

- \* Two theory courses from 13, 14, 23, 24.
- \* Two literature courses from Music 31, 42, 43, 44, 51, 53, or designated topics courses.
- \* Two music electives.
- \* A minimum of four semesters of studio instruction and four semesters of ensemble performance, of which 2 semesters must be in a “major” ensemble.
- \* Six supporting courses outside the department approved by the student’s music department advisor.
- \* Piano Proficiency Exam (Music 300).

### **Minor Concentration**

A minor will consist of seven courses plus studio instruction and ensemble participation, including:

- \* Two theory courses from 13, 14, 23, 24
- \* Two courses, approved by the student’s music department advisor, selected from among: Music 10, 31, 42, 43, 44, 51, 53, or designated topics courses
- \* Three elective music courses approved by the student’s music department advisor.
- \* Studio instruction for four semesters.
- \* Ensemble participation for a minimum of four semesters, two of which must be in a “major” ensemble.
- \* Piano Proficiency Exam (Music 300).

### **COURSES**

#### **10 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. Fall semester. (4 credits)

#### **12 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)

#### **13 THEORY I—ELEMENTARY THEORY**

Pitch, meters, scales, modes, keys, intervals, triads and seventh chords, elementary harmonic analysis and part-writing, melodic and rhythmic ear-training and solfeggio, elementary keyboard harmony. Students should already be proficient at reading music. Fall semester. (4 credits)

#### 14 THEORY II—ADVANCED THEORY

Continuation of ear-training, sight-training, written and keyboard harmony through extended alteration of tertian harmony. Analysis and composition of simple musical forms. Prerequisite, Music 13 or permission of the instructor. Spring semester. (4 credits)

#### 23 CONTEMPORARY THEORY

Study of compositional techniques of 20th century music with emphasis on analytical skills and composition. Prerequisite, Music 14 or permission of the instructor. Fall semester. (4 credits)

#### 24 FORM AND ANALYSIS

Theoretical analysis of musical forms with accompanying exercises in composition with emphasis on music of the common practice period. Continuation of ear training. Prerequisite, Music 14 or permission of the instructor. Spring semester. (4 credits)

#### 31 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. Fall semester. (4 credits)

#### 42 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, Theory II or permission of the instructor. For general students, permission of the instructor. Fall semester. (4 credits)

#### 43 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, including music from Beethoven to Mahler. Prerequisite, Theory II or permission of the instructor. For general students, permission of the instructor. Spring semester. (4 credits)

#### 44 20th-CENTURY MUSIC LITERATURE

Study and analysis, focusing on the western concert tradition and including experimental works. Prerequisite, Contemporary Theory (Music 23), or permission of the instructor. For general students, permission of the instructor. Spring semester. (4 credits)

#### 50 TOPICS

Examination of special topics of interest to faculty and students. Subject matter will vary. Current subjects include Jazz and Social Issues, and Music of Black Americans. Fall and/or Spring semesters. (4 credits)

#### *Interarts Composition*

This course offers the student with a strong interest in the arts (music, dance, visual, dramatic, poetry) the opportunity to create and produce new work. Projects might include intermedia collaboration, sound sculpture, exploration of non-western music performance, speech-music, music for dance, drama. The course includes an overview of experimental music and performance lab. No prerequisite. Fall semester. (4 credits)

#### *Beginning Band*

Class time will be divided between learning performance skills on the instrument of choice in sectional and full ensemble rehearsals, and musicianship skills involving theory and ear-training. Available instruments include clarinets, flutes, saxophones, trumpets, french horns, trombones, baritone horns, tubas, and a wide variety of percussion instruments. The "Beginning Band" will perform for and with other beginning bands at local schools, and will present a gala event at the end of the term. Intersession. (2 credits)

## Music

---

### 51 WOMEN MAKING MUSIC

An investigation of the activities/roles/contributions of women making music, primarily in western culture—women as performers, teachers, consumers, scholars, and sponsors as well as composers. Music from the 20th century will receive greater attention than earlier music; blues, jazz and popular music will be included along with concert music. Incorporates analytical approaches of feminist criticism and cultural studies. Prerequisite, 2nd year standing. Alternate years, next offered Spring 1995. (4 credits)

### 53 ELECTRONIC MUSIC

History and development of electronic music. Investigation of the psychology of sound perception and principles of musical form. Incorporates techniques of composition, individual and group projects in the electronic music studio through weekly composition assignments, self-assessment techniques and development of criteria for evaluation. Studio techniques will include tape manipulation, analog and digital synthesis, computer control, and sound processing. Prerequisite, permission of the instructor. Spring semester. (4 credits)

### 71 WOODWINDS AND PERCUSSION METHODS

Playing and arranging for woodwinds and percussion instruments. Class sessions will include practical instruction and discussion of most instruments in each instrumental family, culminating with a performance. Music education students will be given special assignments concerning instructional methods and method books. Prerequisites, ability to read music, permission of the instructor. Alternate fall semesters, next offered 1993. (4 credits) Students may also register as follows:

71a Woodwind Methods, 2 credits or

71b Percussion Methods, 2 credits

NOTE: Students in the Music Education program must take the entire 4 credit package.

### 72 STRING AND BRASS METHODS

Playing and arranging for string and brass instruments. Class sessions will include practical instruction and discussion of most instruments in each instrumental family, culminating with a performance. Music education students will be given special assignments concerning instructional methods and method books. Prerequisites, ability to read music, permission of the instructor. Alternate fall semesters, next offered 1994. (4 credits) Students may also register as follows:

72a String Methods, 2 credit or

72b Brass Methods, 2 credits

NOTE: Students in the Music Education program must take the entire 4 credit package.

### 74 CONDUCTING

Emphasizes basic techniques, including beat patterns, baton techniques, score preparation and rehearsal techniques. Prerequisite, permission of the instructor. Next offered Fall 1994. (4 credits)

### 88 SENIOR PROJECT

Intensive guided preparation for the presentation of a project involving recital performance, composition and/or music research. Prerequisite, permission of the instructor. This will satisfy the required senior capstone experience for the music department. Fall or Spring semester. (4 credits)

*The following independent studies are available to music majors, cores, or minors and occasionally to a non-music major. All require the permission of the instructor.*

### 95 TUTORIAL

Tutorials are available for advanced study. Typical areas include 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. (4 credits)

### 96 INDEPENDENT PROJECT

See the Independent Study section of this catalog. (4 credits)

#### 97 INTERNSHIP

See the Independent Study section of this catalog. (4 credits)

#### 98 PRECEPTORSHIP

See the Independent Study section of this catalog. (4 credits)

#### *Performance Studies; Ensemble participation and studio instruction.*

1) Students can receive credit for successful completion of a sequence of studio instruction, including a brief Performance Review at the end of each semester and/or ensemble participation. Credit is given in the following manner:

- \* Credit will be issued for blocks of 2 or more consecutive semesters of the same activity. Consecutive semesters are usually fall-spring, but may be spring-fall in unusual circumstances.
- \* 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/core/minor concentrations and those receiving fee waivers will be graded A/B/C/D/NC.
- \* General students will be graded S/NC unless they request a letter grade.
- \* 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,C or S each term, or they will be required to pay the entire fee for the instruction.**

3) A student may receive 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 does not satisfy general distribution requirements.

The grade a student receives for credit bearing performance studies is computed in the student's cumulative GPA when an entire block of 4 semester credits (or 2 blocks of 2 credits) 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.

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 must be in *major (i.e. conducted) ensembles*. The department believes that music students should have the experience of performance in a conducted ensemble as part of their training. It is for this reason that majors/cores/minors have the requirement of participation in a "major" ensemble.

For the purpose of this requirement, the major ensembles are: Festival Chorale, Concert Choir, Macalester Symphony Orchestra, Macalester Symphonic Band and, to a limited extent, the Mac Jazz Band.

NOTE: For students majoring in music the Jazz Band may fulfill only two of the necessary four semesters of participation in major ensembles.

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.

Students with a core or minor in music should participate in ensembles for four semesters and in *major ensembles* for two semesters. They are also expected to take studio instruction for a minimum of four semesters.

#### 111,112 SYMPHONIC BAND

Readings, preparation and performance of concert band literature, on campus and in the community. (1 credit)

## Music

---

### 113,114 SYMPHONY ORCHESTRA

Readings, preparation and performance of orchestral literature, on campus, in the community and on tour. (1 credit)

### 115,116 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)

### 117,118 PIPE BAND

Instruction in the pipes and drums. Performances at Macalester and in the community. (1 credit)

### 119,120 HIGHLAND DANCE

Instruction in traditional Scottish Highland dances. Performances at Macalester and in the community. (1 credit)

### 121,122 INTRODUCTORY PIANO/PIANO FOR PROFICIENCY

Intended for students with little or no prior experience at the piano, and for those students needing to develop sufficient piano skills in order to pass the departmental piano proficiency test. (1 credit)

### 123,124 FESTIVAL CHORALE

Preparation and performance of major choral works often with professional orchestra. Performances in the community as well as on campus. (1 credit)

### 125,126 CONCERT CHOIR

A select group of singers. Presentation of chamber music with and without accompaniment; performances on campus, in the community and on tour. (1 credit)

### 215,216 MACALESTER 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. An organizational meeting will be announced early each semester. (1 credit)

### 221,222 OTHER ENSEMBLES

Including but not limited to Collegium Musicum, African Music Ensemble, New Music Ensemble, and Flying Fingers (Traditional American Folk Music Ensemble). (1 credit)

### *Performance Instruction (Studio and Class)*

Studio instruction may be taken by any Macalester student in voice, piano, harpsichord, organ, guitar, 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 rented by students for a nominal fee, currently \$15.00 per semester.

Studio instruction fees are listed elsewhere in this catalog. Macalester will pay 90% of instruction fees on the major instrument for students with major, core or minor concentrations in music. A bulletin describing the studio instruction program in detail may be obtained from the music secretary (Room 103).

### 101,102 PRIVATE STUDIO INSTRUCTION

Studio instruction in instrument or voice. (1 credit)

### 105,106 VOCAL PEDAGOGY

Group vocal instruction with special emphasis on the problems of teaching voice. Music education students will be given special assignments concerning instructional methods and method books. Offered as needed. (1 credit)

300 PIANO 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 proficiency examination.

## **Philosophy**

*Full Time Faculty:* Janet Folina, Martin Gunderson (Chair), Karen J. Warren, Henry West

*Part Time Faculty:* Joy Laine

Philosophy explores the most fundamental and general questions concerning the nature of knowledge, reality and values. It engages in analysis of the logic of valid argument, applicable to all rational thought, and in the study of the methodology and basic concepts of all other academic disciplines. It is thus central to the liberal arts. Macalester is unusual in offering courses dealing not only with the tradition of Western philosophy, but also with Asian philosophy, offering a major concentration with an Asian philosophy component or an interdisciplinary core concentration in Asian philosophy. Philosophy lends itself to interdisciplinary programs such as legal studies, women's and gender studies, environmental studies, international studies, and various other possibilities. Requiring the development of skills in critical thinking, a concentration in philosophy is 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 meet the general distribution requirement in the humanities except 20, 35 (which meets the distribution requirement in social science), 39 and 67 and 80.

### **Diversity Requirement**

The courses in the philosophy department that satisfy the international diversity requirement are those numbered 36, 37, and 87.

### **Major Concentration**

A major in philosophy consists of eight departmental courses which must include Philosophy 19 Critical Thinking, 20 Introduction to Symbolic Logic, 25 Ethics, 30 Ancient and Medieval Philosophies, 31 Modern Philosophy, 89 Senior Seminar, and either 62 Philosophy of Mind, 64 Philosophy of Language or 86 Wittgenstein Seminar. In addition, majors in philosophy are required to write a senior paper, normally the revised and extended version of a paper written for an advanced philosophy course and presented either to the senior seminar or some other audience. The department chair may waive requirements in exceptional circumstances.

A major in Asian philosophy consists of eight departmental courses which must include Philosophy 20 Introduction to Symbolic Logic (or 19 Critical Thinking),

25 Ethics, 31 Modern Philosophy, 36 Indian Philosophies, 37 Chinese and Japanese Philosophies, 87 Seminar: Asian Philosophy, and 89 Senior Seminar. Asian philosophy majors are encouraged to take supporting courses in Asian studies such as those listed below under the description of a core concentration.

The senior capstone requirement in philosophy may be satisfied by Philosophy 89, Senior Seminar, and a senior paper.

### **Core Concentration**

A core concentration in philosophy is an interdepartmental program with a core of six courses in philosophy and six supporting courses in other departments approved by an advisor in the philosophy department. Philosophy 25 Ethics, and either 15 Problems of Philosophy or 31 Modern Philosophy are required. Philosophy 19 Critical Thinking or 20 Introduction to Symbolic Logic, 30 Ancient and Medieval Philosophies, and 89 Senior Seminar are highly recommended, but individual programs which do not include these may be worked out with the assistance of an advisor. Some examples of philosophy core concentration patterns are the following:

Asian Philosophy: Philosophy courses in addition to 25 and either 15 or 31 could include 36 Indian Philosophies, 37 Chinese and Japanese Philosophies, 38 Philosophy of Religion or 62 Philosophy of Mind, 88 Seminar: Asian Philosophies, and supporting courses such as Anthropology 11 Cultural Anthropology; Religious Studies 24 Introduction to Non-Western Religion, 33 Islam, 40 Religions of India or 41 Religions of East Asia; Art 76 Far Eastern Art; or a study away program in India or Japan.

Political Philosophy: Philosophy courses in addition to 25 and either 15 or 31 could include Philosophy 24 Western Political Thought, 55 History and Philosophy of Socialism, 73 Philosophy of Law, and supporting courses from economics and political science.

Cognitive Science: Philosophy courses in addition to 25 and either 15 or 31 could include 20 Introduction to Symbolic Logic, 35 Philosophy of Psychology, 60 Philosophy of Science, 61 Philosophy of Mathematics, 62 Philosophy of Mind, or 64 Philosophy of Language, with supporting courses from Computer Science, Linguistics and Psychology.

A core concentration in philosophy is appropriate for interdepartmental programs in environmental studies, women's and gender studies, and international studies. Descriptions of these programs can be found elsewhere in the catalog.

### **Minor Concentration**

A minor in philosophy consists of five courses in the department approved by an advisor in the philosophy department, including Philosophy 25 Ethics, and either 15 Problems of Philosophy or 31 Modern Philosophy.



**COURSES**
**15 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)

**19 CRITICAL THINKING**

A course which focuses on skills involved in critical thinking: stating, clarifying, and assessing arguments (deductive and inductive), assumptions, definitions, implications, analogies, generalizations, predictions, causal claims, value claims, and observation statements. Topics include the study of arguments, formal and informal fallacies, syllogisms, and propositional logic as these occur in both everyday and philosophical contexts. The overall aim is to help students improve their reasoning skills. Every fall. (4 credits)

**20 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 prerequisites. Every year. Next offered spring 1995. (4 credits)

**24 WESTERN POLITICAL THOUGHT (Same as Political Science 24)**

An examination of Western political theory and philosophy from the ancient Greek to the modern age. Every year. Next offered Intersession 1995. (4 credits)

**25 ETHICS**

An alternative introduction to philosophy, concentrating on normative philosophical concepts and issues, such as the nature of value, duty, right and wrong, and the good life, with applications to selected problems of personal and social behavior. Every semester. (4 credits)

**29 FEMINISM AND ENVIRONMENTAL ETHICS**

A course which addresses a variety of issues in environmental ethics from a feminist, particularly ecofeminist, point of view: the nature of environmental ethics; the alleged connections between the twin dominations of women and nature; the place of ecological feminism in any responsible feminism, environmentalism or environmental ethics; the contributions of feminist ethics to environmental ethics; the impact of Black and Third World feminism on environmental ethics; the relevance of contemporary scholarship in feminist philosophy of science, ecological science, postmodernism, and feminist theology to ecofeminism and environmental philosophy. No prerequisites. Every year. Next offered fall 1994. (4 credits)

**30 ANCIENT AND MEDIEVAL PHILOSOPHIES (Same as Classics 30)**

A study of major philosophers of ancient Greece, Rome and the medieval period. Every fall. (4 credits)

**31 MODERN PHILOSOPHY**

A study of the 17th and 18th century philosophers, including the Empiricists, Rationalists, and Kant. Prerequisite, Philosophy 19 or 20. Every spring. (4 credits)

**35 PHILOSOPHY OF PSYCHOLOGY (Same as Psychology 35)**

An introduction to the history and systematic development of contemporary viewpoints in psychology. Among the topics considered are so-called primitive thought, ancient Greece, mind-body problems, structuralism, functionalism, phenomenology, animal psychology, social psychology, behaviorism, Gestalt psychology, psychoanalysis, existentialism, humanism, hermeneutics, deconstructionism, and cognitive psychology. Every fall. (4 credits)

**36 INDIAN PHILOSOPHIES**

An introductory study of selected Hindu and Buddhist texts and philosophies. Every fall. (4 credits)

---

## Philosophy

---

### 37 CHINESE AND JAPANESE PHILOSOPHIES

A study of selected Buddhist, Confucian and Taoist texts, including Japanese Buddhist works. Prerequisite, sophomore standing or Philosophy 36. Alternate years, next offered spring 1995. (4 credits)

### 38 PHILOSOPHY OF RELIGION

Philosophical analysis of problems in religion and theology such as arguments for the existence of God and the nature of religious knowledge. Alternate years. Next offered spring 1996. (4 credits)

### 39 PHILOSOPHY OF EDUCATION (Same as Education 39)

An analysis of 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. Every semester. (4 credits)

### 50 TOPICS

A course not regularly offered. Recent offerings have been: Free Will and Human Action; Dangerous Speech; Philosophy of the Emotions; Hobbes, Locke, Rousseau; Philosophies of Black Experience; Freedom, Speech and Action. Topics courses are often offered to meet student interest in something not in the list of catalog courses. (4 credits)

### 53 SEMANTICS AND PRAGMATICS (Same as Linguistics 29)

Theories of the relationships between form and meaning in languages go back to Plato's *Cratylus*. This course defines and investigates some of these complex relationships, and examines how they develop and change. Topics covered include: Peirce and Jakobson on icon, index, and symbol; sense and reference; object language and meta-language; the decomposition of meaning and semantic primitives; meaning and use; denotation and connotation; the dictionary/encyclopedia debate; taboos and euphemisms; language games; and mechanisms of semantic change. Prerequisite, Linguistics 24, Introduction to Linguistics. Alternate years. Next offered fall 1994. (4 credits)

### 54 EXISTENTIALISM, ATHEISTIC AND THEISTIC (Same as Religious Studies 54)

A study of the writings of major representative figures in the modern existentialist point of view. Writings of Camus, Sartre, Kierkegaard, Buber, Marxist critics, Bultmann will be read and discussed. Every year. Next offered fall 1994. (4 credits)

### 55 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 55 and Philosophy 55 and receive credit for each course. Alternate years. Next offered fall 1995. (4 credits for each course, for a total of 8 credits)

### 60 PHILOSOPHY OF SCIENCE

An historical approach to philosophical problems of science. Topics include science versus pseudoscience, scientific explanation, theories of confirmation, and the realism/anti-realism debate concerning the interpretation of theories. Prerequisite, Philosophy 20 and some background in philosophy or permission of instructor. Alternate years. Next offered fall 1995. (4 credits)

### 61 PHILOSOPHY OF MATHEMATICS

An examination of the logical and philosophical foundations of mathematics, with some emphasis on the history of twentieth century mathematics. Topics include mathematical truth, mathematical reality, and mathematical knowledge. Prerequisite, Philosophy 20 and some background in philosophy or permission of instructor. Alternate years. Next offered fall 1994. (4 credits)

#### 62 PHILOSOPHY OF MIND

An analysis of western and non-western theories of the mind, the mental and the self. Topics will include traditional and contemporary studies of mind/body dualism, the mind/brain identity theory, minds and machines, other minds, disembodied existence and personal identity. Readings will range from the writings of Descartes, Locke and Hume to contemporary works such as those of Wittgenstein, Davidson, Dennett, and Parfit. Prerequisite, Philosophy 15, or 31 or permission of instructor. Alternate years. Next offered spring 1995. (4 credits)

#### 64 PHILOSOPHY OF LANGUAGE (Same as Linguistics 64)

A study of a broad range of topics in order to understand why the study of language has mattered so much to twentieth century philosophy. Topics will range from more technical problems (theories of meaning and reference; proper names, definite descriptions and empty reference terms; synonymy and analyticity; universals and natural kinds) to broader questions including both the variety of human discourse and the relationship between language, thought and reality (language games; speech acts; private languages; poetic and metaphorical uses of language; language and social change; non-Western theories of meaning). Readings typically include writings by Russell, Wittgenstein, Searle, Quine, Kripke, Davidson and Rorty. Prerequisites, Philosophy 20 and 31, or permission of instructor. Alternate years. Next offered fall 1995. (4 credits)

#### 65 BIOMEDICAL ETHICS

Biomedical ethics 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. Prerequisite, Philosophy 25. Alternate years. Next offered spring 1996. (4 credits)

#### 67 PEACE STUDIES (Same as Political Science 67)

An interdisciplinary approach to the problems of intrapersonal, interpersonal and institutional conflict and social violence. Topics will include: definitions of "peace," ethical appraisal of war and violence, pacifism and nonviolence, conflict resolution, psychological and anthropological views on aggression, causes of war, militarism, nuclearism, the relationship of violence to contemporary social problems and interrelationships among peace, ecology and feminism. Alternate years. Next offered spring 1996. (4 credits)

#### 73 PHILOSOPHY OF LAW (Same as Political Science 73)

An analysis of fundamental legal concepts and the problems of justifying various legal practices. Topics will include criminal responsibility, the justifiability of punishment, the distinction between criminal and civil law, rights, and the relationship between law and morality. Prerequisite, Philosophy 25. Alternate years, next offered fall 1994. (4 credits)

#### 80 ADVANCED SYMBOLIC LOGIC

A second course in symbolic logic designed to extend methods and pick up on issues coming out of Introduction to Symbolic Logic. Topics include second order logic and basic set theory, metatheoretic results (soundness, consistency, and completeness of first order logic), incompleteness of arithmetic, modal logic, and intuitionistic logic. Alternate years. Next offered Spring 1996. Prerequisite: Philosophy 20 or permission of instructor. (4 credits)

#### 81 ADVANCED FEMINIST THEORY

A course exploring issues in feminist theory-building in philosophy, primarily in the areas of ethics, epistemology, political philosophy, and philosophy of science. Topics include: the nature of feminist theories and theorizing; feminist conceptions of reason, emotion, the body, the self, nature, equality, liberty, justice, knowledge, and ethics; feminist critiques of nonfeminist or mainstream Western philosophy. Prerequisite, permission of instructor. Alternate years. Next offered fall 1995. (4 credits)

#### 86 SEMINAR: WITTGENSTEIN

A course which examines the philosophy of Ludwig Wittgenstein and several other twentieth century philosophers. The central texts of the course are the *Tractatus Logico-Philosophicus*, *Philosophical Investigations*, and *On Certainty*. In addition the course will consider the logical atomism of Bertrand Russell and several more recent anti-realist programs such as those of Michael Dummett and Crispin

---

## Philosophy

---

Wright. Prerequisites, Philosophy 20, Philosophy 31, and permission of instructor. Alternate years. Next offered Spring 1995. (4 credits)

### 87 SEMINAR: ASIAN PHILOSOPHY

A study of the text and thought of a selection from Asian philosophy, in most years the *Bhagavad Gita*, leading to the writing and presentation of a seminar paper. Prerequisite, Philosophy 36 or permission of the instructor. Every spring. (4 credits)

### 88 SEMINAR: TOPICS

A study of some movement, philosopher or problem in the tradition of Western philosophy. Primarily for juniors or seniors doing a core or major in philosophy. Prerequisite, permission of the instructor. Not offered in 1994–95. (4 credits)

### 89 SENIOR SEMINAR

A capstone experience in philosophy for majors, cores and others with sufficient background. A general topic of current controversy in contemporary philosophy will be chosen each year as the focus of the reading for the course. Examples are realism vs. anti-realism, relativism and skepticism, the mind-body problem, free will and determinism, personal identity. The topic will be addressed from various points of view, involving all members of the department in some of the instruction. One aim of the course is for participants to get an overview of their concentration in philosophy 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 or core and senior status, or permission of instructor. Every spring. (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.

95 TUTORIAL (4 credits)

96 INDEPENDENT PROJECT (4 credits)

97 INTERNSHIP (4 credits)

98 PRECEPTORSHIP (4 credits)

## Physical Education

*Full Time Faculty:* Douglas Bolstorff

*Full Time Staff:* Kenneth Andrews (Director), Vanessa Seljeskog (Chair), Tom Bell, John Hershey, Joel Kaden, John Leaney, Morrey Nellis, Martin Peper, Jon Osnowitz, Beth Page, Bob Pearson

The department of physical education provides students the opportunity to certify in coaching, 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, and volleyball.

Club sports include crew, cross-country skiing, fencing, karate, rugby, Tae-Kwan-Do, ultimate frisbee, men's volleyball and water polo.

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.

#### *Coaching Certification*

A coaching certification program is offered through the Physical Education Department in conjunction with the Education Department. Completion of this program and possession of a teaching license enables teachers (any discipline) to coach varsity athletic teams. This program complies with the requirements of the State of Minnesota.

The requirements for coaching certification are:

1. Physical Education 51, 61 and 71.
2. Coaching practicum (40 hours) taken in conjunction with Physical Education 71.

#### **COURSES**

##### 50 TOPICS

Examination of subject matter of special interest to students and/or faculty. Variable material each term. (4 credits)

##### 51 ANATOMY AND CARE AND PREVENTION OF ATHLETIC INJURIES

Human anatomy with particular attention given to the structure of the skeletal and muscular systems. Care and prevention of athletic injuries will be studied in relation to the human anatomy including awareness of available modalities and experience in strapping. This is followed by additional first aid procedures plus acquisition of techniques of basic life support (CPR card). Fall semester. (4 credits)

##### 61 KINESIOLOGY AND EXERCISE PHYSIOLOGY

Study of the kinesiological and biomechanical principles as they apply to human movement, and the physiological changes which result from exercise and/or training programs. A brief review of human anatomy and physiology will precede the main content of the course. (Physical Education 51 recommended). Spring semester. (4 credits)

##### 71 PSYCHOLOGY AND TECHNIQUES OF SPORTS AND COACHING

An examination of the theory and techniques of coaching, including topics of coaching philosophy, motivation, general coaching practices, and current issues and problems in athletics. This will be followed by an intense study of specific coaching techniques of a particular sport(s). A forty-hour coaching practicum is required of a student wishing to be certified to coach. If certification is not desired, the practicum may be replaced by a paper covering a topic of the student/professor's choice. Spring semester. (4 credits)

##### 96 INDEPENDENT PROJECT

Junior and senior students may undertake individual projects involving library and/or laboratory research. Prerequisite, faculty sponsorship and departmental approval. (4 credits)

##### 97 INTERNSHIP (4 credits)

#### **Activity Courses**

A variety of activity classes are offered. Four semester credits are awarded when a student has completed four different courses, one of which must be Physical Education 101. Grading for all activity courses is on an S-NC basis. Dance classes from the dramatic arts and dance department may

---

## Physical Education

---

also be counted toward the credit option. A maximum of four semester credits may be earned through these activity classes. Physical Education activity classes may be taken as a fifth class for no additional charge.

### *Water Activities*

131 Swimming I	233 Swim for Fitness
132 Aqua Aerobics	234 Water Polo
230 Scuba Diving	333 Lifeguard Training
231 Swimming II	335 Water Safety Instructor

### *Lifetime Activities*

101 Physical Fitness	141 Cross Country Skiing
103 Running	143 Ballroom Dance
104 Low Impact Aerobics	145 Self Defense
105 Aerobics I	146 Karate I
106 Step Aerobics	147 Fencing I
110 Basketball	205 Aerobics II
116 Racquetball I	206 Yoga I
117 Soccer Skills	223 Badminton II
123 Badminton I	224 Tennis II
124 Tennis I	243 Ballroom Dance II
125 Weight Training	246 Karate II
126 Golf	247 Fencing II
127 Strength Training for Body Shaping	

### *Miscellaneous*

196 Independent Study—Students with instructor sponsorship may design their own activity course.

201 Topics—New activity courses that have not yet become a regular offering of the department

## Physics and Astronomy

*Full Time Faculty:* James Doyle, Sung Kyu Kim\*, Raymond Mikkelsen (Chair)

*Part Time Faculty:* Sherman W. Schultz

The department of physics and astronomy offers courses which treat experimental, theoretical, philosophical and historical developments in humankind's search to understand the physical universe. Conscious attempts are made to help students improve mathematical, logical and analytical skills which are important for many career choices.

### *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.

### *Introductory Courses*

Physics 21–22 constitutes a two-term sequence in introductory physics and does not assume a working knowledge of calculus. It is regularly offered only in the Macalester summer physics institute directed by Sung Kyu Kim.

For students wishing coverage of general physics at greater depth, the department offers a three-term sequence: Physics 26, Principles of Physics I; Physics 27, Principles of Physics II; and Physics 31, Modern Physics. This sequence uses calculus; at a minimum Physics 26 requires concurrent registration in Calculus I.

### General Distribution Requirement

All courses in the physics and astronomy department except those numbered 50, 96 and 97 satisfy the general distribution requirement in the natural sciences.

### Major Concentration

Students expecting to complete a major concentration in physics are urged to make early contact with the department for assistance in planning course selections.

The major concentration in physics provides a rigorous study of many topics in the field of physics. It is particularly appropriate for students preparing for positions in technologically-oriented business and industry, as well as for those wishing to qualify for graduate study in physics, astronomy, engineering, medicine and related areas. The minimum requirements for a physics major are courses 26, 27, 31, 43, 44, 61, an advanced laboratory course (50, 55, 96, or 97), and an elective in physics numbered above 31. For a capstone experience, majors must have an approved advanced laboratory or independent project experience. Physics 34, 42, 68 and 81 are recommended for those planning to do graduate work in physics. Students not intending to qualify for graduate work may elect, with departmental approval, to substitute other courses numbered above 31 for Physics 43, 44 and 61.

The senior capstone requirement in physics may be satisfied by the following: Advanced Laboratory or Independent Project

Students who are contemplating graduate study in physics should have completed mathematics at least through multivariable calculus and differential equations. They should also be able to use a computer to obtain solutions for meaningful problems. A reading knowledge of French, German or Russian is desirable.

A typical schedule for the first two years follows:

First Year		Sophomore Year	
Fall Term	Spring Term	Fall Term	Spring Term
Physics 26	Physics 27	Physics 31	Physics 42
Mathematics 21	Mathematics 22	Mathematics 37	Physics 34
elective	elective	elective	Mathematics 41
elective	elective	elective	elective

### Core Concentration

The core concentration offers students a wide breadth of choice in course selection, such as might be desired by students preparing to teach physics in

secondary schools or planning interdisciplinary work in geophysics, physiology, psychophysics or similar fields. The requirements for a physics core consist of six courses in the department, of which at least one must be in modern physics, plus six additional courses normally from the area of the natural sciences and mathematics. Courses outside these areas may be selected with departmental approval. For the core concentration in physics the student should complete mathematics through calculus and be able to use a computer to obtain solutions for meaningful problems.

### **Minor Concentration**

The minor in physics consists of Physics 26, 27, 31 and an elective in physics numbered above 31.

#### **COURSES**

##### **11 CONTEMPORARY CONCEPTS**

This course is specifically designed for the liberal arts student who desires an essentially nonmathematical, 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. Every semester. (4 credits)

##### **13 ELEMENTARY ASTRONOMY**

A descriptive course covering the solar system, constellations, galaxies and other stellar systems and the present theories on the origin of the universe. Four lecture hours per week. Occasional evening viewing sessions. Offered fall and spring semesters 1994–1995. (4 credits)

##### **21 INTRODUCTORY PHYSICS I**

Mechanics, heat and sound, including laboratory experiments and extensive demonstrations. Five lectures, three two-hour laboratories per week. Summer Physics Institute only (June 12–July 7, 1995). (4 credits)

##### **22 INTRODUCTORY PHYSICS II**

Electricity and magnetism, light and optics, modern physics, including laboratory experiments and extensive demonstrations. Five lectures, three two-hour laboratories per week. Summer Physics Institute only (July 10–August 4, 1995). (4 credits)

##### **26 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. Prerequisite, concurrent registration in Calculus I. Three lectures, and one two-hour laboratory per week. Fall semester. (4 credits)

##### **27 PRINCIPLES OF PHYSICS II**

A study of electric charge and currents, electric and magnetic fields, electromagnetic waves, and geometrical and physical optics. Prerequisites, Physics 26 and concurrent registration in Calculus II. Three lectures and one two-hour laboratory per week. Spring semester. (4 credits)

##### **31 MODERN PHYSICS**

Relativity, quantum theory, atomic structure, solid state, nuclear structure, elementary particles. The course is designed for students who desire a moderately sophisticated acquaintance with the foundations of modern physics. In addition to the theoretical treatment of the topics there will be laboratory exercises which recreate the spirit and excitement of the pioneering experiments. Prerequisites, Physics 27 and Mathematics 37. Three lectures, one two-hour laboratory per week. Fall semester. (4 credits)



#### 34 OPTICS

Principles of optics and wave phenomena, including laboratory experience in basic optical experiments. Prerequisites, Physics 27 and a working knowledge of calculus. Three lectures and one two-hour laboratory per week. Spring semester. (5 credits)

#### 42 ELECTRONICS

An introduction to the fundamentals of electric circuits, diodes, transistors and integrated circuits, with emphasis placed on their uses in power supplies, amplifiers, oscillators and digital circuits. Laboratory topics may include special projects. Prerequisite, Physics 27. Three lectures and one three-hour laboratory per week. Spring semester. (4 credits)

#### 43 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 electro-magnetic waves in free space. Prerequisites, Physics 27 and Mathematics 37. Three lectures per week. Fall semester. (4 credits)

#### 44 ELECTROMAGNETIC THEORY II: MATERIAL MEDIA

This course treats the electromagnetic properties of matter, especially the solid state, and the properties of electromagnetic radiation and waves. Special emphasis is placed on boundary value problems and other useful calculational techniques. Prerequisite, Physics 43. Three lectures per week. Spring semester. (4 credits)

#### 50 TOPICS

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, Solid State Physics, and Laser Spectroscopy. (4 credits)

#### *Semiconductor and Thin Film Physics*

This is an advanced physics laboratory course in the science and technology of semiconductors, with emphasis on thin film semiconductors. The focus is on practical laboratory experience, with collateral readings, problem sets and discussions to cover the relevant theory. Topics include vacuum technology, deposition methods, optical and electrical characterization of semiconductors and thin films, and introduction to semiconductor devices. A wide variety of general experimental techniques will be surveyed including vacuum technology, lock-in detection, digital scope applications, signal-to-noise optimization, and data analysis techniques. Prerequisite: Physics 31 or Chem. 56. Two three-hour sessions/week. Fall semester 1994. (4 credits)

#### 55 OPTICAL SPECTROSCOPY

Introduction to research in physics using the theme of optical spectroscopy. Areas treated include the theory and operation of lasers and other light sources, optical and electronic instruments, and computer controlled data acquisition and analysis. Students will complete an individual research project and presentation. Prerequisites: Physics 34 or 42 or consent of instructor. Two three-hour sessions/week. Fall semester 1995. (5 credits)

#### 61 MECHANICS

Particle dynamics, the central force problem, conservative motion, moving coordinate systems and Lagrange's equations of motion. Prerequisites, Physics 27 and mathematics through differential equations. Three lectures and problem discussions per week. Every year. (4 credits)

#### 68 THERMAL PROPERTIES OF MATTER

The laws of thermodynamics, conditions for thermodynamic equilibrium and statistical mechanics are developed and applied to examples which illustrate thermal, electro-magnetic and physical properties of gasses, liquids, and solids. Prerequisites, Physics 31 and Mathematics 37. Three lectures per week. Alternate years, next offered spring 1996. (4 credits)

---

## Physics and Astronomy

---

### 81 QUANTUM MECHANICS

The concepts and techniques of quantum mechanics, developed and applied to atomic and molecular systems. Prerequisites, Physics 31 and mathematics through differential equations. Three lectures a week. Every year. (4 credits)

### 88 SENIOR RESEARCH

Students in either the major concentration or core 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)

### 96 INDEPENDENT PROJECT

Independent reading and experimentations by arrangement. Prerequisite, approval by a faculty sponsor and the department prior to registration. (4 credits)

### 97 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. (4 credits)

## Political Science

*Full Time Faculty:* David Blaney, Charles Green (Chair), Rhona Leibel, Ahmed Samatar, Sanford Schram, Leslie Vaughan

*Part Time Faculty:* Duncan Baird, Dorothy Dodge

Political Science emphasizes making connections between the theory and practice of politics. Concerns range from perennial philosophical issues regarding justice, equality, and freedom to practical political matters such as conflict resolution, collective decision-making, and public policy. Numerous situations and opportunities are provided to consider how theoretical understandings of politics can inform political action and how participation in politics offers the basis for understanding it. In addition to coursework in classroom settings, there are opportunities for field work, independent study, internships, and study away. A variety of courses are offered, distributed across three emphases: political theory and methods, public policy processes, and international/global politics.

### General Distribution Requirement

All courses in the political science department satisfy the general distribution requirements in the social sciences except for some courses numbered 50, 97 and 98.

### Diversity Requirement

The course in the political science department which satisfies the domestic diversity requirement is numbered 42. The courses which satisfy the international diversity requirement are numbered 22 and 64.

### Major Concentration

The normal requirements for a major concentration consist of eight courses:

- (a) the entry course (Political Science 10);
- (b) a research methods course (Political Science 30) for which elementary statistics is a prerequisite;
- (c) three intermediate courses distributed across the three “emphases:”
  - (i) theory and methods (courses numbered 31–39),
  - (ii) policy processes (courses numbered 40–49 and 51–59), and
  - (iii) international/global politics (courses numbered 60–69);
- (d) two advanced courses or seminars (numbered 70–89); and
- (e) any one other Political Science course at any level.

The senior capstone requirement in political science may be satisfied by the following: Successful completion of a POLI 88 Senior Research Seminar or through independent projects approved by department faculty and chair.

The department strongly recommends completion of an internship, study of a foreign language, and use of study away opportunities. Political science majors should plan their programs of study in close consultation with their department advisors.

### **Minor Concentration**

A minor concentration is normally four courses including Political Science 10 and one advanced course or seminar is strongly recommended. Consult department advisors and chair.

### *Interdepartmental Programs*

Interdepartmental Studies: Political Science Department actively cooperates with a number of Interdepartmental Programs including: International Studies, Legal Studies, Environmental Studies, Women’s and Gender Studies, Urban Studies. Consult both department and program advisors.

### **COURSES**

#### *Entry course:*

#### **10 INTRODUCTION TO POLITICAL ANALYSIS**

An introduction to politics (its problems and processes), to political science (its central values, concepts and issues) and to the major modes of political analysis. Emphasis on the relationship of political thought and action. Prerequisite for intermediate and advanced courses. Every semester. (4 credits)

#### *Intermediate courses:*

(Courses numbered in the 20s survey principal concerns of political analysis and ordinarily should be prepared for by taking Political Science 10.)

#### **20 U.S. 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 year. (4 credits)

---

## Political Science

---

### 22 DEVELOPMENT POLITICS

Analysis of theories, patterns, and policies of development in the Third World with emphasis on North-South political-economic and cultural relationships. Every year. (4 credits)

### 24 WESTERN POLITICAL THOUGHT (Same as Philosophy 24)

An examination of Western political theory and philosophy from the ancient Greek to the modern age. Every year. (4 credits)

### 26 INTERNATIONAL POLITICS

Analysis of the international/global environment, major problems and the theories and models of international relations. Every year. (4 credits)

### 30 EMPIRICAL RESEARCH METHODS

Strategies and tactics of design, observation, description and measurement in contemporary political research. Required for the major. Prerequisites, Political Science 10 and Mathematics 14 or equivalent introductory statistics. Every semester. (4 credits)

(Courses listed 31–39 are devoted to **political theory and research methods**. They constitute one of the required emphases for the major and require at least Political Science 10 as a prerequisite.)

### 31 CONSTRUCTING POLITICAL THEORIES

Strategies and tactics of contemporary political representation and explanation. Construction and assessment of empirical and formal theories and models. Alternate years, next offered 1995-96. (4 credits)

### 33 REDESCRIBING POWER

Power as a critical constitutive factor in politics is examined from a diversity of theoretical perspectives and in a variety of settings; from the pluralist, elitist, structural, marxist, feminist, and postmodern; from theories of the state to the micropolitics of everyday life. Alternate years, next offered 1994–95. Political Science 10 or 20 as a prerequisite. (4 credits)

### 35 AMERICAN POLITICAL THOUGHT

A study of selected writings and topics in political thought of the United States. Political Science 20 recommended. Alternate years, next offered 1994–95. (4 credits)

### 37 CONTEMPORARY POLITICAL THOUGHT

Analysis of twentieth century political thought, including critical, Marxist, existentialist, psychoanalytic, post-structuralist and feminist perspectives. Every year. (4 credits)

### 38 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. Every year. (4 credits)

(Courses numbered in the 40s can be applied to the required **policy processes** emphasis and assume at least Political Science 10 as a prerequisite.)

### 41 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, next offered 1995–1996. (4 credits)

### 42 RACE, ETHNICITY, AND POLITICS

Analysis of racial and ethnic factors and their implications for political processes and public policy. Every year. (4 credits)

### 44 POLITICAL ECONOMY

Analysis of political economic theories, models, and practices and their implications for public policy. Prerequisites, Political Science 10 and Economics 19. Alternate years, next offered 1995–1996. (4 credits)

#### 46 URBAN POLITICS

American urban politics, emphasizing urban policy problems, planning and decision-making. Political Science 20 recommended. Every year. (4 credits)

#### 47 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 20 and 30 are recommended. Every year. (4 credits)

#### 49 SCIENCE, TECHNOLOGY, AND POLITICS

Analysis of relationships between science, technology, and politics. Includes such topics as environment, health/medicine, technology transfers, and research and development policies. Prerequisite, consent of instructor. Alternate years, next offered 1995–1996. (4 credits)

#### 50 TOPICS

Selected issues and special topics. (4 credits)

##### *Political Decision Making*

Analysis and applications of decision-making theories and models ranging from voting, to negotiation, to crises, to legal dispute settlement to conflict resolution in such settings as formal governmental organizations (e.g. legislatures, courts, bureaucracies, international organizations), non-governmental organizations (e.g. parties, interest groups, grassroots organizations), and in the politics of everyday life (e.g. individual participation, influence, and positional choices). Active involvement in class presentation-discussions and small group problem-solving sessions is expected. Two projects: a “theory assessment” and an “application design and assessment” are required. No prerequisites. Intersession 1995. (2 credits)

##### *Discourse and Identity in Social Policy*

An examination of how social policy in the United States historically not only has provided material benefits but also has served to help elaborate social and cultural biases regarding standards of individual self-worth often in terms of class, race, and gender. Consideration in particular is given to how welfare policy has symbolic as well as substantive consequences that operate in contradictory fashion, serving simultaneously to assist persons in poverty while stigmatizing them as deficient. Strategies for engaging the politics of welfare that can underwrite alternative ways of providing assistance without reinforcing dominant cultural biases. Readings, discussion, essays, term paper. Intersession 1995. (2 credits)

(Courses listed 51–59 are part of the required **policy processes** emphasis and assume Political Science 10 as a prerequisite.)

#### 56 U.S. CONSTITUTIONAL LAW AND THOUGHT

Analysis of Supreme Court policies with regard to the allocation of national governmental powers and federalism, using case-based study, policy analysis, and legal theory. Political Science 20 and 35 recommended. Every year. (4 credits)

#### 57 U.S. CIVIL RIGHTS AND CIVIL LIBERTIES

Analysis of Supreme Court policies on individual rights and liberties and their legal implications, using case-based study, policy analysis and legal theory. Political Science 20 and 35 recommended. Every year. (4 credits)

(Courses listed in the 60s constitute the required **international/global politics** emphasis and assume Political Science 10 as a prerequisite)

#### 61 POLITICS OF DEVELOPED STATES

Analysis of emerging patterns in “developed” political systems with reference to United States, European Economic Community, Japan, and U.S.S.R. Emphasis on urban problems and policies. Prerequisite, Political Science 30; Political Science 22 or 26 recommended. Alternate years, next offered 1994–95. (4 credits)

---

## Political Science

---

### 62 INTERNATIONAL LAW

Exploration of the role of law in international relations, in rules and methods for settlement, and in enforcement issues. Every year. (4 credits)

### 63 SOCIALIST SYSTEMS

Analysis of dominant problems and development strategies for socialist and formerly socialist countries. Alternate years. Next offered 1995–1996 (4 credits)

### 64 POLITICAL ANTHROPOLOGY (Same as Anthropology 64)

Analysis of political structures and activities in diverse world societies. Emphases on literate cultures, but societies examined range from hunting and gathering bands to agricultural tribes in industrial states. Every year. (4 credits)

### 65 U.S. FOREIGN POLICY

Analysis of influence patterns in U.S. foreign policy-making and issues on the foreign policy agenda past and present. Prerequisite, Political Science 26. Political Science 30 recommended. Every year. (4 credits)

### 66 GLOBAL POLITICAL ECONOMY

This course analyzes the operation and evolution of the political institutions and principles which oversee international economic activities. Analysis includes the major institutions of contemporary international economy as they have been established by the West, including the three main pillars of the liberal economic order—the International Monetary Fund, World Bank, and the General Agreement on Tariffs and Trade. Also studied are the operations of the international political economy in the Third World and the variety of issues and perspectives used in international political economic analyses. Spring semester. (4 credits)

### 67 PEACE STUDIES (Same as Philosophy 67)

An interdisciplinary approach to the problems of international conflict and social violence. Topics will vary but will include: ethical appraisal of war and violence, pacifism and nonviolence, conflict resolution, psychological and anthropological views on aggression, causation of war and violence, peace movements, war and foreign policy, and the relationships of violence to other social problems. Alternate years, next offered 1995–96. (4 credits)

### *Advanced Courses*

(Courses listed 70–89 are advanced courses and seminars, two of which are normally needed for completion of the major).

Open to juniors and seniors. Subject to completed prerequisites or consent of instructor.

### 70 INTERNATIONAL CONFLICT AND RESOLUTION

Exploration of the role of conflict, violence, terrorism, and war in international politics; research on theory and practice of conflict resolution. Prerequisites, Political Science 24 and 30 and at least one course from the 60s course cluster. Every year. (4 credits)

### 72 POLITICAL DEVELOPMENT

Political development in a comparative perspective, advanced analysis of First, Second, and Third World systems' problems and development processes. Prerequisites, Political Science 22, 30 and at least one course from the 60s course cluster. Alternate years, next offered 1995–1996. (4 credits)

### 73 PHILOSOPHY OF LAW (Same as Philosophy 73)

An analysis of fundamental legal concepts and problems of justifying various legal practices. Topics will include criminal responsibility, the justifiability of punishment, the distinction between criminal and civil law, rights, and the relationship between law and morality. Prerequisite, Philosophy 25. Alternate years, next offered fall 1994. (4 credits)

### 74 POLICY ANALYSIS AND EVALUATION

Critical examination of the concepts, approaches, and methods in the design and evaluation of public policy. Prerequisites, Political Science 30 and at least one course from the 40s course cluster or Political Science 65. Every year. (4 credits)

75 POSTCARD: THE POLITICS OF POSTMODERNITY

The modern/postmodern debate with an emphasis on the political implications of postmodernity. Prerequisites: Junior or Senior Standing and one of the following Political Science 24, 35, 37 or 38. Alternate years, next offered 1995–1996. (4 credits)

76 POLITICAL EXPLANATION

Advanced studies in political theory and philosophy. Prerequisites, Political Science 30 and at least one other course from the 30s course cluster. Political Science 24 recommended. Every year. (4 credits)

77 CONTEMPORARY LEGAL PROBLEMS

Advanced research in legal processes and problems. Prerequisite, either Political Science 56 or 57. Alternate years, next offered 1994–1995. (4 credits)

79 POLITICAL CHANGE

Advanced research on political change at all levels from international/global systems transformations to national, regional, and local cultural, social economic, and political change. Prerequisites, Political Science 30 and at least two intermediate courses, consent of instructor. Alternate years, next offered spring 1995–1996. (4 credits)

88 RESEARCH SEMINAR

Topics in advanced political research. Done in small groups with intensive faculty supervision. Prerequisite, consent of instructor. Every semester. (4 credits)

95 TUTORIAL (4 credits)

96 INDEPENDENT PROJECT (4 credits)

97 INTERNSHIP (limit of 2 toward major) (4 credits)

98 PRECEPTORSHIP (4 credits)

## Psychology

*Full Time Faculty:* Colleen Kelley\*, Lynda LaBounty\*, Jack Rossmann (Chair), Jaine Strauss, Charles Torrey, Gerald Weiss, Eric Wiertelak.

*Part Time Faculty:* Roxane Gudeman, Walter Mink

The psychology department seeks to foster a scientific approach to the study of behavior and experience. The department offers a broad curriculum to serve both those students who will later do graduate work in psychology or related fields and those who intend to terminate their formal education with the bachelor's degree. 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, social work, and clinical practice on an independent basis or in such agencies as mental health clinics and treatment centers for the mentally ill. Whether or not the student intends to continue her or his formal education in psychology, she/he encounters a broad course of study in which emphasis is placed upon the application of scientific method to the complex problems of human behavior.

The psychology curriculum is designed to provide access to a broad array of psychological information for students with general interests in the field and

also to provide for majors an intensive common experience with the methods of investigation and conceptual analysis as well as the areas of application which are most characteristic of contemporary psychology. Laboratory activity, observation in non-laboratory environments, internships and independent projects supplement the curriculum, and students are encouraged to use these opportunities wherever possible in their educational program.

### **General Distribution Requirement**

All courses in the psychology department satisfy the general distribution requirement in the social sciences except those that are largely biological, (13,32,36,82), or topical (50, 88, 95–98).

### **Diversity Requirement**

The course in psychology which satisfies the domestic diversity requirement is 50, Psychology of Pluralism.

### **Major Concentration**

The major in psychology consists of ten courses. The distribution of courses presented for a major should conform to the following pattern:

- 10 Introduction to Psychology;
- 29 Experimentation and Statistics;
- Three other courses at the intermediate level;
- 61, Directed Research in Psychology;
- Two courses at the advanced level.
- 88 Senior Seminar.
- One other psychology course (Courses numbered in the 50's may be counted toward the major only with departmental permission.)

The senior capstone requirement in psychology may be satisfied by any Senior Seminar (88).

### **Minor Concentration**

Students minoring in psychology must complete an introductory course (preferably Psychology 10), Psychology 29 or a course in statistics (Mathematics 14 or the equivalent), 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 advanced course (numbered in the 70s or 80s). Topics courses, and courses numbered in the 90s may not be included in the minor except with departmental permission.

#### *Further Preparation*

Students concentrating in psychology, particularly those considering graduate work in psychology or related fields, are urged to take courses in anthropology,



biology, computer science, linguistics, mathematics, philosophy, and sociology. Individual programs to meet special needs or interests may be discussed with members of the department.

## **COURSES**

### **Introductory Courses**

#### **10 INTRODUCTION TO PSYCHOLOGY**

An introduction to psychological thinking about problems and processes of behavior, 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. Every semester. (4 credits)

#### **13 BRAIN, MIND, BEHAVIOR**

An investigation of current knowledge of the nervous system as applied to the understanding of human perception, cognition, learning, emotion, development and personality. No prerequisite. Fall semester. (4 credits)

### **Intermediate Courses**

An introductory course is required for admission to most intermediate courses. Other prerequisites may be listed.

#### **21 BEHAVIOR MODIFICATION**

An overview of the major concepts, methods and uses of behavior modification and behavior therapy. Treatment approaches to specific clinical and applied areas dealing with children and adults such as autism, classroom control, sexual dysfunction and alcoholism will be covered. In addition, an experience in self-behavior analysis and self-control technology is a continuing part of the course. Fall semester. (4 credits)

#### **23 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). Spring semester. (4 credits)

#### **24 BEHAVIOR DISORDERS**

This course will examine the phenomenology, etiology, and treatment of the major forms of psychological disorders, including schizophrenia, affective disorders, anxiety disorders, and personality disorders. We will critically evaluate theories and research derived from biological, genetic, psychological, family, and social-cultural perspectives. Spring semester. (4 credits)

#### **25 AGING AND ADULT DEVELOPMENT**

An overview of theory and research related to human development beyond adolescence. The course will focus on the biological, cognitive, and social processes that influence human behavior later in life. Next offered 1995–96. (4 credits)

#### **26 LEARNING AND BEHAVIOR**

This course will provide an in-depth introduction to the behavior analytic approach to the prediction and control of behavior. The emphasis will be on animal research in traditional areas of classical and operant conditioning such as higher order conditioning, stimulus control, choice, schedules, drug paradigms, etc. The application of behavioral principles to people will also be integrated into the course. An animal laboratory experience is required. Intersession. (4 credits)

#### **28 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 use of experimental, observational and case analysis techniques are reviewed. Prerequisite, Psychology 10, Education 30 or permission of the instructor. Fall and spring semesters. (4 credits)

---

## Psychology

---

### 29 EXPERIMENTATION AND STATISTICS

This course is an introduction to the basic principles of research in psychology. We focus on how to design and execute experiments, analyze and interpret results, and write research reports. Students conduct a series of experiments in different areas of psychology (e.g., social, personality, cognitive) which illustrate basic design and methods of analysis. Prerequisite: Psychology 10, an intermediate course, and sophomore standing; or permission of instructor. Spring semester. (4 credits)

### 30 PERSONALITY

This course will survey the major approaches to understanding personality, including exploration of techniques for assessing personality (e.g., dream analysis, projective tests) as well as changing it (e.g., psychoanalysis, Gestalt therapy). Recent contributions, criticisms, and research will be addressed. Fall semester. (4 credits)

### 31 PERCEPTION AND THE SENSES

Processes involved in gathering and using sensory information, with emphasis on vision and hearing. Through readings, lectures, demonstrations, and discussion, the course introduces alternative research methods (eg. psychophysical, physiological) and theoretical approaches (eg. constructivist, computational, ecological) in the study of sensation and perception. Students design and carry out an original experiment as part of the course. Fall semester. (4 credits)

### 32 NEUROBIOLOGY (Same as Biology 66)

An introduction to the nervous system. 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 sensory systems. Discussion topics include neurotransmitters and neuromodulators, the physiology and molecular biology of receptors, and the synapse. The laboratory will be used to introduce two major research techniques in neuroscience. These techniques will be used in independently designed research projects which will be performed during the last third of the semester. Prerequisites: Biology 21 (cell and molecular biology), Biology 22 (physiology) or Psychology 36, Chemistry 13, and permission of the instructor. Three hours of lecture and one three-hour laboratory per week. Spring semester. (5 credits)

### 33 INDIVIDUAL DIFFERENCES

Examination of the sources of uniqueness and individuality. Topics include individual differences in intelligence, achievement, personality, and interests, as well as group differences related to demographic variables such as age, gender, and social class. Emphasis will be on measurement of psychological characteristics and on the genetic and environmental bases of human variation. Spring semester. (4 credits)

### 34 THE PSYCHOLOGY OF GENDER

An examination and critique of psychological theories, methods and research about gender. Social, situational, individual and biological explanations of gender similarities and differences and their development during the life cycle will be explored. Class members will compare alternative—often contradictory—explanations of the selected phenomena. Case examples will come from the areas of social development, social relationships, moral reasoning, sexual orientation, cognition, identity formation, language and personality. A subtheme will be the embeddedness of psychological theories and research about gender in history, culture and society. Prerequisite, an introductory psychology or women's and gender studies class, or permission of the instructor. Next offered 1995–96. (4 credits)

### 35 HISTORY AND SYSTEMS OF PSYCHOLOGY (Same as Philosophy 35)

An introduction to the history and systematic development of contemporary viewpoints in psychology. Among the topics considered are so-called primitive thought, ancient Greece, mind-body problems, structuralism, functionalism, phenomenology, animal psychology, social psychology, behaviorism, Gestalt psychology, psychoanalysis, existentialism, humanism, hermeneutics, deconstructionism, and cognitive psychology. Fall semester. (4 credits)

### 36 BEHAVIORAL NEUROSCIENCE

An examination of how behavior relates to the structural and functional organizations of the nervous system. Particular emphasis is given to the nature of learning and memory processes, sensory/perceptual mechanisms, motivation, emotion, homeostasis, cognition, and human

neuropsychology. The laboratory component of the course features both instructor-demonstrative and student-participatory research activities. Prerequisites, Psychology 10, permission of the instructor, and Psychology 13, Biology 22, or Psychology 32. Spring semester. (4 credits)

### 37 COGNITIVE PSYCHOLOGY

A survey of the experimental analysis of the mind. Topics include memory and forgetting, problem solving, creativity, imagery, attention, reasoning, and learning of complex skills, including language. Special emphasis is given to the study of memory and thinking in everyday life. Frequent laboratory demonstrations. Prerequisite, an introductory level psychology course or permission of the instructor. Spring semester. (4 credits)

### 39 INTRODUCTION TO SOCIAL PSYCHOLOGY

An overview of such phenomena as affiliation, aggression, compliance, attraction, achievement, attitudes, and others of contemporary interest. Text coverage is supplemented by exercises designed to put theoretical models into individually relevant perspective. Fall semester. (4 credits)

### Topics and Cross-listed Courses

Unless otherwise indicated, or unless departmental permission is granted to the student, courses numbered in the 50s do not count toward a major in psychology.

### 50 TOPICS

Examination of a topic of general interest from the viewpoint of behavioral science. Representative topics courses offered recently include: Culturally Influenced Behavior Problems, the Psychology of Pluralism, and Personality and the Development of Close Relationships. (4 credits)

#### *Treating Mental Illness*

Students spend 30–40 hours per week at the Anoka-Metro Regional Treatment Center working with mental hospital patients in various units and treatment programs. In addition, students participate in meetings and seminars for several hours per week. The course addresses a wide range of topics, including views of the nature of mental illness; types of treatment for the chronically mentally ill; and an overview of the social agencies, institutions, and professions which deal with the problem of mental illness in our society. Prerequisite: Psychology 24, permission of instructor. Intersession. (4 credits)

#### *The Mind in Sleep*

In this course we will consider the conditions of the brain and body during sleep and the mental activity that accompanies these conditions, particularly dreaming. Class members will keep a dream journal, form dream discussion groups and participate in at least three night sleep lab sessions. Intersession. (4 credits)

#### *Behavioral Pharmacology*

This course will provide an introduction to the study of the effects of psychoactive drugs on behavior. Topics will include basic methodology, drug classification, mechanisms of drug action, self-administration of drugs, microeconomics of drug related behavior and others. Although the primary emphasis will be on animal research, human behavioral pharmacology will also be included. Implications for public policy will also be addressed. Next offered 1995–96. (4 credits)

#### *The Psychology of Pluralism*

This course is designed to examine the effects of social diversity on our lives. Topics to be included are: 1) gender and ethnicity as social roles; 2) stereotypes and conceptions of self; 3) the self as a member of a group; 4) identity and its development; 5) the self as an individual, and 6) in-group/out-group relations. Finally, the class will consider how psychology as a discipline might change to become more relevant and sensitive to questions of diversity. Permission of instructor required. Intersession. (4 credits)

#### *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 mental health. Classes will consist of a mixture of lecture, film, discussion, role plays, etc. No prerequisites. Intersession. (4 credits)

## Psychology

---

### *Introduction to Cognitive Science*

A beginning study of empirical and conceptual issues regarding information and representation, meaning and knowledge. Psychological, philosophical, computational, and linguistic perspectives on the mind are explored. Reading and discussion are supplemented by laboratory activities. No prerequisite. Intercession. (2 credits)

### *Classics in Psychology I: Freud and James*

Students will study William James' *Principles of Psychology* (1890) and Sigmund Freud's *Interpretation of Dreams* (1900) through intensive concentration on the text, discussion, and supplementary lectures providing context and interpretation. Intercession. (2 credits)

### *Psychology and Law*

This course investigates the applications of psychology to the legal system. Presents theory and research on controversies such as eyewitness testimony, hypnosis, the insanity defense, capital punishment, jury decision making, and the role of psychologists as expert witnesses. Prerequisites: Introductory Psychology or permission of the instructor. Intercession. (2 credits)

### 61 DIRECTED RESEARCH IN PSYCHOLOGY

Students are involved and guided in research within an interest area designated by the supervising faculty. Research may be conducted individually or in groups of 2, 3, or more, depending on the content area. Research groups meet regularly for presentation of background material, discussions of common readings, or reports on project status. Research groups are limited in size and instructors' signature is required. Prerequisites: Psychology 10, Psychology 29, and an intermediate course related to the topic. Topics for 1994–95 are as follows:

#### *Clinical Psychology and Mental Health*

Research will focus on issues of mental health, with particular attention to gender and emotions, eating concerns and body image, ethnicity and well-being, social constructions of health and illness, and self-help approaches to therapy. Other topics related to gender and/or clinical psychology are also possible through prior arrangement with the instructor. Prerequisite: Psychology 24 or Psychology 34. Fall semester. (4 credits)

#### *Behavioral Neuroscience*

Training and participation in ongoing animal research investigating analgesia, anti-analgesia, and hyperalgesia mechanisms. Special emphasis will be placed on the investigation of learning processes related to these phenomena. Prerequisite: Psychology 36 (formerly Psychology 22) or Psychology 32 (Biology 66) and permission of the instructor. Fall semester. (4 credits)

#### *Pluralism and Child Development*

Research will focus on gender, ethnicity or human development in social, situational and cultural context. Prerequisite: Psychology 28 (formerly Psychology 16), or Psychology 34 or Psychology 50 (Psychology of Pluralism) or permission of instructor. Spring semester. (4 credits)

#### *Memory and Cognition*

Research on human memory and thought processes. Topics include remembering and illusions of memory, autobiographical memory, eyewitness memory, and the distinctions between conscious and unconscious memory. Other topics in cognitive psychology and social cognition are also possible. Prerequisite: Psychology 31 (formerly Psychology 77), or Psychology 37 or Psychology 39. Spring semester. (4 credits)

#### 61A and 61B *Ecological Psychology*

Studies human- and animal-environment systems, rather than animals or environments in isolation from each other. Following an introduction to this approach, we'll pursue research in perception, action, cognition, or social behavior to extend our understanding of psychological processes in their natural context. Prerequisite: Psychology 31 (formerly Psychology 77), or Psychology 37 or Psychology 39. Year long. 2 credits each semester. Students must take the entire 4 credit package.

61A and 61B *Behavior Analysis and Behavior Pharmacology*

Directed animal behavioral research and/or behavioral pharmacology is possible. Topics such as self-administration of drugs, behavioral economics, delay of reinforcement, and many others can also be investigated. Prerequisite: Psychology 21 or Psychology 50 (Behavior Pharmacology), or permission of instructor. Year long. 2 credits each semester. Students must take the entire 4 credit package.

**Advanced Courses**

Admission to any advanced course requires upperclass (junior or senior) status in addition to meeting the prerequisites listed for that course.

72 PSYCHOLOGY OF LANGUAGE (Same as Linguistics 72)

The human capacity to learn and use language is explored via a comparison of theories of acquisition, of linguistic knowledge, of social use, and of language production and comprehension. In the process, students are introduced to the perspectives and methodologies of language researchers from the specialties of developmental psychology, psycholinguistics, cognitive psychology and social psychology. Prerequisites, two psychology or linguistic classes or one of each, or permission of the instructor. Fall semester. (4 credits)

73 MOTIVATION

Motivational or emotional states such as anxiety, aggression, love, hunger, achievement, power, and sex are examined in developmental, social, cognitive, physiological, and phenomenological contexts. Concepts such as need, drive, arousal, and instinct are analyzed from observational, experimental, clinical, theoretical, and speculative perspectives. Prerequisite, two intermediate courses. Spring. (4 credits)

74 CLINICAL AND COUNSELING PSYCHOLOGY

This course examines specific applications of psychological principles to the mental health field, including strategies for therapeutic intervention and techniques for assessment. 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 non-Western healing, nonprofessional helpers, primary prevention, and self-help. Prerequisites: Psychology 24 and one other intermediate level course in Psychology. Psychology 21 is recommended. Spring semester. (4 credits)

75 PSYCHOLOGICAL MEASUREMENT

An overview of technical and methodological principles in test and attitude scale development; social, ethical and legal considerations in measurement; and analyses of frequently used tests and inventories of general intellectual level, aptitude, achievement, personality, and interests. Prerequisites, junior or senior standing, plus Psychology 29 or the equivalent. Fall. (4 credits)

81 RESEARCH TOPICS IN COGNITION

The investigation of selected areas of theory and research and their implications for the understanding of mental processes. Study will include examination of research methods and group and individual research. Recent topics have included Imagery, Memory, and Thinking, Problem Solving and Decision Making. A student may register more than once for this course if the topics differ. Prerequisite, Psychology 31 or 37 or permission of instructor. Next offered 1995–96. (4 credits)

82 RESEARCH TOPICS IN NEUROSCIENCE

The investigation of selected areas of contemporary research and their implications for the understanding of brain processes. Study will include the examination of research methods and group and independent research. Topics will be announced annually and will include such areas as Neural Mechanisms in Behavior, and Neuropsychopharmacology. A student may register more than once for this course if the topics differ. Prerequisite, Psychology 36 or permission of the instructor. Permission granted routinely to junior and senior majors in psychology and in other fields closely associated with neuroscience. (4 credits)

*Hormones and Behavior*

This course will focus on the hormonal mechanisms of behavior in animals (including *homo sapiens*). Following an introduction to the fundamentals of both psychoneuroendocrinology and

---

## Psychology

---

neuroethology, 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.). Fall semester. (4 credits)

### 86 SEMINAR IN NEUROPHARMACOLOGY (Same as Biology 86)

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" (eg. 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 66 or Psychology 36, Biology 21, 22, 23, junior or senior standing in biology or permission of the instructor. Three discussion/ lecture hours per week. Alternate years, next offered 1995–96. (4 credits)

### 88 SEMINAR

Senior seminars examine a variety of topics. Open to junior and senior major and minor concentration students.

#### *Consciousness*

The student will be guided into the literature and issues surrounding the concept and phenomena of consciousness. This includes relations to mind and brain. Diverse points of view will be presented. The course will be divided into three interrelated parts: 1) philosophical analyses; 2) psychological theorizing; and 3) experimental research. After several historical and systematic orienting lectures, students will be expected to participate in seminar discussions and make brief presentations. Written work will consist of two papers, a selected literature summary, and a completed, original experiment. All work during the course will be carried out in an atmosphere of mutual aid and cooperation. This includes evaluation of writings, planning of experiments, assistance in decisions, estimation of total contribution, and final grading. Prerequisite, permission of the instructor. Spring semester. (4 credits)

#### *Psychology Goes to the Theater*

Psychology as a source of insight into the theatrical experience, and vice versa. Theatrically, we will be concerned with actors, directors, and audiences. Psychologically we'll be concerned with cognition, action, emotion, personality, and social behavior. Throughout the semester, the seminar will emphasize ensemble participation. Spring semester. (4 credits)

#### *Gender Issues in Mental Health*

This seminar examines the role of gender issues in the epidemiology, diagnosis, and treatment of mental illness. In addition to surveying the general relationship between sex roles and "deviant" behavior, we will explore in detail the psychological, social, and biological aspects of disorders that are markedly more prevalent in one sex (e.g., depression, substance use, premenstrual syndrome, eating disorders). Prerequisites, Psychology 24 and permission of the instructor. 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.

#### 95 TUTORIAL

Prerequisite, permission of the instructor. (4 credits)

#### 96 INDEPENDENT PROJECT

Prerequisite, permission of the instructor. (4 credits)

#### 97 INTERNSHIP

Prerequisite, permission of the instructor. (4 credits)

#### 98 PRECEPTORSHIP

Prerequisite, permission of the instructor. (4 credits)

## **Religious Studies**

*Full Time Faculty:* Ann Braude, David Hopper (Chair), James Laine, Anthony Pinn, Calvin Roetzel

*Part Time Faculty:* Rabbi Barry Cytron, Rabbi Bernard Raskas

The courses of the department of religious studies focus on the study of Christianity and Judaism in both their historical and contemporary expressions, as well as major non-Western religious traditions. While the introductory courses are broad in scope, they seek to be selective enough to allow an in-depth encounter with source documents through historical understanding. Methods of instruction include not only lectures and seminars but also ample opportunity for individual instruction. The program of studies aims to serve not only students whose academic specialization is religious studies but also students who seek courses that can help unlock the religious dimensions encountered in other disciplines.

The courses offered by the department fall into four general areas. The courses in the biblical studies area are designed to offer the students introductory and more specialized knowledge of the source documents of Judaism and Christianity. The courses in modern Christian thought explore the interactions of the theological tradition with the secular modes of belief and meaning in the scientific-technological, post-Medieval world. The non-Western religious offerings intend an introduction to, and appreciation for, the great religious traditions of Asia. Jewish Studies courses are offered every year on a Topics basis by part-time members of the department.

Students intending to go to theological seminary after college would certainly profit from an exposure to the theological discipline at the college level, though some other disciplines will also provide a suitable area of concentration for the pre-theological student. A major concentration in religious studies may be wisely pursued by such students.

Over recent years increasing numbers of students who do not plan further theological study have majored in the department. This possibility has been enhanced by the option of the double major and the core concentration. Here, vocational orientations in other fields have been supported and enriched by an exploration of the various offerings of the religious studies department.

### **General Distribution Requirement**

All courses in the religious studies department satisfy the general distribution requirement in the humanities except for courses numbered 95, 96, 97, and 98.

### **Diversity Requirement**

The course in the religious studies department which satisfies the international diversity requirement is numbered 24.

### **Major Concentration**

The major concentration in religious studies consists of eight courses in religion, two courses in history, philosophy or English. It is expected that students majoring in religious studies will 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 theology. A "senior dialogue" with the members of the department is required for all majors. A "senior dialogue" represents a sharing of views on questions of mutual interest rather than an oral examination. Senior majors are strongly encouraged to take the disciplinary seminar, Approaches to the Study of Religion, offered annually.

The senior capstone requirement in religious studies may be satisfied by 69, Approaches to the Study of Religion.

### **Core Concentration**

The core concentration in religious studies consists of 12 courses directly related to a particular problem or theme, six of which shall be in the department of religious studies. Formulation of the theme and the prerequisite courses will be determined in consultation with the chair of the department of religious studies. A "senior dialogue" with the members of the department is required of all cores.

### **Minor Concentration**

The minor concentration in religious studies consists of a minimum of five courses in religious studies taken in consultation with the department.

#### **COURSES**

##### **10 JUDAISM AND CHRISTIANITY IN THE GRAECO-ROMAN WORLD**

An introduction to the varieties of Judaism and early Christianity in the Graeco-Roman world. This survey will consider the institutions, ideologies, literature, and forms of religious thought of Palestinian and Diaspora Judaism in their political, social context. This study will treat ways these Jewish traditions, scriptures, institutions and sects shaped Christian consciousness. The course will also consider the varieties of Christian expression of the first two centuries. Alternate years, next offered fall 1995. (4 credits)

##### **20 INTRODUCTION TO HEBREW SCRIPTURES (OLD TESTAMENT)**

A study of the Hebrew Scriptures in translation in their literary, historical, and religious dimensions. Special attention will be given to the historical and cultural forces that provide the context in which Israel and her literature developed. Every year. (4 credits)

##### **21 INTRODUCTION TO THE NEW TESTAMENT (Same as Classics 50)**

The historical critical study of the rise of Christianity and the literature of the movement viewed against its Jewish and Greek background and its expression in the Hellenistic world. Spring semester. (4 credits)

##### **24 INTRODUCTION TO NON-WESTERN RELIGIONS**

An introduction to the study of non-Western religious traditions in South and East Asia (Hinduism, Buddhism, Taoism, Confucianism, and Shinto). Open to everyone but especially appropriate for first and second year students. Every year, next offered fall 1994. (4 credits)



### 33 ISLAM

An introduction to the religion of Islam in its cultural context. Major emphasis will be given to the belief-system and historical development of the classical orthodox tradition in the Middle East, but contemporary Islam and Islam outside the Middle East will also be considered. Alternate spring semesters, next offered spring 1997. (4 credits)

### 38 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. Alternate spring semesters, next offered spring 1997. (4 credits)

### 40 RELIGIONS OF INDIA

An intermediate 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 24 or permission of instructor. Spring semester, next offered 1997. (4 credits)

### 41 RELIGIONS OF EAST ASIA

An intermediate level course on popular, classical and contemporary religious traditions of China and Japan. Topics include Confucian thought, Taoist classics, sectarian Buddhism, popular religion, Zen. Prerequisite, Religious Studies 24 or permission of the instructor. Fall semester, next offered 1995. (4 credits)

### 44 READINGS IN INTERTESTAMENTAL LITERATURE

A study of intertestamental literature, political history, forms of religious expression, Jewish institutions and mythic perception of the world behind the New Testament. The course will include extensive readings in the relevant primary materials and assistance with the development of research and writing skills. Alternate spring semesters, next offered spring 1996. (4 credits)

### 46 THE THOUGHT OF THE REFORMATION (Same as History 63)

A study of the Reformation as a revolution in Christian thought. The course will concentrate on an understanding of key writings of Luther, Zwingli, Calvin and representative Anabaptist figures. Ties and discontinuities with both the Renaissance and medieval Christian thought will be explored. The course will conclude with an assessment of the Reformation's contribution to the outlook of modernity. Alternate fall semesters, next offered fall 1994. (4 credits)

### 48 TWENTIETH CENTURY CHRISTIAN THOUGHT

A survey and assessment of the interaction of Christian thought with the mood and outlook of the modern world. The following figures and movements will be discussed: Barth, Tillich, Bultmann, Niebuhr, Bonhoeffer, Lindbeck, liberation theology, feminist theology, Vatican II, and process theology. Alternate spring semesters, next offered spring 1995. (4 credits)

### 50 TOPICS

Examination of special topics of interest to faculty and students, such as a study of certain crucial questions which the various religious traditions raise and attempt to answer. The topics courses listed below are scheduled for 1994-95.

#### *The Jewish Experience in America*

This course will consider the Jewish experience in America as seen through events, issues, and personalities. An examination of the way Jews have interacted with the economic, political, religious and cultural forces in America from Colonial times to the present. Fall semester. (4 credits)

#### *African-American Religions*

The arguable importance of religion within the development of culture and society is no less true for Africans in the Americas. Understanding religion as the quest for ultimate orientation, this course will examine several expressions of African-American religiosity, including a focus on themes such as evil, suffering, salvation, freedom, "the other," and sin. The course will explore aspects of the African-

---

## Religious Studies

---

American Christianity, the Nation of Islam, Santeria, Vodun, Spiritual Churches, Conjure, and Black Humanism. Fall and spring semesters. (4 credits)

### *Major Black Religious Thinkers I: 1829–1915*

Using primary texts, this course will explore the thought and influence of 'major' Black thinkers: figures based upon the force of their thought and its influence upon Black life and praxis (and not restricted to the academically trained). Framed in time by David Walker's *Appeal* (1829) and the death of Henry McNeal Turner (1915), the course will examine such additional figures as Maria Stewart, Frederick Douglass, Ida B. Wells, and Frances Harper, along with central themes found in their writings such as oppression, freedom, God, scriptural imagery/symbolism and progress. Fall semester. (4 credits)

### *Major Black Religious Thinkers II: 1915–1993*

Using primary texts, this course will explore the thought and influence of 'major' Black thinkers: figures selected based upon the force of their thought and its influence upon Black life and praxis. Figures examined will include W.E.B. DuBois, Zora Hurston, Martin Luther King, Jr., Malcolm X, James Cone, Charles Long, James Baldwin, Delores Williams, Alice Walker, and Cornel West. Attention will be paid to the development of central themes within the selected texts, such as oppression, freedom or liberation, God, humanity, and evil or suffering. Spring semester. (4 credits)

### *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. (The course will be followed by American Religion in the Twentieth Century in the spring semester.) Fall semester. (4 credits)

### *Witches, Seers, and Saints*

Is religion oppressive to women, or is it empowering? This seminar will investigate how specific types of religious roles reinforce or conflict with gender roles in the historical experience of American women. Prerequisite: permission of the instructor. Fall semester. (4 credits)

### *Rethinking the Holocaust*

The Holocaust was the deliberate state-supported murder of German and East European Jews and other groups labeled "undesirable" or "sub-human" by the Third Reich. Through the use of film, eye witnesses, guest lecturers and newly developed sources, this course will examine the background, development and meaning of the Holocaust. The course will investigate various aspects of this important 20th century event and will relate it to issues in today's society. (An optional trip to the Holocaust Museum in Washington, D.C. may be organized; cost to be determined.) Intersession. (4 credits)

### *Abraham Lincoln's Religious/Theological Perceptions*

The question of Abraham Lincoln's religious beliefs and commitments continues to be a subject of debate among many Lincoln scholars. This course is designed to familiarize students with the terms of the debate and to allow neophyte Lincoln scholars, serious dabblers, (students *and* instructor) to do research in Lincoln's letters and papers and in other contemporary historical sources, including Macalester's founder, former staff secretary to Lincoln, Edward Duffield Neill. Lincoln's Second Inaugural Address will constitute the take-off point of the discussion but will include other major addresses and decrees. Seminar format and final paper. Intersession. (2 credits)

### *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. Spring semester. (4 credits)

### *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. Spring semester. (4 credits)

*Women in Judaism*

An investigation of the understanding of women in biblical and Talmudic traditions and their social, economic, and teaching impact on Jewish communities ancient and modern. The course will also explore some aspects of feminist theory (e.g., Judith Plaskow, *Standing Again at Sinai: A Dream or A Nightmare*), and its implications for interpreting rabbinic and biblical materials, and for understanding the role of women in modern Judaism. Spring semester. (4 credits)

*American Religion in the Twentieth Century*

An explanation of the variety of religious expressions in the twentieth century United States, considering both innovation and continuity in religious thought and practice. The course will include movements that respond to specific aspects of modern America, such as the Nation of Islam and the Moral Majority, as well as religious groups introduced through immigration, which have had to adapt traditions to a new setting. Prerequisite: none, although Religion in America is recommended. Spring semester. (4 credits)

52 GENDER, CASTE AND DEITY IN INDIA

An advanced seminar on social structures in India and their relation to religious ideology. Prerequisite, Religious Studies 40 or previous work in Indian religions. Alternate spring semesters, next offered 1995–96. (4 credits)

54 EXISTENTIALISM, ATHEISTIC AND THEISTIC (Same as Philosophy 54)

A study of the writings of major representative figures in the modern existentialist movement. An effort is made to identify major themes distinctive of the existentialist point of view. Writings of Camus, Sartre, de Beauvoir, Kierkegaard, Buber, Bultmann, will be read and discussed. Every year, next offered fall 1994. (4 credits)

56 THE DIALOGUE WITH 'PROGRESS'

The belief in Progress represents an essential feature of the Modern World. This course explores the origins of this distinctive Western concept, especially its ambiguous ties with the religious tradition, its rise to dominance in the Enlightenment and the 19th century. Assessment will be made of its role in the secularization of the West. We will also examine the critiques of 'Progress' in the aftermath of the French Revolution, in Romanticism, and in relation to key events of the 20th century, especially World Wars I and II, the ecological crisis, and the collapse of the Soviet Union. Alternate spring semesters, next offered spring 1995. (4 credits)

58 SCIENCE AND RELIGION

An inquiry into the historical points of conflict between science and the Western religious tradition since the Middle Ages. The study will include an examination of the questions of the role of religion in the rise of science, differences in methods of knowledge, and a discussion of current issues and problems. Alternate fall semesters, next offered fall 1995. (4 credits)

63 JEWISH HISTORY (Same as History 65)

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 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, next offered fall 1995. (4 credits)

65 THE LETTERS OF PAUL

A study of the literary composition, form, function, context and theological concerns of one of the letters of Paul announced in advance. The course will deal with the world of Paul and his readers, as well as the major emphases of Pauline scholarship in this century. Prerequisite, Religious Studies 20 or 21 or permission of the instructor. Enrollment limited. Alternate fall semesters, next offered fall 1995. (4 credits)

---

## Religious Studies

---

### 67 TECHNOLOGY AND ETHICS

A consideration of the history of technology, its impact and role in contemporary society. The course will devote time to analysis and discussion of some of the problems posed by technological developments in a variety of fields such as medicine, genetic research, nuclear energy, information processing, and will conclude with a review of ethical values and some specific Judeo-Christian ethical concerns. Alternate spring semesters, next offered spring 1996. (4 credits)

### 68 NEW TESTAMENT SEMINAR

A detailed study of how to read a text, this seminar will focus on one book of the New Testament announced in advance (e.g., The Gospel of John). Using historical critical methods, the seminar will deal with the exchanges between author and reader, with the symbolic world of the author, with the context in which the "conversation" took place, what the text tells us about the social world of author and reader, and how the author reshaped traditions to serve literary purposes. Alternate years, next offered spring 1996. (4 credits)

### 69 APPROACHES TO THE STUDY OF RELIGION

An advanced seminar recommended for religious studies majors, cores and 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. Spring semester. (4 credits)

### 95 TUTORIAL

Prerequisite, permission of the instructor. (4 credits)

### 96 INDEPENDENT PROJECT

Prerequisite, permission of the instructor. (4 credits)

### 97 INTERNSHIP

Prerequisite, permission of the instructor. A maximum of one internship may be applied toward the major or core concentration. (4 credits)

### 98 PRECEPTORSHIP

Prerequisite, permission of the instructor. (4 credits)

## Russian

See **German and Russian**

## Russian, Central and East European Studies

Dorothy Dodge (Political Science), Birgitta Hammarberg (German and Russian), Gary Krueger (Economics), Rachel May (German and Russian), Gerald Pitzl (Geography), James von Geldern (German and Russian), Henry West (Philosophy), Gary Krueger (Director, Economics)

Since Macalester is a member of the Associated Colleges of the Twin Cities (ACTC), Macalester students may enroll in the ACTC Russian, Central and East European Studies (RCEES) major program. The program seeks to give the widest possible exposure to Russian/Soviet and East European history, politics, literature, tradition and philosophy. The major is broadly based and interdisciplinary, offering the student an opportunity to become well acquainted at the undergraduate level with the heritage and contemporary life in the area. The program is thus designed to meet student interest and demand

for area expertise by an in-depth study of the region from a cross-disciplinary perspective.

Eleven courses are required for a major in the RCEES program from an approved list, including: one course in a European literature; one course in comparative politics or European politics; one course in economics; one course in philosophy; and two courses in history. Two years of a European language or equivalent competencies are also required. In addition to the above requirements students may choose electives, as necessary to total eleven courses, from a list of approved courses for the major.

At the time of writing the requirements for the Russian, Central and East European Studies major were under review for possible revision. For further information contact Professor Gary Krueger, Economics.

## **Sociology**

*Full Time Faculty:* Mahnaz Kousha, Michal M. McCall (Chair), Jeffrey Nash, Michael Obsatz

Sociology is an empirical discipline which studies human social life with the goal of understanding it as the intersection of history, biography and social structure. The Macalester department of sociology offers courses which focus on various aspects of human social life, including the family, the city, language, bureaucracy, social problems, racial and ethnic relations, stratification, and gender; and presents various theoretical frameworks for understanding it, including critical, phenomenological, social action, feminist and documentary. Students are encouraged to do their own empirical studies of human social life and to apply various theoretical frameworks by the department's emphasis on conceptual, research, data analysis, and writing skills.

Courses in sociology contribute not only to the general education but to the preparation of students for graduate education in sociology and for careers in related fields: teaching, law, business, government, service occupations, helping professions, community organizing, and research.

The sociology department participates in the urban studies program, the legal studies program, linguistics, women's studies and international studies. For details concerning these programs, consult the appropriate descriptions elsewhere in this catalog.

### **General Distribution Requirement**

Sociology 10, 11, 12 and courses numbered in the 30's satisfy the general distribution requirement in the social sciences.

### **Diversity Requirement**

Sociology 23 satisfies the domestic diversity requirement.

### **Major Concentration**

A sociology major is planned in consultation with a member of the sociology department faculty and comprises nine courses including Data Analysis (21), Feminist Research Methods (30), Racial and Ethnic Minorities (23) or Social Stratification (24), Theories of Society (48), Senior Seminar (88). Of the four remaining courses, at least two must be numbered 50 to 79. Except with the permission of the department, a major may include no more than one introductory course (10, 11 and 12) and no more than one independent study, internship, tutorial or preceptorship.

The senior capstone requirement in sociology may be satisfied by taking the senior seminar.

### **Core Concentration**

Students who are majoring in Urban Studies and International Studies may have a core concentration in sociology. A core concentration consists of six sociology courses and six complementary courses from other departments selected with the advice of a faculty member of the sociology department. The core must consist of introductory, intermediate and advanced sociology courses, normally including Data Analysis (21), and Feminist Research Methods (30). The core concentration may include no more than one introductory course (10, 11 or 12) and may not include tutorials, independent studies, internships or preceptorships.

### **Minor Concentration**

A minor in sociology consists of five courses selected with the assistance of a faculty member in the department. The selection is expected to complement the student's major and should include introductory, intermediate and advanced Sociology courses. The minor may include no more than one introductory course (10, 11, or 12) and may not include tutorials, independent studies, internships or preceptorships.

#### **COURSES**

##### *Introductory Courses:*

Open to first year students. Two introductory courses will be offered every year.

##### **10 SOCIETY AND THE SOCIAL SELF**

How can the individual be at once cause and consequence of society? How can individuals be both social products and clearly unique? If society shapes individuals, how can individuals shape and modify society? This course is concerned with the relationship between the individual and society and the behavior of persons in groups. Ways in which groups and institutions aid or inhibit individual experience will be discussed. Fall 1994. (4 credits)

##### **11 GOING CONCERNS: THE STUDY OF U.S. INSTITUTIONS**

This introductory course includes a brief history of sociology and case studies of some major US. institutions: the economy, the welfare system, the courts, kinship, education, religion and/or the mass media of communication. Special attention is paid to social class, gender, and racial/ethnic differences in power and privilege and to efforts to resist domination and change institutions. Next offered 1995-96. (4 credits)

**12 ISSUES AND PROBLEMS IN CONTEMPORARY SOCIETY**

This class links personal experiences within broader cultural perspectives. Students analyze and question the cultural and structural forces that have shaped and continue to shape their lives. Special attention will be given to social justice, cultural assimilation, race, class, feminism, family, education, work, and the mass media. Fall 1994. (4 credits)

*Intermediate Courses:*

Open to students having taken Sociology 10, 11, or 12, or permission of instructor, including first-year students.

**21 DATA ANALYSIS**

This course introduces students to elementary principles of data analysis. It covers the uses of secondary sources of data like the General Social Survey, and includes learning how to access and format this kind of information using computer networks and "data banks." It instructs students in the skills of data presentation such as table building and interpretation, graphics, multivariate classifications and analysis, measures of association, and the logic of hypothesis testing. It also covers the application of computers to the analysis of textual materials, like fieldnotes, life histories, and interview transcripts. Fall 1994. (4 credits)

**23 RACIAL AND ETHNIC MINORITIES**

This course studies the historical and contemporary social situation of racial and ethnic groups in American society, including African Americans, Native Americans, Asian Americans, Latinos, and European Americans. Fall 1994. (4 credits)

**24 SOCIAL STRATIFICATION**

This course introduces students to theoretical and substantive issues in social stratification. Topics covered include social class analysis and the relationship between social class and other forms of social inequality such as gender, race and ethnicity. Particular attention will be given to these forms of inequality as they relate to the world of work. Dimensions of stratification are analyzed at the individual, institutional, national and international levels. Alternate years, next offered 1995–96. (4 credits)

**28 BUREAUCRACIES AND OTHER COMPLEX ORGANIZATIONS**

Complex organizations are the distinctive characteristic of modern societies. People work in them, depend on them for services, and often feel pushed around by them. This course examines the major theories and research on organizational structure, behavior, control, and change. Special attention is given to communication, conflict, and leadership in complex organizations, and to the effects on them of changing technology. Spring 1996. (4 credits)

**30 FEMINIST RESEARCH METHODS**

This course combines reading and discussion of feminist research goals and practices with experience doing life history research, in-depth interviews, and participant observation fieldwork. With permission of the instructor, this course may be replaced by Political Science 30 on the student's major plan. Spring 1995. (4 credits)

**31 WOMEN AND MEN IN THE SOCIAL STRUCTURE**

An historical and cross-cultural introduction to the social construction of gender, gender stratification, differences in the life cycles of women and men, and contemporary changes in women's and men's family and work roles. Ethnic, racial, class, and urban-rural differences in the positions of women and men in American society are emphasized. Alternate years, next offered 1995–96. (4 credits)

**32 THE SOCIOLOGY OF THE FAMILY**

This class explores class, ethnic, and rural-urban differences and analyzes contemporary changes in nuclear family and kinship institutions in our society. Family institutions in other historical periods and in other societies are discussed. Fall 1995. (4 credits)

**33 DEVIANCE AND SOCIAL CONTROL**

Social control is the reproduction of the culture of dominant groups in a society. Deviance and innovation are responses by dominant groups to subordinate group cultures and efforts to change the

## Sociology

---

dominant culture. Dominant social groups create deviance by making the rules whose infraction constitutes deviance and by applying those rules to particular people and labeling them outsiders. This course focuses on rule making and enforcement, on the social construction of rule-breaking as either deviance or innovation, and the powerful discourses, including law and medicine, which embody the culture of dominant groups. Alternate years, next offered 1994–95. (4 credits)

### 35 IMAGES OF WOMEN IN THE MIDDLE EAST

This class explores the realities of 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, and feminism, power and patriarchy will be emphasized. Spring 1995. (4 credits)

### 36 SOCIOLINGUISTICS (Same as Linguistics 36)

Deals with language shift and maintenance in the USA and Europe and presents basic concepts in the understanding of relationships between social and linguistic phenomena. Also explores the micro-level study of language performances, dealing with gender, class, nationalism, regional and occupational matters as they relate to how people use language. Alternate years, next offered 1994–95. (4 credits)

### 37 LANGUAGE AND CULTURE OF DEAF PEOPLE (Same as Linguistics 37)

This course is organized around the thesis that the meanings of everyday life for deaf people are embodied in the sign language. To understand deafness as a social and linguistic experience, it is necessary to gain an appreciation of the nature of the native language of deaf people in America. Therefore, this course describes the language of signs in its linguistic characteristics and explores the implications of these characteristics for the social organization of the deaf community. The interrelationships between the deaf subculture and the hearing culture for institutional areas such as the family and education are examined. Intercession 1996. (4 credits)

### 38 DEATH, DYING, AND BEREAVEMENT

An examination of the social and psychological aspects surrounding death. Topics to be discussed include the grief process, funeralization, the denial of death, awareness of death, hospital care of the aging, the hospice movement, abortion, suicide, capital punishment, euthanasia, nuclear death, and explaining death to children. Films and videotapes are used. Guest speakers are also invited. Students present papers during class time and have opportunities to visit funeral homes. They will also explore their own attitudes and feelings toward death and dying. Spring 1995. (4 credits)

### 39 HUMAN SEXUALITY

This course will explore human sexuality in a psycho-social context. Through discussion, research, and guest presentations, we will learn about the personal sexual world of the individual and impersonal social forces beyond the control of the individual. Topics to be covered include: male and female response cycles; pornography; child bearing and contraception; sexual dysfunction; sexual desire; erotic responsiveness; male and female role expectations; body consciousness; premarital, marital and extramarital sexuality; sexual deviance; and sexual attitudes in American culture. Student presentations, attendance, research papers required. Fall 1994, Spring 1995. (4 credits)

### 48 THEORIES OF SOCIETY

Sociology draws from and contributes to a rich heritage of social thought. This course provides a comprehensive view of social theories by examining the fundamental questions and controversies pertaining to concepts of individuals and societies. It deals with methodological issues that derive from various theories. It imparts to the student a grasp of Sociology as a generalizing, abstract science. Prerequisites are Sociology 10, 11 or 12, and Sociology 21 or 30. Spring 1995. (4 credits)

#### *Advanced Sociology Courses:*

Advanced sociology courses are primarily intended for sociology majors and other advanced students. Sociology 48, Theories of Society, or permission of the instructor, is prerequisite for all advanced courses. Most advanced courses are taught as seminars. Registration may require permission of the instructor. At least two advanced sociology courses will be offered every year, including those listed as topics courses (50).

### 50 TOPICS (4 credits)



#### 61 SOCIAL CHANGE

This course examines the nature of social change by exploring specific societies. Topics include social and political movements, world systems, colonialism and revolution. Attention will be given to the ways in which social institutions (especially economic and political institutions) are interconnected, and how their functions tend to have global effects. Fall 1995. (4 credits)

#### 63 SOCIOLOGY OF POVERTY AND WELFARE

What are the patterns of wealth and poverty in contemporary society? What are the structural sources of poverty and how are experiences of poverty shaped by race/ethnicity, gender and age? What is the institutional history of welfare in the United States? How does this institution help to maintain the political and economic status quo? By addressing such questions, participants in this seminar will engage in a systematic sociological analysis of poverty and welfare in the United States. Alternate years, Fall 1994. (4 credits)

#### 65 SOCIOLOGY OF KNOWLEDGE

This course examines the social construction of knowledge, the national, class, and gender ideologies built into codified knowledge, and the contemporary "politics of knowledge" which feminists, marxist historians, critical theorists of education, literary deconstructivists, Third World intellectuals, and others have constructed in recent years. Alternate years, next offered fall 1994. (4 credits)

#### 67 CRITICAL SOCIOLOGY

Critical sociology examines the relationship between values, social practice and sociological thinking. It includes an examination of modernist critical theories, the Frankfurt school, French postmodern critical theory, liberation theology, feminist critiques and critical pedagogy. Fall 1996. (4 credits)

#### 69 PUBLIC INTERACTION IN CITIES

Distinctions between public and private social life are indicators of the organization of society. This course focuses on research on public life in cities as a way to understand the collective experiences of members of society. It is a research seminar which builds on the work of Erving Goffman, William H. Whyte and others, and requires students to conduct original fieldwork. Alternate years, next offered intersession 1995. (4 credits)

#### 71 RESEARCH ON CONTEMPORARY ISSUES

A research seminar which uses General Social Survey Data and other secondary data sets to explore theoretical hypotheses. This seminar requires students to construct theories and evaluate the logical and empirical adequacy of their theories against current data on issues of current interest. Alternate years, next offered 1995-96. (4 credits)

#### 73 ADVANCED TOPICS IN RACE/ETHNICITY AND GENDER

This course is a comparative examination of different world cultures and race and ethnic groups. The idea is to theoretically understand the social forces, the political and economic contexts, and the cultural complexities that have shaped the experiences of different cultures and ethnic groups. Focus will be on gender and the specific ways in which women have simultaneously adapted to change and resisted domination. Spring 1995. (4 credits)

#### 88 SENIOR SEMINAR

The senior seminar has two objectives. First, senior majors and a faculty member work together to help each major write a senior paper. Majors share their research with one another and read drafts of their papers. Second, participants attempt to get an overview of their major in Sociology by discussing various ways of doing sociological research and writing. The seminar is only open to senior majors. Fall 1994. (4 credits)

#### 90 SENIOR THESIS

Senior majors who are enrolled in the honors program may register for senior thesis credit. Spring 1994. (4 credits)

#### 95 TUTORIAL

The Sociology tutorial consists of closely supervised student research. It is open to students who have had Data Analysis (21) and Feminist Research Methods (30). Students planning to write a senior

---

## Sociology

---

honors thesis are encouraged to register for a tutorial during their junior year, with the permission of a faculty member who agrees to supervise. Every semester. (4 credits)

### 96 INDEPENDENT PROJECT

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 or more advanced study in an area covered by the curriculum. Permission of a faculty member of the department is required for registration. Every semester. (4 credits)

### 97 INTERNSHIP

Internships involve students in practical (usually off-campus) experience, allow in-depth study of the structure of particular organizations, and/or develop career skills. Registration requires permission of a Sociology department faculty member and an on-site supervisor. Every semester. (4 credits)

### 98 PRECEPTORSHIP

Preceptors assist Sociology department faculty members in planning, organizing, and teaching courses. Registration requires permission of the faculty member and previous completion of the course. Every semester. (4 credits)

## Spanish

*Full Time Faculty:* Antonio Dorca, Fabiola Franco\*, Galo González (Chair), Leland Guyer.

*Part Time Faculty:* María Elena Doleman, Juanita Garcíagodoy, Susana Sandmann, David Sunderland.

The main objectives of the Department of Spanish are: (1) to develop a high level of Spanish language skills, (2) to ensure a basic familiarity with Spanish and Spanish American literary traditions and the tools to understand them and (3) to acquire an awareness of some cultural patterns throughout the Spanish-speaking world.

### *Career Orientation for Spanish Majors*

Recent Spanish majors from Macalester College have gone on to graduate work in Spanish language and literature, comparative literature, linguistics, Latin American area studies and social welfare. Some have begun careers in Spanish elementary and secondary education, bilingual education or special education, the foreign service, and banking and commerce. Others have joined the Peace Corps or Vista. Many students have combined their Spanish major studies with complementary majors such as Economics, Political Science, Anthropology, and History.

### *The Spanish House*

The Spanish Department 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. A native speaker supervises the house and organizes various activities. Residence is intended for students who have achieved at least an intermediate level of proficiency and want to maintain and improve it.

### *Study Abroad*

It has been shown that academic study and extended residence in a Spanish-speaking country is very useful for our students. Up to two courses from study away programs per semester may be counted toward the Spanish major, core or minor. All additional courses necessary to meet departmental graduation requirements must be taken on campus. Any additional courses taken abroad may be applied to general distribution requirements.

Macalester college has prepared students for study abroad in numerous programs and countries. Many students have selected the following: The Associated Colleges of the Midwest (ACM) Costa Rica program consists of a fall Latin American studies program and a spring tropical field study program in natural and social sciences. The Institute of European Studies (IES) program in Spain provides for a broad range of study in Madrid. The Higher Education Consortium for Urban Affairs (HECUA) program in Guatemala/Colombia/Ecuador offers several courses of study. The fall term is South American Urban Affairs (SAUS) and the spring term is Literature, Ideology and Society in Latin America (LISLA). In addition, HECUA has spring and fall programs of Community Internships in Latin America (CILA) in Bogotá, Colombia.

### **General Distribution Requirement**

All courses in the Spanish department satisfy the general distribution requirement in the humanities.

### **Diversity Requirement**

Courses in the Spanish department that satisfy the international diversity requirement are: 25, 54, 62, 65, 66, 68 and 69.

### **Major Concentration**

A major in Spanish consists of a minimum of nine courses beyond 31. Courses required for the major are Spanish 52, 54, 62, 65 or 66 and 88. Successful completion of Spanish 88 fulfills the senior capstone requirement. The major must contain two courses with emphasis on Peninsular literature, and two courses with emphasis on Latin American literature. It is strongly recommended that Spanish 54 be successfully completed before taking other literature courses. Spanish 25 (Brazil Today) may be applied toward the Spanish major.

In addition, students majoring in Spanish are required to complete successfully one term of a study abroad program. The Spanish Department reserves the right to waive this requirement under exceptional circumstances.

Five supporting courses must be chosen according to the student's interests. Some suggested patterns for supporting courses are:

1. For majors including those going into teaching: another foreign language, English, linguistics, humanities, history or geography.

2. For those going into government work or some field of business: political science, economics, history or geography.

### **Core Concentration**

The core consists of six Spanish courses beyond 31, four of which must be literature or topics courses taught in Spanish. Spanish 25, Brazil Today, may count toward the core concentration. Six supporting courses are chosen from a related area.

### **Minor Concentration**

The minor consists of five courses beyond 31, including at least two literature courses. Spanish 25 (Brazil Today) may be included among the five required courses.

#### **COURSES**

##### **11, 12 ELEMENTARY SPANISH I AND II**

Pronunciation, grammar essentials, conversation and reading. Three class hours a week plus one hour of tutorial. Every semester. (4 credits each course)

##### **31, 32 INTERMEDIATE SPANISH I AND II**

Extends and deepens awareness and use of linguistic functions in Spanish. Introduction to history and culture of Hispanophone countries. Prerequisite: Spanish 12 or the equivalent. Every semester. (4 credits each course)

##### **50 TOPICS**

Topics courses offer a variety of themes and approaches not found in our regular course offerings. Recent topics courses: Spain After Franco; Novelas Ejemplares; Poetry and Song of Latin America; Afro-Hispanic Literature; Teorizando la cultura popular; Art and Craft of Literary Translation; Don Quixote; Social Repression and the Role of Women in Latin American Film and Fiction; Perú and Ecuador: Literature of Subversion (1960–1990); Portuguese Conversation and Composition. Prerequisite: varies. Topics courses planned for 1994–95:

##### *Cinema Brasileiro*

This is an overview of the last 30 years of Brazilian Cinema, from the revolutionary “Cinema Novo” movement to the present. Subjects studied will include the basic tools of film criticism as well as the social conditions and artistic conventions that have shaped contemporary film making in Brazil. The course is conducted in Portuguese. Prerequisite: Spanish 21 (Intensive Portuguese) or consent of instructor. Fall 1994. (4 credits).

##### *Contemporary Mexican Women’s Fiction*

This course will introduce a sampling of fiction written by Mexican women in the last 15 years, including *Recuerdos del Porvenir*, *Arráncame la Vida*, and *Como Agua Para Chocolate*, among others. Operating as a seminar, it will explore the women characters, as well as the socio-political implications and semiotics (systems of signification) of each novel. Students present readings of the novels to the class, write short reaction papers, and discuss the works daily. Prerequisite: ability to read 100 pages a week after a week or two of training; or any Spanish course numbered 50 or above; or consent of instructor. Spring 1995. (4 credits).

##### **51 CONVERSATION**

Conversational practice with special emphasis on aural-oral skills. A variety of reading material is assigned as preparation for class discussion. Videos, movies and audio tapes may also be assigned. This course often requires a writing component. Prerequisite: 32 or consent of the instructor. Every semester. (4 credits)

#### 52 GRAMMAR REVIEW AND WRITING

Developing writing skills through a close study of advanced grammar through compositions, letters, articles and creative writing. Oral skills are also emphasized. Prerequisite: 32 or consent of the instructor. Every semester. Intersession 1995. (4 credits)

#### 54 INTRODUCTION TO LITERARY ANALYSIS

A course in the theory and practice of analysis and interpretation of literature designed to prepare students for more advanced courses in Hispanic literatures. This course develops skills for the close reading and interpretation of literature through discussion of poetry, fiction, drama, and essay. It also assists students in developing skills and style for writing in Spanish. Prerequisite: 51, 52 or consent of the instructor. Fall semester. (4 credits)

#### 62 MASTERWORKS OF SPANISH LITERATURE

This course introduces students to a detailed analysis of some major works in poetry, theater and prose of Spanish Medieval and Golden Age writers. It focuses on the evolution of Spanish as a literary language, while examining numerous texts recognized as masterworks of Spanish Literature. Analysis through class discussions, papers, and complementary readings, as well as some film versions of the texts are included. Prerequisite: 54 or consent of the instructor. Spring semester. (4 credits)

#### 65 MODERN LATIN AMERICAN LITERATURE IN ITS SOCIO-POLITICAL CONTEXT

The course focuses primarily on the modern literature of Latin America, exploring the socio-political conditions that gave rise to it and identifying its exceptional characteristics. Readings and assignments in this course vary according to different instructors. Prerequisite: 54 or consent of the instructor. Alternate years, next offered Spring 1995. (4 credits)

#### 66 READINGS IN SPANISH-AMERICAN LITERATURE

A systematic analysis of exceptional Spanish American fiction, essay, poetry and/or drama. Special attention is given to discussion, research and writing skills. Authors and readings for this course vary according to each instructor. Prerequisite: 54 or consent of the instructor. Alternate spring semesters, next offered Spring 1996. (4 credits)

#### 67 THE NOVEL

Study of some of the most prominent modern novelists of Spain and Latin America. Past authors studied have included Unamuno, Cela, Delibes, Rulfo, Fuentes, and García Márquez. Prerequisite: 54 or consent of the instructor. Alternate years, next offered Spring 1995. (4 credits)

#### 68 19TH AND 20TH CENTURY SPANISH LITERATURE

Masterpieces of Spanish literature from the 19th century and the Generations of 1898 and 1927. Prerequisite: 54 or consent of the instructor. Alternate fall semesters, next offered Fall 1994. (4 credits)

#### 69 CONTEMPORARY THEATRE: SPAIN AND LATIN AMERICA

This course intends to familiarize the student with major social and artistic trends in theater. Emphasis is placed on textual analysis with complementary lectures on literary tradition. Prerequisite: 54 or consent of the instructor. Alternate years, next offered Fall 1994. (4 credits)

#### 88 SENIOR SEMINAR

A capstone 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 Spanish majors and those who are writing honors projects in the department. Prerequisite: 54 plus at least two literature courses offered in the Spanish Department or consent of the instructor. Fall semester. (4 credits)

#### 95 TUTORIAL

Prerequisite, permission of instructor. (4 credits)

#### 96 INDEPENDENT PROJECT

Not available to substitute regularly offered courses. Prerequisite: permission of instructor. (4 credits)

---

## Spanish

---

### 97 INTERNSHIP

Prerequisites: four courses in Spanish numbered 31 or above and consultation with the instructor. (4 credits)

### 98 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. (4 credits)

## Portuguese Courses

### 21 INTENSIVE PORTUGUESE

Intensive instruction in speaking, understanding, writing and reading Portuguese. Brazilian usage emphasized. Prerequisite: advanced standing in Spanish or permission of the instructor. Spring semester. (4 credits)

### 25 BRAZIL TODAY

Brazil Today is a course that reviews many of the recent events and forces that have helped to shape Brazil. Attention is given to history, geography, cinema, literature, art, and issues of race, gender and behavior as they lead toward a fuller understanding of contemporary Brazil. The course is taught in Portuguese. Prerequisite: Portuguese 21 or the equivalent. Alternate years, next offered Fall 1995. (4 credits)

## Urban Studies

Dorothy Dodge (Political Science), David Lanegran (Geography), Jeffrey Nash (Director, Sociology), Peter Rachleff (History)

The urban studies major is directed toward students who are interested in urbanization and the application of various disciplines' theoretical frames to the problems of city life. The program combines a sound theoretical and experiential base complemented by a broad range of technical competencies. The 14-course urban studies major is divided into two parts: a curricular portion which will provide students with a theoretical and methodological base, and an experiential portion which will give students first-hand contact with aspects of the city new to them. A third, additional skills portion will provide students with tools which will enable them to make an effective contribution to research or management.

### Major Concentration

A major concentration in urban studies will consist of 14 courses distributed in the following manner.

#### *Curriculum*

A. Each urban studies major will complete a core in either economics, history, geography, political science or sociology (six courses).

B. This core will be supplemented by at least six courses from the following list excluding courses taken as a part of the core. Students will be encouraged to take other courses on the list. Consult departmental listings for information on course frequency. Topics courses with an urban emphasis may be included with consent of the director.

- Anthropology
  - 30 Ethnographic Interviewing
- Economics
  - 36 Capital Markets
  - 51 Intermediate Microeconomic Analysis
  - 54 Urban Economics
- Geography
  - 41 Urban Geography
  - 50 Topics
  - 88 Urban Geography Field Seminar
  - 88 Historical Geography of Urbanization
- History
  - 19 American Civilization
  - 43 Origins of Super Society, U.S., 1890–1945
  - 45 The Black Experience Since World War II
  - 49 Afro-Americans and the Transformation of the City: 1890–1945
- Political Science
  - 20 U.S. Politics
  - 46 Urban Politics
  - 61 Politics of Developed States
  - 74 Policy Analysis and Evaluation
  - 77 Contemporary Legal Problems
- Sociology
  - 21 Data Analysis
  - 23 Racial and Ethnic Minorities
  - 28 Bureaucracies and Other Complex Organizations
  - 69 Public Interaction in Cities

### *Experiential Aspect*

All urban studies students will be required to serve a four-credit internship in government, a social agency, a community or neighborhood organization or a private business firm. Participation in the Chicago Urban Studies program sponsored by the Associated Colleges of the Midwest may be substituted for the internship. Students will be encouraged to complete this as part of the program during their junior year. Other off-campus urban studies programs may be substituted for this requirement with consent of the director.

### *Technical Competency*

Urban studies majors 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. These skills may be obtained through Macalester's communication studies program.

B. Written Communication—All students will be expected to write concise, jargon-free technical reports and should have some exposure to creative writing.

C. Data Analysis—All students will be expected to be able to analyze and present numerical information. They should also understand the elements of

computer programming. A quantitative methods course should be taken in the department in which the student cores.

The senior capstone requirement in urban studies may be satisfied by taking a senior capstone class or experience in the department in which the student has a core concentration, or arranging an appropriate independent study or internship with a member of the Urban Studies faculty.

## **Women's and Gender Studies**

J. Michele Edwards (Director, Music), Adrienne Christiansen (Communication Studies), Ruthann Godollei (Art), Michal McCall (Sociology), Anna Meigs (Anthropology), Emily Rosenberg (History), Leslie Vaughan (Political Science), Joëlle Vitiello (French), Karen Warren (Philosophy)

The women's and gender studies program offers an interdisciplinary core and minor in women's studies. The goal of these two concentrations is to provide students with an opportunity to study the experiences of women of various races, classes and cultures in history, society, science, and the arts. The women's studies program is informed by various feminist theories which explore the diversity and meaning of women's social experiences. The program also includes the study of gender as an analytic category and social construction.

Courses approved for program credit are listed below. In addition, the program offers several courses which are not included in the list below. See a women's studies faculty member for a complete list of program courses. The following guidelines are used for inclusion of courses: courses which are primarily about women **and** make use of the new scholarship on women; or in which the central perspectives come out of scholarship that is generally identified as feminist.

The women's studies faculty listed above are approved advisors for the core and minor. With approval of the program director, Women's Studies Faculty Affiliates may also serve as advisors.

### **General Distribution Requirement**

Women's Studies 30, Introduction to Lesbian and Gay Studies, satisfies the general distribution requirement in the humanities.

### **Diversity Requirement**

The courses in Women's Studies which satisfy the domestic diversity requirement are numbered 30 and 35.

### **Core Concentration**

A core concentration consists of:

1. Women's Studies 88, Seminar in Women's Studies. Capstone or integrative experience which combines common readings and materials from each of the



students' disciplines. The focus will be to develop a deeper understanding of theory in relationship to women's studies and feminist perspectives, and to apply this knowledge to individual disciplines and fields of study.

2. Five intermediate courses from the list of courses approved for women's studies credit. These courses must be distributed among at least three separate departments and come from more than one division. The fit of these courses with each other will be discussed with the advisor. Women's Studies 10, Women Race and Class: An Introduction to Women's Studies is highly recommended as a beginning course for the core or minor.

3. Six supporting courses chosen in consultation with a women's studies advisor.

### **Minor Concentration**

The minor concentration is the same as the core without the six supporting courses.

The following courses are approved for women's studies credit:

#### *Humanities*

##### Classics

27 Women in Classical Antiquity

##### English

21 American Voices: African American Women Writers

50 Images of African American Women in Hollywood Films

50 Women Writers as Artists/Critics

51 Contemporary Writing by Women

56 Anglophone Literature: Caribbean Women Writers

69 Individual British Authors: Milton and Metaphysicals

74 Individual American Authors: Margaret Fuller and Louisa May Alcott

84 Contemporary Literary Theory and Criticism

86 Research Topics in Literary Studies: Anne Sexton

88 Seminar: The Lesbian Novel

88 Seminar: Jane Austen

##### French

77 French Women Writers

##### History

12 Women and Work in U.S. History

22 United States Women's History

26 Women in Latin America

43 Origins of Super Society, U.S., 1890–1945

44 U.S. Since 1945

50 Topics: Women and Gender in International Relations

50 Topics: History of Women and Society of the Islamic Middle East

50 Topics: Women and the Scientific Revolution

##### Philosophy

25 Ethics

29 Feminism and Environmental Ethics

81 Advanced Feminist Theory

##### Religious Studies

52 Gender, Caste and Deity in India

---

## Women's and Gender Studies

---

### *Fine Arts*

#### Art

52 Women in Art

#### Dramatic Arts and Dance

52 Feminist Theatre

#### Music

51 Women Making Music

### *Social Science*

#### Anthropology

49 Feminist Perspectives in Anthropology

#### Communication Studies

44 Gender and Communication

#### Political Science

24 Western Political Thought

38 Feminist Political Theory

47 Policy Issues: Social Policy

50 Topics: The Construction of Gender in the Law

57 U.S. Civil Rights and Civil Liberties

77 Contemporary Legal Problems

#### Psychology

34 Psychology of Gender

50 Theory and Method in the Psychology of Diversity: Exploring Gendered Social Worlds

88 Gender Issues in Mental Health

#### Sociology

24 Social Stratification

30 Feminist Research Methods

31 Women and Men in the Social Structure

35 Images of Women in the Middle East

50 Topics: The Construction of Gender in the Law

73 Advanced Topics in Race/Ethnicity and Gender

### *Natural Science*

#### Biology

17 Women, Health and Reproduction

### **COURSES**

#### 10 WOMEN, RACE AND CLASS: AN INTRODUCTION TO WOMEN'S STUDIES

An interdisciplinary introduction to feminist scholarship and the study of women's experiences. Issues of race and class, as well as gender, are discussed toward an understanding of women in such areas as family, community, work, sexuality, religion, and creativity. The goal of the course is to develop through reading, writing, and discussion, a knowledge of both the commonalities and the differences among women. Every semester. (4 credits)

#### 30 INTRODUCTION TO LESBIAN AND GAY STUDIES

This course will examine the newly emerging discipline of Lesbian and Gay Studies. Some of the topics that will be covered in the course content include the essentialist versus constructionist debates and the implications for each, understanding histories of sexuality, problems of theorizing and politicizing collective differences, theories of camp, the history of sex policing and political resistance, the politics of AIDS, and the future of the discipline. Work for the course includes, but is not limited to, readings, in-class discussion, small group/collaborative work, written assignments. For final projects students are encouraged to choose a topic of interest and examine its intersection within their own field of study. Fall semester. (4 credits)

35 LIVING ON THE EDGE: THE ASIAN AMERICAN EXPERIENCE

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 will consist of experiencing the art, reading the literature and history, and discussing the current issues of several Asian American communities. Topics will include the role of women, stereotype, racism and assimilation. Every fall. (4 credits)

50 TOPICS

88 SEMINAR IN WOMEN'S STUDIES

Capstone or integrative experience which combines common readings and materials from each of the students' disciplines. The focus will be to develop a deeper understanding of theory in relationship to women's studies and feminist perspectives, and to apply this knowledge to individual disciplines and fields of study. Prerequisites, at least three courses approved for credit in women's studies, and senior standing or permission of the instructor. Every year. (4 credits)

**Independent Studies**

All independent study courses require permission of the instructor. The number of independent studies which can be applied toward the core or minor will be planned with a women's studies advisor in consultation with the women's studies faculty.

96 INDEPENDENT PROJECT

Individual projects supervised by women's studies faculty or co-sponsored with a Women's Studies Faculty Affiliate. Prerequisites, at least two courses approved for credit in women's studies. Every semester. (4 credits)

97 INTERNSHIP

Experiential learning which brings together theoretical and practical work, often with a commitment to social change. The project is either primarily connected with women or has feminism as its central perspective. An internship outline plan will be developed individually between the student and the faculty sponsor. May be sponsored by women's studies faculty or Women's Studies Faculty Affiliates with the approval of the women's studies faculty. Prerequisites, at least two courses approved for credit in women's studies. Every semester. (4 credits)

98 PRECEPTORSHIP (4 credits)

## Special Programs

### Study Abroad and Domestic Off-Campus Programs

Macalester College has a long tradition of providing significant opportunities for students to build an international perspective into their college education. One of these is the opportunity to study abroad. The College also sponsors a number of domestic off-campus programs which provide students with special study opportunities not normally available on campus.

With the exception of January intersession courses, Macalester will normally approve credit for study off campus on any one program during a student's career at the College. Support for off-campus study is normally for one semester (or the equivalent in the summer), except where Macalester has special agreements with program sponsors which dictate study for a full year. Individual departments may also make special arrangements from time to time for students to participate in longer programs of study. Students may study off campus on any number of January intersession courses.

Students may propose participation in any one of the hundreds of off-campus study programs offered by colleges, universities, consortia, and other organizations around the world. To be eligible for Macalester credit a program must be run by an accredited, degree-granting U.S. college or university; by an officially recognized degree-granting institution within the indigenous educational system of its own country; or by an institution which has a special credit-granting relationship with Macalester (e.g., the Council on International Educational Exchange, the Higher Education Consortium for Urban Affairs, the Institute for European Studies, or Denmark's International Studies Program).

All proposals for off-campus study are screened by a Study Away Review Committee, acting on behalf of the Faculty Curriculum Committee. The committee reviews the credit-worthiness of each program being proposed, the student's preparation for the experience, and the degree to which the program promises to extend and enrich the rest of the student's curriculum at Macalester. The committee's endorsement must be obtained the semester before participation in a program is scheduled to begin.

Most study abroad and domestic off-campus program activities at Macalester are coordinated by the International Center.

#### *Who May Participate?*

Except as noted below, all students in good academic standing are eligible to participate in an off-campus program, although individual programs differ in their requirements for class standing and grade point average. With the exception of January intersession programs, students must normally have completed at least two semesters of residence at Macalester before they are eligible to apply for an off-campus program. They must also be enrolled on campus at the time application for off-campus study is made.

Transfer students who enter Macalester as second-semester sophomores may earn a maximum of one semester (or equivalent summer term) of credit for off-campus study. Those who enter Macalester as first-semester juniors are eligible for January intersession programs only.

Students who are non-U.S. citizens are eligible for off-campus study, although financial aid will not apply to international program costs unless participation in the program is required for a major which has been formally declared. Non-U.S. citizens may apply up to one semester of financial aid to domestic off-campus programs for which they qualify.

Adult Scholars or students on the Dependent Tuition Assistance Program are eligible for off-campus study but are responsible for the full cost of their programs as billed by sponsoring organizations. No special tuition rates apply.

Students on academic or social probation may file an application for participation in a program but must be off probation by the end of the semester prior to the beginning of the program.

*Registration, Credits, Grades, and Financial Aid*

Students whose proposals to study off campus are approved by the Study Away Review Committee register through the Registrar's Office for their programs and earn Macalester credit for the experience. With the exceptions noted above they may apply most of their Macalester financial aid (scholarships, grants, and loans) to program costs. Work-study contracts do not normally transfer off campus, but supplemental scholarship assistance is available to help offset the loss of this income.

Credit from off-campus study meets general requirements for graduation. It may also meet certain distribution or departmental major requirements at the discretion of the individual departments concerned. In all cases, students should discuss their credit expectations with the relevant departments, the International Center, and the Registrar.

Grades for off-campus study are recorded on students' transcripts. Grades for most programs are included in the calculation of cumulative grade point averages (GPA). Students should consult with the Registrar, the Director of the International Center, or the Study Away Advisor for information on credits and grades for specific programs.

Except for a number of direct exchange arrangements with foreign universities, Macalester does not charge its own tuition for the credit it awards for study away. Instead, it adds a nominal study away charge to the actual tuition charges of a student's program, as set by program sponsors, and substitutes this for Macalester tuition during the period the student is away. In order to receive credit for study away, program tuition charges must be billed through Macalester.

With the exceptions noted in the "Who May Participate?" section above, students are eligible for supplemental scholarship assistance for off-campus study, awarded on the basis of demonstrated need. They may also apply for

several merit-based international scholarships and awards administered by the International Center. Financial aid awards are automatically adjusted by the Financial Aid Office to reflect differences between program costs and normal Macalester tuition.

The college will not normally apply the financial aid of non-U.S. citizens to programs outside of the continental United States unless participation in a program is required for a major that a student has formally declared. Up to one semester of aid, however, may be used by non-U.S. citizens to participate in an approved domestic off-campus program.

### *Application Process*

There are two steps in applying for study off campus: obtaining Macalester's endorsement of study plans and applying to a program. The two steps are independent of each other and have separate deadlines. Detailed information on both steps, as well as assistance with each, is available at the International Center.

Some off-campus program deadlines are a year prior to intended participation, deadlines are usually quite firm, and there are usually many details that need attention both in applying to and preparing for a program. Because of the careful planning that is needed and the critical timing involved, students are advised to discuss both international and domestic off-campus study possibilities with the International Center as early as possible in their Macalester careers.

### **Other Programs for International Understanding**

The International Center, the International Studies major, and the International Student 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 nationality weeks, international dinners, and special orientation sessions for study abroad participants.

The International Center also maintains a library of material on a broad range of international study, work, and travel possibilities, including volunteer work camps, social service, internships, and graduate school programs. Its staff members represent a broad range of international experience and are available to guide members of the Macalester campus community to international resources.

The World Press Institute (WPI) provides an opportunity for ten professional foreign journalists to study, work, and travel in the United States annually. The Institute's program is designed to give its participants the background necessary for accurate interpretation and reporting of U.S. affairs. It is funded by U.S. corporations, foundations, individuals, and Macalester College. WPI journalists are encouraged to become involved in the academic and social life of the college while in the Twin Cities and are frequently invited by faculty members to share their experiences and observations with students in the classroom.

## **Pre-Professional and Professional Programs**

### *The Pre-Law Program*

Martin Gunderson (Adviser, Philosophy)

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 which 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 Pre-Medical Program*

Kathleen Parson, Fred B. Stocker (Advisers, Biology and Chemistry)

Very early in their first year interested students should consult one of these advisors and obtain a copy of the *Macalester College Pre-Medical Handbook*.

Pre-medical students at Macalester may major in any discipline and concurrently complete all pre-medical requirements. Most medical schools require the following courses: Chemistry 11 and 13, Chemistry 37 and 38, Biology 21 and either 22 or 24, Mathematics 21, Physics 21 and 22, or 26 and 27, two courses in English, and a total of five courses in the social sciences, humanities, and foreign languages.

Pre-Medical advisors work carefully with students throughout their preparation, both individually and in group sessions, to assist in program planning that will best meet the needs of individual interests and requirements. In addition, 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, research laboratory or other medical facility under the direct supervision of medical personnel.

### *The Cooperative Program in Liberal Arts and Architecture*

Stanton Sears (Adviser, 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.

---

## Special Programs

---

### *The Cooperative Program in Liberal Arts and Engineering*

Wayne Roberts (Adviser, Mathematics)

An arrangement between Macalester and Washington University at 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 Washington in five years—the first three to be spent at Macalester and the latter two at the School of Engineering and Applied Science at Washington. 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 104 semester hours as well as all other graduation requirements.

An entirely similar program has been worked out with the University of Minnesota.

### *The Cooperative Program in Liberal Arts and Nursing*

Kathleen Parson (Adviser, Biology and Chemistry)

An arrangement between Macalester and Rush University of Rush-Presbyterian-St. Luke's Medical Center in Chicago makes it possible for a student to earn a B.A. degree from Macalester and a B.S. degree in nursing from Rush University in five years—the first three spent at Macalester and the final two years at Rush University. This is a combined academic program; the student does not transfer schools or formally apply to Rush, but matriculates through an affiliation agreement. When the requirements on the Macalester campus have been completed successfully, the student continues the program at Rush University.

Details of the program at Rush are given in that school's catalog. While at Macalester the student must satisfy the following requirements:

#### Biology

- 21 Cellular and Molecular Biology
- 22 Physiology and/or 24 Ecology and Evolution
- 52 Microbiology
- 61 Human Physiology

#### Chemistry

- 11, 13 General Chemistry I and II
- 37, 38 Organic Chemistry I and II

Social Science (three courses, one of them must be Psychology 28 Developmental Psychology. Though not required, it is recommended that these courses be selected from the departments of psychology, sociology or anthropology.)

#### Mathematics

- 14 Introduction to Statistics

#### Distribution Requirements at Macalester:

The Macalester-Rush student is required to complete Macalester's distribution requirements as described in the Graduation Requirements of this catalog.



#### General Requirements:

The Macalester-Rush student must earn 104 semester hours of credit in courses and must complete a major at Macalester, 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 five colleges publish a joint schedule of fall and spring semester classes. 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 3 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
Communication Studies—	Lambda Pi Eta

---

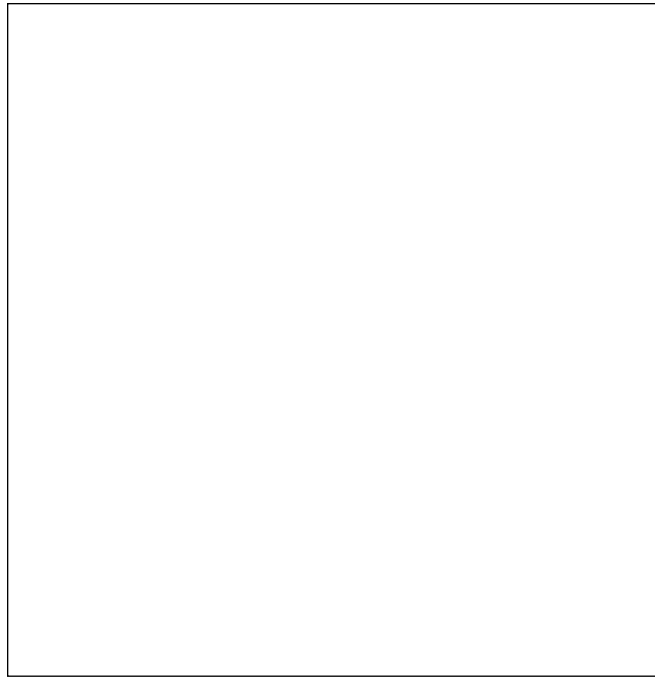
## Special Programs

---

Economics—	Omicron Delta Epsilon
French—	Pi Delta Phi
Geography—	Gamma Theta Upsilon
German—	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, Community Council, provides official representation for students in College governance and coordinates student action and the allocation of student activity fees. The Community Council, the legislative body, meets regularly throughout the year, providing a forum for the expression of student opinions.

Macalester students have created over fifty organizations, and new ones are formed based on students interest. Student organizations are chartered through Community Council. Some of the organizations include: Adelante!, Latino students' group; Amnesty International; the Black Liberation Affairs Committee(B.L.A.C.); Gays, Lesbians, and Bisexuals United; the International Student Organization, I.S.O.; Mac Christian Fellowship; Mac Conservatives; Mac Jewish Organization; Mac Peace and Justice Coalition; the Women's Collective; MACTION, the community service organization; Unitarians; the Men's Issues Group; the Public Interest Research Group; Muslim Student Organization; Proud Indigenous People for Education (Native American student organization); Student Environmental Action Committee; and Springfest.

Music performance groups include the Concert Choir and Festival Chorale, 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 Drama Club, the Debate Group and Macalester Forum, and the Organized Improvisation group.

Student media include: the Mac Weekly newspaper; the Chanter literary magazine; Focal Point, an opinion journal; WMCN-FM radio; Muse, a feminist journal; the International 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, tennis, and track and field. Women compete in basketball, cross-country, golf, soccer, softball, swimming, tennis, track and field, and volleyball. Club sports currently include crew, cross-country skiing, fencing, field hockey, lacrosse, men's volleyball, rugby, and water polo.

### *Dean of Students*

The Dean of Students serves as the chief student affairs officer of the College. The Dean is concerned primarily with the general welfare and collegiate life of all students. The office is responsible for Campus Programs, Campus Grievance Procedures and the Mediation Project, Career Development Center, Chaplain, Community Service, Health Services, both medical and psychological, Office of Multicultural Affairs, New Student Orientation, Residential Life, Student Government, Media and Student Organizations. The Dean and Associate Dean assist in answering any student or parent question relating to College policies or procedures, and provide ombuds 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 Dean serves as an *ex officio* member of the Academic Standing Committee.

### *Campus Programs*

The staff of Campus Programs works with students, faculty, and administrators to provide a varied program of co- and extra-curricular activities. Recognizing that most of a student's day is spent outside of the classroom, the Campus Programs staff works to encourage cultural, educational, social, and recreational programs that supplement the classroom experience. The Student Union, located at the center of the campus, is one of the busiest places at Macalester. Most students stop in at least once a day to check their post office box, grab a snack at the Grille, or meet informally with friends. Student organizations at Macalester, with advice from the Campus Programs staff, provide a variety of activities for all members of the college community.

### *The Office of Multicultural Affairs*

The Office of Multicultural Affairs was established to augment College services for Native American, African-American, Hispanic, and Asian-American students. To that end the Office of Multicultural Affairs works with academic departments, administrative offices, and areas of students services to provide cultural, social, and academic programs for students of color and the College as a whole.

The program offers a range of activities, services, and programs that are designed to encourage the students' academic success, and to make their stay at Macalester a comfortable and rewarding experience. One example of what the Office of Multicultural Affairs offers is the Multicultural Advisors Program, otherwise known as M.A.P. M.A.P. assists new students of color in their adjustment to the College via mentoring. It is staffed by up to ten upperclass students of color who have made the transition to Macalester. Group activities and discussion sessions are led by M.A.P. advisors, Office of Multicultural Affairs staff, other Macalester faculty, staff, alumni, and Twin Cities community members. The program is supervised by an Office of Multicultural Affairs Program Coordinator.

The Cultural House (34 Cambridge) is managed by a staff member, two student managers and four student workers. Several social, cultural and educational programs are held at the Cultural House.

Participation in all Office of Multicultural Affairs sponsored activities is voluntary.

#### *Career Development Center*

Molding one's intellectual, vocational and personal pursuits is a dynamic, life-long process. The Career Development Center assists students and alumni with the broad range of tasks and decisions related to career, education, and employment issues. The Center also services the employing and higher education community by assisting them with their recruiting needs.

Among some of the more common student/alumni 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, how to do a job search and the mechanics of that search, career decision-making, building an experience base to support a strong professional beginning, how to develop a personal and professional network and applying a liberal arts degree to the workplace.

A comprehensive system of resources has been developed by the counseling staff of the Career Development Center to address those and the other issues presented by students and alumni. Services offered include: one-on-one or group counseling, workshops, interest inventories (Strong Interest Inventory and Myers Briggs Type Indicator), handouts, an extensive alumni network, a comprehensive career resource library, job listings, on-campus recruiters, job fairs, telephone job line, senior newsletter, DISCOVER career software, computer-accessible employment resources, collaborations with other campus offices (e.g. Multicultural Affairs, Academic Programs, Alumni), other resources/services as requested by students, staff, faculty, and employers.

The Career Development Center counselors 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. 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*

The College is Presbyterian by tradition. The Office of the Chaplain offers support to students, faculty and staff of all faiths through its 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 Office of the Chaplain provides leadership in addressing issues of social, ethical and religious importance. It works with academic departments and student

organizations to address these issues, particularly MACTION, which promotes community service, and The Council on Religious Understanding, which fosters interfaith dialogue in the College community. The Chaplain also provides pastoral counseling and appropriate professional referrals on-campus and off-campus.

The Weyerhaeuser Memorial Chapel houses the offices of the Chaplain. The Chapel also provides activity space for the Macalester Christian Fellowship, Macalester Peace and Justice Coalition, Mac Catholics, and other student groups. The Muslim Students Association maintains a mosque in the Chapel for weekly prayers and other activities. Other traditions are celebrated on the campus regularly, and close relations are maintained with churches and religious leaders in the Twin Cities.

#### *Service Office*

The Service Office exists to promote and foster a life-long ethic of service to others. The office encourages weekly volunteering based on a philosophy of respect for others and reciprocal learning. The college holds that academic excellence is closely related to the college principle of service to others. Viewing the local community as an extension of the classroom, coursework provides the context for the service-learning experience. Each semester several professors offer a service-learning option in their course. The Service Office acts as a resource to these faculty members by providing information on the pedagogy of service-learning and assisting with community placements for students in the course.

Nearly 20% of Macalester students volunteer on a weekly basis. Many students participate in community service as a co-curricular activity. The Service Office runs several programs that allow students to volunteer with their peers. These programs include: an English as a Second Language Program for area refugees and immigrants, a Friendship-Tutoring Program with “at risk” children at a local junior high school, and an International Speaker’s Program that sends international students and students who have studied internationally into local schools to expose children to other cultures. Other groups of students volunteer with Habitat for Humanity and at local schools and after school programs for children. In addition, the Service Office develops relationships with local non-profit organizations that utilize volunteers. A clearinghouse maintained in the office provides information on nearly 300 diverse community agencies where students can provide service. The Service Office provides counsel to MACTION, the student service group, as they plan and implement their numerous one-time service events throughout the year.

The Service Office is a resource to any academic department, college office or student group that would like to develop a service program. A diversity of volunteer options and service entry points are provided in order to fully integrate service to others into the fabric of the college.

### *Winton Health Services*

The Health Service mission is to promote student wellness through a combination of education and prevention activities and to provide basic health care to students experiencing physical and emotional problems. Our goal is to help students maintain their health so that they can derive maximum benefit from Macalester's educational environment.

*Counseling and Psychological Services.* Counseling Services offers short-term professional counseling services to Macalester students. These services include personal short-term counseling; walk-in counseling; crisis intervention; consultation with faculty, staff and students; educational programming; and referral to on-campus and off-campus resources. There is no charge for these confidential services.

*Medical Services.* Winton Health Services provides basic health care, diagnosis, and treatment for sick and injured students and refers students to other medical services if necessary. To insure the best health care possible, students must keep current health records from their personal physician on file in Health Services. A registered nurse and/or nurse practitioner is on duty Monday–Friday. A College doctor is available at regularly scheduled times throughout the week at Winton Health Services.

*Other Services.* In addition to offering consultation with a nurse practitioner, nurse or physician, the medical services also provides laboratory work, particular medications and medical equipment.

*Fees.* Charges are levied for laboratory services, immunizations, medications, and transportation to another medical facility, when necessary. These charges are applied to the student's account. Any medical or surgical services incurred outside the Health Service are the student's responsibility. An accident policy is made available through the college.

### *Residential Life*

Living on campus is an important component of the Macalester College experience. The residence halls are living communities which provide an opportunity for students to enhance and compliment their overall learning experience at the college. The philosophy of the Residential Life program is based upon the concepts of personal responsibility, respect for the rights of others, and the recognition of the processes of personal and social development. The residence halls are comprised of a community of self-regulating adults. The Residential Life program is committed to providing students with opportunities for exposure to a variety of experiences and people designed to augment their academic program.

As a residential community, Macalester College houses approximately 75 percent of its students in campus residence halls and program houses. Each hall or house develops an unique environment based on the staff and students who live there. Students who live on campus are required to have a College meal plan.



The residence halls are supervised and directed by the Director of Residential Life. Four professional Hall Directors and 46 trained student staff members live and work in the residence halls. The Residential Life staff is responsible for working with the residents to define and maintain community standards, developing and implementing educational and social programs, mediating student conflicts, managing building maintenance problems, and responding to campus or residence hall concerns. Staff in Residential Life work closely with staff from other college offices to provide students with a living experience that is closely integrated with the mission and goals of Macalester College.

#### *Food Service*

Macalester's Food Service, operated by an outside vendor, ARA Services, provides the college community with a variety of dining options. Kagin Commons provides board meals for students living in the residence halls and for others desiring full meal service. Students may select one of four board plans ranging from 10 meals per week to a point based system. The Grille, located in the Student Union, provides snacks and full meals throughout the day. An extensive vegetarian menu is available, as are special meals for those with particular dietary concerns. The food service director, nutritionist and college health officer are available to work with students having special dietary needs.

## **Academic Services**

#### *Computing*

Computing and Information Technology is responsible for coordinating the development of computer, network, and telephone resources at Macalester. In its academic support role, it develops and maintains computing resources that enhance faculty and student productivity in addition to providing those resources necessary to support instructional activities across all departments.

The College is committed to providing students with access to microcomputers, either in microcomputer clusters or through its resale program. The productivity improvement such equipment allows is considered central to the liberal arts education process. There are 66 microcomputers available for unrestricted, general student use. Many more microcomputers are also available for student use through facilities dedicated to specific instructional objectives. To encourage student ownership of microcomputers the College has supported a microcomputer resale program for the last few years and is committed to creating an environment on campus that is conducive to student use of microcomputers in their residence hall rooms.

The College is well along in building a high-speed campuswide local area network. Fiber optic cable is in place to every building on campus, and most academic and administrative buildings are fully networked. Among residence halls, Bigelow and Kirk—with one data outlet per pillow—are on the network; the remaining residence halls will be added as those buildings are refurbished. The campus network links microcomputers to various servers (e.g., file servers,

print servers, the Macalester Gopher, etc.), to our own minicomputers, and to the Internet.

Instructional activities are supported on microcomputers (MS-DOS or Macintosh) and on the College's central computing resource, the VAX 4000-400. Classrooms with microcomputers support a variety of academic applications. Programs like Mathematica, Common LISP, Pascal, MicroTSP, JMP, Stella II, Aldus Freehand and Superpaint in addition to a variety of word processing, spreadsheet and utility programs are commonly available in departmental computing classrooms. A system of Novell Netware servers provides access to these and other programs throughout campus in offices, classrooms and, in the near future, dormitory rooms. From these microcomputers, the campus also has access to other resources both on campus (e.g., VAX, CLICnet library catalog) and off-campus through the Internet. The VAX supports a number of computer languages and software packages which provide students and faculty with access to a wide range of research and teaching tools. The VAX also provides other services such as electronic mail (Internet and Bitnet) and access to other items of interest through USENET news.

In addition to the computing facilities administered directly by Computing, the College provides a variety of computing resources in the form of discipline-specific laboratories associated with various departments. For example, Psychology has several small clusters of Macintoshes and PCs to aid students in quantitative methods as well as cognition. Biology also has one teaching classroom and a number of smaller computer clusters to help students visualize and experiment with ideas presented in class. Economics has a Macintosh teaching classroom designed to give students a better mastery of statistics and mathematical tools. One of the laboratories in the physics department is equipped with microcomputers to permit real-time experimentation. And of course, the computer science program supports two labs of Macintoshes and NeXTs to aid in the instruction of programming languages and theory.

#### *Learning Center*

The Learning Center helps students at all levels of attainment enhance the skills that a college education demands. Free professional and peer one-to-one assistance in a variety of areas is available to all Macalester students. Some areas covered are mathematics, biology, chemistry, writing, reading for speed and comprehension, general vocabulary development, general learning skills and time management. Group and individual assistance is available from teachers serving the departments of biology, chemistry, mathematics, English, and linguistics who function as counselors in those fields. Assistance is also available to students preparing for graduate school examinations, preparing applications, honors projects, competition for scholarships and study-abroad opportunities. The Learning Center is especially eager to work with students with learning disabilities.

#### *Library And Media Services*

Macalester's library is located adjacent to Old Main at the center of campus. Constructed over 1987 and 1988 for a total budget of \$15 million it represents

the state-of-the-art in college library design. The library is second-to-none in its provisions for study facilities (one-third of the student body can be accommodated), traditional library collections (450,000 volume capacity) and new information technologies.

The library collections include over 400,000 volume-equivalents and nearly 1,500 current subscriptions to journals and newspapers. An online catalog provides access to Macalester library holdings as well as those of six other nearby institutions: a total of almost two million volumes. In addition, the library offers a full range of online indexes, an interlibrary loan service to obtain books and articles owned by other institutions, and a bibliographic instruction program to aid students in their research. The library's rare books and archives section features strengths in early twentieth century American authors, including a nationally prominent collection of Sinclair Lewis. The library is open 103 hours per week and remains open until midnight five days per week.

Media Services and the Humanities Learning Center provide educational media technology in support the Macalester academic program. In 1992, these departments, along with Computing Services and Information Technology, moved to state-of-the-art facilities in the new Humanities/Technology Center.

Video production, sound systems, photographic services 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 an interactive language laboratory are now available. Media Services has a rapidly growing collection of over 1,500 films and videocassettes. Some of these holdings are accessible through the online catalog.

#### *Office of the Registrar and Student Academic Records*

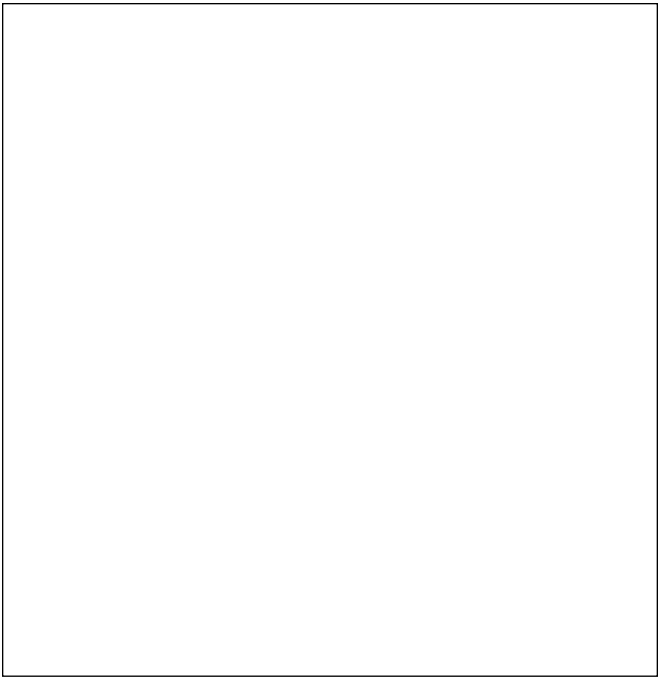
The Office of the Registrar and Student Academic Records is responsible for class scheduling, maintenance of academic records of all students, and the collection and dissemination of certain institutional data. In addition, the office administers all student registrations; processes changes of course registration and grading options; publishes, in advance, fall and spring term final examination schedules; endorses teacher licensure applications; evaluates transfer credits; acts upon applications from students not seeking a first 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 should seek available assistance and make their needs known to the Dean of Students Office. The College will make every effort for reasonable accommodations in providing the same opportunities for program and physical access for students with disabilities.



**Scholarships and Special Endowed Funds**



## Scholarships and Special Endowed Funds

The scholarships, loan funds, prizes, special endowment funds and endowed professorships listed on these pages have been created at Macalester College by the generous gifts of endowed funds or annual contributions. 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 other 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.)

The name of the award appears in italics and is followed by the year in which the fund was established, the name or class of the donor or donors, and the preference, if any, to be given in making the award. Most of the endowed scholarship funds were established in consideration of matching gifts made by DeWitt Wallace, Class of 1911, who contributed a substantial majority of the funds.

## Endowed Scholarships

*Anstice T. Abbott* (1962). Established by the national Wood's School Alumnae Association for an elementary education major. Principal, \$5,010.

*Roy C. Abbott* (1958). Established by the former treasurer of the Reader's Digest Association, Inc. Principal, \$2,500.

*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, \$29,626.

*William R. Adams* (1959). Established by William R. Adams, president of St. Regis Paper Company. Principal, \$5,000.

*Lonnie O. Adkins* (1975). Established by his wife, children, and friends for a Black student who has demonstrated academic achievement. To be awarded by the College in cooperation with Hallie Q. Brown Community Center, St. Paul. Principal, \$3,685.

*Edna Ahrens Indian Scholarship Fund* (1964). Established by Edna A. Ahrens of Hutchinson, Minnesota, through a deferred gift for students of American Indian lineage. Principal, \$31,438.

*Horace M. Albright* (1961). Established by Horace M. Albright, nationally known conservationist and former director of National Park Service. Principal, \$5,000.

*Hugh S. Alexander* (1957). Established by friends and former students of Dr. Alexander, professor of geology at Macalester (1906–48). Principal, \$3,916.

*The 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, \$51,674.

*Isabelle Strong Allen* (1962). Established by John W. Leslie, chairman of the board, Signode Steel Strapping Company, Chicago, Illinois. Principal, \$17,500.

---

## Endowed Scholarships

---

*Charles and Ellora Alliss and George and Wilma Leonard Minnesota Charter Scholarship Fund* (1974). Established by the gifts of the Charles and Ellora Alliss Educational Foundation and George and Wilma Leonard, members of the Macalester Class of 1927, and supporting gifts from Mr. and Mrs. John S. Holl, Mrs. Reuel D. Harmon, Mr. and Mrs. Charles Thomes, Mr. and Mrs. Ray D. Johnson, and the Hoerner-Waldorf Company, for students from Minnesota who are highly qualified and merit admission to Macalester, but who may not be able to afford a private liberal arts education. Principal, \$446,000.

*Alumni Memorial* (1958). Established by former Macalester students. Principal, \$31,438.

*American Cyanamid 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, \$50,000.

*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, \$7,500.

*Chester A. Anderson Endowed Scholarship* (1988). Endowed by Dr. Chester A. Anderson, Class of 1941, this scholarship is to be awarded to a second year student majoring in science with an interest in pre-medical education. The student should be an American citizen with a grade point average of 3.0 or higher. Principal, \$75,000.

*William R. Angell Foundation Biology Scholarship* (1957). Established by the foundation in Detroit named for the president of Continental Motors Corporation, Muskegon, Michigan. For students majoring in biology. Principal, \$17,400.

*Anonymous Individual* (1968). Established to honor Lila and DeWitt Wallace. Principal, \$5,000.

*Anonymous Donor* (1986). Established anonymously for students needing financial assistance. Principal, \$12,000.

*Yahya Armajani* (1974). Established by colleagues, friends and former students of James Wallace Professor Emeritus Yahya Armajani (1946–74), to honor him on his retirement. Awarded to students majoring in history, with preference given to international students and those interested in Middle East studies. Principal, \$12,986.

*David G. Baird* (1967). Established by the Winfield Baird Foundation at the suggestion of New York banker David G. Baird. Principal, \$262,500.

*Julian B. Baird* (1967). Established by the First National Bank of St. Paul to honor its former president who served as Undersecretary of the Treasury under President Eisenhower. Principal, \$25,240.

*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, \$12,500.

*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, \$250,000.

*Baldwin Paper Company* (1963). Established by the Baldwin Paper Company of New York City. Principal, \$14,000.

*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, \$21,750.

*William J. Bell* (1988). Established by the family and friends of the Reverend Doctor Bell, alumnus and trustee of Macalester College, to commemorate his life of service to humanity. Principal, \$32,020.

*Violet Olson Beltmann* (1967). Established by Albert A. Beltmann, Macalester Class of 1923, founder and former president, Beltmann North American Van Lines, St. Paul, in memory of Violet Olson Beltmann, Class of 1920. To be awarded to students majoring in chemistry. Principal, \$98,469.

*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, \$26,000.

---

## Endowed Scholarships

---

*Frank Stanley Beveridge* (1958). Established by the Frank Stanley Beveridge Foundation in memory of the founder of Stanley Home Products, Westfield, Massachusetts. Principal, \$5,000.

*Frank M. Bitetto* (1964). Established by Frank M. Bitetto, Thunder Hill Drive, Stamford, Connecticut. Principal, \$6,000.

*Douglas M. Black* (1959). Established by Douglas M. Black of Doubleday & Company, Inc., book publishers, New York City. Principal, \$6,000.

*Eugene R. Black* (1959). Established by the former president of the International Bank for Reconstruction and Development, Washington, D.C. Principal, \$3,250.

*Frederick O. Bohlen* (1959). Established by the chairman of the Meredith Publishing Company, Des Moines, Iowa, publishers of *Better Homes and Gardens* and *Successful Farming*. Principal, \$5,000.

*Boise Cascade 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, \$6,000.

*Samuel and Evelyn Borshay Endowed Scholarship* (1989). In honor of Samuel and Evelyn Borshay for their life-long commitment to family values, self-development and growth through higher education. To be awarded to a junior or senior pursuing interdisciplinary studies in physical, mental, and emotional wellness; and who is planning a career dedicated to helping others in the fields of human services, gerontology, and wellness education. Principal, \$25,000.

*Leonard B. Brabec* (1978). Established by the estate of Glenn E. Pangborn in memory of Leonard B. Brabec, Class of 1918. Awarded to chemistry majors. Principal, \$6,000.

*Maude Fielding Brashares* (1963). Established by Mrs. Brashares through a bequest in her will for academically able students who are in financial need. Principal, \$9,155.

*Kenneth and Jane McMillin Breckner Endowed Scholarship* (1983). Established by Mr. Breckner, Class of 1938, in honor of his wife, Jane McMillin, founder of the Wilson School in St. Louis. Awarded to a student of good moral character from a middle income family, who without financial assistance could not afford a private liberal arts education. Principal, \$10,050.

*Lee H. Bristol Memorial* (1962). Established by the former chairman of the board of Bristol-Myers Company. Principal, \$13,695.

*Charles H. Brower* (1963). Established by the chairman of the board of Batten, Barton, Durstine and Osborn, Inc. Principal, \$10,500.

*George R. and Herman Brown* (1975). Established by The Brown Foundation, Inc., Houston, Texas, and George and Wilma Leonard, Macalester Class of 1927. Principal, \$30,015.

*Ivan C. and Delores Fahey Burg Endowed Scholarship* (1990). Established by family, friends, and students in memory of Ivan C. Burg, Class of 1934, who was a professor of journalism and director of the news bureau at Macalester from 1937–1969. To be awarded to a student who is interested in a journalism career. Principal, \$10,000.

*Burlington Northern Foundation* (1967). Established by the Northern Pacific Railway Company of St. Paul. Principal, \$25,000.

*Ezra J. Camp* (1970). Established by colleagues and friends in memory of Dr. Camp, professor and chairman of mathematics (1939–70). Principal, \$3,309.

*John S. Campbell* (1959). Established by Mr. Campbell, Macalester Class of 1913 and former president of Malt-O-Meal Company of Minneapolis. Principal, \$5,000.

*Cass Canfield* (1965). Established by the former chairman of Harper & Row, New York City. Principal, \$5,000.

*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, \$100,000.

*Dale Carnegie Memorial* (1959). Established by Dorothy Carnegie, president of Dale Carnegie and Associates, Garden City, New York. Principal, \$38,000.



---

## Endowed Scholarships

---

*Mike Carr Endowed Scholarship* (1986). Established by Michael L. Carr, Class of 1973, in appreciation of his Macalester experience. To be awarded to a student, working within any area of study, needing financial assistance. First consideration is to a Native American, with preference to those whose home is on a reservation. Principal, \$18,000.

*Eleanor Wallace Caswell Scholarship* (1989). Established by Sara Knapp in memory of her sister, Eleanor Wallace Caswell. To be awarded to any Macalester College student needing financial aid. Principal, \$30,000.

*Bennet Cerf* (1959). Established by the chairman of Random House, New York City. For a student majoring in English literature. Principal, \$14,500.

*George Champion* (1964). Established by the chairman of the board of Chase Manhattan Bank, New York City. Principal, \$7,000.

*Chemical Bank* (1967). Established by the Chemical Bank of New York City. Principal, \$25,000.

*Colby Mitchell Chester* (1958). Established by the chairman of the board of General Foods Corporation, New York City. Principal, \$11,809.

*Christian Service Scholarship* (1953). In memory of Gertruida Niemeyer, established by her daughters, Gertrude and Joanne, and her son Reinder in memory of their mother, who immigrated to the United States from Holland. Preference is given a student from the Merriam Park Presbyterian Church, St. Paul, who is planning to enter Christian service sponsored by the church. Principal, \$4,880.

*Church Vocation Scholarship of Merriam Lexington Presbyterian Church* (1963). Established by the congregation of the Merriam Park Presbyterian Church, St. Paul. For students who wish to prepare for a church vocation. Principal, \$10,259.

*Blake Clark* (1963). Established by Mr. Clark, Capitol Car Distributors, Ltd., Takoma Park, Maryland. Principal, \$5,000.

*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, \$8,094.

*Class of 1910* (1967). Established by Miss Ann Elizabeth Taylor. For children of United Presbyterian ministers whose income is less than the median salary of all Presbyterian ministers at the time. Principal, \$6,000.

*Class of 1927* (1957). Established by members of the Macalester Class of 1927. Principal \$6,787.

*Class of 1932* (1982). Established by members of the Macalester Class of 1932 at their 50th reunion. Principal, \$20,397.

*Class of 1936* (1987). Established by members of the Class of 1936 in celebration of their fiftieth reunion; preference given to a student from Minnesota needing financial assistance, who otherwise would not be able to receive a Macalester education. Principal, \$11,036.

*Class of 1938* (1989). Awarded to a worthy student from a middle-income family. Principal, \$10,000.

*Class of 1960* (1960). Established by members of the Macalester Class of 1960. Principal, \$2,500.

*Class of 1962* (1962). Established by members of the Macalester Class of 1962. Principal, \$2,739.

*Class of 1963* (1963). Established by members of the Macalester Class of 1963. Principal, \$2,695.

*Class of 1966* (1966). Established by members of the Macalester Class of 1966. Principal, \$1,813.

*Class of 1967 Ray F. Livingston Memorial* (1967). Established by members of the Macalester Class of 1967 in memory of Ray F. Livingston, professor of English (1956–67). Principal, \$1,112.

*Homer P. Cochran* (1963). Established by the senior vice president of the Morgan Guaranty Trust Co., New York City. Principal, \$10,000.

*William Rogers Coe* (1967). Established by the New York financier for a student interested in American studies. Principal, \$12,500.

*H.W. Coffin* (1926). Established by Mrs. Mary E. Coffin, Duluth, Minnesota. For a student who is a relative of the H.W. Coffin family, or is from the Glen Avon Presbyterian Church, Duluth, preparing for the ministry or missionary work, in the order named. Principal, \$2,500.

---

## Endowed Scholarships

---

*A.L. Cole* (1957). Established by the vice president and director of the Reader's Digest Association, Inc. Principal, \$36,000.

*Colgate-Palmolive Company* (1967). Established by the Colgate-Palmolive Company, New York City, for male students who plan a business career. Principal, \$12,500.

*Sara Lee Corporation* (formerly Consolidated Foods Corporation) (1967). Established by the New York food processing and distributing company. Principal, \$25,000.

*John C. Cornelius* (1958). Established by the Minneapolis advertising executive and former president of the American Heritage Foundation. Principal, \$5,700.

*Edwin V. Coulter* (1961). Established by Multi-Clean Products, Inc., St. Paul, Minnesota, to honor its president. Principal, \$14,250.

*Mary M. Coulter* (1971). Established by bequest in the will of Edwin V. Coulter to honor his wife. Principal, \$10,000.

*Gardner Cowles* (1971). Established by the chairman, Cowles Communications, Inc. Principal, \$24,000.

*Ira L. Crawford* (1903). Established by his brothers and sisters in memory of Ira L. Crawford, a pioneer of Rock County, Minnesota. Principal, \$2,500.

*Charles A. Dana* (1962). Established by the industrialist. Awarded only to students in the upper three classes of the College. Principal, \$50,000.

*Victoria David Memorial* (1960). Dr. David, orthopedic surgeon, Houston, Texas, Macalester Class of 1913. Principal, \$26,000.

*May Davie* (1968). Established by Mrs. Preston Davie of New York City. Principal, \$4,916.

*The George W. Davis Memorial Scholarship Fund in Religion* (1959). Established by Ethel Mary Davis in memory of her husband. This fund is awarded by the department of religious studies to juniors (for use in their senior year) who in the judgement of the department have attained the highest degree of excellence. Principal, \$33,626.

*Paul and Helen David Endowed Scholarship* (1981). Established by Paul H. Davis, who served on the Macalester Board of Trustees 1968–1971. To be awarded to a male student interested in either business or college administration as a career. Principal, \$31,479.

*Richard J. Dennis Endowed Scholarship* (1987). Established by Michael L. Carr, Class of 1973, in appreciation and honor of Richard J. Dennis, humanitarian and founder of the Roosevelt Center for American Policy Studies in Washington, D.C. To be awarded to an upperclassman with a strong interest in public service majoring in international studies, political science or economics. Principal, \$20,000.

*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, \$49,100.

*Ruth and Althea Diether Endowed Scholarship Fund* (1976). Established by the Althea Diether testamentary bequest. Principal, \$13,360.

*Walter F. Dillingham* (1957). Established by the Honolulu industrialist. Principal, \$25,000.

*Cleveland E. Dodge* (1959). Established by Mr. Dodge, a director of Phelps Dodge Corporation, copper company, New York City. Principal, \$28,500.

*The Dorothy and Marjorie Dornberg Endowed Scholarship* (1981). Established by Dorothy Dornberg, Class of 1918, through life income gifts in memory of her sister, Marjorie, Class of 1920, and in honor of their long years of close contact with Macalester College. Principal, \$11,585.

*Albert Dorne* (1964). Established by the president of the Famous Artist Schools, Inc., Westport, Connecticut, and New York City. Principal, \$12,034.

*Daniel W. and Helen M. Doty* (1975). Established by Margaret M. Doty, dean of women and professor of English (1920–60) in memory of her parents. Principal, \$35,759.

*Margaret M. Doty* (1960). Established by Miss Ann Elizabeth Taylor, Macalester Class of 1910, Austin, Minnesota. Principal, \$15,918.

---

## Endowed Scholarships

---

*The John M. Dozier Endowed Scholarship* (1974). Established by members of the Macalester Board of Trustees in tribute to John M. Dozier, Macalester Vice President (1966–1974), to be awarded on the basis of merit to students expecting to major in economics and related arts of business administration. Students may be nominated for the Dozier Endowed Scholarship by the faculty of the department of economics using criteria of demonstrated competence, achievement, class standing, and interest in a career in financial or business administration. Principal, \$47,826.

*Carl and Margaret Dreves* (1963). Established by Mr. Dreves, a retired St. Paul businessman. Principal, \$27,711.

*Carl A. and Katharine D. Dreves* (1965). Established by Mr. Dreves on Mrs. Katharine D. Dreves' seventy-fifth birthday. Principal, \$25,000.

*Margaret Weyerhaeuser Driscoll* (1960). Established by Mrs. Walter B. Driscoll, member of the Macalester Board of Trustees since 1946. Principal, \$7,025.

*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, \$19,000.

*Dr. and Mrs. J. Huntley Dupre* (1967). Created by alumni and friends for upperclass majors in history or political science interested in teaching or in public service, at home or abroad, to honor Dr. Dupre, professor of history (1946–64) and dean of the College (1951–61), and his wife. Principal, \$12,841.

*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, \$12,500.

*Frederick H. Ecker* (1958). Established by the president and chairman of the Metropolitan Life Insurance Company. Principal, \$6,500.

*Charles Edison* (1957). Established by the former governor of New Jersey, former Secretary of the Navy, and son of the inventor Thomas Edison. For student of unusual promise interested in a career in science. Principal, \$19,500.

*Charles W. Eisenmenger* (1959). Established through a bequest in the will of Charles W. Eisenmenger, St. Paul businessman. Principal, \$10,000.

*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, \$30,000.

*Ettinger Foundation, New York City* (1961). Established by the Ettinger Foundation. Principal, \$5,000.

*Nels O. and John E. Fahlgren Endowed Scholarship* (1982). Established by James W. Fahlgren, Class of 1960, in memory of his father, Nels, and brother, John; to be awarded to international students from Sweden, Denmark, or Norway with a record of academic excellence and financial need. Principal, \$10,431.

*Field Enterprises Educational Corporation Scholarship Fund* (1959). Established by Marshall Field, Jr. Principal, \$60,000.

*Harvey S. Firestone, Jr.* (1960). Established by the former chairman of the Firestone Tire and Rubber Company. Principal, \$20,400.

*First Presbyterian Church of Lake Crystal, Minnesota* (1960). Established by the Presbyterian Church of Lake Crystal with money received from the R.G. James estate. Principal, \$3,150.

*Raoul H. Fleischmann* (1959). Established by the president and chairman of *The New Yorker*. Principal, \$10,000.

*Arthur S. Flemming* (1971). Established by students, trustees, faculty, staff, alumni, and friends to honor Macalester's eleventh president (1968–71). To be awarded to a Minnesota freshman from a minority group. Principal, \$13,616.

*Henry N. Flynt* (1967). Established by Mr. Flynt, an attorney from Greenwich, Connecticut. Principal, \$12,500.

---

## Endowed Scholarships

---

*Edith B. Follett* (1958). Established by the Follett College Book Company of Chicago, in honor of the wife of the company's founder. Principal, \$7,755.

*D. Fraad, Jr.* (1959). Established by the chairman of the board of Allied Maintenance Corporation, New York City. Principal, \$8,000.

*Fredrickson Family Scholarship Fund* (1991). Established by the estate of Larry R. Fredrickson, Class of 1966, and memorial gifts from family and friends, to assist rural Minnesota students, that are coming from locations in Minnesota outside the Twin Cities and surrounding suburban metropolitan area, in furthering their education based on their academic achievements.

*Louis Daniel Frenzel, Jr., Endowed Scholarship* (1986). Established by former students to honor Dr. Frenzel, professor of biology at Macalester from 1957 to 1969. Awarded to a third or fourth year student chosen by the biology faculty to participate in special programs of field biology during the summer. Principal, \$10,244.

*Wilfred Funk* (1957). Established by Mr. Funk, New York City book and magazine publisher, for a student of unusual ability. Principal, \$10,000.

*General Electric Foundation* (1966). Established by the General Electric Foundation for students majoring in chemistry. Principal, \$40,000.

*General Foods Fund, Inc.* (1962). Established by the manufacturers of cereals and packaged foods. Principal, \$25,000.

*John Galt* (1988). Established by Steven Schweda from Class of 1973. For students majoring in physics or mathematics, in good academic standing with a grade point average of at least 3.0. Principal, \$13,000.

*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, \$10,000.

*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, \$5,000.

*Bernard F. Gimbel* (1963). Established by the chairman of the board of Gimbel Brothers, Inc., New York City. Principal, \$25,200.

*Samuel Goldwyn* (1962). Established by the chairman of the board, Samuel Goldwyn Productions, Inc. Principal, \$10,000.

*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.

*Grace Presbyterian Church, Winona, Minnesota* (1931). Established by the First Presbyterian Church of Winona to be awarded to a candidate nominated by Grace Presbyterian Church. Principal, \$1,000.

*Theodore Granik* (1962). Established by the founder and director of "American Forum of the Air." Principal, \$14,000.

*William T. Grant* (1956). Established by the chain store executive of New York City. For a student of outstanding academic achievement. Principal, \$20,000.

*Mary Schultz Gray and Ward Gray Endowed Scholarship* (1986). Established by a bequest from Mary Schultz Gray in recognition of her interest in the future of Macalester College and of the service to the college by her husband Ward Gray, Class of 1922. Principal, \$20,000.

*Arthur E. Griffiths* (1960). Established by Mr. Griffiths, Candlewood Isle, Connecticut, and Sarasota, Florida. Principal, \$15,400.

*Ruth and Fred Guinzburg* (1961). Established by Mr. and Mrs. Guinzburg, New York City. Principal, \$5,000.

*Dr. Douglas L. Guy '49 Memorial* (1965). Established by James Todd Guy, attorney at law, Milwaukee, Wisconsin, Class of 1908, in memory of his son, Class of 1949. Principal, \$5,000.

---

## Endowed Scholarships

---

*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, \$2,500.

*J.H. (Mo.)* (1959). From an anonymous donor in Missouri. Principal, \$48,000.

*Edith A. Haigh Endowed Scholarship* (1982). The Edith A. Haigh Endowed Scholarship was established through a deferred gift by Miss Haigh, Class of 1915, and by gifts from her sister, Marion E. Haigh, Class of 1921. Principal, \$9,235.

*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, \$6,900.

*John W. Hanes* (1957). Established by the New York and North Carolina financier and former Securities Exchange Commissioner and Undersecretary of the Treasury. Principal, \$22,500.

*Dr. Russell B. Hastings Scholarship Fund* (1989). Established by Dr. and Mrs. Russell B. Hastings, their family, and friends in honor of Dr. Russell B. Hastings, professor emeritus in physics at Macalester College. To provide support for a high ranking physics student recommended by the physics department faculty. Principal \$20,000.

*Charles Hattauer* (1958). Established by the New York dental surgeon. Principal, \$8,000.

*Mr. and Mrs. Wendell O. Hawkins* (1966). Established by Mr. and Mrs. Hawkins, Minneapolis. Principal, \$4,761.

*William Randolph Hearst Endowed Scholarship* (1991). The William Randolph Hearst Endowed Scholarship Fund, established in 1991 through a grant from The Hearst Foundation, Inc., supports financially disadvantaged Macalester undergraduates by reducing the loan component, and thereby increasing the direct grant portion of their financial aid packages. Principal, \$35,000.

*G.L. Heegaard* (1960). Established by the Minneapolis industrialist, who was a student at Macalester's Baldwin Academy. Principal, \$26,829.

*G.L. Heegaard Memorial* (1965). Established by William, Roger, John, David, and Peter Heegaard in memory of their grandfather. Principal, \$5,000.

*William R. Heegaard and John C. Heegaard* (1982). Established by William, Roger, David, and Peter Heegaard in memory of their father, William, and their brother, John. Principal, \$10,029.

*Henry H. Henley, Jr.* (1967). Established by Cluett, Peabody Co., Inc., of New York to honor their president. Principal, \$10,500.

*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, \$27,500.

*Oveta Culp Hobby* (1964). Established by the president and editor of the *Houston Texas Post*. Principal, \$11,000.

*Richard F. and Sylvia S. Hockel* (1977). Established by Mr. and Mrs. Richard F. Hockel of Champlin, Minnesota, a fiftieth anniversary gift to Mr. Hockel's Class of 1927. Principal, \$25,319.

*Marvin J. Hofius* (1961). Established by an anonymous donor, friends, and alumni in memory of Marvin Hofius, Class of 1957. Principal, \$25,319.

*Kenneth L. and Martha Holmes* (1977). Established by family and friends in memory of Kenneth L. Holmes, professor of history and chairman of the history department (1925–61), and his wife. Principal, \$9,913.

*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, \$3,795.

*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, \$10,954.

*IBM* (1965). Established by International Business Machines Corporation, to be awarded to students majoring in mathematics. Principal, \$40,000.

---

## Endowed Scholarships

---

*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, \$3,804.

*International Paper Company* (1963). Established by the International Paper Company, New York City. Principal, \$27,500.

*Genevieve H. Jenkins Macalester College Fund* (1985). Established through a bequest in the will of Roland G. Jenkins. For students who plan to study in the field of cancer or cardiac research. Principal, \$41,666.

*Isabelle Howard Jensen* (1980). Established by Howard Jensen in memory of his wife, Isabelle Howard Jensen, Class of 1916. Principal, \$9,765.

*Esther Jerabek* (1980). Established by a bequest from Esther Jerabek, Class of 1918. Principal, \$13,288.

*Hollis L. Johnson Endowed Music Scholarship* (1977). Established by alumni, faculty, and friends, with the assistance of the Macalester Festival Chorale, in memory of Hollis L. Johnson, Class of 1932, and director of the Macalester College Choir 1932–51. Preference given to returning music majors with emphasis in choral conducting and interested in a teaching career. Principal, \$5,957.

*Howard Johnson* (1958). Established by the chain restaurant executive of New York City. Principal, \$65,000.

*Julia M. Johnson* (1959). Established by DeWitt Wallace in memory of Mrs. Julia M. Johnson, first woman professor at Macalester (English literature, 1898–1935) and first dean of women. Principal, \$8,215.

*Eric Johnston* (1958). Established by the motion picture executive. Principal, \$17,500.

*Howard A. Johnston* (1963). Established by the former president of Marlin-Rockwell Corporation, Jamestown, New York. Principal, \$7,700.

*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, \$14,643.

*Walter H. Judd* (1963). Established by the former Minnesota congressman for a student who is concentrating on studies in government or international relations. Principal, \$11,000.

*Edwin Kagin Scholarship* (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, \$15,927.

*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, \$16,414.

*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, \$20,000.

*Robert J. Keith Memorial* (1973). Established by the Pillsbury Company, Minneapolis, in memory of its late chairman and chief executive officer. Mr. Keith was a member of the Macalester College Board of Trustees. Principal, \$25,000.

*Dr. William H. Kendall* (1960). Established by Dr. Kendall, a clergyman of Florissant, Missouri, Class of 1904. Principal, \$2,500.

*Susan E. Kennedy Memorial* (1971). Established by family, fellow students, and other friends in memory of Susan Kennedy, a sophomore at Macalester at the time of her death, with preference given to a premedical student. Principal, \$4,000.

*Mildred Phillips Kindy* (1967). Established by Miss Ann Elizabeth Taylor, Class of 1910, in memory of her classmate. For students specializing in piano or voice. Principal, \$233.

*David N. Kingery Memorial* (1964). Established by family, former students and other friends of David Newton Kingery, who served Macalester as professor of science (1896), registrar (1897–1912), and professor of mathematics and astronomy (1906–38). Principal, \$11,228.

---

## Endowed Scholarships

---

*James R. Kirby* (1960). Established by Mr. Kirby, educator from Casper, Wyoming, Class of 1951. Principal, \$4,900.

*Timothy Kirk Memorial* (1969). Established by his parents, Mr. and Mrs. Wayne Kirk, Edina, Minnesota, classmates, and other friends in memory of Timothy Kirk, a member of the Class of 1968. Principal, \$1,629.

*Julius Klein* (1959). Established by the consultant of Latin American governments and former United States Secretary of Commerce. Principal, \$5,000.

*Walter Knott* (1964). Established by the founder of Knott's Berry Farm and Ghost Town, Buena Park, California. Principal, \$20,000.

*Rebecca Kees Laird* (1981). Given by Thomas Kees Laird, Class of 1916, in memory of his mother. Principal, \$6,500.

*Edward Lamb* (1964). Established by Mr. Lamb, Toledo Ohio, lawyer and business executive. Principal, \$77,363.

*Thomas S. Lamont* (1963). Established by Mr. Lamont, a director of the Morgan Guaranty Trust Company. Principal, \$10,000.

*Den E. Lane and Elsie J. Lane* (1977). Established by Elsie J. Lane. For upperclass students majoring in religion, economics and business education, and all areas of the liberal arts. Principal, \$720,313.

*Mary Woodard Lasker* (1964). Established by Mrs. Albert D. Lasker of New York City. Principal, \$13,500.

*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, \$10,235.

*Catharine Deaver Lealtad Endowed Scholarship* (1983). Established for needy student by Dr. Lealtad, Class of 1915, the first black woman graduate of the College. Principal, \$10,000.

*Robert Lehman* (1964). Established by Robert Lehman of Lehman Brothers, New York City. Principal, \$10,000.

*Barry T. Leithead* (1963). Established by the president of Cluett, Peabody & Company, Inc., New York City. Principal, \$13,000.

*George P. Leonard* (1960). Established by Mrs. George P. Leonard, Class of 1927, Stinson Beach California, in honor of her husband. Principal, \$33,255.

*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, \$16,725.

*Wilma F. Leonard* (1958). Established by George P. Leonard, Class of 1927, Stinson Beach, California, in honor of his wife. Principal, \$41,563.

*Hobart and Edith Lewis* (1960). Established by Mr. and Mrs. Hobart Lewis of Katonah, New York. Principal, \$7,000.

*Edmund W. and Doris E. Lienke* (1966). Established by Edmund Lienke, Class of 1938, and his wife. To be awarded to a junior or senior majoring in business or economics with special consideration to anyone interested in the field of life insurance. Principal, \$6,100.

*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, \$9,485.

*Ina E. Lindsley* (1980). Established by Ina E. Lindsley, Class of 1911, to be awarded annually to a junior or senior who will contribute to world betterment. Principal, \$5,214.

*Gerald G. Line Scholarship* (1988). Established by Michael L. Carr, Class of 1973, in honor of Gerald G. Line, an outstanding and inspiring teacher of high school social studies for over twenty years in the Saint Paul Public Schools. To be awarded to a minority student, working with any area of study, needing financial assistance. Principal, \$20,000.

*E. H. Little* (1958). Established by the former chairman of the Colgate-Palmolive Company, New York City. Principal, \$13,500.

*P. Lorillard Company* (1963). Established by the New York tobacco manufacturers. Principal, \$36,000.

---

## Endowed Scholarships

---

*Samuel E. Lowe* (1965). Established by Paul Lyle, executive vice president, Western Printing and Lithographing Company, Racine, Wisconsin. Principal, \$7,060.

*Henry R. Luce* (1962). Established by the founder of *Time*, *Life* and *Fortune* magazines. Principal, \$54,600.

*3M* (1967). Established by the Minnesota Mining and Manufacturing Company of St. Paul. Principal, \$25,000.

*Macalester Club of New York* (1967). Established by alumni with priority use for students from the East Coast. Principal, \$9,674.

*Macalester Endowed Scholarship Fund*. Established by friends of Macalester College in memory of Minnie C. Hoffman by her sister, Mrs. Edwin C. Johnson and in memory of Mr. and Mrs. Howard F. Ware from the estate of Clara M. Ware. Principal, \$2,000.

*Macalester-Plymouth United Church* (1965). Established by the Session of Macalester Presbyterian Church, St. Paul. Principal, \$14,750.

*Macalester Women's Thrift Shop* (1973). Established by the Macalester Women's Organization to provide scholarship assistance for full-time students who have completed at least six courses at Macalester. Preference is given to women. Principal, \$14,750.

*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 Undersecretary of the Treasury. Principal, \$5,000.

*William H. and Helen Hoyer Mahle* (1964). Established by Mr. and Mrs. William H. Mahle, Classes of 1936 and 1934. Principal, \$18,716.

*Henry K. Makino* (1991). Established by Henry K. Makino, Class of 1947, of Minneapolis, Minnesota by a bequest from his estate and numerous personal friends. For scholarships to be awarded annually to Macalester students majoring in any field of fine arts, religion and/or chemistry. Principal, \$26,995.

*George M. Mardikian* (1957). Established by the San Francisco restaurateur (Omar Khayyam's) and author. For a journalist from the Near East who is enrolled in Macalester's World Press Institute. Principal, \$18,500.

*Matthews Memorial, Alice and Alberta* (1981). Established through a bequest from Alice M. Matthews, a friend of Macalester College. Principal, \$268,916.

*Marsh & McLennan* (1967). Established by the New York City insurance brokers. Principal, \$10,000.

*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, \$2,500.

*Anne Wunderlich McClure* (1965). Established by George P. and Wilma Fox Leonard of the San Francisco area. Principal, \$44,365.

*Jessie E. McClure* (1980). Established by Ethel McClure in memory of her sister, Jessie McClure, Class of 1916. Principal, \$5,000.

*Robert and Elizabeth McKechnie Endowed Scholarship* (1987). Established by Dr. Marian E. McKechnie, Class of 1950, in memory of her parents, Robert and Elizabeth McKechnie. Awarded to a student needing financial aid; with preference given to a student majoring in history. Principal, \$10,000.

*The McKnight Foundation Minority Scholarship* (1975). Established by the foundation for Black, Spanish-speaking, or Native American students. Principal, \$309,733.

*Norman H. McRae and Loren R. Jestus Endowed Scholarship* (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, \$10,271.

*Mead Corporation* (1965). Established by the Mead Corporation, Dayton, Ohio. Principal, \$10,000.

*Meriam Lexington Presbyterian Church* (1926). Established by members of the St. Paul church. For two students, nominated by the church, who aspire to careers in religious work. Principal, \$3,871.



---

## Endowed Scholarships

---

*Charles E. Merrill Trust* (1980). Established by The Charles E. Merrill Trust. To be awarded to qualified, but needy, community-college graduates. Principal, \$25,000.

*Agnes E. Meyer* (1965). Established by Mrs. Meyer, Washington, D.C. Principal, \$9,000.

*James A. Michener* (1968). Established by the author. Principal, \$5,000.

*Jeremiah Milbank* (1962). Established by Mr. Milbank, a New York City corporation executive. Principal, \$26,000.

*Roger Milliken* (1962). Established by the president of Deering-Milliken, Inc., textile manufacturers. Principal, \$15,520.

*Minnesota Rubber Company* (1968). Established by the Minneapolis corporation for students majoring in the natural and behavioral sciences with first consideration given to children of their employees. Principal, \$100,000.

*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, \$25,000.

*Lois and James Monahan* (1958). Roving editors of the *Reader's Digest*. Mrs. Monahan writes under the name Lois Mattox Miller. Principal, \$8,500.

*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, \$16,666.

*Malcolm Muir* (1962). Established by Mr. Muir, a director of *Newsweek* magazine. Principal, \$5,000.

*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 a full-time church service. Principal, \$12,500.

*Carl Bertram Myers* (1921). Established by S.F. Myers of St. Paul in memory of his son. Principal, \$2,500.

*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, \$50,273.

*David Strong Nicholson* (1977). Established by family and friends in memory of David Strong Nicholson, trustee of Macalester (1972–77). Awarded to a freshman in residence. Continued for four years with satisfactory academic progress. Principal, \$56,544.

*Niemeyer* (1966). Established by Gertrude Niemeyer, a St. Paul schoolteacher, in memory of her mother Gertruida. Principal, \$6,849.

*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, \$26,000.

*Norwest Bank of St. Paul, N.A.* (1964). Established by the Norwest Bank of St. Paul, N.A. Principal, \$15,000.

*Dorothy Flint Novak* (1932). Established by Milan V. Novak, Ph.D., M.D., Class of 1929, in honor of his wife on the occasion of her selection for Macalester College Alumni "Distinguished Citizen" citation. Principal, \$10,000.

*Duane D. Nowlin Endowed Scholarship* (1988). Established by Dr. Duane D. Nowlin to provide general scholarship assistance for Macalester students. Principal, \$12,000.

*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, \$10,966.

*Catherine L. O'Brien* (1958). Established by the chairman of the board of Stanley Home Products, Westfield, Massachusetts. Principal, \$17,500.

*Erna O'Gordon Endowed Scholarship* (1989). Established by Clarence O'Gordon, Class of 1913, in honor of his wife, Erna O'Gordon. To be awarded annually to students in need of financial aid. Principal, \$25,000.

---

## Endowed Scholarships

---

*Spencer T. Olin* (1964). Established by Mr. Olin, member of the board of directors of Olin Mathieson chemical corporation, New York City. Principal, \$2,500.

*Ordway Family* (1958). Established by John G. and Richard Ordway of St. Paul. Principal, \$15,000.

*Alex F. Osborn* (1958). Established by the advertising executive and chairman of the Creative Education Foundation, Buffalo, New York. Principal, \$20,000.

*Ella M. Osborne* (1958). Established through a bequest in the will of Mrs. Edwin W. Osborne of St. Paul, wife of the former chief fire and insurance inspector of the Northern Pacific Railroad. Principal, \$2,800.

*Outward Bound* (1966). Established by John P. Stevens, Jr., of New York City to assist Macalester students to attend Outward Bound Schools. Principal, \$20,000.

*Mary Gwen Owen Endowed Scholarship Fund* (1968). Established in honor of Mary Gwen Owen by the Drama Choros and Drama Choros Alumni at the Gwen Day celebrations on the eve of her retirement from the department chairmanship and as a teacher at Macalester after forty years. To be awarded to a student needing financial aid; with preference given to a student majoring in drama or speech. Principal, \$13,764.

*William S. Paley* (1967). Established by the chairman of the board of the Columbia Broadcasting System. Principal, \$5,000.

*Georgiana P. Palmer* (1968). Established by friends and colleagues of Georgiana P. Palmer, for thirty-seven years professor of classical languages and Russian at Macalester College. Preference is given to students majoring in these languages. Principal, \$2,815.

*The Parent 1988 Resident Advisor Scholarship* (1989). Established anonymously by the parents of a 1988 graduate in grateful recognition of the positive influence of the resident advisor system on their daughter. Principal, \$10,000.

*Carlo M. Paterno Foundation* (1967). Established by Mr. Paterno, North Salem, New York. Principal, \$5,000.

*Dr. and Mrs. Robert Lee Patterson, Jr.* (1967). Established by Dr. and Mrs. Patterson, New York City.

*Peavey Company Foundation* (1966). Established by the Minneapolis-based grain firm. Principal, \$25,000.

*Milo R. Perkins* (1960). Established by Mr. Perkins, foreign investment consultant, Tucson, Arizona. Principal, \$13,500.

*Edward J. Peterson, Jr.* 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, \$10,045.

*Polk Foundation* (1968). Established by the Polk Foundation with preference given to men majoring in the behavioral sciences. Principal, \$125,000.

*Ward Pratt* (1977). Established in 1977 in memory of Ward Pratt by his wife and children, Elsie I. Pratt, Linda Pratt Owen, Class of 1962, and Dr. James W. Pratt, Class of 1966. Principal, \$450.

*Presbyterian Church Endowed Scholarship Fund: Synod* (1931). Established by Presbyterian churches in the Synod of Minnesota. Principal, \$2,300.

*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, \$8,750.

*Samuel F. Pryor* (1965). Established by the vice president of Pan American Airways. Principal, \$5,000.

*Eugene C. Pulliam* (1958). Established by the Indiana and Arizona newspaper publishers. Principal, \$38,100.

*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, \$5,000.

*Gordon W. Reed* (1964). Established by Gordon W. Reed, chairman of the board of Texas Gulf Producing Company of New York City. Principal, \$20,131.

---

## Endowed Scholarships

---

*Ralph and Antoinette Reinhold* (1961). Established by Mr. Reinhold, New York City publisher. Principal, \$20,175.

*Stanley Resor* (1958). Established by the chairman of the board of J. Walter Thompson Company, advertising agency, New York City. Principal, \$5,050.

*Rexall Drug Company* (1962). Established by the drug store chain. Principal, \$5,000.

*Charles A. Rheinstrom* (1967). Established by the vice president of J. Walter Thompson Company, advertising agency, New York City. Principal, \$7,800.

*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, \$43,000.

*William E. Robinson* (1960). Established by the chairman of the board of the Coca-Cola Company, New York City. Principal, \$5,000.

*Edith Rock Memorial Endowed Scholarship* (1987). Established by the Rock family in memory of their sister, Edith, Class of 1926. Her Macalester education prepared her for a long and dedicated life in public service. To be awarded to a worthy student needing financial assistance. Principal, \$14,557.

*Frances M. Rogers* (1964). Established through testamentary bequest by Miss Rogers, member of a pioneer St. Paul family, to help needy men students defray their college expenses. Principal, \$20,000.

*George W. Romney* (1961). Established by the former governor of Michigan and Secretary of Housing and Urban Development. Principal, \$5,100.

*Rotary Club of St. Louis Park* (1964). Established by the Rotary Club of St. Louis Park, Minnesota, with preference given to students who are residents of St. Louis Park. Principal, \$5,746.

*S. W. Royce* (1957). Established by Mr. Royce, president of the Pasadena-Sheraton Corporation of California. For a student of unusual promise. Principal, \$14,200.

*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, \$13,750.

*The St. Paul Companies, Inc.* (1976). For students with scholastic promise who without financial assistance could not afford a private, liberal arts education. Principal, \$50,000.

*St. Paul Presbytery* (1931). Established by the Presbytery. For a student nominated by the Presbytery. Principal, \$2,500.

*Mr. and Mrs. Plato E. Sargent* (1965). Established by Plato E. Sargent, Class of 1915, and Mrs. Sargent for students seeking to enter vocations in the Presbyterian Church. Principal, \$12,789.

*David Samoff* (1959). Established by the Radio Corporation of America in honor of its chairman of the board. Principal, \$25,000.

*Harry Scherman* (1961). Established by the founder of the Book-of-the-Month Club. Principal, \$16,000.

*Max Schuster* (1961). Established by Mr. Schuster, co-founder of Simon and Schuster, Inc., New York City. Principal, \$7,500.

*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, \$23,072.

*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, \$40,005.

*Boyd C. Shafer Endowed Scholarship* (1987). Established by Michael L. Carr, Class of 1973, to honor Dr. Boyd C. Shafer, James Wallace Professor of History (1963–72) and chairman of the department. To be awarded to an upperclassman with an interest in European or international history. Professor Shafer, scholar, educator and advisor, taught the importance of international understanding and had a lasting impact on his students. Principal, \$20,000.

*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, \$25,000.

---

## Endowed Scholarships

---

*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, \$3,044.

*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, \$26,231.

*H.B. Silliman* (1915). Established by H. B. Silliman of Cohoes, New York. Principal, \$2,500.

*Frank M. Smith* (1958). Established by the chairman of Capital Cities Broadcasting Corporation, New York City. Principal, \$15,537.

*Lawrence E. Spivak* (1963). Established by the producer of 'Meet the Press' television program. Principal, \$2,500.

*Maurice H. Stans* (1966). Established by Maurice H. Stans, New York investment banker. Principal, \$2,000.

*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, \$25,000.

*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, \$14,125.

*Dwight Stuessy* (1957). Established by alumni, friends and members of the 'M' Club in memory of Dwight Stuessy, Macalester athletic director (1946–57). Principal, \$9,087.

*Borghild K. Sundheim* (1968). Established by alumni, colleagues, and friends in memory of Dr. Sundheim, professor and chairman of French (1927–67), the recipient to be an upperclass French major nominated each year by the French department. Principal, \$5,178.

*Ann Elizabeth Taylor* (1967). Established by Miss Taylor, Class of 1910, Austin, Minnesota, for students majoring in history. Principal, \$1,595.

*Henry J. Taylor* (1957). Established by the United States Ambassador to Switzerland. For an unusually promising young man. Principal, \$6,000.

*Ruth and Vernon Taylor* (1961). Established by Ruth and Vernon Taylor Foundation, San Antonio, Texas. Principal, \$40,000.

*Lowell Thomas* (1957). Established by the author, editor, explorer and motion picture producer. Principal, \$18,000.

*Hugo W. Thompson* (1968). Established upon his retirement by colleagues, former students, and friends in honor Hugo W. Thompson, professor of philosophy (1943–68), for students from minority backgrounds. Principal, \$4,071.

*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, \$20,000.

*James E. Tripp* (1968). Established by Mr. and Mrs. Oakley Tripp, Class of 1912, to be used for a student from a minority group (Native American or African-American) or, on occasion, for an international student. Principal, \$29,185.

*Marcia Brady Tucker Foundation, Inc.* (1963). Established by Carl Tucker, Jr., newspaper publisher, Mt. Kisco, New York. Principal, \$15,000.

*Gene Tunney* (1967). Established by the former boxing champion. Principal, \$5,000.

*Charles J. Turck* (1958). Established by alumni and friends of Macalester's ninth president (1939–58). Principal, \$10,404.

*Emma Fuller Turck* (1979). Established by Dr. Charles J. Turck, president of Macalester College (1939–58), and his family in memory of Mrs. Turck. Principal, \$7,500.

*Robert A. Uppgren Memorial* (1967). Established by the family and friends of Robert A. Uppgren, Class of 1946, to be awarded with preference to a student of the biology of natural resources. Principal, \$4,373.

---

## Endowed Scholarships

---

*John Van Winkle Endowed Scholarship* (1988). Established by family and swim team members in memory of John Van Winkle, national swimming champion during the years 1962–1966. Preference given to a member of the men's or women's swim team. Principal, \$10,742.

*Kurt E. Volk* (1961). Established by Kurt E. Volk Foundation, Bridgeport, Connecticut. Principal, \$16,000.

*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, \$11,225.

*DeWitt Wallace Distinguished Scholarships*. Established through a gift from DeWitt Wallace, founder of the *Reader's Digest* and Macalester benefactor. Awarded to National Merit Finalists or Commended Students who have maintained a B+ or better high school grade average.

*DeWitt Wallace-Lila Acheson Wallace Honor Scholarship 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. Two thousand dollars has been added to the principal by an anonymous donor. Principal, \$17,977.

*DeWitt Wallace Memorial Endowed Scholarship* (1981). Established by friends of DeWitt Wallace, a great benefactor of Macalester College, at the time of his death. To be used for students needing Financial Aid. Principal, \$16,572.

*DeWitt Wallace St. Paul Scholarships* (1981). Established by DeWitt Wallace and the St. Paul Foundation. Awarded to students who have graduated from secondary schools in Minnesota's Ramsey, Washington, or Dakota Counties, or whose parents or guardians live in one of these counties. These scholarships are awarded on a competitive basis that takes into account academic achievement and potential test scores and personal qualities such as ambition, motivation and involvement in school and community activities.

*DeWitt Wallace Scholarships*. Established by DeWitt Wallace. Awarded to middle-income students with good academic records who need special financial help to attend Macalester.

*James Wallace* (1916). Established by the family of Dr. Wallace, Macalester professor (1887–1939) and president (1894–1906). Principal, \$36,395.

*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, \$14,750.

*Frances M. and Milton G. Walls* (1961). Established by Dr. and Mrs. Milton G. Walls, St. Paul. Principal, \$14,000.

*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, \$22,417.

*Mrs. Charles Allen Ward* (1963). Established by Mrs. Ward, prominent St. Paul business woman. Principal, \$11,111.

*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, \$17,615.

*Mr. and Mrs. Howard Ware Endowed Scholarship* (1953). Established by the estate of Clara M. Ware. Principal, \$3,775.

*Fred A. Waterous* (1962). Established by the president of the board of the Waterous Company, St. Paul. Principal, \$5,000.

*Ridley Watts* (1965). Established by the retired New York textile manufacturer. Principal, \$10,000.

*E.A. Webb* (1915). Established through a bequest in the will of Mr. Webb, founder of the Webb Publishing Company, St. Paul and *The Farmer*. For a student from the Central Presbyterian Church of St. Paul. Principal, \$43,044.

---

## Endowed Scholarships

---

*Sidney J. Weinberg* (1965). Established by the New York City investment broker. Principal, \$10,000.

*O.J. Weldon* (1958). Established by Mr. Weldon, partner in the New York City accounting firm of Hunter and Weldon. Principal, \$7,700.

*Louis F. Weyand* (1963). Established by an executive of Minnesota Mining company and a trustee of Macalester College (1958–64). Principal, \$6,841.

*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, \$15,000.

*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, \$16,264.

*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, \$13,338.

*Mabel Wicker* (1970). Established through a bequest in the will of Miss Wicker, Class of 1904, a public school teacher. Principal, \$17,757.

*James S. Will* (1961). Established by classmates and friends as a memorial to Mr. Will, Class of 1954. Principal, \$5,965.

*Olive Berglund Will and Virginia Will Martin Endowed Scholarship* (1987). Established by Buel R. Will in honor of former Macalester faculty member, Olive Berglund Will, and his daughter Virginia Will Martin. To be awarded to a full-time student who is a United States citizen and who maintains a 3.0 grade point average. Principal, \$25,000.

*Williams Brothers* (1931). Established by Louis H. and Charles R. Williams of Minneapolis. Principal, \$1,000.

*J.B. Williams Company, Inc.* (1966). Established by the New York City drug manufacturing firm. Principal, \$25,000.

*Margaret Mohr Winters Endowed Scholarship* (1990). Established by the Rev. and Mrs. Frank Mohr, Jr. in honor of their daughter Margaret Mohr Winters, Class of 1980. Preference given to sophomore(s), junior(s), or senior(s) with a strong academic record who demonstrate financial need and who have declared any combination of a major and minor in any of the humanities and natural sciences. Principal, \$10,000.

*David J. Winton Memorial Endowed Scholarship* (1981). Established by his wife, Katherine D. Winton, in loving memory of David J. Winton, who served on the Macalester College Board of Trustees (1937–81) and as its chairman (1947–49). Principal, \$250,000.

*Winton Excellence Scholarships at Macalester* (1966). Established by Helen Winton Jones, David Winton, and Charles J. Winton, Jr. Students from the Minnesota Iron Range are given preference. Principal, \$37,000.

*General Robert E. Wood* (1959). Established by General Wood, director and president of Sears, Roebuck & Company, Chicago, Illinois. Principal, \$5,000.

*Stella Louise Wood* (1964). Established by the alumnae of Miss Wood's School of Macalester, for students interested in elementary education. Principal, \$13,020.

*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, \$10,000.

*Martin Wunderlich* (1965). Established by George P. and Wilma Fox Leonard of the San Francisco area. Principal, \$25,000.

*Elizabeth M. Wyman* (1980). Established by Mr. and Mrs. J. Humphrey Wilkinson in honor of their granddaughter, Elizabeth M. Wyman, Class of 1975. Principal, \$83,063.

*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, \$35,650.

*Mary S. and Thomas E. Young* (1961). Established by Mr. and Mrs. Young, financiers, Portland, Oregon. Principal, \$21,000.

*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, \$8,556.

## Annually Contributed Scholarships

*The Charles and Ellora Allis Educational Foundation.* An educational trust created by the will of Charles Clifford Allis of Gull Lake, Minnesota, provides scholarships each year for undergraduate students, preferably Minnesota residents in the upper 40 percent of their class.

*Farmers Insurance Groups.* Scholarships for second, third, and fourth year students in the fields of insurance, mathematics, business administration, personnel and industrial relations and other areas related to the insurance industry.

*Mark Greenleaf Johnson Memorial Travel Scholarship Fund.* Established by Mrs. Dorothy L. Johnson in memory of her son, Mark Greenleaf Johnson, Class of 1978. To be awarded to a deserving student with financial need who has worthy educational travel plans.

*William B. and Dorothy A. Korstad Scholarship.* Established by Mr. and Mrs. Korstad, Class of 1938, to be given to a student, preferably from out-state Minnesota.

*Macalester College National Merit and Achievement Scholarships.* Macalester sponsors forty scholarships in each entering class for finalists in the National Merit competition, and one scholarship in each entering class for a finalist in the Merit Corporation's National Achievement competition for minority students. For many years, the Reader's Digest Association, Inc., sponsored Merit Scholarships for finalists attending Macalester.

*Macalester Parents for International Relations Financial Aid Fund.* The organization contributes annually to a fund to be awarded to outstanding international students at Macalester College whose academic achievements merit financial assistance.

*National Presbyterian College Scholarship Program.* Open to members of the United Church in the U.S.A., these scholarships are awarded by The Program Agency to students attending Presbyterian-related colleges to recognize and encourage scholastic ability and qualities of character and learning.

*3M Undergraduate Liberal Arts Scholarship.* Established by 3M to be given to undergraduate students, with preference given to American citizens.

*3M Undergraduate Chemistry Scholarship.* Established by 3M to be given to undergraduate students majoring in chemistry, with preference to be given to American citizens.

*Westminster Presbyterian Church.* Established by the Board of Deacons of the Westminster Presbyterian Church of Minneapolis.

## Prizes

### ANTHROPOLOGY

*Malinowski Award for Excellence in Ethnographic Research.* Cash award given to a student who demonstrates special excellence in ethnographic research.

*Margaret Mead Distinguished Service Award.* Cash award given to an anthropology major who has contributed most to the formal and informal programs of the anthropology department.

*James P. Spradley Research Award for Outstanding Scholarship.* Cash award established by colleagues, family and friends of the late professor and given to a senior major in anthropology who has demonstrated outstanding scholarship in anthropological course work and/or research.

### ART

*Mary Louise Conrad Memorial Fund* (1970). Established by students, friends, and relatives in memory of Mary Louise Conrad, Class of 1973, to provide awards for achievement in art.

*Theresa Luksan Memorial Endowed Prize in Art* (1985). Established by family and friends in memory of Theresa Luksan, Class of 1983. The prize will be used to purchase a work of art from the student

---

## Prizes

---

exhibit each spring. Faculty members of the art department will choose a piece that will best enhance the permanent collection. Open to all media.

### BIOLOGY

*AMAX Foundation Award.* An award of \$500 to Macalester College, through the biology department.

*William R. Angell Foundation Prize (1957).* Named for the president of Continental Motors Corporation.

*American Cyanamid Endowed Prize.* Established for upperclassmen who are preparing for entrance into medical school.

*Ruth and Vernon Taylor Summer Opportunities Fund (1967).* To provide meaningful summer experiences for pre-medical students studying at Macalester.

*O.T. and Kathryn Walter Award.* Established by former students of Dr. O.T. Walter, chairman of biology for forty-one years. Designated for pre-medical students who show promise of success in the field of medicine.

### CHEMISTRY

*American Chemical Society Award.* One year's subscription to the journal *Analytical Chemistry* to a junior student with the greatest interest in and aptitude for a career in analytical chemistry.

*Twin Cities Chapter of the American Institute of Chemists.* Medallion awarded to an outstanding senior planning a career in chemistry.

*Violet Olson Beltmann Endowed Prize.* Established by Albert A. Beltmann, Class of 1923, in memory of Mrs. Beltmann, Class of 1920. To be awarded to students majoring in chemistry.

*The Chemical Rubber Company.* Handbook awarded for outstanding achievement in freshman chemistry.

*General Electric Foundation Endowed Prize.* Established for students majoring in chemistry.

*John Howe Scott Prize in Chemistry.* Established by friends in memory of Professor Scott. To be awarded at Honors Convocation to a chemistry major chosen by the chemistry faculty.

*Chester H. Shiflett Endowed Prize.* Established by former students and colleagues to honor Dr. Shiflett, professor of chemistry at Macalester (1929–66). To be awarded to students majoring in chemistry.

### CLASSICS

*Virginia McKnight Binger Prize.* Cash award to a student who shows the greatest proficiency in Greek, Latin, or ancient history.

### COMMUNICATION STUDIES

*The Collins Endowed Prize in Extemporaneous Speaking.* Established by Dr. G. Rowland Collins, Class of 1916.

*The Collins Prize in Rhetorical Criticism.* Established by Mrs. G. Rowland Collins, associate professor of psychology and assistant director of student services at Macalester (1947–55).

*Charles W. Ferguson Endowed Prizes in Public Speaking.* Established by a senior editor of the *Reader's Digest*. Awarded to students on the basis of demonstrated ability in public speaking during the entire forensic year.

*Lowell Thomas Endowed Prizes in Public Speaking.* Established by the author, editor, explorer and motion picture producer. Awarded to students who have made significant contribution while representing the College in intercollegiate debate and forensic competitions.

*Carol A. Wurtzebach Endowed Prize in Oral Interpretation.* Established by James Pratt, Class of 1966, and friends in memory of a fellow classmate. Awarded to a student or students for excellence in oral interpretation.

### DANCE

*David J. Wick Endowed Prize for Choreographic Commitment.* Established by David J. Wick, Class of 1991. 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.



## EAST ASIAN/JAPAN STUDIES

*Japanese Language Prize.* A cash award provided by alumni for the student who has shown the most progress in the study of Japanese during the academic year.

*Japanese Studies Prize.* A cash award established by alumni to recognize a student who has completed a project of exceptional quality focusing on Japan.

## ECONOMICS

*3M Scholar Awards.* A subscription to the *Journal of Accounting* awarded to three seniors who have demonstrated outstanding academic achievement in their accounting courses at Macalester College.

*Robert L. Bunting Prize in Economics* (1984). Established with gifts from colleagues and friends of Robert L. Bunting, who taught in the department of economics and business from 1969 through 1984. He held the F.R. Bigelow Professorship of Economics at Macalester. The prize is awarded annually to an outstanding graduate 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.

*John M. Dozier Prize.* Established by members of the Macalester Board of Trustees in recognition of the contributions of John M. Dozier, vice president (1966–74). Awarded by the faculty of the department of economics and business to students majoring in that department on the basis of merit, demonstrated competence, and interest in a career in financial administration.

*Elaine Gartner Pilon Award.* Established by Elaine Gartner Pilon, Class of 1945. One year's subscription to *Fortune* magazine for a senior majoring in economics and business; criteria of choice are scholarly achievement and contribution to the department.

*Mike McEwen Prize.* Established in his memory in 1993 by Mike McEwen's 1977 Finance classmates, this prize is awarded annually to an outstanding scholar-athlete majoring in Economics.

*PLM Prize* (1987). The PLM Prize was established through a gift from the PLM Companies, Inc., San Francisco. The prize is to be awarded annually by the Economics and Business Department faculty to on or more outstanding students who have demonstrated a commitment to and a record of achievement in both scholarship and entrepreneurship.

*Wall Street Journal Prize.* A medal of merit and one year's subscription to *The Wall Street Journal* awarded by the publishers to the outstanding senior in the field of economics and business.

## EDUCATION

*Anstice Abbott Award.* Established by the national Wood's School Alumnae Association for students interested in elementary education licensure.

*Richard B. Dierenfield Endowed Prize for Education* (1982). Established by J.W. Fahlgren, Class of 1960. To honor Richard B. Dierenfield, professor and chair of the department of education, who served Macalester College from 1951 to 1988. A cash prize awarded to a senior student who has shown outstanding potential as a teacher in the secondary school.

*Mary Whitcomb Fahlgren Endowed Prize.* Established in 1986 by James W. Fahlgren, Class of 1960. A cash prize awarded to a senior student who has shown outstanding potential as a teacher in the secondary school.

*Alma M. Robinson Education Prize* (1992). This prize is awarded and named in honor of Alma M. Robinson, Class of 1956, who devoted her life to teaching and is established by her husband, Robert, and their friends and family. This prize is to be awarded annually to a Macalester student pursuing a career in teaching.

*Stella Louise Wood Award.* Established by the alumnae of Miss Wood's School of Macalester for students interested in elementary education licensure.

## ENGLISH

*Bennett Cerf Endowed Prize.* Established by the chairman of Random House for students majoring in English literature.

*The Gateway Prize for Excellent Writing.* Endowed by the family of Wallace F. Janssen, Class of 1928, in honor of the students who wrote for that magazine in the 1920's and 30's. A cash prize is awarded annually for the best paper by a student in any course offered by the college. The paper, selected by a

## Prizes

---

committee of faculty and students, will be judged for originality, content, clarity and effectiveness of presentation.

*Ray Livingston and Jack Patnode Endowed Prize in English.* Established by an anonymous donor to honor two former members of the Macalester English Department. 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, Class of 1972. Awarded to a student who best exemplifies a commitment to poetry and excellence in writing.

*Harry Scherman Foundation Writing Prize.* Established by Harry Scherman. An endowed fund provides annually up to three prizes of \$100 each awarded by the English department for literary essays and creative writing.

*Lowell Thomas Endowed Prize.* Established by the author, editor, explorer and motion picture producer. Awarded to students majoring in English.

*F. Earl Ward Endowed Prize.* Established by students, friends, and colleagues of professor F. Earl Ward, long-time professor (1926–63) and former chairman of the department of English. Awarded to an upperclass English major.

*Ardis Hillman Wheeler Prize for International Study.* A prize established by family and friends in honor of Ardis Hillman Wheeler, Class of 1938, who devoted her life to the teaching of English, first to refugees after World War II and later in the Minnesota public schools. To be awarded annually to one or more prospective English majors for assistance with international study.

### ENVIRONMENTAL STUDIES

*Environmental Studies Faculty Award.* An award for academic excellence in multi-disciplinary studies of the environment.

### FRENCH

*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.

*Borghild K. Sundheim Endowed Prize.* Established by alumni, colleagues, and friends in memory of Dr. Sundheim, professor and chairman of the department of French (1927–67). Awarded to a French major.

### GEOGRAPHY

*Hildegard Johnson Prize in Geography.* Established in 1984 by the founder of Macalester's geography department. Awarded by the faculty of the department of geography to a student majoring in that department, based on their demonstrated competence and interest in geography.

*National Council for Geographic Education Award.* Established by the association to be awarded to a graduating senior who has demonstrated ability for teaching geography.

### GEOLOGY

*Hugh S. Alexander Endowed Prize.* Established to honor Hugh S. Alexander, professor of geology at Macalester (1906–48). A prize of \$50 awarded annually to the outstanding senior majoring in geology.

### GERMAN

*Evelyn Albinson Award for Academic Excellence in the Study of German.* An annual cash award given on the basis of grade point average provided it qualifies the student for acceptance into Phi Beta Kappa and includes a distinguished record in German studies.

*German Book Prizes.* An annual book award, provided by the German Embassy, to members of the graduating class with a major or core in German.

## HISTORY

*Yahya Armajani Endowed Prize.* Established by colleagues, friends and former students of James Wallace Professor Emeritus Yahya Armajani to honor him on his retirement. To be awarded to an international student.

*Yahya Armajani Prize in Non-Western History.* Cash award to a distinguished senior major, established by the history department to honor a former distinguished colleague.

*Case Prize in Western History.* Established by Leland D. Case, Class of 1922. An annual award of \$150 to a student for original research of Western American History.

*J. Huntley Dupre Prize in European History.* Cash award to a distinguished senior major, established by the history department to honor a former distinguished colleague.

*Kathleen Rock Hauser Prize in Women's History.* Established by the Women Historians of the Midwest and by Dr. and Mrs. Donald H. Rock in memory of Kathleen Rock Hauser, Class of 1962. An award of \$200 to a student who has made a significant undergraduate contribution to women's history.

*Kenneth L. Holmes Prize in American History.* Cash award to a distinguished senior major, established by the history department to honor a former distinguished colleague.

*Ernest R. Sandeen Memorial Prize.* Established by colleagues, family and friends. A cash award to a student who has completed an original project reflecting exceptional skill, imagination, and effort, all hallmarks of the scholar for whom the prize is named.

## HUMANITIES

*Virginia McKnight Binger Prize in the Humanities.* An award of \$100 to each of two students; one who shows the greatest proficiency in Greek, Latin, or ancient history and one who shows the greatest proficiency in modern language or literature.

## INTERNATIONAL STUDIES

*The Eugene Craven Endowed Prize for International Travel and Study.* Established by Sharon Ellies Craven, Class of 1966, in memory of her husband, Class of 1963. To be awarded to a meritorious student who has not previously traveled abroad and who wishes to pursue study outside the United States.

## MATHEMATICS

*Ezra J. Camp Endowed Prize.* Established by colleagues and friends in memory of Dr. Camp, professor and chairman of the department of mathematics.

## MUSIC

*Lila Bell Acheson Wallace Endowed Prize.* Established by Mrs. DeWitt Wallace, co-founder of the *Reader's Digest*. A cash award of \$100 to the outstanding student majoring in music.

*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. An award of \$100 to the outstanding student majoring in music.

*Samuel W. Raudenbush Memorial Endowed Prize.* Created by Mrs. Alma M. Raudenbush in memory of her husband. An award of \$100 to a woman majoring in music.

*Zenas Taylor Endowed Prize in Music.* Established by Hazel in memory of her husband Zenas, Class of 1920, for his love of music and for Macalester where his heart found joy. To be awarded to a student majoring in voice.

*Tobin-Smith Endowed Prize.* Established by Chester M. Tobin, Class of 1923, and Edward M. Smith. An award of \$100 to a student accomplished in the Scottish arts of piping and drumming.

*Friends of Music Award.* Awarded to a senior student for excellence and music achievement.

## PHILOSOPHY

*Thomas E. Hill Prize.* Established by the faculty of the department of philosophy. Awarded for outstanding work in philosophy.

## Prizes

---

### PHYSICAL EDUCATION

*Thomas L. Gammell Endowed Prize.* Established by alumni and friends in memory of Thomas L. Gammell, Class of 1966. Prize of \$50 awarded annually at the discretion of the physical education department to an outstanding athlete, with preference given to swimmers.

*The Macalester College Women's Varsity Soccer Prize.* To the member of the women's varsity soccer team whose personal conduct, soccer skills, cooperation and leadership ability have made the greatest contribution to the success of her team as a Macalester College activity.

*Dorothy Michel Award.* Established by family, alumni and friends in memory of Dorothy Michel, chairman of women's physical education department (1946–68). Awarded to an outstanding junior woman for use during her senior year.

*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 (1926–54). An award of \$100 for a junior man who participates in intercollegiate activities and has leadership ability and satisfactory academic standing.

*George E. Scotton Endowed Prize.* Established anonymously by an alumnus of the college to honor a fellow member of the Class of 1921. George Scotton directed Macalester's admissions office for thirty years. An award of \$100 to an outstanding scholar and athlete.

*Dwight Stuessy Endowed Prize.* Established by alumni, friends, and members of the 'M' Club in memory of Dwight Stuessy, athletic director (1946–57). An award of \$100 to an outstanding athlete.

*Pat Wiesner Honor Athlete Award.* Established by family, alumni and friends in memory of Pat Wiesner, chair of physical education, athletics, recreation and dance and women's cross country coach 1950–83. A silver bowl awarded to a female senior athlete who has established a leadership role and better than average academic standing.

### PHYSICS AND ASTRONOMY

*Physics/Astronomy Faculty Award.* Book awards for outstanding service to departmental activities instructional program.

### POLITICAL SCIENCE

*Hubert H. Humphrey and Walter F. Mondale Endowed Award in Political Science.* Established to honor, respectively, a former member of the faculty and an alumnus whose careers exemplify the highest standards of scholarship and education for service to society. To be awarded annually to the outstanding student or students majoring in political science.

*Peter R. Weisman Endowed Prize.* Awarded annually to a political science student who has demonstrated concern for and has worked with the underprivileged and is planning a career dedicated to helping others.

*Brent Williams Prize.* Established by his parents, Mr. and Mrs. Robert Williams, Ottumwa, Iowa, relatives, and friends, including fellow students, in memory of Brent Williams who died during his sophomore year at Macalester, for a Political Science major with departmental honors or distinguished work in the department, who has had debate and speech experience and has been active in the college community.

### PSYCHOLOGY

*Macalester Psychology Award.* Departmental prize for outstanding student majoring in psychology.

### 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 for scholarships to seniors for graduate work in religious studies.

*George W. Davis Memorial Prize in Religion.* Established by Ethel Mary Davis in memory of her husband. The prize is awarded by the department of religious studies to juniors (for use in their senior year) who, in the judgement of the department have attained the highest degree of excellence.

*Mary Frances Johnstone Kagin Memorial Endowed Scholarship.* 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.

*Edwin Kagin Endowed Scholarship.* 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.

#### SOCIOLOGY

*Irwin and Marion Rinder Prize.* Cash award to match an award for a winning paper in the Sociologists of Minnesota annual competition.

*Paul M. Berry and William Alva Swain Award.* Established by the sociology faculty to honor two emeriti faculty. Up to two awards may be awarded to graduating seniors who in the opinion of the faculty have demonstrated excellence in either quantitative or qualitative sociology. The award consists of a year's student membership in the Midwest Sociological Society and a year's subscription to the Sociological Quarterly.

#### SPANISH

*The Spanish Department Faculty Award.* The faculty of the Spanish department awards a prize (book) annually to a Spanish senior major for distinguished work in his/her Spanish major.

#### MISCELLANEOUS

*The American Can Company Foundation Endowed Prize for Minority Students* (1987). A cash award given to an outstanding sophomore minority student.

*Hispanic Endowed Prize for Excellence* (1987). A cash award to a Hispanic senior woman who has demonstrated outstanding academic achievement.

*Franklin and Mollie Steudle Endowed Prize* (1989). In honor of Frank and Mollie Steudle for their life long commitment to family values and community service. To be awarded to a senior with distinguished work in interdisciplinary studies in physical, mental, and emotional wellness; who is active in community service, working with the elderly and planning a career dedicated to helping others.

## Loan Funds

*Alliss Student Loan Fund* (1968). Established by the Alliss Foundation. The principal is available to needy Macalester students. Repayment starts four months after the student leaves the College. Principal, \$227,557.

*Carrie E. Alvord Student Loan* (1965). Established by the Alvord Foundation, this fund is available to any needy Macalester student interest-free until the borrower leaves the College. Principal, \$16,853.

*Judith Beach Memorial Book Loan Fund* (1964). Established by Mr. and Mrs. Rex Beach and friends in memory of their daughter, who died in her freshman year at Macalester. Principal, \$1,808.

*B.C. Gamble Student Loan (Gamble-Skogmo Foundations) Fund* (1962). Established by the Gamble-Skogmo Foundations. Principal, \$2,092.

*Jennie Hodgmann* (1942). Administered by the Macalester Women's Club, this fund is used for loans to junior and senior women. Principal, \$4,295.

*Larry Honhart Memorial Book Loan Fund* (1972). Established by his wife, Jeannie, Class of 1969, in memory of Lawrence P. Honhart, Class of 1968, for students with financial need to purchase textbooks. Principal, \$701.

*Macalester College Loan Fund* (1967). Provides for low-interest (2.5 percent), deferred-payment loans up to \$1,000 per student per year. Interest is waived and payment of principal is deferred while the student is enrolled at Macalester, is attending graduate school after graduating from Macalester, or is a full-time member of the U.S. Armed Forces. Repayment begins four months after discontinuance of full-time student or military status and must be completed within a five-year period.

---

## Loan Funds

---

*Memorial Loan Fund.* Established through gifts to the College, it is used specifically for loans to student for college expenses. Principal, \$30,933.

*National Direct Student Loans.* Macalester College participates in the National Direct Student Loan program created under the National Defense Educational Act of 1958. These loan funds are available to eligible students on a long-term basis at a low rate of interest (3 per cent) beginning nine months after the student ceases to carry half of the normal full-time workload at an eligible institution. Applications must be made to the Student Financial Aid committee on forms provided by the College.

*Howard W. Paulsen Endowed Loan Fund* (1993). Established by Howard W. Paulsen, Class of 1934, through his estate. The earnings of the principal fund are to be made available as a student loan fund to needy students of social work or education. Principal, \$26,750.

*C. Oscar Schmidt, Jr., Loan Fund* (1976). Contributed in memory of his wife, Eugenia Schmidt, this fund is to be used for short-term needs and repaid as soon as students are able. Principal, \$4,000.

*Chester R. Schmidt Revolving Loan Fund* (1964). For students in need of financial aid. Principal, \$770.

*Senior Loan Fund* (1961). This fund has been created by Messrs. DeWitt Wallace, Charles B. Thomes, and George P. Leonard to provide needy senior students with low interest, easy payment loans: interest at 4 percent begins October 1 following graduation. Principal, \$107,775.

*Henry Strong Education Foundation* (1959). This fund was created under the will of General Strong for loans to juniors in the upper third of their class. Interest at 4 percent begins to accrue at graduation. Repayment may be made over a four-year period beginning at graduation. Principal, \$47,663.

*James Wallace Alumni Loan Fund* (1939). This fund was established by the Alumni Association as a memorial to Dr. James Wallace. The principal is available for juniors or seniors who have maintained a scholastic average of C or better for the year preceding the granting of the loan. Principal, \$39,228.

## Special Endowment Funds

*John Maxwell Adams Endowment.* Established by family and friends of Chaplain Emeritus John Maxwell Adams to support the Community Involvement Program, which had its origin in a volunteer service project under his direction when he served as college chaplain (1947–67). Principal, \$9,749.

*Helen Samuelson Berger Endowed Book Fund* (1993). Established by Helen Samuelson Berger, Class of 1928, to purchase books in art or related subjects. Principal, \$10,000.

*Thomas E. Critchett Fund* (1991). The fund shall support “programs and students in the areas of English and to encourage students to pursue careers in education” as directed by Thomas Critchett, Class of 1979. To these ends, the Provost and the English Department will encourage such areas as student/faculty collaborative research and special research and seminars. Proposals in literature shall be approved by the Provost upon the recommendation of the English Department.

*Wallace and Mary Lee Dayton Endowed Presidential Discretionary Fund.* Given to the college in partial fulfillment of the William and Flora Hewlett Foundation’s challenge grant to establish an Endowed Presidential Discretionary Fund. This fund supports innovative curriculum and faculty development opportunities and other new initiatives considered by the president to be of high priority to the college. Principal, \$150,000.

*Wallace and Mary Lee Dayton Knight Foundation Endowed Fund.* Given to the college to match the Knight Foundation’s challenge grant, the income to be used for curriculum revision to incorporate minority perspectives and scholarship on American minorities into the curriculum. Principal, \$101,608.13.

*Ethel Wagner DeLong Memorial Fund.* Established in memory of Ethel Wagner DeLong, Class of 1943, a singer and music enthusiast, to provide support for voice instruction for non-music majors at Macalester College.

*William A. Grey Memorial Endowment.* Established through life income trusts by Dr. William A. Grey. Principal, \$15,800.

*Ronald M. and Margaret S. Hubbs Endowment Fund.* Established by Ronald M. and Margaret S. Hubbs, friends of the college, to purchase books published by small quality presses such as Coffeehouse Press, Graywolf Press, Milkweed Editions and New Rivers Press, among others. This gift ensures that

---

## Endowed Professorships

---

Macalester students and faculty will have access to the alternative literary voices represented by Minnesota's small presses. Principal, \$25,000.

*Keith Ironside Memorial Endowed Fund.* Established by the Ironside family in memory of Keith Ironside, Class of 1931. The annual proceeds of this fund are to be used in support of the basic sciences at the discretion of the college. Principal, \$2,500.

*Judaic Studies Program Endowment* (1993). This fund was created to support the religious studies department curriculum to offer courses that will generate a deeper understanding among the student body of Jewish life, culture and history and the ways each of these has profoundly influenced Western culture and history. Such a program will offer Jewish and non-Jewish students a deep intellectual encounter with the Jewish experience, encourage international understanding and meaningful interfaith dialogue. Principal, \$50,000.

*The Konhauser Mathematics Activities Fund.* The family and friends of Joe Konhauser, for 23 years a member of the faculty and for 12 years chair of the department of mathematics, have established this fund in his memory. It is intended that proceeds of this endowment should support those activities that, in the judgement of the faculty of the department, will strengthen the mathematics program at Macalester. These activities may well be outside of what the college normally supports, including for example distinguished visiting speakers, a symposium, or small accouterments to enhance the seminar room or other rooms used by the department. It is our intention in establishing this fund that it be used to supplement rather than to substitute for funds that the college would normally spend in support of the departmental program. Principal, \$18,945.

*Den E. Lane and Elsie J. Lane Endowment.* Established from the estate of Elsie J. Lane, the income to be used at the discretion of the College's Board of Trustees. Principal, \$720,313.

*George P. and Wilma Fox Leonard Athletic Department Endowed Fund.* Established by George P. and Wilma Fox Leonard, Class of 1927, to be used at the discretion of the director of athletics with the approval of the president of the College, to enhance the athletic program. Principal, \$51,562.

*The Tom Leonard Fund.* Established by George P. and Wilma Fox Leonard, Macalester Class of 1927, in memory of their son, to be used to enhance close faculty/student relations. Expenditures are to be approved by academic department heads and the vice president for academic affairs. Principal \$133,530.

*Henry Lepp Memorial* (1991). Established by colleagues, family and friends in memory of Henry Lepp, a long-time faculty member in the Geology department at Macalester College. The fund is to be used to set up and maintain the Henry Lepp Museum and to send geology students to summer field camp (a necessary prerequisite to graduate school). Principal, \$9,230.

*Marbrook Endowment Fund.* Established by the Marbrook Foundation and Dr. and Mrs. Edward Brooks, Jr., to enhance the stature of sabbatical leave replacements. While classical studies and the humanities are its primary focus of interest, the fund may, on occasion, support a replacement in another division of the College. Principal, \$95,000.

*G. Theodore Mitau Junior Faculty Sabbatical Fund.* Established by the Lucius N. Littauer Foundation in memory of the late G. Theodore Mitau, former professor of political science at Macalester College. The income is to be used to support a one-semester sabbatical and summer stipend for promising junior faculty members in the social sciences who have successfully completed their third year evaluations and are preparing themselves for tenure review. Principal, \$50,000.

*Angie Skinner Discretionary Fund.* Given to the college in partial fulfillment of the William and Flora Hewlett Foundation's challenge grant to establish an Endowed Presidential Discretionary Fund. This fund supports innovative curriculum and faculty development opportunities and other new initiatives considered by the president to be of high priority to the college. Principal, \$100,000.

## 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.

---

## Endowed Professorships

---

*Hubert H. Humphrey Professorship in International Affairs* (1968). Established by the Andreas Foundation, Crowds 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 Endowed Lectureship in Public Policy*. Established through the gifts of family, colleagues, friends, and former students of Dr. Mitau, Class of 1940, professor in the political science department (1940–79).

*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.

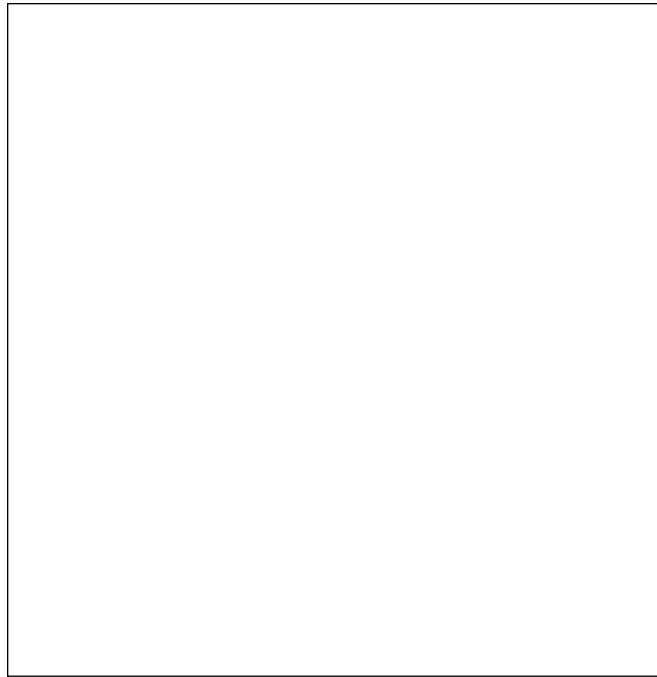
*James Wallace Professorships*. Established by DeWitt Wallace in memory of his father for the departments of history, political science, and religion.

*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

### Officials of the College

President	Robert M. Gavin, Jr., B.A., Ph.D.
Provost	Daniel J. Hornbach, B.S., M.S., Ph.D.
Treasurer	Paul J. Aslanian, B.A., M.B.A., C.P.A.
Vice President for Development	David A. Griffith, B.A., M.A.
Dean of Students	Edward A. DeCarbo, B.A., M.A., M.A., Ph.D.
Dean of Admissions	William M. Shain, A.B., J.D.
Assistant to the President	Alexander G. (Sandy) Hill, B.A. ('57)

### Emeriti/Emeritae Faculty

#### Professors Emeriti/Emeritae

*(Dates in parentheses indicate years of first appointment at and official retirement from Macalester.)*

Evelyn Antonsen Albinson. *Professor of German (1947–77); B.A., University of Minnesota, 1941; M.A., University of Minnesota, 1944; Ph.D., University of Minnesota, 1967.*

Jean K. Archibald. *Adjunct Associate Professor (1966–86); B.S., Simmons College, 1939.*

John C. Bachman. *Professor of Physical Education (1967–89); B.S., Springfield College, 1950; M.S., Springfield College, 1951; Ed.D., University of California, Berkeley, 1960.*

Duncan Hall Baird. *Professor of Political Science (1961–88); B.A., Yale University, 1939; LL.B., University of Michigan, 1942; M.A., University of Minnesota, 1960; Ph.D., University of Minnesota, 1960.*

A. Phillips Beedon. *Director of Alumni Affairs; Associate Professor of Journalism (1933–71); B.A., Macalester College, 1928; M.A., University of Minnesota, 1930.*

Paul M. Berry. *Professor of Sociology (1946–74); A.B., Pasadena College, 1931; M.A., College of Pacific, 1932; Ph.D., University of Southern California, 1960.*

Roger Kellogg Blakely. *Professor of English (1946–92); B.A., Macalester College, 1943; M.A., University of Minnesota, 1949.*

Anne Helene Blegen. *Associate Professor of French (1946–65); B.A., University of Minnesota, 1921; M.A., University of Minnesota, 1930.*

C. Murray Braden. *Professor of Mathematics (1956–83); B.S., Northwestern University, 1939; M.S., University of Minnesota, 1950; Ph.D., University of Minnesota, 1957.*

Edward Brooks, Jr. *Professor of Classics (1964–89); A.B., Harvard University, 1944; M.A., University of Minnesota, 1962; Ph.D., University of Minnesota, 1967.*

Robert Logan Bunting. *F.R. Bigelow Professor of Economics (1969–84)*; M.A., *University of Chicago*, 1948; Ph.D., *University of Chicago*, 1958.

J. Donald Butler. *James Wallace Professor of Religion (1961–72)*; A.B., *University of Omaha*, 1929; M.R.E., *Biblical Seminary in New York*, 1933; Ph.D., *New York University*, 1937.

Anthony Caponi. *Professor of Art (1949–91)*; B.S., *University of Minnesota*, 1948; M.Ed., *University of Minnesota*, 1949.

Robert Jay Dasset, Jr. *Professor of Spanish (1947–83)*; B.A., *University of Minnesota*, 1939; B.S., *University of Minnesota*, 1942; M.A., *University of Minnesota*, 1953.

Richard Bruce Dierenfield. *Professor of Education (1951–88)*; B.A., *Macalester College*, 1948; M.Ed., *Macalester College*, 1951; Ed.D., *University of Colorado*, 1958.

William P. Donovan. *Professor of Classics (1966–92)*; A.B., *Washington University*, 1951; M.A., *Washington University*, 1952; Ph.D., *University of Cincinnati*, 1961.

Lincoln G. Ekman. *Associate Professor of Education (1962–82)*; 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.

Donald LeRoy Fabian. *Professor of Spanish (1965–84)*; B.A., *University of Chicago*, 1941; M.A., *University of Chicago*, 1941; Ph.D., *University of Chicago*, 1950.

Russell Byron Hastings. *Professor of Physics (1929–69)*; B.A., *Clark University*, 1924; M.A., *Clark University*, 1925; D.Sc., *Macalester College*, 1976.

Thomas E. Hill. *Professor of Philosophy (1946–74)*; A.B., *Davidson College*, 1929; B.D., *Union Theological Seminary*, 1932; M.A., *University of Richmond*, 1934; Ph.D., *University of Edinburgh*, 1937.

H. Arnold Holtz. *Professor of Education (1946–84)*; B.S., *Wisconsin State*, 1940; M.A., *University of Minnesota*, 1944; Ph.D., *University of Minnesota*, 1959.

Howard F. Huelster. *Associate Professor of English (1949–90)*; B.A., *Macalester College*, 1949; M.A., *University of Minnesota*, 1958.

Charles R. Johnson. *Associate Professor of French (1969–88)*; B.A., *Phillips University*, 1949; M.A., *George Peabody College*, 1958; M.A., *University of Arizona*, 1968; Ph.D., *University of Arizona*, 1974.

James Albert Jones. *Professor of Biology (1948–82)*; B.E., *St. Cloud Teachers College*, 1939; M.S., *University of Minnesota*, 1948; Ph.D., *Iowa State University*, 1973.

Patricia L. Kane. *DeWitt Wallace Professor of English (1947–91)*; B.A., *Macalester College*, 1947; M.A., *University of Minnesota*, 1950; Ph.D., *University of Minnesota*, 1961.

Alvin J. King. *Professor of Music (1967–87)*; B.Mus., *Yale University*, 1948; M.Mus., *University of Colorado*, 1950; D.Mus.A., *University of Colorado*, 1966.

- Allan Marshall Kirch. *Professor of Mathematics and Computer Science (1968–92)*; A.S., *Joplin Junior College*, 1956; B.A., *University of Minnesota*, 1958; M.A., *University of Minnesota*, 1960; Ph.D., *University of Minnesota*, 1967.
- Ralph J. Lundeen. *Professor of Physical Education, Director of Athletics (1954–83)*; B.S., *University of Minnesota*, 1946; M.Ed., *University of Minnesota*, 1947.
- George Moses. *Professor of Journalism (1969–80)*; B.A., *University of Minnesota*, 1937; M.A., *University of Minnesota*, 1969.
- W. Scott Nobles. *DeWitt Wallace Professor of Speech Communication (1969–92)*; B.A., *Southeastern Oklahoma State College*, 1947; M.A., *Western Reserve University*, 1948; Ph.D., *Louisiana State University*, 1955.
- Hélène Nahas Peters. *Professor of French (1961–89)*; M.A., *University of Toulouse, France*, French-1939, English-1949; Ph.D., *University of Minnesota*, 1954.
- Jean Probst. *Instructor in Mathematics (1950–93)*; B.A., *Macalester College*, 1949; M.A., *University of Minnesota*, 1973.
- Irwin Daniel Rinder. *Professor of Sociology (1968–84)*; B.A., *University of Idaho*, 1947; M.A., *University of Chicago*, 1950; Ph.D., *University of Chicago*, 1953.
- James H. Roberts. *Professor of Physics (1963–82)*; B.S., *University of Arizona*, 1937; M.S., *University of Arizona*, 1938; Ph.D., *University of Chicago*, 1946.
- Edwin James Robinson, Jr. *Professor of Biology (1963–84)*; A.B., *Dartmouth College*, 1939; M.S., *New York University*, 1941; Ph.D., *New York University*, 1948.
- Karl C. Sandberg. *DeWitt Wallace Professor of French (1968–92)*; B.A., *Brigham Young University*, 1954; M.A., *Brigham Young University*, 1957; Ph.D., *University of Wisconsin*, 1960.
- William Saltzman. *Professor of Art (1966–83)*; B.S., *University of Minnesota*, 1940.
- Emil John Slowinski. *Dewitt Wallace Professor of Chemistry (1964–88)*; B.S., *Massachusetts State College*, 1946; Ph.D., *Massachusetts Institute of Technology*, 1949.
- Claude A. Welch. *O. T. Walter Professor of Biology (1969–83)*; B.S., *Michigan State University*, 1948; Ph.D., *Michigan State University*, 1957.
- Hans W. Wendt. *Professor of Psychology (1968–93)*; B.A., *University of Hamburg, Germany*, 1949; Ph.D., *University of Marburg, Germany*, 1952.
- Franz Xavier Westermeier. *Associate Professor of German (1947–77)*; B.A., *University of St. Thomas*, 1941; M.A., *University of Minnesota*, 1955.
- David B. White. *Elizabeth Sarah Bloedel Professor of Philosophy (1948–87)*; B.A., *Northeastern Oklahoma State University*, 1937; M.A., *Oklahoma State University*, 1939; Ph.D., *University of the Pacific*, 1959.
- M. Glen Wilson. *Professor of Speech and Dramatic Arts (1968–86)*; B.S., *West Virginia University*, 1948; M.A., *West Virginia University*, 1949; Ph.D., *Ohio State University*, 1957.

## Full Time Faculty

(Date in parentheses indicates year of first appointment at Macalester College.)

\*Indicates visiting professor or lecturer.

Linda Aanonsen. Assistant Professor of Biology (1989); B.S., Edgewood College, 1978; Ph.D., University of Minnesota, 1987.

Paul J. Aslanian. Associate Professor of Economics (1967); 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); A.B., University College (NYU), 1960; M.A., Princeton University, 1965; Ph.D., Princeton University, 1969.

Karla Ballman. Assistant Professor of Mathematics and Computer Science (1991); B.A., Macalester College, 1983; M.S., Massachusetts Institute of Technology, 1989; Ph.D., Massachusetts Institute of Technology, 1991.

Don Belton. Assistant Professor of English (1990); B.A., Bennington College, 1981; M.A., Creative Writing, Hollins College, 1982.

\*Adda Benslimane. Visiting International Professor of French and Economics (1994); DEUG Economics, Université de Montpellier 1, 1981; License Econometrics, Université de Montpellier 1, 1982; Maîtrise Econometrics, Université de Montpellier 1, 1983; D.E.A. Econometrics and Mathematical Economics, Université d'Aix-Marseille 3, 1984; Doctorat Econometrics and Mathematical Economics, Université d'Aix-Marseille 3, 1988; Competition of Maître de Conférences, First Rank, C.N.U., Paris, 1989/1990.

John Bernstein. Professor of English (1967); A.B., Haverford College, 1957; Ph.D., University of Pennsylvania, 1961.

Donald Betts. Professor of Music (1959); M.M., Indiana University, 1959.

David Lynn Blaney. Assistant Professor of Political Science (1994); B.A., Valparaiso University, 1980; M.A., University of Denver, 1983; Ph.D., University of Denver, 1990.

Douglas Bolstorff. Associate Professor of Physical Education (1959); B.S., University of Minnesota, 1957; B.S., University of Minnesota, 1959; M.A., University of Minnesota, 1966.

Ann D. Braude. Associate Professor of Religious Studies (1994); A.B., Vassar College, 1977; M.A., University of Chicago, 1978; M.Phil., Yale University, 1983; Ph.D., Yale University, 1987.

David M. Bressoud. Professor of Mathematics and Computer Science (1994); B.A., Swarthmore College, 1971; M.A., Temple University, 1975; Ph.D., Temple University, 1977.

Julie A. Bunn. Assistant Professor of Economics (1992); B.A., Occidental College, 1979; M.A., Stanford University, 1985.

Ruth Elizabeth Burks. Assistant Professor of English (1993); B.A., University of California-Berkeley, 1971; M.A., University of California-Berkeley, 1974; Ph.D., University of California-Los Angeles, 1993.

---

Full Time Faculty

---

Janet L. Carlson. *Associate Professor of Chemistry (1978); B.A., Hamline University, 1974; Ph.D., Stanford University, 1978.*

Donald Dennis Celender. *Edith M. Kelso Professor of Art (1964); B.F.A., Carnegie Institute of Technology, 1956; M.Ed., University of Pittsburgh, 1959; Ph.D., University of Pittsburgh, 1964.*

Chia-ning Chang. *Associate Professor and Program Director, Japanese Language Program (1994); B.A., University of Hong Kong, 1972; M.Phil., University of Hong Kong, 1978; M.A., Hoikkaido University, 1978; Ph.D., Stanford University, 1985.*

\*Jae-Heon Choi. *Visiting International Professor of Geography (1994); B.A., Seoul National University, 1985; M.A., Seoul National University, 1987; Ph.D., University of Minnesota, 1993.*

Adrienne E. Christiansen. *Assistant Professor of Communication Studies (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.*

Beth Cleary. *Assistant Professor of Dramatic Arts and Dance (1993); B.A., Middlebury College, 1983; M.A., University of California, 1991.*

John P. Craddock. *Assistant Professor of Geology (1989); B.A., Macalester College, 1980; M.S., University of Michigan, 1983; Ph.D., University of Michigan, 1988.*

Mark A. Davis. *Professor of Biology (1981); A.B., Harvard College, 1972; Ed.M., Harvard University, 1974; Ph.D., Dartmouth College, 1981.*

\*Theresa M. Davis. *Visiting Assistant Professor of Dramatic Arts and Dance (1994); B.A., Gannon University, 1987; M.F.A., Virginia Commonwealth University, 1990.*

Françoise E. Denis. *Assistant Professor of French (1993); Licence, Université Catholique de Louvain, 1964; M.A., University of Minnesota, 1978; Ph.D., University of Minnesota, 1986.*

Hung T. Dinh. *Assistant Professor of Mathematics and Computer Science (1992); B.A., University of California, Berkeley, 1982; B.S., University of California, Berkeley, 1983; Ph.D., University of California, Berkeley, 1989.*

Antonio Dorca. *Assistant Professor of Spanish (1994); B.A., Universitat Autònoma de Barcelona, 1987; Ph.D., University of California, Davis, 1993.*

James R. Doyle. *Assistant Professor of Physics (1992); B.S., University of Michigan, 1981; Ph.D., University of Colorado, 1989.*

R. Ellis Dye. *DeWitt Wallace Professor of German (1966); B.A., University of Utah, 1960; M.A., Rutgers University, 1963; Ph.D., Rutgers University, 1966.*

J. Michele Edwards. *Professor of Music (1974); B.M., University of Iowa, 1967; M.A., University of Iowa, 1971; D.M.A., University of Iowa, 1983.*

Karl Albert Egge. *F.R. Bigelow Professor of Economics (1970); B.A., University of Montana, 1965; M.A., Ohio State University, 1967; Ph.D., Ohio State University, 1973.*

Sears A. Eldredge. *Professor of Dramatic Arts (1986); B.A., Barrington College,*

1958; M.F.A., Boston University of Fine Arts and Applied Arts, 1966; Ph.D., Michigan State University, 1975.

Anne M. Ellis. *Macalester College Pre-Doctoral Fellow in Dramatic Arts and Dance* (1994); B.A., University of Minnesota, Morris, 1990; M.A., Cornell University, 1993.

Michele Emanation. *Assistant Professor of Linguistics* (1991); B.S., State University of New York at Albany, 1978; M.S., University of California at Berkeley, 1985; Ph.D., University of California at Berkeley, 1991.

Janet M. Folina. *Assistant Professor of Philosophy* (1989); B.A., Williams College, 1982; M. Phil., St. Andrew's University, 1983; Ph.D., St. Andrew's University, 1986.

Louis Edouard Forner. *Professor of Music* (1970); B.A., Stanford University, 1955; M.A., Stanford University, 1956.

Fabiola Franco. *Associate Professor of Spanish* (1981); B.A., Teachers Training College (Colombia), 1963; M.A., University of Minnesota, 1970; Ph.D., University of Minnesota, 1979.

Giles Y. Gamble. *Associate Professor of English* (1967); A.B., Earlham College, 1956; Ph.D., Stanford University, 1969.

Diane Glancy. *Assistant Professor of English* (1988); A.B., University of Missouri, 1964; M.A., Central State University of Oklahoma, 1983; M.F.A., University of Iowa, 1988.

Ruthann Godollei. *Assistant Professor of Art* (1991); B.F.A., Indiana University, 1981; M.F.A., University of Minnesota, 1983.

Galo F. González. *Associate Professor of Spanish* (1986); B.A., University of California, Berkeley, 1975; M.A., University of California, Los Angeles, 1977; Ph.D., University of California, Berkeley, 1985.

Charles Raymond Green. *Professor of Political Science* (1965); B.A., Augustana College, 1957; M.A., University of Illinois, 1959; Ph.D., University of Illinois, 1960.

Alvin D. Greenberg. *Professor of English* (1965); B.A., University of Cincinnati, 1954; M.A., University of Cincinnati, 1960; Ph.D., University of Washington, 1963.

Martin Gunderson. *Associate Professor of Philosophy* (1973); B.A., Macalester College, 1968; M.A., Cornell University, 1971; Ph.D., Cornell University, 1972.

Leland R. Guyer. *Associate Professor of Spanish* (1983); A.B., San Diego State University, 1968; M.A., San Diego State University, 1972; Ph.D., University of California, Santa Barbara, 1979.

John Haiman. *Professor of Linguistics* (1989); B.A., University of Toronto, 1967; Ph.D., Harvard University, 1971.

Thomas M. Halverson. *Instructor in Mathematics and Computer Science* (1993); B.A., Saint Olaf College, 1986; M.A., University of Wisconsin-Madison, 1988.

G. Birgitta Hammarberg. *Associate Professor of Russian* (1983); *Diplom, Handelshogskolan vid Abo Akademi, Finland*, 1964; A.M., Purdue University, 1977; Ph.D., University of Michigan, 1982.

---

## Full Time Faculty

---

- Becky Heist. *Senior Instructor in Dramatic Arts and Dance* (1980); B.F.A., *University of Utah*, 1973.
- William Harley Henry. *Professor of English* (1966); 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.
- James N. Heyman. *Assistant Professor of Physics* (1994); A.B., *Williams College*, 1985; Ph.D., *University of California, Berkeley*, 1992.
- Eddie P. Hill. O. T. *Walter Professor of Biology* (1964); B.A., *Nebraska State Teachers College*, 1952; M.A., *Colorado State College*, 1957; Ph.D., *University of Nebraska*, 1962.
- Aiko (Fisher) Hiraiwa. *Senior Instructor in Japanese* (1975); B.A., *Tokyo Joshi Daigaku*, 1957.
- David Henry Hopper. *James Wallace Professor of Religious Studies* (1959); B.A., *Yale University*, 1950; B.D., *Princeton Theological Seminary*, 1953; Th.D., *Princeton Theological Seminary*, 1959.
- Daniel J. Hornbach. *Professor of Biology* (1984); B.S., *University of Dayton*, 1974; M.S., *University of Dayton*, 1976; Ph.D., *Miami University*, 1980.
- Joan P. Hutchinson. *Professor of Mathematics and Computer Science* (1990); B.A., *Smith College*, 1967; M.A., *University of Pennsylvania*, 1971; Ph.D., *University of Pennsylvania*, 1973.
- David C. Itzkowitz. *Professor of History* (1974); B.A., *Amherst College*, 1965; M.A., *Columbia University*, 1966; Ph.D., *Columbia University*, 1972.
- Nancy Johansen. *Professor of Education* (1961); A.A., *Stephens College*, 1949; B.S., *Wisconsin State College*, 1954; M.A., *University of Minnesota*, 1956; Ph.D., *University of Missouri*, 1965.
- Emmy Johnson. *Instructor of Dramatic Arts and Dance* (1994); B.F.A., *University of Utah*.
- John Michael Keenan. *Associate Professor of English* (1965); B.A., *Hobart College*, 1957; A.M., *University of Rochester*, 1958.
- Colleen Kelley. *Associate Professor of Psychology* (1990); A.B., *Reed College*, 1975; Ph.D., *Stanford University*, 1983.
- Daniel R. Keyser. *Assistant Professor of Dramatic Arts* (1978); B.A., *Hanover College*, 1972; M.F.A., *University of Wisconsin*, 1975.
- Sung Kyu Kim. *Professor of Physics* (1965); B.A., *Davidson College*, 1960; A.M., *Duke University*, 1964; Ph.D., *Duke University*, 1965.
- Mahnaz Kousha. *Assistant Professor of Sociology* (1991); B.A., *Iran-Tehran*, 1978; M.S., *University of Kentucky*, 1981; M.S., *University of Kentucky*, 1985; Ph.D., *University of Kentucky*, 1990.
- Gary J. Krueger. *Assistant Professor of Economics* (1989); B.A., *University of Illinois*, 1981; M.S., *University of Wisconsin, Madison*, 1986; Ph.D., *University of Wisconsin, Madison*, 1989.
- Ruthanne Kurth-Schai. *Associate Professor of Education* (1986); B.S., *University*



of Minnesota, 1976; M.S., Indiana University, 1978; Ph.D., University of Minnesota, 1984.

Lynda LaBounty. Associate Professor of Psychology (1973); B.A., Eastern Washington State College, 1963; M.S., Eastern Washington State College, 1968; Ph.D., University of California, San Diego, 1971.

James W. Laine. Associate Professor of Religious Studies (1985); B.A., Texas Tech University, 1974; M.T.S., Harvard University, 1977; Th.D., Harvard University, 1984.

David A. Lanegran. Professor of Geography (1969); B.A., Macalester College, 1963; M.A., University of Minnesota, 1966; Ph.D., University of Minnesota, 1970.

Philip A. Lee, Jr. Associate Professor of French (1966); A.B., Bowdoin College, 1956; M.A., University of North Carolina, 1961; Ph.D., University of North Carolina, 1967.

Rhona Leibel. Instructor of Political Science (1992); B.A., University of Maryland, 1966; M.A., University of Minnesota, 1971.

Carolyn Levy. Lecturer in Dramatic Arts (1986); A.B., Cornell University, 1973; M.F.A., University of Wisconsin, Madison, 1976.

\*Francesca Santoro L'hoir. Visiting Assistant Professor of Classics (1991); B.A., University of California, Irvine, 1972; M.A., University of California, Berkeley, 1975; Ph.D., University of Missouri, 1988.

Carleton Macy. Professor of Music (1978); B.A., Redlands University, 1966; M.A., California State University, Fullerton, 1972; D.M.A., University of Washington, 1978.

Teresita Martinez-Vergne. Associate Professor of History (1991); B.A., Emory University, 1977; M.A., University of Texas-Austin, 1979; Ph.D., University of Texas-Austin, 1985.

Rachel May. Assistant Professor of German and Russian (1992); B.A., Princeton University, 1978; M.Litt., Oxford University, 1981; Ph.D., Stanford University, 1990.

Michal McCall-Meshejian. Professor of Sociology (1980); B.A. University of Iowa, 1964; M.A., University of Illinois, 1966; Ph.D., University of Illinois, 1975.

George T. McCandless, Jr. Associate Professor of Economics (1992); B.S., Worcester Polytechnic Institute, 1969; M.A., Georgetown University, 1974; Ph.D., University of Minnesota, 1981.

\*Thomas McCarthy. Visiting International Professor of English (1994); B.A., Cork University, 1975; Higher Diploma in Education, Cork University, 1976.

David W. McCurdy. Professor of Anthropology (1966); B.A., Cornell University, 1957; M.A., Stanford University, 1959; Ph.D., Cornell University, 1964.

Susanna McMaster. Assistant Professor of Geography (1992); B.A., University of California, 1983; M.A., University of California, 1988.

Anna S. Meigs. Associate Professor of Anthropology (1982); B.A., Wellesley College, 1965; Ph.D., University of Pennsylvania, 1977.

---

Full Time Faculty

---

Raymond Charles Mikkelsen. *Professor of Physics* (1965); B.A., *St. Olaf College*, 1959; M.S., *University of Illinois*, 1961; Ph.D., *University of Illinois*, 1965.

Richard K. Molnar. *Associate Professor of Mathematics and Computer Science* (1983); B.S., *Georgetown University*, 1967; M.S., *University of North Carolina*, 1969; Ph.D., *University of North Carolina*, 1973.

Robert L. Morris. *Associate Professor of Music* (1992); B.M., *DePaul University*, 1964; M.M., *Indiana University*, 1970; D.M.A., *University of Iowa*, 1984.

Roger K. Mosvick. *Professor of Communication Studies* (1956); B.A., *Macalester College*, 1952; M.A., *University of Minnesota*, 1959; Ph.D., *University of Minnesota*, 1966.

Peter B. Murray. *Professor of English* (1968); B.A., *Swarthmore College*, 1950; M.A., *University of Pennsylvania*, 1959; Ph.D., *University of Pennsylvania*, 1961.

Jeffrey E. Nash. *Professor of Sociology* (1974); B.A., *Baylor University*, 1964; M.A., *Louisiana State University*, 1965; Ph.D., *Washington State University*, 1971.

Michael Obsatz. *Associate Professor in Sociology* (1967); B.A., *Brandeis University*, 1963; M.A., *University of Chicago*, 1964; Ph.D., *University of Chicago*, 1967.

\*Kathleen H. Olsen. *Visiting Associate Professor of Education* (1994); B.A., *St. Olaf College*, 1968; M.A., *The Pennsylvania State University*, 1974.

J. Andrew Overman. *Associate Professor of Classics* (1993); B.A., *St. John's University*, 1978; B.D., *University of Edinburgh*, 1981; Ph.D., *Boston University*, 1989.

Kathleen K. Parson. *Associate Professor of Biology and Chemistry* (1974); B.A., *Macalester College*, 1967; Ph.D., *University of Minnesota*, 1973.

Anthony B. Pinn. *Assistant Professor of Religious Studies* (1994); B.A., *Columbia University*, 1986; M.Div., *Harvard University*, 1989; M.A., *Harvard University*, 1991.

Gerald R. Pitzl. *Professor of Geography* (1972); B.S., *University of Minnesota*, 1964; M.A., *University of Minnesota*, 1971; Ph.D., *University of Minnesota*, 1974.

Peter Rachleff. *Associate Professor of History* (1982); B.A., *Amherst College*, 1973; M.A., *University of Pittsburgh*, 1976; Ph.D., *University of Pittsburgh*, 1981.

Jeremiah Reedy. *Professor of Classics* (1968); 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.

Arthur Wayne Roberts. *DeWitt Wallace Professor of Mathematics and Computer Science* (1965); 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); B.A., *Hendrix College*, 1952; B.D., *Perkins School of Theology*, 1955; Ph.D., *Duke University*, 1968.

Emily S. Rosenberg. *DeWitt Wallace Professor of History* (1974); B.A., *University*

of Nebraska, 1966; M.A., State University of New York at Stony Brook, 1970; Ph.D., State University of New York at Stony Brook, 1973.

Norman L. Rosenberg. *DeWitt Wallace Professor of History* (1975); B.A., University of Nebraska, 1964; M.A., University of Nebraska, 1967; Ph.D., State University of New York at Stony Brook, 1972.

Jack E. Rossmann. *Professor of Psychology* (1964); B.S., Iowa State University, 1958; M.S., Iowa State University, 1960; Ph.D., University of Minnesota, 1963.

Jerry J. Rudquist. *Professor of Art* (1958); B.F.A., Minneapolis College of Art and Design, 1956; M.F.A., Cranbrook Academy of Art, 1958.

Ahmed I. Samatar. *Associate Professor of Political Science* (1994) and *Dean of International Programs and Director of International Studies*; B.A., University of Wisconsin, 1978; M.A., University of Denver, 1981; Ph.D., University of Denver, 1984.

David B. Sanford. *Associate Professor of German* (1966); B.A., University of Minnesota, 1959; Ph.D., University of Minnesota, 1966.

Karen Saxe. *Assistant Professor of Mathematics and Computer Science* (1991); B.A., Bard College, 1982; M.S., University of Oregon, 1984; Ph.D., University of Oregon, 1988.

G. Michael Schneider. *Professor of Mathematics and Computer Science* (1982); B.S., University of Michigan, 1966; M.S., University of Wisconsin, 1968; Ph.D., University of Wisconsin, 1974.

Sanford F. Schram. *Associate Professor of Political Science* (1989); B.A., St. Lawrence University, 1971; M.A., State University of New York, Albany, 1973; Ph.D., State University of New York, Albany, 1979.

Virginia Schubert. *Professor of French* (1965); 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); B.A., Macalester College, 1953; Ph.D., Massachusetts Institute of Technology, 1959.

Linda S. Schulte-Sasse. *Associate Professor of German* (1984); B.A., University of Minnesota, 1969; M.A., University of Minnesota, 1978; Ph.D., University of Minnesota, 1985.

\*Emily A. Schultz. *Visiting Assistant Professor of Anthropology* (1994); A.B., Mount Holyoke College, 1971; M.A., Indiana University, 1975; Ph.D., Indiana University, 1980.

Albert Truman Schwartz. *DeWitt Wallace Professor of Chemistry* (1966); A.B., University of South Dakota, 1956; B.A., Oxford University, 1958; M.A., Oxford University, 1960; Ph.D., Massachusetts Institute of Technology, 1963.

Stanton G. Sears. *Associate Professor of Art* (1983); B.F.A., Rhode Island School of Design, 1973; M.F.A., Pennsylvania State University, 1976.

Janet R. Serie. *Professor of Biology* (1983); B.S., College of St. Benedict, 1975; Ph.D., University of Minnesota, 1981.

N. J. Simler. *Professor of Economics* (1991); B.S., Georgetown University, 1949; M.A., Georgetown University, 1953; Ph.D., University of Minnesota, 1959.

---

## Full Time Faculty

---

Paul Douglas Solon. *Professor of History* (1970); B.A., *University of California, Berkeley*, 1964; M.A., *University of California, Berkeley*, 1966; Ph.D., *Brown University*, 1970.

Clay Steinman. *Associate Professor of Communication Studies* (1993); A.B., *Duke University*, 1971; M.S., *Columbia University*, 1972; M.A., *New York University*, 1976; Ph.D., *New York University*, 1979.

James B. Stewart. *James Wallace Professor of History* (1969); 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); B.S., *Hamline University*, 1953; M.S., *University of Minnesota*, 1955; Ph.D., *University of Colorado*, 1958.

Jaine Strauss. *Assistant Professor of Psychology* (1993); B.A., *Swarthmore College*, 1980; M.A., *University of Rochester*, 1983; Ph.D., *University of Rochester*, 1985.

Vasant A. Sukhatme. *Edward John Noble Associate Professor of Economics* (1978); B.A., *University of Calcutta*, 1965; M.A., *Delhi School of Economics*, 1967; M.A., *University of Southern California*, 1971; Ph.D., *University of Chicago*, 1977.

Anne Sutherland. *Professor of Anthropology* (1981) and *Dean of International Faculty Development*; B.A., *University of Texas*, 1965; Diploma, *Oxford University*, 1967; B. Litt., *Oxford University*, 1968; Ph.D., *Oxford University*, 1972.

Satoko Suzuki. *Assistant Professor in Japanese Language* (1990); B.A., *University of Niigata*, 1986; M.A., *University of Minnesota*, 1989.

Yue-him Tam. *Professor of History* (1990); B.A., *New Asia College, Hong Kong*, 1965; M.A., *Indiana University*, 1968; M.A., *Princeton University*, 1973; Ph.D., *Princeton University*, 1975.

Andrea Remick Tilden. *Assistant Professor of Biology* (1994); B.S., *Alma College*, 1988; Ph.D., *University of Minnesota*, 1994.

Charles C. Torrey. *Associate Professor of Psychology* (1966); B.A., *Swarthmore College*, 1955; Ph.D., *Cornell University*, 1963.

Thomas D. Varberg. *Assistant Professor of Chemistry* (1992); B.A., *Hamline University*, 1985; Ph.D., *Massachusetts Institute of Technology*, 1990.

Leslie J. Vaughan. *Assistant Professor of Political Science* (1988); B.A., *University of California*, 1976; M.A., *University of California*, 1977; Ph.D., *University of California, Berkeley*, 1989.

Joëlle Vitiello. *Assistant Professor of French* (1990); D.E.U.G. (*General University Education Degree*), *Universite Paris XIII*, 1979; *Licence es Lettres Modernes*, *Universite Paris XIII*, 1978; *First Certificate of Master's Degree*, *Universite Paris XIII*, 1979; M.A., *Stanford University*, 1988; Ph.D., *Stanford University*, 1990.

James von Geldern. *Associate Professor of Russian* (1988); B.A., *Tufts University*, 1980; M.A., *Brown University*, 1981; Ph.D., *Brown University*, 1987.

Stan Wagon. *Professor of Mathematics and Computer Science* (1990); B.A., *McGill University*, 1971; Ph.D., *Dartmouth College*, 1975.

Robert Hall Warde. *Associate Professor of English* (1970); B.A., Princeton, 1965; M.A., Harvard University, 1968; Ph.D., Harvard University, 1977.

Karen Warren. *Associate Professor of Philosophy* (1985); B.A., University of Minnesota, 1970; M.A., University of Massachusetts, 1974; Ph.D., University of Massachusetts, 1978.

Janice Y. Watson. *Macalester College Pre-Doctoral Fellow in Communication Studies* (1994); B.A., Andrews University, 1981; M.A., Andrews University, 1993.

Jack M. Weatherford. *Professor of Anthropology* (1983); B.A., University of South Carolina, 1967; M.A., University of South Carolina, 1972; M.A., University of California, San Diego, 1973; Ph.D., University of California, San Diego, 1977.

Gerald F. Webers. *DeWitt Wallace Professor of Geology* (1965); B.S., Lawrence College, 1954; M.S., University of Minnesota, 1961; Ph.D., University of Minnesota, 1964.

Peter Weisensel. *Professor of History* (1973); B.S., University of Wisconsin, 1963; M.S., University of Wisconsin, 1965; Ph.D., University of Minnesota, 1973.

Gerald Weiss. *Associate Professor of Psychology* (1965); B.A., Brooklyn College, 1953; M.A., University of Iowa, 1954; Ph.D., University of Iowa, 1965.

Henry R. West. *Professor of Philosophy* (1965); A.B., Emory University, 1954; M.A., Duke University, 1958; B.D., Union Theological Seminary, 1959; Ph.D., Harvard University, 1965.

Russell A. Whitehead. *Associate Professor of Biology* (1969); B.S., Northland College, 1954; M.S., Oregon State University, 1962; Ph.D., Oregon State University, 1966.

Eric P. Wiertelak. *Assistant Professor of Psychology* (1993); B.A., University of Central Florida, 1989; M.A., University of Colorado, 1991; Ph.D., University of Colorado, Boulder, 1993.

Karl R. Wirth. *Assistant Professor of Geology* (1990); B.S., Beloit College, 1982; M.S., Cornell University, 1986; Ph.D., Cornell University, 1991.

Wayne C. Wolsey. *Professor of Chemistry* (1965); B.S., Michigan State University, 1958; Ph.D., University of Kansas, 1962.

## **Part Time Faculty**

Daniel J. Balik. *Lecturer in Mathematics* (1977); B.A., Coe College, 1968; M.S., University of Iowa, 1971.

Anne E. Carayon. *Lecturer in French* (1981); B.A., State University New York at Buffalo, 1974; M.A., University of Arizona, 1976.

Louis Casagrande. *Assistant Professor of Anthropology* (1977); B.A., Yale University, 1969; M.A., American University, 1971; Ph.D., University of Minnesota, 1979.

Victoria D. Christen. *Lecturer in Art* (1988); B.S., Valley City State College, 1981; M.F.A., University of Minnesota, 1985.

Rabbi Barry D. Cytron. *Lecturer in Religious Studies* (1989); B.S., Columbia

- University, 1965; M.A., Columbia University, 1968; Ordination, Jewish Theological Seminary of America, 1970; Ph.D., Iowa State University, 1982.
- Dorothy Dodge. *James Wallace Professor of Political Science* (1955); B.A., University of Minnesota, 1949; M.A., University of Minnesota, 1950; Ph.D., University of Minnesota, 1955.
- María E. Doleman. *Lecturer in Spanish* (1984); B.A., Briar Cliff College, 1965; M.A., University of Arkansas, 1967.
- Suzanne L. Donsky. *Lecturer in ESL* (1988); B.A., Macalester College, 1975.
- Mahmoud El-Kati. *Lecturer in History* (1970); B.A., Wilberforce University, 1960.
- Gabriele Ellertson. *Lecturer in Art* (1986); B.F.A., University of Minnesota, 1977; M.F.A., University of Minnesota, 1980.
- T. Jeffery Evans. *Instructor in Economics and Business* (1978); B.B.A., University of Wisconsin, 1974.
- Jerry K. Fisher. *Professor of Communication Studies* (1969); B.A., Macalester College, 1959; M.Div., Union Theological Seminary, 1964; Ph.D., University of Virginia, 1974.
- Julia Friedman. *Adjunct Associate Professor of Economics* (1979); B.A., University of Missouri, 1965; M.A., University of Oregon, 1970; Ph.D., University of Oregon, 1973.
- Annick Fritz-Smead. *Lecturer in French* (1978); B.A., University of Besancon, France, 1971; M.A., University of Besancon, France, 1972; Ph.D. University of Minnesota, 1991.
- Juanita Garcíagoday. *Lecturer in Spanish* (1983); B.A., Macalester College, 1974; M.A., Harvard University, 1976.
- Carol A. Gersmehl. *Lecturer in Geography* (1987); B.A., Concordia Teachers College, 1967; M.A., University of Georgia, 1970.
- Jan Gilbert. *Lecturer in Music* (1987); A.B., Douglass College, 1969; M.A., Villa Schifanoia, Florence, Italy, 1972; D.M.A., University of Illinois, 1979.
- Roxane Harvey Gudeman. *Lecturer in Psychology* (1985); B.A., Radcliffe College, 1962; M.Ed., Harvard University, 1969; Ph.D., University of Minnesota, 1981.
- Mary A. Hark. *Lecturer in Art* (1990); B.A., College of St. Benedict, 1978; M.A., University of Iowa, 1987; M.F.A., School of the Art Institute of Chicago, 1989.
- Joy Laine. *Lecturer in Philosophy* (1987); B.A., Hull University, 1974; M.A., Surrey University, 1979; Ph.D., The Open University, Oxford, England, 1989.
- Dina LeGall. *Lecturer in History* (1988); B.A., Tel Aviv University, 1975; M.A., Tel Aviv University, 1980; M.A., Princeton University, 1984; Ph.D., Princeton University, 1991.
- Peter Sowah Mensah, *Lecturer in Music* (1987).
- Walter D. Mink. *Professor of Psychology* (1958); A.B., Hiram College, 1950; Ph.D., University of Minnesota, 1957.
- Ilze Mueller. *Lecturer in German* (1979); M.A., University of Chicago, 1959; Ph.D., University of Minnesota, 1979.

- Charles M. Norman. *Lecturer in English* (1965); A.B., *University of Louisville*, 1958.
- Alexs D. Pate. *Lecturer in English* (1991); B.A., *Temple University*, 1976.
- Sonia Patten. *Lecturer in Anthropology* (1987); B.A., *University of Minnesota*, 1960; M.S., *Iowa State University*, 1974
- James B. Platt. *Lecturer in Economics* (1985); B.A., *Iowa State University*, 1979; J.D., *The University of Iowa*, 1982.
- Gisela Peters. *Lecturer in German* (1988).
- \*Rabbi Bernard S. Raskas. *Visiting Professor of Religious Studies* (1985); B.A., *Washington University*; Ordination, *Jewish Theological Seminary of America*, 1949; M.H.L. and Doctor of Divinity, 1975.
- Gail C. Roberts. *Lecturer in Education* (1986); B.A., *University of Minnesota*, 1964; M.S., *Cornell University*, 1967; Ph.D., *Purdue University*, 1971.
- Paul Rusten. *Lecturer in Art* (1986)
- Susana M. Sandmann. *Lecturer in Spanish* (1994); B.A., *University of Minnesota*, 1986; M.A., *University of Minnesota*, 1993.
- Michael P. Scanlan. *Lecturer in Education* (1988); B.A., *University of St. Thomas*, 1970.
- Daniel Schwalbe. *Lecturer in Mathematics and Computer Science* (1993); B.S., *University of Notre Dame*, 1981; M.S., *Brown University*, 1985; Ph.D., *Brown University*, 1986.
- Howard Sinker. *Lecturer in Communication Studies* (1990); B.A., *Macalester College*, 1978.
- Daniel Soneson. *Lecturer in German* (1993); B.A., *Macalester College*, 1975; M.A., *Indiana University*, 1979 (Religious Studies), 1983 (German); Ph.D., *Indiana University*, 1985.
- Rebecca Stanchfield. *Lecturer in Dramatic Arts and Dance* (1984);
- Linnea A. Stenson. *Lecturer in English* (1989); B.A., *Augustana College*, 1983; M.A., *University of Minnesota*, 1987.
- Ann Marie Stout. *Lecturer in Art* (1992); *University of Alaska*, 1965; M.A., *University of Minnesota*, 1981; Ph.D., *University of Minnesota*, 1985.
- David L. Sunderland. *Lecturer in Spanish* (1982); B.A., *Middlebury College*, 1967; M.A., *Middlebury College*, 1968.
- Susan A. E. Toth. *Writer-In-Residence and Adjunct Professor of English* (1969); B.A., *Smith College*, 1961; M.A., *University of California, Berkeley*, 1963; Ph.D., *University of Minnesota*, 1969.
- Adolf L. Vandendorpe. *Adjunct Professor of Economics* (1971); *Ingenieur Commercial*, *Louvain University, Belgium*, 1961; Ph.D., *Massachusetts Institute of Technology*, 1970.
- Sharon L. Varosh. *Lecturer in Dramatic Arts and Dance* (1988); B.S., *Georgetown University*, 1976.
- Ray Wakefield. *Lecturer in German* (1986); B.A., *Dartmouth College*, 1964; M.A., *Indiana University*, 1966; Ph.D., *Indiana University*, 1972.

### **Studio Instructors**

Usha Balakrishnan, East Indian Vocal Performance  
Barbara Brooks, Introductory Piano  
Thomas Cravens, Electric Bass/Electric Guitar/Jazz Improvisation  
Christine Dahl, Piano  
Susan DeJong, Flute  
Lynn Erickson, Trumpet  
Rachel Green, Oboe  
Brian Grivna, Jazz Improvisation/Saxophone  
Florence Hart, Highland Dance  
Michael Hauser, Flamenco Guitar  
Camilla Heller, Cello  
Andrew Hoag, Director of Piping  
Charles Hodgson, French Horn  
Joseph Holmquist, Percussion  
William Jones, Bassoon  
Winston Kaehler, Harpsichord/Organ  
Ellen Lease, Jazz Piano  
Gaylen Lerwick, Pipe Band Drum Instructor  
Paul Maybery, Tuba  
Sowah Mensah, African Drumming/African Flute/African Voice  
Celeste O'Brien, Piano  
Rick Penning, Voice  
John Roth, Classical Guitar/Finger Style Guitar/Mandolin  
Jennifer Rubin, Bass  
Tracy Silverman, Violin/Viola  
Emma Small, Voice  
Bridgett Stuckey, Harp  
James tenBensel, Baritone Horn/Trombone  
David Whetstone, East Indian Improvisation/Sitar  
Beverly White, Recorder/Viol

### **Artists-in-Residence**

Joseph Roche, Violin, Macalester Trio (1971)  
Camilla Heller, Cello, Macalester Trio (1971)



## 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.

*Upper Midwest Association for Inter-Cultural Education (UMAIE)*: A consortium of 10 colleges which cooperate to provide depth and resources for an international curriculum.

## Accreditations, Approvals and Memberships

*Accredited by*: North Central Association of Colleges and Secondary Schools; The National Council for Accreditation of Teacher Education.

*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 1993–1994

### Enrollment, Fall Term 1993

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Degree Seeking Students .....	775	983	1758
Non-Degree Seeking Students .....	26	52	78
Total .....	801	1035	1836

**Racial/Ethnic Background—Fall Term 1993**

	<i>Number of Students</i>	<i>Percentage of Student Body</i>
White American	1403	76.4
International	172	9.4
Asian American	87	4.7
Black American	81	4.4
Hispanic American	78	4.3
American Indian	15	0.8
Total	1836	100.0

**Students By Age—Fall 1993**

	<i>Number of Part-Time Students</i>	<i>Number of Full-Time Students</i>	<i>Percentage of Student Body</i>
Under 18	25	59	4.6
18–19	0	844	46.0
20–21	19	673	37.7
22–24	27	127	8.4
25–29	12	14	1.4
30–34	10	4	0.8
35–39	3	2	0.2
40–49	13	0	0.7
50–64	4	0	0.2
65 and over	0	0	0.0
Total	113	1723	100.0

**Geographical Distribution, Fall Term 1993**

	<i>Number of Students</i>	<i>Percentage of Student Body</i>
Ramsey County (Minnesota)	140	7.6
Hennepin County (Minnesota)	142	7.7
Minnesota (outside Twin Cities)	201	11.0
U.S. (excluding Minnesota)	1181	64.3
Foreign Countries	172	9.4
Total	1836	100.0

### Home States of Students—Fall 1993

Alabama-1	Kentucky-12	No Mariana Is-2
Alaska-4	Louisiana-9	Ohio-57
Arizona-8	Maine-14	Oklahoma-9
Arkansas-2	Maryland-42	Oregon-37
California-62	Massachusetts-77	Pennsylvania-34
Colorado-34	Michigan-36	Puerto Rico-3
Connecticut-15	Minnesota-483	Rhode Island-8
Delaware-1	Mississippi-2	South Carolina-3
District of Columbia-28	Missouri-35	South Dakota-16
Florida-17	Montana-6	Tennessee-7
Georgia-8	Nebraska-26	Texas-27
Guam-1	Nevada-2	Utah-2
Hawaii-11	New Hampshire-9	Vermont-14
Idaho-3	New Jersey-18	Virginia-14
Illinois-86	New Mexico-8	Washington-36
Indiana-15	New York-81	West Virginia-2
Iowa-61	North Carolina-5	Wisconsin-122
Kansas-11	North Dakota-12	Wyoming-3

### Home Countries of Foreign Students by Citizenship—Fall 1993

Argentina-1	Greece-6	Norway-1
Australia-2	Grenada-1	Pakistan-5
Austria-3	Guatemala-1	Panama-2
Bahamas-1	Guyana-1	Paraguay-1
Bangladesh-1	Honduras-2	Peru-4
Bolivia-1	Iceland-3	Philippines-2
Bosnia-1	India-4	Poland-3
Brazil-4	Indonesia-2	Portugal-1
Bulgaria-5	Italy-1	Republic of Singapore-1
Burundi-2	Jamaica-2	Russia-2
Canada-1	Japan-14	South Africa-4
Cayman Islands-1	Laos-1	South Korea-3
China-2	Lebanon-1	Sri Lanka-4
Costa Rica-1	Liberia-1	Sweden-6
Cyprus-7	Libya-1	Switzerland-1
Czech Republic-4	Malaysia-1	Taiwan-1
Denmark-1	Mauritius-1	Tanzania-3
Dominican Republic-1	Mexico-2	Thailand-2
El Salvador-1	Morocco-2	Turkey-9
Equatorial Guinea-1	Namibia-1	Uganda-1
Finland-2	Nepal-1	United Kingdom-5
France-2	Netherlands-2	Venezuela-1
Germany-6	Nigeria-1	Zimbabwe-2
Ghana-5		

### **Class of 1993 B.A. Degrees by Department/Program**

(includes double majors)

Anthropology-26	Japan Studies-5
Art-16	Latin American Studies-1
Biology-28	Law & Society-6
Chemistry-8	Linguistics-6
Classics-2	Mathematics-24
Computer Science-11	Music-8
Dramatic Arts-12	Philosophy-19
East Asian Studies-1	Physics-8
Economics-42	Political Science-51
English-46	Psychology-24
Environmental Studies-14	Religious Studies-17
French-10	Russian-9
Geography-16	Sociology-13
Geology-12	Social Science-1
German-8	Spanish-13
History-42	Speech Communication-12
Individually Designed-11	Urban Studies-6
International Studies-31	Women's Studies-7

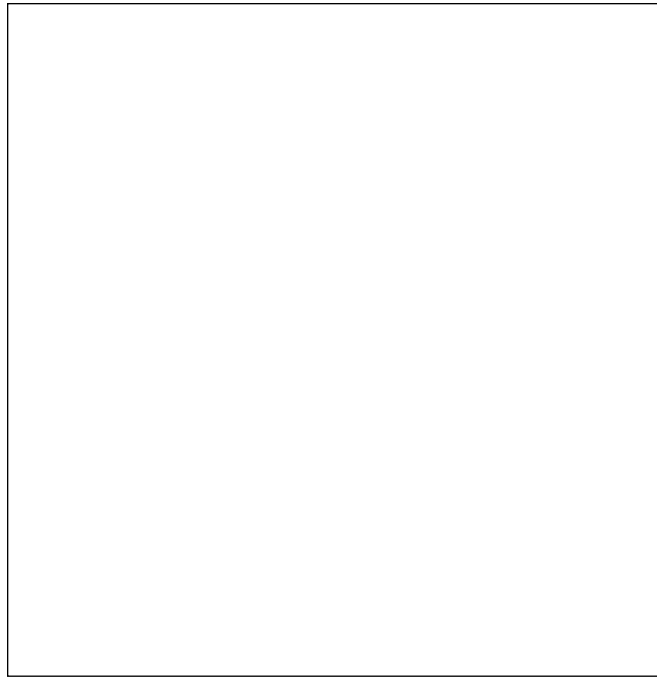
### **Graduation Rates**

(Definition of student counts and computational methods determined by the Student Right-to-Know Act, Public Law 101-542)

Graduation rate for all freshmen entering the college in the fall of 1987 . .	76%
Graduation rate for all freshmen entering the college from fall 1984 through fall 1987 . . . . .	74%



## Index



## Index

- Academic Advising-44
- Academic Concentrations-35, 50
- Academic Year-32
- Accreditation-297
- Activities-244
- Activity Courses-197
- Adding Courses-44
- Administration-282
- Admissions Policies-16
- Advanced Placement Program-49
- Advanced Standing-19, 48
- Advising-44
- Affiliations-297
- Aix-en-Provence Program-123
- Anthropology-53
- Application Methods for Freshmen-17
- Application Methods for International Students-20
- Application Methods for Transfer Students-19
- Architecture-59, 239
- Art-57
- Art Alliance-58
- Artists-in-Residence-296
- Associated Colleges of the Midwest (ACM)-297
- Associated Colleges of the Twin Cities (ACTC)-241, 297
- Astronomy-198
- Athletics-196, 244
- Auditing Courses-43
- Avignon Program-123
- Bachelor of Arts Degree-37
- Basic Competency-39
- Biology-64
- Board and Room Charges-23
- Board of Trustees-12
- Business Studies in France-124
- Calendar-3
- Campus Programs-245
- Career Development Center-246
- Chaplaincy-246
- Chemistry-72
- Chinese-94
- Church Affiliation-10
- Class Size-49
- Classics-76
- Classification of Students-45
- Clubs-244
- Coaching Certification-106
- College Entrance Testing-17
- Common Application-17
- Communication Studies-81
- Community Council-244
- Competencies-39
- Computer Science-171
- Computing Services-249
- Concentrations-35, 50
- Consortium Memberships-297
- Cooperative Programs-51, 239
- Core Concentration-38
- Costa Rican Tropical Field Research Program-66
- Counseling-248
- Course Credit-32
- Course Load-44
- Credit by Examination-48
- Credit Hours-33
- Credit, Transfer of-48
- Curricular Recommendations-39
- Curriculum-50
- Dance-87
- Dean of Students Office-245
- Degree Programs-50
- Departmental Major Concentration-35, 50
- Deposits-23
- Dismissal and Probation-45
- Distribution Requirements-34
- Diversity Requirement-35
- Dramatic Arts-87
- Dropping Courses-44
- Early Admission-18
- Early Decision-17
- East Asian Studies-94
- Economics-96
- Education-103
- Effective Catalog-39
- Elementary Teacher Licensure Program-105
- Emeriti-282
- Employment-28
- Endowed Professorships-279
- Endowed Scholarships-254

## Index

- Engineering-240
- English-109
- English as a Second Language-118
- English as a Second Language,  
Teaching-105
- Enrollment Statistics-297
- Environmental Studies-119
- Expenses-21
- Faculty-282
- Fees-21, 248
- Final Examinations-43
- Financial Aid-25
- Food Service-249
- French-123
- French Study Away Program-123
- General Certificate of Education  
(GCE)-49
- General Distribution Requirement-34
- General Science-105
- Geography-128
- Geology-133
- German and Russian-137
- German Study Away Program-137
- Grade Point Average-42
- Grades-42
- Grading Options-42
- Graduation Rates-300
- Graduation Requirements-33
- Grants-27
- Greek-78
- Guaranteed Student Loans-28
- Health Service-248
- Higher Education Consortium for  
Urban Affairs (HECUA)-297
- High School Students-21
- History-145
- History of the College-6
- Honorary Societies-241
- Honors, Latin-38
- Honors Program-38
- Housing-248
- Humanities-153
- Incompletes-42
- Independent Study-51
- Individualized Learning-40
- Individually Designed  
Interdepartmental Major (IDIM)-36
- Instructional Policies-42
- Intent to be Graduated-37
- Interdepartmental Major  
Concentration-36, 50
- International Baccalaureate-49
- International Center-238
- International Programs-236
- International Student Admissions-20
- International Studies-156
- Internationalism-41
- Internships-51
- Interession Term-32
- Japan Studies-159
- Japan Study Away Program-159
- Japanese Language Program-161
- Kindergarten Licensure-105
- Late Fees-22
- Latin-78
- Latin American Studies-162
- Latin American Study Away  
Program-164
- Latin Honors-38
- Learning Center-250
- Leave of Absence-47
- Legal Studies Program-164
- Library Services-250
- Linguistics Program-166
- Loans-28
- Major Concentration-35, 50
- Mathematics-171
- Media Services-250
- Minneapolis College of Art and  
Design (MCAD)-241
- Minnesota College Admissions Form-17
- Minnesota State Grant Program-29
- Minor Concentration-38, 50
- Multicultural Affairs-245
- Music-182
- Music Activities-189, 244
- Nursing-240
- Oak Ridge Science Semester-198
- Officials of the College-282
- Organizations-244
- Overseas Study Programs-236
- Parent Loans for Undergraduate  
Students (PLUS)-29
- Patterns of Concentration-35
- Pell (Basic) Grants Program-28

## Index

- Petitions-47  
Phi Beta Kappa-241  
Philosophy-191  
Physical Education-196  
Physics and Astronomy-198  
Political Science-202  
Portuguese-230  
Preceptorship-52  
Pre-Kindergarten Licensure-105  
Pre-Law Program-239  
Pre-Medical Program-239  
Presbyterian Church-10  
Presidents-12  
Privacy Rights of Students-52  
Prizes-271  
Probation and Dismissal-45  
Professors Emeriti-282  
Psychology-207  
Readmission to the College-47  
Refunds-23  
Registrar's Office-251  
Registration-44  
Religious Life-246  
Religious Studies-215  
Repeated Courses-43  
Requirements for Graduation-33  
Residence Halls-23  
Residence Requirement-34  
Residential Life-248  
Room and Board Charges-23  
Rome Program-76  
ROTC-48  
Russian-141  
Russian, Central and East European  
Studies-220  
Russian Study Away Program-142  
Scholarships and Grants-27  
Scholarships, Annually Contributed-271  
Scholarships, Endowed-254  
Scottish Heritage-8  
Second Degree-39  
Secondary Teacher Licensure  
Program-105  
Secondary School Preparation-16  
Service Office-247  
Services for Students with  
Disabilities-251  
Sendai Exchange Program-159  
Social Science-105  
Sociology-221  
Spanish-226  
Spanish Study Away Program-227  
Special Programs-236  
Stafford Study Loans (GSL)-28  
Statement from the Faculty-32  
Statement of Purpose and Belief-9  
Student Academic Records Office-251  
Student Affairs-244  
Student Communications and  
Publications-244  
Student Community Action Groups-244  
Student Government-244  
Student Organizations-244  
Student Teaching-106  
Students Not Seeking a Degree-21  
Studio Instructors-296  
Study Abroad Programs-236  
Summer Offerings-32  
Supplemental Educational  
Opportunity Grants-28  
Teacher Licensure Requirements-105  
Teacher Placement-106  
Topics Courses-52  
Toulon Program-123  
Transfer Application-19  
Transfer of Credits-48  
Trustees-12  
Tübingen Exchange Program-138  
Tuition-21  
Tutorial-51  
Université de Rennes Program-124  
Upper Midwest Association for  
Intercultural Education (UMAIE)-297  
Urban Studies Program-230  
Validation-44  
Visitors-21  
Winton Health Service-248  
Withdrawal from the College-47  
Withdrawing from Courses-44  
Women's and Gender Studies-232  
Work-Study Programs-28  
World Press Institute-238  
Writing Skills-39, 112  
Written Evaluations-42



### **Additional Information/Useful Telephone Numbers**

Information about Macalester College is available by contacting one of the appropriate offices listed below.

Admissions Office ..... (612) 696-6357  
Toll-free number ..... (800) 231-7974  
(Admissions forms, international student admissions, College publications, and information about specific academic programs.)

Financial Aid Office ..... (612) 696-6214  
(Financial aid requirements, application forms, and special financial aid opportunities.)

Bursar's Office ..... (612) 696-6161  
(Payment of college fees, repayment of student loans, and other business matters.)

Office of Student Academic Records and the Registrar ..... (612) 696-6200  
(Registration information, transfer credit policy, and requests for transcripts.)

Office of the Dean of Students ..... (612) 696-6220  
(General information about student life, housing, health, special programs, and counseling services.)

International Center ..... (612) 696-6310  
(Study away programs and international student affairs.)

College Operator ..... (612) 696-6000  
(Additional phone numbers.)

Address written correspondence to the appropriate office or department at Macalester College, 1600 Grand Avenue, St. Paul, Minnesota 55105.