



ANTIOCH
COLLEGE

CURRICULUM
CATALOG
2012–2014

Catalog of Entry

Though academic program and graduation requirements of the College may change while a student is enrolled, it is expected that each student will meet the requirements outlined in the catalog that is in effect at the time he or she entered Antioch. The “catalog of entry” is considered applicable for students who leave the College and whose interrupted course of study is not longer than five years. This policy shall come into effect on July 1, 2012, despite the designation of the 2012-2014 edition of the catalog.

Catalog Changes

The curriculum catalog is a general summary of programs, policies and procedures for academic and student life, and is provided for the guidance of students. However, the catalog is not a complete statement of all programs, policies, and procedures in effect at the College. In addition, the College reserves the right to change without notice any programs, policies and procedures that appear in this catalog. The 2012-2014 edition of the curriculum catalog was published and distributed beginning July 1, 2012. Anyone seeking clarification on any of this information should consult with the registrar.

Statement of Non-Discrimination

Antioch College is committed to a policy of equal opportunity and non-discrimination on the basis of race, color, national origin, religion, sex, age, disability, or sexual orientation, as protected by law, in all educational programs and activities, admission of students and conditions of employment. Questions or concerns about this College policy should be directed to the Human Resources Office.

Students who have learning disabilities should contact the Office of the Registrar and Academic Services.

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ANTIOCH COLLEGE CURRICULUM CATALOG

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Yellow Springs, Ohio, June 2012

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Mission

The mission of Antioch College is to provide a rigorous liberal arts education on the belief that scholarship and life experience are strengthened when linked, that diversity in all its manifestations is a fundamental component of excellence in education, and that authentic social and community engagement is vital for those who strive to win victories for humanity.

Vision

Antioch College will be the place where new and better ways of living are discovered as a result of meaningful engagement with the world through intentional linkages between classroom and experiential education.

An Introduction to Antioch College

The purpose of an Antioch College education is to prepare students for lives of significance and service and for engaged and effective citizenship, whether they choose to pursue graduate education or embark directly on a career.

The College believes education is a process of helping each individual to develop in his or her own way to his or her utmost capacity. An independent liberal arts college originally founded in 1850, Antioch College is imbued with the spirit of the words of its first president, Horace Mann: “Be ashamed to die until you have won some victory for humanity.”

Antioch College is the only liberal arts institution in the nation to require a comprehensive off-campus cooperative work program for all of its students. Democracy and shared governance are at the heart of Antioch College. Students are partners in developing the structure of community governance at the institution.

The College awards Bachelor of Arts and Bachelor of Science degrees. The general education program includes courses in the arts, humanities, sciences and social sciences; global seminars in which students critically analyze global problems through an interdisciplinary study of resources and systems; theme-based writing and quantitative skills seminars; work portfolios, courses delivered online while students are on cooperative education work assignments; and the senior reflection paper.

As they advance in their studies, students declare a major in one of eleven areas of concentration or work with faculty to devise

a self-designed major. Coursework in the major builds upon students' experiences in the general education curriculum while providing students with pathways to deepen their knowledge or further develop their passion in a particular area of study.

History

Antioch College was established as a coeducational, nonsectarian liberal arts institution by a vote of the Christian Connexion in Marion, New York, in October 1850. Two years later, William Mills donated land in Yellow Springs, Ohio. The College opened its doors in the fall of 1853, with public education pioneer Horace Mann as its first president.

In 1978, having developed or taken over several graduate programs, the Board of Trustees reincorporated the entire institution as Antioch University. By 1994 Antioch University would trim down to five federated campuses, of which the original College was one ostensibly equal component among its progeny. Dissipation of energy and resources, cultural differences, weak leadership, and factionalism, however, would bedevil Antioch College throughout its experience as a unit of Antioch University, culminating in the dramatic decision by Antioch University to announce, in 2007, the intention to suspend the College's operations.

More than two years of negotiations concluded in September 2009 when an alumni-led group, the Antioch College Continuation Corporation, purchased the College and its assets. The inaugural class of the newly independent Antioch College enrolled in fall 2011.

Authorization and Accreditation

The Chancellor of the Ohio Board of Regents has granted Antioch College with provisional authorization for the Bachelor of Arts and Bachelor of Science degrees through the next review on December 31, 2014.

Antioch College is a member of the Great Lakes Colleges Association, a consortium of thirteen private liberal arts colleges located in Indiana, Michigan, Pennsylvania, and Ohio. GLCA colleges have agreed to review Antioch credits consistent with present standards

of review used for accredited GLCA colleges, allowing Antioch students the ability to transfer to GLCA schools should they choose.

Antioch College is no longer affiliated with Antioch University.

The Antioch College Community

Antioch College attracts students from throughout the United States, including Ohio, New York, California, Texas, Pennsylvania, Colorado, Illinois, Kentucky, Maine, New Mexico, North Carolina, Oregon, Virginia, Wisconsin, and Florida. Most students who attend Antioch College complete rigorous secondary education, including International Baccalaureate, Advanced Placement, and honors programs.

Our students are National Merit Scholar finalists and semifinalists, accomplished artists and musicians, and serious scholars. Many students who come to Antioch College have completed some college coursework prior to applying to Antioch College, spent some time studying or traveling abroad, or speak at least one foreign language. Current students speak Spanish, Japanese, French, Hindi, Hazaragi, and Dari.

A large number of students have done work in sustainability. Their biographies include stints farming in developing countries, working in agriculture and biodiversity, village construction and environmental conservation in Central America and South America, and organic farming in South America. Their academic interests are also wide ranging: ecological or sustainable architecture, sustainability and rural development, animation, African American studies, creative writing, philosophy, literature, and more.

The College is proud of its record of recruiting students from a wide variety of ethnic, racial, economic, and geographical backgrounds.

Through engagement with all aspects of campus life, students have the opportunity to practice deliberative action, intercultural awareness, social consciousness, and strategies of sustainability.

This learning is linked in a holistic way to classroom study, cooperative education, and community experience.

Honor Code

Our shared life at Antioch College is guided by respect for the Honor Code, which asserts that all social and academic relationships be shaped by mutual trust and respect. By virtue of being a member of the Antioch community, each of us agrees to become

familiar with and respect the Honor Code, which reads as follows:

Antioch College is a community dedicated to the search for truth, the development of individual potential, and the pursuit of social justice. In order to fulfill our objectives, freedom must be matched by responsibility. As a member of the Antioch College community, I affirm that I will be honest and respectful in all my relationships, and I will advance these standards of behavior in others.

Residence Life

One of the most basic forms of community on the Antioch College campus is the residence hall system. With few exceptions, students live in the residence halls where they learn about democratic processes, conflict resolution, problem-solving, facilitation skills, mutual respect, and sharing.

The residence hall system at Antioch College aims to empower students to practice life skills that translate beyond the walls of the dormitory and provide a sense of home to a diverse student population. Residential life emphasizes building a culture of respect and compassion in students' living spaces, a sense of stewardship towards facilities, and empowerment to impact how all students experience life on campus.

Resident life managers oversee dormitory spaces, provide support for students in the residence, and mentor resident advisors, who act as peer supports on their halls, create social opportunities for residents, model good citizenship and act as first line liaisons between students and Community Life staff.

Antioch College Kitchens

Located in our residence halls, Birch Hall and North Hall, the Antioch College Kitchens are home to cooperative and traditional full-service dining for the entire College community. Residence hall dining cooperatives work closely with the Antioch College Kitchens and the Antioch College Farm to promote the values of sustainability that are so important to the College. Our hybrid

model dining cooperative allows students to be fully engaged in planning and cooking meals collectively on the weekends while enjoying full-service dining during the week.

All students who live in the residence halls are members of a dining cooperative and share responsibilities either as dish crew, cooks, bakers, or organizers. Student participation drives our adherence to the values of sustainability, economic affordability, and social justice.

Community Life and Academic Success Courses

Community cocurricular courses are ongoing classes, activities, opportunities, and experiences that allow students to develop relationships with themselves, with each other, and with the broader community in and around Yellow Springs. Areas that are addressed in community offerings include outdoor education/physical fitness, contemplative education, arts enrichment, student success, and community engagement. Offerings come in the form of ongoing classes and workshops, weekly practices, productions of various kinds, service opportunities, and group activities. Some community cocurricular offerings are open to the wider Yellow Springs community while others are reserved for Antioch College community members only. Some community cocurricular course are not credit bearing while others may be counted towards elective credits.

Governance

Governance plays a vital educational role at Antioch College. As a “laboratory for democracy,” Antioch College seeks to provide students with an unusually holistic and rewarding learning experience through participation in shared governance and responsibility for community life. This active participation in community can not only foster an accelerated maturation process as students learn to take on increasing responsibility for their surroundings, but also empowers students with the vision and skills necessary to affect important change in the world.

Antioch College has a long and honorable history of shared governance. The beginning of community government can be traced to 1926 when President Arthur Morgan appointed an Executive

Council of faculty to advise him on both personal and institutional matters. Students then formed councils to address issues of campus life. These councils evolved into an Administrative Council and a Community Council.

Antioch College's current governance model involves the participation of faculty, staff, and students. Community Meetings are held every other week during the term. An elected council creates policy and sets agendas for the Community Meetings.

Community Standards

While the Honor Code provides a fundamental ground for community standards here at Antioch College, the community has ratified additional policies to address awareness and understanding of some issues. These include the Smoking Policy, the Alcohol and Drug Policy, and the Media Policy, all ratified in community governance processes since the College's re-opening in the fall of 2011. In recognition of the problems that can be inherent in our culture and that become challenging aspects of life in college communities, we have also adopted the historic Sexual Offense Prevention Policy (SOPP) and the Racial Discrimination Prevention Policy (RDPP). Both of these policies have strong educational components that require the College to provide the community with training and support. For a full review of all policies and community standards adopted at the College, please see the Antioch College Student Handbook.

College Resources

Antioch Outside

Antioch Outside is a non-credit bearing Community Life program that engages students and the broader community in the natural world, cultural awareness, and adventure-based experiential education. The program provides opportunities for students to get outside, have fun and challenge themselves while developing practical leadership skills that can be transferred to other college experiences.

The Antioch Review

The Antioch Review, published quarterly since 1941, features fiction, essays, and poetry from emerging and established authors. *The Antioch Review* competes nationally with *The American Scholar*, *The New Yorker*, *The Paris Review*, and *Virginia Quarterly Review*.

Authors published in its pages are consistently included in “Best American” anthologies and Pushcart prizes. Robert S. Fogarty, the John Dewey Professor in the Humanities, Emeritus, has served as its editor since 1977.

CAMS Enterprise

CAMS Enterprise, an academic enterprise resource planning (ERP) solution from Three Rivers Systems Inc., allows the College to communicate, collaborate, and better manage the entire student lifecycle from prospects to alumni. The system uses Web technology to connect prospective students, current students, faculty, and alumni through portals to manage admissions, registration, online courses, student records, financial aid, fundraising management, alumni relations, and more.

Coretta Scott King Center

The Coretta Scott King Center for Cultural and Intellectual Freedom honors the legacy of Antioch’s renowned alumna Coretta Scott King in hosting programming and initiatives that support

cultural and intellectual freedom on Antioch's campus. The CSK Center is the site of training, the speaker's series, lectures, and performances that educate the community about diversity, assist in advancing social responsibility among the community, and enrich the College's curriculum.

Counseling Services

The campus counselor provides psychological assistance and support, crisis intervention, assessments, and referrals to off-campus counseling resources.

Whether on or off campus on co-op, students may call the Office of Community Life at 937-471-0506 to schedule a confidential face-to-face or telephone meeting.

Glen Helen Ecology Institute

The Glen Helen Ecology Institute is a special program of Antioch College. It directs the stewardship of Glen Helen Preserve and provides experiential environmental learning opportunities for Antioch College students and the public. The principal components of the Ecology Institute include:

Glen Helen Preserve, a 1,000-acre nature preserve given to the College by Hugh Taylor Birch, an 1869 Antioch College alumnus, as a living memorial to his daughter, Helen. Adjacent to the campus of Antioch College, Glen Helen consists of woods, wetlands, waterways, fields, unique geologic formations, and historic and culturally significant sites. Glen Helen is managed as an educational nature preserve and is open to the public during daylight hours. The preserve safeguards 2 ½ miles of the National Scenic Little Miami River, as well as the Yellow Spring that gives the nearby town its name. Its 20-mile network of trails connect to John Bryan State Park and Clifton Gorge State Nature Preserve.

Trailside Museum, which offers displays on science and history education, is the gateway for visitors to Glen Helen. The museum was built by Antioch students in the 1950s. It is operated by student workers and community volunteers.

Outdoor Education Center offers residential environmental learning programs to 4th-6th grade children during the academic

year, and summer “Ecocamps” programs. School-year based internships in environmental education and outdoor school administration are offered to undergraduates and recent graduates.

Raptor Center is designed to educate the public about the ecological value of birds of prey. Injured hawks, owls, vultures, and their kin are brought to the center for rehabilitation.

Antioch Farm provides opportunities for students to learn the tenets and practices of ecological agriculture. Food harvested from the farm is used in the Antioch College Kitchens.

Herndon Gallery

The Herndon Gallery in South Hall offers four exhibitions each year featuring regional, national and international artists. To enhance student learning, the exhibitions are organized around curricular themes. The Artist in Residence program provides cultural programming and opportunities for students and the local community to engage with contemporary art-making practices. The Herndon also serves as a venue for public lectures and events.

Miami Valley Educational Computer Association (MVECA)

MVECA, a consortium of twenty-four school districts in the Miami Valley (Ohio), is one of twenty-three information technology centers licensed by the Ohio Department of Education. MVECA provides a variety of computer services, including internet access and technical/network support.

Olive Kettering Library

The Olive Kettering Library is named in memory of the wife of the late Antioch trustee, inventor, and engineer Charles F. Kettering, who developed the automobile self-starter and high octane gasoline. The library is a member of OhioLINK, the Ohio Private Academic Libraries (OPAL) consortium, and the Library Council of the Southwestern Ohio Council for Higher Education (SOCHE).

The library houses a collection of more than 325,000 volumes, including extensive files of bound periodicals, many of which date back to the nineteenth century. In addition, it offers information

in microform (46,000+ pieces) and carries subscriptions to more than 900 periodicals. A library of more than 4,000 phonograph records is also available for circulation, as well as videotape and CD collections. Antiochiana, the College archive, contains papers and publications significant to historians and researchers.

Registrar and Academic Services

The Office of the Registrar and Academic Services maintains students' official Antioch College academic record, including grade reports and narrative evaluations. The office also provides information and resources related to enrollment and registration and articulation of transfer credit, as well as first-year workshops, tutoring, and entry assessments in mathematics and writing. Whether on or off campus, students may contact the Office of the Registrar and Academic Services at 937-319-6241.

Academic Advising

The pedagogical philosophy of advising at Antioch College is rooted in integrated and connected learning. Advisors assist students in making the connections between classroom and co-op learning, between community participation and academic study, and between the fields and disciplines that students encounter in their majors. Students fashion their own pathway to graduation in a process that begins during the first year advising relationship and extends across the four years to graduation.

Disability Services

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the College offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Disability-related services coordinated through the Office of the Registrar and Academic Services guarantee eligible students equal access to an education. Students are encouraged to identify their needs and to register with the Office of the Registrar and Academic Services in order to be considered eligible for reasonable accommodations at Antioch College.

Early Alert Warning System

The Early Alert Warning System allows staff in the Office of the Registrar and Academic Services to assist students who are having academically related problems in their classes during the initial three weeks of each term. Faculty members submit early alert reports detailing excessive absences, poor study habits, failure to complete assignments, etc. Staff will contact students by e-mail, phone, and/or letter requesting a meeting to address areas of weakness or difficulty. Staff will also connect with the First Watch Academic Intervention Committee (FWAIC) to arrange for appropriate support and intervention.

Tutorial Services

Connecting students to tutorial services offered on campus is an important contributor to academic success. Some students require alternative learning resources that go beyond the regular classroom experience; therefore, the Office of the Registrar and Academic Services connects students to supplemental tutorial support to enhance skills related to mathematics, foreign language, and writing. Additionally, peer educators are assigned to first-year students to reiterate the importance of attending tutoring sessions while continuing to attend classes and meet with professors on a regular basis to discuss any course content concerns and overall academic progress.

Student Voter Registration Information

The 1998 re-authorization of the federal Higher Education Act includes a requirement that higher education institutions make a “good faith effort” to make voter registration forms available to all enrolled students. In light of Antioch’s history in the fight for social justice and intellectual freedom, the new Antioch continues to answer the call to greater service for a greater community by supporting and serving as a best practice campus for the Campus Vote Project, which is designed to assist college students to work with administrators and local election officials to advance opportunities for easier voting processes for college students and to overcome barriers that students face related to residency laws, registration deadlines, and strict requirements for voter identification.

In addition to this service, Antioch will further support the need to provide greater awareness of the United States Constitution on September 17 of each year through Celebrating Constitution Day programming and activities.

Science Labs

The Science Building is undergoing renovations and is expected to open in January 2013 with four new teaching labs: general purpose, environmental science, advanced biology, and advanced chemistry. The labs, holding between 16 and 24 students each, will feature all of the necessary services, equipment, and facilities to teach all levels of undergraduate biology, chemistry, environmental science, and physics. While the renovations are occurring, students will use a fully equipped mobile lab.

The Writing Institute

The Writing Institute supports Antioch College's Learning Outcomes by providing members of the College community with opportunities for focused study of the writing craft. Our programs include writing assessment and tutorials, writing seminars, and intensives in writing fiction, news, features, and poetry, as well as creative nonfiction and personal essays. While on or off campus, students may schedule consultations by sending an e-mail to writing@antiochcollege.org.

Hallmarks of an Antioch College Education

The core feature of an Antioch College education is the attention that is paid to each student's personal and academic growth. We commit ourselves to quality teaching. Additionally, we value the development of meaningful relationships; the faculty, staff, and administrators of the College are all partners in our students' journeys to graduation.

At Antioch College, leadership skills are built through participation in decision-making, engagement with the broader community, and learning the habits and skills of the workplace through our groundbreaking program in cooperative education.

Our students will be effective global citizens. The Antioch College curriculum, which emphasizes language proficiency and seminars focused on critical, urgent world issues, enables our students to navigate effectively across the boundaries of nation and language.

Our legacy stretches back 160 years. What is entrusted to us is an institution renowned for making "a profound difference" in the lives of young people—of creating "effective adults," as Loren Pope wrote in *Colleges That Change Lives*.

The Liberal Arts at Antioch College

Our liberal arts curriculum is built on four academic divisions—arts, humanities, sciences, and social sciences—and is composed of general education coursework, the Cooperative Education Program

and related courses, an innovative proficiency-based Language and Culture Program, major-related coursework, and additional educational curricular and cocurricular experiences.

Each division consists of two to three majors, which may also have disciplinary sub-fields. Students major in one of the listed eleven areas or, with their faculty advisor(s), devise a self-designed major.

Arts	Media Arts Major, Performance Major, Visual Arts Major (BA only)
Humanities	History Major, Literature Major, Philosophy Major (BA only)
Sciences	Biomedical Science Major, Environmental Science Major (BS only)
Social Sciences	Anthropology, Political Economy, Psychology (BA only)
Self-Designed Major	(BA and BS)

Experiential Learning

Antioch graduates are prepared with the knowledge and skills to be effective in the world through classroom learning, experiential education, and deep engagement with the community. Our students come to college not to retreat but rather to engage with the world. They do that here in Yellow Springs, in diverse communities across the country, and around the world. Our experiential education program features independent work experience or co-op (some of which is related to a student's major), embedded education, and cross-cultural and linguistic immersion experiences.

Liberal Arts Learning Outcomes

Knowledge and Inquiry

- Demonstrated understanding of and practical experience with concepts and modes of inquiry essential to the liberal arts and the disciplines that explore the natural, social, and cultural realms.
- Achieve depth in one or more areas of concentration.

Skill and Innovation

- Demonstrated ability to problem-solve, create, and innovate, both independently and collaboratively, in a range of fields, workplaces, technology, and media.
- Demonstrated ability to use analytic, communication, quantitative, and information skills effectively.

Critical Thinking

- Demonstrated ability to evaluate knowledge and evidence in a comprehensive and rational manner and to analyze, construct, and criticize arguments.
- Demonstrated ability to utilize different means of analysis and presentation of ideas including: reading, writing, oral presentation, visual interpretation and analysis, qualitative and quantitative analysis, and experiment.

Intercultural Effectiveness

- Demonstrated knowledge of cultures and cultural practices (one's own and others'); complex cognitive and communication skills for decision-making across cultural contexts; social skills to function effectively and respectfully in diverse groups; and personal attributes that include flexibility and openness to new ideas.

Social Engagement

- Demonstrated ability to engage as an active citizen in ethical and civil dialogue within a participatory, multicultural society concerned with the care of the planet's environment and all that resides within it.

Deliberative Action

- Demonstrated capacity to adapt knowledge, skills, and responsibilities to new settings and challenges and to reflect on the personal and social significance of learning as a guide toward a purposeful future.
- Demonstrated constructive participation in the Antioch community life, including its governance processes.

Written, Oral, and Quantitative Communication

- Written communication ability that demonstrates development and effective expression of ideas and arguments in writing. It involves learning how to work in a variety of genres and styles. Written communication skills and abilities develop through iterative experiences across the curriculum.
- Oral communication ability that demonstrates prepared and purposeful presentations designed to enhance knowledge, foster understanding, or promote changes in the listeners' attitudes, values, beliefs, or behaviors.
- Quantitative communication ability that demonstrates effective understanding and use of numerical and graphical information.

Requirements for the Bachelor of Arts and Bachelor of Science

Antioch College offers two degrees, the Bachelor of Arts and the Bachelor of Science. Both require a minimum of 180 quarter credits distributed among four areas: general education, major-related courses, language and culture, and electives. Additionally, students must complete at least four cooperative education experiences and achieve novice-high proficiency in a second language.

Credit Requirements for Degrees

Degree Type	BA	BA	BS	BS
Language Track	1 yr	3 yr	1 yr	3 yr
General Education	65	65	65	65
Major	52	52	60	60
Language and Culture*	14	36	14	36
Electives	49	27	41	19
Total	180	180	180	180

* See details on the language requirement on page 43.

Additional Requirements for Degrees

- Cooperative Education** (See page 38) Students must complete at least four cooperative education experiences. Students fulfill this requirement with full-time employment or other approved experiential learning during work terms.
- Language Proficiency** (See page 43) Students must achieve, at a minimum, novice-high proficiency in a second language. Students are strongly encouraged to pursue more advanced language study.

General Education Requirements

Students are required to complete at least 65 credits of general education courses, composed primarily but not exclusively of foundation courses and global seminars in a diverse liberal education environment.

General Education Requirements			
Type of Course	# Classes	Credits	Total
Foundation Courses	10	4	40
Global Seminars	4	3	12
Writing Requirement*	1	2	2
Quantitative Requirement*	1	2	2
Senior Reflection Paper	1	1	1
Work Portfolio	4	2	8
		Total	65

* Based on a student's background and preparation, a student may be exempted from these requirements; more information follows on page 31.

Foundation Courses

Foundation courses are at the heart of Antioch's general education program, and are primarily intended as introductions to the various ways of knowing that exist within and between disciplines. To fulfill part of the general education requirement, students must take a total of ten foundation courses distributed as followed:

- Take two courses from *each* academic division.
- Take an additional two elective foundation courses from any academic division.

Students are free to take foundation courses across their four years of education, but the majority of them should be taken within the first two years.

Foundation courses provide a common intellectual experience and a sound basis of education for students in the liberal arts. This foundation supports the creation of a strong intellectual

community, which is further developed in other general education components as described below. Foundation courses also provide an introduction to the various disciplines in the curriculum and hence form the foundation for majors. They introduce disciplines critical to understanding the human experience, including life in the community. These courses focus on students' intellectual development in the core competency and literacy areas of critical thinking, reading, writing, oral presentation, visual interpretation and analysis, qualitative and quantitative analysis, experiment, and research. They provide a cross-disciplinary lens through which to view the various global issues examined in the global seminars, as well as experiences gained in other educational activities. This allows students ample opportunity to forge intellectual bonds that extend beyond the classroom, offering a more cohesive and integrated learning environment.

List of Foundation Courses

Arts

- MEDA 101 Issues in Contemporary Media Art
and Internet-based Culture I
- MEDA 102 Basic Media Production
- PERF 103 Voice and Speech
- PERF 104 Presence of the Performer
- VISA 101 Visual Language: A Focus on Two Dimensions
- VISA 102 Visual Language: A Focus on Three Dimensions

Humanities

- HIST 105 The World Beyond: Cultural Imagination,
Exchanges, and History
- HIST 110 Ohio Stories
- LIT 110 Literature and History
- LIT 120 Literature and Science
- PHIL 105 Epistemology: Theories of Knowledge
- PHIL 110 Law and Justice in the Western Tradition

Science

BIO 105	General Biology I
CHEM 105	General Chemistry I
ENVS 105	Introduction to Environmental Science
MATH 105	Statistical Discovery for Everyone
MATH 110	Pre-Calculus
MATH 115	Calculus I

Social Science

ANTH 105	Cultural Anthropology
ANTH 110	Culture Conflict
PECO 105	Foundations of Political Economy
PECO 110	Principles of Economics
PSYC 105	General Psychology
PSYC 110	Foundations of Social Psychology

Global Seminars

Global seminars are interdisciplinary, theme-based courses designed to provide students with a broad understanding of several of the contemporary challenges facing humanity, using economic, social, political, scientific, moral/ethical, philosophical, and other approaches.

Each seminar presents a range of diverse perspectives in a variety of formats, including interactive lectures, visiting speakers, small- and large-group discussions, field trips, and student-driven projects. While Antioch College faculty organize the seminars and present on some issues, many of the presenters come from outside the immediate community and may include visiting faculty, journalists, recognized field experts, and the like. These courses are specifically designed to integrate Antioch College's long tradition of applied liberal arts learning with its socially conscious values and mission.

As a complement to the thematic courses in the global seminars, Antioch College offers students the opportunity to continue research interests they have developed in their global seminars through

courses titled Continued Studies in Global Seminar (GSC). These courses, offered only with instructors' permission, allow interested students to engage in projects, research, and field work relevant to a global seminar topic they have already studied. These courses do not count towards the general education requirement, but they can fulfill open elective credits or become part of a self-designed major.

List of Global Seminar Courses

GS 110	Water
GS 120	Food
GS 130	Energy
GS 140	Health
GS 150	Governance
GS 160	Education
GSC 210	Continued Studies in Global Seminar
GSC 310	Continued Studies in Global Seminar

Writing and Quantitative Requirements

All students who graduate from Antioch College are expected to be able to write the English language with fluency and grace, and to be able to comprehend and use numerical information effectively. By the end of their second year of study, and preferably within the first year, all students must complete the writing and quantitative requirements.

Students may complete writing and quantitative requirements in the following ways:

- Successfully complete a GSW 105 or GSQ 105 course.
- Earn a sufficiently high score on the placement test during new student orientation for exemption from the quantitative skills requirement (there is no exemption by means of placement testing for the writing requirement).
- Earn sufficiently high scores on certain common standardized tests, such as the AP or IB examinations.
- Complete coursework at another institution that meets the writing or quantitative requirement (see transfer policy in the "Academic Policies and Regulations" chapter

beginning on page 185).

- Complete coursework at Antioch College that meets the writing or quantitative requirement (consult with your academic advisor or the registrar).

In all cases, students should inquire about the possibilities of exemptions from the requirements with a faculty advisor and should not assume these requirements have been met until they receive written confirmation from the registrar's office.

Placement testing for writing, quantitative skills, and language proficiency occurs during new student orientation, which takes place immediately before the beginning of students' first study term on campus. In the event students' placement tests indicate they do not meet the minimum college-level requirements, students must enroll in the appropriate basic math or basic writing course. Upon successful completion of these courses, a student would then proceed to take courses that satisfy the writing and quantitative requirements.

List of Writing and Quantitative Courses

GSW 105/ Writing Seminar

ENG 105

GSQ 105 Quantitative Seminar

List of Basic Skills Courses

ENG 090 College Writing Skills

MATH 090 College Math Skills

Senior Reflection Paper

During their last study term on campus, all students write a formal reflection paper about their educational experiences at Antioch College, in consultation with their faculty advisor(s) who formally evaluate this work. This paper focuses on the relationship and integration of the various elements of their education: classroom, co-op, and community. Students should consider how particular work, study, community, and language experiences worked together and built upon each other. Students may reflect upon specific

assignments, texts, or projects, and upon various successes, failures, challenges, growth experiences, and, most importantly, continued questions and areas for future growth. Overall, students should contemplate the ways in which various aspects of their Antioch College education contributed to their overall development, their sense of themselves and their future goals, and their ability to be continuing and life-long learners.

Senior Reflection Paper Course

SRP 494 Senior Reflection Paper

Work Portfolio

During each co-op term, students enroll in work portfolio classes of ever-increasing complexity and expectation. Credit is not earned for the work but rather for completion of course requirements, which include readings, creating and maintaining a résumé, journal writing, written responses to prompts, and a series of reflection papers on the readings and work experiences. As such, it is possible for a student to satisfy the co-op requirement but fail a work portfolio course. Work portfolio courses are designed to teach students how to learn about their work or other approved experiential learning environments, to enable self-reflection, and to encourage student growth during their co-ops.

List of Work Portfolio Courses

Work 125T	Work Portfolio for Transfer Students
Work 150	Work Portfolio I
Work 250	Work Portfolio II
Work 350	Work Portfolio III
Work 425	Work Portfolio IV
Work 450	Work Portfolio IV: Cultural Immersion
Work 475	Work Portfolio V

General Requirements for Majors

Building on the experiences of the general education curriculum, students develop their passion for particular areas of knowledge and expertise towards the end of their first year. As they become acquainted with the range of disciplines and areas of study available, they choose a major field for more in-depth study by the end of the fourth study term. In close consultation with their faculty advisors, students develop a planned pathway towards graduation and file a formal degree plan with the registrar's office no later than the end of their second year. Students should note that their degree plan is a living document, and should be updated regularly as they proceed on their educational pathway.

While the first two years of study are primarily focused on general education, students may begin to take major-related courses as early as the end of their first year. Most majors courses taken during these two years consist of introductory and intermediate courses intended to lay the groundwork for more in-depth study in later years. During their third year, students take a number of advanced courses, deepening their specialized knowledge. Finally, in their fourth year, students take a mixture of advanced and capstone courses, which culminates with a senior seminar and the senior project.

Some majors may require students to take specific foundation courses as prerequisites for their higher-level majors classes. The bulk of the credits in the major lies in higher-level major, courses within a division and academic discipline.

Academic Division Major Areas of Study

Arts Media Arts, Performance,
(See page 47) Visual Arts

Humanities History, Literature, Philosophy
(See page 61)

Sciences Biomedical Science,
(See page 73) Environmental Science

Social Sciences Anthropology, Political Economy,
(See page 80) Psychology

Self-Designed Major (See page 93)

**Requirements for a Major Leading to
a Bachelor of Arts degree**

Type of Class	Number	Credits	Total
Foundation Course	0-4*	0*	0*
Courses in the Major	11	4	44
Senior Seminar	1	4	4
Senior Project	1	4	4
		Total	52

**Requirements for a Major Leading to
a Bachelor of Science degree**

Type of Class	Number	Credits	Total
Foundation Course	0-4*	0*	0*
Courses in the Major	13	4	52
Senior Seminar	1	4	4
Senior Project	1	4	4
		Total	60

** While some majors may require up to four foundation courses, the credit earned in foundation courses counts towards the general education requirement and not towards the major.*

Electives

The electives portion of any degree is highly variable in nature, and the number of credits necessary to meet this requirement will depend on whether or not a student is pursuing the Bachelor of Arts or Bachelor of Science degree and the student's chosen language track.

Elective Credits for Degrees				
Degree Type	BA	BA	BS	BS
Language Track	1 yr	3 yr	1 yr	3 yr
Disciplinary Electives	24	24	16	16
Open Electives	25	3	25	3
Total	49	27	41	19

Disciplinary electives are courses (except for senior seminar and senior project) found within the academic divisions and not part of the general education, language and culture, or community life and academic success course offerings. Students are required to take disciplinary electives in order to broaden their horizons and to obtain knowledge in fields that are not their primary academic focus. While disciplinary electives may be from a student's major discipline, students are strongly encouraged to take these electives outside of their major and division of study.

A student pursuing a BA degree has 24 disciplinary elective credits, and a student pursuing a BS has 16 disciplinary elective credits. In the majority of cases, this requirement will be met by taking 4-credit classes. However, in a limited number of cases, lower-credit-bearing majors classes may also be used—classes such as music, dance, etc., or lower-credit special-topics classes in a major such as those offered by visiting scholars. Students are strongly encouraged to consult the registrar or their academic advisor if it is not clear what counts as a disciplinary elective.

Open electives may be any course at any level that grants legitimate academic credit. Examples include community life and academic success courses; foundation courses and global semi-

nars beyond the general education requirement; and additional language and culture classes. Students are strongly encouraged to use open credits to broaden their educational horizons, and not simply to take more classes of the types they have already completed.

The number of credits open for electives will vary based on their specific choice of degree (see page 27) and language track (see page 43). Students are strongly encouraged to consult the registrar or their faculty advisor if it is not clear what counts as open elective credits.

Cooperative Education Program

The classroom is just the beginning. Antioch College students spend four quarters working in local, national, or international settings. For more than 90 years, Antiochians have benefited from this unique blend of the liberal arts and the world of work, theory, and practice.

Each student's cooperative education plan is unique. Each student's educational plan—both in the classroom and at work—reflects individual interests. Students continually expand their skills through courses and work, often taking jobs and other approved experiences to broaden their background, boost skills in areas of lesser competence, clarify career objectives, or rethink goals.

The central component of the cooperative education program is paid employment in which a student learns from work with meaningful responsibilities set by the employers, from colleagues, and from living independently in new settings.

Work is also integrated into the life of the campus. Some students will work part-time either on or off campus during study terms. They work alongside their classmates and College staff in areas of community life, the College Farm, Glen Helen, and advancement.

The premise is simple: learn by doing. What's the added benefit to students? By the time they graduate, students will have résumés showing a wide number of practical experiences that will make them viable candidates for graduate school or further employment.

Work Portfolio Courses

During work terms, students enroll in work portfolio courses in which they apply theory to the practical work in which they are engaged. Courses are asynchronous and delivered in a virtual classroom via the CAMS Enterprise course management system.

Work portfolio courses are designed to guide student reflection on learning in their work settings and to encourage growth during co-ops. Each work portfolio is designed to promote reflection about the educational objectives, the experience, work effectiveness, employer feedback, and required readings. Students also provide reports to other students about their responsibilities and progress made on projects.

Students must successfully complete four full-time co-op terms and earn eight credits in work portfolio courses. Work portfolio courses include a series of reflection exercises, midterm reports, a transition document for the next student, employer evaluations, and reflection papers. For work abroad, students will also reflect on the cross-cultural aspects of their experience.

Satisfactory completion of a cooperative education experience requires, in part, attendance at a co-op job or other approved co-op experience, for at least ten weeks. Any early departure from the co-op placement must be approved by the employer and the student's co-op advisor. In the event of early departure, additional work may be necessary to complete the co-op term, and additional reflection assignments in the work portfolio course will be required in order to receive credit for that course.

Standard Study/Work Sequence

	Fall	Winter	Spring	Summer
First Year	Study	Study	<i>Co-op</i>	Study
Second Year	Study	<i>Co-op</i>	Study	Study
Third Year	<i>Co-op</i>	Study	Study	<i>Co-op</i>
Fourth Year	Study	Study	Study	

Students should note that while cooperative education experiences and work portfolio courses are corequisites, success or failure for each is evaluated independently. It is possible for a student to be successful on a co-op placement but fail the work portfolio course, or be unsuccessful on a co-op placement but pass the work portfolio course. In the event that either a cooperative education experience or a work portfolio course is unsuccessful, the student must pursue an additional cooperative education experience and work portfolio course, as outlined below.

If students do not complete cooperative education experiences successfully but pass the work portfolio course: Students who do not complete a cooperative education experience successfully but pass its associated work portfolio course must successfully complete an additional cooperative education experience and its

associated work portfolio. Students continue on their assigned sequence, and progress to the next work portfolio in the series, at which time they will be required to complete additional assignments for reflection on the circumstances that led to the unsuccessful co-op.

The additional co-op and its associated work portfolio will be sequenced in the summer of the fourth year. Students must find appropriate jobs for themselves prior to the end of the spring study term, attain approval from their co-op advisor, and complete WORK 475.

If students fail a work portfolio course: Students who fail a work portfolio course must successfully complete an additional cooperative education experience and its associated work portfolio course, even if the cooperative education experience was successful. Students continue on their assigned sequence and retake the failed work portfolio, at which time they will be required to complete additional assignments for reflection on the circumstances that led to failure. Students will then progress to the next co-op and associated work portfolio.

The additional co-op and work portfolio will be sequenced in the summer of the fourth year. Students must find appropriate jobs for themselves prior to the end of the spring study term, attain approval from their co-op advisor, and complete WORK 425.

Getting a Co-op Job

Each term the Cooperative Education Program provides a list of available jobs. Students are encouraged to select from this array of opportunities just as they would select from an array of course offerings. By formal petition to the dean of cooperative education, students may seek approval to substitute one or more cooperative education job(s) with self-selected major-related paid or unpaid internship(s); research appointment(s); or other academically or professionally significant experience(s).

In planning job experiences, students should consider career interests, general education goals, academic interests, previous work experiences, and their own special skills. Each work experience and all coursework provide students with additional skills for future employment.

Participating employers typically want and expect an Antioch College student each term. As partners in the work program, they rely on Antioch College students to perform work and complete tasks essential to their organizational objectives. The employer will receive from the co-op program a cover letter and résumé prepared by the student being recommended. Employers then interview the recommended applicant by phone before hiring. Timely planning is required.

Optional Fifth Co-op

Students may choose to pursue a co-op term during their fourth year of study. Please note that approval of a fifth co-op is not automatic. It requires mandatory advising sessions and advanced planning; registration for and completion of WORK 475; good academic and community standing; permission of the students' classroom advisor, co-op advisor and the dean of cooperative education; and the completion of extra courses in the first three years of study, possibly leading to overcrediting situations. If this fifth co-op term is to be an international and/or language immersion experience, students must meet separate requirements (see the requirements on the following page).

Advanced planning is especially important for students who wish to pursue an international co-op. Cooperative education advisors and/or the dean of cooperative education may deny a request for an international co-op if a student has not planned sufficiently in advance (typically, a minimum of one year of advanced planning is expected). Students who wish to consider pursuing an international co-op opportunity should speak with their co-op advisor as far in advance as possible. While international co-ops are available to all students, significantly higher priority is given to students on the three-year language track, and only three-year language track students may choose language immersion co-ops. Please note that international co-ops are often more expensive than those which occur within the United States, and that most or all of these additional costs may pass on to the student. Note also that language immersion co-ops are reserved specifically for students on the three-year language track.

Qualifications/Requirements for Fifth Work Term

Option Qualifications/Requirements

- All Fifth Work Terms**
- Advising sessions with co-op and classroom advisors, focusing on prior planning, as early as possible
 - Permission of advisors and the dean of cooperative education
 - Registration for WORK 475 (and successful completion thereof, generating 2 quarter credits)
 - Be in good academic and community standing
 - Earn at least 150 academic quarter credits before fall of the fourth year (approximately 10 credits taken early)
 - Earn remaining 28 credits over last two study quarters (average load: 14 credits/quarter)
- International Fifth Work Term**
- Successful completion of all requirements above
 - Advanced planning and advising
 - Successful completion of one national co-op and a corresponding work portfolio course
 - Successful completion of 60 quarter credits of coursework
- Language Immersion Fifth Work Term**
- Successful completion of all requirements noted above
 - Advanced planning and advising, including an individualized language plan
 - Enrollment in three-year language track

Language and Culture Program

Students satisfy Antioch College's language and culture requirements by achieving the required proficiency, not simply by taking a certain number of classes. On average, however, students should expect to take the number of courses and credits listed below. In certain cases, students may need to take more or fewer credits to achieve the required proficiency. Extra credits for additional language are taken from the open credits in the elective credits pool. Similarly, credits for language courses not needed once the proficiency level is reached are added to open elective credits.

Language and Culture Credits for Degrees

Degree Type	BA	BA	BS	BS
Language Track	1 yr	3 yr	1 yr	3 yr
Language and Culture	14	36	14	36

Minimum Requirement

All students are required, at a minimum, to achieve novice-high proficiency in a second language. Antioch College currently offers study opportunities in Spanish, French, and Japanese.

In order to achieve novice-high language proficiency, most students will take approximately one year, or 14 credits, in the chosen language. During the second quarter of their first year at Antioch College, students develop an individualized language learning plan with a language faculty advisor.

Typical One-Year Language Plan

Type of Course	Number	Credits	Total
Introductory Language	3	4	12
On-line Language	1	2	2
		Total	14

Some students may meet the minimum language requirement by:

- Having already achieved novice-high proficiency in Spanish,

French, or Japanese. These students have the option of taking one quarter of language (three or four credits) and testing out of the requirement upon completion of that course.

- Having achieved novice-high proficiency in a language other than Spanish, French, and Japanese. These students may test out of the language requirement by taking the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) in that language.
- Having passed a foreign language Advanced Placement (AP) examination with a 4 or 5 in a language other than Spanish, French, and Japanese.
- Students with documented learning challenges may be exempted from the language requirement.

Bachelor's Degree with a Language Focus

Students have the option of pursuing more advanced language learning leading to a Bachelor of Arts or Bachelor of Science degree with a language focus. This program of study includes the completion of one language immersion co-op.

Students who choose this path will develop an individualized language learning plan that includes the necessary coursework to achieve intermediate-high proficiency in Spanish or French, or intermediate-mid proficiency in Japanese. This option typically means three years of language study, or 36 credits, for students who begin their language experience at Antioch College.

Note to students who arrive at Antioch with significant language study background: In order to earn a degree with language focus, students must complete at least eleven credits at Antioch College.

Typical Three-Year Language Plan

Type of Course	Number	Credits	Total
Introductory Language	3	4	12
Intermediate and Advanced Language	5	3	15
On-line Language	3	2	6
Language Capstone	1	3	3
Immersion Co-op	1	-	-
		Total	36

Placement

The language faculty at Antioch College recognize that placement is a complex matter that takes into consideration a series of skills that pertain to language proficiency. Students may have areas of strength and areas that need improvement. Therefore, language placement includes a grammar, reading comprehension, writing, and oral placement examination.

Language Learning Off Campus

Because language learning requires constant maintenance and reinforcement, the Antioch College language and culture program continues on the first three off-campus work terms, during which time the student earns two language credits each quarter. Off-campus language courses are asynchronous and delivered in a virtual classroom via the CAMS Enterprise course management system.

Students in the international co-op will complete a project in their target language as part of a three-credit language capstone course. Capstone projects may include researching particular subjects pertaining to the student's job or academic interests and/or participating in local gatherings, events, or organizations; oral history projects; conducting interviews; written translations; or performing oral interpretation as a service for others.

Language Assessment

In the first year, assessment will include regular one-on-one and group conversations with the faculty, a written examination at the end of the second quarter of study, and the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) at the end of the year.

For students who choose to continue their studies beyond the first year: In the second year, students will continue to have one-on-one and group conversations with the faculty, complete a written exam at the end of the third quarter, and take a departmental oral proficiency examination at the end of the year.

Oral assessments with the faculty continue in the third year, and students are required to pass a departmental written and oral examination before going on the international co-op. The American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) will take place upon a student's return from the international co-op.

Language professors will work with classroom and co-op advisors to develop and coordinate assignments and to find appropriate work placements and experiences that involve language usage when possible.

Fallback Option. If any student is twice unable to pass into the expected level of demonstrated language proficiency for the chosen pathway, then the satisfactory completion of all of the required courses of the particular pathway will satisfy the language requirement.

The Arts

The arts curriculum at Antioch College introduces students to multiple perspectives and strategies of art making, including interdisciplinary, community-based, and global contexts, both in the classroom and through work experiences.

Students will develop their own creative intelligence and hone their analytical and conceptual skills through disciplined ongoing and evolving practice. The arts curriculum provides a rich environment for students to develop a critical vocabulary for understanding and analyzing contemporary art culture, and for developing an evolving practice that investigates particular aesthetic, ethical, and representational dilemmas in arts making.

Artist residencies will be a critical element of the cultural life of the community and an integral part of the curriculum. A variety of contemporary artists working in the fields of performance, dance, drawing, music, photography, video, sculpture, painting, printmaking, sound, creative writing, and more will be invited to live and work within the community. They will lead workshops, give lectures, create projects, develop and present their own work, critique student work, and, occasionally, collaborate with faculty within a class project.

Media Arts Major

The media arts major at Antioch College is founded on the notion that media arts are inherently interdisciplinary, social pursuits. At every level, courses in media arts integrate history and theory, a critical engagement with existing artworks, and the range of technical skills necessary to make innovative, creative work. Though the media arts major does not track students into specialization, students can choose to emphasize any or all aspects of media arts taught at Antioch College: photography, video, sound, and new media.

Most media arts courses welcome students from other disciplines who have taken the appropriate prerequisites. In this way, among others, media arts courses draw from the intellectual and cultural assets of the entire College community. Meanwhile, majors-only courses provide focus amidst the rigorous, broad, and deep media arts curriculum.

The media arts major is designed to emphasize the social aspects of media production and to foster critical reflection on the documentary encounter, on how media shape our individual and social identities, and on the myriad ways emerging media are transforming the nature of human relationships. Additionally, the faculty in media arts have an active and fruitful partnership with Yellow Springs Community Television, which gives students practical experience, serves as a forum for distribution of student work, and functions as a laboratory for using media to foster community beyond the walls of Antioch College.

Requirements in the Major

Core Requirements in the Major

MEDA 101 Media, Internet, and Society

MEDA 102 Basic Media Production

MEDA 340 Advanced Media Art

ARTS 494 Senior Seminar in the Arts

ARTS 495 Senior Project in the Arts

Additional Requirements in the Major**Foundation Course: Choose 1**

- PERF 103 Voice and Speech
PERF 104 Presence of the Performer
VISA 101 2D Visual Language
VISA 102 3D Visual Language

Media Arts History or Theory Course: Choose 1

- MEDA 120 History of Photo
MEDA 220 History of Documentary Cinema
MEDA 330 Spectacle, Nation, and Identity

Introductory and Intermediate Courses: Choose 6

- MEDA 110 Media Arts on Location
MEDA 120 The History of Photography
MEDA 130 Practical New Media
MEDA 140 Adventures in Photography: The Portrait
MEDA 141 Adventures in Photography: The Photographic Series
MEDA 142 Adventures in Photography: Capturing Science
MEDA 160 Sound Art
MEDA 220 The History of Documentary Cinema
MEDA 230 Cyborg Art
MEDA 250 Adventures in Video: Experimental Ethnography
MEDA 251 Adventures in Video: History, Memory, and the Cinematic Archive
MEDA 270 Special Topics in Media Arts with Resident Artist

Advanced Courses: Choose 5

- MEDA 330 Spectacle, Nation, and Identity: Pre-Histories of Contemporary Media
MEDA 340 Advanced Projects in Media Art

- MEDA 350 Performative Documentary Cinema
- MEDA 360 Art and Money
- MEDA 440 Travel and Essay
- MEDA 450 Fictions at the Fringe of Documentary
- MEDA 470 Advanced Special Topics in Media Arts

Performance Major

The performance major at Antioch College starts with the notion of the self as source and resource. Classes in theater, dance, and music are taught with an interdisciplinary approach that emphasizes the presence of the performer and the responsibility of the artist to the audience. Students are encouraged to develop physical, vocal, and narrative skills through courses in voice and speech, basic acting, movement, storytelling, and autobiographical performance. Through the investigation of voice, body, story, text, and space, students come to understand the connection between their own experience as performers and their responsibility to communicate to others. Students engage with generative and interpretive strategies, develop original works, and stage plays in order to reflect their learning as makers and scholars of performance.

As students progress they become familiar with history, contemporary practices, and theory through studies of interdisciplinary avant-garde performance, documentary theater and media, production classes, and site-specific collaborations with guest artists and community members. They come to understand the responsibility of the artist to take their art into the community as a transformative tool for themselves and others.

Requirements in the Major

Core Requirements in the Major

PERF 103	Voice and Speech
PERF 104	Presence of the Performer
PERF 120	Styles of Live Art
PERF 220	Performance History/Critical Studies
PERF 320	Performance Studies
ARTS 494	Senior Seminar in the Arts
ARTS 495	Senior Project in the Arts

Additional Requirements in the Major

Foundation Course: Choose 1

- MEDA 101 Media, Internet, and Society
MEDA 102 Basic Media Production
VISA 101 Visual Language: A Focus on Two Dimensions
VISA 102 Visual Language: A Focus on Three Dimensions

Introductory and Intermediate Courses: Choose 4

- PERF 105* Vocal Music Instruction
PERF 106* Modern Dance
PERF 107* Individual Instruction in Music
PERF 108* Contact Improvisation
PERF 110* Performance on Location
PERF 140 Storytelling
PERF 150 Improvisation in Art and Life
PERF 230 Writing and Performing the Self
PERF 240 Site-Specific Performance
PERF 250 Rehearsal and Production
PERF 270* Special Topics in Performance with Resident Artist

**Recommended for performance majors*

Advanced Courses: Choose 5

- PERF 320 Performance Studies
PERF 340 Rehearsal and Production Tutorial I
PERF 350 Documentary-based Performance
PERF 360 Advanced Topics in Performance
PERF 440 Rehearsal and Production Tutorial II
PERF 470 Advanced Special Topics in Performance
PERF 480 Independent Study: Performance

Visual Arts Major

The visual arts major at Antioch College emphasizes the unity between the practical and the theoretical, and the indivisibility of form and concept. At Antioch College, the study of art involves the development of strong traditional and experimental technical skill, as well as a sophisticated visual language, an understanding of art history and theory, and an awareness of the issues and concepts present in art and visual culture today.

The media of drawing, painting, and sculpture act as our foundation. Students will be introduced to questions and concerns that inform artistic practices across these media and will consider the contemporary expansion of these media. Students will be challenged to develop and articulate their own problems and positions, and be asked to consider disciplinary boundaries, both malleable and fixed. Students will be introduced to a great deal of historical and contemporary artwork, and to be asked read a variety of texts, from artists' writings to critical theory.

The major in visual arts can prepare students for graduate work in visual art or related careers; but at its core it is a humanist endeavor and can help to prepare involved students, majors and non-majors alike, for a wide variety of endeavors beyond the studio or the confines of an art world.

Requirements in the Major

Core Requirements in the Major

VISA 101	Visual Language: A Focus on Two Dimensions
VISA 102	Visual Language: A Focus on Three Dimensions
VISA 140	Beginning Drawing and Painting
VISA 150	Beginning Sculpture: Concepts, Materials, and Processes
VISA 120	Art History: Modern Art
VISA 220	Art History: Contemporary Art
ARTS 494	Senior Seminar in the Arts
ARTS 495	Senior Project in the Arts

Studio Arts Courses (Choose 2D or 3D Track)**2D Studio Courses: 3**

VISA 240 Intermediate Drawing and Painting

VISA 340 Advanced Drawing and Painting I

VISA 440 Advanced Drawing and Painting II

or**3D Studio Courses: 3**

VISA 250 Intermediate Sculpture

VISA 350 Advanced Sculpture I

VISA 450 Advanced Sculpture II

Additional Requirements in the Major**Foundation Course: Choose 1**

PERF 103 Voice and Speech

PERF 104 Presence of the Performer

MEDA 101 Media, Internet, and Society

MEDA 102 Basic Media Production

100- and 200-level MEDA, PERF, or VISA Courses: Choose 2

VISA 110* Art on Location

VISA 270* Special Topics in the Visual Arts
with Resident Artist

MEDA 110 Media Arts on Location

MEDA 120 The History of Photography

MEDA 130 Practical New Media

MEDA 140 Adventures in Photography: The Portrait

MEDA 141 Adventures in Photography: The Photographic Series

MEDA 142 Adventures in Photography: Capturing Science

MEDA 160 Sound Art

MEDA 220	The History of Documentary Cinema
MEDA 230	Cyborg Art
MEDA 250	Adventures in Video: Experimental Ethnography
MEDA 251	Adventures in Video: History, Memory, and the Cinematic Archive
MEDA 270	Special Topics in Media Arts with Resident Artist
PERF 105	Vocal Music Instruction
PERF 106	Modern Dance
PERF 107	Individual Instruction in Music
PERF 108	Contact Improvisation
PERF 110	Performance on Location
PERF 120	Styles of Live Art
PERF 140	Storytelling
PERF 150	Improvisation in Art and Life
PERF 220	Performance History/Critical Studies
PERF 230	Writing and Performing the Self
PERF 240	Site-Specific Performance
PERF 250	Rehearsal and Production
PERF 270	Special Topics in Performance with Resident Artist

300- and 400-level Courses MEDA, PERF, or VISA: Choose 2

VISA 330*	Installation Art
VISA 470*	Advanced Special Topics in Visual Arts
PERF 320	Performance Studies
PERF 330	Directing Seminar
PERF 340	Rehearsal and Production Tutorial I
PERF 350	Documentary-based Performance
PERF 360	Advanced Topics in Performance
PERF 440	Rehearsal and Production Tutorial II

**Recommended for visual arts majors*

PERF 470 *Advanced Special Topics in Performance*

PERF 480 *Independent Study: Performance*

Courses in the Arts

Go to page 96 for course descriptions Missing from Contents.

Capstone Courses

ARTS 494 Senior Seminar in the Arts

ARTS 495 Senior Project in the Arts

Interdisciplinary Courses

ARTS 225 Visual Culture
Also listed as ANTH 225

ARTS 340 Arts and Asset Mapping

ARTS 420/430 Area Collaborative Studio: Sculpture,
Performance, and the Document

Media Arts Courses

Foundations Courses

MEDA 101 Media, Internet, and Society

MEDA 102 Basic Media Production

Introductory Courses

MEDA 110 Media Arts on Location

MEDA 120 The History of Photography

MEDA 130 Practical New Media

MEDA 140 Adventures in Photography: The Portrait

MEDA 141 Adventures in Photography: The Photographic Series

MEDA 142 Adventures in Photography: Capturing Science

MEDA 160 Sound Art

Intermediate Courses

MEDA 220 The History of Documentary Cinema

MEDA 230 Cyborg Art

MEDA 250 Adventures in Video: Experimental Ethnography

- MEDA 251 Adventures in Video: History, Memory, and the Cinematic Archive
- MEDA 270 Special Topics in Media Arts with Resident Artist

Advanced Courses

- MEDA 330 Spectacle, Nation, and Identity: Pre-histories of Contemporary Media
- MEDA 340 Advanced Projects in Media Art
- MEDA 350 Performative Documentary Cinema
- MEDA 360 Art and Money
- MEDA 440 Travel and Essay
- MEDA 450 Fictions at the Fringe of Documentary
- MEDA 470 Advanced Special Topics in Media Arts

Performance Courses

Foundations Courses

- PERF 103 Voice and Speech
- PERF 104 Presence of the Performer

Introductory Courses

- PERF 110 Performance on Location
- PERF 120 Styles of Live Art
- PERF 140 Storytelling
- PERF 150 Improvisation in Art and Life

Intermediate Courses

- PERF 220 Performance History/Critical Studies
- PERF 230 Writing and Performing the Self
- PERF 240 Site-Specific Performance
- PERF 250 Rehearsal and Production
- PERF 270 Special Topics in Performance with Resident Artist

MEDA 270 Special Topics in Media Arts with Resident Artist

Advanced Courses

- PERF 320 Performance Studies
PERF 330 Directing Seminar
PERF 340 Rehearsal and Production Tutorial I
PERF 350 Documentary-based Performance
PERF 360 Advanced Topics in Performance
PERF 440 Rehearsal and Production Tutorial II
PERF 470 Advanced Special Topics in Performance
PERF 480 Independent Study: Performance

Other Courses

- PERF 105 Vocal Music Instruction
PERF 106 Modern Dance
PERF 107 Individual Instruction in Music
PERF 108 Contact Improvisation

Visual Arts Courses

Foundations Courses

- VISA 101 Visual Language: A Focus on Two Dimensions
VISA 102 Visual Language: A Focus on Three Dimensions

Introductory Courses

- VISA 110 Art on Location
VISA 120 Art History – Modern Art: Late 19th through the
Mid-20th Century
VISA 140 Beginning Drawing and Painting:
Concepts, Materials, and Processes
VISA 150 Beginning Sculpture:
Concepts, Materials, and Processes

Intermediate

- VISA 220 Art History – Contemporary Art:
1960 to the Present
- VISA 240 Intermediate Drawing and Painting
- VISA 250 Intermediate Sculpture
- VISA 270 Special Topics in the Visual Arts
with Resident Artist

Advanced

- VISA 320 Art History: Visual and Critical Studies Seminar
- VISA 330 Installation Art
- VISA 340 Advanced Drawing and Painting I
- VISA 350 Advanced Sculpture I
- VISA 440 Advanced Drawing and Painting II
- VISA 450 Advanced Sculpture II
- VISA 470 Advanced Special Topics in the Visual Arts

Humanities

The study of literature, history, and philosophy make up the cornerstones of humanistic inquiry at Antioch College. Each major within the humanities requires coursework within the specific disciplinary area, but also allows significant freedom for the student to develop his or her own interests. Every student who graduates with a humanities major will be exposed to the humanities in a broader sense through the 210 series of courses. Additionally, students will be encouraged to develop interdisciplinary strategies for reading and research.

History Major

The history major is intended to provide students with an understanding of the major events, forces, and principals of the past in order to gain an understanding of how societies and cultures change over time. History majors will learn to use a variety of sources of historical information including historical texts, visual documents, and oral histories to develop accounts of past events. History majors will also explore the complex ways in which the past influences the present, as well as how the past persists into the future. They will cultivate such vital skills as writing, research, data collection and analysis, critical thinking, questioning, and the organization and presentation of complex materials. History majors become experts in making well-supported, meaningful written claims, and arguments and in communicating with a variety of audiences. This major is supported by the other humanities majors.

Requirements in the Major

Core Requirements in the Major

- LIT 210 Introduction to the Literary Tradition in English
- HIST 210 African American History, from the Colonial Period to the Present
- PHIL 210 Philosophy and Literature
- HUM 494 Senior Seminar in the Humanities
- HUM 495 Senior Project in the Humanities

Additional Requirements in the Major

Foundation Courses in the History: Choose 1

- HIST 105 The World Beyond: Cultural Imagination, Exchanges, and History
- HIST 110 Ohio Stories

Intermediate Courses in History: Choose 1

- HIST 220 U.S. History I, from the Colonial Period to 1877
- HIST 221 U.S. History II, 1877 to the Present

Additional Intermediate Courses in History: Choose 1

- HIST 225 World History I, to 1500
- HIST 226 World History II, from 1500 to the Present
- HIST 231 Latin American History, from the Colonial Period to the Present
- HIST 232 Native American History, Asian American History
- HIST 233 U.S. Women's History
- HIST 240 Gender Expression and Sexual Orientation: A Global History
- HIST 250 The Construction of Race and Ethnicity in North America

Advanced Courses in History: Choose 3

- HIST 330 The History of a City
- HIST 331 The History of the American City
- HIST 334 The History of a Person
- HIST 335 The History of an Institution
- HIST 370 Special Topics in U.S. History
- HIST 470 Special Topics in the Practice of History

Literature Major

The literature major at Antioch College is intended to encourage students to read widely, to think broadly, and to communicate clearly and effectively about literature.

Students who major in literature will be required to take six courses. The first of these is LIT 210, which has been designed as a reading survey of the English literary tradition that is oriented towards majors in this and related fields within the humanities. All literature majors will become conversant with a variety of basic methodologies and strategies for the appreciation and critical analysis of literary texts by encountering them in regular coursework as well as in the LIT 299 course, which will provide students with an overview of current literary theory. Students will also be required to complete a senior project under the guidance of the literature faculty, who will help students to craft and produce a substantial research or creative project within the discipline. In addition, students will be encouraged to work cross-disciplinarily within the humanities through the 210 series, which will provide students with a foundational introduction to the related disciplines of history and philosophy. Students across these disciplines will reconvene in the senior seminar, which is designed to put these students in conversation as they formulate their independent senior projects and practice the art of intellectual collaboration. The major is extremely flexible and is designed to respond to individual students' interests and needs; in collaboration with their advisors, students who major in literature will assemble the remaining seven courses from electives within the discipline.

Requirements in the Major

Core Requirements in the Major

LIT 210	Introduction to the Literary Tradition in English
HIST 210	African American History, from the Colonial Period to the Present
PHIL 210	Philosophy and Literature
LIT 290	Introduction to Advanced Study in Literature
HUM 494	Senior Seminar in the Humanities

HUM 495 Senior Project in the Humanities

Additional Requirements in the Major

Intermediate Courses in Literature: Choose 3

- LIT 220 Introduction to World Literature
LIT 240 Introduction to Drama
LIT 241 Introduction to Poetry
LIT 242 Introduction to Fiction
LIT 250 Creative Writing I
Also listed as ENG 250
LIT 251 Expository Writing I
Also listed as ENG 251
LIT 299 Introductory Independent Study in Literature

Advanced Courses in Literature: Choose 4

- LIT 301 Advanced Independent Study in Literature
LIT 310 Studies in Major Authors
LIT 320 Gender in Literature
LIT 321 Ethnicity in Literature
LIT 330 Literary Movements and Moments I (before 1850)
LIT 331 Literary Movements and Moments II (after 1850)
LIT 350 Advanced Creative Writing
Also listed as ENG 350
LIT 351 Advanced Expository Writing
Also listed as ENG 351
LIT 370 Special Topics: Advanced Theoretical
Approaches to Literature
LIT 399 Advanced Independent Study in Literature

Philosophy Major

The philosophy major is intended to give students a focused grounding in the history and practice of philosophy as part of their broader education in the humanities at Antioch College. Following the dictum laid down by Socrates that the unexamined life is not worth living, philosophy majors will examine fundamental topics such as the nature of justice, being, political community, reality, and the best way of life. Philosophy majors will learn to develop and support their own views with clarity, and they will connect their work in philosophy with ideas and methodologies from other disciplines through the 210 series of courses in philosophy, literature, and history.

Requirements in the Major

Core Requirements in the Major

LIT 210	Introduction to the Literary Tradition in English
HIST 210	African American History, from the Colonial Period to the Present
PHIL 210	Philosophy and Literature
PHIL 330	Ancient Philosophy
PHIL 332	Modern Philosophy
HUM 494	Senior Seminar in the Humanities
HUM 495	Senior Project in the Humanities

Additional Requirements in the Major

Foundation Course in Philosophy: Choose 1

PHIL 105	Epistemology: Theories of Knowledge
PHIL 110	Law and Justice in the Western Tradition

Advanced Courses in Philosophy: Choose 3

PHIL 310	Special Topics in Philosophy
PHIL 320	Special Topics in Philosophy

PHIL 330	Ancient Philosophy
PHIL 331	Medieval Philosophy
PHIL 332	Modern Philosophy
PHIL 335	Feminist Philosophy & Political Theory
PHIL 410	Special Topics in Philosophy
PHIL 440	Selected Topics in Contemporary Philosophy

Intermediate Courses in HIS, LIT, or PHIL: Choose 1

HIST 220	U.S. History I, from the Colonial Period to 1877
HIST 221	U.S. History II, 1877 to the Present
HIST 225	World History I, to 1500
HIST 226	World History II, from 1500 to the Present
HIST 230	African American History, from the Colonial Period to the Present
HIST 231	Latin American History, from the Colonial Period to the Present
HIST 232	Empire Building and Colonization in the Atlantic World II, since 1890
HIST 233	U.S. Women's History
HIST 240	Gender Expression and Sexual Orientation: A Global History
HIST 250	The Construction of Race and Ethnicity in North America
LIT 220	Introduction to World Literature
LIT 240	Introduction to Drama
LIT 241	Introduction to Poetry
LIT 242	Introduction to Fiction
LIT 250	Creative Writing I <i>Also listed as ENG 250 xref</i>
LIT 251	Expository Writing I <i>Also listed as ENG 251 xref</i>
LIT 290	Introduction to Advanced Study in Literature

LIT 299	Introductory Independent Study in Literature
PHIL 205	Philosophy of Religion <i>Also listed as ANTH 205</i>
PHIL 220	Existentialism
PHIL 221	Environmental Ethics & Political Theory
PHIL 225	Critical Thinking
PHIL 229	Eastern Philosophy

Advanced Courses in HIS, LIT, or PHIL: Choose 2

LIT 301	Advanced Independent Study in Literature
LIT 310	Studies in Major Authors
LIT 320	Gender in Literature
LIT 321	Ethnicity in Literature
LIT 330	Literary Movements and Moments I (before 1850)
LIT 350	Advanced Creative Writing <i>Also listed as ENG 350</i>
LIT 351	Advanced Expository Writing <i>Also listed as ENG 351</i>
LIT 370	Special Topics: Advanced Theoretical Approaches to Literature
LIT 399	Advanced Independent Study in Literature
HIST 330	The History of a City
HIST 331	The History of the American City
HIST 334	The History of a Person
HIST 335	The History of an Institution
HIST 370	Special Topics in U.S. History
HIST 470	Special Topics in the Practice of History
PHIL 310	Special Topics in Philosophy
PHIL 320	Special Topics in Philosophy
PHIL 330	Ancient Philosophy
PHIL 331	Medieval Philosophy

PHIL 332	Modern Philosophy
PHIL 335	Feminist Philosophy & Political Theory
PHIL 410	Special Topics in Philosophy
PHIL 440	Selected Topics in Contemporary Philosophy

Courses in the Humanities

Go to page 96 for course descriptions.

Capstone

- HUM 494 Senior Seminar in the Humanities
HUM 495 Senior Project in the Humanities

History Courses

Foundations

- HIST 105 The World Beyond: Cultural Imagination,
Exchanges, and History
HIST 110 Ohio Stories

Intermediate

- HIST 210 African American History, from the Colonial
Period to the Present
HIST 220 U.S. History I, from the Colonial Period to 1877
HIST 221 U.S. History II, 1877 to the Present
HIST 225 World History I, to 1500
HIST 226 World History II, from 1500 to the Present
HIST 231 Latin American History, from the Colonial Period
to the Present
HIST 233 U.S. Women's History
HIST 240 Gender Expression and Sexual Orientation:
A Global History
HIST 250 The Construction of Race and
Ethnicity in North America

Advanced

- HIST 330 The History of a City
HIST 331 The History of the American City
HIST 334 The History of a Person
HIST 335 The History of an Institution

- HIST 370 Special Topics in U.S. History
HIST 470 Special Topics in the Practice of History

Literature Courses

Foundations

- LIT 110 Literature and History
LIT 120 Literature and Science

Intermediate

- LIT 210 Introduction to the Literary Tradition in English
LIT 220 Introduction to World Literature
LIT 240 Introduction to Drama
LIT 241 Introduction to Poetry
LIT 242 Introduction to Fiction
ENG 250/
LIT 250 Creative Writing I
ENG 251/
LIT 251 Expository Writing I
LIT 290 Introduction to Advanced Study in Literature
LIT 299 Introductory Independent Study in Literature

Advanced

- LIT 301 Advanced Independent Study in Literature
LIT 310 Studies in Major Authors
LIT 320 Gender in Literature
LIT 321 Ethnicity in Literature
LIT 330 Literary Movements and Moments I (before 1850)
LIT 331 Literary Movements and Moments II (after 1850)
ENG 350/
LIT 350 Advanced Creative Writing
ENG 351/
LIT 351 Advanced Expository Writing

LIT 370 Special Topics: Advanced Theoretical Approaches to Literature

LIT 399 Advanced Independent Study in Literature

Philosophy Courses

Foundations

PHIL 105 Epistemology: Theories of Knowledge

PHIL 110 Law and Justice in the Western Tradition

Intermediate

PHIL 205 Philosophy of Religion
Also listed as ANTH 205

PHIL 110 Law and Justice in the Western Tradition

PHIL 210 Philosophy and Literature

PHIL 220 Existentialism

PHIL 221 Environmental Ethics & Political Theory

PHIL 225 Critical Thinking

PHIL 229 Eastern Philosophy

Advanced Courses

PHIL 310 Special Topics in Philosophy

PHIL 320 Special Topics in Philosophy

PHIL 330 Ancient Philosophy

PHIL 331 Medieval Philosophy

PHIL 332 Modern Philosophy

PHIL 335 Feminist Philosophy & Political Theory

PHIL 410 Special Topics in Philosophy

PHIL 440 Selected Topics in Contemporary Philosophy

Sciences

The science curriculum provides a rich environment for developing the powers of insight and creativity, as well as many transferable skills. Students in the sciences are offered pathways that can lead to rewarding post-baccalaureate professional and academic opportunities.

Science is continually changing, and students will learn foundational concepts of science fields, and practice the critical thinking and research skills necessary for them to continue to adapt and learn long after they graduate. The majors in the sciences are designed to lead students through courses that build on the knowledge gained in previous classes, and emphasize close interaction with faculty and other students. Students in both majors begin their journey with a core set of foundational and introductory courses taken in common. By the second year, students will begin to focus more time on intermediate and advanced courses that are specifically designed to lead them to the culmination of the major they have chosen, even though some courses will be taken in common.

The culmination for both majors is the senior project, based on the students' research, and is presented both orally and in writing.

Biomedical Science

The biomedical science major will prepare students for either medical school or graduate school, through a rigorous, interdisciplinary scientific regimen of continuously increasing complexity. Students will become well-versed in the fundamental areas of biology, chemistry, mathematics, and physics, and will gain a deeper understanding of the genetic, molecular, and biochemical bases of life. The program is designed to appeal to students who value serving society and who want to make a difference. The major is supported by the Cooperative Education Program and local community agencies, which provide students opportunities to gain valuable and necessary premedical work experience.

Many medical and related graduate programs have their own specific requirements, including, but not limited to, one year of English composition, psychology, sociology, further statistics and mathematics, and foreign languages. Students are strongly advised to speak with their faculty advisors during their first year to plan their educational trajectory appropriately.

Requirements for the Major

Core Requirements in the Major

BIO 105 ^A	General Biology I
BIO 160	General Biology II
BIO 205	Genetics
BIO 215	Cell and Molecular Biology
BIO 330	Anatomy and Physiology I
BIO 335	Anatomy and Physiology II
CHEM 105 ^A	General Chemistry I
CHEM 160	General Chemistry II
CHEM 205	Organic Chemistry I
CHEM 330	Organic Chemistry II
CHEM 340	Biochemistry
MATH 115 ^{A,B}	Calculus I

PHYS 160 ^A	Physics I
PHYS 260	Physics II
SCI 494	Senior Seminar in the Sciences
SCI 495	Senior Project in the Sciences

^A *May potentially be met by AP, etc. credit*

^B *A minimum mathematical level of Calculus I is required. Students must take as many math courses as necessary to reach this level.*

Additional Requirements

Introductory and Intermediate Courses: Choose 1

BIO 210	Botany
BIO 230	General Microbiology
CHEM 220	Environmental Chemistry
ENVS 220	Aquatic Biology

Mathematics Course: Choose 1

MATH 160	Calculus 2
MATH 330	Statistics

Environmental Science

The environmental science major is for those students interested in a scientific perspective on current and future environmental issues. Students in the environmental science major will receive a rich education that can take them in many career directions: graduate studies, conservation biology, environmental scientific research, science and nature education, toxicology, environmental policy analysis from a scientific perspective, environmental consulting, and other careers in the areas of biological and life sciences. The major is grounded in the basics of life, physical sciences, and mathematics, and the curriculum provides opportunity for original research in environmental science. The major is strongly supported by the Glen Helen Ecology Institute through the college's 1,000-acre nature preserve, where students study and conduct research.

Many environmental science graduate programs have their own specific requirements, including, but not limited to, microeconomics, organic chemistry, geology, and more advanced mathematics and physics. Students are strongly advised to speak with their faculty advisors during their first year to plan their educational trajectory appropriately.

Requirements for the Major

Core Requirements in the Major

BIO 105 ^A	General Biology I
BIO 160	General Biology II
BIO 215	Genetics
CHEM 105 ^A	General Chemistry I
CHEM 160	General Chemistry II
ENVS 105 ^A	Introduction to Environmental Science
MATH 115 ^{A,B}	Calculus I
MATH 330	Statistics
PHYS 160 ^A	Physics I
PHYS 260	Physics II

ENVS 305	Ecology
SCI 494	Senior Seminar in the Sciences
SCI 495	Senior Project in the Sciences

^A *May potentially be met by AP, etc. credit*

^B *A minimum mathematical level of Calculus I is required. Students must take as many math courses as necessary to reach this level.*

Additional Requirements

Introductory and Intermediate Courses: Choose 3

BIO 210	Botany
BIO 215	Cell and Molecular Biology
CHEM 205	Organic Chemistry I
CHEM 220	Environmental Chemistry
ENVS 220	Aquatic Biology
MATH 160	Calculus II

Advanced Courses: Choose 3

BIO 340	Evolutionary Biology
CHEM 330	Organic Chemistry II
CHEM 340	Biochemistry
ENVS 310	Soil Science
ENVS 315	Hydrology
ENVS 330	Conservation Biology
ENVS 335	Field Plant Ecology
ENVS 339	Ecological Agriculture

Courses in the Sciences

Go to page 96 for course descriptions.

Capstone Courses

- SCI 494 Senior Seminar in the Sciences
SCI 495 Senior Project in the Sciences

Biology Courses

Foundations Courses

- BIO 105 General Biology I

Introductory, Intermediate, and Advanced Courses

- BIO 160 General Biology II
BIO 205 Genetics
BIO 210 Botany
BIO 215 Cell and Molecular Biology
BIO 230 General Microbiology
BIO 330 Anatomy and Physiology I
BIO 335 Anatomy and Physiology II
BIO 340 Evolutionary Biology

Chemistry Courses

Foundations Courses

- CHEM 105 General Chemistry I

Introductory, Intermediate, and Advanced Courses

- CHEM 160 General Chemistry II
CHEM 205 Organic Chemistry I
CHEM 220 Environmental Chemistry
CHEM 330 Organic Chemistry II
CHEM 340 Biochemistry

Environmental Science Courses

Foundations Courses

ENVS 105 Introduction to Environmental Science

Intermediate and Advanced Courses

ENVS 220 Aquatic Biology

ENVS 305 Ecology

ENVS 310 Soil Science

ENVS 315 Hydrology

ENVS 330 Conservation Biology

ENVS 335 Field Plant Ecology

ENVS 339 Ecological Agriculture

Mathematics Courses

Foundations Courses

MATH 105 Statistical Discovery for Everyone

MATH 110 Pre-Calculus

MATH 115 Calculus I

Introductory and Advanced Courses

MATH 160 Calculus II

MATH 330 Statistics

Other Courses

MATH 090 College Math Skills

MATH 107 Review of College Algebra

Physics Courses

Introductory and Intermediate Courses

PHYS 160 General Physics I

PHYS 260 General Physics II

Social Sciences

The social sciences at Antioch College encompass three fields of study focusing on cultural anthropology, political economy, and psychology, disciplines that examine and attempt to explain how humans, as social beings, function in society at a variety of levels ranging from individual behavior to small group dynamics, and to the functioning of the economy, politics, and culture. The core of these fields of study is their focus on the interplay of self and other, individual and society, personality and institutions, individual behavior and social action, micro- and macro-levels of analysis, theory and practice, and stability and change. In the spirit of C. Wright Mills' notion of "sociological imagination," the social sciences inspire in students a passion for understanding the interactions between biography and history, personal and social concerns, and private and public domains. The social sciences further seek to equip students with a quality of mind that enables them to use multiple modes of inquiry, critical, and analytical thinking, in order to better address current issues in contemporary society.

Anthropology Major

Anthropology is an extraordinarily broad discipline that embraces biological, historical, and cross-cultural studies. These areas of focus within the discipline of anthropology work together in pursuit of understanding humans, past and present. Anthropology courses introduce students to themes of diversity and help us see various ways of being human. They also can help us understand and appreciate what we have in common despite our differences. The anthropology program at Antioch College focuses primarily on the subfield of cultural anthropology. Cultural anthropology examines a broad spectrum of cultural dimensions, such as language, religion, politics, ethnicity, gender and media, that inform human existence. The study of cultural anthropology allows students to reflect on their own cultural practices, while also enhancing their awareness and understanding of cross-cultural diversity.

Requirements for the Major

Core Requirements in the Major

- ANTH 105 Cultural Anthropology
and one additional ANTH foundation course
- ANTH 345 Reading Ethnography as Theory I
- ANTH 350 Reading Ethnography as Theory II
- SSC 490 Social Science Research Methods
- SSC 494 Senior Seminar in the Social Sciences
- SSC 495 Senior Project in the Social Sciences

Additional Requirements in the Major

Intermediate Courses in ANTH: Choose 2

- ANTH 205 Philosophy and Religion
Also listed as PHIL 205
- ANTH 210 Language and Culture
- ANTH 220 Contemporary Indigenous Peoples

- ANTH 225 Visual Culture
Also listed as ARTS 225
- ANTH 250 Economic Anthropology
Also listed as PECO 250
- ANTH 280 Global Political Economy
Also listed as PECO 280
- ANTH 290 Independent Study (Intermediate)

Intermediate Course in PECO: Choose 1

- PECO 210 U.S. Political System
- PECO 220 Intermediate Micro- and Macro-Economic Theory
- PECO 250 Economic Anthropology
Also listed as ANTH 250
- PECO 270 Political Economy Theory
- PECO 280 Global Political Economy
Also listed as ANTH 280
- PECO 299 Independent Study (Intermediate)

Intermediate Courses in PSYC: Choose 1

- PSYC 210 Ecopsychology
- PSYC 225 Developmental Psychology
- PSYC 230 Personality Theories
- PSYC 235 Abnormal Psychology
- PSYC 240 Somatic Psychology
- PSYC 242 Cognitive Psychology
- PSYC 250 Depth Psychology
- PSYC 252 Community Mental Health

Advanced Courses in ANTH: Choose 2

- ANTH 305 Anthropology of Space and Place
- ANTH 310 Anthropology of Globalization
Also listed as PECO 310

- ANTH 315 Psyche, Myth & Culture
Also listed as PSYC 315
- ANTH 320 Anthropology of Healing
- ANTH 325 Anthropology of Work
- ANTH 360 Writing Culture
- ANTH 370 Special Topics in Cultural Anthropology
- ANTH 390 Independent Study (Advanced)

Advanced Courses in PECO and PSYC: Choose 2

- PECO 320 Labor Economics
- PECO 330 Political Economy of Race and Gender
- PECO 340 Political Economy of Not-for-Profits
- PECO 350 Public Policy
- PECO 390 Special Topics in Political Economy
- PECO 399 Independent Study (Advanced)
- PSYC 315 Psyche, Myth & Culture
Also listed as ANTH 315
- PSYC 320 Political and Ethical Issues in Psychology
- PSYC 350 Intersectional Identities in Psychology
- PSYC 385 Psychological Assessments & Measurement
- PSYC 390 The Art of Psychological Inquiry
- PSYC 395 Special Topics in Psychology
- PSYC 400 Basic Therapeutic Skills
- PSYC 405 Group Theory and Dynamics
- PSYC 430 Critical Psychology

Political Economy Major

Political economy is an interdisciplinary field of study that has its roots in the intellectual tradition of enlightenment moral philosophy, the Marxist political project of social analysis of capitalism, conservative public choice theory, and liberal approaches to public policy. In some accounts, political economy involves “things that have too much politics to be economics, too much history to be politics, too much sociology to be history, and too much economics to be sociology.” Political economy examines the possibilities and constraints furnished by social structures, institutions, ideologies, and culture within and across societies and looks at the interplay of economic and political forces in the social arena. It provides students with conceptual and methodological frameworks that help them critically examine the interplay between market forces and public policy actors and factors. As students develop their analytical skills of economics and politics and their interrelationships, they are encouraged to keep, in a humanistic tradition, a sustained reflection on fundamental values.

Requirements in the Major

Core Requirements in the Major

PECO 105	Foundations of Political Economy
PECO 110	Principles of Economics
PECO 210	U.S. Political System
PECO 220	Intermediate Micro- and Macro-Economics
PECO 270	Political Economy Theory
PECO 350	Public Policy
PECO 315	Environmental Economics
MATH 330	Statistics
SSC 490	Social Science Research Methods
SSC 494	Senior Seminar in the Social Sciences
SSC 495	Senior Project in the Social Sciences

Additional Requirements

Intermediate Courses in PECO: 1

PECO 280 Global Political Economy

or

Intermediate Courses in ANTH or PSYC: Choose 1

ANTH 205 Philosophy and Religion

Also listed as PHIL 205

ANTH 210 Language and Culture

ANTH 220 Contemporary Indigenous Peoples

ANTH 225 Visual Culture

Also listed as ARTS 225

ANTH 290 Independent Study (Intermediate)

PSYC 210 Ecopsychology

PSYC 225 Developmental Psychology

PSYC 230 Personality Theories

PSYC 235 Abnormal Psychology

PSYC 240 Somatic Psychology

PSYC 242 Cognitive Psychology

PSYC 250 Depth Psychology

PSYC 252 Community Mental Health

Advanced Courses in PECO: Choose 1

PECO 310 Anthropology of Globalization

Also listed as ANTH 310

PECO 320 Labor Economics

PECO 330 Political Economy of Race and Gender

PECO 340 Political Economy of Not-for-Profits

PECO 350 Public Policy

PECO 390 Special Topics in Political Economy

PECO 399 Independent Study (Advanced)

Advanced Courses in ANTH or PSYC: Choose 2

- ANTH 305 Anthropology of Space and Place
- ANTH 310 Anthropology of Globalization
Also listed as PECO 310
- ANTH 315 Psyche, Myth, & Culture
Also listed as PSYC 315
- ANTH 320 Anthropology of Healing
- ANTH 325 Anthropology of Work
- ANTH 345 Reading Ethnography as Theory I
- ANTH 350 Reading Ethnography as Theory II
- ANTH 360 Writing Culture
- ANTH 370 Special Topics in Cultural Anthropology
- ANTH 390 Independent Study (Advanced)
- PSYC 315 Psyche, Myth, & Culture
Also listed as ANTH 315
- PSYC 320 Political and Ethical Issues in Psychology
- PSYC 350 Intersectional Identities in Psychology
- PSYC 385 Psychological Assessments & Measurement
- PSYC 390 The Art of Psychological Inquiry
- PSYC 395 Special Topics in Psychology
- PSYC 400 Basic Therapeutic Skills
- PSYC 405 Group Theory and Dynamics
- PSYC 430 Critical Psychology
- PSYC 440 Independent Study (Advanced)

Psychology Major

Psychology investigates the historical and ongoing dynamics in individuals, families, groups, culture, context, interiority, dreams, transformation, dialogue, symptoms, pathology, and healing. It honors the full scope of lived experiences, particularly as it relates to the complexity of individual, group, and collective behavior, cognitive patterns, and effective tendencies—in other words, the myriad ways in which we act, think, and feel. To this end, psychology-in-practice aspires to generally increase mental health and general well being, and to help alleviate distress and suffering. Students in the psychology major will have the opportunity to develop basic therapeutic skills, a critical understanding of contemporary Western psychology, and a deeper awareness of “self” as a citizen of the global community.

Requirements in the Major

Core Requirements in the Major

PSYC 105	General Psychology
PSYC 110	Foundations of Social Psychology
PSYC 225	Developmental Psychology
PSYC 230	Personality Theories
PSYC 235	Abnormal Psychology
PSYC 305	Careers in Psychology
PSYC 400	Basic Therapeutic Skills
MATH 330	Statistics
SSC 490	Social Science Research Methods
SSC 494	Social Science Senior Seminar
SSC 495	Social Science Senior Project

Additional Requirements

Intermediate Courses in ANTH, PECO or PSYC: Choose 1

- ANTH 205 Philosophy and Religion
Also listed as PHIL 205
- ANTH 210 Language and Culture
- ANTH 220 Contemporary Indigenous Peoples
- ANTH 225 Visual Culture
Also listed as ARTS 225
- ANTH 290 Independent Study (Intermediate)
- PECO 210 U.S. Political System
- PECO 220 Intermediate Micro- and Macro-Economic Theory
- PECO 250 Economic Anthropology
Also listed as ANTH 250
- PECO 270 Political Economy Theory
- PECO 280 Global Political Economy
Also listed as ANTH 280
- PECO 290 Independent Study (Intermediate)
- PSYC 210 Ecopsychology
- PSYC 240 Somatic Psychology
- PSYC 242 Cognitive Psychology
- PSYC 250 Depth Psychology
- PSYC 252 Community Mental Health

Advanced Courses in PSYC: Choose 2

- PSYC 315 Psyche, Myth & Culture
Also listed as ANTH 315
- PSYC 320 Political and Ethical Issues in Psychology
- PSYC 350 Intersectional Identities in Psychology
- PSYC 385 Psychological Assessments and Measurement
- PSYC 390 The Art of Psychological Inquiry
- PSYC 395 Special Topics in Psychology

PSYC 400	Basic Therapeutic Skills
PSYC 405	Group Theory and Dynamics
PSYC 430	Critical Psychology
PSYC 440	Independent Study (Advanced)

Advanced Courses in ANTH or PECO: Choose 1

ANTH 305	Anthropology of Space and Place
ANTH 310	Anthropology of Globalization <i>Also listed as PECO 310</i>
ANTH 320	Anthropology of Healing
ANTH 325	Anthropology of Work
ANTH 345	Reading Ethnography as Theory I
ANTH 350	Reading Ethnography as Theory II
ANTH 360	Writing Culture
ANTH 370	Special Topics in Cultural Anthropology
ANTH 390	Independent Study (Advanced)
PECO 315	Environmental Economics
PECO 320	Labor Economics
PECO 330	Political Economy of Race and Gender
PECO 340	Political Economy of Not-for-Profits
PECO 350	Public Policy
PECO 390	Special Topics in Political Economy
PECO 399	Independent Study (Advanced)

Courses in the Social Sciences

Go to page 96 for course descriptions.

Capstone Courses

- SSC 490 Research Methods
SSC 494 Senior Seminar
SSC 495 Senior Project

Anthropology Courses

Foundations Courses

- ANTH 105 Cultural Anthropology
ANTH 110 Culture Conflict

Intermediate Courses

- ANTH 210 Language and Culture
ANTH 220 Contemporary Indigenous Peoples
ANTH 225 Visual Culture
ANTH 250 Economic Anthropology
Also listed as PECO 250
ANTH 280 Global Political Economy
Also listed as PECO 280
ANTH 290 Independent Study (Intermediate)

Advanced Courses

- ANTH 305 Anthropology of Space and Place
ANTH 310 Anthropology of Globalization
Also listed as PECO 310
ANTH 315 Psyche, Myth & Culture
Also listed as PSYC 315
ANTH 320 Anthropology of Healing
ANTH 345 Reading Ethnography as Theory I
ANTH 350 Reading Ethnography as Theory II

- ANTH 360 Writing Culture
ANTH 370 Special Topics in Cultural Anthropology
ANTH 390 Independent Study (Advanced)

Political Economy

Foundations Courses

- PECO 105 Foundations of Political Economy
PECO 110 Principles of Economics

Intermediate Courses

- PECO 210 U.S. Political System
PECO 220 Intermediate Micro- and Macro-Economic Theory
PECO 250 Economic Anthropology
Also listed as ANTH 250
PECO 270 Political Economy Theory
PECO 280 Global Political Economy
Also listed as ANTH 280
PECO 299 Independent Study (Intermediate)

Advanced Courses

- PECO 310 Anthropology of Globalization
Also listed as ANTH 310
PECO 315 Environmental Economics
PECO 320 Labor Economics
PECO 330 Political Economy of Race and Gender
PECO 340 Political Economy of Not-for-Profits
PECO 350 Public Policy
PECO 390 Special Topics in Political Economy
PECO 399 Independent Study (Advanced)

Psychology

Foundations

- PSYC 105 General Psychology
PSYC 110 Foundations of Social Psychology

Intermediate

- PSYC 210 Ecopsychology
PSYC 225 Developmental Psychology
PSYC 230 Personality Theories
PSYC 235 Abnormal Psychology
PSYC 240 Somatic Psychology
PSYC 242 Cognitive Psychology
PSYC 250 Depth Psychology
PSYC 252 Community Mental Health

Advanced

- PSYC 305 Careers in Psychology
PSYC 315 Psyche, Myth & Culture
Also listed as ANTH 315
PSYC 320 Political and Ethical Issues in Psychology
PSYC 350 Intersectional Identities in Psychology
PSYC 385 Psychological Assessments and Measurement
PSYC 390 The Art of Psychological Inquiry
PSYC 395 Special Topics in Psychology
PSYC 400 Basic Therapeutic Skills
PSYC 405 Group Theory and Dynamics
PSYC 430 Critical Psychology
PSYC 440 Independent Study (Advanced)

Self-Designed Majors

The self-designed major is available for students with special objectives that cannot be met by another major offered at the College. To declare a self-designed major, a student must submit a properly completed Self-Designed Major Form to the registrar's office for consideration by the Self-Designed Major Committee, which will approve, reject, or recommend changes to the proposed major. A student is expected to submit the preliminary plan by the end of the fourth study quarter (typically fall of the second year of study), and should have the final plan approved by the end of the sixth study quarter (summer of the second year of study). No self-designed major will be approved if there are two or fewer academic terms remaining before a student's graduation. The Self-Designed Major Committee will approve only those self-designed majors that are significantly different from existing majors at Antioch College.

The course and credit requirements for a self-designed major are similar to those of standard majors in the catalog, but there are some important differences of which students should be aware.

A student's plan:

- Must meet general education requirements
- Cannot be accommodated within an existing major
- Must be significantly different from any existing major
- Must be conductible using existing College resources
- Must not contain more than three independent studies

Requirements for Self-Designed Majors Leading to a Bachelor of Arts

The plan for a self-designed major leading to a Bachelor of Arts degree must include at least 52 quarter credits, consisting of:

- **At least two but not more than four foundation courses**
These credits count for general education and not towards the major.
- **Eleven courses in the major meeting the following criteria**
 1. Specifically addressed in the student's plan, and be clearly justified and articulated as a cohesive whole
 2. At least four must be at the 100 or 200 level (not including foundation courses)
 3. At least four must be at the 300 or 400 level (not including the senior seminar or senior project)
- **A Senior Seminar**
- **A Senior Project**

A BA degree requires 24 disciplinary elective credits. This requirement is normally met with six 4-credit courses; these courses do not need to be justified or listed, but students are encouraged to do so, especially since this may further clarify the major and help the committee advise the student.

Students must declare the self-designed major within a division that currently exists at the College and that most appropriately fits the major. For the BA, the major must be declared in the arts, humanities, or social sciences divisions.

Requirements for Self-Designed Major Leading to a Bachelor of Science

The plan for a self-designed major leading to a Bachelor of Science degree must include at least 60 quarter credits, consisting of:

- **At least two but not more than four foundation courses**
At least two must be from the sciences division. These credits count for general education and not towards the major.
- **Thirteen courses in the major meeting the following criteria**
 1. Specifically addressed in the student's plan, clearly justified and articulated as a cohesive whole, which includes an explanation as to why the degree should be Bachelor of Science and not Bachelor of Arts
 2. At least seven must be from the sciences division
 3. At least four must be at the 100 or 200 level (not including foundation courses)
 4. At least four must be at the 300 or 400 level (not including the senior seminar or senior project)
- **A Senior Seminar**
SCI 494 Senior Seminar in the Sciences required
- **A Senior Project**
SCI 495 Senior Project in the Sciences required

A BS degree requires 16 disciplinary elective credits. This requirement is normally met with six 4-credit courses; these courses do not need to be justified or listed, but students are encouraged to do so, especially since this may further clarify the major and help the committee advise the student.

Students must declare the self-designed major within the sciences division.

Course Descriptions

Courses are listed in alphabetical order by prefix.

ANTH 105

Cultural Anthropology (4 credits)

This course is designed to acquaint students with the anthropological approach of studying the structures and institutions, world views, and belief systems of other peoples. Students will have the opportunity for experientially learning the primary methodology of cultural anthropology, participant observation, data collection, and analysis. One major outcome of the course will be the expansion of the students' ability to understand and participate in cultures other than their own.

ANTH 110

Culture Conflict (4 credits)

Students will learn to investigate the tensions and conflicts that develop when a dominant group imposes its systems on a subordinate group. The range of materials will include examples resulting from colonization and marginalization, dominance of religious ideology, and environmental philosophy.

ANTH 205/PHIL 205

Philosophy and Religion (4 credits)

This course explores the topic of religion in a philosophical manner. Students will compare the ways in which philosophers like Spinoza,

Maimonides, and Kierkegaard have engaged with religious texts, and they will grapple with classic texts in the philosophy of religion such as Hume's *Dialogues Concerning Natural Religion*, James' *Varieties of Religious Experience*, and Nietzsche's *Antichrist*. In addition to studying philosophic analyses of religion, students will examine religious texts and beliefs from a variety of traditions and cultures.

ANTH 210

Language and Culture (4 credits)

This course offers an introduction to linguistic anthropology, focusing on the cultural and social aspects of language. The course will consider various theoretical approaches to the study of language and consider issues such as language loss and revitalization, language ideologies, social/cultural identity, political process and education.

ANTH 220

Contemporary Indigenous Peoples (4 credits)

Early ethnographic studies often portrayed indigenous communities as isolated, homogenous and relatively unchanging entities. More recently the focus has shifted to the complex ways in which indigenous peoples engage with broader political economic and social processes. Through an examination of changing trends in ethnography and theory, this course will consider the ways in which indigenous peoples are represented within anthropology, including views of language and ethnicity, as well as the politics of culture. Prerequisite: ANTH 105.

ANTH 225/ARTS 225

Visual Culture (4 credits)

This course will offer students the opportunity to learn how specific cultures view the role of visual representations, sometimes referred to as "art-making." In cultural anthropology, the analysis goes beyond the traditional western concept of "art," and examines concepts of beauty, artisanship, and the appearance of all human made or human modified materials. Students will be asked to view and report on a specific element of visual culture, put their findings in writing and make an oral presentation to the class. Offered as needed every two to three years.

ANTH 250/PECO 250

Economic Anthropology (4 credits)

This course takes familiar economic behavior, practice, and institutions such as consumption, market, exchange, money, etc., and makes them unfamiliar by studying their variability across cultures. This course employs concepts and methods borrowed from the disciplines of anthropology and economics to examine differences, and similarities, in the organization, meaning, and function of economic relations involving production, distribution, consumption, debt, profit, etc. across cultures. The course reviews sample studies of economic institutions in Japan, China, and Mexico. Prerequisite: one PECO or ANTH foundation course.

ANTH 280/PECO 280

Global Political Economy (4 credits)

The course combines theories and insights from a number of disciplines such as economics, sociology, international relations and comparative politics to develop a better understanding of globalization. It begins with an overview of the current state of the global economy, its main national and transnational actors, and its major issues and challenges. Then it reviews major theoretical perspectives ranging from classical mercantilist, liberal and neoliberal, modernization, hegemonic power, dependency, and world system, to state developmentalism to explain the historical development of the global political economy. For more in-depth analysis, the course will focus on certain themes including: transnational corporations, global division of labor, uneven development, debt crisis, human rights, and environmental sustainability. Offered every two years. Prerequisite: one PECO course and one other social science course, or instructor's permission.

ANTH 290

Independent Study (Intermediate) (4 credits)

This course allows individual students, in consultation and under the supervision of a faculty member in related fields, to develop and design a course of study on a topic of mutual interest. The student takes the responsibility for designing and proposing a course syllabus (following a template for independent studies) that would clearly outline the learning objectives, course activities, assignments

and bases of evaluation for the course. The syllabus should specify the prerequisites for the course including academic standing, and the student should demonstrate sufficient background in anthropology to justify the required independent work. The faculty member is ultimately responsible for approving, supervising, evaluating, and grading the course. Offered as needed every two to three years.

ANTH 305

Anthropology of Space and Place (4 credits)

This course will begin to raise our own awareness and understanding of how space is used, restricted, made sacred, or contested. It will also consider how space is connected to race/class/gender, as well as the concepts of nation and identity. Students will become familiar with delineating spaces and also mapping their use. Prerequisite: ANTH 105 or instructor's permission.

ANTH 310/PECO 310

Anthropology of Globalization (4 credits)

In this course we will consider various views of globalization and how global processes impact and interact with culture. To this end, we will look at ethnographic studies of globalization, considering questions such as: How is globalization experienced? What are the local effects of globalization? Is globalization homogenizing or do various forms of pluralism continue to exist? How accurate and useful are the terms "local" and "global"? Offered every two years. Prerequisite: ANTH 105 or instructor's permission.

ANTH 315/PSYC 315

Psyche, Myth, & Culture (4 credits)

The nature of the human psyche often reveals itself through symbolic and metaphorically rich cultural mythologies and narratives. Mythologies offer a variety of images and motifs that illuminate and animate underlying psychological patterns and insights into the psychological life of cultural practices and institutions. This course engages myth psychologically to examine archetypal patterns, symbolism, mythopoetic images and narratives, folk tales and fairy tales, regional geography, cinema, mythodrama, and their influences on an individual's, group's, and collective's search for meaning. Prerequisite: one PSYC

foundation course, one 200-level PSYCH course, or permission from the instructor.

ANTH 320

Anthropology of Healing (4 credits)

This course will provide a cross-cultural overview of medical systems. Students will explore the various responses human groups have developed to cope with disease and illness events. Topics include an introduction to ethnomedical systems, patients, healers, help seeking, diagnosis, and treatment. There is an emphasis on the contrasts between Western and non-Western perspectives. The medical systems considered include Western and Eastern variants of biomedicine, as well as Asian, Indian, and Arabic professional ethnomedicines. Also, folk medicines from Africa, Europe, and Native, Latin and urban America may be examined. Offered as needed every two to three years. Prerequisite: ANTH 105 or instructor's permission.

ANTH 325

Anthropology of Work (4 credits)

What are the cultural and societal motivations for work? How do they differ between generations and from culture to culture, nation to nation? This course will explore the work ethic and how it is socially developed and internalized in the individual. Offered as needed every two to three years. Prerequisite: ANTH 105 or instructor's permission.

ANTH 345 & 350

Reading Ethnography as Theory I & II (4 credits)

This is a two-course sequence that covers a wide range of anthropological theories. Readings will be analyzed and discussed that present particular theoretical approaches in doing and writing ethnographies. Students will gain a broad understanding of how theoretical approaches guide research and how to apply more than one theoretical perspective to the same data. Prerequisite: ANTH 105.

ANTH 360

Writing Culture (4 credits)

Seldom is ethnography considered a writing genre like as fiction, nonfiction, poetry, and prose. Students will read and discuss *Writing Culture: The Poetics and Politics of Ethnography*, a collection of essays edited by James Clifford and George Marcus. Discussions will focus on returning to the ethnographic selections studied in ANTH 345/350 to analyze the applicability of the essayist's perspectives. Prerequisite: ANTH 345/350.

ANTH 370

Special Topics in Cultural Anthropology (4 credits)

These courses will focus on the ethnographies associated with particular groups of people. For example survey of North American Indigenous Peoples, The Amish of Northern Ohio, The Nuer, and the like. Offered as needed every two to three years. Prerequisite: ANTH 105 or instructor's permission.

ANTH 399

Independent Study (Advanced) (4 credits)

This course allows individual students, in consultation and under the supervision of a faculty member in related fields, to develop and design a course of study on a topic of mutual interest. The student takes the responsibility for designing and proposing a course syllabus (following a template for independent studies) that would clearly outline the learning objectives, course activities, assignments and bases of evaluation for the course. The syllabus should specify the prerequisites for the course including academic standing, and the student should demonstrate sufficient background in anthropology to justify the required independent work. The faculty member is ultimately responsible for approving, supervising, evaluating, and grading the course. Offered as needed every two to three years.

ARTS 225/ANTH 225

Visual Culture (4 credits)

This course will offer students the opportunity to learn how specific cultures view the role of visual representations, sometimes referred to as "art-making." In cultural anthropology, the analysis goes

beyond the traditional western concept of “art,” and examines concepts of beauty, artisanship, and the appearance of all human-made or human-modified materials. Students will be asked to view and report on a specific element of visual culture, put their findings in writing and make an oral presentation to the class. Offered as needed every two to three years.

ARTS 340

Arts and Asset Mapping (4 credits)

This course is a research project focusing upon collecting and mapping information about studio, performance or media arts in a designated cultural context or environment. The project will explore the location of arts facilities, exhibition spaces, workshop programs, artist studios, local government supports, schools, public art, and graduate programs. Students will interview artists, practitioners and arts educators and develop an assets map or arts resources list. Students will engage with at least one artist or arts organization as both an audience member and participant. Offered as needed every two to three years.

ARTS 420/430

Area Collaborative Studio:

Sculpture, Performance, and the Document (4 credits)

This collaboratively taught, two-quarter series will focus on art at the intersection of sculpture, performance, and photo/video: art that is made for the camera, ephemeral or inaccessible, viewable or persisting only in the form of documentation. ARTS 420 will focus on Sculpture and the Document, and will develop themes around the work of Fischli & Weiss, Nina Katchadourian, Dennis Oppenheim, Robert Smithson, Patty Chang, Bruce Naumann, Gabriel Orozco, Ana Mendieta, Andy Goldsworthy, Roman Signer, etc. ARTS 430 will focus on Performance and the Document and develop themes around the work of Carolee Schneeman, Vito Acconci, Eleanor Antin, Chris Burden, Richard Long, Arthur Mole, Santiago Serra, Emily Jacir, Barbara DeGenevieve, Guy Ben-Ner, etc. Prerequisites: one 300-level MEDA, VISA, or PERF course. Students may take one or both semesters of this course. Majors only. Offered as needed every two to three years.

ARTS 494

Senior Seminar in the Arts (4 credits)

This course is designed for art majors in their senior year who have already taken multiple courses in the division and are building a self-directed practice. The emphasis is on practice as the basis of an artist's creative activity, a set of concrete working behaviors, processes and strategies. Throughout the quarter, students will investigate different strategies and modes of exploration and experimentation so that each student may discover what works best in the development and expansion of her or his own daily working process. We may also look at established artists for possible models of active practices. Students will refine an artist statement, create a CV, document their work, and write a research paper about the artistic practice of a recognized contemporary artist. This course will be taken prior to Senior Project in the Arts and will help students to prepare for the senior project. Majors only.

ARTS 495

Senior Project in the Arts (4 credits)

Students majoring in studio arts, media arts or performing arts will culminate their experience at Antioch College with a presentation of their practice and research. This project may take the form of an exhibition, a series of exhibitions, a musical, theater or dance performance, a documentary video, or other appropriate form of public presentation based on the student's artistic concentration. The senior project gives the Antioch College student the opportunity to pull together the knowledge, understanding, and skills achieved during studies at Antioch College into a cohesive, informed final presentation. Prerequisite: ARTS 494.

BIO 105

General Biology I (4 credits)

This course is the basic introduction to the study of living systems illustrated by examples drawn from cell biology, biochemistry, genetics, microbiology, neurobiology, and developmental biology. It focuses on the nature of cellular and molecular biology. There is a lab requirement. Prerequisite: None, but a good high school background in chemistry, and/or simultaneous enrollment in CHEM 105 is recommended.

BIO 160

General Biology II (4 credits)

This course is the second course in the area of biology. Its focus is an introduction to organismal and population biology. The course covers the study of organisms, emphasizing morphology, physiology, behavior, ecology, and evolution of whole organisms and populations. There is a lab requirement for the course. Prerequisite: BIO 105.

BIO 205

Genetics (4 credits)

This course covers the basic concepts behind our understanding of genes from both the classical genetic and modern molecular viewpoints. Mendelism and chromosomal theory will be reviewed, as well as the complex molecular mechanisms of gene expression and its control. Evolutionary genetics and populations genetics will also be included, as well as an introduction to the powerful technology of genetic engineering. Lab experiments will be involved in the course. Prerequisite: CHEM 160.

BIO 210

Botany (4 credits)

This course investigates the wide variety of plant forms and the molecular mechanisms that generate them. It provides a conceptual framework for understanding plant development that includes an evolutionary perspective. Ecological principles will be used to examine plant population and community processes. Special attention will be given to plant/animal interactions such as pollination, dispersal, and herbivory. The lab component will use local habitats to gain hands-on experience in field observations and data collection and analysis. Prerequisite: CHEM 105.

BIO 215

Cell and Molecular Biology (4 credits)

This course covers the structure and functions of cell organelles, and the interrelated mechanisms of cell structure and function at the cellular and molecular level. Topics include structure and function of the cell, the cell cycle, small molecules and energy, cellular chemistry, macromolecules and information, macromolecule function,

and selected aspects of metabolism, genetic expression, sorting, trafficking, transport, and signaling. Lab exercises are an important part of the course. Prerequisites: CHEM 160 and BIO 205.

BIO 230

General Microbiology (4 credits)

This course will examine the diverse world of microorganisms, from pathogens to extremophiles. The many roles played by microorganisms in a variety of environments will be emphasized, especially how they produce food products, manufacture organic materials, recycle nutrients, break down pollutants, and cause diseases. There is a lab component to this course. Prerequisites: CHEM 160 and BIO 160.

BIO 330

Anatomy and Physiology I (4 credits)

BIO 330/BIO 335 is a two-term series of courses, a system-by-system examination of in-depth human anatomy and physiology of organs. Each anatomical system is presented within a context of structural modifications and physiological importance. This first course of a two-term series deals with the structure and function of the human body, and mechanisms for maintaining homeostasis within it. Includes the study of cells, tissues, and the integumentary, skeletal, muscular and nervous systems. Laboratory exercises will involve dissection of model animals with one possible field trip. Prerequisites: CHEM 160, BIO 160, and BIO 215.

BIO 335

Anatomy and Physiology II (4 credits)

BIO 330/BIO 335 is a two-term series of courses, a system-by-system examination of in-depth human anatomy and physiology of organs. Each anatomical system is presented within a context of structural modifications and physiological importance. This second course of a two-term series is a continuation of the study of the structure and function of the human body and the mechanisms for maintaining homeostasis within it. The endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems, as well as the concepts of development, metabolism, fluid and elec-

trolyte balance, and acid-base balance are included. Laboratory exercises will involve dissection of model animals with one possible field trip. Prerequisite: BIO 330.

BIO 340

Evolutionary Biology (4 credits)

Students will understand the relevance of evolution outside of textbooks, the facts of evolution and that natural selection is an observable process. Students will be introduced to the underpinnings of evolutionary biology by studying mechanisms of evolutionary change, methods for studying adaptation, inferring phylogenies, and analyzing speciation. Prerequisites: BIO 160, BIO 205, and MATH 330. Offered as needed every two to three years.

CHEM 105

General Chemistry I (4 credits)

Chemistry is the study of matter in all of its forms, from simple gasses to complex polymers, and is one of the fundamental cornerstones of a scientific education. A firm understanding of chemistry will provide a basis for the understanding of a broad array of other disciplines, including the biological, environmental, and physical sciences. Your education will include: fundamental postulates and principles of chemistry; stoichiometry in many forms; ionic precipitation, acid-base, and redox reactions; gasses and gas laws; simple thermochemistry; quantum mechanics and electronic structure; periodicity; chemical structure; bonding; and MO theory. There is a lab requirement. Prerequisite: None, but a strong background in high school algebra is recommended.

CHEM 160

General Chemistry II (4 credits)

General Chemistry II will continue in the examination of the basic principles of chemistry. It will include: kinetic theory, intermolecular forces, and selected solution properties; chemical kinetics; simple chemical equilibrium; chemical equilibrium applied to acids, bases, salts, and solubility; theories and applications of acids and bases; thermodynamics; electrochemistry; and selected special topics (time permitting). The course places significantly more emphasis on algebraic and logarithmic manipulations than CHEM

105. There is a lab involved. Prerequisite: CHEM 105 required; MATH 110 not required but strongly recommended.

CHEM 205

Organic Chemistry I (4 credits)

Organic chemistry is the chemistry of carbon-based compounds, regardless of source. In this course, students will apply the knowledge learned in general chemistry to a more specialized area: the covalent bond to carbon, with a particular emphasis on mechanisms and organic synthesis. Fundamental topics such as MO theory; covalent bonding; acids and bases; organic nomenclature; stereochemistry; conformational analysis; and reaction energetics will be interwoven into reaction mechanisms (arrow pushing; polar, radical, and pericyclic) and functional group chemistry (alkanes, alkyl halides, alkenes, alkynes, and dienes). There is a lab component to this course. Prerequisite: CHEM 160.

CHEM 220

Environmental Chemistry (4 credits)

The overall goal of this course is to gain an understanding of the fundamental chemical processes of the environment and to utilize this knowledge in making critical evaluations of environmental problems. Topics may include: element and nutrient cycles; case studies of pollution in the biosphere; the potential effects on soil, plant, animal, and human health; the chemistry of the stratospheric ozone layer and its depletion; the chemistry of tropospheric processes; and an understanding of the nature, reactivity, and environmental fates of toxic organic chemicals. Prerequisite: CHEM 160 and instructor's permission; CHEM 330 strongly recommended.

CHEM 330

Organic Chemistry II (4 credits)

In this continuing course, students will study a larger array of functional groups, including aromatics, alcohols and ethers (etc.), thiols and sulfides (etc.), amines, and carbonyl-containing compounds (aldehydes, ketones, carboxylic acids and derivatives, etc.), intertwined with more molecular orbital theory and mechanisms. Students will also learn how to apply the knowledge they have gained to practical situations including organic synthesis

and the analysis of chemical compounds (MS, IR, ^1H - and ^{13}C -NMR). There is a lab component to this course. Prerequisite: CHEM 205.

CHEM 340

Biochemistry (4 credits)

This course is an introduction to the molecular basis of life including general concepts of biological acids and bases, bioenergetics, enzyme kinetics, the classes of biological molecules (proteins, carbohydrates, lipids, nucleic acids), and selected aspects of intermediary metabolism and biochemical function. Prerequisites: CHEM 330. BIO 205 and BIO 215 strongly recommended but not required.

ENG 090

College Writing Skills (2 credits)

Through introductory-level work in writing for academic purposes, students learn to cultivate effective language use to enhance their writing. Specific, focused instruction in the following areas: using resource materials to write and revise essays; organizing and writing essays using a variety of rhetorical modes; proofreading, editing, and revising prose to assure clarity, consistency, and conformity to conventions of Standard American English; avoiding plagiarism; and providing appropriate documentation of sources. Placement determined by score on entry assessment. This course does not carry credit towards a bachelor's degree.

ENG 105/GSW 105

Writing Seminar (2 credits)

Writing seminars are theme-based workshops that seek to improve students' skills in writing for academic purposes. Particular attention will be paid to documentation and the use of secondary sources; close reading and textual analysis; and scholarly personal narrative. Assignments will include the examination of texts on writing craft; review and analysis of published texts in various styles and genres; discussion; peer review; and proofreading and revising original works. Writing seminars share themes with global seminars, but they are delivered and graded independently.

ENG 250/LIT 250

Creative Writing I (4 credits)

This is an intermediate-level course for students interested in sharpening and expanding their poetry, fiction, or creative nonfiction writing skills. Students will examine the work of established writers, as well as read, discuss and write original creative pieces in a workshop setting.

ENG 251/LIT 251

Expository Writing I (4 credits)

This course is a genre-specific workshop that allows students to focus more intently on specific research techniques and to build skills in composing creative and critical nonfiction prose. Students will read established writers and write original compositions in a number of genres and styles. Individual courses may focus on essay writing; news, feature and editorial writing; the scholarly personal narrative; writing about specific subjects; or writing within specific academic disciplines.

ENG 350/LIT 350

Advanced Creative Writing (4 credits)

This is an advanced workshop for students who have taken LIT 250 in the genre or who have otherwise demonstrated accomplishment in the elements of prose or poetic composition. Discussion and assignments will focus on control of language, revision, and genre-specific problems of craftsmanship and style. Students should bring original work to their first workshop or send an electronic copy to the instructor. Prerequisite: ENG 250/LIT 250.

ENG 351/LIT 351

Advanced Expository Writing (4 credits)

This is an advanced course for students who have taken LIT 251 or who have otherwise demonstrated accomplishment in the elements of expository and/or analytical writing. This course is intended for those who write regularly and wish to broaden their skills and talents in specific research and writing techniques. Individual courses may focus on essay writing; news, feature, and editorial writing; the scholarly personal narrative; writing about specific subjects; or writing within specific academic disciplines. Prerequisite: ENG 251/LIT 251.

ENVS 105

Introduction to Environmental Science (4 credits)

This course is a basic overview of the environmental impacts caused by humans on the natural systems of the Earth: the atmosphere, geosphere, hydrosphere, and biosphere. We will examine the scientific concepts that underlie the complex interactions occurring among these systems and how our actions endanger Earth's ecosystems. We will explore what is necessary to sustain our environmental resources so they continue to provide benefit for human beings and other living things on our planet. Fieldwork is incorporated into the regular class time.

ENVS 220

Aquatic Biology (4 credits)

This course provides a general overview of aquatic systems including physical processes, aquatic biota, aquatic community interactions, ecosystem processes and conservation. Students will build upon previous knowledge as they become familiar with a variety of aquatic systems, understand the importance of these systems and learn methods of assessment and management specific to aquatic systems. There is a lab requirement. Prerequisites: ENVS 105, BIO 105, and BIO 160.

ENVS 305

Ecology (4 credits)

This course will cover the basic principles of ecology using an evolutionary perspective. The activities of organisms and their relationships to one another are the foundation upon which populations, communities, and ecosystems are built. Students will examine factors that influence exchanges between organisms and their physical environment; how organisms transform energy and process materials as they metabolize, grow, and reproduce; the characteristics of populations and how they interact within communities; and the dynamics of ecosystems. There is a lab requirement. Prerequisites: ENVS 105, BIO 160. MATH 105 and MATH 110 recommended.

ENVS 310

Soil Science (4 credits)

This course explores the nature, properties, and use of soil to cap-

ture its value and to understand better its critical role as a foundation of life. It is an introduction to soil organisms, and includes interactions between organisms, their processes, and metabolism with a major focus on microorganisms. This course also introduces students to basic concepts of soil science and the soil's contribution to the functions of natural and anthropogenic ecosystems. It provides an overview of soil's morphological, physical, chemical, and biological properties, and how these interact to form a soil with unique characteristics and ecosystem function. Students will discuss soils of the world from the perspective of soil taxonomy, the processes that form these soils, and land use properties specific to each soil order. Current issues regarding the proper use and management of soils are investigated. There is a lab requirement. Prerequisites: ENVS 105; CHEM 220 recommended. Offered as needed every two to three years.

ENVS 315

Hydrology (4 credits)

This course introduces the global hydrological cycle and the influence of climate, geology and human activity. It includes the principles of precipitation, evaporation, and evapotranspiration; surface and groundwater flow; water quality and pollution; and water resource management and regulation. The course also introduces some of the key concepts and issues in oceanography. The course links hydrogeology to the science of living things: water quality analysis, indicator vertebrate and invertebrate species, water resource law, and land use patterns. There is a lab requirement. Prerequisites: ENVS 105; CHEM 220 and ENVS 220 recommended. Offered as needed every two to three years.

ENVS 330

Conservation Biology (4 credits)

This course includes a survey of the biological, ecological, environmental, and social factors that affect the loss of habitat and reduce the number of species in the world. Examination of conservation methods will include the application of population and landscape genetics, the design and management of reserves and conservation of resources on local and global scales. Prerequisites: BIO 205 and BIO 215. Prerequisite or corequisite: ENVS 305.

ENVS 335

Field Plant Ecology (4 credits)

Material in this course will focus on how biotic and abiotic factors influence the abundance and distribution of plants locally and on larger scales. Students will learn the terminology, form, habitat, and structure of plants from an evolutionary perspective and study the ecological significance of the original plant communities typical of this bioregion. Students will develop and test ecological hypotheses and incorporate recent scientific literature into their original plant ecology research. There is a lab requirement. Prerequisites: BIO 210 and ENVS 305.

ENVS 339

Ecological Agriculture (4 credits)

This course focuses upon the science of ecological agriculture and the importance of understanding and comparing the current methodologies of agriculture with appropriate alternatives. This course will also focus on understanding the ecological concepts that are of universal application in all bioregions where agriculture is practiced. A special emphasis will be placed on alternatives to non-sustainable systems that rely too heavily on chemicals and irrigation, such as the development of systems that mimic native ecosystems. Fieldwork is incorporated into the regular class time. Prerequisites: CHEM 160, BIO 210, and ENVS 305. Offered as needed every two to three years.

FRAN 110

Introductory French I (4 credits)

This is an entry-level course for students new to French and for students with some basic background in the language but who need to refresh their skills. In general, this course is appropriate for students with some background but who have not yet attained introductory levels of proficiency. FRAN 110 is based on a communicative approach to language learning emphasizing the development of language skills (reading, writing, speaking, listening) and strategies for language learning, as well as the cultural competence needed to communicate effectively with native speakers. This course is offered in the fall quarter.

FRAN 120

Introductory French II (4 credits)

This course is the logical continuation of FRAN 120. It will continue to provide students with skills and strategies for learning language and culture within a communicative approach. A requirement of this course is to pass a departmental written proficiency examination. This course is offered in the winter quarter. Prerequisite: FRAN 110 or special permission of the language faculty following the appropriate screening.

FRAN 130

Introductory French III (2 credits)

A continuation of FRAN 120, this course is offered during students' first co-op term and is delivered online. Students will continue to strengthen their language skills through a communicative approach. This course is offered in the spring quarter. Prerequisite: FRAN 120 or special permission of the language faculty following the appropriate screening.

FRAN 140

Introductory French IV (4 credits)

This course is the logical continuation of FRAN 130. It is designed for students to continue the development of language skills within a communicative approach. A requirement of this course is to pass the ACTFL Oral Proficiency Interview at the novice-high level. This course is offered in the summer quarter. Prerequisite: FRAN 130 or special permission of the language faculty following the appropriate screening.

FRAN 210

Intermediate French I (3 credits)

This is the first course at the intermediate level. Students will continue to develop conversational skills, review grammar, and engage in vocabulary building through structured and unstructured conversations, readings, and communicative activities. This course is offered in the fall quarter. Prerequisite: FRAN 140 or special permission of the language faculty following the appropriate screening.

FRAN 220

Intermediate French II (2 credits)

This course is the logical continuation of FRAN 210. It is offered during students' second co-op term and is therefore delivered online. Students will continue strengthening their language skills through online activities, reading of authentic materials, interactions with the community where they are working, peer interactions and interactions with the faculty. This course is offered in the winter quarter. Prerequisite: FRAN 210 or special permission of the language faculty following the appropriate screening.

FRAN 230

Intermediate French III (3 credits)

This course is the logical continuation of FRAN 220. Students will continue development of language skills through a communicative approach. In order to continue their language learning on campus, students will have to pass a departmental written proficiency exam. This course is offered in the spring quarter. Prerequisite: FRAN 220 or special permission of the language faculty following the appropriate screening.

FRAN 240

Intermediate French IV (3 credits)

This course is the logical continuation of FRAN 230. Students will continue to develop language skills through a communicative approach. In this course students will also be introduced to basic literary analysis. In order to fulfill the requirements of FRAN 240, students will have to pass a departmental oral proficiency examination. This course is offered in the summer quarter. Prerequisite: FRAN 230 or special permission of the language faculty following the appropriate screening.

FRAN 310

Advanced French I (2 credits)

This is the first in the sequence of advanced-level courses. It is offered during students' third co-op term and is delivered online. Students will continue to develop language skills through a communicative approach. A major focus of this course will be reading across disciplines and strategies for conducting surveys and interviews. This course is

offered in the fall quarter. Prerequisite: FRAN 240 or special permission of the language faculty following the appropriate screening.

FRAN 320

Advanced French II (3 credits)

This course is the logical continuation of FRAN 310. Students will continue to develop language skills through a communicative approach. Major assignments will focus on writing in the target language across the curriculum. This course is offered in the winter quarter. Prerequisite: FRAN 310 or special permission of the language faculty following the appropriate screening.

FRAN 330

Advanced French III (3 credits)

This course is the logical continuation of FRAN 320. Students will continue to develop language skills through a communicative approach. Major assignments will focus on the integration of all language skills in communicative situations. Students will have to pass a departmental written and oral proficiency examination at the end of this course. This course is offered in the spring quarter. Prerequisite: FRAN 320 or special permission of the language faculty following the appropriate screening.

FRAN 340

French Capstone (3 credits)

This is a project-based course that is delivered while students are completing the international/cross-cultural co-op. Students will complete a project designed in conjunction with the faculty.

GS 110

Global Seminar: Water (4 credits)

While water is the origin and sine qua non of all life on Earth and, perhaps, of all possible life in the universe, Adam Smith was, in 1776, able to note the paradox that while water is invaluable, its ubiquity and plenitude make it essentially valueless in the marketplace. While water has been taken for granted in the past, retrospect allows us to see the essential and irreplaceable role that water plays in both the development of civilizations and the functioning of natural processes. In the twenty-first century, looming water scarcity,

degradation, and emerging ideas about the management and value of water allow us to reassess the nature and value of water from a variety of perspectives and disciplines. In this global seminar we will broadly investigate the nature of the local, regional and international water systems, and we will examine the roles that water plays in sustaining life on Earth. By understanding the interconnections between the ecological, economic, agricultural, scientific, ethical and life-sustaining aspects of water, students will develop their ability to engage in interdisciplinary analysis of hydrological issues that are of both contemporary and perennial importance.

GS 120

Global Seminar: Food (4 credits)

Why do we eat what we eat? What are our food traditions? Where does our food come from and how is it produced? What are the institutions, policies, and cultural dynamics that shape our eating habits? What are the costs and benefits—human, environmental, social, economic, and political—of food production and consumption today? Are our methods of food production and distribution sustainable? What are positive solutions to the global food crisis? This course introduces students to food in relation to culture, science, psychology, history, politics and socioeconomics. This global seminar will include national and regional guest speakers, documentary films, and experiential/service learning. The course is oriented around guest-led topics and small group discussions. Student requirements will include reading, journal writing, and collaborative final projects.

GS 130

Global Seminar: Energy (4 credits)

Where does our energy come from? What are the impacts and costs—human, environmental, social, economic, and political—of extracting different forms of energy? What happens to the waste products and by-products of energy extraction and use? How should we plan for energy-related environmental disasters? For energy scarcities? What are the options for alternative energy sources? What are the factors that influence energy consumption? This course provides students with an overview of some of the current social, political, and scientific issues informing the topic of energy within a global

context. It will introduce students to major forms of contemporary energy generation, including coal, oil, natural gas, and nuclear fission. Students learn about the production processes involved in various forms of energy extraction and will discuss some of the pressing contemporary economic and political debates around the production, consumption, and conservation of energy. This course will include guest speakers, documentary films, and field trips.

GS 140

Global Seminar: Health (4 credits)

One of the central ethical questions in philosophy is, “What is the good life?” But before there can even be a discussion of the good life, there must be life itself, and that raises the question of health. What constitutes health, both for human beings and for the rest of the ecosystem, and how are those two related? In other words, how do we even define “health?” This course introduces students to the many-sided perspectives and questions involved in the issue of health from its very biological and chemical make-up to the global issues of the health (or lack thereof) of entire populations, including the central question of the ownership and distribution of health care. The course will especially draw from disciplines in the social sciences and natural sciences and will relate to subject matter covered in courses from the health sciences to the political economy of health and wellness. This global seminar will include national and local speakers, documentaries, field trips, experiential learning, and projects. The ultimate goal of the course is to provoke reflection on, and insight into, not just the questions of personal health and health care, but how the entire issue of health in the individual, society, and the world, is related to questions of justice, or the “good life.”

GS 150

Global Seminar: Governance (4 credits)

What are some of the ways in which democracy has been defined and practiced? How should ordinary people participate in political decision-making? What constitutes a fair and legitimate decision-making process? What are some effective mechanisms, strategies, and recipes for creating participatory governance? This course will draw from political philosophy, political theory,

postcolonial studies, and globalization studies. The course takes up influential meanings and applications of the concepts of democracy and participatory governance. Beginning with the history of the “term” democracy in the West, we will explore some of the major problematizations and expansions of this crucial political concept. We then move to examine numerous case studies in participatory governance and deliberative democracy from around the world. Students will complete critical papers and research projects; they will also pursue practical local projects in community building, community governance, and the development of community policies.

GS 160

Global Seminar: Education (4 credits)

What is the purpose of education? What does it mean to be educated? What knowledge, skills, abilities, customs, and values are deemed important enough to pass on from one generation to the next? What are the institutions, policies, and cultural dynamics that control the shaping of minds? In what ways do race, ethnicity, gender, culture, religion, geography, social desirability, access, costs, and benefits inform who is educated, and how? This course introduces students to education in an interdisciplinary context by exploring education’s relationship to culture, politics, socio-economics, social science, and/or practice. Students in this course will become familiar with basic theories and practices of education, varieties of learning styles/modalities, and be introduced to a range of educational systems in the U.S. and across the world.

GSC 210

Continued Studies in Global Seminar (2-4 credits)

In this course, students who have successfully completed a global seminar in one our six global seminar themes may develop their study of this theme through research, field study, or the testing of their research through its application. This course may be taken as an elective more than once as long as the course title and description are distinct. Offered on demand. Prerequisites: successful completion of the global seminar on their chosen theme and instructor’s permission; GSW and GSQ recommended.

GSC 310

Continued Studies in Global Seminar (2-4 credits)

In this course, students who have successfully completed GSC 210 may develop their study of a particular theme of the global seminars through research, field study, or the testing of their research through its application. This course may be taken as an elective more than once as long as the course title and description are distinct. Offered on demand. Prerequisites: successful completion GSC 210 and instructor's permission; GSW and GSQ recommended.

GSQ 105

Quantitative Seminar (2 credits)

Quantitative seminars are theme-based workshops that seek to improve students' skills in quantitative reasoning and help students understand how real-world problems and social-environmental issues can be analyzed using the power and rigor of mathematical and statistical models such as formulas, graphs, tables, charts, etc. These courses address one of the vital features of contemporary academic, personal, professional, and public life: a reliance on information and arguments involving numbers. Students will work with problem-focused real data and learn how to collect, summarize, and analyze them; they will be able to interpret quantitative information and be able to critically evaluate representation, reasoning, and inferences or conclusions that are based on quantitative information. Although the course involves some calculation, quantification, and measurement, its primary focus will be on interpretation, reasoning, and problem solving. Quantitative seminars share themes with global seminars, but they are delivered and graded independently.

GSW 105/ENG 105

Writing Seminar (2 credits)

Writing seminars are theme-based workshops that seek to improve students' skills in writing for academic purposes. Particular attention will be paid to documentation and the use of secondary sources; close reading and textual analysis; and scholarly personal narrative. Assignments will include the

examination of texts on writing craft; review and analysis of published texts in various styles and genres; discussion; peer review; and proofreading and revising original works. Writing seminars share themes with global seminars, but they are delivered and graded independently.

HIST 105

The World Beyond: Cultural Imagination, Exchanges, and History (4 credits)

In this foundation-level course, students will study how people in various parts of the world imagined what was beyond their everyday experiences, particularly across the oceans, and how these imaginings often motivated them to venture out to make contact with these other worlds for purposes of trade, resettlement, and conquest. The course will also consider more contemporary perspectives of people in various parts of the world in the age of globalization. The course will use mythological accounts, early texts of various cultures, travelogues, diaries, ship captains' accounts, newspaper articles, and other sources to reveal the voices of the participants in historical events.

HIST 110

Ohio Stories (4 credits)

This course introduces students to important issues in the study of history, and to some skills and methods of historical research and analysis, using examples and case studies throughout the history of the area that is now the state of Ohio. These case studies may be drawn from any aspect of the human record of this region, including the history of Antioch College. This course has a strong experiential component, and includes field trips to important local and regional museums, monuments, and historical sites. Students will study some of the significant events and trends of the region's past while learning to work with primary and archival sources. Students will practice history at a beginning level, developing the skills of historians to make their own explorations and interpretations of aspects of the past that interest them, and present these interpretations to the larger community in the form of writings, blogs, Wikipedia entries, exhibitions, and presentations.

HIST 210

African American History,

from the Colonial Period to the Present (4 credits)

This course will explore the history of people of African descent in the Americas, with an emphasis on experiences within the territory that became the United States. Students will gain an understanding of Africa before European contact, the forces that led to the growth of the Trans-Atlantic slave trade, the variations of the institution of slavery within the North American colonies, and the factors that led to emancipation in the North, and eventually a war between the Northern and Southern states. The second half of the course will focus on the challenges faced by African Americans in the South and in the North, and the achievements secured, as they worked to gain full rights of citizenship including civil rights, as well as political and economic opportunities.

HIST 220

U.S. History I, from the Colonial Period to 1877 (4 credits)

This course will provide students with an understanding of the factors that brought together the people of Europe, the Americas, and Africa, led to the establishment of colonies by European countries, and eventually contributed to the formation of the United States as an independent nation. From the colonial period to the establishment of a new nation dependent on a slave economy, through a nation at war with itself, students will study speeches, diaries, letters and other texts that highlight the challenges faced by the nation before and during its first century of existence.

HIST 221

U.S. History II, 1877 to the Present (4 credits)

This course will provide students with an understanding of the challenges and achievements experienced within the United States from the latter decades of the nineteenth century to the present. Beginning with the end of Reconstruction, students will use political cartoons, speeches, letters, biographies and other historical sources to gain an understanding regarding the challenges faced by the nation in areas such as foreign policy, immigration, the economy, civil rights, and political participation.

HIST 225

World History I, to 1500 (4 credits)

In this course students will gain an understanding of the various events and developments that impacted the history of cultures in Asia, Africa, Europe, and the Americas from ancient times through the beginning of the Age of Exploration. Topics to be studied will include the growth of agriculture, nation-states, systems of governance, trade, the force of religions, as well as cultural differences and similarities.

HIST 226

World History II, from 1500 to the Present (4 credits)

This course will provide students with an understanding of the changes experienced by peoples in Asia, Africa, Europe, and the Americas as the interaction between these peoples increased as a result of exploration, trade, and conquest. Topics to be covered will include the global impact of the Trans-Atlantic slave trade, the establishment of colonies by European nations, the growth and expansion of militarism, the development of foreign policies to manage the interaction between nations, the decolonization movement, and the growth of the global economy.

HIST 231

Latin American History,

from the Colonial Period to the Present (4 credits)

In this course students will gain an understanding of the history of people in the Americas who came under the influence of the Spanish. Students will gain an understanding of the cultures in the Americas before European contact, the various ways that the presence of the Spanish affected the lives and cultures of these people, the steps taken to gain independence, and the various ways that the cultures developed as independent nation states or territories. Offered as needed every two to three years.

HIST 232

Native American History,

Asian American History (4 credits)

This course will focus on the histories of two groups which, while currently rooted on different continents, are believed to

have historical roots in Asia. Native American History will consider the development of people who are believed to have crossed into North America on land that bridged what is now the Bering Strait, and over thousands of years developed cultures in the Americas that ranged from nomadic groups to people living in cities of over 100,000 people. Students will learn the various ways that European contact affected Native Americans, particularly the continuing struggle over territory after Europeans made contact with them. Asian American History will explore the factors that led to a growing Asian presence in the United States, and the uniquely hostile reaction to Asian Americans as an immigrant group. Topics to be explored will include the distinct ways that Asian American groups created settlements, secured land and businesses, assimilated or remained distinct, and made decisions regarding political participation. Offered as needed every two to three years.

HIST 233

U.S. Women's History (4 credits)

In this course, students will gain an understanding of the many roles played by women in the United States from the colonial period to the creation of the new nation that did not extend rights to them. Topics to be explored will include the shift in acceptable roles of women from frontier to established settlements, the concept of Republican Motherhood, the Cult of Domesticity, reform movements including abolitionism, and the organized Women's Rights movement that worked for decades to expand the access of women to full rights of citizenship. Offered as needed every two to three years.

HIST 240

Gender Expression and Sexual Orientation:

A Global History (4 credits)

In this course students will consider the different ways that cultures across the world and at various times answered the questions: What does it mean to be male? What does it mean to be female? The answers to these questions addressed issues of gender roles, styles of dress, mannerisms, and occupations. The course will also explore the various ways that cultures have viewed sexual relations between

males and females as well as same-gender sexual relations. Offered as needed every two to three years.

HIST 250

The Construction of Race and Ethnicity in North America (4 credits)

In this course students will learn of the unique ways that phenotype differences among people evolved into the construction of racial categories during European colonization of North America. The course will explore how these categories, as well as categories distinguishing ethnic groups, impacted the social, political, and economic history of the United States and continue to influence the nation today. Offered as needed every two to three years.

HIST 330

The History of a City (4 credits)

This course focuses on an important urban area of the world and explores its founding, its growth and changes over time, and the issues and challenges facing it today. The course may feature Chicago, Mexico City, Mumbai, Johannesburg, Paris, and other cities. An example is a course on “The History of a City: New Orleans.” This course would study the history of the urban area of New Orleans, exploring such topics as the trans-Atlantic slave trade, colonization, the Louisiana Purchase, the Civil War, Jim Crow laws and race relations, Huey Long and Depression-era politics, civil rights struggles, music, environmental issues, and natural and man-made disasters as well as federal and state policy responses to them. This course also highlights the perspectives of the city’s residents and the many ways they have created a lived experience of the city. This course is repeatable with different cities.

HIST 331

The History of the American City (4 credits)

In this course, students will study the development of urban settlements in North America, from the Native American city of Cahokia (near what is now St. Louis, Missouri) to the growth of urban settlements such as Boston, Philadelphia, and New York as British colonial centers, to the continued growth of urban areas as the United States attracted growing numbers of immigrants and expanded its

territorial control. Students will study the shifting images of the city, as well as the economic, political, and infrastructural challenges that urban areas have faced.

HIST 334

The History of a Person (4 credits)

This course will focus on the biographies, autobiographies, memoirs and other perspectives of a person who is considered to be historically significant. Students will explore the answers to the following questions: How do historians describe the life of a person? What documents do they use? How do they reach conclusions in assessing the life of a person? How do people construct histories of their own lives in autobiographies and memoirs? This course is repeatable with different persons as subjects.

HIST 335

The History of an Institution (4 credits)

This course focuses on the micro-history of an influential institution and how it led and responded to larger political, economic, and cultural changes over time. The course may be organized around a business or corporation (the Dutch East India Company, the Anglo-Iranian Oil Company, the United Fruit Company); a university, school, hospital, museum; a state or federal agency; or an international or non-governmental agency (the United Nations, the Red Cross, Amnesty International). Students study the origins and evolution of this particular institution or organization, its goals, policies, practices, relationships, and changes over time. Students also develop their own projects on an institution of their choice.

HIST 370

Special Topics in U.S. or World History (4 credits)

This course offers in-depth study of a particular area of U.S. history or world history. This course is repeatable with different themes, such as the international anti-slavery movement, nineteenth-century women's history, or "the 1840s: A Decade of Rebellion." Prerequisite: one 100-level and one 200-level HIST course or permission of the instructor. Offered as needed every two to three years.

HIST 470

Special Topics in the Practice of History (4 credits)

This course offers in-depth work in a particular mode of historical practice (to be determined by the faculty based upon student need) and an examination of its objectives, strengths, problems, and limitations. Offered as needed every two to three years.

HUM 494

Senior Seminar in the Humanities (4 credits)

This seminar is designed to allow for humanities majors in their senior year to develop the skills and research competencies necessary for their senior thesis or project. In this seminar students will select a topic, research it using the appropriate methodologies, and will write, workshop, edit, and present orally on their topic. Prerequisite: major in the humanities.

HUM 495

Senior Project in the Humanities (4 credits)

Students culminate their Antioch College experience with a senior thesis or senior project devised with the help of their advisor. Building on their work from HUM 494, students will complete a cohesive, well-developed, and clearly articulated senior thesis or project that highlights their inquiry into an important topic within the field of the humanities. Prerequisite: successful completion of HUM 494.

JAPN 110

Introductory Japanese I (4 credits)

This is an entry-level course for students new to Japanese and for students with some basic background in the language but who need to refresh their skills. In general, this course is appropriate for students with some background but who have not yet attained introductory levels of proficiency. JAPN 110 is based on a communicative approach to language learning emphasizing the development of language skills (reading, writing, speaking, listening) and strategies for language learning, as well as the cultural competence needed to communicate effectively with native speakers. This course is offered in the fall quarter.

JAPN 120

Introductory Japanese II (4 credits)

This course is the logical continuation of JAPN 120. It will continue to provide students with skills and strategies for learning language and culture within a communicative approach. A requirement of this course is to pass a departmental written proficiency examination. This course is offered in the winter quarter. Prerequisite: JAPN 110 or special permission of the language faculty following the appropriate screening.

JAPN 130

Introductory Japanese III (2 credits)

A continuation of JAPN 120, this course is offered during students' first co-op term and is delivered online. Students will continue to strengthen their language skills through a communicative approach. This course is offered in the spring quarter. Prerequisite: JAPN 120 or special permission of the language faculty following the appropriate screening.

JAPN 140

Introductory Japanese IV (4 credits)

This course is the logical continuation of JAPN 130. It is designed for students to continue the development of language skills within a communicative approach. A requirement of this course is to pass the ACTFL Oral Proficiency Interview at the novice-high level. This course is offered in the summer quarter. Prerequisite: JAPN 130 or special permission of the language faculty following the appropriate screening.

JAPN 210

Intermediate Japanese I (3 credits)

This is the first course at the intermediate level. Students will continue to develop conversational skills, review grammar, and engage in vocabulary building through structured and unstructured conversations, readings, and communicative activities. This course is offered in the fall quarter. Prerequisite: JAPN 140 or special permission of the language faculty following the appropriate screening.

JAPN 220

Intermediate Japanese II (2 credits)

This course is the logical continuation of JAPN 210. It is offered during students' second co-op term and is therefore delivered online. Students will continue strengthening their language skills through online activities, reading of authentic materials, interactions with the community where they are working, peer interactions and interactions with the faculty. This course is offered in the winter quarter. Prerequisite: JAPN 210 or special permission of the language faculty following the appropriate screening.

JAPN 230

Intermediate Japanese III (3 credits)

This course is the logical continuation of JAPN 220. Students will continue development of language skills through a communicative approach. In order to continue their language learning on campus, students will have to pass a departmental written proficiency exam. This course is offered in the spring quarter. Prerequisite: JAPN 220 or special permission of the language faculty following the appropriate screening.

JAPN 240

Intermediate Japanese IV (3 credits)

This course is the logical continuation of JAPN 230. Students will continue to develop language skills through a communicative approach. In this course students will also be introduced to basic literary analysis. In order to fulfill the requirements of JAPN 240, students will have to pass a departmental oral proficiency examination. This course is offered in the summer quarter. Prerequisite: JAPN 230 or special permission of the language faculty following the appropriate screening.

JAPN 310

Advanced Japanese I (2 credits)

This is the first in the sequence of advanced-level courses. It is offered during students' third co-op term and is delivered online. Students will continue to develop language skills through a communicative approach. A major focus of this course will be reading across disciplines and strategies for conducting surveys and

interviews. This course is offered in the fall quarter. Prerequisite: JAPN 240 or special permission of the language faculty following the appropriate screening.

JAPN 320

Advanced Japanese II (3 credits)

This course is the logical continuation of JAPN 310. Students will continue to develop language skills through a communicative approach. Major assignments will focus on writing in the target language across the curriculum. This course is offered in the winter quarter. Prerequisite: JAPN 310 or special permission of the language faculty following the appropriate screening.

JAPN 330

Advanced Japanese III (3 credits)

This course is the logical continuation of JAPN 320. Students will continue to develop language skills through a communicative approach. Major assignments will focus on the integration of all language skills in communicative situations. Students will have to pass a departmental written and oral proficiency examination at the end of this course. This course is offered in the spring quarter. Prerequisite: JAPN 320 or special permission of the language faculty following the appropriate screening.

JAPN 340

Japanese Capstone (3 credits)

This is a project-based course that is delivered while students are completing the international/cross-cultural co-op. Students will complete a project designed in conjunction with the faculty.

LIT 110

Literature and History (4 credits)

Literature and History are often thought to be very deeply entwined disciplines. Is there a fundamental difference between the two? In this foundation-level course, students will be introduced to the principal literary genres of poetry, drama, and prose while considering the relationship between imaginative literature and historical narrative. Students will be introduced to historicism as a tool of literary analysis and investigate the sociopolitical function

of the creative, “historical” imagination. Students will read a wide range of “historical” creative texts, including those that examine closely concerns of the past or future. Topically, these could focus on imperialism, slavery, environmental collapse, and war. Together, we will consider the ways in which literature and creative expression enable reconsiderations of these historical subjects.

LIT 120

Literature and Science (4 credits)

In this foundation-level course, students will be introduced to the principal literary genres of poetry, drama, and prose while querying the relationship between science and literature. Topically, the course may investigate writings about nature and the environment, the social sciences, or hard science and technology. Students will also be introduced to basic tools and strategies for critically approaching a literary text, including the “empirical” methodology of “close reading.” The following questions will shape our course and in-class discussions: Is there a “scientific” approach to literary study? How might scientific discoveries and developments help to shape literary endeavors, and how might science be shaped by literature? Are the creative imagination and scientific analysis opposed to one another?

LIT 210

Introduction to the Literary Tradition in English (4 credits)

This course is intended to provide a wide reading background in the English literary tradition, with emphasis on the broad historical, generic, and cultural scope that comprises the literary tradition in English. Upon completion of this reading-intensive (survey) course, students should be able to: identify the major genres and their features; recognize the works of some of the major writers in English; describe the style and mode of different works; and provide descriptions and definitions of the major movements in the English literary tradition. Students should also be able to perform basic explications of literary works.

LIT 220

Introduction to World Literature (4 credits)

This course is intended to provide a wide reading background in the world’s various literary traditions. This course will be reading-

intensive, offering students an opportunity to: familiarize themselves with the major literary genres and their features; recognize the works of some of the world's major writers; describe the style and mode of different works; and begin to compare and contrast the world's different literary traditions across culture and language. Students should also be able to perform basic explications of literary works. This course will be taught in English.

LIT 240

Introduction to Drama (4 credits)

This course will offer students the opportunity to explore and become familiar with the drama as a major literary genre. Students will read, watch, and perform a variety of dramatic texts in order to gain an appreciation of the different dramatic modes, the process of moving from “page to stage,” and their historical and social contexts. Students will also be expected to acquire and employ common critical terms used in analysis of the drama, drawing both from classic criticism as well as contemporary performance theory. Offered as needed every two to three years.

LIT 241

Introduction to Poetry (4 credits)

This course will offer students the opportunity to become familiar with poetry as a major literary genre. Students will be introduced to a range of forms and styles from ancient oral traditions to slam poetry, visual and kinetic poetry, and some of the most familiarly recognizable poetic forms, including the sonnet, the nursery rhyme, and the limerick. Students will read, hear, and recite a variety of poems in order to gain an appreciation of the different poetic modes (narrative, dramatic, lyric) and structures that poetry can assume. Students will be expected to acquire and employ common critical terms used in analysis of poetry. Offered as needed every two to three years.

LIT 242

Introduction to Fiction (4 credits)

This course will offer students the opportunity to become familiar with fiction (imaginative prose) as a major literary genre. Texts considered in this course will include both popular and experimental fictional works, and canonical and non-canonical authors. Readings

will be drawn from different cultural and national traditions, and students will gain a sense of how historical and social context informs fictional writing. Students will be expected to acquire and employ common critical terms used in analysis of fiction. Offered as needed every two to three years.

LIT 250/ENG 250

Creative Writing I (4 credits)

This is an intermediate-level course for students interested in sharpening and expanding their poetry, fiction, or creative nonfiction writing skills. Students will examine the work of established writers, as well as read, discuss and write original creative pieces in a workshop setting.

LIT 251/ENG 251

Expository Writing I (4 credits)

This course is a genre-specific workshop that allows students to focus more intently on specific research techniques and to build skills in composing creative and critical nonfiction prose. Students will read established writers and write original compositions in a number of genres and styles. Individual courses may focus on essay writing; news, feature and editorial writing; the scholarly personal narrative; writing about specific subjects; or writing within specific academic disciplines.

LIT 290

Introduction to Advanced Study in Literature (4 credits)

This course is intended to help prepare students within the literature major for advanced work within the discipline. It will introduce students to the major approaches to literary study and debates and require them to encounter and engage with critical work by major theorists in the field. Approaches included in this course may include the following: biographical, historical, geographic, feminist, postcolonial, and ecocritical. In this course, students will learn to identify and differentiate between major critical methodologies and arguments in the study of literature. In addition, students should be able to successfully apply the theoretical and methodological insights they have learned in this course to literary texts within their own written, formal work.

LIT 299

Introductory Independent Study in Literature (1-4 credits)

The independent study is an opportunity to engage closely in research, analysis, and writing with a literature faculty member and to earn credit for literary study outside of the formal classroom setting. A student who is interested in learning about a topic that is not covered in the general curriculum may formally propose an introductory-level independent study to any member of the literature faculty. Prerequisite: At least two courses in LIT at Antioch College. By instructor's permission only.

LIT 310

Studies in Major Authors (4 credits)

This advanced course will allow students to delve more deeply and in a sustained fashion into the work of a single author or a few closely related ones. Students will read a number of texts by the same author(s), learn about the social, cultural, and political contexts of the writings, and articulate major stylistic and topical features of the author's works. In addition, students should be able to compile and explain some of the major critical interpretations of a single author's work(s). Prerequisite: at least two intermediate-level LIT courses or instructor's permission.

LIT 320

Gender in Literature (4 credits)

This advanced course will allow students to delve more deeply and in a sustained fashion into the ways in which gender appears in literary works. This course will draw from feminist and queer theory as well as other relevant critical approaches, and will include a selection of primary texts that reflect a variety of gendered experiences. Students who take this course should be able to identify and explain a number of gendered approaches to literary texts as well as be able to employ one or more of these approaches in their own original critical analyses. Prerequisite: at least two intermediate-level LIT courses or instructor's permission. Offered as needed every two to three years.

LIT 321

Ethnicity in Literature (4 credits)

This advanced course will allow students to delve more deeply and in a sustained fashion into the ways in which ethnicity and race appear in literary works. This course will draw from critical race theory and postcolonial criticism as well as other relevant critical approaches, and will include a selection of primary texts that reflect a variety of “ethnic” and racialized experiences. Students who take this course should be able to identify and explain a number of critical approaches to “ethnic” literature and be able to employ one or more of these approaches to their own original critical analyses. Prerequisite: at least two intermediate-level LIT courses or instructor’s permission. Offered as needed every two to three years.

LIT 330

Literary Movements and
Moments I (before 1850) (4 credits)

This advanced course provides students with the opportunity to delve deeply into the historical study of literature, focusing on a particular major period within the English literary tradition before 1850. Topics may include: Medieval literature, the Renaissance, the early modern period, and romanticism or other major movements in literature that are identified with the period before 1850. Students who take this course will learn the basic biographical and historical contours of the period of focus as well as the social, intellectual, and political contexts of the works studied. This course should not focus solely on one author or group alone but should consider the “movement and moment” broadly, exposing students to both canonical and non-canonical works from the period. Prerequisite: at least two intermediate-level LIT courses or instructor’s permission. Offered as needed every two to three years.

LIT 331

Literary Movements and
Moments II (after 1850) (4 credits)

This advanced course provides students with the opportunity to delve deeply into the historical study of literature, focusing on a particular major period within the English literary tradition

after 1850. Topics may include Victorian literature, modernism, postmodernism, postcolonial literature, and globalism and literature, or other major movements in literature that are identified with literary movements after 1850. Students who take this course will learn the basic biographical and historical contours of the period of focus, as well as the social, intellectual, and political contexts of the works studied. This course should not focus solely on one author or group alone but should consider the “movement and moment” broadly, exposing students to both canonical and non-canonical works from the period. Prerequisite: at least two intermediate-level LIT courses or instructor’s permission. Offered as needed every two to three years.

LIT 350/ENG 350

Advanced Creative Writing (4 credits)

This is an advanced workshop for students who have taken LIT 250 in the genre or who have otherwise demonstrated accomplishment in the elements of prose or poetic composition. Discussion and assignments will focus on control of language, revision, and genre-specific problems of craftsmanship and style. Students should bring original work to their first workshop or send electronic copy to the instructor. Prerequisite: ENG 250/LIT 250. Offered as needed every two to three years.

LIT 351/ENG 351

Advanced Expository Writing (4 credits)

This is an advanced course for students who have taken LIT 251 or who have otherwise demonstrated accomplishment in the elements of expository and/or analytical writing. This course is intended for those who write regularly and wish to broaden their skills and talents in specific research and writing techniques. Individual courses may focus on essay writing; news, feature and editorial writing; the scholarly personal narrative; writing about specific subjects; or writing within specific academic disciplines. Prerequisite: LIT 251. Offered as needed every two to three years.

LIT 370

Special Topics: Advanced

Theoretical Approaches to Literature (4 credits)

This advanced course provides students with the opportunity to delve deeply into the critical and theoretical work of a single critic or group of critics that have had a significant impact on contemporary literary study. The subject(s) of this course may be chosen at the discretion of the instructor. These could include Freud and Jung; the Frankfurt School; Hélène Cixous and the French feminists; Raymond Williams and cultural studies; Edward Said and postcolonial theory; Judith Butler and queer theory; or others. Prerequisite: at least two intermediate-level LIT courses or instructor's permission. Offered as needed every two to three years.

LIT 399

Advanced Independent Study in Literature (1-4 credits)

The independent study is an opportunity to engage closely in research, analysis, and writing with a literature faculty member and to earn credit for literary study outside of the formal classroom setting. A student who is interested in learning more deeply about a topic that has been introduced in the general curriculum or in the introductory independent study course (LIT 299) may formally propose an advanced-level independent study to any member of the literature faculty. Prerequisite: At least one upper-division course in LIT at Antioch College (300 or above) or LIT 299. By instructor's permission only.

MATH 090

College Math Skills (2 credits)

Through introductory-level work in mathematics, students learn to cultivate effective mathematical use to enhance their academic and personal lives. Topics include properties; rounding and estimating; operations with whole numbers, integers, fractions, decimals, and signed numbers; ratios, rates, and proportions; percent; scientific notation; evaluating and simplifying variable expressions; and solving linear equations. Includes U.S. and metric measurement conversions and basic geometry topics as time permits. Upon completion, students should be able to perform basic computations

and solve relevant mathematical problems. This course does not carry credit towards a bachelor's degree. Placement determined by score on entry assessment.

MATH 105

Statistical Discovery for Everyone (4 credits)

This course introduces the framework and concepts for learning with data. Emphasis is on statistical discovery in everyday life and on drawing valid conclusions from data. Topics include the following: good and bad data; data ethics; how to conduct a valid survey; how to organize data in graphs and tables; how to describe a population's distribution; when to believe a poll and know the risk of generalizing from data; how to design an experimental study; how to avoid ambiguous results caused by "lurking" variables; understanding the issue of causation and chance in everyday life and scientific studies; and the use and misuse of statistical inference.

MATH 107

Review of College Algebra (2 credits)

This course serves as a review of college-level algebra. Topics may include, as needed, basic concepts of algebra; linear, quadratic, rational, radical, logarithmic, exponential, and absolute value equations; equations reducible to quadratic form; linear, polynomial, rational, and absolute value inequalities, and complex number system; graphs of linear, polynomial, exponential, logarithmic, rational, and absolute value functions; conic sections; inverse functions; operations and compositions of functions; systems of equations; sequences and series; and the binomial theorem. This course is not a foundation or majors course, but may be used as a disciplinary elective to meet part of the disciplinary elective credit requirement.

MATH 110

Pre-Calculus (4 credits)

This course prepares students for calculus through investigation and exploration of the characteristics associated with linear, polynomial, exponential, logarithmic, and trigonometric functions. Prerequisite: adequate high school preparation and instructor's permission.

MATH 115

Calculus I (4 credits)

This course focuses on limits, derivatives and their applications, and integration. It also introduces parametric equations and infinite series and sequences. Prerequisite: MATH 110 or adequate high school preparation and instructor's permission.

MATH 160

Calculus II (4 credits)

This is the second course in calculus of one variable. Topics include techniques and methods of integration, as well as application of integration to a variety of problems in science and engineering. Infinite series and convergence are discussed along with an introduction to first-order differential equations. Prerequisite: MATH 115 or adequate high school preparation and instructor's permission.

MATH 330

Statistics (4 credits)

This course offers a systematic account of statistics, including descriptive statistics, statistical inference, binomial and normal distributions, probability, modeling problems, hypotheses tests, and correlation and causality. Web and newspaper projects are to be expected. Prerequisite: MATH 105 or instructor's permission.

MEDA 101

Media, Internet, and Society (4 credits)

This course interrogates the relationship between media and society, focusing particularly on innovations in media technology that have reflected or spawned shifts in human culture and social organization. From this point of view, the Internet and virtuality are not anomalous developments but the contemporary symptoms of cultural changes that have been developing for hundreds of years. To see ourselves more clearly in this evolving continuum, we will examine artworks that shine a particular light on contemporary existence and on our own historical context. Topics include Internet precursors, media ecology, appropriation and copyright, net neutrality, tactical media, and artist appropriation of media technology in relation to and resistance against ubiquitous forms

of telecommunication and surveillance technology. Skills include HTML and web design and interactivity via basic programming. Course assignments will involve academic research, critical writing, and artistic production—each to be shared via the Web (via Wikipedia articles, on a class blog, or as web art).

MEDA 102

Basic Media Production (4 credits)

A practical overview of media arts production. Students will learn the essentials of: camera work for still and moving images, image correction, video editing, cinematic language, sound recording and composition. Topics include: file formats, light and color, digital compression and conversion, appropriate technology, citizen journalism and the digital divide.

MEDA 110

Media Arts on Location (4 credits)

This course offering is used to describe any topics-based experiential media arts course offered on-site in a location distinct from the Antioch College Campus. Antioch College Media Arts faculty will lead all Media Arts on Location courses. Courses may take place nationally or internationally. A specific course description, objectives and learning outcomes will be announced upon offering. Courses will not be offered on a regular basis. This course may be taken as an elective more than once as long as the course title and description are distinct. Offered as needed every two to three years.

MEDA 120

The History of Photography (4 credits)

An overview of the history of photography, focused on moments where it shifted the human sensorium, where it changed our understanding of history and of ourselves, and where it spawned or reflected developments in Western sciences and pseudo-sciences (e.g. biology, anthropology, criminology, phrenology, etc.).

MEDA 130

Practical New Media (4 credits)

This course will deepen students' grasp of the technical skills neces-

sary for the production of new media art. Likewise, it will introduce myriad artworks that, together, chart a territory of possibility when using such media creatively. Previous experience with computer programming helps but is not required. Although very demanding technically, this course will also address artistic precedents and the social potential of networked media art. Prerequisite: MEDA 101.

MEDA 140

Adventures in Photography: The Portrait (4 credits)

As a type of image that proliferated with Enlightenment individualism, the portrait is perhaps the quintessential representation of the iGeneration (how often do you change your Facebook profile picture?). In this course we will study—and practice—the gamut of photographic portraiture, and inquire into the ways portraits operate—and have operated—in various cultures. Topics include: post-mortem and spirit photography; the performance of identity; collaboration and photographic encounters with the “other.” Course will incorporate readings and written responses, in addition to the technical skills necessary to produce an ambitious final project. Prerequisite: MEDA 102. Offered as needed every two to three years.

MEDA 141

Adventures in Photography: The Photographic Series (4 credits)

Still photographs accrete meaning when presented in series: far beyond simply showing us different sides of a chosen subject, serial images can suggest time, imply narrative, present variations on given (or propose unexpected) taxonomies. They develop atmosphere, and let us dwell in it. We will study photographers’ and artists’ books, and will develop several series of photographs, including a major final project. Course will incorporate readings and written responses, in addition to the technical skills necessary to produce an ambitious final project. Prerequisite: MEDA 102. Offered as needed every two to three years.

MEDA 142

Adventures in Photography: Capturing Science (4 credits)

Since its inception, photography has been praised for its “absolute objectivity”: as “the pencil of nature” it shows us “the world as it is

without the creative intervention of man.” Students will unpack and historicize photography’s varied assertions of objectivity, and will learn techniques of lighting, triggers, and alternative processes to make work inspired by the masters of scientific photography (e.g. Étienne-Jules Marey, Anna Atkins, Eadweard Muybridge, Harold Edgerton). This course will incorporate readings and written responses, in addition to the technical skills necessary to produce an ambitious final project. Prerequisite: MEDA 102. Offered as needed every two to three years.

MEDA 160

Sound Art (4 credits)

A practical and theoretical introduction to the medium/phenomenon that is sound. Students will develop listening sensibility, learn recording techniques, and build layered soundscapes, while coming to understand the expressive possibilities of sound in conjunction with images, and on its own. Prerequisite: MEDA 102.

MEDA 220

The History of Documentary Cinema (4 credits)

From the “actualities” of the Lumière brothers, to the “citizen journalism” of the Arab Spring, the history of documentary should be understood through its technical and cultural contexts. Here we will examine major trends in documentary filmmaking and theory, including the varied epistemological claims made over time (from anthropologists’ images of “African villagers” at the 1896 Paris World Fair, to the cell phone videos made in Tahrir Square) and around the world (the different documentary philosophies that emerged in 1960s United States, France, and Japan).

MEDA 230

Cyborg Art (4 credits)

According to historian Donna Haraway, we are all cyborgs: whether or not we have prosthetic limbs, cochlear implants, or eyeglasses, our memories, senses of direction, relationships to community, and even our senses of self are increasingly networked, accessed largely via digital devices. In this class we will read theories and ethnographies of our cyborg culture, as we simultaneously plumb the limits of the artistically possible via sensitive spaces, interactive technologies, networked communities and more. Prerequisite: MEDA 101.

MEDA 250

Adventures in Video: Experimental Ethnography (4 credits)

Although the post-structuralist breakdown of master narratives problematized conventional ethnographic representation, it did not resolve our desire to represent—nor our need to understand—“other” cultures. Students will produce, watch, and read about works at the frontier of ethnographic and experimental cinema, paying special attention to the ethnographic encounter—even when the ‘other’ is oneself. Offered as needed every two to three years. Prerequisite: MEDA 102.

MEDA 251

Adventures in Video: History, Memory,
and the Cinematic Archive (4 credits)

Godard proclaimed that “Photography is truth, and cinema is truth 24 times per second.” While the nature of these truths may be up for debate, it is certain that photographic media have transformed the human psyche and sensorium through a proliferation of images. In this course we will investigate—and practice—the strategies artists have used to (re-)make meaning via *détournement* and found-footage filmmaking. Offered as needed every two to three years. Prerequisite: MEDA 102.

MEDA 270

Special Topics in Media Arts with Resident Artist (4 credits)

An important element of our arts program at Antioch College is our artist-in residency program. These special topics courses will accommodate the disciplinarity of our visiting artist-in-residence. This course may be taken more than once if the coursework, title and description are distinct. Prerequisite: MEDA 101 or MEDA 102, depending on focus of the course. Offered as needed every two to three years.

MEDA 330

Spectacle, Nation, and Identity:

Pre-histories of Contemporary Media (4 credits)

There is no question that emerging mass media (radio, cinema, television, Internet) transformed human society in the 20th century, yet the ways that it did—and the ways the human sensorium was

already changing in the nineteenth century—feel like second nature to us, and thus continue to surprise. Here we will engage with media theorists from across the board in order to gain insight into (and de-naturalize) contemporary manifestations of nation, self, and human perception. Prerequisite: MEDA 101.

MEDA 340

Advanced Projects in Media Art I (4 credits)

Students will develop an in-depth project of their choosing, to be developed in class via extended biweekly critiques. Projects can be based in photography, video, sound, new media, or a mixture thereof. Students must be committed to developing their project conceptually and aesthetically, while also working to define their approach towards and engagement with the subject. Students can use the course to develop a new project locally, or—in the case of documentary-based work—to edit material made away from campus the previous quarter. Shared readings and screenings will emerge according to students' interests. Prerequisite: any three 100- or 200-level MEDA courses, excluding 101 and 102. Majors only.

MEDA 341

Advanced Projects in Media Art II (4 credits)

This is for students who have completed MEDA 340 and want to pursue an additional advanced project in media arts. Students will develop an in-depth project of their choosing, to be developed in class via extended biweekly critiques. Projects can be based in photography, video, sound, new media, or a mixture thereof. Students must be committed to developing their project conceptually and aesthetically, while also working to define their approach towards and engagement with the subject. Students can use the course to develop a new project locally, or—in the case of documentary-based work—to edit material made away from campus the previous quarter. Shared readings and screenings will emerge according to students' interests. Prerequisite: MEDA 340. Majors only.

MEDA 350

Performative Documentary Cinema (4 credits)

Over the past few decades there's been a startling turn towards

subjectivity as the rhetorical starting point for many documentaries: the filmmaker casts her/himself as the vulnerable protagonist who serves as the catalyst for what unfolds in the film. In this course we will look broadly at the performance of subjectivity (by artists such as Marlon Riggs, Su Freidrich, and Renzo Martens), and the role of the body (from *Silverlake Life* to *Super Size Me*), in documentary film. Prerequisite: MEDA 250A or 250B.

MEDA 360

Art and Money (4 credits)

Money is perhaps the ne plus ultra of media: it can represent, pass for, act on or between just about any two people or things imaginable. This academic seminar explores the place of creativity and value in capitalist and pre-capitalist societies, focusing on instances where art unsettles our very notions of value, money, and capital. Prerequisite: MEDA 101. Offered as needed every two to three years.

MEDA 440

Travel and Essay (4 credits)

Travel narratives and the essay form both have rich histories in Western thought and literature, and both have produced some startling films exploring the world we live in. Indeed, both of these approaches demand patience, curiosity, and a readiness to embrace whatever unfolds. This course will explore these oddly rhyming narrative forms, and give students the theoretical and practical footing to make personal, critical, improvisational work wherever their paths may lead. Prerequisite: MEDA 250A or 250B. Offered as needed every two to three years.

MEDA 450

Fictions at the Fringe of Documentary (4 credits)

Since the proliferation—in the 1960s—of affordable sound equipment and cheaper film stocks, artists have been making extraordinary cinema with non-professional actors, at a fraction of the cost of Hollywoodian productions. Many such films have been produced in conjunction with particular communities (e.g. *The Exiles*, *Killer of Sheep*) and even written collaboratively, as were Jean Rouch's "ethno-fictions" (e.g. *Cocorico monsieur Poulet*). Here we will watch and produce such movies, paying careful attention to the

creative relationships we foster with our subjects and communities.
Prerequisite: MEDA 250A or 250B.

MEDA 470

Advanced Special Topics in Media Arts (4 credits)

At the advanced level students will have the opportunity to focus on specialized topics when offered. This may be concurrent with our artist-in-residency program. This course may be taken more than once as long as the work, title and description are distinct. Majors only. Offered as needed every two to three years.

PECO 105

Foundations of Political Economy (4 credits)

This course introduces students to the main theories/paradigms of political economy, particularly as they apply to the production and distribution of wealth, power, and welfare in capitalism. This course will help students to become more sophisticated in their understanding and critical thinking of capitalism as a structurally complex, historically dynamic, culturally diverse, and ideologically active socio-economic system. Students are expected to gain a basic literacy in the foundational languages and discourses of economics and to develop skills and perspective to investigate “economic” issues using different levels of analysis, involving behavioral, moral/ethical, structural, and historical dimensions, navigating through multiple knowledge fields and disciplines, and addressing them to the realms of both theory and action/policy.

PECO 110

Principles of Economics (4 credits)

By necessity, as economic actors (e.g., consumers, investors, workers, employers, managers, policymakers), individuals, economic enterprises, and/or government agencies make many choices everyday that involve allocation and distribution of resources. Economics is a field of study that gives us analytical apparatus and a technique of thinking to better understand and explain the rationale and forces underlying these choices. This course introduces students to basic assumptions, analytical concepts, and tools in micro- and macroeconomics.

PECO 210

U.S. Political System (4 credits)

The purpose of this course is to introduce students to U.S. political systems—government and politics. First, we will study the founding of the American political system; in this we will consider the core concepts and theoretical underpinnings of the U.S. system of government: political culture, the Constitution, and federalism. A solid grasp of these concepts will help you better understand the underlying reasons for the structure of the U.S. political system and distinguish between different forms of government and democracy. Second, we will focus on American political behavior by examining the key components of politics in the U.S. system, including public opinion, the mass media, political parties, interest groups, campaigns, elections, and electoral participation. This should help students distinguish among political ideologies. Third, we will study American political institutions: Congress, the presidency and the bureaucracy, and the courts. Next, we will critically examine civil rights and civil liberties in America by analyzing how the U.S. government shapes and influences the individual freedoms and rights of its citizenship. Finally, we will take a close look at policy-making in the American political system and the ways in which diverse interests and powers have intersected to shape them.

PECO 220

Intermediate Micro- and Macro-Economic Theory (4 credits)

This course studies the theory of demand (consumer behavior and consumer choice), the theories of production and cost, the theory of firms (transaction costs), and the theory of markets, on the one hand, and economic theories and policies regarding economic growth, general equilibrium, economic cycles, unemployment, income distribution, productivity, inflation, on the other. The course helps students understand methods and principles underlying neo-classical and Keynesian economic analysis. Prerequisite: PECO 110.

PECO 250/ANTH 250

Economic Anthropology (4 credits)

This course takes familiar economic behavior, practice, and institutions such as consumption, market, exchange, money, etc., and makes them unfamiliar by studying their variability across

cultures. This course employs concepts and methods borrowed from the disciplines of anthropology and economics to examine differences, and similarities, in the organization, meaning, and function of economic relations involving production, distribution, consumption, debt, profit, etc. across cultures. The course reviews sample studies of economic institutions in Japan, China, and Mexico. Offered every two years. Prerequisite: ANTH 105, ANTH 110, PECO 105, or PECO 110.

PECO 270

Political Economy Theory (4 credits)

This course helps students to deepen their understanding of theoretical issues in political economy. It expands on major theoretical discourses within or between liberal, radical, institutional, and post-structuralist approaches to political economy. The focus will be placed on selected themes introduced in PECO 105. These themes include: modes of regulation, modes of accumulation, equilibrium vs. crisis, theory of value, technology and progress, class mobility, class and culture, cultural capital, efficiency vs. equity, and morality and rationality. Prerequisite: PECO 105.

PECO 280/ANTH 280

Global Political Economy (4 credits)

The course combines theories and insights from a number of disciplines such as economics, sociology, international relations and comparative politics to develop a better understanding of globalization. It begins with an overview of the current state of the global economy, its main national and transnational actors, and its major issues and challenges. Then it reviews major theoretical perspectives ranging from classical mercantilist, liberal and neo-liberal, modernization, hegemonic power, dependency, world system, to state developmentalism to explain the historical development of the global political economy. For more in-depth analysis, the course will focus on certain themes including: transnational corporations, global division of labor, uneven development, debt crisis, human rights, and environmental sustainability. Prerequisites: one PECO course and an ANTH, PECO or PSYC course, or instructor's permission.

PECO 299

Independent Study (Intermediate) (4 credits)

This course allows individual students, in consultation with and under the supervision of a faculty member in related fields, to develop and design a course of study on a topic of mutual interest. The student takes the responsibility for designing and proposing a course syllabus (following a template for independent studies) that would clearly outline the learning objectives, course activities, assignments and bases of evaluation for the course. The syllabus should specify the prerequisites for the course including academic standing, and the student should demonstrate sufficient background in political economy to justify the required independent work. The faculty member is ultimately responsible for approving, supervising, evaluating, and grading the course. Offered as needed every two to three years.

PECO 310/ANTH 310

Environmental Economics (4 credits)

The purpose of this course is to understand the role of economics in environmental issues and, especially, in the formation of environmental policy. The course reviews major economic concepts such as economic efficiency, externalities, market failure, choice and regulation, economic sustainability, etc., particularly in their application to environmental issues. The course also uses economic tools such as cost-benefit analysis to evaluate environmental policy options. Case studies involving command-and-control strategies (regulation, standards, etc.) and incentive-based strategies (subsidies, permits, etc.) will be examined. We will examine the relevance of positive economics and normative economics to understanding environmental policies. Prerequisites: one PECO course and an ANTH, PECO or PSYC course, or instructor's permission.

PECO 320

Labor Economics (4 credits)

This course reviews classical, Marxist, and neo-liberal theories of labor and wage. The course evaluates the structures of different labor markets and varying determinants of demand for and supply of labor. It offers a humanistic view of work and explores its meanings to workers, to employers, and to society. The course provides an

overview of labor history in the United States with a focus on shifts in labor movement and changes in labor organizations. The course also covers the following topics: wage differences and labor market discrimination, human capital and education, labor mobility and migration, globalization and division of labor, and minimum wage policies. Prerequisites: one PECO course and an ANTH, PECO or PSYC course, or instructor's permission.

PECO 330

Political Economy of Race and Gender (4 credits)

This course provides an overview of efforts to understand inequalities based on race/ethnicity and gender, as well as citizenship, class, and other dimensions of collective identity. The assigned readings emphasize contributions from outside the tradition of Marxian political philosophy. The challenges and contributions of feminist theory receive special attention. Recent innovations in institutional and behavioral economics, including experimental economics, are also emphasized. The exploration of inequality is situated within five major areas of political economy: (1) forms of collective identity and conflict, (2) individual decision-making and social coordination, (3) human capital and social mobility, (4) long-run growth and economic sustainability, and (5) organizational hierarchy. Prerequisites: one PECO course and an ANTH, PECO or PSYC course, or instructor's permission.

PECO 340

Political Economy of Not-for-Profits (4 credits)

In this course, students will consider the relationships between wealth and social responsibility, and between elite status and social reproduction. Students will also examine theories of altruism, trust, and the role of nonprofit organizations in building social capital. In addition, students will study the costs and benefits of the tax-free status of nonprofits and the interdependence of government and nonprofit organizations in the modern state. Included in the course is a survey of the rise of nongovernmental organizations in developing countries and discuss the future role of nonprofit organizations in a jobless economy. Prerequisites: one PECO course and an ANTH, PECO or PSYC course, or instructor's permission.

PECO 350

Public Policy (4 credits)

In this course, students will examine how the struggles for power and for wealth affect one another and the realization of these values. Specifically, students will compare and contrast political and market solutions to collective problems; the politics of economic crises; corporations and labor in the political economy; regulation and monetary policy; and fiscal policy. Offered every two years. Prerequisite: one 200-level PECO course or instructor's permission.

PECO 390

Special Topics in Political Economy (4 credits)

This course is designed primarily to give students an opportunity to further their research on the themes introduced in the Global Seminars (i.e., Water, Food, Energy, Health, Governance, and Education) from a political economy perspective. Additionally, the course may focus on selected topics based upon faculty's expertise, students' interests, and curriculum needs. This may include a variety of interdisciplinary topics such as: political economy of money, community economics, economic democracy, etc. Prerequisite: one 200-level PECO course or instructor's permission. Offered as needed every two to three years.

PECO 399

Advanced Independent Study (4 credits)

This course allows individual students, in consultation with and under the supervision of a faculty member in related fields, to develop and design a course of study on a topic of mutual interest. The student takes the responsibility for designing and proposing a course syllabus (following a template for independent studies) that would clearly outline the learning objectives, course activities, assignments and bases of evaluation for the course. The syllabus should specify the prerequisites for the course including academic standing, and the student should demonstrate sufficient background in political economy to justify the required independent work. The faculty member is ultimately responsible for approving, supervising, evaluating, and grading the course. Offered as needed every two to three years.

PERF 103

Voice and Speech (4 credits)

Voice and Speech is an introductory level course designed to give students a fundamental understanding of how they can use their voice to communicate effectively as performers and speakers. Grounded in Linklater technique, the class develops skills in the fundamental areas of breath, ease, articulation, resonance, tone, and expressive range. Students work with diverse modes of material and presentation including haiku, sonnets, extemporaneous speech, narrative prose and singing.

PERF 104

Presence of the Performer (4 credits)

This class is an introduction to performance art. Performance art can be any situation that involves four basic elements: time; space; the performer's body; and a relationship between performer and audience. Working within these basic building blocks, students will investigate a variety of styles and techniques using objects, gesture, task, text, image, and media to examine strategies for creating both narrative and non-narrative works. They will use their own physical and vocal presence to explore methods for activating and focusing their performance energy to engage the audience. A series of performance studies will culminate in a public showing at the end of the term.

PERF 105

Vocal Music Instruction (1-2 credits)

Individual and group instruction in singing. Disciplinary elective course that allows students to engage more fully in the development of discipline-based technique as a complement to their scholarly and creative work within the performance major. These are not required majors courses.

PERF 106

Modern Dance (1-2 credits)

Intro-level technique class. Disciplinary elective course that allows students to engage more fully in the development of discipline-based technique as a complement to their scholarly and creative work within the performance major. These are not required majors courses. Offered every two years.

PERF 107

Individual Instruction in Music (1-2 credits)

Individual instruction to develop an ongoing practice of a musical instrument. Disciplinary elective course that allows students to engage more fully in the development of discipline-based technique as a complement to their scholarly and creative work within the performance major. These are not required majors courses.

PERF 108

Contact Improvisation (1-2 credits)

Introduction to the basics of contact improvisation. Disciplinary elective course that allows students to engage more fully in the development of discipline-based technique as a complement to their scholarly and creative work within the performance major. This is not a required majors courses. Offered every two years.

PERF 110

Performance on Location (4 credits)

This course offering is used to describe any topics-based experiential performance course offered on-site in a location distinct from the Antioch College campus. Antioch College performance faculty will lead all Performance on Location courses. Courses may take place nationally or internationally. Specific course description, objectives and learning outcomes will be announced upon offering. Courses will not be offered on a regular basis. This course may be taken as an elective more than once as long as the course title and description are distinct. Offered as needed every two to three years.

PERF 120

Styles of Live Art (4 credits)

This art history course is a laboratory study of twentieth-century avant-garde performance styles and movements, including presentational aspects of futurism, Dadaism, the Bauhaus movement, the work of Antonin Artaud, happenings, the Fluxus movement, and diverse examples of contemporary performance art. The course examines the theoretical and historical contexts that influenced the development of these movements, their impacts upon the art of their time, and their influence upon the theoretical underpinnings of today's art practices. Students will write a research paper about

an aspect of the history and theory and complete a series of exercises re-creating a performance from a style, artists or era they have studied. This class is embodied scholarship in that students both create in the studio and research the performance styles from the past.

PERF 140

Storytelling (4 credits)

What is your story? Story is often the centerpiece of performance and for many contemporary performance artists writing is essential to their practice. Students will begin with a study of selected folklore-based myths, folktales, fairy tales, and legends to learn how different types of stories and the context of their presentation shape peoples' identities and worldviews. A variety of critical examinations of contemporary performance texts and contexts including the personal experience narrative, testimonies, journalism, and other media will be explored. Field trips to contemporary storytelling events will also be included. Students will present a public storytelling event as a culmination of their work in the class. Prerequisite: MEDA 101, MEDA 102, PERF 103, PERF 104, VISA 101, or VISA 102.

PERF 150

Improvisation in Art and Life (4 credits)

Improvisation is a critical aspect of creativity. Through innovation in response to the moment at hand, something new emerges and is enacted spontaneously. This course explores this phenomenon through the disciplines of dance and theater. Working primarily with body and voice, students will develop the ability to create and inhabit scores that allow for individual and group improvisational performance. Prerequisite: MEDA 101, MEDA 102, PERF 103, PERF 104, VISA 101, or VISA 102.

PERF 220

Performance History/Critical Studies (4 credits)

The art history class will study selected investigations concerning contemporary art(s) history and critical studies from the mid-twentieth century to the present day. This survey examines changes in contemporary arts practice and its social, cultural, and institutional contexts. It also addresses an increasingly globalized art world with

the inclusion of multiple disciplines and the emergence of hybrid forms that include the use of performance, multimedia, visual arts, dance, and music. Prerequisite: any 100-level PERF course.

PERF 230

Writing and Performing the Self (4 credits)

This class will examine the extensive tradition of performance based upon autobiography and examine the methodologies and techniques for transforming personal experience into a work of art. Students will strive to create work that expresses the particular elements of the narrative reality of an individual and also connects with the universal realities of the human experience. Historically and theoretically important auto-performances will be used as case studies to broaden students' understanding of strategies and approaches to telling their story. They will develop their project through a series of focused composition and performance exercises will lead to an auto-performance presented to the community at the end of the term. Prerequisite: any 100 level PERF course.

PERF 240

Site-Specific Performance (4 credits)

Students will work in ensemble with members of the community to create two site-specific performances that will be documented and presented to the public. The project will be in two parts: Interpreting a site/creating a site and will be multidisciplinary in approach. In part one, students will choose a site (a room, a street corner, a body, etc.) and interpret/explore the site working together using different media, different vantage points, including local/global perspectives, mapping, subjective observation etc. In part two, students will work collaboratively with the group to produce a unique set of conditions in both time and space using performance, installation, or situation. In the process of engaging public discourse and creating events, students will encounter the challenges and opportunities of collaborating across artistic disciplines. Prerequisite: any 100-level PERF course. Offered as needed every two to three years.

PERF 250

Rehearsal and Production(4 credits)

In this class, students participate in all aspects of production: acting,

dramaturgy, set and costumes construction, lighting and collaborative creation. Under the direction of a faculty member or visiting artist, students take part in presenting a play for the public. Social and historical aspects of the play, the author and the style in which the play will be presented are studied and observed. Students will gain a basic understanding of how to analyze and stage a dramatic text, develop aesthetic choices that support its comprehension and embody the intentions of the writer and director. Prerequisite: any 100-level PERF course.

PERF 270

Special Topics in Performance
with Resident Artist (4 credits)

An important element of our arts program at Antioch College is our artist-in-residency program. These special topics courses will accommodate the disciplinarity of our visiting artist-in-residence. Possible performance methods include acting, dance, experimental music, etc. This course may be taken more than once as long as the coursework, title and description are distinct. Prerequisite: any 100-level PERF course. Offered as needed every two to three years.

PERF 320

Performance Studies (4 credits)

This non-studio arts course grounds students in the theories of Performance Studies pioneered by Richard Schechner and others in the late twentieth century. The course explores notions of ritual, performance and play across a variety of modes and disciplines including theater and dance, as well as non-theatrical presentations of self in everyday life. Students will engage the material through original research, participant observation, cultural and historical case studies, theoretical writings, and reflection in the form of writing, media production and/or performance. Prerequisite: Any 200-level PERF course.

PERF 330

Directing Seminar (4 credits)

This course is designed to ground students in theories of directing that would inform their work on a studio project putting theory into practice. Leading twentieth century directors including

Bertolt Brecht, Harold Clurman, Joseph Chaikin, Peter Brook, Jerzi Grotowski, Richard Forman, and Ann Bogart will provide a framework for discussion of directorial strategies and approaches. We will also gain a basic historical understanding of the role of the director and how it has evolved. Students will become familiar with aspects of directing that include the use of image and text, the architecture of space, event, character, performer, and audience relationship. Prerequisites: PERF 230 or PERF 240, as well as PERF 250. Offered as needed every two to three years.

PERF 340

Rehearsal and Production Tutorial I (4 credits)

This course allows students the opportunity to participate as cast, crew, dramaturg or collaborator within a public project or production by a fellow students, visiting artist, or faculty member. Students are mentored through the experience to maximize their effectiveness as well as reflect on the strengths of their contribution and possible areas of challenge or growth. Prerequisite: PERF 230, PERF 240, PERF 250, or PERF 270.

PERF 350

Documentary-based Performance (4 credits)

Students will focus on the work of Anna Deavere Smith, John Malpede, Spaulding Gray, Carlyle Brown, and others to examine the methodologies, “aesthetic of others” discourse, representational issues and strategies of documentary-based performance. Students will explore how “objective” facts and events are translated into a subjective experience for the performer that communicates to an audience. Prerequisite: any 200-level PERF course.

PERF 360

Advanced Topics in Performance (4 credits)

This course is built around a variety of interdisciplinary and global concerns. Examples may include: performance as tactical media; performing gender; crossing borders through performance; Brecht and Boal; performing community; community-based dialogical art practices, performing ecologies: site-specific projects linking art and the environment; introduction to dance: human anatomy into motion; dance composition: the art of making dances. Prerequisite:

site: any 200-level PERF course. Offered as needed every two to three years.

PERF 440

Rehearsal and Production Tutorial II (4 credits)

This course allows students the opportunity to participate as cast, crew, dramaturg or collaborator within a public project or production by a fellow students, visiting artist, or faculty member. Students are mentored through the experience to maximize their effectiveness as well as reflect on the strengths of their contribution and possible areas of challenge or growth. Prerequisite: PERF 340.

PERF 470

Advanced Special Topics in Performance (4 credits)

At the advanced level students will have the opportunity to focus on specialized topics when offered. This may be concurrent with our artist-in-residency program. This course may be taken more than once as long as the coursework, titles and descriptions are distinct. Majors only. Offered as needed every two to three years.

PERF 480

Independent Study: Performance (4 credits)

Students at an advanced level of study may petition an individual faculty member, visiting artist, or collection of faculty across disciplines to guide the development of a proposed performance art project. Independent study may be completed over more than one quarter and may include work completed during a full-time work quarter. Prerequisite: at least two 300-level PERF courses. Offered as needed every two to three years.

PHIL 105

Epistemology: Theories of Knowledge (4 credits)

This course is an introduction to the field of epistemology, one of the foundational disciplines of philosophy, which examines the scope, nature, and limits of knowledge. In this course we will study Eastern texts, such as the Daodejing of Laozi as well as Western texts such as Aristotle's *De Anima* and Descartes' *Meditations*. We will also address the relationship between knowledge and politics by studying texts by thinkers such as Foucault and by addressing issues

in bio-regionalism and gender theory. In this course, students will develop a sound understanding of several basic topics in epistemology and begin to develop their own opinions about how human beings come to know the world.

PHIL 110

Law and Justice in the Western Tradition (4 credits)

This is an introductory course designed to explore the themes of law and justice as they have been addressed in the philosophical tradition, in contemporary political debates, and in legal opinions. Students will become familiar with these topics through readings in classical, modern, and contemporary works of philosophy as well as Supreme Court cases. At the end of this course, students are expected to have attained familiarity with some of the most important thinkers in the western tradition (such as Plato, Aquinas, James Madison, Mill, Emma Goldman, Martin Luther King, and Rawls) and to have developed the ability to articulate their views on contemporary political, moral, and legal questions.

PHIL 205/ANTH 205

Philosophy and Religion (4 credits)

This course explores the topic of religion in a philosophical manner. Students will compare the ways in which philosophers like Spinoza, Maimonides, and Kierkegaard have engaged with religious texts, and they will grapple with classic texts in the philosophy of religion such as Hume's *Dialogues Concerning Natural Religion*, James' *Varieties of Religious Experience*, and Nietzsche's *Antichrist*. In addition to studying philosophic analyses of religion, students will examine religious texts and beliefs from a variety of traditions and cultures.

PHIL 210

Philosophy and Literature (4 credits)

In this course we will explore the dialogue that has existed between philosophic and literary discourse since antiquity. Readings from classical thinkers such as Sophocles, Aristophanes, and Plato will be complemented by works by Bacon, Shakespeare, Goethe, Wallace Stevens, Woolf, and Nietzsche. In this course students will develop a better sense of the literary aspects of philosophic texts and the philosophic depth achieved by great works of literature. Students

should also be able to perform basic explications of philosophical and literary works.

PHIL 220

Existentialism (4 credits)

This course will explore the philosophical tradition of existentialism. Students typically begin with an examination of the classic existentialist tradition: Kierkegaard, Dostoevsky, Nietzsche, Heidegger, Jaspers, Sartre, de Beauvoir, Camus, and Merleau-Ponty. Students will focus on the following major themes of existentialist philosophy: the alienation of reason and existence; the relationship between existentialism and phenomenology; “being-in-the-world” as our primary way of existing; the dissolution of various dualisms (subject/object, mind/body, reason/passion, fact/value); the relationship between self and others; God, angst, death, and absurdity; the meaning of freedom. Students may conclude the course with an examination of the often neglected perspectives of feminist, African American, and non-European existentialisms. This course may be offered as a survey of existentialist thought, or it may focus on a few particular existentialist works for deeper study.

PHIL 221

Environmental Ethics & Political Theory (4 credits)

This course examines the question of how we should treat the natural world as both individuals and citizens. In addition to examining various claims about our ethical obligations to the environment, this course will also look at how the various political systems address environmental problems and solutions. This course is intended to introduce students to a variety of ethical and political approaches to the environment and to aid them in developing their own viewpoints. Because environmental ethics is a part of applied ethics, students will research regional environmental issues and apply the theories they study to this issue.

PHIL 225

Critical Thinking (4 credits)

Critical thinking is a branch of philosophy that is concerned with the logic, rules, and structure of argumentation and dialogue. It is often referred to as “informal logic,” and is concerned with

the way in which we use forms of reasoning (or the lack of it) in our everyday discourse. This course will explore the rules of critical thinking with a focus on the nature of logical fallacies commonly committed in argumentation. Students will also engage in “philosophical action” by investigating the various commissions of logical fallacies in current political and public discourse, including political debates, talk radio, television talk shows, advertising, and local public discourse. Offered as needed every two to three years.

PHIL 229

Eastern Philosophy (4 credits)

This survey course will address a variety of non-Western philosophies. Possible texts may include the Daodejing, the Bhagavad Gita, and Buddhist texts. Students will examine issues such as the nature of truth, ethical issues, and religious beliefs from the perspectives of Eastern thought, and they will interrogate the differences between Eastern philosophies and between Eastern philosophy and its Western counterpart. Offered as needed every two to three years.

PHIL 310

Special Topics Philosophy (4 credits)

This special topics course will be designed in conjunction with students, visiting scholars, and faculty in other disciplines to offer students the opportunity to engage with issues of particular philosophic relevance and import. Prerequisites: one 100-level and one 200-level PHIL course or permission of the instructor. Offered as needed every two to three years.

PHIL 320

Special Topics in Philosophy (4 credits)

This special topics course will be designed in conjunction with students, visiting scholars, and faculty in other disciplines to offer students the opportunity to engage with issues of particular philosophic relevance and import. Prerequisites: one 100-level and one 200-level PHIL course or permission of the instructor. Offered as needed every two to three years.

PHIL 330

Ancient Philosophy (4 credits)

This course examines in greater depth the history of ancient Western philosophy and political theory from the Presocratics to the dawn of the Middle Ages. Major thinkers will be examined in light of the classical topics of human nature, the good life, the good society, history, and the nature of knowledge and reality. While the majority of our emphasis will fall on classical Greek philosophy, we may also examine issues in Hellenistic and Roman philosophy. Prerequisites: one 100-level and one 200-level PHIL course or permission of the instructor.

PHIL 331

Medieval Philosophy (4 credits)

This course continues the close examination of the history of Western philosophy and political theory during the Medieval period. Continuing to focus on the classical topics of philosophy and political theory, thinkers and topics examined include Augustine, John of Salisbury, Marsilius of Padua, Nicholas of Cusa, Aquinas, and Dante. This course will also give attention to Jewish and Islamic thinkers of the Medieval period, including Maimonides and Farabi. Offered on demand. Prerequisites: one 100-level and one 200-level PHIL course or permission of the instructor.

PHIL 332

Modern Philosophy (4 credits)

This course examines the history of Western philosophy and political theory from Machiavelli to Nietzsche. Major thinkers examined may include Descartes, Bacon, Hume, Hobbes, Locke, Rousseau, Kant, Mill, Hegel, and Marx. The classical topics of human nature, the good life, the good society, history, and the nature of knowledge and reality will form the themes of the course. Prerequisites: one 100-level and one 200-level philosophy course or permission of the instructor.

PHIL 335

Feminist Philosophy and Political Theory (4 credits)

This course will examine the relatively recent, but wide-ranging, complex, and rich field of feminist philosophy. We will study

contemporary and historical texts drawn from this emerging and continuing tradition, with a focus on feminist interpretations of the Western philosophical canon, women's experiences of subjectivity and embodiment, and feminist conceptions of language, knowledge, and nature. We will consider a wide range of differing versions of feminist thought, and we may also explore the intersections of feminist philosophy with gender and men's studies. Prerequisites: one 100-level and one 200-level PHIL course or permission of the instructor.

PHIL 410

Special Topics in Philosophy (4 credits)

This special topics course will be designed in conjunction with students, visiting scholars, and faculty in other disciplines to offer students the opportunity to engage with issues of particular philosophic relevance and import. Prerequisites: one 100-level and one 200-level PHIL course or permission of the instructor. Offered as needed every two to three years.

PHIL 440

Selected Topics in Contemporary Philosophy (4 credits)

This course is designed for advanced students of philosophy interested in exploring the diverse, complex, and challenging landscape of contemporary philosophy. In the context of this course, contemporary philosophy refers to the most significant philosophers and philosophical movements of the vast majority of the twentieth-century Western tradition. In particular, students will examine and discuss those philosophers and movements that have been most central to setting the stage for the future of philosophy in the twenty-first century such as phenomenology, critical theory, pragmatism, analytic philosophy, hermeneutics, and postmodernism. Prerequisites: one 100-level and one 200-level PHIL course or instructor's permission. Offered as needed every two to three years.

PHYS 160

General Physics I (4 credits)

This course covers Newtonian mechanics (kinematics, dynamics, Newton's Laws, gravitation, energy and momentum and their ap-

plication to understanding waves and the kinetic theory of gases) and basic concepts of heat, temperature, and thermodynamics. There is a lab requirement in the course. Prerequisite: None, but a strong background in high school algebra is recommended; MATH 160 recommended.

PHYS 260

General Physics II (4 credits)

This course covers material on electricity, magnetism, and optics (Maxwell's Equations, electric potential, DC circuits, interference, and diffraction). A lab component of this course reinforces material learned in class. Prerequisites: PHYS 160 and MATH 115; MATH 160 recommended.

PSYC 105

General Psychology (4 credits)

The field of psychology explores the interdependent experiences of thinking, feeling, and acting and how these underlying dynamics affect the quality of one's psychological life. Psychology encompasses a wide number of therapeutic theories and approaches and each is characterized by its unique set of variables employed to explain behavior. It is the objective of this course to acquaint students with different theoretical frameworks, their particular methodologies, and expectations for the psychology major.

PSYC 110

Foundations of Social Psychology (4 credits)

The focus of social psychology is to more deeply understand individuals in interaction with other individuals, individuals in interaction with groups, and groups in interaction with other groups—an analysis of complex situations that involve multiple directions of influence. By looking at a wide range of social behaviors, students will endeavor to identify root causes, determine beneficial and unconstructive factors, and recognize the effects of their influence. Through this analysis, it is hoped students will critically attend to issues and conditions of social behavior performance in an effort to improve the quality of interactions in community.

PSYC 210

Ecopsychology (4 credits)

As an emerging subfield within psychology, ecopsychology is concerned with increasing the emotional, psychical, and soul connections to the natural world. This course will examine the deep links between placehood and selfhood (identity), cartographic consciousness, and the historical psychosocial characteristics associated with the Earth's elements, lunar, and solar cycles. Therapeutic modalities and outcomes related to cultivating I-Thou relationships with an ensouled world are reviewed. Students will also gain a better understanding of the devastating effects of violence, exploitation, injustice, and chronic suffering on nature, ecological systems, trans-species relationships, and human and non-human relationships. Offered as needed every two to three years.

PSYC 225

Developmental Psychology (4 credits)

This course provides an introduction to the milestones of human development from conception to death. Students will be able to describe physical, cognitive and social growth of humans with special attention to various cultural contexts of development and the rich diversity of individuals. The content is drawn from research and theories in developmental psychology. Students are expected to integrate their personal experiences, knowledge of psychology, and their observations of human development with the content of this course.

PSYC 230

Personality Theories (4 credits)

This course surveys the major theoretical approaches in Western psychology—derived throughout the 19th and 20th centuries—to personality development. Biographies of the theorists and the sociocultural context in which their theory developed, the theorists overall view of the person, basic theoretical concepts, and evaluation of the theory (including contributions and limitations) will be the focus of this course. Students will learn major personality theories including individual and systems perspectives and how to discern among them to begin to develop a personal therapeutic philosophy and orientation.

PSYC 235

Abnormal Psychology (4 credits)

This course will provide students with an introduction to the field of abnormal psychology through the exploration of “abnormality” within historical, social, and cultural contexts, as well as the various predominating paradigms. We will look at major research issues as they relate to both the causal factors of each disorder and the efficacy of current treatments and interventions. Students will develop an awareness of professional issues in the field such as diagnostic uses and misuses, and ethical and legal issues surrounding the “power and privilege” to diagnose others. By the end of this course, students should have a firm foundation in the major diagnostic categories as well as the various theoretical lenses through which one can research and treat psychopathology.

PSYC 240

Somatic Psychology (4 credits)

This course will provide an overview of the major concepts associated with somatic psychology as they relate to physiology, biochemistry, neuroscience, embodiment, body-oriented therapies, and other areas related to the body and psychology. At the conclusion of this course, students will have a basic understanding of how varying somatic concepts inform psychological work, treatment, and intervention options. Offered as needed every two to three years.

PSYC 242

Cognitive Psychology (4 credits)

This course will review the major theories associated with cognitive psychology as they relate to cognitive processes of attention, memory, problem solving, imagery, categorization, action planning, comprehension, intelligence, aptitude, and basic learning principles. At the conclusion of the course, students will have a basic understanding of how varying theories are applied to these processes. Offered as needed every two to three years.

PSYC 250

Depth Psychology (4 credits)

Contemporary depth psychology has its roots in the works of Freud and Jung whose approaches to therapeutic work made

an important break from dynamic psychiatry and ushered in a cultural revolution. In its simplest form, depth psychology could be understood as a “psychology of the unconscious.” This sub-field sets itself apart from other psychological modalities in use today by concerning itself with the multitude of unconscious processes that manifest in individuals and culture. At the conclusion of the course, students will be able to apply major theories associated with depth psychology to individuals, communities, and contemporary and current issues and events. Offered as needed every two to three years.

PSYC 252

Community Mental Health (4 credits)

In this course, students will gain a better understanding of mental health issues that affect the vitality, health, and wellness of community life. Topics may include depression, sexual violence, dating violence, domestic violence, body image, eating disorders, public safety, gender matters, abuse of alcohol and other drugs, public safety, stress management, and grief and loss. Students will select a community mental health issue, complete necessary research, apply an appropriate theory, create a psycho-educational program and deliver it to the campus community. Offered as needed every two to three years.

PSYC 305

Careers in Psychology (4 credits)

Preparing psychology majors for professional careers within the broad landscape of the psychology profession is at the heart of this course. Students will learn about career options for individuals with bachelor’s degrees, graduate school options, and the different specializations within research, academics, or clinical practice. Strategies for career success include network building and rapport, cultivating sources for letters of recommendation, developing library research skills, familiarity with APA style and format, considering ethical and professional issues within the field of psychology, and crafting a résumé/CV and personal statement. Prerequisite: majors in psychology with third-year standing.

PSYC 315/ANTH 315

Psyche, Myth, & Culture (4 credits)

The nature of the human psyche often reveals itself through symbolic and metaphorically rich cultural mythologies and narratives. Mythologies offer a variety of images and motifs that illuminate and animate underlying psychological patterns and insights into the psychological life of cultural practices and institutions. This course engages myth psychologically to examine archetypal patterns, symbolism, mythopoetic images and narratives, folktales and fairy tales, regional geography, cinema, myethodrama, and their influences on an individual's, group's, and collective's search for meaning. Prerequisite: one foundation course in PSYC, one 200-level course in PSYC, or instructor's permission. Offered as needed every two to three years.

PSYC 320

Political and Ethical Issues in Psychology (4 credits)

How has the field of psychology decided what diagnoses are included or excluded in the *Diagnostic and Statistical Manual (DSM)*? How do diagnostic criteria determine who has access to resources? What is the role of psychopharmacology in psychology? How does the government or public policy affect the scope of psychological services? These questions, and the socio-political context of the psychology field, are taken up in this course. Major legal cases and ethical issues in psychology will be studied, along with contemporary psycho-political issues and concerns. Prerequisite: PSYC 235 or instructor's permission.

PSYC 335

Intersectional Identities in Psychology (4 credits)

Psychologists work with a variety of individuals and groups within mainstream and marginalized populations—as unprecedented globalization in the 21st century has us in closer contact with different cultures, worldviews, and communication styles. This course is designed to address how intersectionalities affect the psychological life of individuals, families, and groups with diverse identities and social locations. Areas of consideration include race, ethnicity, class, gender, spiritual orientation, sexual orientation, age, physical ability, and the impact of oppression as variables in

psychological work. The role of the psychologist as an advocate, ally, and agent of change is emphasized, along with investigation into ways to avoid psychological colonization in psychological work abroad. Prerequisite: a social science major and third-year standing.

PSYC 385

Psychological Assessments and Measurement (4 credits)

This course provides an overview of the history and theoretical basis for psychological assessment. Basic principles, research, professional and ethical concerns and standards related to the assessment and measurement of psychological constructs are reviewed. Students are introduced to major instruments used in the measurement of intelligence, personality, aptitude, achievement, and career development. Multicultural issues and the limitations of assessment are also addressed. Offered as needed every two to three years. Prerequisites: PSYC 225 or PSYC 230, MATH 105 or MATH 330, or permission from the instructor.

PSYC 390

The Art of Psychological Inquiry

This course explores psychological research processes and approaches into the human situation. The goals of the course are for the student to learn how psychological research is planned, carried out, communicated, and critiqued. This course will focus on developing general research skills that can be applied within any area of psychology. These skills include: reflecting upon the researcher's cognitive suppositions, affective inclinations, and unspoken intentions; considering the social context upon which knowledge production is generated; exploring experimental and inquiry designs, statistics, report writing, and ethical standards of research. Prerequisites: MATH 105 or MATH 330, a social science major with third-year academic standing.

PSYC 395

Special Topics in Psychology (4 credits)

These courses may focus on selected topics based upon faculty's expertise, students' interests, and curriculum needs. This may include a variety of interdisciplinary topics such as psychology of dreams, archetypal psychology, psychologies of liberation, theory

and practice of conflict transformation, nonviolent action and social change, individual and collective trauma, participatory action research, psychology of consciousness, and psychology of religion. Prerequisite: one foundation course in PSYC, or one 200-level course in PSYC, or instructor's permission. Offered as needed every two to three years.

PSYC 400

Basic Therapeutic Skills (4 credits)

This course is an introduction to foundational therapeutic skills. The goals of the course are for the student to learn and develop active listening skills, attending skills, rapport building, the art of questioning, self-reflexivity, consciousness raising, ethics, and note taking/written report basics. This course will focus on cultivating general therapeutic skills that can be applied within any area of psychology and can be put to use immediately within their own community, work settings, and interpersonal relationships. Prerequisites: a social science major and third-year standing.

PSYC 405

Group Theory and Dynamics (4 credits)

This course is designed to introduce students to the fundamental theories, concepts, and skills necessary to lead therapeutic-oriented groups. Course activities include lecture, demonstration, discussion of assigned readings, and experience as a member and leader in simulated therapy groups. Prerequisite: PSYC 400 or instructor's permission.

PSYC 430

Critical Psychology (4 credits)

This course offers an introduction to Critical Psychology: an emergent discourse within the field of psychology that fundamentally challenges the way mainstream psychology operates. Students will examine the mythos of individualism, the construction of the "self" in America, and study psychologies that have developed outside of Western European or Judeo-Christian contexts. At the conclusion of this course, students will develop an understanding of and be able to critique some of Western psychology's deep-seated intentions, consequences, and dilemmas. Prerequisites: a social science major and third-year standing.

PSYC 440

Independent Study (Advanced) (4 credits)

This course allows individual students, in consultation with and under the supervision of a faculty member in related fields, to develop and design a course of study on a topic of mutual interest. The student takes the responsibility for designing and proposing a course syllabus (following a template for independent studies) that would clearly outline the learning objectives, course activities, assignments and bases of evaluation for the course. The syllabus should specify the prerequisites for the course including academic standing, and the student should demonstrate sufficient background in political economy to justify the required independent work. The faculty member is ultimately responsible for approving, supervising, evaluating, and grading the course. Prerequisites: a social science major and third-year standing. Offered as needed every two to three years.

SCI 494

Senior Seminar in the Sciences (4 credits)

This course serves as both preparation for contemporary scientific research and preparation for the senior project. Students will meet with their faculty advisor, individually and in groups, to plan and discuss their senior project, and to execute its initial stages, including literature review, research design and proposal writing. Students will also receive supplemental education in specialized areas of science, statistics, technology, and research in an individual as well as seminar format, as determined by the faculty advisor and the areas of student research. Prerequisites: a science or related self-designed major and fourth-year standing.

SCI 495

Senior Project in the Sciences (4 credits)

The capstone experience for all science majors is the research, discussion, and presentation of their senior project. Building upon the foundations students created in the senior seminar, students continue their lab or field research, in a supervised but independent format. Students must submit a formal scientific paper based upon their research, and give a formal oral research presentation in a public session. Prerequisites: SCI 494, a declared science or related self-designed major, and fourth-year standing.

SPAN 110

Introductory Spanish I (4 credits)

This is an entry-level course for students new to Spanish and for students with some basic background in the language but who need to refresh their skills. In general, this course is appropriate for students with some background but who have not yet attained introductory levels of proficiency. SPAN 110 is based on a communicative approach to language learning that emphasizes the development of language skills (reading, writing, speaking, listening), strategies for language learning, and the cultural competence needed to communicate effectively with native speakers. This course is offered in the fall quarter.

SPAN 120

Introductory Spanish II (4 credits)

This course is the logical continuation of SPAN 120. It will continue to provide students with skills and strategies for learning language and culture within a communicative approach. A requirement of this course is to pass a departmental written proficiency examination. This course is offered in the winter quarter. Prerequisite: SPAN 110 or special permission of the language faculty following the appropriate screening.

SPAN 130

Introductory Spanish III (2 credits)

A continuation of SPAN 120, this course is offered during students' first co-op term and is delivered online. Students will continue to strengthen their language skills through a communicative approach. This course is offered in the spring quarter. Prerequisite: SPAN 120 or special permission of the language faculty following the appropriate screening.

SPAN 140

Introductory Spanish IV (4 credits)

This course is the logical continuation of SPAN 130. It is designed for students to continue the development of language skills within a communicative approach. A requirement of this course is to pass the ACTFL Oral Proficiency Interview at the novice-high level. This course is offered in the summer quarter. Prerequisite: SPAN

130 or special permission of the language faculty following the appropriate screening.

SPAN 210

Intermediate Spanish I (3 credits)

This is the first course at the intermediate level. Students will continue to develop conversational skills, review grammar, and engage in vocabulary building through structured and unstructured conversations, readings, and communicative activities. This course is offered in the fall quarter. Prerequisite: SPAN 140 or special permission of the language faculty following the appropriate screening.

SPAN 220

Intermediate Spanish II (2 credits)

This course is the logical continuation of SPAN 210. It is offered during students' second co-op term and is therefore delivered online. Students will continue strengthening their language skills through online activities, reading of authentic materials, interactions with the community where they are working, peer interactions and interactions with the faculty. This course is offered in the winter quarter. Prerequisite: SPAN 210 or special permission of the language faculty following the appropriate screening.

SPAN 230

Intermediate Spanish III (3 credits)

This course is the logical continuation of SPAN 220. Students will continue development of language skills through a communicative approach. In order to continue their language learning on campus, students will have to pass a departmental written proficiency exam. This course is offered in the spring quarter. Prerequisite: SPAN 220 or special permission of the language faculty following the appropriate screening.

SPAN 240

Intermediate Spanish IV (3 credits)

This course is the logical continuation of SPAN 230. Students will continue to develop language skills through a communicative approach. In this course students will also be introduced to basic lit-

erary analysis. In order to fulfill the requirements of SPAN 240, students will have to pass a departmental oral proficiency examination. This course is offered in the summer quarter. Prerequisite: SPAN 230 or special permission of the language faculty following the appropriate screening.

SPAN 310

Advanced Spanish I (2 credits)

This is the first in the sequence of advanced-level courses. It is offered during students' third co-op term and is delivered online. Students will continue to develop language skills through a communicative approach. A major focus of this course will be reading across disciplines and strategies for conducting surveys and interviews. This course is offered in the fall quarter. Prerequisite: SPAN 240 or special permission of the language faculty following the appropriate screening.

SPAN 320

Advanced Spanish II (3 credits)

This course is the logical continuation of SPAN 310. Students will continue to develop language skills through a communicative approach. Major assignments will focus on writing in the target language across the curriculum. This course is offered in the winter quarter. Prerequisite: SPAN 310 or special permission of the language faculty following the appropriate screening.

SPAN 330

Advanced Spanish III (3 credits)

This course is the logical continuation of SPAN 320. Students will continue to develop language skills through a communicative approach. Major assignments will focus on the integration of all language skills in communicative situations. Students will have to pass a departmental written and oral proficiency examination at the end of this course. This course is offered in the spring quarter. Prerequisite: SPAN 320 or special permission of the language faculty following the appropriate screening.

SPAN 340

Spanish Capstone (3 credits)

This is a project-based course that is delivered while students are

completing the international/cross-cultural co-op. Students will complete a project designed in conjunction with the faculty.

SSC 490

Social Science Research Methods (4 credits)

This course will introduce students to the concepts and tools in three methodological orientations in social science research, namely quantitative, qualitative, and historical. Class assignments and exercises will help students to develop their skills in collecting and analyzing data, evaluating research theses, and drawing conclusions. Through the analysis and critique of exemplary research studies representing various methodologies, students will be able to distinguish well designed from poorly designed research projects. This will help students to refine their own research ideas, to frame them in a researchable form, and to choose an appropriate research strategy. Prerequisite: a social science major with third- or fourth-year standing or senior academic standing.

SSC 494

Social Science Senior Seminar (4 credits)

In this seminar, students will select a topic, identify a body of related studies, prepare an annotated bibliography, write a review of literature, frame their research questions and design a strategy for collecting, analyzing, and interpreting data. As their final project, students prepare and submit a research proposal, which is expected to lead to their senior project. Prerequisite: a social science major with fourth-year standing and completion of SSC 490, or instructor's permission.

SSC 495

Social Science Senior Project (4 credits)

Students culminate their Antioch College experience with a senior thesis or senior project devised with the help of their advisor. The senior project gives the Antioch College student the opportunity to pull together the knowledge and methods of inquiry achieved during their studies at Antioch College into a cohesive, informed final presentation. Students are expected to design, conduct, and present a research paper. This capstone work should demonstrate a student's knowledge of the field and her/his ability to use appropri-

ate social science research methodology. Prerequisite: a social science major with fourth-year standing and completion of SSC 494, or instructor's permission.

VISA 101

Visual Language:

A Focus on Two Dimensions (4 credits)

This studio course is an introduction to the basic techniques, terms, concepts and formal strategies involved in two-dimensional image making. We will investigate fundamentals of composition and form such as line, contour, shape, movement, texture, value and color. These fundamental concepts will illuminate aspects such as representation, abstraction, the surface of the picture plane, and the illusion of depth. In all cases *form* will be studied as a means towards *expression* or the communication of *meaning*. In this course, we will work to merge the tactile, the visual, and the expressive to develop a foundational visual literacy. In other words, over the course of this term we will tighten the relationship between the hand, the eye, and the "heart" (a feeling sense of observation, association, and understanding).

VISA 102

Visual Language:

A Focus on Three Dimensions (4 credits)

In this studio course we will explore and discuss concepts in visual language with an emphasis on three-dimensional form. We will investigate three-dimensional form in relation to material, time and space. We will consider fundamentals of sculpture such as material meaning, scale, process, action and site. These fundamentals are the tools through which a world of concepts may be explored. In all cases form will be studied in relation to content. Students may have the opportunity to work with materials such as wire, cardboard, clay, wood, fabric and experimental media. In this course, we will work with three-dimensional form as an investigation of the visual and material world we live in. Our aim is to study and discover meaning and content from our everyday field of experience. Our visual investigations are not meant to result in traditional art works; they are designed as projects that expand ideas of what thinking and creating visually can be. Be prepared to think expansively.

VISA 110

Art on Location (4 credits)

This course offering is used to describe any topics-based experiential studio art course offered on-site in a location distinct from the Antioch College campus. Antioch College studio arts faculty will lead all VISA 110 courses. Courses may take place nationally or internationally. Specific course description, objectives and learning outcomes will be announced upon offering. Courses will not be offered on a regular basis. This course may be taken as an elective more than once as long as the course title and description are distinct. Offered as needed every two to three years.

VISA 120

Modern Art: Late 19th through Mid-20th Century (4 credits)

This art history survey course will address selected visual art movements, beginning in the early 1860s with realism and impressionism in the West through the mid-1950s and the emergence of New York as an art world center, examining the historical, theoretical, and critical foundations of modernist art and the historical avant-garde. We will also consider the development of modern art in non-Western contexts including Asia and Eastern Europe. Coursework will include lectures, classroom discussion, selected readings, field trips and a final research paper.

VISA 140

Beginning Drawing and Painting

Concepts, Materials and Processes (4 credits)

Building upon the two-dimensional visual literacy foundation that we developed in our foundation course, we will address various problems in painting and drawing. Drawings will be made using multiple media, while painting will focus on the use of oil and/or acrylic paint on a gesso-prepared ground. The focus is on acquiring the basic material and technical skills necessary to articulate visual ideas including how to organize compositions using color and value relationships, form and shape, placement and material application. Assignments may introduce students to a variety of subject matter, such as still life, landscape and the figure in representational and abstract form. This studio class will include significant studio time, slide presentations, demonstrations of technical methods, one-on-

one and group discussions, field trips and critiques of your work. Prerequisite: VISA 101.

VISA 150

Beginning Sculpture:

Concepts, Materials and Processes (4 credits)

Building upon the 3D visual literacy foundation we developed in our foundation course, this course will continue an investigation of materials, methods, and concepts of sculpture. We will explore the formal properties and expressive potential of sculptural materials including fibers, plaster with other mold-making and casting materials, and wood. We will expand this investigation to explore space, context and site. Emphasis will be placed on the relationship of material to concept or meaning, the processes or methods used in making a sculpture, and the way in which objects exist in particular environments/contexts. This studio class will include significant studio time, slide presentations, demonstrations of technical methods, one-on-one and group discussions, field trips and critiques of your work. Prerequisite: VISA 102.

VISA 220

Contemporary Art: 1960 to the Present (4 credits)

This Art History survey course introduces students to contemporary art from 1960 to today. The decades following WWII experienced an explosion of cultural, political and social changes including an increase in globalization and global consumerism, movements for the social change, a rapid expansion of science and technology, and institutional critique. This course will address the innovative formal strategies that artists have developed through movements as pop art, happenings, conceptual art, performance art, earthworks, street art, relational aesthetics, and new media as developed in diverse cultural contexts both Western and non-Western. We will consider contemporary art in relation to the historical avant-garde movements on which it builds. The goal will be to provide students with tools to think critically about art of recent decades as well as to theorize the generations of art yet to emerge. Coursework will include lectures, classroom discussions, selected readings, field trips and a final research paper.

VISA 240

Intermediate Drawing and Painting (4 credits)

This course is structured on the premise that students have had previous experience with the basic elements, concepts and skills of drawing and painting. Attention is given to the continued development of perceptual abilities and skills, as well as content and creative thought. Individual projects will be encouraged. Demonstrations, lectures, explanations, periodic critiques, and daily one-on-one dialogue are part of the teaching method. Prerequisite: VISA 140.

VISA 250

Intermediate Sculpture (4 credits)

These courses are a further exploration of sculpture technique and contemporary approaches to the three-dimensional space. Students will have greater independence to develop creative approaches to complex problems and will be introduced to a wider array of techniques associated with the use of mixed media such as clay, wood, metal, and plaster as well as nontraditional materials. Coursework will include lectures, critiques, field trips, and studio. Prerequisite: VISA 150.

VISA 270

Special Topics in the Visual Arts
with Resident Artist (4 credits)

An important element of our arts program at Antioch College is our artist-in-residency program. These special topics course will accommodate the medium disciplinarity of our visiting artist-in-residence and allow majors and non-majors exposure to a number of artistic processes and materials. Possible studio methods include: ceramics, fiber arts, glass, metal, illustration, printmaking, collage, and many more. Specific course description, objectives and learning outcomes will be announced upon offering. This course may be taken more than once as long as the course work, title and description are distinct. Prerequisite: VISA 101 or VISA 102 (depending on medium). Offered as needed every two to three years.

VISA 320

Visual and Critical Studies Seminar (4 credits)

The class will study selected investigations concerning contempo-

rary art history, visual and critical studies with an interest in locating contemporary art in its social, cultural, and institutional contexts. Through reading, discussion and writing, students will develop a critical theoretical vocabulary. Topics may include: globalization, race studies, gender studies, relational aesthetics, social practice, and much more. Majors only.

VISA 330

Installation Art (4 credits)

The history and practice of installation art is one of hybridity: drawing from minimalism, conceptual art, architecture, site-specificity, land and environmental art, new media, feminist art, and others. Growing out of the collapse of a work's autonomy, medium specificity, and sense of eternal and inert matter, installation art engages the aural, spatial, visual, and environmental planes of perception. In other words, installation art engages an embodied spectator, as opposed to a spectator possessing a pair of disembodied eyes. Students may incorporate video, photography, painting, projected light, sound and sculptural materials in works that expand the physical boundaries of art beyond the discrete object. The term will begin by investigating a particular and fairly broad history through texts and images so as to situate our explorations within a context and move into rigorous collaborative studio work. Prerequisite: VISA 250.

VISA 340

Advanced Drawing and Painting I (4 credits)

This course is designated for advanced visual arts majors. Students will focus on the development of individual projects that illustrate or present a distinctive artistic voice and work on the development of a concise artist statement through multiple revisions. Prerequisite: VISA 240.

VISA 350

Advanced Sculpture I (4 credits)

This course is designated for advanced visual arts majors. Students will focus on the development of individual projects that illustrate or present a distinctive artistic voice and work on the development of a concise artist statement through multiple revisions. Prerequisite: VISA 250.

VISA 440

Advanced Drawing and Painting II (4 credits)

This course is designated for advanced visual arts majors. Students will focus on the development of individual projects that illustrate or present a distinctive artistic voice and work on the development of a concise artist statement through multiple revisions. Prerequisite: VISA 340.

VISA 450

Advanced Sculpture II (4 credits)

This course is designated for advanced visual arts majors. Students will focus on the development of individual projects that illustrate or present a distinctive artistic voice and work on the development of a concise artist statement through multiple revisions. Prerequisite: VISA 350.

VISA 470

Advanced Special Topics in the Visual Arts (4 credits)

At the advanced level students will have the opportunity to focus on specialized topics when offered. This may be concurrent with our artist-in-residency program, or include interdisciplinary courses that are cross-listed with other divisions. This course may be taken more than once as long as the course work, title and description are distinct. Majors only. Offered as needed every two to three years.

VISA 480

Senior Seminar: Studio Practice and Critique (4 credits)

This course is designed for art majors in their senior year who have already taken multiple courses in the department and are working towards building a self-directed practice. The emphasis is on practice as the material basis of an artist's creative activity, a set of concrete working behaviors, processes and strategies. Throughout the quarter, students will investigate different strategies and modes of exploration and experimentation so that each student may discover what works best in the development and expansion of her or his own daily working process. We may also look at established artists for possible models of active studio practices. Students will refine artist statements, create CVs, document their body of work, and write research papers about the artistic practice of a recognized contemporary artist. Majors only.

WORK 125T

Work Portfolio for Transfer Students (2 credits)

The Work Portfolio for Transfer Students course focuses on reading, journal writing, and reflection activities that relate developing knowledge and skills to their recent employment. Here, students begin to develop knowledge and skills that allow for thoughtful reflection of their experiences on the job and in their community. In this work portfolio, these skills include purposeful remembering and reflection. Students are introduced to journal writing and experiential education theories. Organized reflective writing and other learning activities are designed to help students understand their trajectory towards achieving the stated co-op learning outcomes. These assignments foster a deeper awareness of working productively as a successful employee, and understanding organizational structure while reflecting on the co-op job. In the final paper students present an in-depth self-assessment of growth in the integration of classroom learning and its application to the experience of the workplace, and analysis of further needs for development.

WORK 150

Work Portfolio I (2 credits)

During the first co-op job, the work portfolio focuses on reading, purposeful observation, journal writing, and reflection activities that relate developing knowledge and skills to the job and the community in which they work and live. Here, students begin to develop knowledge and skills that allow for thoughtful reflection of their experiences on the job and in their community. In the first work portfolio, these skills include purposeful observation and reflection. Students engage in observational exercises and are introduced to and engage in journal writing. Organized reflective writing and other learning activities are designed to help students achieve their personal learning objectives and the stated co-op learning outcomes. Of course each student finds additional personal benefits. These assignments foster a deeper awareness working productively as a successful employee, and understanding organizational structure while reflecting the co-op job. In the final paper students reflect on evaluations from the employer, attainment of educational objectives, self-assessment of growth in the integration of classroom learning and its application to the experience of the workplace, and

analysis of further needs for development. Following successful completion, each student will earn two credits.

WORK 250

Work Portfolio II (2 credits)

During the second co-op, students will be expected to more fully engage with their employing organization by learning from others how to achieve that level of engagement. Organized reflective writing and other learning activities are designed to help students achieve their personal learning objectives and the stated co-op learning outcomes. Of course each student finds additional personal benefits. The reflection component of this work portfolio entails students continuing to journal about their progression towards further independence and self-management. Such personalized documentation will allow students to gain insights into the development of their own workplace competencies and into effectively entering, belonging in and operating within the employing organization's culture. Most of the journal assignments involve students writing about observations of that organizational culture and the associated readings. In the final paper students reflect on evaluations from the employer, attainment of educational objectives, self-assessment of growth in the integration of classroom learning and its application to the experience of the workplace, and analysis of further needs for development. Following successful completion, each student will earn two credits.

WORK 350

Work Portfolio III (2 credits)

Normally during the third co-op students can generate knowledge, activities, and/or services that meet specific needs of the employer. In this stage, students are expected to anticipate what is needed organizationally and contribute to efforts to meet those anticipated needs. Organized reflective writing and other learning activities are designed to help students achieve their personal learning objectives and the stated co-op learning outcomes. Of course each student finds additional personal benefits. Through writing assignments, students will examine the organizational mission and effectiveness in the community. This allows the students to write evaluative and mission focused comments. Other entries will be written respons-

es to prompts; however, in this case, most prompts will be self-directed. In the final paper students reflect on evaluations from the employer, attainment of educational outcomes, self-assessment of growth in the integration of classroom learning and its application to the experience of the workplace, and analysis of further needs for development. Following successful completion, each student will earn two credits.

WORK 425

Work Portfolio IV (2 credits)

The fourth co-op term is a planned and evaluated learning experience that places the student in an environment where learning is accomplished through conversation and interaction with their co-workers and supervisors who serve as mentors and guides to help the student's thinking about next steps and entree into post-baccalaureate life. Organized reflective writing and other learning activities are designed to help students achieve their personal learning objectives and the stated co-op and learning outcomes. In a final paper students will summarize their learning and reflect on evaluations from the employer, attainment of educational outcomes pertinent to their anticipated path following graduation and self-assessment of growth in the integration of classroom learning and its application to the experience of the workplace. Following successful completion, each student will earn two credits. Prerequisites: Successful completion of one national co-op and WORK 125 or above and permission of the co-op faculty.

WORK 450

Work Portfolio IV: Cultural Immersion (2 credits)

The cultural immersion or international co-op normally during the fourth co-op term is a planned and evaluated learning experience that places the learner in an environment where learning is accomplished through active interaction with the people, use of language, history, and institutions of other cultures. The international co-op expects students to form a clear understanding and appreciation of common characteristics of another culture's people and social institutions as well as their complexity and diversity. It allows the student to experience the power of culture as a determinant of human actions, beliefs, and interactions with the environment. Through

fulfilling this co-op students should develop a sense of cultural humility and an appreciation of the sources and values of one's own culture. Students should demonstrate growth in their ability to understand and acknowledge cultural differences and to conceptually relate one's own culture to another. If this co-op is also a target language immersion, students should demonstrate greater facility in that language as measured by the associated language capstone. Organized reflective writing and other learning activities are designed to help students achieve their personal learning objectives and the stated co-op and learning outcomes. In a final paper that reflects on evaluations from the employer, attainment of educational outcomes pertinent to the cross-cultural setting, language learning (if applicable) and self-assessment of growth in the integration of classroom/language learning and its application to the experience of the workplace will summarize their learning. Following successful completion, students will earn two credits. Prerequisites: Successful completion of one national co-op and Work Portfolio, accrual of 60 quarter credits of coursework, and approval of the language faculty if the co-op is in a target language.

WORK 475

Work Portfolio V (2 credits)

The opportunity for the optional fifth co-op and work portfolio is earned by students who meet the requirements. Because this co-op and work portfolio are optional, all organized reflective writing and other learning activities are designed for students to primarily achieve their personal learning objectives and enhance their achievement of the stated co-op learning outcomes. Because each student will be at an advanced level of experience and will have specific benefits in mind, the topics about which the students write will be equally personalized. Students will self-select readings pertinent to their objectives. They will complete weekly journal writing assignments as designed in collaboration with their co-op advisor. In the final paper students will present a cumulative reflection of their most pivotal and substantial co-op inspired educational moments.

Academic Policies and Regulations

Requirements for Admission

Admission to Antioch College is offered on the basis of each individual student's qualifications. It is important that each application for admission demonstrate ability to benefit from and contribute to the total Antioch College program. In reviewing each application, the committee will look for the right combination of academic ability, willingness to work hard and contribute to our community, and exhibition of grit and determination. Antioch College is a test-optional school and looks at many factors when assessing an applicant's ability to thrive at the College. While students are welcome to submit ACT or SAT scores, they are not required to do so. Applicants should also consider these additional factors:

- A strong education record correlates with achievement at Antioch College.
- While in high school, most applicants will have studied a foreign language and completed four years of English, math, science, and social science.
- We also look for work or volunteer experience, evidence of leadership, and participation in extracurricular activities.

At this time, Antioch College is not accepting applications from international students. We look forward to being able to do so in the future. Transfer students who apply and are admitted to Antioch College will have their credits evaluated by the registrar.

Antioch College does not discriminate in its admissions decisions on the basis of race, ethnicity, color, religion, sex, sexual orientation, national origin, age, marital status, or physical ability.

Application Deadlines

Early Decision

Deadline:	Notification on or around:
December 1	December 15

This is a binding application; you agree to enroll at Antioch College if accepted. You will receive an early financial aid estimate. Students not admitted under the early decision plan may be deferred for early action or regular admission candidacy.

Early Action

Deadline:	Notification on or around:
January 1	February 1

You receive an early notification of your application for admission. Students not admitted under the early action plan may be deferred for regular admission candidacy. You have until May 1 to submit your enrollment deposit.

Regular Decision

Deadline:	Notification on or around:
February 15	March 15

This option is for students not seeking admission under early decision or early action. You have until May 1 to submit your enrollment deposit.

Enrollment Deposit

The \$450 enrollment deposit secures your spot in the incoming class. \$200 will be applied to room and board charges; the remaining \$250 will be retained for possible fees incurred while a student at Antioch College (room damage, library dues, etc.). Upon your graduation, the College will refund whatever remains of the \$250.

Tuition and Fees

	2012-2013	2013-2014
Tuition (Full-Time)	\$26,520	\$27,050
Community Government Fee	\$255	\$260
Technology Fee	\$100	\$110
Records Fee	\$75	\$85
Room	\$5,870	\$5,990
Board	\$2,930	\$2,990
TOTAL	\$35,750	\$36,485

Refunds

When students withdraw from classes, their charges will be reduced and their accounts will be credited according to the following refund policy. For the purpose of this policy, the period of enrollment is a term. The beginning of a study term is the first day of classes and the end of the term is the last day of classes. The beginning and end dates of each work term are listed in the curriculum catalog. The unofficial withdrawal date is the last day of attendance.

Withdrawal Date	Refund %
Prior to first day of class	100
During first week	90
During second week	80
During third week	70
During fourth week	60
During fifth week	50
During sixth week	40
During seventh week	30
During eighth week	20
Thereafter	0

Room and board rates will be prorated.

Transfer of Credit

General Policy

Acceptance of credit from colleges and universities, accredited or not, is at the sole discretion of the College. The evaluation of coursework completed at another college or university is considered on a case-by-case basis and determined upon review and evaluation of official transcripts, course descriptions, and course syllabi.

Antioch College currently accepts a maximum of thirty transferable credits from another college or university. As Antioch College operates on a quarterly academic calendar, all semester credits will be converted to quarter hours upon evaluation.

Courses with grades lower than a C are not transferable.

Course(s) considered for transfer credit must be appropriate for degree requirements at Antioch College.

Grades earned at other colleges and universities are not transferable or included in the calculation of grade point averages at Antioch College.

Remedial, vocational, and technical courses are not acceptable transfer credits.

Competency or proficiency credit earned from an exam at another college or university is not acceptable credit.

Antioch does not accept credit for correspondence courses.

Antioch does not have an ROTC program.

Since Antioch College's language requirement is proficiency based, credit for language courses may be considered as elective credit only. New and transfer students must take a language proficiency assessment prior to initial enrollment for course-level placement in languages offered at Antioch College.

Antioch College does accept credit for online or distance learning courses.

Antioch College students who complete coursework at another college or university with the intent of transferring credit to Antioch College must obtain prior approval by the registrar. Coursework submitted for transfer that has not been pre-approved are not accepted toward a degree at Antioch College.

Credit Transfer from Antioch to Another College

Antioch College is a member of the Great Lakes Colleges Association (GLCA). The colleges in the GLCA have agreed to review credits earned at Antioch College in a manner consistent with the process for review of credits earned at accredited institutions. The member colleges are Oberlin, Kenyon, Denison, Ohio Wesleyan, Wooster, Albion, Kalamazoo, Hope, Earlham, DePauw, Wabash, and Allegheny.

For transfer requests to colleges outside the Great Lakes Colleges Association: Antioch College will work with students to request exceptions, and will further assist by providing the appropriate information (e.g. course syllabi, course descriptions, instructor credentials) to support the request.

Credit for AP and IB Examinations

Credits are awarded for appropriate scores earned on Advanced Placement and International Baccalaureate examinations. Incoming first-year and transfer students who score a 4 or 5 on the AP examination of the College Entrance Examination Board (CEEB) will usually receive academic credit for their scores. In addition, students presenting scores of 6 or 7 on an IB exam will usually receive academic credit for their scores. Credits associated with acceptance of AP and IB scores will be evaluated on a case-by-case basis.

Transfer Placement for Relevant Work Experience

Students who transfer to Antioch College with at least second-year status may be eligible for placement into Work Portfolio for Transfers (WORK 125T) during their first quarter of enrollment, if certain criteria are met. The Work Portfolio for Transfer Students is a 2 credit course that entails reading and reflective writing

assignments about learning from work. In addition, students will be introduced to experiential education theories. In order to qualify for placement into Work 125T, the following criteria must be met:

1. Students must have worked in a paid position within one year of matriculation at Antioch College.
2. Students must have worked a minimum of 300 to 480 clock hours (work hours themselves are not applicable to receiving transfer credit).
3. An Employment Verification Form must be submitted prior to matriculation to the Office of Admissions for applicant file completion and co-op/registrar referral purposes.

Academic Residency and Student Status

All first-year students matriculating as members of the classes of 2015 and 2016 aspiring to become candidates for the Antioch College Bachelor of Arts or Bachelor of Science degree must complete a minimum of fifteen quarters. Four of the fifteen quarters will be full-time work terms and eleven will be study terms in residence at the Antioch College campus. The normal standard of academic progress allows for a student to earn 180 credits with a minimum GPA of 2.0. The final study term must be on campus unless this requirement is waived by petition to the Academic Policy and Review Committee (APRC). A petition to waive residency must be submitted to the registrar's office no later than the published deadline in the academic calendar.

Residency for transfer students may be affected by the amount and type of transfer credit awarded.

Student Status

Class standing at Antioch College is determined by the total number of credits earned, including any approved transfer credits accepted by the College. Class standing may be used to determine eligibility registration in some classes, financial aid awards, etc. The registrar determines class standing as follows:

Class Standing Credits

First Year	0 – 50 credits
Second Year	51 – 100 credits
Third Year	101 – 135 credits
Fourth Year	136 – 180 credits

Full-Time Students

Students maintain full-time status by registering for at least 12 quarter credits at Antioch College or at an associated and approved off-campus study program by petition to the APRC. Full-time status is maintained during work terms by acquiring an approved co-op and registering for the appropriate work portfolio course. Students admitted to Antioch College as Horace Mann Scholars are required to maintain full-time status each term. Students may petition for part-time status on a quarterly basis.

Part-Time Students

A part-time student is one who is approved to enroll for less than 12 credit hours on a quarterly basis. A student must petition for part-time status. Petition forms are available in the registrar's office.

Degree-Seeking Students

A degree-seeking student is one who has officially been accepted into a degree program at Antioch College and who has enrolled for classes.

Non-Degree Seeking Student

A non-degree student is one who is not officially accepted into a degree program during term(s) of enrollment at Antioch College. This student does not have an intention to earn a degree but wishes to take or audit a course for personal interest. This type of student is able to take or audit a course with the instructor's permission and only if seats are available. In cases when class-size limit has been met, priority goes to degree-seeking students. Registrations for course audits will not be processed until the last day of registration in the term the student is seeking enrollment. A part-time tuition fee will be charged prior to registration. A request to audit a class

must be completed and submitted to the registrar prior to the start of the term of intended enrollment.

Auditing a Class

Students who audit a course take that course without credit and without a grade. Any degree-seeking student may audit a course with permission of the instructor and if class size allows on the first day of classes. Audit Request Forms are available in the registrar's office. You may not change a credit registration to audit or change an audit to credit registration once the term of intended enrollment has started.

Course by Special Arrangement

In rare instances, a student may arrange to take a course at a time when it is not normally offered. This arrangement requires the written approval of the instructor, vice president for academic affairs and the registrar. Permission of the instructor and the vice president for academic affairs must be obtained and the fee paid before such arrangements are made in the Office of the Registrar and Academic Services. Written approval will become a part of the student's academic record once the student registers for the course.

Other Types of Status

At Antioch College, other types of status are determined by the numerical representation of a student's quality of performance in each enrolled course. The letter grade determines the status of a student in good or unsatisfactory standing. The status of good or satisfactory academic standing means a student has achieved a minimum 2.0 grade point average (GPA). Unsatisfactory academic standing, or a GPA below 2.0, may result in academic probation, suspension, or dismissal.

Academic Credit, Grades, and Evaluations

Credits Earned over Co-op Terms

Students must register for each cooperative education experience, a work portfolio course and, if appropriate, a language course, during pre-term registration and/or before leaving campus for the work term. Failure to register or failure to successfully complete

the cooperative education course makes students ineligible to earn credits during that work term. A full-time work term must be no less than ten weeks in duration. Work advisors must sign off on the student's desired job before he or she may begin work. Work registrations will not be processed until all administrative holds, if any, are cleared from the student account.

Evaluation of Academic Performance: Grades

The registrar's office provides students with a credit report or transcript, by request. This report includes letter grades and narrative evaluations from faculty. The letter grade is calculated to represent numerically a student's quality of performance. In addition, letter grades determine student status: good standing, academic probation, suspension, and dismissal. Antioch College uses the standard 4.0, plus/minus grading system. Each letter grade is associated with a grade point, which is established to determine a student's grade point average. The grade point average is calculated at the end of each quarter.

	Quality of Performance	Letter Grade	Grade Point Equivalent
PASSING	Exceptionally High Achievement	A	4.0
		A-	3.7
	Superior	B+	3.3
		B	3.0
		B-	2.7
	Satisfactory	C+	2.3
NOT PASSING		C	2.0
	Poor and Unsatisfactory	C -	1.7
		D+	1.3
		D	1.0
	Failure	D-	0.7
	F	0.0	

Other Grade Indicators in Use

The following are not used to compute the grade point average.

AU—Indicates the attendance of students who wish to audit a class for personal interest with no intent to seek a degree. An Audit Request Form is available in the registrar’s office. College employees may obtain an Audit Request Form from Human Resources. **Deadline:** The request form must be submitted by the last date to register for intended term of enrollment.

P/NP— For a course designated by the College as “Pass/No Pass,” the grades of “P” or “NP” must be assigned. Based upon designated courses and based upon certain language proficiency expectations and assessments, all passing work (A to C) is given the uniform grade of P and will receive attempted and earned credit. Work below C- is considered not passing, and is given a grade of NP and does not receive attempted or earned credit. The grades of P and NP are not calculated in the GPA. Upon review of transfer credit, the “P” grade may be converted to a “C” or 2.0 equivalency. No Pass (NP) or No Credit (NC) indicators on a transcript under transfer review are not considered transferable.

M—Temporary indicator assigned to a student whose work is somehow implicated in a breach of academic integrity. **Deadline:** Based on the issue of integrity, once the academic honesty policy has been fully implemented, the faculty member can submit the final grade through a Grade Change Form submission to the registrar. This process can be delayed up to six months. If a final grade is not submitted by the deadline of final grade submissions at the end of the next study term, the M indicator will automatically convert to an F grade.

NG—The “no grade” indicator is a temporary indicator reserved for those occasions when teachers find they are missing a piece of work from a student, which they believe the student did, in fact, complete. The NG indicator serves as a place holder on the student’s transcript until the teacher is prepared to submit the final grade. This indicator is also used when faculty fail to submit a grade that the student earned in the course. It is the responsibility of the student to contact the instructor so that a Grade Change Form can be submitted to the registrar’s office. **Deadline:** A final grade must

be submitted by the end of the fifth full week of the next study term. The indicator will automatically convert to an F grade in the event a Grade Change Form is not submitted to the registrar by the deadline.

INC—An “incomplete grade” is a temporary indicator assigned when a written request has been initiated and submitted by the student and approved by the faculty member. Verbal approvals for incompletes are not acceptable. The faculty approval of the request indicates that requirements have not been completed by the student for good cause or some other circumstance beyond their control that prevented the student from completing the work during the term. An incomplete is not automatic or appropriate for students who have not managed to complete coursework in a timely manner. A student should be passing the class before a faculty considers approving an incomplete grade. No faculty member is required to issue an incomplete. It is the student’s responsibility to request an incomplete in writing, complete any work or expectations identified by the faculty member, and ensure that the grade has been changed. Requests for Incomplete Grade Forms are available in the registrar’s office. **Deadline:** Faculty may change incompletes by submitting a Grade Change Form by the deadline identified on the request form or by the end of the fifth full week of the next study term, whichever date comes first. If no grade is submitted by the earliest deadline, the incomplete grade will automatically convert to an F. Visiting professors, adjunct faculty, and resident faculty scheduled for a leave during the next academic term may not award incompletes.

WD—A withdrawal/drop indicator is used when one or more, but not all, classes are dropped in a quarter. **Deadline:** This code reflects a withdrawal/drop after the add/drop deadline by the end of the seventh full week of the quarter. A student is unable to withdraw from a class after the seventh full week of a quarter. Work completed through this point in the term is sufficient to warrant an actual letter grade.

W—A withdrawal indicator is used when a student has submitted a request for leave/withdrawal from the College. A student who is granted leave will be withdrawn from all courses and Ws will be recorded on his or her official transcript. This indicator may also be used for an audited course that was not completed successfully.

Deadline: Requests for leave/withdrawal must be submitted by the end of the tenth week of the quarter.

Y—The Y indicator identifies an exemption of a course based on placement scores and language proficiency assessments administered during new student orientation at Antioch College. These tests must be taken before the start of the first term of enrollment at the College.

T—A “transfer credit” indicator identifies credit that was approved and transferred to Antioch College. Only credit for non-remedial courses passed with a C grade or higher is transferable to Antioch College. Grades and grade points will not be reflected on the transcript or used for calculation of the Antioch College GPA.

NS—An NS is designated for any student who has pre-registered for classes for the next term but does not return to campus. This indicator will not be placed on a student transcript, but will be an indicator in the student information system for enrollment reporting purposes. An NS indicator will be placed in the system after the end of the published add/drop period of the relative term.

E—This indicator is applicable to students who repeat a course for which a grade of C- or lower had been earned. The first grade will be excluded (E) and the second grade will be included (I) in calculating the grade point average.

I—This indicator is applicable to students who repeat a course for which a grade of C- or lower had been earned. The first grade will be excluded (E) and the second grade will be included (I) in calculating the grade point average. Students may only repeat a course once.

Calculating Your Term and Cumulative Grade Point Average

A term grade point average (GPA) is calculated by multiplying the number of credits attempted in a specific term by the quality grade points to identify total grade points. The sum of the grade points is divided by the total credit hours attempted. Your grade point average may range from 0.0 to 4.0.

A cumulative GPA is calculated by dividing the total grade points from each term by the total credit hours attempted from each term.

Report of Grades

Final grades are not mailed through U.S. postal service or sent through e-mail addresses. Students may view final grades through the comprehensive academic management system or submit a Request for Grade Report at the registrar's office. Students should allow for up to fifteen business days for processing. Students will be contacted via e-mail when the grade summary report is ready for pick up. Students must present an official campus ID, or state-issued ID (such as a driver's license), or federal ID (such as a passport) in order to receive a copy of the completed grade summary report. The grade summary report request will include the option for grades, narrative evaluations or both.

Midterm Grades

Failing midterm grades and attendance notifications are submitted to the registrar at the end of the fifth full week of each term. The purpose of midterm grades is to provide the student, faculty advisor, and academic support services with a timely alert that the student's academic performance by the midpoint of the term is deficient. Students who receive midterm grades are strongly encouraged to discuss their academic performance with the course instructor, faculty advisor and/or staff in the Office of the Registrar and Academic Services.

Change of Grade

A change of grade is authorized only:

1. If there is an error in the original grade due to miscalculation, transcription error, spreadsheet error, reevaluation of student work or inadvertent exclusion of student work that was completed during the term of the course,
2. If coursework has been submitted and graded to remove an approved incomplete (INC) based on an established timeline and expectations the instructor outlined on the Request for Incomplete Grade Form.
3. As a replacement of an "academic integrity grade" (M) indicator, or
4. As a replacement of a "no grade" (NG) indicator.

A change of grade requires a faculty signature on a grade change

form. Upon receipt of the grade change, the original grade, incomplete (INC), academic integrity (M) or no grade (NG) indicator will be replaced by the final grade and calculated in the student's term and cumulative grade point average. Petitions for exceptions to this policy must be made in writing to the registrar. Supporting documentation must be included.

Dean's List

Each study term, the Dean's List recognizes students with a term grade point average of at least 3.5 and who have no grades of C-, D+, D, D-, or F. This recognition appears on students' official academic transcripts. Students with unresolved INCs, NGs, Ws or WDs, as well as those with unresolved violations reported to the dean of community life, will be excluded from placement on the Dean's List.

Narrative Evaluations

Faculty members evaluate student learning based on a set of standards and learning objectives. Assessment is a continuous process requiring the active participation of the student and the instructor. Evaluation is an integral part of both learning and teaching and an essential ingredient of the Antioch College experience. In addition to submitting grades, faculty members generally provide narrative evaluations detailing appraisals of each student's performance in a course; consult your faculty advisor or instructor for exceptions. Faculty members are asked to hold the narrative evaluations for incompletes until they have been resolved.

The narrative evaluation includes:

- A description of the course objectives and related learning outcomes (i.e. the basis on which credit is granted or withheld).
- An appraisal of how the student achieved or failed these objectives; the extent to which the requirements were fulfilled.
- The instructor's assessment of the quality of the work, and his or her judgment of how well the student has understood the material.

Narrative evaluations are a part of the student's permanent academic record on file in the registrar's office. When transcripts are

requested, the student may elect to have some or all of these narrative evaluations reproduced to accompany the official transcript. An explanation of Antioch College's system of evaluation is sent with the transcript.

Once a narrative evaluation is signed and turned in by the instructor, all changes must be initialed and dated by the instructor in the registrar's office. Narrative evaluations for incompletes must be submitted at the time the course grade is changed.

Student Self-Evaluations

Students are expected to actively participate in the evaluation of their learning. For example, the student is encouraged to write a self-evaluation for inclusion with the narrative evaluation. Self-evaluations should:

- A. Include an assessment of the student's own accomplishments in the course, both with respect to the stated course objectives and the student's own expectations.
- B. Be submitted in person to the registrar's office before the last day of class for timely incorporation with the instructor's narrative evaluation. Students must sign each evaluation.
- C. Not include an evaluation of the course content or the instructor's performance (Such evaluations are conducted by the Academic Affairs office at the end of the quarter).

Registration

Academic Registration

Students will register for courses scheduled in each quarter prior to the start of each term. Returning students will have the opportunity to register for classes for the next term during pre-term registration period, which is during the last three full weeks of each term. Students should register for co-op and the following term prior to the beginning of the co-op term.

Specific registration dates and directions on how to register will be provided by the registrar's office and published. Students should allow ample time for pre-registration advising appointments with their faculty advisors. Failure to register during the scheduled time at the beginning of the semester may result in a late registration fee.

Over-Crediting

Full-time students may choose to take 12-18 credits per quarter. However, students may not take more than 21 credits per quarter. To take more than 18 credits, students must have approval by their faculty advisor and the registrar. Considerations for over-crediting may include past and current pattern of academic performance and cumulative grade point average, as well as indications of incompletes, no grades, or academic integrity. When considering approval of over-crediting requests, disciplinary standing will also be considered. A written request must be submitted before the student registers for courses. The request must be submitted before the end of the pre-term registration period immediately prior to the term indicative of the request. Under no circumstances may a student take more than 21 credits.

Adding a Course

The add period of academic registration ends on the last day of the first week of classes each quarter.

If a student would like to add a course that has met enrollment capacity, the student must submit a Course Override Form to the registrar's office. Course Override Forms require the signature of the course instructor. This form can only be submitted and processed during the add period of each term. Course overrides submitted after this time frame will not be processed.

Dropping a Course

The drop period of academic registration ends on the last day of the second week of classes each quarter. When a class is dropped during this period, there is no record of the drop on a student's personal record.

A student is able to drop courses after the aforementioned drop period through the end of the seventh full week of classes. The signature of the student's academic advisor is required. Upon completion of the drop, the student will receive an indicator of "WD" (withdrawal/drop) on his or her permanent academic record. No course can be dropped after the end of the seventh full week of the term.

Students withdrawing from a course are cautioned that if their registration falls below 12 credits, their status as a full-time student and their financial aid and/or scholarship eligibility may be affected.

Auditing

Any degree- or non-degree-seeking student may audit a course with the benefit of not receiving credit or a grade for a course. A student may consider auditing a course for personal enrichment or academic exploration. Any student who audits a course may not officially register for the course until the first day of classes of the term that the course is offered. A course to audit is only offered on a space-available basis and by approval of the instructor and registrar. Request for Audit forms are available in the registrar's office. Registration preference is given to students seeking to take courses for credit.

The indicator of AU is recorded for completion of an audited course unless the instructor determines that the student's participation or attendance has been inadequate. If this is the case, a W indicator may be recorded. The AU and W indicators are not included in earned hours or computed in the GPA.

Degree-seeking students who take the option to audit a course may not change their grading option to credit or change a grading option of a course from credit to audit at any time during the add/drop period or any other time during the quarter.

Repeating a Course

All grades submitted by faculty are recorded on students' official transcripts. However, a student may repeat any course in which the following grades were earned: C-, D+, D, D-, or F. The first grade earned will be excluded (E) from the student's permanent record and the grade earned during the repeat will replace the initial grade and be included (I) in the calculation of the GPA. Courses in which grades of a C- or below are earned may only be repeated once. Therefore, students may not repeat a course for credit when a grade of "C" or higher is earned.

Cross-Registration

Antioch College participates in the cross-registration program with participating member colleges and universities through the Southwestern Ohio Council of Higher Education (For a list of SOCHE member institutions, visit www.soche.org). Students who desire to take one or more courses to access academic opportunities not available at Antioch College may earn credits through cross-

registration at consortium member institutions. Courses may be taken for credit or non-credit. Before the cross-registration process can take place, a student must meet the following requirements:

1. Must be in good academic standing with a 2.5 cumulative GPA or higher.
2. Must be a part- or full-time degree-seeking student at Antioch College.
3. Must be have second-year standing at Antioch (at least 51 credits earned).
4. Must meet all eligibility requirements of the host institution.
5. Must have no unresolved disciplinary issues in the Office of Community Life.

If the requirements for cross-registration are met, students must also complete the following:

- **Advising:** Meet with a faculty advisor and identify course offerings at consortium member institutions. Course offering options must be identified on the Cross-Registration Application.
- **Application:** Complete the Antioch College Cross-Registration Application and submit to the registrar. Specific courses discussed in the meeting with the faculty advisor must be listed and approved. Complete the SOCHE Cross-Registration Form (available in the registrar's office)
- **Review with the Registrar:** After submission of the Cross-Registration Application, the registrar will schedule a meeting to discuss scheduling, registration and cost aspects of cross-registration with member institutions.
- **Financial Considerations:** Meet with a financial aid representative for financial aid support considerations, if applicable.

PLEASE NOTE: The following limitations and considerations apply to cross-registration:

1. Credit hours taken at host institution may not exceed credit hours being taken at home institution.
2. Combined course load for student at both home and host institutions may not exceed full-time course load allowable at home institution.

3. May not register for a course that is available at home institution during the same term.
4. May not be used for non-credit continuing education courses, workshops, or seminars.
5. Regular tuition and fees payable to home institution by the published deadline.
6. Special fees (lab, parking, etc.) normally paid by host institution's students must be paid to the host institution by cross-registration students
7. Grading is according to the academic standards and grading practices of host institution.
8. A transcript, grade report, or grade notification is sent from the host institution to home institution for inclusion on official transcript at the home institution.
9. To use cross-registration for the summer term, the degree-seeking student must be registered or pre-registered for the current summer or upcoming fall term at the home institution, or if the student is not enrolled or registered at the home institution for the summer, the student may cross-register for a **MAXIMUM** of two courses at the host institution.
10. Quarter hours are converted to semester hours, and vice versa, as appropriate to the student's home institution, according to the home institution's conversion formula.

Attendance

Class attendance is strongly recommended. It is the expectation for all students to attend all classes regularly to ensure that a student may benefit from continuous instruction. Faculty may lower a grade when absences occur. Refer to the syllabus for each registered course for specific requirements and expectations per faculty.

Declaration of Major

Students are expected to meet with their faculty advisor for careful selection of courses each term and in exploring majors offered and requirements, including the self-designed major. Normally, all degree-seeking students must declare a major no later than the

end of their second year of study at Antioch College. Forms for declaring and changing a major are available in the registrar's office.

Change of a Major

Changing a major requires a student to seek advising support from the faculty advisor before a change of major can take place. Forms for declaring and changing a major are available in the registrar's office. Students may not change their major within two academic terms of their anticipated graduation.

Satisfactory Academic Progress

Normal Academic Standards of Progress

The number of credits earned, work experiences successfully completed, and cumulative GPA obtained determine academic progress. The College's program is designed for completion in 15 quarters (11 study terms and 4 work terms) in four years. In order to meet the graduation requirements of 180 academic credits and four full-time work terms in that time, students should earn an average of 15 academic credits per study quarter, 2 credits of Work Portfolio during each full-time work term and 2 language credits during full-time work terms, in good academic standing. Given the multiple types of requirement at Antioch, students must maintain balanced and steady academic progress. The following chart provides a guide for normal academic progress towards four-year degree completion.

Normal Academic Standards of Progress

	Year 1	Year 2	Year 3	Year 4
GPA	2.00	2.00	2.00	2.00
Foundation^A	At least 6 (BA) or 4 (BS)	All 10 (BA) or at least 6 (BS)	-- (BA) or at least 8 (BS)	-- (BA) or all 10 (BS)
Global Seminars	At least 2	All 4	--	--
Writing & Quantitative	At least 1	Both	--	--
Major- Related Courses^A	--	At least 4 (BA) or 7 (BS)	At least 8 (BA) or 10 (BS)	All 11 (BA) or all 13 (BS)
Work Portfolio	At least 1	At least 2	All 4	--
Language & Culture^B	Novice-high proficiency	Int. Prof (3-year track)	Variable (3-year track) ^B	--

^A Students seeking a BA degree must complete fewer majors classes than those seeking a BS degree, and complete them more slowly, thus they must complete foundation courses more quickly. Students seeking a BS degree must complete more majors classes than those seeking a BA degree, and also must complete them earlier in their education, thus they may complete foundation courses more slowly.

^B While the language and culture program is proficiency-based, and not course-based, it is expected that most students will achieve novice-high proficiency by the end of their first year of study (minimum requirement for all students). For students choosing the optional three-year language track, an intermediate level of proficiency is expected by the end of year two, and a proficiency of intermediate-mid (Japanese) or intermediate-high (Spanish, French) is expected by the end of year three.

Minimum Academic Standards of Progress

The First Watch Academic Intervention Committee (FWAIC) and the Academic Policy and Review Committee (APRC) maintain responsibility for monitoring individual student progress. FWAIC provides monitoring of minimum academic progress during each term. APRC reviews the minimum academic progress of each student at the end of the academic year. It is necessary to measure the progress of each student on a term and end of academic year basis in order to provide students with clear guidelines and expectations against which to gauge performance and progress towards the degree. Monitoring of minimum academic progress also permits the College to provide students with the best possible academic and support services. The College has adopted the following guidelines for measuring minimum academic progress towards the degree. Antioch College's standards of satisfactory academic progress require that students earn Antioch College credit and complete jobs at the minimal rate for each term. In addition, students must understand that only meeting the minimum standards of progress may necessitate additional quarters of enrollment.

**Minimum Academic Standards of Progress
for Full-Time Students**

	Year 1	Year 2	Year 3	Year 4	Year 5
GPA	2.00	2.00	2.00	2.00	2.00
Foundation^A	At least 3	At least 6 (majority)	At least 8	At least 9	All 10
Global Seminars	At least 1	At least 2	At least 3	All 4	--
Writing & Quantitative	At least 1	Both	--	--	--
Major-Related Courses^A	--	At least 3 (BA) or at least 5 (BS)	At least 6 (BA) or at least 8 (BS)	At least 9 (BA) or at least 11 (BS)	All 11 (BA) or all 13 (BS)
Work Portfolio	--	At least 1	At least 2	At least 3	All 4
Language & Culture^B	--	Novice-high proficiency	--	Variable (3-year track) ^B	

^A Students seeking a BA degree must complete fewer majors classes than those seeking a BS degree, and complete them more slowly. Similarly, students seeking a BS degree must complete more majors classes than those seeking a BA degree, and also must complete them earlier in their education.

^B The Language and Culture Program is proficiency-based, and not course-based. At a minimum, students must achieve a proficiency of novice-high in a language, except for those students with legitimate and documented learning challenges. Students on the optional three-year language track must achieve a proficiency of intermediate-mid (Japanese) or intermediate-high (Spanish, French).

Institutional Response/ Lack of Satisfactory Progress

The First Watch Academic Intervention Committee (FWAIC) monitors early alert reports, issues and/or concerns generated by faculty or staff regarding a student's progress during each term, including minimum academic progress. Based on the term grade point average and overall performance related to satisfactory academic progress of each student, an institutional response will commence based upon the academic alert and sanction level and the lack of satisfactory academic progress.

Alert Level: Academic Concern

GPA Standard: 2.9 – 2.4 cumulative and/or quarter GPA

Intervention Conditions: Even though students have accumulated a GPA indicative of good academic standing, it is the goal of the college to provide early alert and intervention for students who are below a 3.0 GPA. Students who are placed on academic concern will receive a letter FWAIC informing them of their status. In addition, the student will be expected to attend a student success coaching session once a month during the next study term and participate in a tutoring program based upon identified concerns through early alerts or from faculty. A status notation will not appear on the student's transcript.

Alert Level: Academic Warning

GPA Standard: 2.3 – 2.0 cumulative and/or quarter GPA

Intervention Conditions: Even though students have accumulated a GPA indicative of good academic standing, it is the goal of the college to provide early alert and intervention for students who are below a 3.0 GPA. Students who are placed on academic warning will receive a letter from FWAIC informing them of their status. In addition, the student will be expected to adhere to the following:

1. Attend monthly student success coaching sessions.
2. Participation in the tutoring program based upon identified concerns through previous early alert reports or faculty narratives.
3. Participation in up to two student success workshops based upon areas of study skills deficiency.

4. Counselor referral at the discretion of First Watch Academic Intervention Committee.

A status notation will not appear on the student's transcript.

Sanction Level: Academic Probation

GPA Standard: Less than a 2.0 cumulative and/or quarter GPA

Intervention Conditions: Students who are placed on academic probation will receive a letter from the Academic Policy and Review Committee (APRC) informing them of their status. Being placed on probation means that the student has completed at least one full term at Antioch and did not meet the minimum credit/quarter standards and has received less than a 2.0 cumulative or quarter GPA. In addition, the student will be expected adhere to the following:

1. Attend bi-weekly student success coaching sessions.
2. Participation in the tutoring program is required based upon identified concerns through previous early alert reports or faculty narratives.
3. Participation in up to three student success workshops based upon areas of study skills deficiency.
4. Counselor referral at the discretion of First Watch Intervention Committee.
5. Other conditions deemed appropriate by the APRC

In the event a student completes a quarter on probation and receives a quarter GPA of 2.0 or greater but does not increase their cumulative GPA to a 2.0 or greater, the student can be placed on **Extended Probation** for up to two quarters. If the student does not meet the term or cumulative GPA, the student may be suspended for one term.

*In the event that a student was placed on extended probation for a second quarter and meets the quarter GPA standard and not the cumulative standard, the student may be provided an extended probation for a third term, dependent upon meeting intervention conditions during the previous probation terms. If the student has not met intervention conditions, the student may be recommended for suspension.

A status notation of academic probation will appear on the student's official transcript.

Sanction Level: Academic Suspension

GPA Standard: Less than a 2.0 cumulative and/or quarter GPA

Intervention Conditions: Students who are placed on academic suspension will receive a letter from APRC informing them of their status. Being placed on suspension means that:

1. The student has been on probation for at least two consecutive terms.
2. The term and quarter GPA of the student is not greater than a 2.0.
3. The student may not have met intervention conditions during immediate previous terms of probation.

Suspension is for one quarter/term. The student may return based upon having met suspension conditions for return to campus, including completing the Intent to Re-enroll Form no later than the seventh week of the term prior to the anticipated term of return. The Intent to Re-enroll Form may be obtained from and returned to the registrar's office.

A status notation of suspension will appear on the student transcript.

If a student were to return from suspension and is placed on probation to the point of a second suspension, an automatic dismissal will be declared. Students who are placed on suspension are expected to remove all items from their residence hall room during the term of suspension if they are living in campus housing.

Sanction Level: Academic Dismissal

GPA Standard: Less than a 1.0 cumulative GPA at the end of the first term of enrollment or failing to meet the term and cumulative GPA expectation and intervention conditions upon return from suspension.

Intervention Conditions: Students who are placed on academic dismissal will receive a letter from APRC informing them of their status. Being placed on dismissal means that:

1. Dismissal will commence for one full academic year. (i.e. if a student were dismissed after the fall 2011 term, he or she can submit a petition for readmission for fall 2012). An application for readmission may be submitted to the registrar for review and consideration from the First Watch Academic Intervention Committee.

2. An appeal of dismissal may be submitted by published deadline for recommendation consideration from the First Watch Academic Intervention Committee for reinstatement. Petitions to appeal are located on the College's website or accessible through the registrar's office.

A status notation of academic dismissal will appear on the student transcript.

Students who are placed on suspension are expected to remove all items from their residence hall room during the term of suspension if they are living in campus housing.

Consequences of Academic Sanctions

Probationary status can result in ineligibility for financial aid (including scholarships and grants), participation in special programs, and veteran's and other benefits during the term(s) of academic concern, warning or probation. It is the responsibility of the student to speak with a financial aid representative regarding potential financial aid ineligibility when placed on academic probation or suspension.

Initial Appeal

If students wish to appeal any initial decision by the First Watch Academic Intervention Committee (FWAIC) or Academic Policy and Review Committee (APRC), they must appeal to the respective committee who will arrange for an appeal hearing with representatives from respective committees. The written appeal must be submitted to the registrar no later than two weeks after the initial decision. If two weeks have passed, the student must adhere to the decision of the committee.

Secondary Appeal

Students who wish to seek additional reconsideration (appeal after an appeal of the initial decision has been upheld) of a FWAIC or APRC decision may submit a written appeal to the vice president for academic affairs who will investigate the merits of the case and prepare a final response to the student within 10 business days from the time the appeal was filed.

Reinstatement Following Suspension Due to Lack of Satisfactory Academic Progress

A student who has been suspended for one or more terms must complete an Intent to Re-enroll form. A student who has been dismissed for more than one academic year may apply for reinstatement by completing a Petition for Readmission form. Both forms are available in the registrar's office and must be submitted to the registrar no later than the seventh week of the term prior to the anticipated term of return.

Leaves and Withdrawals

Leave of Absence from Antioch

Students may make a written request for a leave of absence from Antioch College for reasons related to:

Personal Leave

A personal or professional leave related to non-academic activities that must be conducted away from Antioch College.

Medical Leave

A leave due to health-related issues, including physical or psychological reasons, major surgery, pregnancy or some other form of health-related problem or concern. Students applying for a medical leave must provide appropriate supporting documentation from a health care professional. Without documentation a student will instead be placed on personal leave. If a student is incapacitated the student's emergency contact of record can facilitate the application and provide the supporting documentation.

Academic Leave

A leave indicative of an academic opportunity such as travelling abroad, employment related to educational goals and academic major or participation in research of any kind. Students applying for an academic leave must provide appropriate supporting documentation.

Military Leave/Call to Active Duty

A leave due to a military assignment that must be completed

away from Antioch College or by being called to active duty. Students applying for a military leave must provide appropriate supporting documentation from a reporting office of any branch of the United States military.

Transfer Out

A leave due to a student with the intention of withdrawing from all classes before the end of a term or choosing to not return to Antioch due to anticipating transfer to another college/university.

The deadline for submission of a Request for Leave is by the Friday of the tenth full week of each quarter. Medical leave application requests can be submitted any time during the quarter. A student who is granted leave will be withdrawn from all courses and Ws will be recorded on his or her official transcript. Requests for Leave forms are available in the registrar's office or in the Office of Community Life. Submission of completed requests must include any additional documentation that supports the student's request for leave. Complete forms must be submitted to the registrar's office. Once received and upon recording of "W's" for all registered courses, official notification of the request approval will be sent to the student by the registrar.

All students who receive financial aid from Antioch College must consult with the Office of Financial Aid before withdrawing. For information on refund of tuition and fees, please see the "Refunds" section in this curriculum catalog.

Re-enrollment Following Approved Request for Leave

A student who has received an approved request for leave or who withdrew from all courses during a term may be eligible to return to Antioch College. A notification of Intent to Re-enroll or a Petition for Enrollment Reinstatement must be received no later than the seventh week of the term prior to the anticipated term of return. No exceptions are made. Relevant offices review the request for reinstatement and the student will be informed about the decision upon completion of the internal process.

Academic Honesty Policy

Antioch Honor Code

Antioch College is a community dedicated to the search for truth, the development of individual potential, and the pursuit of social justice. In order to fulfill our objectives, freedom must be matched by responsibility. As a member of the Antioch community, I affirm that I will be honest and respectful in all my relationships, and I will advance these standards of behavior in others.

Community members should understand that academic dishonesty is harmful to the Antioch College community and its reputation. The College expects high standards of behavior and that all community members act responsibly and honestly.

Academic Dishonesty Defined

At Antioch College, all forms of cheating, plagiarism, and fabrication are considered academic fraud.

Cheating occurs when students do not do their own work in an academic exercise or assignment.

Plagiarism occurs when students appropriate the work or ideas of another without acknowledgement, or fail to correctly identify the source, whether it is done consciously or inadvertently.

Examples include, but are not limited to, the following actions:

- Presenting and paraphrasing information and ideas from sources without credit to the source.
- Use of direct quotations without quotation marks and without credit to the source.
- Failure to provide adequate citations for material obtained through electronic research.
- Downloading and submitting work from electronic databases or websites as your own work or without citing sources.
- Participation in a group project that presents plagiarized materials.
- Submitting material created/written by someone else as your own, including purchased term/research papers.
- Copying from another student's examination.
- Allowing a student to copy from another student's examination.

- Using outside materials on an examination that are not authorized for use during the examination.
- Collaborating on a project that was intended to be completed individually.
- Preparing or obtaining notes to take into a closed-book examination, for example, writing on the hand or desk, preparing a crib sheet, or storing information in any other format for use and retrieval during the examination.
- Using written notes or information, or electronic devices, such as a laptop computer, phone, or calculator in an unauthorized manner to store, share, and/or retrieve information during an examination.
- Falsifying citations, for example by citing information from a nonexistent reference.
- Listing sources in the bibliography that were not used in the academic exercise.
- Engaging another individual (whether a part of the College community or from outside of the College community) to complete the student's examination, to complete the student's academic exercise, or to write the student's paper.

In general, students' work must be their own. Violations of academic honesty are taken very seriously. Penalties for violations range from failing assignments or tests to dismissal from the College.

These acts violate the Antioch College Honor Code and damage trust in one another. Community members, who witness or suspect violations of academic integrity, should report the suspected offender to the instructor.

Procedure

Before any formal action is taken, the faculty member(s) should meet with the student to discuss the alleged act of academic dishonesty. In cases where academic dishonesty cannot be firmly established, the faculty member(s) is/are encouraged to meet with the student to obtain sources or to determine the student's familiarity with the material he or she submitted.

The faculty member(s) gather the evidence that confirms academic dishonesty (e.g., make copies of the assignment; get citations for, or copies of, the sources that were plagiarized).

The student attends a meeting called by the registrar with the faculty member(s) and advisors to discuss the incident. In this meeting, the following should be addressed:

- a) Describe the evidence that confirms that academic dishonesty occurred.
- b) Listen to the student's response.
- c) Review what academic dishonesty is, how it violates the Honor Code, how it is unacceptable in a scholarly community and how to cite sources properly.
- d) Review the College's Academic Honesty Policy and procedures with the student.
- e) Inform student of what the consequences would be if this were first offense (see consequences of academic dishonesty below).

After this meeting, the faculty member(s), the student's advisors, and the registrar determine the consequences, and the registrar completes the Academic Dishonesty Report form. The report and accompanying documentation are retained by all after the hearing and become a part of the student's academic record. If the student is found in violation of the Academic Dishonesty Policy, the registrar reviews the student's record to confirm if this is a first or second incident, etc. If records indicate that this is not the student's first offense, the faculty member will be contacted and the policy for the second offense (see consequences of academic dishonesty below) will be put into effect. Knowledge of a student's prior record should be used in determining penalties, but must not enter into the decision about the presence or nature of academic dishonesty.

Consequences of Academic Dishonesty

First offense: The student minimally receives no credit on the assignment or test in question and/or no credit and a grade of F for the course(s) where the offense transpired. The registrar submits the report form and accompanying documentation to the instructor and advisor.

Second offense: The student is recommended for academic suspension or dismissal from the college through the registrar. Formal recommendation and action is taken to the Academic

Policy and Review Committee (APRC).

Appeal: By written petition to the vice president for academic affairs no later than two weeks after the initial decision.

Student Records Policy

As a matter of course, Antioch College maintains educational records for each of its students. This information is used to document student enrollment, credits, degrees earned, and other matters pertaining to the student's academic progress at the College. It is the joint responsibility of the College and the student to ensure that records are complete and accurate. The Family Educational Rights and Privacy Act of 1974 (FERPA) provides access for students to information about themselves, permits students to challenge information maintained as education records by the institution, and limits the release of such information without the student's consent. The following will serve as a comprehensive statement of Antioch College policy about student records and Antioch College's implementation procedures.

Academic Records

The registrar's office serves as the repository for all official academic records for students at Antioch College. The registrar's office is authorized to issue official transcripts on behalf of Antioch College. It maintains the following types of academic records:

1. Degree plans or other documents setting forth comprehensive student learning objectives.
2. Reports—including grades, narrative evaluations, and class lists reporting credit—which provide documentary support for the awarding of credits and degrees.
3. Transcripts of learning activities.
4. Correspondence relating to student records.
5. Summary biographical data in compliance with federal and state reporting requirements.
6. Reports of committee or administrative actions regarding student status.

Other Student Records

The Office of Admission and Financial Aid maintains data to

ensure that admissions standards have been met and that students have been properly admitted. The office also maintains student and parental information relating to the application for and receipt of financial awards. The dean of cooperative education maintains records pertinent to students' part-time and full-time work experiences. The Office of Community Life maintains records pertinent to disciplinary reports and community living in campus housing.

Retention of Student Records

Student records will be retained for the following minimum periods of time. Any documents not specifically noted below are retained in accordance with AACRAO records retention guidelines:

Admissions documents for applicants who do not enter, whether accepted or rejected	Three years
Admissions documents for applicants who enter (with the exception of letters of recommendation, which are destroyed upon admission)	Five years after date of student's last attendance
Academic transcripts, grades, and narratives	Retained permanently
Enrollment certification and verification	One year after certification or verification date
Financial aid documents	Five years after date of student's last attendance
Work program grades, narratives, and evaluation	Retained permanently

Access to Student Academic Records

As further described below, student records are accessible to the student and advisors and other faculty and staff who must have access to perform their jobs. Faculty may see the records of their own advisees and students, but no changes to the records may be made except through the registrar's office.

All current and former students have the right to inspect and review official academic records maintained by the College that directly relate to them.

Requests to inspect or review student records should be made directly to the registrar's office. This request should specifically identify the records sought for review. An attempt to provide access to these records will be made as soon as practicable, but not later than thirty (30) days after the request has been made. In addition, the holder of the record will provide, at the student's request, an explanation or interpretation of any material contained in a student's file. Copies of any student records may be furnished to the student for a reasonable cost to defray the expense of duplication. Any inspection or review of student records must be made in the presence of registrar's office personnel. Students may not change or alter their records. Any agreed-upon change will be made by the registrar's office. Students wishing to challenge the content of their records can do so, either informally with the registrar's office or formally through a "Challenge Hearing."

Hearing to Challenge Content of Student Records

Any student may choose to challenge the content of his or her Antioch College records, informally or through a hearing, if the student thinks the records are inaccurate, misleading, or otherwise in violation of the right to privacy of the student. The hearing serves as a formal opportunity to seek the correction or deletion of any such inaccurate, misleading, or other inappropriate data contained in the record. The student may also seek inclusion of explanatory information. Formal hearings will be conducted in the following manner.

Any request for a hearing to challenge an Antioch College record must be made in writing to the College president or his or her designee.

The hearing request must:

- Identify in specific terms the portion(s) of the record to be challenged.
- State the reason(s) for challenging the record so identified, and state the remedy sought; that is, the correction or deletion of the information under challenge or the opportunity to submit explanatory information to accompany the challenged student record.

Hearing Procedures

- The hearing will be conducted by the College president or his/her designate.
- The hearing will be granted within a reasonable time, but no more than thirty (30) days after the hearing request has been made.
- Reasonable notice shall be given to the student and other necessary parties of the date, time, and place of the hearing.
- The hearing shall be limited to a consideration of the specific portion(s) of the student's record being challenged.
- The registrar's office will represent the challenged record at the hearing. Where practicable, the College will attempt to have a representative from the office responsible for the challenged record present at the hearing.
- The student will have the right to be assisted by an advisor of his or her choice.
- The burden of sustaining the challenge rests with the student.
- Reasonable opportunity shall be provided for all parties to present evidence and witnesses directly related to that portion(s) of the record being challenged.
- The student will be provided written notification of the disposition of the challenge (including the reason for such disposition).
- The remedies available to the student as a result of a hearing are:
 1. The record may stand.
 2. The record may be corrected.
 3. The record may be deleted.
- Explanatory information, of a reasonable length, may be inserted in the student's record file.

Release of Student Records

Consistent with Antioch College policy to protect the privacy of students, access to or the release of student information or records, other than public or directory information, will not be permitted without prior written consent to any party other than to the following:

- Appropriate personnel and agents of Antioch College who have legitimate educational interest in seeing student records.
- Appropriate state and federal agencies that, under law, are entitled to have access to College records.
- In connection with an application for, or receipt of, financial aid.
- Accrediting associations in the performance of their accrediting functions.
- In compliance with a judicial order or subpoena. Every effort will be made to notify the student of the order or subpoena prior to College compliance with that subpoena.

Under federal law, the College is required to maintain a log of access to student records for all non-college personnel. This information is available to students, upon request, in the office where the student records are maintained.

Name Change Policy

If you received a bachelor's degree from Antioch College, you may not have your name changed on any of your records preceding the awarding of any such degree without presenting a court order and paying a processing fee of \$15.00 plus a \$40.00 fee for the printing and mailing of the replacement diploma bearing your new name. You should complete and submit a Petition for Name/Gender Change and an Application for Replacement Diploma.

If you have not yet received your degree, review the following categories to determine how to proceed with a change of name.

Divorce

If you wish to change your name because of divorce, you must present a court order as evidence that the divorce decree has been granted. If you are a woman, you may petition for use of

your maiden name on your records only if such change has been authorized by the court.

All Others

You may change your name without court order by completing a Petition for Name/Gender Change and presenting proper verification of the new name. This verification must be one of the following pieces of identification showing that a new name has been legally adopted by the student: driver's license, DMV/BMV identification card, passport, legal court document, birth certificate, alien registration card. Documentation is required for all changes, even if you are adding or dropping one of the following: I, II, III, IV, Jr., Sr. or some other suffix to the name; middle name or initial; hyphen (i.e. Jones to Jones-Gray or vice versa).

Gender Change Policy

Official student records reflect the gender students identify themselves with when they apply for admission to the College. Students who subsequently wish to change the gender designation in their official records must provide the registrar with a certified copy of a court order showing change of gender or other legal identification, such as a revised driver's license. "Official student record" in this section refers to Antioch College's computerized student information system and any other records located in the Office of the Registrar and Academic Services.

Once the registrar records a gender change in a student's official record, it will identify only the new gender. Note: Antioch College transcripts and diplomas do not specifically reference gender.

To change the gender designation on your official student record, complete and submit the Petition for Name/Gender Change Form and supporting documentation to the Office of the Registrar and Academic Services.

Graduation

Review of Status toward Graduation or "Graduation Audit"

As students progress through Antioch College they work closely with their advisors to review and revise their degree plan.

This document helps to assure that students are achieving progress towards earning a Bachelor of Arts or Bachelor of Science. With the degree plan as a reference, all students are required to complete a “graduation audit” in the registrar’s office by the end of their ninth study quarter or by the end of the student’s fall study term in the fourth year. A “graduation audit” means meeting with the registrar, or registrar’s designee, to examine the student’s academic record, degree plan, and sequences and ensure that graduation requirements can be met as anticipated by the student. The graduation audit should not be delayed until the term the student is scheduled to graduate—it may be too late to correct any deficiencies at that late date. Registration for the final study term may be jeopardized if the graduation audit has not been completed. The student is responsible for initiating the graduation audit.

Application

Students planning to graduate must complete an Application to Graduate form and submit it to the registrar’s office by the end of the term before the term in which the student plans to graduate. A graduation fee must be paid by the time of submission of the Application to Graduate. The graduation application fee will be published with the deadline for the submission of the application.

Commencement and Graduation Dates

The commencement ceremony is held on the Saturday following the end of spring term. Students are expected to have completed all degree requirements prior to the commencement ceremony and will graduate on the date of the ceremony. The Academic Policy and Review Committee presents the names of candidates for graduation to the faculty for a vote at the end of April, and only students approved by the faculty will be permitted to participate in commencement and graduate during that year. Students who have not cleared outstanding financial obligations to the College may participate in the commencement ceremony but will not receive their diplomas or transcripts until the outstanding financial obligations have been met.

Graduation with Classroom Honors

Antioch College awards degrees with honors to candidates who

meet specified standards of academic excellence. Graduating seniors will be recommended for graduation with honors on the basis of their cumulative grade point average for all college-level work attempted. The cumulative GPA or all-college average includes all work attempted at Antioch, as well as all college-level transfer work attempted prior to or subsequent to matriculation at college. Respective standards are indicative of the following cumulative grade point averages:

Summa Cum Laude = 3.9 Cumulative GPA or higher*

Magna Cum Laude = 3.7 – 3.89 Cumulative GPA*

Cum Laude = 3.5 – 3.69 Cumulative GPA*

*Any student who is considered for graduation with honor distinctions must have no unresolved incomplete (INC), academic integrity (M) or no grade (NG) indicators on their permanent record. In addition, a student being considered for this distinction should not have any unresolved disciplinary actions on record in the Office of Community Life. Any unresolved indicators or actions will eliminate a student for consideration for graduation honor with distinctions.

Graduation with Additional Honors

The College is working towards recognizing students who have made significant contributions in areas other than classroom learning.

Graduation Rates

Graduation rates will be published annually after the first commencement ceremony.

Transcripts

Official Transcripts

The official transcript is a copy of that portion of a student's academic record that is prepared for release to a third party at the request of the student or former student. It contains personal information about the student and reports Advanced Placement credits awarded, transfer credit accepted, and attempted and earned Antioch College credits and degrees. The transcript contains the

name and address of Antioch College and the following information about the student:

- Personal information: student's name, date of birth, and student identification number
- Attendance and credits earned and attempted: dates of attendance (date of entry and each term of registration); course identification (course number and title); amount of credit earned; identification of credit system (quarter credit); credit for remedial courses or other courses not applicable to degree program; or transfer credit
- Effective withdrawal date, if applicable
- Academic standing
- Graduation date, degree conferred, Dean's List or graduation honors, and program or major, as applicable

Official transcripts will not be released if student has not met financial obligations to the institution or has not paid for a transcript request.

Cocurricular Transcripts

Cocurricular transcripts are available as an official college document that outlines a student's involvement in recognized programs, workshops, conferences, organizations and service learning related to their leadership advancement. Through involvement in cocurricular experiences, students gain transferable skills that can be applied to many areas outside of the college setting. The cocurricular transcript will provide a more complete record of involvement and development as a college student and may be used as additional documentation for job, co-op or scholarship considerations.

The cocurricular transcript contains personal information about the student and reports the completion of cocurricular activities related to leadership development. The transcript contains the name and address of Antioch College and the following information about the student:

- Personal information: student's name, home or local mailing address and student identification number.
- Validated attendance and participation in cocurricular opportunities, including on- and off-campus participation

in activities and events related to leadership development.

- Dates of verified cocurricular opportunities.

A cocurricular transcript will not be released if the student has not met financial obligations to the institution or has not paid for a cocurricular transcript request. To create a cocurricular transcript, the following forms must be completed and submitted to the Office of the Registrar and Academic Services:

- Cocurricular Validation Form
- Request for Cocurricular Transcript Form*

**Allow 5-15 business days for processing the request for cocurricular transcripts.*

Academic Complaints

Definitions

For the purposes of this policy, a *complaint* is an allegation or accusation brought against a faculty member by a student who seeks redress for an alleged wrong or injustice involving the assessment and evaluation of student performance in the classroom, work, advising, or mentoring.

Antioch College requires faculty and students to uphold the highest principles of academic integrity and to act in a manner that preserves freedom of inquiry and intellectual exploration. The Antioch College faculty is composed of individuals whose professional and pedagogical skills enhance the learning process and who, by their commitment to advancing knowledge, are expected to apply common principles of good teaching, strong mentoring, and fair evaluation of student performance in a course of study or work experience. The College identifies with the following AAUP Statement on Professional Ethics:

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards in their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their

evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between the professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom. — "Statement on Professional Ethics," in *Policy Documents and Reports*, 10th ed, American Association of University Professors: Washington, 2006, p. 171.

The assessment and evaluation of student performance is the responsibility of the faculty. The faculty member is the sole judge of student performance and only the faculty renders an evaluation of student work and progress in a course or work experience. Students who have reason to believe that a violation of professional ethics has occurred or that the assessment of their work was the result of error or capriciousness or was evaluated by criteria other than those stated in the course syllabus or appropriate for the course or work experience have the right to file an academic complaint.

Simple disagreement with the professor's professional judgment about the quality of the work does not constitute legitimate grounds for filing a complaint. Before filing an official complaint, students should speak with the faculty member to explore the rationale for the grade. This conversation will provide clarification and better understanding and may result in grade mediation and no need to file a formal complaint.

This Academic Complaint Policy does not replace or require changes to any of the other policies governing faculty behavior as specified in the Faculty Personnel Policy, such as the Sexual Harassment Policy; the SOPP; the Drug and Alcohol Policy; the Affirmative Action Policy; and so on. Each of these policies has its own processes for reporting and resolving alleged violations.

Procedure

1. At any step in the complaint procedure the student or the faculty member may invite another community member to accompany him/her to any of the meetings to help resolve the

complaint. The time periods given in each step below must be somewhat flexible in order to accommodate the academic calendar. It is strongly recommended that the student speak first to the work or classroom faculty member to find a resolution. The student shall approach the faculty member no later than the fifth week of their next study term on campus. In the case of adjunct faculty, visiting faculty, or faculty no longer employed at the College, the student shall approach the appointed faculty advocate first.

2. If a mutually satisfying resolution is not found, the student shall make an appointment to speak to the appointed faculty advocate within two weeks. If the appointed faculty advocate is a party to the complaint, the next senior member of the department shall be contacted. The student shall present to the chair specific concerns and any supporting documentation. The appointed faculty advocate shall make every effort to resolve the complaint. The appointed faculty advocate may request the complaint in writing. The appointed faculty advocate will:
 - a) Facilitate a resolution in consultation with the faculty member and the student.
 - b) If the complaint cannot be resolved at the department level within two weeks, the chair will forward the complaint to the vice president for academic affairs with a written report stating what was done and why the complaint could not be resolved at the faculty level.
- 3) If a mutually satisfactory resolution is not found at the faculty level, the student must make an appointment within two weeks to speak with the vice president for academic affairs about the nature of the complaint and the efforts taken to resolve the complaint. A formal letter addressed to the vice president for academic affairs with supporting documentation signed by the student shall be submitted prior to this meeting. The vice president for academic affairs will contact the faculty member in writing and will expect a written response. At this step, the complaint becomes a formal complaint. The vice president for academic affairs will:
 - a) Facilitate a resolution in consultation with the faculty member and the student.
 - b) Request information from parties other than those named

in the complaint. Requests for information from parties other than those named in the complaint must be conveyed in writing with copies of the request forwarded to the student and faculty member. Any additional information gathered and used in the complaint process must be submitted in writing, signed by the person releasing it, and made available in complete form to parties involved in the complaint. Either party to the proceedings may respond in writing to this additional information. The vice president for academic affairs will then review the file and communicate the results of the investigation in writing to the student and faculty member within 30–60 days of the receipt of the complaint.

- c) Dismiss the complaint if it is found to be illegitimate or unfounded. If the complaint is dismissed, no letter will be placed in the file of the faculty member. Both the student and faculty member will be notified in writing as to the reasons the complaint was dismissed.
 - d) make a decision and act administratively to resolve the complaint while respecting the prerogative of the faculty with respect to evaluation and crediting of student work. Any actions taken by the vice president for academic affairs to resolve the complaint will be communicated in writing to both the student and the faculty member. It is the vice president for academic affair's responsibility to assure that the complaints are followed to resolution.
4. If the complaint involves the vice president for academic affairs in her/his role as a professor, a three member committee of faculty who serve on the Academic Program Committee will be selected by lot to review the complaint and will be empowered to function as the dean's office would (see 3a, b).

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Thomas R. Brookey.....Chief Operations Officer
Scott Frasure VP for Finance and CFO
Anna V. Hogarty Receptionist
Jennifer Jolls.....Director of Institutional Effectiveness
Dianne Jordan.....Accounting Manager
Gariot P. Louima..... Chief Communications Officer
Joyce MorrisseyAssistant to the President

Office of Academic Affairs

Hassan Rahmanian
Vice President for Academic Affairs

Jaton R. Brame.....Academic Administrator
Dennie EaglesonCreative Director, Herndon
Susan Eklund-LeenDean and Professor,
Cooperative Education
Nathaniel D. Freeman.....Administrative Assistant
David C. Kammler.....Assoc. Prof. of Chemistry
and Associate Dean of Academic Affairs

Office of Admission and Financial Aid

Cezar O. Mesquita
Dean of Admissions and Financial Aid

W. Shane Creepingbear Admission Counselor
Kristen L. Pett Associate Dean - Admissions
Margaret M. Rusnak Office Mngr./ Visit Coord.

Office of Advancement

Stephen W. Sturman
Vice President for Advancement

Micah Canal..... Director - Annual Fund
Wendy ErnstSenior Major Gifts Officer
Amanda L. Honer Asst. Dir., Annual Fund
James M. JohnsonMajor Gift Officer
Frederick Kraus Director of Prospect
and Database Management
Vanessa McNealDatabase Manager

Joan S. Meadows	Gifts Manager
Eric Miller	Major Gifts Officer
Maya J.C. Nye	Alumni Relations Officer
Maria C. Rauch.....	Administrative Assistant

The Antioch Review

Robert Fogarty
Editor

Muriel Keyes	Business Manager
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Office of Communications

Gariot P. Louima
Chief Communications Officer

Andrew J. McKenzie	College Webmaster
Nicole Wroten.....	Asst. Dir., Communications

Office of Community Life

Louise M. Smith
Dean of Community Life

Randle R. Charles	Resident Life Manager
Isaac DeLamatre.....	Chef/Food Service Coord.
Johanna M. Kohout	Resident Life Manager
Christina S. Tibbott	Kitchen Assistant

Coretta Scott King Center for Cultural and Intellectual Freedom

Derrick Weston
Director

Glen Helen Ecology Institute

Nick Boutis
Executive Director

George Bieri	Land Manager
Brooke E. Bryan	Project Manager
Gordon Leslie Groby.....	Glen Helen Housekeeper
Robert Clyde Marion	Property Mgmt. Staff
Ann Shaw.....	Business Manager
Ann M. Simonson.....	Project Manager
Susan L. Smith	Ranger
Stephanie N. Falzone.....	Program Coord.
Shahkar Strolger.....	Property Manager

Outdoor Education Center

Rebecca Jaramillo	Director
Barbara Crumrine	Food Service Manager
Autumn R. Foutch	Assistant Director
Whitney Till.....	Assistant Business Manager
Deidre Willis.....	Kitchen Assistant

Raptor Center

Elizabeth Ross	Director
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Operations, Property Management, and Human Resources

Thomas R. Brookey
Chief Operations Officer

Reggie Stratton
Facilities Manager

Karen Adams.....	Property Mgmt. Staff
Benjamin N. Clonch.....	Property Mgmt. Staff
Erik M. Evans	Property Mgmt. Staff
Jerome A. Fromholt Jr.	Property Mgmt. Staff
Ronald Hampton Sr.	Property Mgmt. Staff
Bradley Lee Hitt.....	Property Mgmt. Staff
Kyle S. Lewis.....	Property Mgmt. Staff
Garrett M. Miller	Property Mgmt. Staff
Joshua D. Miller.....	Property Mgmt. Staff
Jordan Skinner	Property Mgmt. Staff
Shane M. Sprague	Property Mgmt. Staff
Johnathan C. Stillwell.....	Property Mgmt. Staff
Heidi Viemeister	Property Mgmt. Staff
Nancy Wilburn	Administrative Coord.
Tomaz A. Williams.....	Property Mgmt. Staff

Olive Kettering Library

James M. Kapoun
Director of Library and Information Services

Sandra D. Coulter.....	Library Technical Assistant
Steven Duffy	Library Circulation Specialist
Richard M. Kerns.....	Head of Technical Operations
Scott Sanders.....	Archivist/Antiochiana

Academic Calendar

**The calendar may be amended by the registrar.
Go to www.antiochcollege.org/academics for updates.*

SUMMER TERM 2012

July

- 4 Fourth of July (campus closed)
- 7 Residence halls open
- 8 – 9 Returning Student Orientation
- 10 Classes begin
- 13 Spring grades and narratives due to registrar
- 13 Last day to *add* a class
- 20 Last day to *drop* a course (without record)

August

- 13 – 14 Block A finals/demonstrations
- 16 Block B begins
- 17 Spring grade change forms due to registrar
(for incompletes, academic integrity and no grades)
- 31 Last day to *drop* a course (WD indicator on record)

September

- 3 Labor Day (campus closed)
- 16 – 20 Term-long class finals/demonstrations
(actual date of final exam at instructor discretion)
- 17 Constitution Day
- 19 – 20 Block B finals/demonstrations
- 20 Term-long classes/block B ends
- 21 Residence halls close

FALL TERM 2012

October

- 1 Co-op begins
- 2 – 8 New Student Orientation

- 5 Summer term grades and narratives due to registrar
- 6 Residence halls open for returning students
- 9 Classes begin
- 12 Last day to *add* a class
- 19 Last day to *drop* a course (without record)

November

- 16 Summer grade change forms due to registrar
(for incompletes, academic integrity and no grades)
- 21 Fall Break (no classes)
- 22 – 23 Thanksgiving (campus closed)
- 30 Last day to *drop* a course (WD indicator on record)

December

- 17 – 21 Finals/demonstrations
(actual date of final at instructor discretion)
- 21 Fall 2012 term classes end/co-op ends
- 22 Residence halls close at noon

WINTER TERM 2013

January

- 5 Residence halls open
- 6 & 7 Returning Student Orientation
- 7 Co-op begins
- 8 Classes begin
- 11 Fall term grades due to registrar
- 11 Last day to *add* a class
- 18 Last day to *drop* a course (without record)
- 21 Martin Luther King Jr. Day of Service
(no classes; offices closed)

February

- 15 Fall term grade change forms due to registrar
(for incompletes, academic integrity and no grades)
- 18 President's Day (no classes)

March

- 1 Last day to *drop* a course (WD indicator on record)
- 18 – 22 Finals/demonstrations
(actual date of final at instructor discretion)
- 22 Classes end
- 23 Residence halls close at noon
- 29 Co-op ends

SPRING TERM 2013**April**

- 5 Winter term grades and narratives due to the registrar
- 6 Residence halls open
- 7 & 8 Returning Student Orientation
- 8 Co-op begins
- 9 Classes begin
- 12 Last day to *add* a class
- 19 Last day to *drop* a course (without record)

May

- 17 Winter term grade change forms due to registrar
(For incompletes, academic integrity and no grades)
- 27 Memorial Day (campus closed)
- 31 Last day to *drop* a course (WD indicator on record)

June

- 17 – 21 Finals/demonstrations
(actual date of final at instructor discretion)
- 21 Term ends
- 22 Residence halls close at noon
- 28 Co-op ends

SUMMER TERM 2013**July**

- 4 Fourth of July (campus closed)

- 5 Spring grades and narratives due to the registrar
- 6 Residence halls open
- 7 – 8 Returning Student Orientation
- 8 Co-op begins
- 9 Classes begin
- 12 Last day to *add* a class
- 19 Last day to *drop* a course (without record)

August

- 16 Spring grade change forms due to registrar
(for incompletes, academic integrity and no grades)
- 30 Last day to *drop* a course (WD indicator on record)

September

- 2 Labor day holiday (campus closed)
- 16 – 20 Finals/demonstrations (actual date of final at instructor discretion)
- 20 Term ends
- 21 Residence halls close by 12 noon
- 27 Co-op ends

FALL TERM 2013

September

- 30 Co-op begins

October

- 1 – 7 New Student Orientation
- 4 Summer grades and narratives due to the registrar
- 5 Residence halls open for returning students
- 8 Classes begin
- 11 Last day to *add* a class
- 18 Last day to *drop* a course (without record)

November

- 15 Summer grade change forms due to registrar
(for incompletes, academic integrity and no grades)

26 Last day to *drop* a course (WD indicator on record)

27 Fall Break (no classes)

28 – 29 Thanksgiving (campus closed)

December

17 – 20 Finals/demonstrations
(actual date of final at instructor discretion)

20 Term ends

20 Co-op ends

21 Residence halls close at noon

WINTER TERM 2014

January

4 Residence halls open

5 – 6 Returning Student Orientation

6 Co-op begins

7 Classes begin

10 Fall term grades and narratives due to the registrar

10 Last day to add a class

17 Last day to drop a course (without record)

20 Martin Luther King Jr. Day of Service
(no classes; offices closed)

February

17 President's Day (no classes)

14 Fall term grade change forms due to the registrar
(for incompletes, academic integrity and no grades)

28 Last day to drop a course (WD indicator on record)

March

18 – 21 Finals/demonstrations (actual date of final at instructor discretion)

21 Classes end

22 Residence halls close at noon

28 Co-op ends

SPRING TERM 2014**April**

- 4 Winter grades and narratives due to the registrar
- 5 Residence halls open
- 6 – 7 Returning Student Orientation
- 7 Co-op begins
- 8 Classes begin
- 11 Last day to *add* a class
- 18 Last day to *drop* a course (without record)

May

- 16 Winter grade change forms due to the registrar
(For incompletes, academic integrity and no grades)
- 26 Memorial Day (campus closed)
- 30 Last day to *drop* a course (WD indicator on record)

June

- 17 – 20 Finals/demonstrations
(actual date of final at instructor discretion)
- 20 Classes ends
- 21 Residence halls close
- 27 Co-op ends

SUMMER TERM 2014**July**

- 3 Spring grades and narratives due to the registrar
- 4 Fourth of July (campus closed)
- 5 Residence halls open
- 6 – 7 Returning Student Orientation
- 7 Co-op begins
- 8 Classes begin
- 11 Last day to *add* a class
- 18 Last day to *drop* a course (without record)

August

- 15 Spring term grade change forms due to registrar
(For incompletes, academic integrity and no grades)
- 29 Last day to *drop* a course (WD indicator on record)

September

- 1 Labor Day (campus closed)
- 16 – 19 Finals/demonstrations
(actual date of final at instructor discretion)
- 19 Classes end
- 20 Residence halls close at noon
- 26 Co-op ends



