



# ANTIOCH COLLEGE

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## **CURRICULUM CATALOG**

*2014 – 2016*

### **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 October 1, 2013, despite the designation of the 2014-2016 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 2014-2016 edition of the curriculum catalog was published and distributed beginning October 1, 2013. 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 Academic Support Services.

## **Campus Contacts**

### **Academic Affairs**

Phone: 937-319-6065

Fax: 937-401-0441

E-mail: [hrahmanian@antiochcollege.org](mailto:hrahmanian@antiochcollege.org)

### **Admission and Financial Aid**

Phone: 937-319-6139

Fax: 937-319-6085

E-mail: [admission@antiochcollege.org](mailto:admission@antiochcollege.org)

### **Community Life**

Phone: 937-319-6175

E-mail: [lsmith@antiochcollege.org](mailto:lsmith@antiochcollege.org)

### **Cooperative Education Program**

Phone: 937-768-8042

Fax: 937-660-8483

E-mail: [coopedu@antiochcollege.org](mailto:coopedu@antiochcollege.org)

### **Registrar**

Phone: 937-267-1733

Fax: 937-684-9636

E-mail: [registrar@antiochcollege.org](mailto:registrar@antiochcollege.org)

## ANTIOCH COLLEGE CURRICULUM CATALOG

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One Morgan Place  
Yellow Springs, OH 45387  
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### Curriculum Catalog Publication Committee

Hassan Rahmanian	Vice President for Academic Affairs
Richard Kraince	Dean of Cooperative, Experiential, and International Education
Jennifer Jolls	Director of Institutional Effectiveness
David Kammler	Associate Professor, Chemistry Associate Dean of Academic Affairs
Nicole Wroten-Craw	Assistant Director of Communications
Micah A.E. Canal	Dean of Admissions
Louise M. Smith	Dean of Community Life

Layout Designer and Production Manager  
Tod Tyslan

CURRICULUM  
CATALOG  
2014–2016

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## Table of Contents

### Introduction

Mission and Vision.....	9
An Introduction to Antioch College.....	10
History.....	11
Authorization and Accreditation.....	11
The Antioch College Community .....	12
Honor Code.....	13
Residence Life .....	14
Antioch College Kitchens.....	14
Governance .....	14
Community Standards .....	15

### College Resources

Academic Support Services .....	17
The Antioch Review .....	17
The Antioch Farm.....	17
CANVAS .....	17
CAMS Enterprise.....	17
Coretta Scott King Center.....	18
Counseling Services.....	18
Glen Helen Ecology Institute .....	19
Disability Services .....	19
Early Alert Warning System.....	19
Herndon Gallery .....	20
MVECA .....	20
Olive Kettering Library .....	21
Registrar and Academic Support Services.....	21
Student Voter Registration Information.....	21
Tutorial Services .....	22
Science Labs .....	22
The Writing Institute.....	23
WYSO.....	23

### The Academic Program

Hallmarks of an Antioch College Education .....	24
Experiential Learning .....	25
Learning Outcomes.....	26

Requirements for the BA and BS Degrees.....	28
General Education Requirements .....	29
Major Requirements.....	37
Electives .....	39
Cooperative Education Program.....	41
Language and Culture Program .....	47
Community Life Courses.....	53

### Specific Requirements for Majors

<b>The Arts</b> .....	<b>55</b>
Media Arts .....	56
Performance .....	59
Visual Arts.....	61
<b>Humanities</b> .....	<b>68</b>
History.....	68
Literature .....	72
Philosophy .....	74
<b>Sciences</b> .....	<b>80</b>
Biomedical Science.....	80
Environmental Science.....	83
<b>Social Sciences</b> .....	<b>87</b>
Anthropology.....	88
Political Economy .....	91
Psychology .....	94
<b>Self-Designed Majors</b> .....	<b>100</b>
Self-Designed Majors Leading to the BA .....	103
Self-Designed Majors Leading to the BS.....	104

<b>Course Descriptions</b> .....	<b>105</b>
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### Academic Policies and Regulations

Requirements for Admission .....	196
Application Deadlines .....	196
Enrollment Deposit.....	197
Tuition and Fees.....	198
Transfer of Credit.....	201
Academic Residency and Student Status.....	205
Academic Credit, Grades, and Evaluations .....	207
Registration.....	215
Attendance .....	220

8 CURRICULUM CATALOG

Declaration of a Major ..... 223  
Change of a Major ..... 224  
Satisfactory Academic Progress ..... 228  
Institutional Response/Lack of Satisfactory Progress ..... 228  
Leaves and Withdrawals ..... 232  
Academic Honesty Policy ..... 236  
Student Records Policy ..... 240  
Name Change Policy ..... 246  
Gender Change Policy..... 246  
Graduation..... 247  
Transcripts..... 248  
Academic Complaints ..... 250

**Register of Officers**

Board of Trustees ..... 254  
President and Senior Leadership ..... 256  
Instructional Staff..... 257  
Adjunct Part-time Faculty..... 261

**Academic Calendar ..... 264**



### **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 portfolio 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 self-designed majors. 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**

Antioch College is authorized by the Ohio Board of Regents to award Bachelor of Arts and Bachelor of Science degrees.

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 not currently accredited but is undergoing a multi-year, multi-phase process seeking to gain accreditation. Antioch College is no longer affiliated with Antioch University.

### **The Antioch College Community**

The Antioch College Community is defined as students, staff and faculty currently enrolled in or employed at the college. Together we work to fulfill our mission and live our vision every day both inside and outside the classroom.

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. The College is proud of its record of recruiting students from a wide variety of backgrounds, orientations and interests.

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.

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

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

Like the students at Antioch College, faculty and staff represent diverse backgrounds, interests and fields of study. Within the faculty there are practicing artists and scholars representing cutting edge work in diverse disciplines. Students and faculty interact both in and out of the classroom; in project based learning, in the dining hall over shared meals, through the advising process and at our bi-weekly Community Meetings. These opportunities for conversation outside of the formal conventions of the classroom create opportunities for all members of the community to learn from one another

The staff and faculty at Antioch are comprised of nationally searched tenure track professors as well as local Yellow Springs community members and past college employees who bring a rich and nuanced understanding of our enterprise. Legacy and history are important components of the new Antioch. Also important are the creative innovations that result from authentic participation on the part of members of our current community. The Antioch College Community is defined as students, staff and faculty currently enrolled in or employed at the college. Together we work to fulfill our mission and live our vision every day both inside and outside the classroom.

### **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 assistants, 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.

Hall meetings are mandatory and held regularly throughout the term. The residence halls are also sites for academic learning and co-op preparation. Study groups, co-op prep workshops, language learning, independent group meetings and tutoring all take place within this vital living/learning space.

### **Antioch College Kitchens**

Located in our residence halls, Birch Hall and North Hall, the Antioch College Kitchens are home to full-service dining for the entire College community. Antioch College Kitchens works closely with the Antioch College Farm to promote the values of sustainability that are so important to the College.. All students who live in the residence halls have the opportunity to apply to work in the Antioch Kitchens in exchange for discounted board fees or pay. Student participation in Antioch Kitchens drives our adherence to the values of sustainability, economic affordability, and social justice.

### **Governance**

Governance still 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 ongoing participation in shared governance and other aspects of 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.

Community Council is the legislative body of Community Government. It is comprised of two faculty, two staff and four student members, elected at large and by constituent vote. There is also a Council President, usually a student, elected at large. Community Council sets the agenda for Community Meeting and works closely with the Office of Community Life. Community members participate democratically by electing their Community Council members, serving on committees and task forces, attending bi-weekly Community Meetings and proposing and revising policies. Independent Groups are created by community members to focus on particular interests and can request funding for their activities through Community Government. Independent Groups include Debate Club, Biomedical Society, and Outdoor Club among others. The creation of an Independent Group can occur during any term and is done through a proposal process. (For constitution, by-laws and more information on Community Government, see the Antioch College Student Handbook.)

### **Community Standards**

Community Standards Board is the judicial arm of Community Government and is comprised of staff, faculty and students who have been endorsed by Council and have received appropriate training. Restorative justice is the foundational philosophy of Community Standards Board and all judicial processes within the college. Restorative Justice promotes an understanding of the underlying causes of an offense, the effects on those who have been harmed, and concern for all parties' need for healing and reparation. Community Standards Board processes all violations of community standards. (For more information on Community Standards Board, see the Antioch College Student Handbook.)

While the Honor Code provides a fundamental ground for community standards here at Antioch College, the community has developed and

enacted additional policies to address awareness and understanding of relevant living and learning issues. These include the Smoking Policy, the Alcohol and Drug Policy, and the Student Social Media Policy. In recognition of complex problems that are inherent in our culture and that become challenging aspects of college life, we have also adopted the historic Sexual Offense Prevention Policy (SOPP) and the Racial Discrimination Prevention Policy (RDPP). Both of these policies require special processes within the judicial system and both require the college to provide training and support. Antioch College is striving to be in compliance with all federal regulations regarding campus safety and issues of equity including the Clery Act and Title IX. (To review all campus policies and community standards, please see the Antioch College Student Handbook.)



## College Resources

### Academic Support Services

The Office of Academic Support Services provides student success advising and programing through peer mentoring, basic skills coaching, first year workshops, tutoring and entry assessments in mathematics and writing for all students.

### Antioch Farm

Antioch Farm, featuring a food forest, greenhouse, chickens, and annual vegetables, provides opportunities for students to learn the tenets and practices of ecological agriculture. Food harvested from the farm is used in the Antioch Kitchens. The farm is now home to a herd of Tunis and Dorper-Katahdin lambs, Canadian geese and ducks.

### *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.

### CANVAS

Canvas is an open, easy-to-use, cloud-native learning management system from Instructure—a technology company committed to improving education by providing instructors and students modern tools and resources to empower the learning experience.

### 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.

### **Office of Community Life**

The Office of Community Life is committed to enhancing the learning and personal growth of all students by fostering an appreciation of diversity and inclusion, encouraging personal and civic responsibility, and providing opportunities for leadership development. Residence life, counseling, governance, health and wellness, events, community life courses and community outreach all reside within this office.

The community life staff consists of the dean of community life, three resident life managers, counseling staff and a community events and outreach coordinator. All staff in community life work within a team model, sharing responsibility to provide supports for students in a variety of ways including leadership development, crisis management, linkage to medical and other resources and engagement with issues of campus climate. The office of community life strives to uphold the mission of Antioch College which states that “authentic social and community engagement is vital for those who strive to win victories for humanity.”

### **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**

Counseling Services is considered to be an integral part of health and wellness at Antioch College. Free counseling services are available to all students currently enrolled at the college. The campus counselor provides psychological assistance, psychoeducation, social supports, crisis intervention, assessments, and referrals to off-campus mental health resources. Staffing for Counseling Services includes at least one full-time and one part-time counselor. Individual and couples

counseling, as well as consultation and in-service trainings for faculty and staff on significant issues related to student mental health are available. In addition, phone and e-mail consultations may be available to students on co-op on a case by case basis. All services are confidential and within the ethical and legal guidelines of the Ohio Counselor, Social Work, Marriage and Family Therapy Board. Contact information for Counseling Services can be found on the campus website under Campus Life: Health and Wellness.

### **Disability Services**

Antioch College welcomes students with disabilities as part of our diverse student body. In order to provide equal access to education in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, Antioch College will provide reasonable academic accommodations for students with documented disabilities. To receive academic accommodations, students must supply documentation in accordance with office guidelines, register with Disability Services and are then responsible for utilizing approved accommodations in the manner outlined by the Academic Accommodations Coordinator. Students are strongly encouraged to register with Disability Services prior to the start of the quarter in order to ensure all accommodations are in place prior to the beginning of classes. Questions regarding these services should be directed to the Academic Accommodations Coordinator in the Office of Academic Support Services.

### **Early Alert Warning System**

The Early Alert Warning System allows staff in the Office of the Registrar and Academic Support 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.

### **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.

### **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 more than 900 periodicals. A library of more than 4,000 phonograph records is also available for circulation, as well as videotape and CD and DVD collections. Antiochiana, the College archive, contains papers and publications significant to historians and researchers.

### **Registrar**

The Office of the Registrar maintains the students' official academic record. Primary services provided by the Registrar include, but not limited to: Academic Policies, Interpretation and Enforcement, Advising Guidelines, Evaluation of Transfer Credits, Graduation Requirements, Degree Audits, Course Offering Schedules, Registration and Drop/Add, Cross Registration, Collection and Recording of Grades and Narrative Evaluations, Maintenance of Transcripts, Verification of Enrollment, Grade Reports, Student Standing/calculation and verification, Resource for Committees. The Office of the Registrar is committed to maintaining accurate data while protecting privacy.

### **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.

### **Science Labs**

Phase 1 of the Science Building renovation was completed on schedule. The \$3.6 million investment refurbished one-third of the building's laboratories and classrooms, which were fully operational for winter 2013 classes. As evidence of the College's commitment to sustainability, the research labs are retrofitted with Green Solution Hoods that cut energy costs by 96% and reduce operating costs by 70%; eliminate associated heating and cooling costs; handle liquids and solids (including acids, bases, solvents and powders)—individually or together—with a single hood; eliminate CO<sup>2</sup> emissions; and operate safely without polluting and contaminating the environment.

Phase 2 of the renovation will cost an estimated \$7.4 million and will restore the first two floors of the 1930s-era Science Building to its full glory. Two-thirds of the building will be fully dedicated to the teaching of science. The remaining one-third will have multi-use functions, including visual and performing arts. Mixing art and science disciplines in a single space furthers Antioch College's liberal arts mission and encourages inter- and cross-disciplinary interactions that will have a positive impact on the student learning experience.

### **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 Academic Support 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.

### **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](mailto:writing@antiochcollege.org).

### **WYSO 91.3FM Radio**

In December 2012, the Boards of Antioch College and Antioch University agreed in principle to a plan that would transfer ownership of the non-commercial FM radio station WYSO to the College. The deal was finalized in July 2013, during the station's 55th anniversary year. WYSO 91.3FM began broadcasting with 10 watts of power on February 8, 1958 as a student-run station on the campus of Antioch College. Today, the station—which underwent major renovations in April 2012 and now includes state-of-the-art sound studios and equipment—operates at 50,000 watts and broadcasts 24 hours a day, seven days a week, reaching nine counties in Southwest Ohio with a potential audience of more than one million. WYSO also broadcasts in HD and streams programming live on [wyso.org](http://wyso.org). It's the Miami Valley's only NPR News station and also carries local and state news. WYSO is supported by nearly 4,000 members and a distinguished roster of underwriters from all over the Miami Valley. The station provides exciting opportunities to enhance the College's curriculum and cooperative education program.

## **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 and value the close relationships that come out of sustained dialogue in small group settings. The faculty, staff, and administrators of the College are all partners in every student's journey to graduation.

At Antioch College, leadership and communication skills are built through involvement in creative projects, participation in decision-making, and engagement with the broader community. Students also learn the habits and skills necessary for success in the workplace through our dynamic cooperative education program.

The Antioch College curriculum, which emphasizes language proficiency and seminars focused on critical world issues, is designed to enable students to navigate effectively across the boundaries of culture and language. The expectation is that our students will be effective citizens prepared to act on global concerns as well as engage locally.

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.

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

<b>Credit Requirements for Degrees</b>				
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.

<b>Additional Requirements for Degrees</b>	
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 forms of experiential learning during co-op 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 quarter 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 pursuing a Bachelor of Arts degree must successfully complete all ten required foundation courses by the end of their second year of study. Students pursuing a Bachelor of Science degree must complete the majority of their foundation courses by the end of their second year, and all ten by graduation. (for more information, see Satisfactory Academic Progress on page 221.)

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	Media, Internet, and Society
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. Antioch College faculty organize the seminars and present on some issues; additionally, some of the presenters come from outside of the immediate community and may include visiting faculty, 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 to 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 fieldwork 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.

Students must complete four Global Seminars within their first two years. (For more information, see Satisfactory Academic Progress on page 221.)

### 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.

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. 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 the appropriate sections of the ACT or SAT exams, neither of which may be transferred for college credit
- Earn sufficiently high scores on certain common standardized tests, such as the AP or IB examinations, which may be transferred for college credit with a successful review of transfer credits..
- 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 199).
- 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.

In most cases, exemptions from the writing or quantitative requirements have associated academic credit (for example, an AP Exam which is successfully transferred). In the event a student is exempted from the writing or quantitative requirement by a means which does not have associated academic credit (for example, a placement test), the academic credits for the writing or quantitative requirement are added to the open elective credits pool.

GSQ 105 and GSW 105/ENG 105 are quantitative reasoning or writing based courses which are linked thematically with Global Seminars, and students must be enrolled in a Global Seminar to take them. Students will write about and make quantitative arguments surrounding the themes and topics of the Global Seminar in which they are co-enrolled.

**List of Writing and Quantitative Courses**

GSW 105/ ENG 105                      Writing Seminar

GSQ 105                                      Quantitative Seminar

**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.

In the summer term immediately prior to matriculation in the fall, deposited students may be eligible for enrollment in a special non-

credit-bearing introductory-level work portfolio focused on teaching students how to incorporate experiential education and action into their Antioch College education. This work portfolio requires a student to have an approved agriculture or food production job. Interested students should contact the Cooperative Education Program. For expectations regarding timely completion of Work Portfolios, see Satisfactory Academic Progress beginning on page 221.

**List of Work Portfolio Courses**

Work 050	Agrarian Systems Work Portfolio
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 with well-developed ideas regarding their chosen course of study, who intend to pursue a Self-Designed Major, or those who intend to major in highly sequenced majors such as many Arts and Social Sciences majors and all Sciences majors, are strongly encouraged to file formal degree plans as early as possible. Students should note that their degree plan is a living document, which 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 (See page 47)	Media Arts, Performance, Visual Arts
Humanities (See page 61)	History, Literature, Philosophy
Sciences (See page 73)	Biomedical Science, Environmental Science
Social Sciences (See page 80)	Anthropology, Political Economy, 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.

<b>Elective Credits for Degrees</b>				
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 college-level academic credit. Examples include community life and academic success courses; foundation courses and global seminars

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.

Any situation that exempts a student from a degree requirement without granting academic credit (typically exemptions from writing/quantitative/language requirements by means of placement testing) results in the credits associated with that requirement being added to the Open Elective Credits pool. Any situation that requires a student to take more than the listed number of credits to meet a requirement (such as needing more Language and Culture classes to achieve the required proficiency) results in the needed credits being taken from the Open Elective Credits pool. Once the open credits pool is exhausted, any additional classes that would fall into this category are not counted towards the 180 quarter credits needed for a bachelor's degree.



## Cooperative Education Program

Antioch College is committed to being a place where students engage in the world through intentional programs off-campus. For more than 90 years, a critical component of our experiential education model has been our flagship Cooperative Education (Co-op) program, which expands the boundaries of the liberal arts learning environment by cultivating full-time work opportunities in a variety of employment settings. Students spend a minimum of four quarters working locally, nationally, or even internationally during their college careers. They simultaneously enroll in work portfolio courses designed to promote reflection on experience, encourage personal growth, and foster the development of communication and leadership abilities as well as specific employability skills. Each student's cooperative education plan is unique, reflecting their individual interests, talents and resourcefulness. Students expand their skills by actively relating what they learn in the classroom with what they are learning through experience. They apply for jobs or pursue other approved experiences in order to broaden their background, boost skills in areas of lesser competence, clarify career objectives, or rethink personal life goals.

The central component of the Cooperative Education program is supervised employment through which a student learns from their relationship with employers, colleagues, and from living independently in new settings. Work is also integrated into the life of the campus. Although it is not required, some students will work part-time either on or off campus during study terms. They work alongside their classmates and College staff in areas such as community life, the College Farm, Glen Helen, Advancement and the Admissions Office.

The premise is simple: learn by doing. What is the added benefit for 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 career-oriented employment. Students are thus guided through the steps of the application process, which involves developing a convincing resume, writing articulate cover letters, and participating in interviews. Students who do not receive an offer from one of the programs contacts or who desire a job that is unique to their interests may propose a self-designed co-op job.

### Work Portfolio Courses

During co-op 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 an electronic course management system.

Work portfolio courses are designed to guide student reflection on learning in their work settings and to encourage personal and professional growth during terms off campus. Each work portfolio course promotes reflection on the educational objectives, the experience, work effectiveness, employer feedback, and required readings.

Students must successfully complete four full-time co-op terms and earn eight credits in work portfolio courses. Work portfolio courses generally require journaling 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.

### Standard Study/Work Sequence

	Fall	Winter	Spring	Summer
First Year	Study	Study	Co-op	Study
Second Year	Study	Co-op	Study	Study
Third Year	Co-op	Study	Study	Co-op
Fourth Year	Study	Study	Study	

Students should note that while cooperative education experiences and work portfolio courses are corequisites, success or failure with either 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 an additional work portfolio course, as outlined below

They 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 425 or 450..

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 or 450.

**If students fail WORK 125T:** If a student fails WORK 125T, their prior work will not be accepted as a cooperative education experience. The student may register for WORK 125T again, and upon successful completion, may have their prior work experience accepted as a cooperative education experience provided it meets the requirements as discussed on pages 189-190 of this Catalog.

### **Getting a Co-op Job**

The responsibility of the Co-op Program faculty and staff is to develop relationships with employers and help students apply for available positions. Although the co-op program recommends students for jobs, it is up to the employers to decide whether or not they will hire a student.

### **Student financial responsibility during co-op terms**

While students are on co-op terms, they are responsible for their own expenses and budgeting. Students are also responsible for their travel to

and from their jobs, as is the case for travel between campus and home during breaks.

By formal petition to the dean of cooperative, experiential, and international education, students may seek approval to substitute a cooperative education job with a self-selected, paid or unpaid internship; a research appointment; or other academically or professionally significant experience.

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, experiential, and international education; and the completion of extra courses in the first three years of study, possibly leading to over-crediting situations. If this fifth co-op term is to be an international and/or language immersion experience, students must meet additional 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, experiential and international 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	<ul style="list-style-type: none"> <li>• Advising sessions with co-op and classroom advisors, focusing on prior planning, as early as possible</li> <li>• Permission of advisors and the dean of cooperative, experiential, and international education</li> <li>• Registration for WORK 475 (and successful completion thereof, generating 2 quarter credits)</li> <li>• Be in good academic and community standing</li> <li>• Earn at least 150 academic quarter credits before fall of the fourth year (approximately 10 credits taken early)</li> <li>• Earn remaining 28 credits over last two study quarters (average load:14 credits/quarter)</li> </ul>
International Fifth Work Term	<ul style="list-style-type: none"> <li>• Successful completion of all requirements above</li> <li>• Advanced planning and advising</li> <li>• Successful completion of one national co-op and a corresponding work portfolio course</li> <li>• Successful completion of 60 quarter credits of coursework (for international co-ops taken before fifth co-op, consult co-op advisor)</li> </ul>
Language Immersion Fifth Work Term	<ul style="list-style-type: none"> <li>• Successful completion of all requirements noted above</li> <li>• Advanced planning and advising, including an individualized language plan</li> <li>• Enrollment in three-year language track</li> </ul>

## 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, a student who comes to Antioch with no prior language experience 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.

<b>Language and Culture Credits for Degrees</b>				
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.

<b>Typical One-Year Language Plan</b>			
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. These students are still required to

take the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) in that language.

- Having achieved novice-high proficiency in a language other than Spanish, French, and Japanese. These students may only test out of the language requirement by taking the ACTFL OPI in that language.
- 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.

<b>Typical Three-Year Language Plan</b>			
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. All students, regardless of language background, are required to go through the language placement process prior to beginning their first study term at Antioch College.

Students with limited or no previous language experience in the language they will study at Antioch must start their language studies in their first quarter. Students who place in levels higher than Language 110 will begin their language studies when the course in which they have placed is offered. Students who, by placement, cannot begin their language studies in the first quarter they are at Antioch will have opportunities to maintain their language skills by participating in all of the activities the language program has in place to engage students outside of the classroom.

More advanced students who place in the 300 level should discuss their options with their language advisor. Students who are able to place in the intermediate level in a language other than the ones offered at Antioch should discuss their options with the language advisor. Students should not expect to be able to pursue any language that is not currently offered by Antioch College.

## **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 Canvas, Antioch College's learning 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. All students not exempted from the language requirement by reason of documented learning challenges are required to take the ACTFL OPI.

**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.

### **Language Credit by Examination**

Students may qualify for placement into higher-level language courses on the basis of foreign language placement examinations administered by Antioch College. Credit for lower level courses may only be awarded when the student completes an appropriate higher-level course with a minimum grade of B. Students may qualify to receive up to a

maximum of 14 credits by examination. These credits count towards the maximum number of credits a student may transfer to Antioch College (for current limits on please see the “Transfer of Credit” policy in the current catalog). Students may request credit by examination for language courses only once during their time at Antioch College. Credit by examination is only available in the languages that Antioch College currently offers. Students who wish to use this opportunity to earn language credits should speak to their language advisors during orientation.

In order to take advantage of this policy, students should:

- Obtain a copy of the Credit by Examination Form from the Office of the Registrar .
- Complete the form and return it to the Office of the Registrar by the third week of the study term following successful completion of the appropriate level course. This form will require the signature of the coordinator of the language program and the appropriate academic advisor.

For example, a student who places in Language 140 could receive credit for Language 130, Language 120, and Language 110. For additional information please see the chart below.

<b>Possible Credits by Examination</b>		
Course into which student places	Course(s) student receives credit for	Total Credits awarded
FRAN 110	None	0
FRAN 120	FRAN 110	4
FRAN 130	FRAN 110, FRAN 120	8
FRAN 140	FRAN 110, FRAN 120, FRAN 130	10
FRAN 210, 220, 230, 240, or 310	FRAN 110, FRAN 120, FRAN 130, FRAN 140	14
JAPN 110	None	0
JAPN 120	JAPN 110	4
JAPN 130	JAPN 110, JAPN 120	8
JAPN 140	JAPN 110, JAPN 120, JAPN 130	10
JAPN 210, 220, 230, 240, or 310	JAPN 110, JAPN 120, JAPN 130, JAPN 140	14
SPAN 110	None	0
SPAN 120	SPAN 110	4
SPAN 130	SPAN 110, SPAN 120	8
SPAN 140	SPAN 110, SPAN 120, SPAN 130	10
SPAN 210, 220, 230, 240, or 310	SPAN 110, SPAN 120, SPAN 130, SPAN 140	14

## **Community Life Courses**

Community Life supports the growth of students both personally and as community members through engagement in study and practice. Community Life courses are designed to provide knowledge and skills within the college's Liberal Arts Learning Outcomes. These outcomes include Intercultural Effectiveness, Social Engagement and Deliberative Action. Experiences within the community such as participation in governance and residence life are designed to be educational as well as supportive of the health of the community. Community Life courses are zero, one, or two credits and students can take them as electives (for open electives credit) at any time in their Antioch careers. Courses may also be open to the wider Yellow Springs and campus community.

Community Life courses fall into three categories; Contemplative Education (credit), Community Engagement (credit), and Health and Wellness (non-credit-bearing). Contemplative Education (CLCE) offerings support students in developing practices related to mindfulness, physical and emotional balance, self-awareness and empathy. Community Engagement Courses (CLCN) provide opportunities for students to develop interpersonal, social, intercultural and organizational skills that enhance their ability to effectively participate in the life of any community students choose to be a part of. Health and Wellness Courses (CLHW) support students' physical, mental, and emotional health. While Community Life courses are not a requirement for graduation, students are encouraged to take at least two to three Community Life courses during their Antioch career.

### **Contemplative Education Courses:**

CLCE 125 Mindfulness

CLCE 130 Yoga

CLCE 132 Yoga II

CLCE 140 To Shin Do

### **Community Engagement Courses:**

CLCN 120 Listening to Self, Listening to Other

CLCN 125 Intro to Intercultural Engagement

CLCN 130 Conflict Management

CLCN 135 Community Reporting

### **Health and Wellness Courses**

CLHW 105 Kettlebells

### **Academic Success and Basic Skills Courses**

Academic success and basic skills courses are designed to impart fundamental academic, study, and life skills that enable academic success, student development, and lifelong learning. These courses are designed to meet students where they are, and to ensure that students develop the skills necessary to succeed in college.

#### **List of Academic Success Courses**

ACAS 110      Foundations for College Success

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. Students who place into either ENG 090 or MATH 090 are encouraged to enroll in ACA 110. Students who place into both ENG 090 and MATH 090 are required to enroll in ACA 110. Upon successful completion of these courses, a student would then proceed to take courses that satisfy the writing and quantitative requirements. Students should be aware that the minimum passing grade for a basic skills course is a B.

#### **List of Basic Skills Courses**

ENG 090      College Writing Skills

MATH 090      College Math Skills

## 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, media arts courses integrate history and theory, engage critically with existing artworks, and instill 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.

Media Arts students have myriad opportunities for practical experience in the field: in courses that engage local radio, television, and cinema, and through a variety of national and international cooperative work opportunities, Antioch's media arts program emphasizes reflective action as media become, increasingly, an integral part of being human.

### Requirements in the Major

#### Core Requirements in the Major

MEDA 101	Media, Internet, and Society
MEDA 102	Basic Media Production
ARTS 494	Senior Seminar in the Arts
ARTS 495	Senior Project in the Arts



## Additional Requirements in the Major

### Media Arts History or Theory Course: Choose 1

MEDA 120	History of Photography
MEDA 220	History of Cinema
MEDA 320	Special Topics in Film History

### Introductory and Intermediate Courses: Choose 5

MEDA 110	Media Arts on Location
MEDA 120	History of Photography
MEDA 130	Practical New Media
MEDA 140	Lens & Body: The Portrait
MEDA 145	Lens & Space: The Social Landscape
MEDA 160	Sound Art
MEDA 220	History of Cinema
MEDA 230	Cyborg Art
MEDA 240	The Photographic Series
MEDA 250	Experimental Ethnography
MEDA 255	History, Memory, and the Cinematic Archive
MEDA 260	Experimental Broadcast
MEDA 270	Special Topics in Media Arts with Resident Artist

### Advanced Courses: Choose 4

ARTS 420	Image and Object
ARTS 430	Performance and the Document
MEDA 320	Special Topics in Film History
MEDA 350	Special Topics in Documentary
MEDA 390	Advanced Projects in Media Art
MEDA 420	Art and Money
MEDA 450	Fictions at the Fringe of Documentary
MEDA 470	Advanced Special Topics in Media Arts

### Additional Requirements in the Major

1 PERF or VISA	Foundation Course
PERF 103	Voice and Speech
PERF 104	Presence of the Performer
VISA 101*	2D Visual Language
VISA 102*	3D Visual Language

\* May potentially be met by AP, etc. credit

**1 additional course chosen from the following options:**

LIT 243 Introduction to Cinema

Any PERF or VISA non-foundation course (any level)

Any MEDA course not already counting towards the major (any level)

## 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

*\*May potentially be met by AP, etc. credit*

### 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

In the Visual Arts program at Antioch College an emphasis will be placed on the relationship between form and content. In this program, the study of art involves not only the development of strong technical skills both traditional and experimental, but also the development of visual literacy, 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 grow competent with the materials and methods of these media, introduced to the concerns that inform artistic practices across these media and move on to consider these media in their expanded fields. Students are asked to consider disciplinary boundaries, both malleable and fixed. The artist-in-residency program is designed to introduce students to courses in artistic practices not regularly offered at the college.

Every course in the Visual Arts major involves rigorous studio production, critical thought and discussion. Courses in Modern and Contemporary Art History and Visual and Critical Studies introduce students to ways in which artists have addressed—and informed—their social, political, economic, and material worlds. Students will be introduced to historical and contemporary artwork and a variety of texts, from artists' writings to critical theory.

The Visual Arts major will prepare students for graduate work in the Visual Arts or related careers, but visual art is, at its core, 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

### Foundations courses:

VISA 101\* 2D Visual Language

VISA 102\* 3D Visual Language

Any Foundation Course in Media Arts or Performing Arts

*\* May potentially be met by AP, etc. credit*

### 100 or 200-level non-Foundations Arts Courses in any arts area Visual Arts, Media and/or Performing Arts (Choose 2):

Recommended for the major:

VISA 110 Art on Location

VISA 270 Special Topics in the Visual Arts with Resident Artist

### 200-level Introductory Visual Arts Courses:

VISA 240 Drawing and Painting: Concepts, Materials and Methods

VISA 250 Sculpture: Concepts, Materials and Processes

### 300-level Intermediate Visual Arts Course (Choose 1):

2D track:

VISA 340 Intermediate Drawing and Painting

3D track:

VISA 350 Intermediate Sculpture

### 300/400-level Advanced Visual Arts Course (Choose 3):

VISA 440 Advanced Drawing and Painting Studio

VISA 420 The Figure in Space: Advanced

VISA 410 Comic Arts: Drawing Inside/Outside of Boxes

*Recommended for 2D track*

VISA 330 Installation Art

VISA 450 Advanced Sculpture Studio

VISA 400 Contemporary Collaborative Practices

VISA 460 A Primer on Social Practice

*Recommended for 3D track*

ARTS 410 Performance Installation

ARTS 420 Image and Object

ARTS 430 Performance and the Document

**3 History and Theory Courses:**

VISA 120 Modern Art History: Late 19th through the Mid-20th Century

VISA 220 Contemporary Art History: 1960 to the Present

VISA 320 Visual and Critical Studies Seminar

**Capstone:**

ARTS 494 Senior Seminar - Studio Practice and Critique

ARTS 495 Senior Project

## 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 410 Performance Installation

ARTS 420 Image and Object

ARTS 430 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 Lens & Body: The Portrait

MEDA 145 Lens & Space: The Social Landscape

MEDA 160 Sound Art



**Intermediate Courses**

MEDA 220	The History of Cinema
MEDA 230	Cyborg Art
MEDA 240	The Photographic Series
MEDA 250	Experimental Ethnography
MEDA 255	History, Memory, and the Cinematic Archive
MEDA 260	Experimental Broadcast
MEDA 270	Special Topics in Media Arts with Resident Artist

**Advanced Courses**

MEDA 320	Special Topics in Film History
MEDA 350	Special Topics in Documentary
MEDA 390	Advanced Projects in Media Art
MEDA 420	Art and Money
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:**

- VISA 110 Art on Location  
 VISA 120 Modern Art History: Late 19th through  
 Mid-20th Century  
 VISA 240 Drawing and Painting: Concepts, Materials  
 and Processes  
 VISA 250 Sculpture: Concepts, Materials and Processes

**Intermediate:**

VISA 220	Contemporary Art History: 1960 to the Present
VISA 270	Special Topics with Resident Artist
VISA 320	Visual and Critical Studies Seminar
VISA 330	Installation Art
VISA 340	Intermediate Drawing and Painting
VISA 350	Intermediate Sculpture

**Advanced:**

VISA 400	Contemporary Collaborative Practices
VISA 410	Comic Arts: Drawing Inside and Outside of Boxes
VISA 420	The Figure in Space
VISA 440	Advanced Drawing and Painting Studio
VISA 450	Advanced Sculpture Studio
VISA 460	A Primer on Social Practice

## 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

20 credits toward 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

### Foundation Courses: Choose 1

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

### Intermediate Courses in History A: Choose 1

4 credits toward the major

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

*\* May potentially be met by AP, etc. credit*

### Additional Intermediate Courses in History B: Choose 1

4 credits toward the major

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 234	Native American History
HIST 235	Asian American History
HIST 240	Gender Expression and Sexual Orientation: A Global History
HIST 250	The Construction of Race and Ethnicity in North America

*\* May potentially be met by AP, etc. credit*

**Intermediate Course in History C: Choose 1**

4 credits toward the major

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, Colonial- Present
HIST 233	U.S. Women's History
HIST 234	Native American History
HIST 235	Asian American History
HIST 240	Gender Expression and Sexual Orientation: A Global History
HIST 250	The Construction of Race and Ethnicity in North America

*\* May potentially be met by AP, etc. credit***Advanced Courses in History: Choose 3**

12 credits toward the major

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

**Advanced Courses in HIST, LIT, PHIL: Choose 2**

8 Credits toward the major

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
LIT 310	Studies in Major Authors
LIT 320	Gender in Literature
LIT 321	Ethnicity in Literature
LIT 330	Lit. Movements & Moments I (before 1850)
LIT 331	Lit Movements & Moments II (after 1850)

LIT 350	Advanced Creative Writing
LIT 351	Advanced Expository Writing
LIT 370	Special Topics: Advanced Theoretical Approaches to Literature
LIT 399	Advanced Independent Study in Literature
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 Contemp. Philosophy

## 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 243 Introduction to Cinema
- 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

*\* May potentially be met by AP, etc. credit*

### Advanced Courses in Literature: Choose 4

- 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 1**

PHIL 310	Special Topics in Philosophy
PHIL 331	Medieval 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 Also listed as ENG 250
LIT 251	Expository Writing I Also listed as ENG 251
LIT 290	Introduction to Advanced Study in Literature
LIT 299	Introductory Independent Study in Literature

\* May potentially be met by AP, etc. credit

**Additional Philosophy Courses: Choose 2**

Students must take an additional 2 non-foundations philosophy classes of their choosing.

PHIL 205	Philosophy of Religion (Also listed as ANTH 205)
PHIL 220	Existentialism
PHIL 221	Environmental Ethics & Political Theory
PHIL 225	Critical Thinking
PHIL 229	Eastern Philosophy
PHIL 230	Special Topics in Philosophy (Title Variable)

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

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 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
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 330	Ancient Philosophy
PHIL 331	Medieval Philosophy
PHIL 332	Modern Philosophy
PHIL 335	Feminist Philosophy & Political Theory
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

### Foundations

#### History Courses

- 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

## Foundations

### Literature Courses

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 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/ Advanced Expository Writing

LIT 351

LIT 370 Special Topics: Advanced Theoretical Approaches to Literature

LIT 399 Advanced Independent Study in Literature

## Foundations

### Philosophy Courses

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

PHIL 299 Independent Study (Intermediate) (1-4 credits)

### Advanced Courses

PHIL 310 Special Topics in Philosophy

PHIL 330 Ancient Philosophy

PHIL 331 Medieval Philosophy

PHIL 332 Modern Philosophy

PHIL 335 Feminist Philosophy & Political Theory

PHIL 399 Independent Study (Advanced) (1-4 credits)

PHIL 410 Special Topics in Philosophy (4 credits)

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 <sup>A</sup>	General Biology I
BIO 160 <sup>A</sup>	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 <sup>A</sup>	General Chemistry I
CHEM 160 <sup>A</sup>	General Chemistry II
CHEM 205	Organic Chemistry I
CHEM 330	Organic Chemistry II
CHEM 340	Biochemistry
MATH 115 <sup>A,B</sup>	Calculus I
PHYS 160 <sup>A</sup>	Physics I
PHYS 260	Physics II
SCI 494	Senior Seminar in the Sciences
SCI 495	Senior Project in the Sciences

<sup>A</sup> May potentially be met by AP, etc. credit

<sup>B</sup> A minimum mathematical level of Calculus I is required. Students must take as many math courses as necessary to reach this level. Fulfilling this requirement may require the use of elective credits.

## **Additional Requirements**

### **Introductory and Intermediate Courses: Choose 1**

BIO 210	Botany
BIO 230	General Microbiology
CHEM 220	Environmental Chemistry
ENVS 220	Aquatic Biology
SCI 297	Independent Scientific Research

### **Mathematics Course: Choose 1**

MATH 160 <sup>A</sup>	Calculus 2
MATH 330 <sup>A</sup>	Statistics

<sup>A</sup> May potentially be met by AP, etc. credit

## 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 <sup>A</sup>	General Biology I
BIO 160 <sup>A</sup>	General Biology II
BIO 215	Genetics
CHEM 105 <sup>A</sup>	General Chemistry I
CHEM 160 <sup>A</sup>	General Chemistry II
ENVS 105 <sup>A</sup>	Introduction to Environmental Science
MATH 115 <sup>A,B</sup>	Calculus I
MATH 330 <sup>A</sup>	Statistics
PHYS 160 <sup>A</sup>	Physics I
PHYS 260 <sup>A</sup>	Physics II

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

<sup>A</sup> May potentially be met by AP, etc. credit

<sup>B</sup> A minimum mathematical level of Calculus I is required. Students must take as many math courses as necessary to reach this level. Fulfilling this requirement may require the use of elective credits.

## 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 <sup>A</sup>	Calculus II
SCI 297	Independent Scientific Research

<sup>A</sup> May potentially be met by AP, etc. credit

### 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

### **Research Courses**

SCI 297 Independent Scientific Research

SCI 397 Advanced Scientific Research

### **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 <sup>A</sup>	Cultural Anthropology <i>and</i> 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

<sup>A</sup> *May potentially be met by AP, etc. credit*

#### 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 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 <sup>A</sup> 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)

<sup>A</sup> *May potentially be met by AP, etc. credit*

### **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 <sup>A</sup>	Principles of Economics
PECO 210 <sup>A</sup>	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 <sup>A</sup>	Statistics
SSC 490	Social Science Research Methods
SSC 494	Senior Seminar in the Social Sciences
SSC 495	Senior Project in the Social Sciences

<sup>A</sup> May potentially be met by AP, etc. credit

**Additional Requirements****Intermediate Courses in PECO: 1**

PECO 280      Global Political Economy  
                     Also listed as ANTH 280

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 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 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 affective 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 <sup>A</sup>	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 <sup>A</sup>	Statistics
SSC 490	Social Science Research Methods
SSC 494	Social Science Senior Seminar
SSC 495	Social Science Senior Project

<sup>A</sup> May potentially be met by AP, etc. credit

## 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 290	Independent Study (Intermediate)
PECO 210 <sup>A</sup>	U.S. Political System
PECO 220	Intermediate Microand 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)
PSYC 210	Ecopsychology
PSYC 240	Somatic Psychology
PSYC 242	Cognitive Psychology
PSYC 250	Depth Psychology
PSYC 252	Community Mental Health

<sup>A</sup> *May potentially be met by AP, etc. credit*

### 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 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 Also listed as PECO 310
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 Proposal 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 their preliminary plan by Week 5 of the Fall Quarter of their second year, and should have their final plan approved by the end of the Summer Quarter of their second year. Only Self-Designed Major Proposals that meet the requirements outlined below (which are discussed more fully in the Self-Designed Major Proposal document, available in the Registrar's Office), will be approved.

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 than any existing major.
  - Must be accomplished using existing College resources, including official consortial relationships and approved collaborative arrangements
  - Must not contain more than 3 independent studies.

- The degree name:
  - Must be approved by the Self-Designed Major committee and advisors, who must consult faculty in the relevant academic disciplines.
  - Must not match any name of a major currently offered at the college.
  - Must not match any name of a known external major with different requirements.
  - Degree title is “Self-Designed Major: (approved name).”

**To declare a Self-Designed Major, a student must:**

- Find 2 advisors, primary and secondary, who represent the most significant disciplines of the proposed SDM, and who agree to accept responsibility for advising the student. The advisors must be full time faculty members. The primary advisor must be a divisional faculty member (Arts, Humanities, Sciences, Social Sciences), and the other may be any full time faculty (divisional, Language and Culture, Co-op, etc.). Both advisors must be approved by the Self-Designed Major Committee.
- The primary advisor is one of the subject area experts, and is the advisor who is principally responsible for
  - +Overseeing all aspects of the student’s SDM major
  - +Monitoring the student’s progress towards degree completion
  - +Instructing a student to submit a new Proposal for a previously approved SDM that has been changed in any way
  - +Evaluating and crediting the Senior Project.
- The secondary advisor is principally an additional subject matter expert involved at the inception of the SDM process, and is called upon as necessary. However, the secondary advisor is welcome and encouraged to participate more deeply.
- Complete a preliminary degree audit, and give copies to the SDM advisors at the inception of the process.
- Meet with academic advisors jointly for the planning of the Self-Designed Major, and again for the planning and approval of the Senior Project.

- Complete the Self-Designed Major Proposal (available in the Registrar's Office; submit to Registrar's Office), which includes but is not limited to:
- Proposed title of the Self-Designed Major
  - +Includes rationale for the title and evidence that the proposed title does not match a known external major with different requirements (samples of known external majors with the same requirements, and of related majors with different requirements, are helpful)
- List of courses and relevant activities (such as co-op or other experiential learning, community life, and so forth), as appropriate
- Personal statement of purpose (explain and justify plan):
  - +Includes topic, learning objectives, curricular rationale, and an explanation of the interconnectedness of the proposed courses and activities.
  - +Must clearly and coherently rationalize all Majors Courses.
  - +If the degree is to be a Bachelor of Science, a rationale as to why it should be a BS and not a BA
- Letters of Support from the primary and secondary advisors
  - +Includes judgment of appropriateness of coursework and activities, both to the major and to the proposed title
- Signature of all parties (student, classroom and coop advisors, registrar).

The student is responsible for collecting all materials and for submitting a complete Proposal to the Registrar's Office. Upon receipt of the Self-Designed Major Proposal, the Registrar's Office will do an initial check for completeness, and will forward the Proposal to the Self-Designed Major Committee for review.

## 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:
  1. These credits count for general education and not towards the major
  2. These courses must be specifically addressed in the student's plan, and be clearly justified and articulated as part of the greater whole
  
- Eleven courses in the major meeting the following criteria:
  1. They should be 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.

**Self-Designed Major****Leading to the Bachelor of Science Degree**

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
  - These credits count for general education and not towards the major.
  - At least two must be from the sciences division.
  - These courses must be specifically addressed in the student's plan, and be clearly justified and articulated as part of the greater whole
  
- Thirteen courses in the major meeting the following criteria
  1. They should be 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). At least two of these must be from the sciences division
  4. At least four must be at the 300 or 400 level (not including the senior seminar or senior project). At least two of these must be from the sciences division
  
- 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.*

### ACAS 110

Foundations for College Success (2 credits)

This course provides an extensive overview of the college experience that will afford students the opportunity to understand and implement various strategies for academic and personal success to assist them in their college persistence. Topics covered during this course include, but are not limited to: an orientation to campus resources, study skills development, critical thinking, learning styles, emotional intelligence, engaged learning, writing and speaking effectively, information literacy skills, planning and goal setting. Additionally, this course will focus on principles that will empower students to become active, responsible learners in and out of the classroom. Various methods of being successful in diverse learning and social environments will be explored, including opportunities to discover self-motivation and acceptance of personal responsibility. Pre-requisite/Conditions of Enrollment: Course is **recommended** for students place into ENG 090 or MATH 090. Course is **required** for students who place into both ENG 090 and MATH 090.

### 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

##### 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. *Cross-listed as PHIL 205.*

#### 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 or instructor's permission.

## 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. Prerequisite: one PECO or ANTH foundation course. *Cross-listed as PECO 250.*

## 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 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. *Cross-listed as PECO 280.*

## 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.

### 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

#### 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. *Cross-listed as PECO 310.*

### 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, 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. *Cross-listed as PSYC 315.*

### 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.

### ANTH 360

#### Writing Culture (4 credits)

Seldom is ethnography considered a writing genre like 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.

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 410

Performance Installation (4 credits)

In this studio seminar course we will focus on an interdisciplinary genre of visual art production that investigates the relationship between things, spaces, as well as embodied or engaged subjects (either viewer and performer): Performance Installation. It grows out of the collapse of a work's autonomy, medium specificity, and sense of eternal and inert matter. In this course we will inquire about the conditions or boundaries of performance when integrated with the immersive sculptural practice of installation art. We will move through four topics: Performing Matter, The Active Performing Spectator, Installation Artist as Performer, and Social Performance/Site. Pre-requisites: PERF 104 and VISA 240 or VISA 330. Offered every third year.

ARTS 420

Image and Object (4 credits)

This course focuses on art at the intersection of sculpture and photo/video: art that is made for the camera, ephemeral or inaccessible, viewable

or persisting only in the form of documentation. Course will develop themes around the work of Fischli & Weiss, Nina Katchadourian, Dennis Oppenheim, Robert Smithson, Patty Chang, Bruce Naumann, Gabriel Orozco, Cai Guo-Qiang, Ana Mendieta, Andy Goldsworthy, Roman Signer, etc. Prerequisite: MEDA 102 and any 300-level MEDA, VISA, or PERF course, or instructor's permission.

#### ARTS 430

##### Performance and the Document (4 credits)

This course focuses on art at the intersection of performance and photo / video: art that is performed for the camera, wherein televisual presence is a crucial part of the performance. Course will develop themes around the work of Carolee Schneeman, Vito Acconci, Eleanor Antin, Bas Jan Ader, Chris Burden, Richard Long, Guy Ben-Ner, etc. Prerequisite: MEDA 102 and any 300-level MEDA, VISA, or PERF course, or instructor's permission.

#### ARTS 494

##### Senior Seminar - Studio Practice and Critique

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 an artist statement, create a CV, document their body of work, and write a research paper about the artistic practice of a recognized contemporary artist. 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, biology, math 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 105, BIO 160. Having MATH 105 or similar statistical background is recommended.

### 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: BIO 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: BIO 160 and BIO 215.

### 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: 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 electrolyte 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,  $^1\text{H}$  and  $^{13}\text{C}$ -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.

## CLCE 125

## Mindfulness (2 credits)

Mindfulness introduces students to the practice of sitting, walking, writing and movement meditation in a secular context. We will cover the history of these practices, some of the current developing research and pedagogies. The heart of the course will be experiential and reflecting, learning and reflecting on the practices themselves. Weekly focus on quieting the body, the mind and the emotions will lead to the development of habits of emotional intelligence such as self-awareness, empathy and interpersonal resonance. Students will be expected to practice at least one time per week outside of class, to maintain a log of their practice and write weekly one page reflections on the readings. The writing practice will engage students in class to create a reflective journal that will be shared with the group in ongoing read-back throughout the term.

## CLCE 130 Yoga I

## (1 credit)

Explore the ancient art of Yoga through the postures (asanas), breath work (pranayama), relaxation techniques and philosophy. The postures

are taught with attention on healthy alignment of the joints and spine, integrating the use of props as necessary. The class will emphasize how to integrate the practice into everyday life to promote balance and well-being in the body and mind. Students can expect also to engage with written reflections and readings on yoga philosophy. Yoga is non-competitive. It is a spiritual practice increases muscle strength and flexibility as well as improves health and well-being.

#### CLCN 120

Listening to Self, Listening to Others (2 credits)

Community Life Community Engagement Courses are designed to provide community members with the opportunities to learn and practice skills that would allow them to be more effective as community members. In this course, the art of listening will be considered in the following ways: Listening as an interpersonal skill, as a social justice strategy, as community building, as an art-making strategy and as a contemplative practice. Students will be introduced to various approaches to listening. These will include story circles, group listening, the interview process, journaling techniques, and group singing.

#### CLCN 125

Intro to Intercultural Engagement (2 credits)

This course is designed to give students an introduction to the history, theory, and practice behind effective intercultural dialogue. We will discuss issues of race, though we will certainly discuss the many intersecting identities that make such interaction difficult and potentially volatile. The course will make use of books, articles, blogs, videos, and films for course material. The course will be highly participatory and discussion driven. Brief lectures, films, and guest speakers will also be utilized periodically to add depth and meaning to the course topics. Students will be asked to keep a journal/blog for the duration of the course with reflections on the course material and related interactions outside the course. Students will be asked to submit current event topics to discuss with the class bi-weekly. Students will be required to submit a final paper/project (group or individual) based on the course material.

#### CLCE 140

To Shin Do (2 credits)

Students will be provided with all the key ingredients to emerge safely from unexpected danger, whether physical, mental or emotional. The course will follow the Taijitsu Level 1—foundations of self-protection

curriculum as outlined in *The Ninja Defense* book and DVD. Students will have the option of testing for belts and move through the To Shin Do curriculum to black belt. Taijitsu Level 1 training is effective physical, intellectual, and emotional self-protection—an exciting excursion into empowering self-development. To determine the 12 most common surprise attack ambush assaults likely to be thrown at good people by dangerous aggressors, To Shin Do founder Stephen K Hayes interviewed law enforcement officers, security professionals, nightclub doormen, emergency room doctors, and even coroners. He then designed his first phase of training to show you how to win in the 12 surprise attacks most likely to occur in a hostile confrontation, how to rescue other people in those 12 threat situations, how to use 12 natural body self-defense tools, and how to develop the grounded presence of focused command in high-pressure situations.

#### CLHW 105

##### Kettlebells (0 Credits)

Kettlebell has been proven to simultaneously increase cardiovascular health and significantly strengthen muscle, bone and connective tissue, developing both endurance and explosive power. Physical exercise supports healthy neuro-chemical regulation, leading to healthier emotional states, stress reduction, boosted endorphins, regulated metabolism and enhanced mental focus. It has been shown that exercise increases the amount of plastic neurons generated in the hippocampus, (the learning part of the brain) and so students who engage in sustained physical activity actually increase their capacity to learn and retain information. The kettlebell program at Antioch College will intentionally support and challenge community members at all physical fitness levels. Each class will be fun, supportive, educational and empowering. Each class will consist of warm-up, skill building and individual and group instruction. In addition to twice weekly class times, students will have the opportunity to practice on their own in an open gym session. Students will be required to log at least one hour per week in addition to the instruction times and show documentation to the instructor. This course does not carry credit towards a Bachelor's degree.

#### 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 is a Basic Skills course, which requires a grade of B or higher to pass, and does not carry credit towards a bachelor's degree. Co-enrollment in ACAS 110 recommended.

### 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. Prerequisite: ENG 090 with a grade of B or higher, or an appropriately high score on the writing placement exam. Corequisite: Global Seminar of the same theme and term. *Cross-listed as GSW 105.*

### 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. Prerequisite: ENG 105/GSW 105 or instructor's permission. *Cross-listed as LIT 250.*

### 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. Prerequisite: ENG 105/GSW 105 or instructor's permission. *Cross-listed as LIT 251.*

### 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 an electronic copy to the instructor. Prerequisite: ENG 250/LIT 250. *Cross-listed as LIT 350.*

### 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: ENG 251/LIT 351. *Cross-listed as LIT 351.*

### 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: 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: BIO 160 and either MATH 105 or MATH 110 or a higher level math course.

## ENVS 310

### Soil Science (4 credits)

This course explores the nature, properties, and use of soil to capture 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, ENVS 310, ENVS 305 (or concurrent enrollment in ENVS 305).

## 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. Pre-requisites: ENVS 105, CHEM 105, ENVS 305 (or concurrent enrollment therein); CHEM 220 and ENVS 220 recommended. Offered as needed every two to three year.

## 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 or concurrent enrollment in 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, socioeconomics, 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 of 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. Prerequisite: MATH 090 with a grade of B or higher, or an appropriately high score on the

mathematics placement exam. Corequisite: Global Seminar of the same theme and term.

### 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. Prerequisite: ENG 090 with a grade of B or higher, or an appropriately high score on the writing placement exam. Corequisite: Global Seminar of the same theme and term. *Cross-listed as ENG 105.*

### 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, rise of complex societies, 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 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 234

#### Native American History (4 credits)

Native American History will consider the development of people who over thousands of years established cultures in North America 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. The various ways that Native American people sought ways to survive and in some cases thrive will be explored. Offered as needed every two to three years.

### HIST 235

#### Asian American History (4 Credits)

Asian American History will explore the factors that led to a growing Asian presence in the United States, and the uniquely hostile reaction that Asian Americans faced 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 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 110. 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. Typically, 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. Typically, 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 243

##### Introduction to Cinema (4 credits)

This introductory-level course will offer students the opportunity to “read” the cinematic text as a distinct literary form. Students will watch, discuss, and critique a variety of cinematic texts in order to gain a critical appreciation of the different cinematic modes, including narrative film and documentary, through a survey of films from various countries and periods. Students will gain a sense of how historical and social contexts inform the filmic text, be introduced to film criticism, and learn to employ common critical terms used in the close analysis of cinematic texts. Note: this is not a production class. Offered as needed every two or three years.

## 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. Prerequisite: GSW 105/ ENG 105 or the equivalent and/or by instructor's permission. *Cross-listed as ENG 250.*

## 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. *Cross-listed as ENG 251.*

## 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 major approaches and debates within literary study 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. Pre- requisite: 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 major period within a particular 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 major period within a particular 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

#### 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. *Cross-listed as ENG 350.*

### 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: LIT 251. Offered as needed every two to three years. *Cross-listed as ENG 351.*

### 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 is a Basic Skills course, which requires a grade of B or higher to pass, and does not carry credit towards a bachelor's degree. Co-enrollment in ACAS 110 recommended.

### 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. Prerequisite: MATH 090 with a grade of B or higher, or an appropriately high score on the mathematics placement exam.

### 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. Prerequisite: MATH 090 with a grade of B or higher, or an appropriately high score on the mathematics placement exam.

### 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: MATH 107 or an appropriately high score on the mathematics placement exam.

### 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 an appropriately high score on the mathematics placement exam.

### 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.

### 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 may 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, 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 (e.g. 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 learn the essentials of: camera work for still and moving images, image correction, digital collage, video editing, cinematic language, sound recording and composition. Topics include: file formats, light and color, digital compression and conversion, online distribution and (creative) copyright. As the gateway to most media arts classes, MEDA 102 is where students start learning to think with media.

## 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 covering major technological developments and artistic movements, focused on instances where photography shifted the human sensorium, changed our understanding of time, and spawned developments in Western sciences and pseudo-sciences (e.g. biology, anthropology, criminology, phrenology, etc.). Students learn to think clearly and write well with photographs, while they strive to understand how the flood of contemporary imagery affects individuals and society.

### MEDA 130

#### Practical New Media (4 credits)

This course will deepen students' grasp of the technical skills necessary 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. While technically demanding, this course will also address artistic precedents and the social potential of networked media art. Prerequisite: MEDA 101.

### MEDA 140

#### Lens & Body: 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, as we endeavor to think with our cameras and see with our bodies. Topics may include: the performance of identity; video portraits; 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 145

#### Lens & Space: The Social Landscape (4 credits)

While traditional landscape photography evinces Romantic notions of Nature as separate from (and thus impervious to) human Culture, many photographers now choose to show how mixed up these categories really are. Students will be immersed in historical and contemporary

approaches to landscape, urban space, and architecture, while they begin to apprehend space and create original images to dwell in. Course will incorporate readings and written responses, in addition to the technical skills necessary to produce an ambitious final project in still photography and/or video. Prerequisite: MEDA 102

#### 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

##### History of Cinema (4 credits)

This course is an overview of cinema history in terms of movements, technology, and style. In conjunction with weekly screenings, students will explore major ideas in – and approaches to – film theory while they also learn the basics of clear and critical description: a skill that is useful in disciplines across the humanities. Note: students must attend a weekly film screening, which happens outside of class.

#### MEDA 230

##### Cyborg Art (4 credits)

According to philosopher 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 240

##### The Photographic Series (4 credits)

Still photographs create 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 250

##### 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 255

##### 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 260

##### Experimental Broadcast

Students will collaboratively produce weekly broadcasts for both Channel 5 (Yellow Springs Community Television) and WYSO (Antioch college's radio station, the Miami Valley NPR affiliate). Theories of broadcast and historical examples of its creative use serve as jumping off points for our own experiments. Students will become fluent in broadcast standards as they work as journalists, DJs, curators and producers. Among other topics, this course addresses notions of audience, place, simultaneity and community. 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 320

#### Special Topics in Film History (4 credits)

Whether focused on a movement in cinema history (e.g. France's Nouvelle Vague), or on a frontier between cinema and other disciplines (e.g. psychoanalysis), this course will develop the student's critical vocabulary and philosophical understanding of the medium. This is primarily a history and theory course, though instructors may allow students to produce original media art rather than a research paper. Course topics will vary, and may include: Cinema and Psychoanalysis; The History of Documentary; Imagining Time and History; The French New Wave; Spectacle, Nation, and Identity, etc. MEDA 320 may be repeated for credit given different course topics and titles. Prerequisite: MEDA 220 or instructor's permission.

### MEDA 350

#### Special Topics in Documentary (4 credits)

An intensive seminar focused on a particular approach to documentary production. Course will include weekly screenings, readings, journal reflection and class discussion. Students will produce one major project over the course of the quarter, either individually or collaboratively with other students, utilizing the documentary approach elaborated in this course. Course topics will vary, and may include: Cinéma Vérité; Travel and Essay; Performative Documentary; Fake Documentary; Radio Documentary, etc. May be repeated for credit given different course topics and titles. Prerequisite: MEDA 250, 251, or 260 (if MEDA 350 topic is video-focused); or MEDA 160 or 260 (if topic is audio-focused).

### MEDA 390

#### Advanced Projects in Media Art (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 420

##### 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 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 socioeconomic 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 microand macro-economics.

### 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 neoclassical and Keynesian economic analysis. Prerequisite: PECO 110.

#### 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. Offered every two years. Prerequisite: ANTH 105, ANTH 110, PECO 105, or PECO 110. *Cross-listed as ANTH 250.*

#### 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

## 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. *Cross-listed as ANTH 280.*

## 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

## 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, PECO 105 or instructor’s permission. *Cross-listed as ANTH 310.*

### PECO 315

#### 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

West African Percussion: Technique and Improvisation (1 credit)

Ensemble drumming is practiced throughout West Africa. Drum ensembles play for recreation, ceremonies, weddings, funerals, parties, and religious meetings. Other instruments often join the drums to accompany singing and dancing. Drumming, singing, and dancing are often performed in a circular formation. This course is designed to allow students to explore the following pedagogies: Modeling of rhythms and other performance practices, aural learning through imitation and practice, listening and analysis.



**PERF 109****Fundamentals and Extensions of Music (2 credits)**

This course teaches the basics of music theory and standard notation. Topics include familiarity with the staff system, clefs, note placement, pitch names, scale types, key signatures, intervals, basic harmony, rhythmic notation and practice, voice leading, sight singing, and phrase analysis. The work of the course will involve worksheets on various theoretical issues, drill of basic pitch and rhythm concepts, and listening to examples with the goal of improving aural analysis and fundamental musical abilities. In addition to the theoretical and practical aspects of music, the course will also delve into cross-disciplinary issues such as the cultural development of music in humans; music, language and communication; and the interface of music with sociology, anthropology, mathematics and physics.

**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 world views. 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: 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

## 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. *Cross-listed as ANTH 205.*

## 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 230

Special Topics in Philosophy (Title Variable) (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: none, but one 100-level PHIL course is suggested. Offered as needed. This course may be taken more than once as long as the course title and description are distinct.

#### PHIL 299

##### Independent Study (Intermediate) (1-4 credits)

The independent study is an opportunity to engage closely in research, analysis, and writing with a philosophy faculty member and to earn credit for philosophic study outside of the formal classroom setting. Prerequisite: At least two courses in PHIL at Antioch College may be required at instructor's discretion. By instructor's permission only. This course may be taken as an elective more than once as long as the course title and description are distinct

#### 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. This course may be taken as an elective more than once as long as the course title and description are distinct

#### 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 399

#### Independent Study (Advanced).

The independent study is an opportunity to engage closely in research, analysis, and writing with a philosophy faculty member and to earn credit for philosophic study outside of the formal classroom setting. Prerequisite: PHIL 299. By instructor's permission only. This course may be taken as an elective more than once as long as the course title and description are distinct.

## 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. . This course may be taken as an elective more than once as long as the course title and description are distinct

## 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 application 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: MATH 115.

## 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 and its 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 psychological 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. Prerequisite: PSYC 105.

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. Prerequisite: PSYC 105.

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. Prerequisite: PSYC 105

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 communities. 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 or Self-Design majors with psychology as a main disciplinary area with third-year standing and permission from the instructor.

### 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, folktales and fairy tales, regional geography, cinema, mythodrama, 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. *Cross-listed as ANTH 315.*

### 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 sociopolitical 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 350

#### 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, world views, 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 or permission from the instructor.

### 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 psychology 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 297

##### Independent Scientific Research (variable credits)

Gain scientific research experience. Students will practice the process of science by participating in the design and implementation of an independent research project. Students will use peer-reviewed scientific literature, make a formal presentation of their research and will be encouraged to present research at professional scientific meetings. This course may be taken for one to four credits and may be repeated once. The instructor and student determine credit hours based on expected

time commitment and complexity of the project. Prerequisite: 8 credits of college science AND permission of Instructor.

### SCI 397

Advanced Scientific Research (variable credits)

Students will practice the process of science by designing and implementing an independent research project. Students will use peer-reviewed scientific literature and statistical analyses to frame and analyze independent research. Students will make formal presentations of their research and will be encouraged to present research at professional scientific meetings. Students will work independently but schedule regular meetings with their research course instructor. This course may be taken for one to four credits and may be repeated once. The instructor and student determine credit hours based on expected time commitment to the project. Prerequisite: 16 credits of college science AND permission of Instructor.

### 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 110. 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 literary 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. Prerequisite: SPAN 330 or special permission of the language faculty following the appropriate screening.

## SRP 494

## Senior Reflection Paper (1 credit)

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. This course is writing intensive, and serves as one of the final samples of student writing. Prerequisite: Senior standing. Corequisite: Registration for final term (work or study) at Antioch College.

#### 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 appropriate 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 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

##### 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 250

##### 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 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: Permission of the instructor.

### VISA 320

#### Visual and Critical Studies Seminar (4 credits)

The class will study selected investigations concerning contemporary 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. Prerequisite: At least one 200-level VISA studio or art history course.

### 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

## 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 240.

## VISA 350

## Intermediate Sculpture

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. Pre-requisite: VISA 250

## VISA 400

## Contemporary Collaborative Practices in the Visual Arts (4 credits)

Over the last four decades a growing number of artists have adopted a mode of working that is radically different from the usual modernist model. In some cases collaborative artists are working in traditional art world channels, but in other cases artists are collaborating with people or groups outside the world of art. The artists often create work with, not for a community, and share decision making with people not ordinarily given a place in the world of museums or other art world sites. This work is often intertwined with progressive educational philosophies and radical democratic theory. Resultant artworks express a wide variety of social and aesthetic positions. In this studio seminar course we will examine collaborative contemporary artistic practices and explore the various modes or methods of creative co-generation in the visual arts through study and practice. Our work will consider the relationship between process and product, the complicated circumstances surrounding authorship and the social/political implications of making work 'together.' Pre-requisites: VISA 240 or VISA 250 or Permission of the Instructor. Offered every third year.

## VISA 410

## Comic Arts: Drawing Inside/Outside of Boxes (4 credits)

This course is an exploration of comics and the graphic novel as a storytelling art form. Emphasis is placed on storytelling concepts and technical drawing skills. Students will use research, storyboarding, writing, critique, and revision to foster the foundation for a personal voice. Students will also learn ways in which images can tell a full story independent of the written word, through tone, pace, time, and implied dialogue. This course includes discussions of important contemporary comic artists who are pushing the boundaries of comic narrative. Students will consider the political and social potential of the comic and graphic novel through an investigation of these contemporary practitioners. Areas of focus will include gender, race and class representation. Pre-requisite: VISA 240, or by permission of the instructor. Offered every third year.

## VISA 420

## The Figure in Space: Advanced Figure Drawing (4 credits)

In this figure drawing course students will work from the model to explore advanced figure drawing possibilities through a wide range of historical approaches and media. Study will include second and third dimensional form, silhouette, planes and volume, movement and counter movement, rhythm and tension. Students will gain confidence in distortion, foreshortening, manipulation of viewpoint, and the compression of the picture plane. In this course drawing will be approached as conceptual as opposed to solely observational. Pre-requisite: VISA 340. Offered every third year.

## VISA 440

## Advanced Drawing and Painting Studio (4 credits)

This course is designated for advanced majors in the Visual Arts on the 2D track. Students will focus on the development of two substantial individual projects that illustrate or present a distinctive artistic voice and work on the development of a concise artist statement through multiple revisions. Pre-requisite: VISA 340. Offered every third year.

## VISA 450

## Advanced Sculpture Studio (4 credits)

This course is designated for advanced majors in the Visual Arts on the 3D track. Students will focus on the development of two substantial

individual projects that illustrate or present a distinctive artistic voice and work on the development of a concise artist statement through multiple revisions. Pre-requisite: VISA 350. Offered every third year.

#### VISA 460

##### A Primer on Social Practice (4 credits)

In the last generation, art has claimed new territory. This territory, commonly described in art academia as an ‘expanded field,’ involves not only art viewing contexts but encompasses spaces of daily life and practice, sociopolitical spheres, and draws regularly from non-art disciplines. The motivations and methods utilized in the “production” of this work are diverse and its successes (or criterion to determine success) are highly contested. In this studio seminar course we will pack our proverbial bags and take a trip into this grossly expanded field of socially engaged art and social practice. We will familiarize ourselves with numerous works, projects and methodologies that have been developed or proposed over the past 50 to 60 years, we will plunge deeply into the diverse historical frameworks leading up to and situating this work inside or outside art history, and we will saturate our inquiries with the impassioned voices of this works’ skeptics and supporters through readings, blogs, interviews, field trips and visiting speakers. With rich historical and theoretical knowledge framing our practices, we will produce our own socially engaged work, both individually and collaboratively. Our primary text will be: *Education for Socially Engaged Art: A Materials and Techniques Handbook*, 2011. Pre-requisites: VISA 240 or 250 or permission of the instructor. Offered every third year.

#### WORK 050

##### Agrarian Systems Work Portfolio (2 credits)

Through this introductory-level work portfolio focused on reflecting, writing and group work, students learn to incorporate experiential education and action into their Antioch College Education. Work Portfolio 050 is designed for deposited students to take during the summer term immediately prior to matriculation in the fall. The co-requisite for this course is a confirmed and approved agriculture or food production job. This course is asynchronous. It takes place in a virtual classroom in which students work at their own pace within the guidelines of the assignments and the due dates indicated by the instructor. Although there is a wealth of interactions, they are initiated and controlled by the student in terms of time and space. This course

does not carry credit toward a bachelor's degree.

### 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. Prerequisite: WORK 125T or 150.

### 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 responses 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. Prerequisite: WORK 250.

#### 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 coworkers and supervisors who serve as mentors and guides to help the student's thinking about next steps and entree into postbaccalaureate 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 125T 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. Prerequisite: WORK 425 or above and permission of co-op faculty.

#### 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 coop 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: November 15\***

**Notification on or around: December 15**

\*This is a binding application; you agree to enroll at Antioch College if accepted and will submit your enrollment deposit by January 1. You will receive an early financial aid estimate. Students not admitted under the early decision plan may be deferred to regular admission candidacy.

**Regular Decision Deadline: February 1**

**Notification on or around: 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

	Academic Year 2014-2015
<b>Direct Fees</b>	
Tuition*	\$30,250
Housing	\$6,170
Board	\$3,550
<b>Total Direct Fees</b>	<b>\$39,970</b>
<b>Indirect Fees</b>	
Community Governance	\$200
Activity (includes Wellness Center, Theater, Technology, Records)	\$500
Books**	\$750
Personal **	\$1,500
Travel**	\$1,000

\*Tuition includes four quarters

\*\*Estimated fees

## 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 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 term are listed in the curriculum catalog. The unofficial withdrawal date is the last day of attendance.

## Refund Policy

<b>Withdrawal Date</b>	<b>Refund</b>
Two weeks or less	80
Between two and three weeks	60
Between three and four weeks	40
Between four and five weeks	20
More than five weeks	0

*Room and board rates will be prorated*

## Student Accounts and Billing

Each student is financially responsible for their student account. Students are responsible for providing a current billing mailing address. All balances must be paid prior to the first day of class each term or payment arrangements must be set-up and approved by the Finance department. Payments can be made by cash, check, money order or credit card.

Payment plans are available as an alternative option to ensure payment of your bill. Payment plans must be paid in three equal installments by the beginning of the following months indicative of each term:

Fall Term:	October, November, & December
Winter Term:	January, February, & March
Spring Term:	April, May, & June
Summer Term:	July, August, & September

Students electing the payment plan will be assessed a \$25.00 processing fee per quarter. All accounts must be paid in full at the end of each

term. Students may elect to have their net pay from an on-campus job transferred to their student account by completing the appropriate form.

Failure to send the full payment or to sign up for the payment plan option and pay on time will prevent the student from his/her registration for classes and a HOLD will be placed on their account. In addition, transcripts, grades and narrative evaluations will not be issued to any student with an outstanding balance . Students with outstanding balances at the end of each term will not be permitted to attend classes for the next term, receive grades, or participate in graduation ceremonies.

### **ADDITIONAL/SPECIAL FEES**

Additional/special fees are charged to students who enroll for specific courses and/or instructional lessons. For details, see the listing of special fees and charges on the college website.

### **PLACEMENT TESTING**

All new, including transfer, students to Antioch College are required to take placement assessments in Writing, Mathematics, and Foreign Languages during new student orientation. Placement assessment results are used to determine course placement upon enrolling in classes at Antioch College and to determine any special needs students may have for supplemental instruction and support. Students who may be exempt from taking the placement assessment will be informed of their assessment status during orientation.

There is no exemption from placement testing in Foreign Languages. However, exemption from taking the Writing or Math assessment will only be based upon accepted transfer credit reviewed prior to new student orientation and upon achieving the designated score requirements on the following standardized exams:

- AP (Advanced Placement)
- IB (International Baccalaureate)
- ACT
- SAT

Official transcripts and exam scores must be received and accepted by Antioch College prior to the first day of new student orientation for

exemption consideration. Students who submit transcripts during or after new student orientation will be required to take the placement assessment in Writing, Mathematics, and Foreign Languages. The score received on the assessment will be the only consideration of course placement at Antioch, even if transcripts and/or standardized exam scores are presented to the College any time during or after new student orientation. This includes anytime after matriculation has been established at Antioch College.

## **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 after official acceptance to Antioch College. The Registrar's Office will facilitate the approval process between the student and division or program. Students will receive a preliminary transfer credit evaluation that will indicate the courses that have been approved to transfer to Antioch.

### **Quarter vs. Semester Credit Conversion**

Antioch College currently accepts a maximum of thirty (30) transferable quarter 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. To convert quarter credits to semester credits, multiply by two-thirds. To convert semester to quarter credits, multiply by 1.5. For example, a student who has earned 20 credits at an institution on a semester calendar would earn 30 quarter credits at Antioch College.

### **Courses and Examinations Not Accepted for Transfer of Credit**

Antioch College reserves the right to deny credit for courses that are not compatible with those offered in its undergraduate degree programs. Some general categories of courses and examinations never receive transfer credit or, in some instances, receive credit on a restricted basis only (see items marked with an asterisk in the list that follows). Examples of courses and examinations that are not accepted for transfer of credit include:



- Remedial courses considered below college level (usually numbered below 100).
- Courses offered for non-credit continuing education units.
- Courses providing instruction in English as a Second Language (100-level or above).
- Examinations offered by the College-Level Examination Program (CLEP).
- Non-academic/vocational-technical courses. \*
- Competency or proficiency credit earned from an exam at another college or university.
- Correspondence Courses

### **Indicators on Transcript**

Grades earned at other colleges and universities are not transferable or included in the calculation of grade point averages at Antioch College. Transfer credit for courses must be completed with a minimum grade of 'C' grade. Grades and grade points for courses transferred will not be reflected on the transcript. Transfer credits are recorded with a grade indicator of a "T" and the hours are included in the student's earned hours. Upon review of transfer credit for courses that receive "P," "NP," "CR" or "NC" indicators, only the "P" grade may be converted to a "C" or 2.0 equivalency. Courses with No Pass (NP), Credit (CR) or No Credit (NC) indicators on a transcript under transfer review are not considered transferable.

### **Foreign Language Courses**

Since Antioch College's language requirement is proficiency based, credit for language courses may be considered as open 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. For further information, see the Language and Culture section of the Curriculum Catalog.

### **Military Credit**

Credits awarded for Armed Forces Training Schools (AFTS) coursework may be considered for transfer credit not to exceed 10 quarter credits. Official military transcripts must be submitted to the Registrar's Office for evaluation prior to matriculation. The American Council on Education (ACE) Military Guide presents ACE credit recommendations for formal courses and occupations offered by all branches of the military.

The military guide provides recommendations, however, Antioch has the primary discretion when reviewing and accepting transfer credit based upon the established framework of degree requirements, policies and practices. No credit is awarded for Military Occupational Specialty (MOS) programs.

### **Overlapping Content**

If a division or program considers two of its courses to have overlapping content, credit will be awarded for only one. For example, if a transfer course in Chemistry has overlapping content in General Chemistry I (CHEM 105) and General Chemistry II (CHEM 160), credit is granted for either CHEM 105 or CHEM 160. Divisions, programs or courses in which such overlapping occurs, may include, but are not limited to: Anthropology, Biology, Chemistry, Environmental Sciences, Political Economy, Foreign Languages, History, Literature, Mathematics, Media Arts, Performance, Philosophy, Psychology, Physics, and Visual Arts. Restricted Transfer Credit\*

### **Vocational/Technical Courses**

Transfer credit will not generally be awarded for vocational or technical courses. However, a maximum of 10 quarter credits may be awarded in transfer for college-level vocational-technical courses when they have been allowed as electives based upon the established framework of degree programs, policies and practices at Antioch. When allowed, these credits will apply only toward elective credit.

### **Current Antioch Students**

Current Antioch College students who complete coursework at another college or university after initial enrollment at Antioch 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 (AP) and International Baccalaureate (IB) examinations. Incoming first-year and transfer students with sufficiently high scores on appropriate AP and IB exams of the appropriate level may receive academic credit for their scores. Credits associated with acceptance of AP and IB scores will be evaluated on a case-by-case basis. Students are encouraged to inquire at the Registrar's Office for more information. Note that credits awarded for exam scores count against a student's total allowable transfer credits, and are subject to all of the policies regarding transfer of credit. Official score results must be submitted to the Registrar's Office. An AP/IB transfer chart is listed on the college website, which identifies approved course considerations and additional specifications in relation to credit for AP/IB examinations.

### **Transfer Placement for Relevant Work Experience**

Students who transfer to Antioch College with at least second-year status may be eligible for placement into the Work Portfolio for Transfers (WORK 125T) course during their first quarter of enrollment and may have their prior work experience counted as one of the cooperative education experiences required for a Bachelor's Degree, 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 students matriculating as members of the classes of 2015, 2016, 2017 and 2018 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 end of their junior year. 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 by APRC to enroll for less than 12 credit hours on a quarterly basis. A student must

petition for part-time status by the 7th week of the quarter prior to the term during which they intend to enroll part-time. 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**

A non-degree seeking student who audits one or more courses may register for them without credit and without a grade. Audit Request Forms are available in the registrar's office and a fee may be assessed. Refer to the college website for additional fees in relation to auditing a course.

Any degree-seeking student may audit a course with permission of the instructor and if class size allows on the first day of classes. When determining an overload (more than 18 credit hours per term), the Registrar's Office includes the audit credits as part of the overall credit load. If an overload scenario should occur, a petition to overload must be submitted with the student's registration form in order for the course to be included in the overall enrollment for the term. No student may 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 any fees associated with enrolling in the course, must be paid before such arrangements are made in the Registrar's Office. 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.

	<b>Quality of Performance</b>	<b>Letter Grade</b>	<b>Grade Point Equivalent</b>
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 or credit. 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.

**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 in calculating the grade point average.

**INC**—An “incomplete grade” is a temporary indicator assigned when a written request has been initiated and submitted by the student, approved by the faculty member and submitted in the Registrar’s Office by the last day of the study or coop term reflective of the request for incomplete. Verbal approvals for incompletes are not acceptable. The incomplete grade is not automatic or appropriate for students who

have not managed to complete coursework in a timely manner. A grade indicator of incomplete (INC) may be assigned when a student, due to a documented serious illness or other similar incapacitating circumstances, is unable to complete all course requirements within the term and receives the instructor's permission to complete certain requirements at a later date. The student must be passing the class with a grade of a C or better before consideration of granting 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.

**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 also serves as a place holder on the student's transcript until the teacher is prepared to submit the final grade or due to the death, dismissal, departure or permanent incapacitation of the instructor of record or in relation to any situation in which there is no possibility of ever obtaining information regarding course grades, credits, or narrative evaluations from the instructor of record. Furthermore, 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 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.

**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.

**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. An NP grade generates no attempted or earned credit and is not calculated in the GPA. AP grade generates attempted and earned credit, but is not counted in the GPA calculation. 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.

**T**—A “transfer credit” indicator identifies credit that was approved and transferred to Antioch College. This indicator is also used for credit by examination. 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.

**W**—A withdrawal indicator is used in two capacities:

1. When one or more, but not all, classes are dropped in a quarter. **Deadline:** This code reflects a withdrawal/drop after the drop/add deadline by the end of the 7th 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.

2. When a student has submitted a request for leave or withdrawal from the College during a term of enrollment. A student who is granted leave will be withdrawn from all enrolled courses and W will be recorded on the official transcript.

3. This indicator may also be used for an audited course that was not completed successfully.

Deadline: Requests for a leave or 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 assessments must be taken before the start of the first term of enrollment at the College.

### **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 and narratives are available for students to access no later than the Friday of the second week of the following term. Grades and narratives may be available earlier than this date, but no later than the published time frame. 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 (myACCESS) or submit a Request for Transcript at the registrar's office. Students should allow for up to fifteen business days for the request to be processed. Students will be contacted via e-mail when the transcript request is ready for pick up or has been mailed. 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 their transcript in person. On the request form, a student can request for grades, or narratives or both to be included with or printed on the transcript

## 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 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 Academic Support 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 (I) 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 (I), 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.

## Grade Mediation: Appealing a Grade or Narrative Evaluation

Students may appeal grades and narrative evaluations on procedural grounds. That is, they may question whether the grade was awarded fairly, or the narrative written properly, according to clear standards, and in a manner consistent with stated policies of Antioch College. An appeal begins with a conversation between the student and instructor. If this discussion does not lead to a conclusion, the student, after consultation with their faculty advisor, may contact the Vice President for Academic Affairs (VPAA). The VPAA's primary role in the process is as a mediator. The VPAA may

advise the student on the merits of the case and shall, at the request of the student, mediate between student and instructor. This mediation must occur within one academic term after completion of the course. A meeting of all parties or separate meetings of the VPAA with each party may be arranged. Sometimes the VPAA may recuse her/himself and refer the case to the Associate Dean of Academic Affairs (ADAA) or another academic administrator. Under no circumstances is the VPAA, the ADAA, or any academic administrator allowed to change the grade or narrative evaluation assigned by the Instructor of Record. If at any point in the process the Instructor of Record discovers that the grade/narrative in question was due to an error (miscalculation, incorrect transcription, typographical error, etc.), then the Instructor of Record is free to change the grade/narrative according to the Change of Grade Policy found in this Catalog.

If this mediation does not lead to a result agreeable to the parties, either or both may request a mediation hearing before the Academic Policy and Review Committee (APRC). The VPAA (or her/his designee) shall request a special session of APRC. The hearings shall be recorded during the presentation and discussion of evidence with all parties present. APRC shall meet in executive session for deliberation, which will include a comprehensive review of the documents of the case. After deliberation, a recommendation is presented, which will reflect an equitable review in the interest of both parties as it seeks to determine if grading procedures/evaluation processes were somehow faulty and if a remedy is feasible. The recommendation of APRC will be deemed final and shall be recorded in the student's record in the Registrar's Office. APRC may not change the grade assigned by the Instructor of Record except in clear cases of professional misconduct. If APRC believes misconduct has taken place, the committee shall formally notify the VPAA for possible further action. While APRC may not change a narrative evaluation, it may have the Registrar remove the narrative evaluation in question from the student's official record.

### **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 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.

Narrative evaluations for introductory language courses will be written after students take the OPI and complete the Language 140 course. Similarly, narrative evaluations will be written for Language 240 courses in the intermediate sequence. In the advanced sequence, narrative evaluations will be written for every course according to the guidelines indicated below. Students may obtain a narrative evaluation for any course upon request to the instructor. Guidelines for these requests will be provided in the syllabus at the beginning of each course.

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 available to accompany the official transcript. Narrative evaluations for incompletes must be submitted at the time the course grade is changed by the instructor.

Narrative evaluations are not required in the following instances:

1. Audits: A student that is auditing a course.
2. Failing Grade: A student that receives a failing grade in the course (F grade).
3. Overall Student Enrollment of More than 25: A student enrolled in a class that has an overall enrollment 25 or more students. If a student would like to have a narrative for the course, it is the student's responsibility to contact the instructor of record to request a narrative evaluation. This request must be provided to the instructor of record no later than week 5 of the following term.

## **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 begins during week 8 of each term. Students should register for their co-op term and the following term during the pre-term registration period before their co-op term.

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

### **Over-Crediting**

Full-time students may choose to take 12-18 credits per quarter. Under specific circumstances, which generate additional fees of \$100 per overcredit, and which may have negative impacts upon student success, full-time students may take more than 18 credits. This situation is referred to as "over-crediting", and is an option available to students, although it is typically not recommended in most academic situations.

To take more than 18 credits, a written request, the "Over-Crediting Petition" (available in the Registrar's Office), must be submitted to the Registrar before the student registers for courses, and before the end of the pre-term registration period immediately prior to the term

indicative of the request (preferably) or before the add/drop deadline. Students should note that there must be a compelling and coherent academic rationale as to why the overcredit request should be granted. In the event of denial of overcrediting, the Registrar will notify the student, and students may appeal to the Academic Policy and Review Committee (APRC), whose decision is final.

The following conditions and restrictions upon over-crediting exist:

- 1) Students must have the permission of their academic adviser.
- 2) Students may not take more than 22 credits, under any circumstances.
- 3) Students within their first term at Antioch College may not over-credit, regardless of past history, transfer status, etc.
- 4) Students must be in good academic standing; the sole exception is if a student must over-credit as part of the terms of academic probation.
- 5) Students must be in good financial standing.
- 6) Students must be in good community standing (no outstanding or unresolved disciplinary actions).
- 7) Students must not have any outstanding Incompletes or unresolved Academic Integrity or No Grade indicators.
- 8) Students must have earned all attempted credits in the last term (work or study).
- 9) Students must have a minimum GPA of 2.5.
- 10) Students may not overcredit in any term during which they are also enrolled in a Basic Skills class (currently ENG 090, MATH 090)
- 11) Students may petition the Academic Policy and Review Committee (APRC) for an exception to restrictions 1-10. Students should note that the academic rationale for such a request is paramount, and that the decision of APRC is final.
- 12) Credits for audited classes count towards determining over-crediting.
- 13) Overcredit petitions from students with third- or fourth-year standing will not be approved unless the student has an up-to-date, signed degree plan on file in the Registrar's Office.
- 14) Students may not take more than a total of 18 over-credits during their Antioch career.

**Adding and Dropping of Courses**

The Drop/Add period of academic registration will end one week (7 days) after the first day of classes at 5:00 PM. (Example: Classes begin on Tuesday, Drop/Add will end the following Tuesday at 5:00 PM.) During the Drop/Add period, students are permitted to add and drop courses from their registration; the signatures of the student's academic advisor and of the instructor whose class is being added are required. When a class is dropped during the Drop/Add period, there is no record of the dropped course on a student's official academic record. After the Drop/Add period, requests to add a courses are review on a cases-by-case basis by the Registrar and a late registration fee may be applied.

**Specific Courses that Cannot Be Dropped**

Placement testing for writing, quantitative skills, and language proficiency occurs during new student orientation, which takes place immediately before the beginning of the students' first study term on campus. In the event the student's placement test results indicate they do not meet the minimum college-level requirements, students must enroll in the appropriate basic math skills (MAT 090) or basic writing (ENG 090) course. Students who experience placement in both basic courses are required to register for the Foundations for College Success (ACAS 110). Students are not allowed to drop the basic math, basic writing or College Success course unless the student is permanently withdrawing or taking a leave of absence from the college. Official documentation for withdrawal or leave of absence must be submitted to the Registrar's Office before the withdrawal is placed on the student record.

Upon successful completion of the basic math and writing courses, a student would proceed to take courses that satisfy the writing and quantitative requirements. If a student should not successfully complete MAT 090, ENG 090 or ACAS 110, the course(s) must be retaken during the next term of offering. A student who elects to enroll in MATH 090, ENG 090 or ACAS 110, who is not automatically placed in the course(s) due to placement test results, will have the option to drop the course(s) during regular established times during the term.

**Retaking a Course**

All grades submitted by faculty are recorded on a student's official transcript. However, a student may retake 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 passing grade earned during the retake will replace the initial grade and be included in the calculation of the GPA. Courses in which grades of a C- or below are earned may only be repeated once. Any grade earned after the first retake of a course will be averaged into the student's grade point average, which will include the grade earned upon initially taking the course. Students may not retake 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](http://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). Students approved to take a language offered at a SOCHE member college or university due to proficiency level and placement, are exempt from this requirement during their first year of enrollment at Antioch College.
4. Must meet all eligibility requirements of the host institution.
5. Must have no unresolved disciplinary issues in the Office of Community Life.
6. Must be an enrolled student prior to and during the term of cross registration
7. The course creating cross registration must not be in the form of an Independent Study.

If the requirements for cross-registration are met, it is the student's responsibility to complete the following:

- Obtain the Applications: Obtain a copy of the Antioch College Cross-Registration Application and SOCHE Cross-

Registration Form (available in the registrar's office)

- **Advising:** Meet with a faculty advisor and identify course offerings at consortium member institutions. Course offering options must be identified on the Cross-Registration Applications.
- **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. Students registered for more than 18 credits (between the home and host institution), will be responsible for fees incurred due to over crediting. If you are over crediting, you must speak with a financial representative/bursar to establish expectations for payment.

### **DEADLINE OF APPLICATION/REQUEST SUBMISSION:**

Both cross-registration forms must be submitted to the registrar's office no later than the Friday of the first week of the pre-term registration period prior to the term of cross registration.

**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.

### **CLASS ENROLLMENT POLICY**

Registration will guarantee the student a place in class only when the student registers and attends classes during the drop/add period or if the instructor approves the registration by instructor signature on the Schedule Adjustment Form. Any student appearing at a later time may or may not be admitted, at the discretion of the instructor. This policy is designed to remove from the class students who have no serious intent to take a course and to make space available to admit other students who would like to enroll. Even pre-registered students may be removed from a class which they do not attend during the add/drop period of any term or when notification of intent to take the course is not given to the instructor by the end of the drop/add period.

### **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 also request that a student be administratively withdrawn if significant absences occur. Faculty may lower a grade when absences occur. Refer to the syllabus for each registered course for specific requirements and expectations per faculty.

### **General Policy**

To ensure the integrity of the academic process and for federal financial aid compliance, attendance will be recorded by the faculty and reported to the College Registrar's Office at the end of weeks 1 and 2, during submission of midterm grades and at the end of each term. Additionally, instructors should notify the Registrar's office of any student who stop

attending class after the second week. A student is considered a non-attende in any course modality when he or she does not physically attend a class session or does not log in and participate in the course content as per the federal financial aid guidelines.

Students who receive federal financial aid and do not physically attend or log into classes will be dropped from their classes and have their financial aid cancelled or reduced. The federal government mandates that federal monies for non-attendees who receive federal financial aid be returned to the Federal Government. For additional information concerning Financial Aid, refer to the Financial Aid section of this catalog.

### **I. Late Arrival/Return to Campus**

New Students:

All new students are expected to attend new student orientation based upon the published dates/time frame in the academic calendar. If unforeseen circumstances position new students to arrive after the first day of new student orientation, the student must receive approval by the Dean of Community Life. The Dean of Community Life will communicate the student's late arrival to Academic Affairs to ensure that arrangements are made to facilitate aspects of new student orientation (i.e. placement testing, general education requirement overview, registrar and academic services overview, academic advising and registration) upon the student's arrival to campus. Late arrivals will not be approved if the anticipated date of arrival is after the 2nd week of the initial term.

Continuing/Returning Students:

The academic calendar at Antioch College has been designed to provide sufficient class time to meet curricular requirements of our programs. Each day in every term is important to our students' educational experience. Thus, it is the expectation that all continuing/returning students return to campus during the designated times published in the academic calendar. Due to unforeseen circumstances, a written request to return to campus after the start of the term must be submitted to the Registrar's office by the 9th full week of the term prior to the term of the request. Request forms are available in the Registrar's Office. All students requesting a late arrival or early departure must follow the process found on the form. The written request must clearly identify the

reason for the late return and the anticipated date of return to campus. Students arriving to campus after the 2nd week of the term should consider a leave of absence and pre-register for the following term. Any request with an anticipated date of arrival after the 2nd week of the term will be denied. No exceptions. In the event that the request for late arrival is approved, it is the student's responsibility to meet with staff in Residence Life and Community Life to confirm departure plans from the residence hall/community.

## **II. Early Departure from Campus**

The academic calendar at Antioch College has been designed to provide sufficient class time to meet curricular requirements of our programs. The beginning and end times of each term are reflected in the academic calendar. Each day in every term is important to our students' educational experience. Thus, it is the expectation that all continuing/returning students depart from campus at the end of each term after experiencing regularly scheduled final exams during finals week (last week of each term), including submission of any final assignments, reports, projects, etc. that are due to the instructor of record of enrolled courses in each term. A request to experience an early departure from campus must be submitted to the Registrar's office in writing by the 9th full week of the term of the early departure. Request forms are available in the Registrar's Office. The written request must clearly identify the reason for the early departure and a plan for completing final exams, assignments, projects, etc. before departure. In the event that a student departs from campus without prior approval, the student may earn a failing grade in enrolled courses. In the event that the request for early departure is approved, it is the student's responsibility to meet with staff in Residence Life and Community Life to confirm departure plans from the residence hall/community.

## **II. Early Arrival/Late Departures**

Students who are in need of arriving or departing from campus prior to or after the published time frames in the academic calendar must receive approval through the Office of Residence Life and Community Life. Advance notice of the students intent to arrive early or depart late from campus is required.

### **III. Accommodations for Religious Holiday Observances**

It is the responsibility of the student to seek accommodations for religious observances during each term. Students must inform their instructors in writing within the first two weeks of each quarter of their intent to observe the holiday, even when the exact date of the holiday will not be known until later. When alternative arrangements for missed work are possible, they should be made at the earliest opportunity prior to the observance of the holiday with the instructor of record of each enrolled course affected by the student absence.

#### **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.

#### **Credits Earned in the Final Two Years Policy**

Antioch College recognizes that the learning that takes place in the final two years during a student's course of study is the most intense, and the College especially values the deep study that takes place during the Senior Seminar and the Senior Project. It is for this reason that the following Policy is in place:

- 1) 45 of the last 90 quarter credits earned towards a Bachelor's Degree must be earned through Antioch College.
- a) Students who will not pursue the optional fifth co-op are required to take all credits in the final three study terms of the fourth year through Antioch College, based on an average load of 15-16 credits per study term.
- b) Students who are pursuing the optional fifth co-op are required to take
- i) All credits in the final two study terms,

- ii) All credits in the final two work terms, and
  - iii) A portion of the credits of the study term before the final two work terms through Antioch College, based on an average load of 15-16 credits per study term and 4-5 credits per work term.
- 2) The Senior Seminar, the Senior Project, and the Senior Reflection Paper, which represent capstone educational experiences, must be taken at Antioch College, and not through any consortial arrangement.
  - 3) Consortial arrangements, such as cross-registration through SOCHE or GLCA, may be used to meet up to 20 out of these 45 credits, with the exceptions of the Senior courses noted above.

### **Satisfactory Academic Progress**

The College's degree programs are designed for completion in 15 quarters (11 study terms and 4 work terms) in four years. In order to meet the minimum graduation requirements of 180 academic credits and four full-time work terms in that time, students should earn an average of 15-16 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.

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 timely academic advice and support services. The number of credits earned, work experiences successfully completed, and grade point average (GPA) are the criteria by which academic progress is gauged.

### **CREDITS**

By the end of the first year students are expected to have earned 50 or more credits. Students earning below 45 credits will receive a warning letter informing them that they have not met the normal standard of progress in this regard. Students earning below 40 credits will be placed on academic probation for failing to meet this minimum standard of progress. By the end of the second year students earning below 95 credits will receive a letter of warning. Students earning below 80 credits will be placed on probation. The third year differs from the first two in that two cooperative work terms are scheduled during that period.

For this reason, students earning below 130 credits after the third year will receive a warning letter. Students earning below 112 credits will be placed on academic probation.

### **GPA**

If a student does not maintain a cumulative GPA of 2.0 or better, they will be placed on academic probation. In order to make students better aware of potential problems in this regard, those who earn less than a cumulative GPA of 2.7 but at least a 2.4 will receive a letter of concern. Students whose cumulative GPA falls below 2.4 will receive a letter of warning.

### **Co-op**

Students who do not successfully complete one of their co-op terms will receive a letter of warning informing them that they will need to make arrangements on their own to complete a replacement co-op at the end of their fourth year. If a student fails to complete two co-op terms, they will be placed on academic probation and required to make arrangements for additional co-op terms and to fulfill other requirements as identified by the APRC.

The following chart provides a guide for normal academic progress towards four-year degree completion.



### Normal Academic Standards of Progress for Full-Time Students

	Year 1	Year 2	Year 3	Year 4
Credits Earned	50	100	135	180
GPA	2.00	2.00	2.00	2.00
Foundation <sup>A</sup>	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 <sup>A</sup>	--	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 <sup>B</sup>	Novice-high proficiency	Int. Prof (3-year track)	Variable (3-year track) <sup>B</sup>	--

<sup>A</sup> 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.

<sup>B</sup> 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 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 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
Credits Earned	40	80	112	150	180
GPA	2.00	2.00	2.00	2.00	2.00
Foundation <sup>A</sup>	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 <sup>A</sup>	--	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 <sup>B</sup>	--	Novice-high proficiency	--	Variable (3-year track) <sup>B</sup>	

<sup>A</sup> 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.

<sup>B</sup> 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 to a 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.

The Academic Policy and Review Committee (APRC) governs all processes related to probationary sanctions, suspension and dismissal. The APRC also monitors students' progress with regard to general education requirements. If students are not meeting stated benchmarks in a timely manner, the APRC may make referrals to the Office of Academic Support Services, the First Watch Intervention Committee as well students' advisors in order to prompt better compliance with academic standards.

### **Alert Level: Academic Concern**

**GPA Standard:** 2.7 – 2.4 cumulative 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 from 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:** 2.39 – 2.0 cumulative or quarter GPA**Intervention Credit Standard:** <45 after the 1st year, <95 after the 2nd, <130 after the 3rd year**Co-op Standard:** Any co-op failure will trigger a warning the first time.**Intervention Conditions:** 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 GPA or two consecutive terms with quarter GPA below 2.0.**Credit Standard:** <40 after the 1st year, <80 after the 2nd, <112 after the 3rd year**Co-op Standard:** Any second co-op failure will trigger probation and appropriate intervention conditions.**Intervention Conditions:** Students who are placed on academic probation by the APRC will receive a letter from the Registrar's Office 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, has received less than a 2.0 cumulative GPA, has received less than a 2.0 for two consecutive quarters, or has failed two co-ops. In addition to case-specific recommendations outlined by the APRC, the student will be expected to 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. Other conditions deemed appropriate by the APRC

In the event a student completes one 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. It should be noted that the APRC will review the Early Alert Report, Mid-Term Report and final grades for any student placed on probation. If the student does not meet minimum standards of progress, achieve the minimum term or cumulative GPA, or fulfill other terms of probation, 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 continued on extended probation, 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 permanent official transcript.

### **Sanction Level: Academic Suspension**

**GPA Standard:** A quarter GPA of less than 2.0 while on probation.

**Credit Standard:** Earned less than 12 credits while on probation.

**Co-op Standard:** Third co-op failure.

**Academic Suspension 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 or has been denied extended probation.
2. The quarter or cumulative 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 and maintaining good standing with College student accounts. The Intent to Reenroll Form may be obtained from and returned to the Registrar's Office.

A status notation of suspension will appear on the student's 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 had been living in campus housing.

#### **Sanction Level: Academic Dismissal**

**GPA Standard:** Less than a 1.0 cumulative GPA , failure to meet the term or cumulative GPA expectation and intervention conditions upon return from suspension.

**Credit Standard:** Failure to earn a minimum of 8 credits at the end of the first term of enrollment or a minimum of 12 credits in any quarter after returning from academic probation.

**Co-op Standard:** Fourth co-op failure.

**Intervention Conditions:** Students who are placed on academic dismissal will receive a letter from APRC informing them of the decision. A status notation of academic dismissal will appear on their academic transcript. Students who are dismissed from the College are expected to remove all of their personal items from campus and will not be permitted to store any belongings.

#### **Consequences of Academic Sanctions**

Probationary status can result in ineligibility for financial aid (including scholarships and grants) as well as the required withdrawal from participation in special programs during the term(s) of academic sanction. 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 a decision by the Academic Policy and

Review Committee (APRC) on matters of suspension or dismissal they must submit a written appeal to APRC through the Registrar's Office detailing additional information previously not provided, inaccuracies, or any perceived deviation from the process. In certain cases a student may be invited to appear before the Committee in order to discuss the decision. The written appeal must be submitted to the registrar no later than five working days after the initial decision.

### **Secondary Appeal**

Students who may have additional claims after an appeal of the initial APRC decision has been upheld 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.

### **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 if they desire to reenroll in the College. 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.

A student dismissed for academic reasons may petition the College for reinstatement after one calendar year. By letter to the APRC, the student should provide evidence that they have taken steps to correct the problems that contributed to their academic deficiencies. Such evidence may include successful full-time course work at another institution of higher learning, productive work experiences, or other significant achievement. The student should also submit at least two letters of recommendation and a proposal for a course of study.

## **Leaves and Withdrawals**

### **LEAVE OF ABSENCES**

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

**Academic Leave**

A leave indicative of an academic opportunity such as participation in research, study abroad, employment related to educational goals or off-campus study of various kinds. Students applying for an academic leave must provide appropriate supporting documentation.

**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.

**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.

**SUBMISSION OF LEAVES OF ABSENCE:**

Requests for academic leave must be submitted to the Registrar's Office and reviewed by the APRC. Upon review, APRC will request that the Registrar send the student an official letter confirming the leave of absence and conditions for return to Antioch. The letter will be sent through e-mail and regular U.S. postal mail.

Submission of leaves of absence for other reasons (i.e. personal, medical, military) must be submitted to the Dean of Community Life. Upon review by the Dean of Community Life, an official letter confirming the leave of absence and conditions of return to Antioch will be sent to the student. The letter will be sent through e-mail and regular U.S. postal mail.



### **DEADLINE FOR SUBMISSION OF LEAVES OF ABSENCE:**

The deadline for submission of the Notice of an Academic or Personal Leave of Absence is by the Friday of the seventh full week of each quarter. Medical leave notices can be submitted any time during the quarter or during breaks between terms. If notice is submitted for a term where registration or enrollment has occurred, the student will be withdrawn from all courses and W's will be recorded on his or her official transcript. Requests for Leave forms are available in the registrar's office (academic leaves) and in the Office of Community Life (personal, medical and military). Submission of completed notices must include any additional documentation that supports the student's request for leave.

All students who receive financial aid from Antioch College must consult with the Office of Financial Aid before taking a leave of absence. For information on refund of tuition and fees, please see the "Refunds" section in this curriculum catalog. Repeated leaves may jeopardize the ability of a student to graduate within four (4) years.

### **RETURN TO ANTIOCH FOLLOWING A LEAVE OF ABSENCE**

A student who has taken a leave of absence may be eligible to return to Antioch College. A Notification of Intent to Re-enroll (within 12 consecutive months from taking leave) or a Petition for Enrollment Reinstatement (12 consecutive months or longer from taking leave) 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 notification or request for reinstatement and the student will be informed about the decision upon completion of the internal process. The notification and petition can be obtained and submitted in the Registrar's Office.

### **WITHDRAWAL**

There are two types of withdrawals at Antioch College:

1. Administrative Withdrawal/Dismissal
2. Permanent Withdrawal

#### **Administrative Withdrawal/Dismissal:**

Students may be withdrawn from any or all classes or from the College by the appropriate administrator or APRC if they fail to meet specific

standards of academic progress and overall academic performance, failure to attend class, display unjustifiable behavior in the classroom or community, disrupt or impede the learning of other students, fail to answer College summons, or refuse to pay outstanding tuition balances. When such withdrawal occurs, an “AW” (Administrative Withdrawal) will be entered on the student’s record. If withdrawal from course/courses occur after the last day to drop a class without record, a grade indicator of “WF” (withdrawal failing) will be recorded. A faculty member may initiate an administrative withdrawal from a course. However, the Vice President for Academic Affairs must approve all “AW” requests concerning academic issues that are initiated by individual faculty. Students who have been administratively withdrawn from Antioch College may not register for courses offered by the College, whether on-campus or online. Students on administrative withdrawal must contact the Registrar to discuss being removed from administrative withdrawal and resume taking courses. A Request to Re-establish Enrollment must be completed and submitted in the Registrar’s Office.

### **Permanent Withdrawal**

Any student can permanently withdraw from Antioch College at any time. A student may provide official notification of his or her intent to withdraw from the College by contacting the Dean of Community Life in writing. The withdrawal date will be the date the student begins the withdrawal process (submission of intent in writing). Should the student withdraw from and leave the College prior to the end of the term, the official transcript will reflect the grade earned in all enrolled courses at the time of notification of intent to withdraw.

## **CAMPUS E-MAIL**

### **General Policy**

Antioch College provides its computer systems and e-mail access for academic and administrative purposes. Access to these systems is a privilege, and every user is expected to use good judgment when using the e-mail system.

The Antioch College e-mail system is considered an official means of communication, and all members of the campus community are expected to check their e-mail on a regular basis. E-mail accounts will be created and deleted according to the E-mail Account Management Policy.

The e-mail messages express the views of the individual author and may not reflect the views or opinions of the college as a whole.

The College's e-mail system should not be used to send messages containing material that is fraudulent, harassing, sexually explicit, profane (including slang or abbreviated profanity), obscene, intimidating, defaming, or otherwise unlawful or inappropriate. Violations of this nature are considered very severe. Any offense detected will be handled swiftly and to the fullest extent allowed under college policy, including, where appropriate, academic dismissal, termination of employment, and civil or criminal action. Any violation of policy will be handled in the following manner:

- Students will be referred to the Dean of Community Life for disciplinary action/sanction;
- Faculty will be referred to the Vice President for Academic Affairs;
- Staff will be referred to their immediate supervisor;
- Human Resources will take appropriate action as outlined in the policy manuals for Faculty and Staff.

## **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.

### **Federal Education Rights & Privacy Act (FERPA)**

The Family Education Rights & Privacy Act (FERPA) grants four specific rights to current or former students with respect to their educational records. Those rights are:

1. the right to inspect and review all the information about them held by Antioch College;
2. the right to seek amendment of incorrect records;
3. the right to some control over disclosure of the students' education records; and
4. the right to file a complaint with the FERPA office in Washington, D.C.

For more information about students' rights under FERPA, review the Student Records Policy on page 217 or on the college website. Problems or questions concerning the Student Records Policy may be brought to the College Registrar.

## 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, experiential and international 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:

<b>Admissions documents for applicants who do not enter, whether accepted or rejected</b>	Three years
<b>Admissions documents for applicants who enter (with the exception of letters of recommendation, which are destroyed upon admission)</b>	Five years after date of student's last attendance
<b>Academic transcripts, grades, and narratives</b>	Retained permanently
<b>Enrollment certification and verification</b>	One year after certification or verification date
<b>Financial aid documents</b>	Five years after date of student's last attendance
<b>Work program grades, narratives, and evaluation</b>	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.

### **CHANGE OF STUDENT DATA**

Students who need to change specific data elements to reflect current information on their student record must submit a Change of Student Data Form. By using this form, the following data elements can be identified and changed:

- Correct Mailing Address (any type, i.e. home, local, billing, co-op, etc.)
- Correct Birthdate
- Correct Social Security Number
- Any other aspect of data not identified in this or other sections of the Curriculum Catalog

### **PREFERRED NAME POLICY**

Antioch College recognizes that as a community, many of its members use names other than their legal names to identify themselves. As long as the use of this different name is not for the purposes of misrepresentation, the College acknowledges that a “preferred name” can be used wherever possible in the course of college business and education.

Therefore, it is the policy of the college that any student may choose to identify themselves within the college’s established communications and records management systems (i.e. campus e-mail, course management system, student information system, etc.) with a preferred name, in addition to the person’s legal name. The preferred name option provides

for choosing a different first, middle, or last name, or any combination thereof. Students in transition may also change their gender designation.

At this time, examples of where your preferred name would be used are:

- Campus Directory
- Class Rosters, Degree Audits, Term Schedules and Advisor Transcripts
- Campus E-mail Address and Accompanying Name
- Verification of Individual Student Accommodation Letters (VISA's)
- Campus ID Cards

Examples where your legal name would continue to be used are:

- Academic Records
- Transcripts
- Diplomas
- Financial Aid and Scholarships Documents
- Any legal documents produced by Antioch College

The individual is free to determine the preferred name he or she wants to be known by. However, inappropriate use of the preferred name policy (including but not limited to avoiding a legal obligation or misrepresentation) may be cause for denying the request or converting the preferred name back to the legal name if a usage offense has been detected after initial approval of the request.

The following identifies the request process for a preferred name to be used at Antioch College without a legal name change:

1. Completion of the Request for Preferred Name Form
  - a. The request form must be obtained and submitted to the Dean of Community Life
2. Submission of the Request for Preferred Name Form
  - a. Once the request has been received and an endorsement from the Dean of Community Life has been provided, the form will be submitted to the Office of the Registrar for processing.
3. Notification of Request Status – a notification of request status will be sent to the requestor's personal e-mail indicated on the request form no later than 15 business days.

### **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 Change of Student Data Form 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 Registrar's Office. 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 Change of Student Data Form and supporting documentation to the Registrar's Office.

### **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 degree. 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 for Graduation**

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 Honors**

Antioch College awards degrees with honors to candidates who 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/International Baccalaureate 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 development and 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  
 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 Registrar's Office:

- Cocurricular Validation Form
- Request for Cocurricular Transcript Form\*

\*Allow 5-15 business days for processing the request for official transcripts and cocurricular transcripts.

### **Academic Complaints**

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 in a teaching and learning environment that does not involve a dispute with an assigned course grade or narrative evaluation. (For appeals regarding course grades or narrative evaluations, see the “Grade Mediation: Appealing a Grade or Narrative Evaluation” section in this Catalog.) 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.

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, or to appeal a course grade or narrative evaluation.

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 regarding their concerns. This conversation will provide clarification and better understanding and may result in 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 process for reporting and resolving alleged violations. This Academic Complaint Policy does not cover appeals for the change of assigned course grades or narrative evaluations; these situations are discussed in the “Grade Mediation: Appealing a Grade or Narrative Evaluation” section in this Catalog.

### **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 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 Vice President for Academic Affairs (VPAA) first (skip to step 3).

2. If a mutually satisfying resolution is not found, the student shall make an appointment to speak to their academic advisor within two weeks, who shall serve as their advocate, if both parties agree. If both parties do not agree, the student shall seek another faculty to serve as their advocate, with the academic advisor's assistance. If the academic advisor is a party to the complaint, the most senior member of the academic division shall be contacted for assistance in choosing an appropriate advocate. The student shall present to their advocate specific concerns and any supporting documentation. The 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 this level within two weeks, the faculty advocate will forward the complaint to the VPAA 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 VPAA about the nature of the complaint and the efforts taken to resolve the complaint. A formal letter addressed to the VPAA with supporting documentation signed by the student shall be submitted prior to this meeting. The VPAA will contact the faculty member in writing and will expect a written response. At this step, the complaint becomes a formal complaint. The VPAA 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 VPAA will then review the file and communicate the results of the investigation in writing to the student and faculty member within 15 – 30

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. (As stated in the grade mediation policy, the VPAA does not have the authority to change a course grade or narrative evaluation; however, the VPAA may act in other appropriate fashions.) Any actions taken by the VPAA to resolve the complaint will be communicated in writing to both the student and the faculty member. It is the VPAA's responsibility to assure that the complaints are followed to resolution.
4. If the complaint involves the VPAA in her/his role as a professor, APRC will review the complaint and will be empowered to function as the VPAA would.

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Chairman, Harvard Business School Global Corporate Governance  
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President, Antioch College Alumni Board  
Communications Programs Specialist – US Postal Service

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*Ex Officio Board Member*  
President, Antioch College

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Head of public affairs, Gerson Lehrman Group

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Barbara Winslow '68

Professor, School of Education and Women's and Gender Studies Program, Brooklyn College of the City University of New York; Founder and Project Director, Shirley Chisholm Project of Brooklyn Women's Activism

Graham Wisner '74

Of counsel with Washington, D.C. law firm Patton Boggs.

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Louise M. Smith  
Dean of Community Life

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Vice President for Advancement

Vacant  
Director of Communications

Faculty representative  
(Position rotates)

### **Instructional Staff**

#### *Full-time Resident Faculty*

Kristen Adler  
Assistant Professor of Cultural Anthropology  
PhD, U. of New Mexico (2011); MA, U. of Denver (2001);  
BA, Colorado State U. (1998);  
AA, Casper College (1995)



Sara Black

Assistant Professor of Visual Art

MFA, U. of Chicago (2006); BA, Evergreen State College (2003);

BFA, U. of Wisconsin-Eau Claire (2001)

Brooke Bryan

Instructor of Cooperative Education

MA (2013) Oral History Methodology, (Antioch University; BA (2009)

Humanities, World Classics, Antioch University

Michael Casselli

Instructor and Studio Arts Technician

MFA in Visual Arts (1990), Rhode Island School of Design; BA (1987),

Self-Designed Major, Antioch College

Gabrielle Civil

Assoc. Professor of Performance

PhD (2000) and MA (1997) in Comparative Literature, New York

University, New York

Anneris B. Coria-Navia

Assistant Professor of Language (Spanish)

Coordinator of the Language Program

EdD, U. of Southern California (2005); MA, Miami U. (2009);

MA, Andrews U. (2002); MM, Andrews U. (1995);

BM, U. Adventista del Plata Argentina (1990)

Susan Eklund-Leen

Professor of Cooperative Education

PhD, Kent State U. (1994); MEd, Kent State U. (1978);

BS, Kent State U. (1976)

Charles Fairbanks

Assistant Professor of Media Arts

MFA, U. of Michigan (2010), BA, Stanford U. (2003)

Linda Fuselier

Associate Professor of Environmental Science

PhD, U. of Kentucky (2004); MS, Emporia State U. (1993);

B.A., Southwestern College (1987)

Geneva M. Gano

Assistant Professor of Literature

PhD, U. of California, Los Angeles (2007); MA, U. of California, Los Angeles (2003); BA, Stanford U. (1995)

David C. Kammler

Associate Professor of Chemistry

Associate Dean of Academic Affairs

PhD, Indiana U. (2002); AB, Harvard U. (1994)

James M. Kapoun

Director of Library and Information Services

MLS, U. of Wisconsin-Madison (1991); MDIV, Luther Seminary (1989); BA, Gustavus Adolphus College (1984)

Richard Kraince

Dean and Associate Professor of Cooperative, Experiential, and International Education

PhD, Ohio U. (2003); MA, Ohio U. (1999); MA, U. of Rhode Island (1992); BS, Ohio U. (1987)

Savitha Krishna

Assistant Professor of Biomedical Science

PhD, Mangalore U.–India (2004); MS, Mangalore U.–India (1994); BS, Mangalore U.–India (1992)

Robin Ann Littell

Instructor, The Writing Institute

MA, National U., (2010); BA, Ohio State U. (2000);

AAS, Rhodes State College (1992)

Toyoko Miwa-Osborne

Instructor, Japanese

MA, American U. (1988);

BA, Aoyama Gakuin U., Japan (1982)

Kevin McGruder

Assistant Professor of History

PhD, Graduate Center, CUNY (2010);

MBA, Columbia U. (1984); BA, Harvard U. (1979)

Kevin Mulhall

Reference and Instruction Librarian

MLS (2012), Kent State University; MFA (1995), Music, Purchase College Conservatory

Rahul Nair

Visiting Assistant Professor of World History

PhD (2006), University of Pennsylvania; MA (1998), Jawahari Nebru, India; MA (1996), Delhi School of Economics, University of Delhi, India

Sean Payne

Visiting Assistant Professor Political Economy

PhD (2013), MA (2007), University of Louisville; BA (2003), Western Kentucky University

Hassan Rahmanian

Vice President for Academic Affairs

PhD, U. of Pittsburg (1986); MA, U. of Tehran, Iran (1976); BA, U. of Tehran, Iran (1972)

Michelle L. Rivera-Clonch

Assistant Professor of Psychology

PhD, Pacifica Graduate Institute (2012); MA, Pacifica Graduate Institute (2007); MA, Rollins College (2002); BA, U. of Central Florida (1997)

Barbara Sanborn

Visiting Assist. Professor of Mathematics

PhD (2011), MA (2003), Mathematics, Arizona State University; PhD (1992), MA (1988), Physics, State University of New York (SUNY) at Stony Brook; BS (1986), Physics, University of Washington; BA (1980), Philosophy, Reed College

Lewis M. Trelawny-Cassity

Assistant Professor of Philosophy

PhD (2011), MA (2008), Binghamton U.; MA, Boston College (2006); BA, Warren Wilson College (2001)

Louise M. Smith

Dean of Community Life

MS, U. of Dayton (2008); IMA, Antioch U. (1998);

BA, Antioch College (1977)

Eugenia Charoni

Instructor of Spanish

PhD (2013), Romance Languages and MA (2009) French & Francophone Literature, University of Cincinnati; MEd (2007) Foreign Language Teaching Methodology, Wright State University; BA (1994) Art History & Archaeology, University of Athens, Athens, Greece

Deanne Bell

Assistant Professor of Psychology

PhD (2011), MA (2009) Psychology, Pacifica Graduate Institute;

MA (2005) Counselor Education, University of Montana; BA (1987)

Finance and International Business, Florida International University;

AA (1985), University of South Florida

Jennifer Branlat

Assistant Professor of Literature

PhD, (2012) French, The Ohio State University

MA, (2007) French, The Ohio State University,

Raewyn Martyn

Visiting Assistant Professor of Visual Arts

MFA (2013), Virginia Commonwealth University; BFA (2006), Massey University, Wellington

Cary Campbell

Visiting Assistant Professor of French

Ph.D., (2010) French Language and Literature, University of Pittsburgh

M.A., (2002) French Linguistics and Literature, University of Pittsburgh

### **Adjunct Part-time Faculty**

Jen Ater

Yoga Instructor

Registered Certified Yoga Instructor

Jill Becker

Adjunct Instructor Modern Dance  
M.A. Dance, SUNY Brockport, NY

Joseph Cronin

Adjunct Professor, Philosophy  
PhD (1998), University of Cincinnati; MA (1989), Teachers College,  
Columbia University; BA (1985), Williams College

Dennie Eagleson

Creative Director, Herndon Gallery  
MFA (1994), University of Cincinnati; BA (1971), Antioch College

Katie Egart

Instructor, Mindfulness  
M.S. Contemplative Education, Naropa Institute, CO

Victor Garcia

Adjunct Professor, Spanish  
MA (1976), University of Missouri; BA (1972), Saint Benedict's College

Darren Gilley

Instructor, West African Percussion  
B.A. Antioch College, OH

Curtis Goldstein

Summer Artist-in-Residency  
MFA (2013), University of Cincinnati; BFA (1990), Ohio State University

Christopher Hummer

Adjunct Professor, Mathematics  
MS (2012) and BS (2008), University of Cincinnati

James Johnston

Instructor, Piano  
DM (2013) Instrumental Conducting, Indiana University; MM, Musicology,  
New England Conservatory; MM, Performance, New England  
Conservatory; BM, Theory and Composition, Bucknell University

Cynthia Lincoln

Instructor, Vocal Music

B.A. Music, University of Michigan

James Malarky

Adjunct Professor, Anthropology/Philosophy

PhD (1980), MA (19974), BA (1971), University of Texas at Austin

Donna Porter

Yoga Instructor

Certified Yoga Instructor, RN

Heather Christle

Summer Teaching Fellow

MFA (2009) Creative Writing, University of Massachusetts Amherst;

BA (2004) English, Tufts University

## Academic Calendar

*\*The calendar may be amended by the registrar.  
Go to [www.antiochcollege.org/academics](http://www.antiochcollege.org/academics) for updates.*

MONTHS/DATES      TERMS

### FALL TERM 2014

#### SEPTEMBER

- 26      Prior Term Grades Due
- 29      Co-op Begins
- 29      New Student Orientation Begins

#### OCTOBER

- 3      Prior term narratives due
- 4      Residence Halls Open for Returning Students
- 5 - 6      Returning Student Orientation
- 7      Classes Begin
- 7      First Day to Submit Audit Applications for Non-Degree Students
- 8      Last Day to Submit Audit Applications for Non-Degree Students (By 5:00 p.m.)
- 14      Last Day to ADD or DROP a course (without record)
- 17      Grades and Narratives Available to Students
- 21      Census Date

#### NOVEMBER

- 7      Grade Change Forms Due to Registrar from Summer Term (for incompletes, academic integrity and no grades)
- 7      Midterm Grades Due
- 24      Pre-Term Registration Begins
- 26      No Classes due to Thanksgiving Holiday
- 27-28      Thanksgiving Holiday - CAMPUS CLOSED

#### DECEMBER

- 1      Last day to drop a course (W indicator on record)
- 1      Last day to submit petitions for part-time status
- 15      Finals Begin (actual date of final at instructor discretion)
- 19      Classes/Co-op Ends

- 19 Pre-Term Registration Ends
- 20 Resident Halls Close by 12 noon

**WINTER TERM 2015**

**JANUARY**

- 2 Prior Term Grades and Narratives Due
- 3 Residence Halls Open for Returning Students
- 4 - 5 Returning Student Orientation
- 5 Co-op Begins
- 6 Classes Begin
- 6 First Day to Submit Audit Applications for Non-Degree Students
- 7 Last Day to Submit Audit Applications for Non-Degree Students (By 5:00 p.m.)
- 13 Last Day to ADD or DROP a course (without record)
- 16 Grades and Narratives Available to Students
- 19 MLK HOLIDAY - CAMPUS CLOSED
- 20 Census Date

**FEBRUARY**

- 6 Grade Change Forms Due to Registrar from Summer Term (for incompletes, academic integrity and no grades)
- 6 Midterm Grades Due
- 23 Pre-Term Registration Begins
- 27 Last day to drop a course (W indicator on record)
- 27 Last day to submit petitions for part-time status

**MARCH**

- 16 Finals Begin (actual date of final at instructor discretion)
- 20 Classes End
- 20 Pre-Term Registration Ends
- 21 Resident Halls Close by 12 noon
- 27 Co-op Ends
- 27 Prior Term Grades and Narratives Due

**SPRING TERM 2015**

**APRIL**

- 3 Prior term narratives due
- 4 Residence Halls Open for Returning Students



- 6 Returning Student Orientation
- 6 Co-op Begins
- 7 Classes Begin
- 7 First Day to Submit Audit Applications for Non-Degree Students
- 8 Last Day to Submit Audit Applications for Non-Degree Students (By 5:00 p.m.)
- 14 Last Day to ADD or DROP a course (without record)
- 18 Grades and Narratives Available to Students
- 21 Census Date

## MAY

- 8 Grade Change Forms Due to Registrar from Summer Term (for incompletes, academic integrity and no grades)
- 8 Midterm Grades Due
- 25 Memorial Holiday - CAMPUS CLOSED
- 26 Pre-Term Registration Begins
- 29 Last day to drop a course (W indicator on record)
- 29 Last day to submit petitions for part-time status

## JUNE

- 15 Finals Begin (actual date of final at instructor discretion)
- 19 Classes End
- 19 Pre-Term Registration Ends
- 20 Resident Halls Close (By 5:00 p.m.)
- 26 Co-op Ends
- 26 Prior Term Grades and Narratives Due
- TBD Commencement Exercises

## **SUMMER TERM 2015**

### JULY

- 2 Prior term narratives due
- 3 4th of July Holiday Observed - CAMPUS CLOSED
- 4 4th of July Holiday - CAMPUS CLOSED
- 5 Residence Halls Open for Returning Students
- 6 Returning Student Orientation
- 6 Co-op Begins
- 7 Classes Begin
- 7 First Day to Submit Audit Applications for Non-Degree Students

- 8 Last Day to Submit Audit Applications for Non-Degree Students (By 5:00 p.m.)
- 14 Last Day to ADD or DROP a course (without record)
- 17 Grades and Narratives Available to Students
- 21 Census Date

## AUGUST

- 7 Grade Change Forms Due to Registrar from Summer Term (for incompletes, academic integrity and no grades)
- 7 Midterm Grades Due
- 24 Pre-Term Registration Begins
- 28 Last day to drop a course (W indicator on record)
- 28 Last day to submit petitions for part-time status

## SEPTEMBER

- 7 Labor Day - CAMPUS CLOSED
- 14 Finals Begin (actual date of final at instructor discretion)
- 17 Constitution Day
- 18 Classes End
- 18 Pre-Term Registration Ends
- 19 Resident Halls Close by 12 noon
- 25 Co-op Ends
- 25 Prior Term Grades and Narratives Due

**FALL TERM 2015**

## SEPTEMBER

- 28 Co-op Begins
- 28 New Student Orientation Begins

## OCTOBER

- 2 Prior term narratives due
- 3 Residence Halls Open for Returning Students
- 4 - 5 Returning Student Orientation
- 6 Classes Begin
- 6 First Day to Submit Audit Applications for Non-Degree Students
- 7 Last Day to Submit Audit Applications for Non-Degree Students (By 5:00 p.m.)
- 13 Last Day to ADD or DROP a course (without record)

- 16 Grades and Narratives Available to Students
- 20 Census Date

#### NOVEMBER

- 6 Grade Change Forms Due to Registrar from Summer Term  
(for incompletes, academic integrity and no grades)
- 6 Midterm Grades Due
- 23 Pre-Term Registration Begins
- 25 No Classes due to Thanksgiving Holiday
- 26 - 27 Thanksgiving Holiday - CAMPUS CLOSED
- 30 Last day to drop a course (W indicator on record)
- 30 Last day to submit petitions for part-time status

#### DECEMBER

- 14 Finals Begin (actual date of final at instructor discretion)
- 18 Classes/Co-op Ends
- 18 Pre-Term Registration Ends
- 19 Resident Halls Close by 12 noon

### **WINTER TERM 2016**

#### JANUARY

- 1 Prior Term Grades and Narratives Due
- 2 Residence Halls Open for Returning Students
- 3 - 4 Returning Student Orientation
- 4 Co-op Begins
- 5 Classes Begin
- 5 First Day to Submit Audit Applications for  
Non-Degree Students
- 6 Last Day to Submit Audit Applications for Non-Degree  
Students (By 5:00 p.m.)
- 12 Last Day to ADD or DROP a course (without record)
- 15 Grades and Narratives Available to Students
- 18 MLK HOLIDAY - CAMPUS CLOSED
- 19 Census Date

#### FEBRUARY

- 5 Grade Change Forms Due to Registrar from Summer Term  
(for incompletes, academic integrity and no grades)
- 5 Midterm Grades Due
- 22 Pre-Term Registration Begins

268 CURRICULUM CATALOG

26 Last day to drop a course (W indicator on record)

26 Last day to submit petitions for part-time status

MARCH

14 Finals Begin (actual date of final at instructor discretion)

18 Classes End

18 Pre-Term Registration Ends

19 Resident Halls Close by 12 noon

25 Co-op Ends

25 Prior Term Grades Due

**SPRING TERM 2016**

APRIL

1 Prior term narratives due

2 Residence Halls Open for Returning Students

3 - 4 Returning Student Orientation

4 Co-op Begins

5 Classes Begin

5 First Day to Submit Audit Applications for  
Non-Degree Students

6 Last Day to Submit Audit Applications for Non-Degree  
Students (By 5:00 p.m.)

12 Last Day to ADD or DROP a course (without record)

15 Grades and Narratives Available to Students

19 Census Date

MAY

6 Grade Change Forms Due to Registrar from Summer Term  
(for incompletes, academic integrity and no grades)

6 Midterm Grades Due

23 Pre-Term Registration Begins

27 Last day to drop a course (W indicator on record)

27 Last day to submit petitions for part-time status

30 Memorial Holiday - CAMPUS CLOSED

JUNE

13 Finals Begin (actual date of final at instructor discretion)

17 Classes End

17 Pre-Term Registration Ends

18 Resident Halls Close by 5:00 p.m.

- 24 Co-op Ends
- 24 Prior Term Grades Due
- TBD Commencement Exercises

### **SUMMER TERM 2016**

#### **JULY**

- 1 Prior term narratives due
- 2 Residence Halls Open for Returning Students
- 3 Returning Student Orientation
- 4 4th of July Holiday - CAMPUS CLOSED
- 5 Co-op Begins
- 5 Classes Begin
- 5 First Day to Submit Audit Applications for Non-Degree Students
- 6 Last Day to Submit Audit Applications for Non-Degree Students (By 5:00 p.m.)
- 12 Last Day to ADD a course or DROP a course (without record)
- 15 Grades and Narratives Available to Students
- 19 Census Date

#### **AUGUST**

- 5 Grade Change Forms Due to Registrar from Summer Term (for incompletes, academic integrity and no grades)
- 5 Midterm Grades Due
- 22 Pre-Term Registration Begins
- 26 Last day to drop a course (W indicator on record)
- 26 Last day to submit petitions for part-time status

#### **SEPTEMBER**

- 5 Labor Day - CAMPUS CLOSED
- 12 Finals Begin (actual date of final at instructor discretion)
- 16 Classes End
- 16 Pre-Term Registration Ends
- 17 Constitution Day
- 17 Resident Halls Close by 12 noon
- 23 Co-op Ends
- 23 Prior Term Grades Due
- 30 Prior term narratives due





