

Antioch

College Catalog

2002 - 2005

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Antioch College Calendar 2002–2005

Calendars are subject to change. Please contact the Registrar's Office or the appropriate schedule of classes for final calendar information for any given term. The 2004-2005 Calendar will be released at a later date.

Summer Term 2002

BLOCK 1

Memorial Day Holiday	Monday, May 27, 2002
Residence Halls Open for All Students	Monday, May 27, 12-5 p.m.
Academic Open House	Tuesday, May 28, 10-12 noon
Orientation, Check-In, Advising, Registration	Tuesday, May 28
Classes Begin	Wednesday, May 29
Final Academic Drop/Add	Friday, May 31
Classes End	Friday, June 21

BLOCK 2

Housing Check-In for New Students	Sunday, June 23
Orientation, Check-In, Advising, Registration	Monday, June 24
Classes Begin	Tuesday, June 25
Final Academic Drop/Add	Wednesday, June 26
Independence Day (no classes)	Thursday, July 4
Classes End	Friday, July 19

BLOCK 3

Housing Check-In for New Students	Sunday, July 21
Orientation, Check-In, Advising, Registration	Monday, July 22
Classes Begin	Tuesday, July 23
Final Academic Drop/Add	Wednesday, July 24
Classes End	Friday, August 16
Residence Halls Close	Monday, August 21, 12 noon
Co-op Dates: May 6-August 22, 2002 (Final Co-op Drop/Add: Friday, May 10)	

Fall Term 2002

Residence Halls Open for New Students	Friday, August 30, 2002
Orientation for New Students	Friday-Sunday, August 30 - September 1
Residence Halls Open—Returning Students	Sunday, September 1, 12 noon
Labor Day Holiday	Monday, September 2
Academic Open House	Tuesday, September 3, 10-12 noon
Check-In, Advising, & Registration	Tuesday, September 3
Classes Begin	Wednesday, September 4
Final Academic Drop/Add	Thursday, September 12
Community Day	Wednesday, October 23
Thanksgiving Holiday (no classes)	Monday-Friday, November 25-29
Classes End	Friday, December 13
Residence Halls Close	Sunday, December 15, 12 noon
Co-op Dates: August 26-December 20, 2002 (Final Co-op Drop/Add: Friday, September 6)	

Spring Term 2003

Residence Halls Open for New Students	Friday, January 3, 2003
Orientation for New Students	Friday-Sunday, January 3-5
Residence Halls Open—Returning Students	Monday, January 6, 12 noon
Academic Open House	Tuesday, January 7 10-12 noon
Check-In, Advising, & Registration	Tuesday, January 7
Classes Begin	Wednesday, January 8
Final Academic Drop/Add	Friday, January 16
Martin Luther King, Jr. Day (no classes)	Monday, January 20
Community Day	Wednesday, February 19
Spring Break	Monday-Friday, February 24-28
Classes End	Wednesday, April 23
Commencement	Saturday, April 26, 10 a.m.
Residence Halls Close	Monday, April 28, 12 noon
Co-op Dates: January 6-May 2, 2003 (Final Co-op Drop/Add: Friday, January 17)	

Summer Term 2003

BLOCK 1

Memorial Day Holiday	Monday, May 26, 2003
Residence Halls Open for All Students	Monday, May 26
Academic Open House	Tuesday, May 27, 10-12 noon
Orientation, Check-In, Advising, Registration	Tuesday, May 27
Classes Begin	Wednesday, May 28
Final Academic Drop/Add	Friday, May 30
Classes End	Friday, June 20

BLOCK 2

Housing Check-In for New Students	Sunday, June 22
Orientation, Check-In, Advising, Registration	Monday, June 23
Classes Begin	Tuesday, June 24
Final Academic Drop/Add	Wednesday, June 25
Independence Day (no classes)	Friday, July 4
Classes End	Friday, July 18

BLOCK 3

Housing Check-In for New Students	Sunday, July 20
Orientation, Check-In, Advising, Registration	Monday, July 21
Classes Begin	Tuesday, July 22
Final Academic Drop/Add	Wednesday, July 23
Community Day	Wednesday, August 6
Classes End	Friday, August 15
Residence Halls Close	Monday, August 18, 12 noon
Co-op Dates: May 5-August 22, 2003 (Final Co-op Drop/Add: Friday, May 9)	

Fall Term 2003

Residence Halls Open for New Students	Friday, September 5, 2003
Orientation for New Students	Friday-Sunday, September 5-7
Residence Halls Open—Returning Students	Sunday, September 7, 12 noon
Academic Open House	Monday, September 8, 10-noon
Check-In, Advising, & Registration	Monday, September 8
Classes Begin	Tuesday, September 9
Final Academic Drop/Add	Wednesday, September 17
Community Day	Wednesday, October 22
Thanksgiving Holiday (no classes)	Thursday-Friday, November 27-28
Classes End	Wednesday, December 17
Residence Halls Close	Friday, December 19, 12 noon
Co-op Dates: August 25-December 19, 2001	
(Final Co-op Drop/Add: Friday, September 12)	

Spring Term 2004

Residence Halls Open for New Students	Friday, January 9, 2004
Orientation for New Students	Friday-Sunday, January 9 -11
Residence Halls Open—Returning Students	Sunday, January 11, 12 noon
Academic Open House	Monday, January 12 10-12 noon
Check-In, Advising, & Registration	Monday, January 12
Classes Begin	Tuesday, January 13
Martin Luther King, Jr. Day (no classes)	Monday, January 19
Final Academic Drop/Add	Wednesday, January 21
Community Day	Wednesday, February 18
Spring Break	Thursday-Friday, March 25-26
Classes End	Wednesday, April 14
Commencement	Saturday, April 24, 10 a.m.
Residence Halls Close	Monday, April 26, 12 noon
Co-op Dates: January 5-April 30, 2004 (Final Co-op Drop/Add: Friday, January 16)	

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This is
ANTIOCH College

Educational and social pioneer Horace Mann, Antioch's first president, offered these parting words to Antioch students, which continue to inspire succeeding generations of Antioch College students: "Be ashamed to die until you have won some victory for humanity." The primary goal of an Antioch education is to empower its students with an education which will provide them an opportunity to win that victory.

Antioch's distinctive vision of a liberal arts education is realized in three interrelated educational arenas as articulated through the following mission statement.

Antioch College is a distinctive national liberal arts college which recruits students from throughout the country and has played a major role in the development of cooperative education, community governance, and international education. The primary mission of Antioch College is to empower students: the academic curriculum provides students with a broad liberal education that challenges their values and perspectives as well as increases their knowledge, ability to question, and general intellectual consciousness about themselves and the society in which they live; the cooperative education program provides life and work experiences which develop independence, confidence, and self-motivation; and the community structure offers significant responsibility for the social, cultural, financial, and policy issues that govern college life.

Students are expected to reach beyond conventional learning. With classroom and co-op faculty, and within the context of the curriculum, students plan their own education, reflect upon their experiences, and as a result change their perspectives. The goal is for Antioch students to become intelligent experimenters, informed risk-takers, creative thinkers, and courageous practitioners.

Antioch College encourages its students to have a balanced respect for all of life — self, others, society, and the earth. Empowered by their education, students are encouraged to empower others.

Founded in 1852 by the Christian Church, Antioch College opened its doors a year later with Horace Mann as its first president. Later, with Unitarian support, Antioch was reorganized as an independent nonsectarian college. From the beginning, it has embodied strongly humanistic values. In 1920, President Arthur E. Morgan, a noted engineer who was deeply concerned with community values, revamped the College and introduced the cooperative, or work-study, plan. In 1957, Antioch Education Abroad began offering students the chance to study and work abroad in different countries.

In the 1960's and 1970's, Antioch expanded to offer undergraduate programs for adult students and graduate programs in locations outside Yellow Springs, and the institution became Antioch University in 1978. The campuses of Antioch University, in addition to Antioch College, are Antioch New England Graduate School in Keene, New Hampshire; Antioch Southern California in Marina del Rey and in Santa Barbara; Antioch Seattle in Washington; and Antioch McGregor in Yellow Springs.

Antioch College is in Yellow Springs, a village in southwestern Ohio (population approximately 4,000) about 20 miles east of Dayton. The campus occupies one hundred acres in the heart of the village, and is adjacent to Glen Helen, a thousand-acre nature preserve owned by the College. Three original Romanesque revival buildings, completed in 1853, are historical landmarks and form the center of the campus. In addition to older, brick buildings, there are contemporary additions such as the Art building, whose functional, industrial-steel skin encases soaring, sky-lit studio spaces.

The Antioch COMMUNITY



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. ANTIOCH COLLEGE HONOR CODE

Antioch College is a vibrant academic community that prizes the ideals of dialogue, diversity, and discovery. The College is dedicated to the proposition that passionate and rational dialogue in a community that embraces all forms of diversity leads to liberating discoveries about the world. Antioch also places great value on the practice of community service as an important dimension of a liberal arts education in the service of humanity.

The College's commitment to diversity is evident in its students, who hail from throughout the United States and from as far away as Japan, Germany, and Thailand. The largest numbers of students come from Ohio, New York, Pennsylvania, Illinois, Michigan, Massachusetts, and California. This geographic diversity contributes to the richness of the Antioch educational experience and community life.

The College is proud of its record of enrolling students from traditionally under-represented groups. Of the 751 individual degree students enrolled over the course of the 2000-2001 academic year, 12.5% of the students were of color, and 66% were women.

The Antioch faculty are equally diverse. In 2000-2001 there were 63 full-time faculty, 45% of whom are women and 20% of whom are African-American, Asian-American, Hispanic, or Middle Eastern. Biographies of the faculty members appear later in this catalog.

Residential Life

One of the most important forms of community on the Antioch College campus is the residence hall system, where students learn about democratic process, conflict resolution, problem-solving, facilitation skills, mutual respect, and sharing. The quality of community life at Antioch begins with how students manage their common living experiences with a profound sense of trust and respect for each other.

The Dean of Students engages a group of student residential hall advisors to act as resource people, referral agents, crisis management personnel, and liaisons between offices on campus. Hall advisors assist in information dispersal, explain the policies and the community standards of Antioch, and help establish a comfortable and safe community for hall residents. Each hall has a Hall Advisor and each building or building group has a Hall Advisor Coordinator

(also a student) who helps organize and coordinate the group of Hall Advisors for that particular building/building group. The community that develops in each resident hall is the initial step to participating in the larger Antioch community.

College Governance

Antioch College believes in democratic processes and their educational value. Governance is designed so that all voices in the community can be heard and considered. Students participate in a uniquely high level of decision-making concerning the governance and shaping of academic and community life. Participation in governance—by voting, serving on committees, keeping informed—is important not only for learning the responsibilities of freedom, but also for keeping college life vital.

Students and faculty have long participated in the College's governance. Two major councils make the decisions: one deals with administrative policy, and the other with the quality of campus and community life.

Administrative Council (AdCil)

AdCil advises the President on general College policies and participates in important administrative functions, such as developing the College budget, and the appointment, tenure, and promotion of faculty members. In addition, most of the committees at Antioch report to AdCil. AdCil is comprised of six faculty members, three students, one staff member, the Community Manager, the Dean of Faculty, and the President.

Community Government

All students, faculty, administrators, staff (who choose to be), and their spouses are members of Community Government (CG). Supported by fees from all its citizens, CG directly addresses the quality of life on campus through such avenues as the campus newspaper, movies, cultural events, dances, and other activities.

Community Council (ComCil)

ComCil, the legislative body of CG, has specific authority for campus life. ComCil is comprised of seven students, four non-students, the Community Manager, and the Dean of Students. It manages residence hall standards, publication standards, social activities, and other matters. The Community Manager (CM) is the chief administrator of ComCil's policies. Usually a student or recent graduate, the CM is elected by the college community and manages community life and standards much as a village manager does.

Community Resources

Office of the Dean of Faculty

The Office of the Dean of Faculty works closely with other administrative offices and governance bodies of the College to ensure that students' academic needs are met and their academic interests are served as effectively and expeditiously as possible.

The Office of the Dean of Faculty consists of a Dean of Faculty, an Associate Dean and a small administrative staff. The Dean and Associate Dean are members of the faculty. Most of the offices dealing with the academic programs and students' learning—Cooperative Education, the Registrar's Office, the Library, Antioch Education Abroad, and academic departments—report to the Dean of Faculty. The Office works closely with the faculty to develop the College's educational programs and is responsible for the implementation and oversight of these programs as well as for the assessment of students' learning. The Office also develops and oversees the academic budget.

Additionally, the Office coordinates and supervises faculty searches and makes recommendations to the Administrative Council and the President for the hiring of the new faculty and academic support staff. Organizing and conducting orientation programs, overseeing faculty evaluation and review process, and providing professional development support for the faculty also fall within the purview of the Dean of Faculty Office.

Dean of Students Office

The mission of the Dean of Students Office is to support students on their intellectual, social, and personal journey through the College. The members of the Dean's office are dedicated to fostering the growth and development of students in the context of individual freedom and community responsibility. When freedom and responsibility conflict, the Dean's office provides direction and support. The Dean's staff identifies and resolves student and community needs in the areas of academic progress, multicultural life, residential life, security, health and safety, wellness, and campus social climate.

Residence Life Office

This office is responsible for the quality of residential life and community, housing assignments, key distribution, trunk room storage, and bicycle storage. It maintains a lost and found and serves as liaison between students and the physical plant offices.

Upon acceptance to Antioch, new students receive a Housing Questionnaire, which is used to assign rooms to students. All students who are studying on campus are assigned a room in a residence hall unless granted special permission to live off campus by the Dean of Students Office. Antioch is unable to accommodate children on campus, so students with children will need to make off-campus arrangements. Students who are on a cooperative work experience in the Yellow Springs area may live on campus only if space is available.

In terms of personal belongings, "less is more." With the students' constant rotation between study and co-op jobs, the fewer belongings, the easier the transition. Antioch does have limited trunk room storage space for students while they are away from campus. It is not recommended,

however, that this space be used to store expensive items or items of sentimental value such as computers, art projects, or musical instruments. All items stored in the trunks are stored at the student's risk. Antioch College does not accept responsibility for lost, stolen, or damaged items stored in trunk room spaces. Students are advised to insure their property on their parents' homeowner's insurance or to purchase renter's insurance.

Center for Community Learning

The Center for Community Learning strives to create and cultivate a culture and ethic of service that allows for all students, faculty and staff to participate in responsible activities which serve a wider community. The Center, staffed by a Director, Program Coordinators, and Federal Work Study students, oversees the development of five primary programs: the Bonner Scholars Program (started 1992), the Antioch Literacy Core (started 1998), the Antioch AmeriCorps Leaders Program (started 1998), the Community Responsibility Scholarship (started 1999), and Service Learning and Community Development .

Along with these programs, the office serves as a resource and liaison between Antioch Community Government members and local community organizations. Resources in the office include a handbook of local organizations needing volunteers, a library of children's books, extensive listings of post-graduate service-oriented opportunities, transportation assistance, and support for student-initiated service projects.

Office of Multicultural Affairs

The mission of the Office of Multicultural Affairs is to coordinate Antioch's efforts to create and maintain a community which internalizes multi-

cultural frames of reference and appreciates different cultures, personal values, and life-styles. The office ensures the enforcement of Antioch's Racial Discrimination Prevention Policy and seeks to counter racism and all forms of discriminatory attitudes and behaviors. The Director of the Office Multicultural Affairs also serves as the employment equity officer, working with the Affirmative Action Committee to ensure fair and open searches and employment policies for faculty and administrative positions.

Health and Medical Services

Tuition covers medical services by the Yellow Springs Family Health Center, the Wingfield Health Center (college infirmary), and short-term psychological counseling while students are studying full-time on campus. Chronic medical or psychological problems and prescriptions are not covered.

Medical services include medicine and laboratory services ordered by the College doctors. Students who are ill should first go to the Infirmary, where the nurse or Health Advocate will set up an appointment with the appropriate physician if it is necessary. The Antioch Infirmary provides out-patient care. A student's minor ailments are not usually reported to parents, but if a physician decides a case is serious, the Dean of Students Office will inform the parents, with the student's consent.

All full-time students have basic (Part I) insurance coverage for medical expenses. This policy is for one full year, beginning the first day of fall term. There is a major medical policy (Part II)

that may be purchased for an additional fee. All students who are not covered by their parents' plan must purchase this policy. Please see the Dean of Students Office for more information about coverage, and help with the filing of claims.

Counseling and Wellness Services

Based on a developmental and holistic model of human growth, Counseling and Wellness Services at Antioch recognize the needs and issues special to the college years, and integrate the educational process with clinical services.

The Counseling Center offers such services as individual and group counseling, walk-in hours, and educational and preventative workshops. The professional staff in the Counseling Center commits itself to serving the diverse needs of Antioch students. For Antioch community members who wish to receive, or need, long-term or specialized supports, the Center maintains a list of mental health resources in the area and will assist with appropriate referrals. Counseling sessions are strictly confidential, and the Counseling Service in no way participates in disciplinary decisions about students.

The Wellness Center offers peer counseling, mediation services for students, and an inclusive program of activities promoting healthy and safe choices.

Services for Students with Disabilities

Antioch College is committed to providing equality of opportunity and access for qualified students with disabilities. The college does not have a separate program for students with disabilities, but works individually with these students to provide needed services through the Academic Support Center.

Academic Support Center

The Academic Support Center is both a computer lab and a resource for students who need assistance in developing their study, reading, and writing skills, or who just want a comfortable place to study or write their papers. It is located on the fourth floor of South Hall. The Center provides approximately 30 personal computers, and also scanners, for student use. Software currently includes WordPerfect, Microsoft Office, PageMaker, Dragon Dictate, software designed to read texts to students (JAWS), along with other software programs requested by instructors and students. The Center also has a variety of books on writing, reading, and grammar, as well as reference books and some course textbooks.

All students have access to the Center's peer writing tutors, who are trained to assist students with organizing papers, grammar and punctuation, improving communication skills, specialized paper formats, and resumes and cover letters. Tutors also work with students for whom English is a second language. Students may utilize the services on a drop-in or regular basis; regular meetings are recommended for students with especially severe difficulties.

Most classes at Antioch have writing requirements, some of which are extensive. Working with peer tutors helps students improve their writing and research skills over time, so that they succeed in classes and are fully prepared for their Senior Projects. Students who are writing their first papers at Antioch often find it especially useful to bring drafts of these to the Center to get suggestions and advice regarding format and grammar, even when their writing skills are strong.

The Center also assists students who are having difficulty using computers to write papers. Computers sometimes present a special challenge to students who are inexperienced with using them or who have certain disabilities such as dyslexia, dysgraphia, attention deficit disorder, anxiety disorders, carpal tunnel syndrome, other hand disabilities, or other disorders. The Center's peer tutors can suggest a variety of techniques to help students overcome such difficulties. Students with severe reading difficulties (such as blindness, dyslexia, extreme attention disorder, etc.), and who provide documentation of a disability in this area, can arrange to obtain tapes available through Reading for the Blind and Dyslexic. Students who need this service should contact the Center as early as possible, as reading assignments in some classes are extensive and RFB&D may need time to prepare the tapes.

The Center also offers help with time management, determining one's personal learning style, note-taking and study skills, stress management, library use, preparation for graduate tests, and career decision-making. The Academic Support Center also provides education-related advocacy for students who feel they need this type of support. Students with physical or other disabilities can make contact with the Center for resources such as interpreters, note-takers, mobility orientation, needed building ramps, and other reasonable, needed accommodations. Students with disabilities are advised to speak to the Director of the Academic Support Center prior to their first term on campus so that the Center can provide needed support in a timely manner.

Olive Kettering Library

The Olive Kettering Library is named in memory of the wife of the late Charles F. Kettering, an inventor, engineer, and Antioch trustee, who developed the automobile self-starter and high-octane gasoline. The Olive Kettering Library houses a collection of over 300,000 volumes, including extensive files of bound periodicals, many of which date back to the 19th century. In addition, it offers information in microform (over 48,000 pieces) and carries subscriptions to over 900 periodicals, plus more than 4,000 electronic full-text titles. A library of over 4,000 phonograph records and compact discs is also available for circulation. Besides its own collection of films, videotapes, and DVD's, Antioch has access to several thousand films, videotapes, and DVD's owned by members of the SOCHE and OhioLINK library consortia. Users have access to materials seven days a week, including six evenings. Resources of OhioLINK, a consortium of 80 academic libraries, are available to students and faculty, who can borrow books directly from other institutions. The librarians make an exceptional effort to help students and faculty find and use materials, locating and borrowing items from libraries throughout the nation, if necessary.

Antiochiana houses the historical treasures of the College. Most significant are the papers of Arthur E. Morgan, Antioch president 1920-1936 and first chairman of the Tennessee Valley Authority, and the Robert L. Straker collection of Horace Mann Papers and early Antioch history. Antiochiana also collects publications, manuscript collections, and photographs particularly relevant to Antioch and Yellow Springs, and administers the Bessie Totten Room for Rare and Finely Printed Materials. Antioch Community members are welcome to visit Antiochiana during business hours for casual or serious research.

Dining Services

The cafeteria is on the first floor of the Union building across from the bookstore. It offers menus that include vegetarian and vegan dishes at all meals. The cafeteria is also a gathering place where students, faculty, administrators, and staff can share tables and visit informally.

Community Agreements

Affirmative Action

Antioch College is an equal employment opportunity employer and conscientiously practices affirmative action in all its activities. These activities include the admission of students, to all educational programs, and hiring, promotion and tenure of all employees. Antioch does not discriminate on the basis of race, color, religion, sex, sexual orientation, national origin, age, political affiliation, marital status, or physical handicap. The College is committed to hiring members of minority groups and women at all levels and in all segments of its work force.

An Affirmative Action Committee appointed by AdCil assists in the implementation of the College's own Affirmative Action Plan. The ultimate responsibility for affirmative action, however, rests with the individual members of the Antioch community, who must strive to incorporate the ideals of inclusion into their daily lives.

Civil Liberties Code

Antioch College, as an educational institution, is dedicated to the search for truth and to the development of individuals for their roles in society. This educational function demands a community in which mutual tolerance and understanding flourish. It depends upon freedom of speech, freedom of the press, freedom to assemble, freedom of conscience and opinion, the rights of members to the same freedoms that all citizens have in carrying beliefs into action, the right of privacy, and the right to fair hearings. We regard these as fundamental necessities of genuine education, individual worth and dignity, and democratic government. The nature of the Antioch Community demands these freedoms and obligates its members to maintain them in practice and to observe the responsibilities that go with these freedoms in all phases of the Antioch experience.

Community members, individually and as groups, are free to state and discuss their opinions openly. They shall be free to publish and distribute publications, posters, and handbills.

Community members have the right to free association with individuals or groups and the right to organize and conduct their own meetings.

Community members and recognized groups are free to invite speakers of any persuasion to campus.

Community members are free to reach, hold, and state their own beliefs — religious, moral, political, economic, or educational.

Entirely consistent with the openness of the Antioch Community is its respect for privacy. Confidential communication should be respected. Community members have the right to take lawful social or political action to express or further their beliefs.

Community members have the right to participate in groups for the purpose of furthering their beliefs. While such groups are not required to furnish lists of their membership or participants, the openness of the Community requires that there be no secret organizations, and the welfare of the Community requires that it know at all times the responsible leaders of all groups that use campus facilities.

Individuals and groups, in exercising their civil liberties, are expected to act in accordance with Community standards and are accountable to the Antioch Community for their actions.

Community members and groups have the right to fair hearings at all levels of the Community' process. (A booklet of guidelines for the Community Standards Board is available from the CG office.)

A person joins the Antioch Community is expected to abide by common agreements and Community Standards, with or without full concurrence with them, so long as the agreements are in effect.

Community Standards

Community Standards Board, a judicial body of community members, hears cases concerning alleged violations and operates with these guidelines:

- Community members must recognize that some types of behavior may be offensive to others or harmful to the Community and that these factors must be considered regardless of the personal interests of the individual. The Community expects high standards of behavior and should make every effort to see that all Community members act responsibly and with sensitivity.
- Antioch Community members are expected to be responsible for the consequences of their actions. In their social behavior, they are expected to consider the well-being of themselves, others, and the College. Social conduct that hinders individuals and the College from carrying out educational programs, especially if exploitative of others or the College, may be cause for dismissal.

The following actions, for example, may be cause for immediate dismissal:

- Assault upon persons.
- Use of intimidation, corporal violence, or the threat of such violence on the bodies of students, staff, administration, faculty, and their families or social units.
- Sexual harassment of Community members.
- Possession of firearms on College property.
- Theft, seizure, or destruction of private or community property.
- Distribution or sale of drugs.

Sexual Harassment Policy

Antioch College deplores sexual harassment wherever it might occur among administrators, faculty, staff, and students. Any form of intimidation, abuse, or harassment based on gender or sexual preference is contrary to the ideals of Antioch College and may jeopardize a Community member's ability to learn and

function. Not only may sexual harassment produce negative educational and psychological consequences, it is against the law.

Definition: Sexual harassment in the academic setting is behavior that prevents or impairs emotional well-being, or full enjoyment of educational or occupational benefits or opportunities. Such behavior may be especially harmful in any situation in which the imposition of unwanted sexual attention is accompanied by the promise of academic or employment rewards or the threat of reprisal. Sexual harassment is defined to include, but may not be limited to, the following:

- Verbal, physical, written, or pictorial communication relating to gender or to sexual preference which has the purpose or effect of unreasonable interference with an individual or which creates a hostile, offensive, or intimidating atmosphere for the recipient.
- Unwelcome and irrelevant comments, references, gestures, or other forms of personal attention which are inappropriate to the academic, employment, or residential setting — for example, the classroom, dormitory, or office — and which may reasonably be perceived as sexual overtures or denigration.
- A request for sexual favors when submission to or rejection of such a request might be viewed as a basis for evaluative decisions affecting an individual's future.
- Sexual assaults are defined as threat or coercion for the purpose of sexual relations; and as sexual contact which is not freely agreed to by both parties.

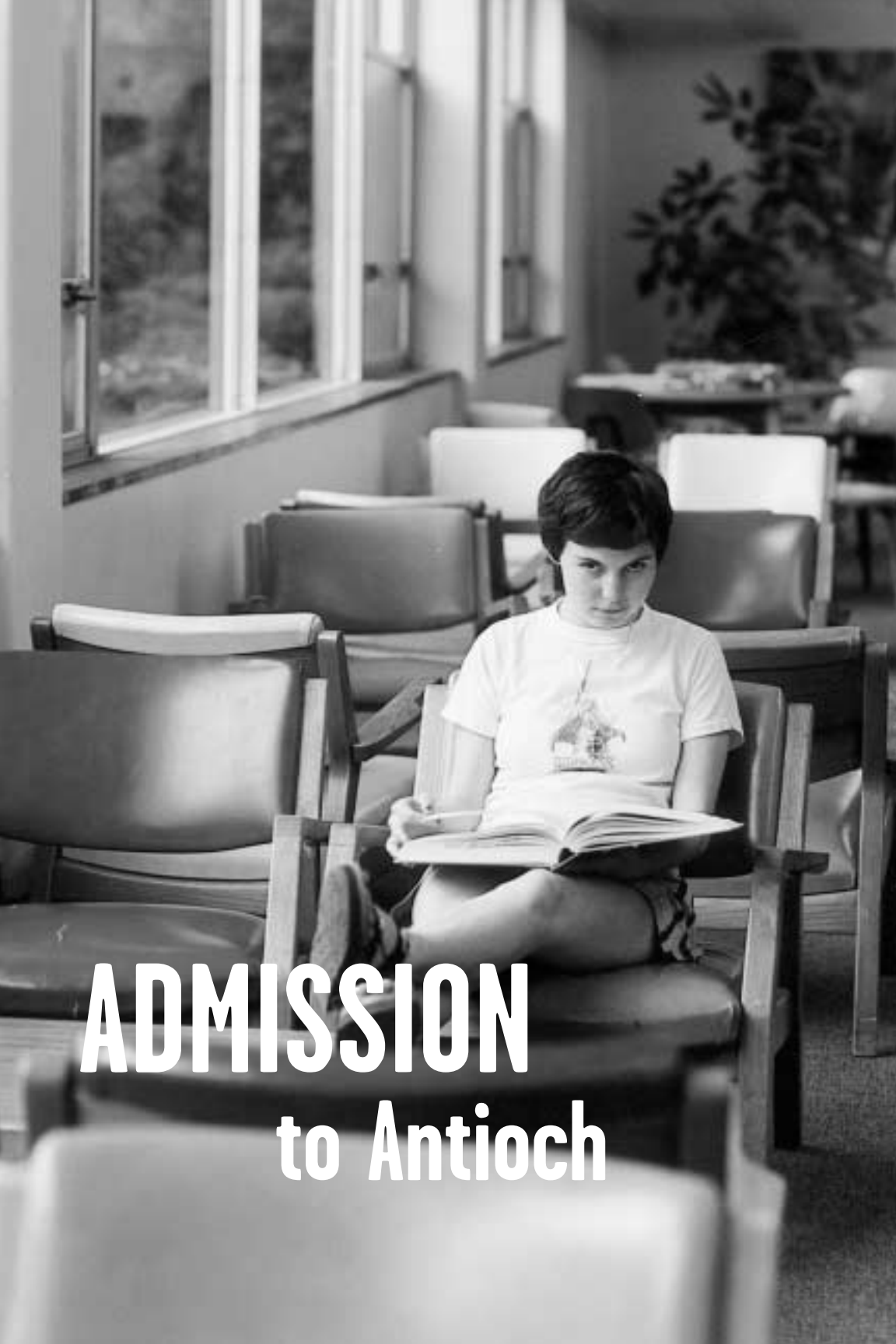
Sexual Offense Prevention Policy

Antioch College has, as a community, established a policy intended to prevent sexual offenses and, ultimately, to heighten Community awareness of positive and healthy human relationships.

This policy, initiated by students with the support of faculty, staff, and administrators, applies to every member of the Antioch Community. The “explicit consent” clause of the policy makes it distinctive in higher education, and helps mark Antioch as a pioneer in the arena of education about sexual and human relations. This portion of the policy defines consent as “willing and verbal.”

A sexual offense committed by a Community member will not be tolerated by the Antioch Community. If there is reasonable cause to believe that any person has committed such an offense and that person is considered a threat to the Community, that individual will be promptly removed from the campus to ensure safety. To further ensure this safety, the Community will be informed that a policy violation has been reported and is being investigated.

A policy support network has been established that includes an Advocate, a peer support network, and a Counseling Center support group. The implementation of this policy will also utilize established Antioch governance structures and adhere to contractual obligations. Further details about this policy and its procedures may be found in the Student Handbook.



ADMISSION to Antioch

Qualifications

Antioch has a unique work/study program that best serves students who are well-rounded, open to new experiences, intellectually inquisitive, and tolerant of different values and perspectives. The multiple demands inherent in Antioch's program of academic work, cooperative learning, and community participation are very rigorous. Students enrolling at the College need to be able to handle all of these demands well in order to be successful.

Admission to Antioch is offered on the basis of each individual student's qualifications. It is important to us that each applicant for admission demonstrates his or her ability to benefit from and contribute to the total Antioch program. A strong high school or college record correlates with achievement at Antioch. Most applicants will have studied a foreign language, at least three years of math and science, and four years of English while in high school. We also look for evidence of leadership or participation in extracurricular activities, demonstrated use of a special talent, and work or volunteer experience. Standardized test scores (either the SAT or the ACT), are not required.

To apply for admission, students must complete an application form (the Common Application is acceptable, but a supplemental form will be required), application fee, two essays, two references, and an official high school transcript. Transfer students must also provide a copy of their official college transcripts from each college attended, as well as a recommendation from the Dean of Students or a similar official at their previous institution(s). We strongly recommend a personal interview with a representative of the College, preferably on campus.

Applications and admission information are available from the Office of Admissions at the following address and telephone numbers:

Office of Admissions
Antioch College
795 Livermore Street
Yellow Springs, OH 45387
Phone: (937) 769-1100 or (800) 543-9436
Fax: (937) 769-1111

Applicants who wish to review the most recent graduation rates of Antioch College students, as defined by the Federal "Student Right-to-Know and Campus Security Act," may obtain this information from the Registrar's Office.

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

Process

To apply for admission, applications and supporting materials must be sent to the Office of Admissions. Admission to Antioch occurs on a "rolling" basis, meaning that each student's application is reviewed as it is completed, with notification to the student as each admission decision is made. It is best, however, to complete the application as soon as possible prior to the planned term of enrollment.

As a general guideline, the following deadline dates are recommended:

- For admission for Fall term, the application should be received in the Office of Admissions by February 1;
- For admission for Spring term, the application should be received in the Office of Admissions by November 1;
- For admission for Summer term, the application should be received in the Office of Admissions by April 1.

After an offer of admission is made, the student must return the Intent to Enroll form (sent along with the acceptance letter) and a \$150 enrollment deposit, payable by check or money order, in order to reserve a place in the entering class. The enrollment deposit is refundable prior to May 1 for any student enrolling in the Fall term; after that date, and for all subsequent terms, the enrollment deposit is non-refundable to applicants. The deposit is refunded when a student graduates or withdraws from Antioch.

Early Action Program

Students may apply to Antioch under an Early Action program. "Early Action" means the student can receive their admission decision early. The deadline for an Early Action application is November 15; students are notified of the admissions decision by December 15. The decision is non-binding. The student is expected to decide promptly but adhere to the May 1 final decision date. If the student is not accepted under the Early Action plan, he or she will automatically become a candidate for regular admission and will receive a final admission decision by April 1.

Students who are accepted for Early Action will be expected to submit the enrollment deposit as soon as possible after receiving notification of acceptance.

Advanced Standing and Transfer Credit

Advanced standing credit up to a maximum of 27 credits may be granted for Advanced Placement (AP) courses, for International Baccalaureate (IB) courses, for the College Board's College-Level Examination Program (CLEP) exams, and for courses taken at a college or university while the student is still enrolled in high school. See the Academic Regulations chapter for additional information.

Approximately 30% of each entering class at Antioch is comprised of transfer students. In order to be considered a transfer student for purposes of admission, the applicant must have completed a minimum of 12 semester-hours or 16 quarter-hours of transferable credit at a regionally accredited postsecondary institution after graduating from high school.

International Student Admissions

Antioch welcomes applications from international students. All students at Antioch are expected to fulfill the same graduation requirements, including the cooperative education requirement. However, it should be noted that foreign students (classified by the U.S. Immigration and Naturalization Service as F-1 non-resident aliens) are required to study on campus for nine months prior to their first cooperative education experience.

In addition to the general admissions procedures outlined above, international students should submit:

(1) Documentation attesting to the applicant's proficiency in English. The Office of Admissions will provide a form to be completed by the applicant's most recent English language instructor. Antioch requires a score of 525 or better on the TOEFL (Test of English as a Foreign Language), or one of the following:

- Evidence of successful completion of a Level Nine instruction at an ESL Language Center in the U.S., or
- Evidence of successful completion of Level Five instruction at the English Language Multicultural Institute (ELMI) in Dayton, Ohio.

Information about these two centers is available from the Office of Admissions. Antioch reserves the right to require additional English language training on the basis of tests administered by the College when the student arrives.

(2) Certification of financial resources to meet the expenses of attending Antioch for the duration of the student's program of study. Antioch offers limited scholarships to qualified foreign students who show financial need. Applications for scholarships will be considered after the College has received all application materials and a letter requesting consideration for a scholarship. Financial certification forms are available from the Office of Admissions.

Following acceptance for admission and certification of finances, Antioch will issue the documents necessary for obtaining an appropriate visa.

Readmission

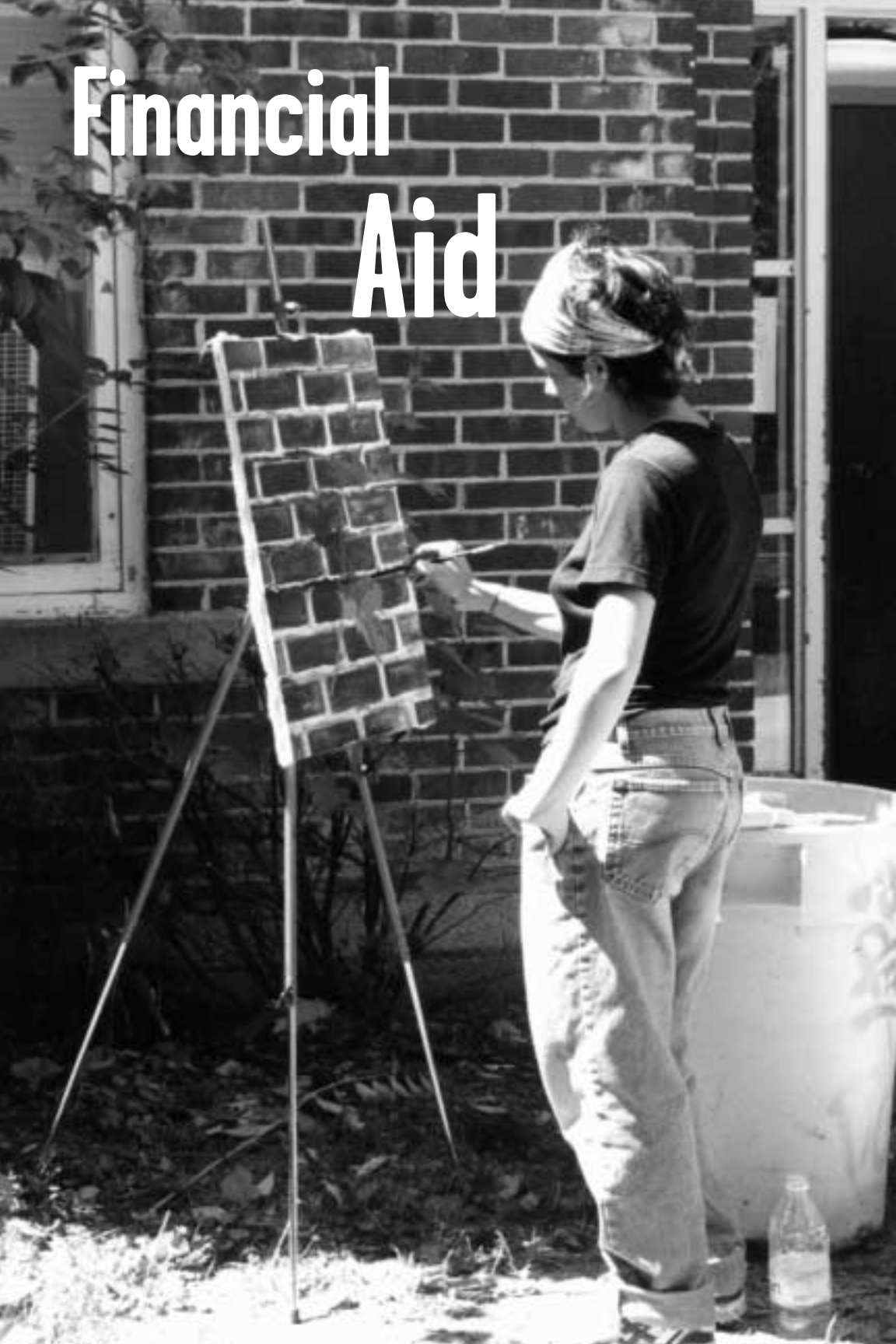
A former Antioch student who wishes to return should contact the Registrar's Office to obtain an application for readmission. Students who withdrew while in good standing and who seek to return within one calendar year are not assessed a readmission fee. A readmission fee is charged to students who apply for readmission after one calendar year. Applications for readmission from students who withdrew and who were not in good standing must be approved by the Academic Policy and Review Committee. Readmission is contingent upon all prior indebtedness to the College being paid in full.

Former Antioch College students who can complete the degree program in less than a year (who need up to 32 semester credits to complete), may apply to the Limited Residency Degree Completion Program. See the Academic Regulations chapter for additional information about this program.

Ability to Benefit

Students who are admitted to Antioch without a high school diploma or GED must demonstrate the ability to benefit to be eligible for any federal or state grant, loan, or work assistance. The ability to benefit must be established prior to enrollment and is determined by passing an approved, independently administered, examination. A list of the approved examinations is available from the Financial Aid Office.

Financial Aid



The financial aid programs seek to make Antioch College financially accessible to students, to increase freedom of choice, and to provide opportunities to students who could not otherwise afford the expense of attending the College. Families have the primary responsibility for meeting college costs, but financial assistance programs are available to all families. These include payment plans, loans, tuition grants, scholarships, and Federal and state financial aid. Interested students are encouraged to apply for financial aid.

Completing the financial aid process provides applicants with additional information needed to make an informed decision about the feasibility of attending Antioch College. Each year, approximately 90% of Antioch students receive some form of financial aid.

Admission to Antioch is made independently of an applicant's financial circumstances. Antioch College does not discriminate on the basis of race, sex, age, sexual orientation, marital status, academic interest, or disability in awarding financial aid or in making admissions decisions.

Applying for Aid

To apply for financial aid, students must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA form is available from high school guidance offices, financial aid offices, or on the web at www.fafsa.ed.gov. A paper copy of the FAFSA may be completed and sent to the federal processor or an on-line version may be completed at www.fafsa.ed.gov. Processing time is approximately four weeks for a paper application and two weeks for the electronic version.

Students applying for aid should include Antioch's federal school code (003010) so that Antioch College will receive the results.

In addition to the FAFSA, students must also complete an Antioch Financial Aid Application, available from the Office of Admissions and Financial Aid office or on the Antioch College web page at www.antioch-college.edu. Copies of prior-year Federal tax returns and W-2s for both parent(s) and student must also be sent to Antioch.

The results of these application materials determine the expected family contribution (EFC), or what the family is expected to contribute to educational costs. The EFC is determined based on information about family income, assets, family size, and additional data that may be requested by the Financial Aid Office. A student's financial aid eligibility is determined by subtracting the EFC from the cost of education (tuition, fees, room and board, and personal expenses). The remaining amount is the student's need. Antioch then compiles a financial aid package attempting to meet that need, using a combination of resources including Federal and state grants, loans, scholarships, and on-campus employment. In recent years, the percentage of need met by the financial aid has ranged from 76% to 100%.

Deadlines

It is in the best interest of new students to file the FAFSA early and to have all supporting documents to Antioch by February 15 in order to receive an early determination of aid eligibility. Parents who have not completed their tax returns early should consider completing the

FAFSA using estimated information. Once tax returns are completed and sent to Antioch, the College Financial Aid staff will make appropriate corrections.

Returning Antioch students must reapply each year in order to be considered for financial aid for the following academic year. Returning students are expected to submit the Antioch Financial Aid Application, W-2s, and the results of the FAFSA to the Financial Aid Office by March 1. Parent and student Federal tax returns should postmarked and sent to us by April 15.

Types of Financial Aid

Federal and state governments and Antioch College provide the following sources of aid. Students may be eligible for all or some of the following:

Federal Pell Grants

Federal Pell Grants are Federally funded and do not require repayment. For the 2001-2002 academic year, Pell Grants ranged from \$400 to \$3,750. Eligibility and grant amount are determined by the FAFSA results.

Federal Supplemental Educational Opportunity Grant Program (FSEOG)

A federally funded grant program not requiring repayment. Antioch awards FSEOG to students based on their level of financial need, as determined through the FAFSA.

State Grant Programs

Some states (OH, PA, RI, VT, and DC) offer grant programs for residents of their states attending Antioch College. Eligibility criteria and the application process vary from state to state. Students are advised to check with their high school guidance counselor or state agencies for application procedures.

Federal Perkins Loan

These long-term, low-interest (5%) loans are funded by the Federal government. Repayment begins nine months after the student graduates, withdraws, or is enrolled less than half-time.

Federal Direct Subsidized Stafford Loans

The Federal government funds these long-term, low-interest loans. They are based on financial need. While the student is enrolled, the government pays the interest on the loans. The annual loan amounts range from \$2,625 for first-year students, \$3,500 for second-year students, to \$5,500 for students in their third year or beyond. Repayment begins six months after the student graduates, withdraws, or is enrolled less than half-time.

Federal Direct Unsubsidized Stafford Loans

These loans are similar to the Subsidized loans described above, but are not based on financial need and the government does not pay the interest while the student is enrolled. The student is responsible for either paying the interest or deferring it. The annual loan amount ranges from \$4,000 for first- and second-year students to \$5,000 for third-year students and beyond.

Federal Direct Parent Loan for Undergraduate Students (PLUS)

The PLUS Loan program provides parents with another option to pay for college expenses. Unlike other programs mentioned above, the PLUS loan may be used to pay the expected family contribution. Eligibility is based on the credit-worthiness of the parent borrower. The maximum amount that can be borrowed is the full cost of education minus all other aid awarded. The PLUS loan has a variable interest rate which is determined annually with a 9% cap. Repayment begins 60 days after the loan has been fully disbursed. Parents interested in applying for this loan should contact the Financial Aid Office.

Scholarships

Community Responsibility Scholarships

New students are considered for Antioch Community Responsibility Scholarships through the admissions process. Students are considered based on variables such as merit, academic promise, and community involvement. No separate application is required.

Bonner Scholarships

Established in 1992, Bonner Scholars Program provides scholarships to students who have a commitment to strengthening their communities through service and who need help paying for an Antioch College education. The Bonner Scholars Program not only offers financial aid towards an Antioch College degree, but also provides an opportunity for a "higher" education. Bonner Scholars learn in lectures, labs and studios, but they also learn by serving their communities and improving the world in which they live. Bonner Scholarships enable students to pursue community goals and help meet their financial obligations to Antioch. Bonner Scholarships provide up to \$2,100 per student per year in grants

and between \$1,050 and \$2,500 in grants for four of five co-op terms. Eligibility for a Bonner Scholarship at Antioch is based on demonstrated financial need, a solid academic performance in high school, and demonstrated responsibility and good citizenship at home, school, church, temple or in the community. Contact the Admissions Office for an application.

Scholarships for Continuing Students

Continuing students may apply for other academic scholarships that are available to Antioch students who have challenged themselves intellectually, and have demonstrated a sense of integrity and outstanding academic promise. Students must be in good standing with the Cooperative Education Office, Dean of Students, and Business Office, as well as academically. Each year, a number of need and non-need scholarships are awarded on a competitive basis. Listed below are just a few of the numerous scholarships offered to continuing students by Antioch College:

David Bird Journalism Scholarship
Chatterjee Scholarship for Cooperative Job
Placements in Peace Studies
Paul Howe Education Scholarship
Keith Science Scholarship
Belinda McGuire Memorial Scholarship
Newcomb Mott History Scholarship
Esther Oldt Scholarship for Study Abroad
Nelson Urban Scholarship for Academic
Achievement and Leadership Potential
Mari Michener Scholarship in Honor of
Professor Chatterjee (for co-op students)
Mari Michener Scholarship in Honor of Jessie
Treichler (for students of color)
Mari Michener Scholarship in Honor of Basil
Pillard (Humanities)



Tuition AND Fees

ANNUAL TUITION AND FEES FOR STUDENTS IN THE 2002-2003 ACADEMIC YEAR

Full-Time Annual Tuition	\$21,190
Room	2,740
Board	2,862
Technology Fee	131
Community Government fee	462
Total Tuition and fees	\$27,385
+Student Medical Insurance	\$320

(Required for students without parental or other medical insurance. A waiver of coverage must be on file to avoid this charge.)

There will be additional costs for books and personal expenses. See the chapter on cooperative education for a discussion of the financial aspects of Co-op.

Tuition And Fees

Tuition and Fee Structure

The standard yearly tuition will entitle the student to three full-time trimesters of study and/or co-op for Summer entrants, or two full-time trimesters of study and/or co-op for Fall entrants.

Billing Schedule

Billing invoices are mailed approximately six weeks before the beginning of each scheduled study or co-op terms. The balance (less financial aid for tuition, fees, room and board, not books & personal) is due thirty days prior the beginning of the term. A late payment fee of \$100.00 or 10% of the balance, whichever is less, is assessed when payment is not received by the due date.

Payment Plan

Antioch College offers an interest-free monthly payment option administered through Tuition

Management Systems. For an annual enrollment fee of \$55.00 you may choose to spread your payments over 10, 9, or 8 equal monthly payments. If you wish to enroll in the monthly payment plan by phone, or if you have any questions, telephone Tuition Management Systems at 1-800-722-4867. You may also enroll via the world-wide web at www.afford.com.

Enrollment Fees and Sibling Discount

Seniors who are completing outstanding degree requirements with no further registration needed will be assessed the Enrollment Fee per term.

A sibling discount on tuition is available to families paying at least two full years' tuition to Antioch College in one academic year and not receiving any other financial aid. A discount of 15% of a term's tuition is credited to the Spring term tuition charge of the second sibling.

Hope Tax Credit and Lifelong Learning Credit

Taxpayers may be eligible to claim a non-refundable credit against their Federal income taxes for qualifying education expenses. Consult your tax advisor on how this tax legislation may benefit you.

Pre-paid Term

Students who pre-pay tuition and fees for a term in their first year will not be charged tuition and fees for the final term of co-op or study which completes their degree program.

Fees for Transferring Credit

- A flat Transcript Processing Fee of \$50 for each transcript evaluated is charged to students who transfer credits taken at another institution while on co-op or while on academic leaves of absence from Antioch College.

- A fee of \$135 per credit is charged to students who transfer credits taken while on personal leaves of absence, while withdrawn, or while finishing the degree away from campus.
- No processing fee is charged for courses taken at programs taken through off-campus programs affiliated with AEA or the Great Lakes Colleges Association.

Note: These fees do not apply to the transfer of Advanced Placement credit earned in high-school or college-level courses completed elsewhere before a student has transferred to Antioch College.

LESS THAN FULL-TIME TUITION RATES AND MISCELLANEOUS FEES

*Half-Time Tuition (7-11 credits) \$5,298

*Part-Time Tuition (1-6 credits) 375 per credit

Post-BA Teacher

Licensure Tuition 150 per credit

Alumni Tuition 135 per credit

Application for Admission 35

Enrollment/Damage deposit 150

Housing Key Fine 55

Late Payment 100 or 10% of
the balance,
whichever is less

Meal Card Replacement 15

Returned Check 15

Readmission 100

**Degree students are permitted to register for Part-Time and Half-Time study only for the final study term of their senior year.*

ACADEMIC RECORDS & REGISTRATION FEES

Audit (non-degree students) 260 per course

Inabstentia Term 300 per term

Late Registration 15 per day
after classes

begin (\$75 max.)

Late Sequence Change 75

Over-credit 135 per credit
(effective with fifth over-credit)

Transcript Requests 5 per copy
(for Antioch College transcripts only)

Overnight Transcript Service 20 per overnight
package

Transcript Evaluation 50 per transcript

Post-matriculation

Transfer Credit 135 per credit

Diploma Replacement 50 per diploma

MISCELLANEOUS ACADEMIC FEES

Art Materials 20 per course for
certain VISA courses

Communication Labs 13-45 per course
(amount depends on course)

Languages 100 per course for languages
other than French, German,
Japanese, Spanish, and Swahili
(subject to sufficient enrollment)

Music 150 per course for instrumental
instruction courses except piano

Photography Labs 20-45 per course
(amount depends on course)

Massage 15 per course

Boxing 15 per course

Fencing 25 per course

Riding 85 per course

Scuba Diving 210 per course

Skills Assessment 15

Off-Campus Study 1,600 up to 16 credits;
\$100 each additional credit

Professional Course (audit) 100 per course

Professional Course (credit) 100 per credit
(maximum 3 credits)

GYM FEES (FOR NON-CG MEMBERS)

Gym Members 50 per term

P.E. Course (audit) 25 per course for
Gym Members

P.E. Course (audit) 50 per course for
non-Gym Members

Refund Policy

(Credits for Withdrawal)

When a student withdraws from classes or co-ops, their charges will be reduced and their account will be credited according to the following refund policy. For the purpose of this policy, the period of enrollment is a term. The beginning of a study term is the first day of classes and the end of the term is the last day of classes.

The beginning and end dates of each co-op term are listed in the catalog. The unofficial withdrawal date is the last day of attendance.

WITHDRAWAL DATE TUITION & FEES CREDIT PERCENTAGES

15 Week Term (Fall and Spring)

Before first day of class	100%
During Week 1	90%
During Weeks 2 and 3	80%
During Week 4	70%
During Weeks 5 and 6	60%
During Week 7	50%
During Weeks 8 and 9	40%
After Week 9	0%

Room and board will be pro-rated 1/15 for each full week unused.

12 Week Term (Summer)

Before first day of class	100%
During Week 1	90%
During Week 2	80%
During Week 3	70%
During Week 4	60%
During Weeks 5 and 6	50%
During Week 7	40%
After Week 7	0%

Room and board will be pro-rated 1/12 for each full week unused.

Title IV Aid Earned

Once a student has completed 60% of the term, the student has “earned” all of his or her Title IV aid. Up to the 60% point, the student earns only the percentage of those funds that corresponds to the percent of the period completed. The period completed is calculated by dividing the days completed by the days in the term.

Institutional Aid Earned

The college will use the Title IV formula to calculate institution aid “earned” and return unearned aid to the college.

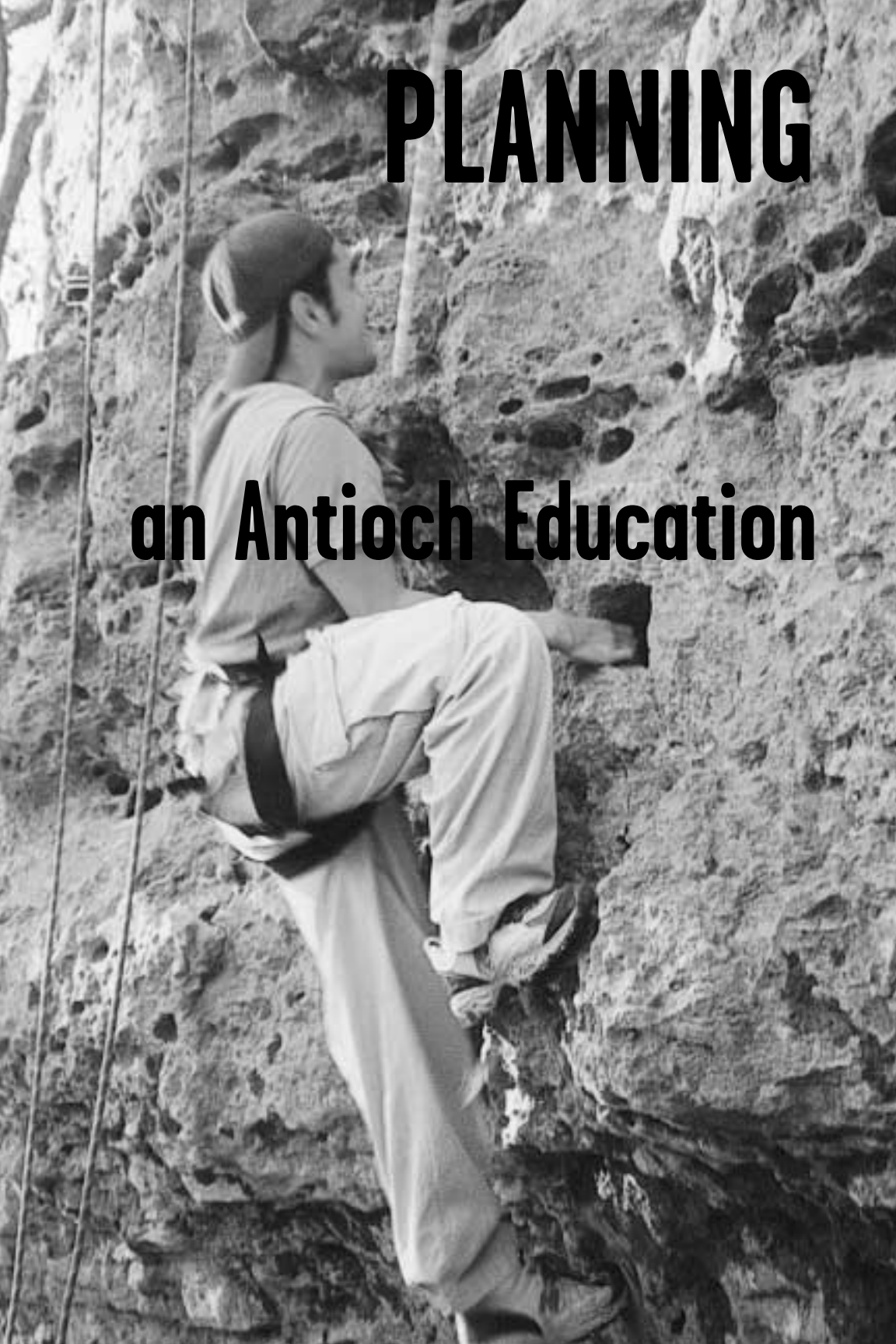
Distribution of Refunds

The distribution of refunds to Title IV aid recipients is mandated by Federal law and will be issued within 30 days of notification to the Business Office by the Registrar of withdrawal from classes. Unearned aid will be returned to the aid source in the following sequence:

1. Unsubsidized Student Loans
2. Subsidized Student Loans
3. Perkins Loans
4. PLUS Loans
5. Pell Grant
6. FSEOG
7. Americorps

State Grants and External Scholarships

The refund policy for unearned state grants and external scholarships is determined by the individual awarding agency. Once the appropriate refunds have been returned to the aid sources, any remaining credit balance will be issued to the student.



PLANNING

an Antioch Education

Antioch College offers the Bachelor of Arts and the Bachelor of Science degrees in a program of alternating terms of study and work. Both the B.A. and B.S. degrees require a minimum of 107 academic semester credits. Because Antioch's educational model assumes the value of off-campus learning, especially in work settings, both degrees require a minimum of five cooperative ("co-op") education experiences. Students earn 12 co-op credits for each full-time co-op experience, for a required total of 60 co-op credits.

While designed as a four-year program, the time it takes to complete an Antioch degree will vary depending upon factors such as: credit for Advanced Placement courses during high school; credit granted for International Baccalaureate subject exams during high school; transfer credits granted from other colleges; the number of credits pursued and completed each term; a credited pre-Antioch co-op; and independent study credit earned while on co-op. Students attend Antioch on a trimester calendar with three terms each year: Fall, Spring, and Summer terms.

Education at Antioch consists of several components:

- General Education courses and requirements;
- Cooperative education experiences;
- Community experiences; and
- Fulfilling the requirements of an interdisciplinary major, including a Senior Project.

Summer at Antioch

The summer trimester at Antioch consist of three intensive three-and-a-half week blocks, with a four-day break between each block. Students focus their studies on one intensive course during each of the blocks. In addition to these block courses, learning is supplemented by a rich array of workshops, minicourses, films, concerts, lectures, performances and other cultural and academic events. The summer block courses involve a variety of immersion experiences; field trips; and diverse combinations of classroom, field, experiential, and community service learning. By taking only one course during each summer block, students are able to investigate their specific areas of interest in greater depth than might be possible during the fall and spring terms.

Alternating Terms of Study and Cooperative Education

On entry, students are assigned a schedule of alternating terms of study and co-op. The assigned schedule depends on the student's class standing at entrance. The minimum residence requirement for all students is three study terms; some students may earn co-op credit for "pre-Antioch" work experiences toward the required five co-ops. A "pre-Antioch" work experience may be credited if the student has worked full-time for a minimum of fifteen weeks following high school graduation.

- First-time students and transfer students with 1st year standing are expected to complete five co-ops in residence; an exception may be made and one “pre-Antioch” work experience may be credited.
- Transfer students with 2nd year standing may credit one “pre-Antioch” work experience.
- Transfer students with 3rd year standing may credit two “pre-Antioch” work experiences.

Following is the general pattern of study (S) and co-op (W) terms assigned to students on entry. Terms in parentheses are not assigned, but may be needed by transfer students without “pre-Antioch” co-op or those who need an additional study term to complete their graduation requirements.

The following are representative four-year programs for Antioch students entering in the Fall with different admit statuses:

First-time students and transfer students with 1-11 transfer credits are assigned the following sequence of study and work terms:

Year	Su	Fa	Sp
1st	-	S	S
2nd	W	S	W
3rd	S	W	S
4th	S	W	S
5th	W		

Students are scheduled to graduate at the end of the fourth summer term, as outlined above. Some students entering with first-year standing may be able to fulfill one of the five required co-op terms with a “pre-Antioch” co-op, and therefore could complete requirements in the spring trimester of their fourth year.

	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa
Summer Entrant														
Fresh/Trans 0-11 credits	S	S	W	S	W	S	W	S	W	S				
Transfers 12-27 credits	S	W	S	W	S	S	W	S	W	S	W			
Transfers 28-45 credits	S	W	S	W	S	W	S	W	S	(W)				
Transfers 46-53 credits	S	W	S	W	S	W	(S)	(W)	(W)					
Fall Entrant														
Fresh/Trans 0-11 credits	-	S	S	W	S	W	S	W	S	S	W	S	W	
Transfers 12-27 credits	-	S	W	S	W	S	S	W	S	W	S	W		
Transfers 28-45 credits	-	S	W	S	W	S	S	W	S	W	(W)			
Transfers 46-53 credits	-	S	W	S	W	S	W	(S)	(W)	(W)				
Spring Entrant														
Fresh/Trans 0-11 credits	-	-	S	S	W	S	W	S	W	S	W	S	W	S
Transfers 12-27 credits	-	-	S	W	S	W	S	S	W	S	W	S	W	
Transfers 28-45 credits	-	-	S	W	S	W	S	W	S	W	S	(W)		
Transfers 46-53 credits	-	-	S	W	S	W	S	W	(S)	(W)	(W)			

Transfer students with first-year standing and 12-27 transfer credits are assigned the following sequence of study and work terms:

Year	Su	Fa	Sp
1st	-	S	W
2nd	S	W	S
3rd	S	W	S
4th	W	S	W

Students are scheduled to graduate at the end of the spring trimester of their fourth year. Some students entering with first-year standing may be able to fulfill one of the five required co-op terms with a "pre-Antioch" co-op, and therefore could complete requirements in the fall trimester of their fourth year.

Transfer students with second-year standing (28-45 transfer credits) are assigned the following sequence of study and work terms:

Year	Su	Fa	Sp
1st	-	S	W
2nd	S	W	S
3rd	S	W	S
4th	W		

Students are scheduled to graduate at the end of the third summer term. Students entering with second-year standing may fulfill one of the five required co-op terms with a "pre-Antioch" co-op; the above model assumes one "pre-Antioch" co-op is credited. If a pre-Antioch co-op is not credited, an additional co-op term will be needed.

Transfer students entering with third-year standing (46-53 transfer credits) are assigned the following sequence of study and work terms:

Year	Su	Fa	Sp
1st	-	S	W
2nd	S	W	S
3rd	W		

Students are scheduled to graduate at the end of the second summer term. Students entering with third-year standing may fulfill two of the five required co-op terms with "pre-Antioch" work experiences. The above model assumes two pre-Antioch co-ops are credited and academic requirements are complete after 3 study terms. If pre-Antioch co-ops are not credited, additional co-ops will be needed. Additionally, some students may need 4 study terms to complete their degree.

The goals of these assigned schedules of study and co-op are:

- To enable students to obtain the courses they need to meet the degree requirements in a predictable match between course scheduling and the student's scheduled study terms.
- To achieve, eventually, a balance between students who will be on campus studying and off campus on co-op experiences, which will support the cooperative education experiences available to students.
- To provide students with a more cohesive set of friends and acquaintances as they progress through their Antioch education.

Faculty Advisors

Students are assigned a team of two faculty advisors when they enter Antioch: an academic advisor, who helps plan their initial academic studies, and a cooperative education advisor, who assists with planning their co-op jobs. Faculty advisors are an integral part of the registration and degree procedures at Antioch. Once students decide on a major course of study, they complete a degree plan with a faculty member in that major, who then becomes the student's

academic advisor. Information regarding the student's enrollment and progress at Antioch is provided to the faculty advisors by the Registrar's office.

Degree Plan

In consultation with their faculty advisors, students develop a formal plan which shows how the degree requirements are to be met. The degree plan must be approved by the student's academic advisor in the major field of study and by his/her co-op advisor.

The responsibilities for designing a degree plan which complies with the academic requirements for graduation, and then completing the requirements, ultimately rest with the student. Students initially should plan on exploring the broad-based interdisciplinary courses offered in the General Education program, but they need to decide fairly early in their Antioch career how they intend to meet not only the General Education requirements but also the requirements of a specific major.

Degree plans are expected to be completed and filed no later than the end of the:

- Third study term (for students who enter with first-year standing);
- Second study term (for students entering with second-year standing); or
- First study term (students entering with third-year standing).

The approved degree plan is then filed with the Registrar's office. The plan will be used as a part of the senior check and in verifying completion of degree requirements. Any changes to this plan should be promptly submitted to the Registrar's Office.

Changes to Degree Requirements

If degree requirements change during a student's enrollment, the student has the option of completing the requirements that were in effect at the time the student entered or developing a plan to meet the new requirements. Antioch students re-admitted after a period of withdrawal of one year or longer must meet requirements as stated in the current catalog.

Summary of Degree Requirements

These requirements are described in detail in the pages that follow.

The Senior Project

Every student earning a baccalaureate degree from Antioch College must successfully complete the senior seminar and a senior project. The Senior Seminar and Senior Project provide the capstone academic experience for Antioch students. The Seminar, structured by a Course Outline and Course Syllabus, is designed by each academic program in accordance with specific intellectual requirements and objectives for knowledge skill and knowledge mastery. In general, the seminar is composed of the combined faculty of each academic program and all eligible students who are scheduled to complete their Senior Project. The Seminar acts as a support to individual guidance, supervision, and mentoring. The structure of Senior Seminar allows students to enjoy the maximum benefit of peer and faculty commentary and critique, and, in turn, provides students with an opportunity to sharpen their own critical skills. The Senior Seminar is evaluated and credited as a compo-

nent of the Senior Project. The Senior Project is developed by the student in collaboration with a single professor, usually the academic advisor. Each academic major outlines for students the specific objectives and requirements of the Senior Project and articulates those elements in the individual Senior Project course syllabus for that major. Most academic programs require a public presentation, show, or performance as a component of the Senior Project. Pre-requisites for the Senior Seminar and Senior Project are a methods course (where applicable), senior standing, and permission of instructor. General Education (as described in detail later in this section)

Cooperative Education

At least 5 full-time cooperative education experiences.

Majors

The requirements of one of the interdisciplinary majors, including a Senior Project. Several of these majors offer disciplinary “concentrations” indicated below. A “Self-Designed” major also is an option.

Arts. Courses and concentrations in Dance and Theater, Music, Visual Arts

Cultural and Interdisciplinary Studies. Courses and concentrations in African and African-American Studies, Communications, Education Studies and Teacher Licensure, Environmental Studies, Peace Studies, Women’s Studies

Environmental and Biological Sciences. Courses and concentrations in Biology, Biomedical Sciences, Environmental Science, Geology and Environment

History, Philosophy, and Religious Studies. Concentrations in History and Philosophy and courses in History, Philosophy, and Religious Studies

Languages, Literature, and Cultures. Courses and concentration in Literature, Creative Writing, French, German, Japanese, Spanish

Physical Sciences. Concentrations in Chemistry, Mathematics, and Physics and courses in Chemistry, Computer Science, Mathematics, and Physics

Self, Society and Culture. Courses in Anthropology, Psychology, Sociology

Social and Global Studies. Courses and concentrations in Asian Studies, Economics, Environmental Policy, International Relations, Management, and Political Science

Self-Designed Major. The Self-Designed Major is available for students with special objectives that cannot be accomplished with the eight majors offered at the College. To declare a Self-Designed Major, the student must submit a “Self-Designed Major Worksheet” to the Registrar’s office for approval by the Self-Designed Major Committee, at a time when there are at least two study semesters remaining before graduation.

The plan for a Self-Designed Major must include a minimum of 48 credits consisting of:

- A minimum of 48 semester credits in the major consisting of:
- A minimum of 16 credits at the 200-level or above.
- A minimum of 12 credits at the 300-level or above, not including the Senior Project.

- A Senior Project (numbered 496) in the major approved by the advisors.
- Two courses (4 or 5 credits) of the 48 credits may overlap with General Education.
- At least one co-op experience in which the co-op project is directly related to the major.

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

- Obtain the Self-Designed Major form from the Registrar's office.
- Find two advisors, primary and secondary, representing the two most significant disciplines of the Self-Designed Major, who agree to accept responsibility for advising the student. The advisors must be regular classroom faculty members.
- Meet with academic advisors jointly for the planning of the Self-Designed Major, and again for the planning and approval of the Senior Project. The primary advisor is responsible for evaluating and crediting the Senior Project.
- Submit to the Registrar's office the completed form with a personal statement of purpose signed by the academic and co-op advisors, supported by statements from the academic advisors, and provide a separate page listing courses at the 200 and 300 levels to the Registrar's office.
- Have a preliminary degree check completed in the Registrar's office.

Upon receiving the above materials, the Registrar's office will do an initial check, and will forward the degree plan materials to the chair of the Self-Designed Major Committee for approval.

The following criteria will be used by the Committee as a basis for evaluating plans for Self-Designed Majors:

- The plan must meet the General Education requirements.
- The plan cannot be accommodated within an existing major.
- The plan can be properly conducted using existing resources available to the College.
- No more than three of the courses in a student's Self-Designed Major may be independent study (i.e., 196, 296, 396). This does not apply to regularly-offered catalog courses taken independently.

Double Major. Students may elect to fulfill requirements of two different majors and graduate with a "double major." A double major for the B.A. degree would require at least 90 semester credits in the double major. Students with a double major are required to complete two Senior Projects — one in each major. Special circumstances apply for the B.S., and students pursuing this degree must consult with the Registrar before declaring a double major in the sciences.

Second Degree. Holders of a bachelor's degree from Antioch College or another institution may earn a second bachelor's degree at Antioch College if the minimum residence requirement is met (54 semester credits and 3 co-op experiences completed in residence) while pursuing the second degree, and the requirements for the major are satisfied. This means that these individuals are treated like transfer students with third-year standing, and no more than 53 credits from the previous degree may be applied toward the second degree earned at Antioch College.

Independent Studies

(maximum of five)

The College recognizes that it is sometimes necessary and beneficial for a student to work one-on-one with a full time faculty member in regard to an academic area of interest not covered in courses listed in this catalog. At such times an independent study may be appropriate. A maximum of five (5) independent study courses may be applied toward the baccalaureate degree. For self-design majors no more than three may be used within the major.

General Education Requirements

One course (4-5 credits) numbered 101 and above from six of the eight majors. A minimum of one course must be taken from ENVS or PS. One course may overlap with the major. Basic skills math and writing courses may not be used to satisfy general education requirements.

The General Education program at Antioch College provides students with a broad-based education in the liberal arts and sciences and is intended to challenge students' values and perspectives as well as increasing their knowledge, ability to question, and general intellectual consciousness about themselves and the society in which they live.

Cross-Cultural Learning Experience

The cross-cultural experience is a planned and evaluated learning experience which places the student in an environment where learning is accomplished through active interaction with a different culture, either within the United States or abroad.

The cross-cultural experience should help the student form a clearer understanding and appreciation of the characteristics of another culture and its complexity and diversity. While developing a sense of cultural humility, students will also gain an appreciation of the sources and values of their own culture.

The primary means of fulfilling the cross-cultural experience requirement will be through the successful completion of an international or domestic co-op, which has been designated as cross-cultural. Students may develop an assignment, with the assistance of co-op faculty, not on the regular job list, that has been approved to meet the requirement. All the Antioch Education Abroad programs and all domestic programs, such as the Cross-Cultural field Studies Program, also fulfill this requirement. Preparation for the cross-cultural experience should include the opportunity to investigate the concept of culture and its impact on habits, behavior, beliefs, and values. Each student should have an opportunity to develop skills and acquire the knowledge necessary for making informed observations and reflections. This preparation may be done through Antioch courses, seminars, workshops, and program orientations.

Students should demonstrate an increased ability to understand cultural differences and be able to conceptually relate their own culture to another. This should include an understanding and respect for the customs and social norms of the host culture regarding gender, class, and ethnicity. Students should exhibit knowledge of the physical environment, historical heritage, and social institutions of the host societies or communities.

Oral Proficiency in a Second Language

The primary objective of this requirement is to produce graduates who possess the ability to orally communicate in a second language. This ability will enable Antioch students and graduates to interact effectively and responsibly in the world, to sharpen their values and life philosophies, and to understand the experiences and cultures of others.

Although no credit requirement is associated with this proficiency requirement, in order to graduate students must demonstrate oral proficiency in speaking and understanding a second language.

Some students may enter Antioch with oral proficiency in a second language and may demonstrate this proficiency as early as orientation week by successfully completing the oral proficiency examination. Other students may take courses at Antioch to learn a second language or may choose to learn a second language through Antioch Education Abroad programs, during co-op assignments, or through experience-based language learning in communities in the U.S.

Any student who has not fulfilled the proficiency requirement, but who has satisfactorily completed two courses (or a total of 8-10 semester credits) of one language, shall qualify for a waiver of this requirement at senior check. For third-year transfer students, successful completion of one foreign language course at Antioch of 4 to 5 credits, or one intensive foreign language co-op or AEA program, will be sufficient to qualify for a waiver of the requirement. No waivers will be granted prior to senior check. Transfer students may meet the requirement through transferring proficiency certification or a minimum of eight semester credits in a second language from another college.

If a student studies through Antioch Education Abroad or co-ops in an intensive foreign language environment and fails to achieve threshold proficiency, that student will qualify for a waiver of the requirement, which will be exercised at senior check, upon successful completion of one course (4 to 5 credits) of the same language. (Usually a student will have already completed at least one course before embarking on such a co-op or AEA program.)

Antioch offers instruction in French, German, Japanese and Spanish, and provides proficiency testing only in these languages. Other languages in which testing expertise can be secured without direct cost to the College may be used to meet the proficiency requirement.

Basic Skills

Writing Skills: Written communication skills are necessary for success and credit in most classes, in many co-ops, in the crediting process for all co-ops, and for active participation in community life. Proficiency in writing is expected of all students. The faculty defines proficiency in writing as the ability to write with clarity and coherence, to improve writing through revisions, and to write to an audience. Once basic writing proficiency is demonstrated, students will work with faculty in almost every course to learn the particular styles of writing used in different academic areas.

Students demonstrate writing their proficiency by satisfactory performance on the Basic Writing Skills Assessment. The Basic Writing Skills Assessment is conducted prior to the student's first registration session to ascertain writing competency early enough to inform course selection. Those failing to demonstrate minimum competency are required to enroll in and earn credit in LLC 100 Writing Skills Workshop prior to the end of their second study term.

Any student who has successfully completed a composition course at another college or passed The College Board Advanced Placement Exam in English Language /Composition may be exempt from the Basic Writing Skills Assessment requirement. The Registrar will evaluate the official transcripts or score reports to determine whether the student is exempt from this requirement.

Quantitative Skills: Competency in quantitative skills is expected of all students. Students demonstrate their competency by satisfactory performance on the Basic Math Skills Assessment. The Basic Math Skills Assessment is administered to all students (first time and transfer) during the orientation period to ascertain their math proficiency early enough to inform course selection.

Students who do not pass the exam are required either to enroll in MATH 100 Basic Math Workshop or engage in self-study or seek individual tutorial assistance to prepare for a re-test. A group re-test opportunity will be provided during the 5th week of the term. Students may also schedule individual re-tests by contacting the Office of Institutional Research or the Academic Support Center for an appointment. Students must either satisfactorily complete MATH 100 or the test before the end of their second study term.

Any student who has successfully completed a college level (not remedial) mathematics course at another college or passed The College Board Advanced Placement Exam in Calculus may be exempt from the Basic Math Skills Assessment requirement. The Registrar will evaluate the official transcripts or score reports to determine whether the student is exempt from this requirement.

Physical Education (2-4 credits)

The Physical Education faculty recommends that a student register for a PE credit each study semester and that the student engage in various physical education experiences. The number of PE credits required to be completed at Antioch for the degree varies according to the student's standing at entrance. Students entering with:

- First-year standing: 4 credits
- Second-year standing: 3 credits
- Third-year standing: 2 credits.

The following rules apply to PE credits:

- No more than four (4) physical education activity credits may be counted toward the 107 credits required in the baccalaureate degree.
- Students may earn one PE credit for study while part of Antioch Education Abroad. The student should arrange credit through AEA.
- Students may earn no more than two PE credits while participating in selected DANC courses (see specific course descriptions for eligible courses)
- With the exception of the credit options noted above, the Physical Education staff expects the required PE credits to be taken on campus under their supervision. In the event one credit needs to be earned in a different setting, advanced planning with the Physical Education staff and approval of the Dean of Faculty is required.

COOPerative Education



“A liberal education is an exploring education—that students seek wisdom wherever wisdom can be found—in the record of the past, in the accounts of contemporary experience and in their own participation in the world around them.” “THE VALUE OF THE CO-OP PROGRAM,” ALGO HENDERSON, PRESIDENT 1936-48

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Judith A. Schimpf, M.Ed., Assistant Professor of Cooperative Education

Every Antioch student participates in the program of alternating work and study. The College's year-round trimester calendar requires each student to be engaged in the program of work and study for almost the entire year. New first-year students start in the summer, fall or spring, and usually study for two terms before they begin to alternate work and study terms. Transfer students begin their co-ops during their second trimester. The calendar is arranged so students study on-campus at different seasons of alternate years and can complete their programs in four years.

The Co-op Program

The idea of learning from experience pervades an Antioch education. Antioch's Co-op Program is based on the idea that many off-campus work experiences contribute to a student's education. The alternation and integration of work and study have been the primary force shaping the unique character of Antioch since the introduction of the Cooperative Education program in 1921. A successful co-op is full-time work planned in advance with a Co-op Advisor, for the dates of the entire co-op period, usually 16 or 17 weeks. However, students must work a minimum of 15 weeks in order to earn credit. A successful co-op experience concludes with a satisfactory employer evaluation, a job summary, a co-op paper or project, and a crediting conference with a Co-op Advisor.

A pioneer in the field, Antioch offers a more extensive cooperative education program to its students than any other liberal arts college in the country. Studies indicate that students in co-op programs gain maturity, motivation, academic achievement, and clarity about their goals. Cooperative education especially stresses the value of paid employment in which a student learns from work, from colleagues, and from living independently in new settings.

Antioch is unique in approaching cooperative work experiences as an integral part of liberal arts education, not solely as preparation for a vocation. We often refer to the Antioch Co-op Program as environmental; where work and life experiences are both valued as contributors to the growth of the whole person.

Each student's co-op program is unique. Each student's educational plan—both in the classroom and on co-op jobs—reflects individual needs and interests. Students continually expand their skills through courses and work, often taking jobs outside their academic disciplines to broaden their background, clarify career objectives, or rethink goals.

All Antioch students have Co-op Advisors — faculty members who are responsible for helping them plan, implement, and learn from their programs of cooperative education.

The Value of the Co-op Program

Students multiply their options through co-op. Their learning opportunities are not limited to the college campus and they can explore a wide range of career options. Co-op students use leading edge equipment and facilities in labs, studios and businesses. Since the future of the workplace is uncertain we believe it is important for our students to learn how to do many things.

Students often discover or affirm their purpose through co-op. Students can test out a dream career they have always imagined with a real job in that field. If they are uncertain about what their passion is, moving into the world early in their education helps students discover what they love to do. If students start working in their chosen fields after they graduate from college, what happens if they decide they don't like that field?

Students also build their capacity through co-op. They learn how to adapt, how to work with different people, how to solve problems and discover problems to solve. Ideally students work in five different jobs in five different locations to build more skills and feel confident stepping into any new situation. Very importantly, students work at the edge of their knowledge then they come back to campus to learn some more.

Antioch aims to prepare students to live responsibly and effectively in a complex world. For over 80 years, Antioch has used cooperative education to enable students to live in environments that differ from the academic setting and to broaden their understanding of the world in which they live. Co-op fosters learning through a wide range of objectives related to work.

The following learning outcomes have been gleaned from many conversations involving students, faculty and staff. In a sense, these outcomes can be categorized in terms of their curricular and their meta-curricular dimensions. For each co-op job students set particular goals and objectives that relate to the actual nature of the job. At the same time, however, there are sets of overarching learning outcomes that pertain to the co-op learning process as a whole.

Having meaningful experiences: A crucial outcome is learning how to engage in meaningful work/learning experiences that have a profound effect on the transformation of one's own life and consciousness. It is critical that co-op learning has the kind of meaningful transformative effect that the classroom is intended to have.

Orientation to the world of work and service:

The Co-op Program offers a real no-nonsense introduction to what it means to be part of the workforce. This objective includes preparation for job skills, job hunting skills, the work ethic, and more.

Learning other communities: Learning how to enter and become accountable to new communities is another important learning objective. This means being oriented to, and responsible for, learning what other communities are about and how to be a responsible citizen.

Survival and life skills: Negotiating adult life in a new environment takes new skills. This outcome involves learning how to deal with money management, finding housing, transportation issues, adapting to a new environment, running a household, paying the bills, etc.

Personal growth: Personal growth, particularly the development of greater independence in the world, involves an increased sense and practice of responsibility for one's work, other people, and one's own actions. In many ways, this entails learning earlier than most people how to balance the profoundly new measure of freedom and responsibility one finds in life.

Praxis: Engaging in practical experience extends one's theoretical learning process in a way that both completes and informs the theory. Practical learning can help one make progress towards a particular career and/or more effective social and political change in the world. Nonetheless, the dialectic of theory and practice is a critical dimension of co-op's learning outcomes.

Connections and networking: Co-op experiences provide the opportunity to learn to build networks among dimensions of one's own learning experiences, to network connections in the world of work, and to develop networks of people to help one in future career development. Co-op also makes it possible to link work experience to academic and course experience.

Cross cultural experiences and learning: This outcome sets the Antioch's Co-op Program apart from others. As students engage in cross-cultural work and learning experiences, they develop the ability to move across various cultural borders with increasing ease and understanding. Students also enter new communities with the right kind of preparation and sensitivity to new cultural realities.

Exploration of the world: Much can be learned by being thoughtful and purposeful while navigating oneself across the country or around in the world as students travel to and from co-op.

A thoughtful period of planning before the experience, carrying out the plan, self-assessment and timely reflection with the student's Co-op Advisor upon return to campus make meeting these outcomes a reality.

Over the course of a four-year Antioch program, co-op work experiences may include many of the following dimensions:

- responsible employment
- career exploration
- broadening and deepening of
 - general education
- the opportunity to work for social justice
- community organizing or
 - community service work
- apprenticeships

Preparing to Co-op

Several activities are offered for students to prepare for their first co-op. You may have worked before—even worked and lived independently—but you may not have thought about work as an integral part of your learning.

At Antioch, we do. And we want to help students handle the surprises themselves that will occur on their co-ops. Attendance at four sessions is required prior to registering for your first co-op.

We've grouped learning activities into four categories: Getting a Job, On the Job, Transition from Campus to Co-op and Quality of Life. Each category is offered several times in different formats and with different topics which allows students to find a convenient time and suitable format. Experienced students co-facilitate many sessions so new students can learn from their co-op experiences. Students may want to attend all the sessions, or pick and choose which activities meet their needs. Attending at least one activity in each of the four categories is required before students may register for their first co-op. We can't predict what will happen on any co-op—no one can—but we can help students build their capacity to handle whatever comes their way

Getting a Job activities are designed to prepare students for their first co-op. Search the job list, meet employers who visit campus, write a powerful résumé, practice interviewing and think through what learning can come from a co-op job.

Transitioning from Campus to Work takes some planning; actually a little can go a long way. Surprises sometimes happen so being ready for surprises when they come along gives students a head start. Topics can include how to research the city or cities being considered, meet other students heading in the same direction, start to build a support network in the new community, work through the finances of living independently and plan now to make future co-ops, even international ones, possible.

On the Job sessions help students become ready to enter a new work environment. Topics might include communicating clearly with a supervisor and co-workers, practicing teamwork skills, honing decision-making abilities, building tolerance for ambiguity, thinking through what it means to be a worker and learn how co-ops fit into a long line of other Antioch co-ops.

Quality of Life on Co-op depends upon a myriad of factors, which are paradoxical: they are wonderful but they can also be stressful and a bit scary. Learn how to handle stress and fear or how to challenge yourself and stay healthy. Learn how to find balance between work and personal life or between risk and safety. Learn to make connections or find support and a safety net in a new community. Learn about maintaining relationships in a program with so many transitions.

Kinds of Employment

Antioch students work in non-profit organizations, corporations, laboratories, hospitals, schools, government agencies, studios, and settlement houses. First jobs are usually at the entry level. Students test career choices, enter new fields of practice, explore new environments, learn basic skills, try different kinds of work, and discover what they do best. They also learn how to live independently, succeed on the job, work with others, assume responsibility, and understand organizations. Later jobs may be more related to an academic field. Co-op employers are thoughtful and committed. Their supervision, personal interest, advice, and reports are indispensable to student success and growth, and they are regarded as Antioch's field faculty.

Since co-op employers have chosen to be part of an Antioch student's education these work experiences are value added. We ask all first year students to work with at least 3 list employers. Transfer students will have half of their co-op with list employers.

On co-op jobs in scientific laboratories, art studios, computer facilities, and other settings, students encounter state-of-the-art equipment and practices beyond those that could be found on any college campus. Students sometimes arrange jobs on their own—we call them "own-plan co-ops" which often are in their home communities. Students may also choose to work on campus or near Yellow Springs.

Co-op Requirements

To meet degree requirements, students need to complete five co-op experiences and earn 60 co-op credits as well as earn 107 academic credits. Students registered for co-op terms are defined as full-time students, earning 12 co-op credits.

A co-op experience is a full-time job, but occasionally individual pre-planned projects may qualify for students who have credited a previous co-op work experience. Examples include being an artist, or developing and opening a business.

Adequate planning and evaluation with a Co-op Advisor are required.

A co-op experience lasts four months (a minimum of 15 weeks) and, if successful, will result in 12 co-op credits after the student completes the reflective and evaluative phase of the crediting process with his or her Co-op Advisor. Partial credit for a co-op experience is not available. A required co-op paper or project is submitted at the end of each job, which is used to evaluate and credit the experience.

Co-ops must begin and end within the established co-op dates which usually span 16 or 17 weeks.

Pre-Antioch Crediting Procedures and Requirements

Depending upon year of standing at entrance and work history, students may be able to earn pre-Antioch co-op credit toward the required five co-ops. A pre-Antioch co-op experience must be a full-time work-based experience for preferably 4 months but at least 3 months before entering Antioch. Most commonly an acceptable experience will be in-between graduating high school and entering Antioch. However, experiences during high school are acceptable if students participated in a work-based learning program or have a significant work experience within the sixteen months before entering Antioch.

For first-year students, a pre-Antioch co-op replaces the fifth co-op that occurs following their graduation ceremony. Students must credit their pre-Antioch co-op before beginning their first in-residence co-op. First year students may credit 1 pre-Antioch, second and third year students may credit 2 pre-Antioch co-ops. No student may credit more than 2 pre-Antioch co-ops. Students must obtain documents from their employers that provide the dates of employment—the employer evaluation form will ideally fulfill this requirement. Students must write a 6-8-page paper or do a project about their pre-Antioch experience that follows the guidelines provided by the Co-op Department. Students must have a crediting conference with their Co-op Advisor. The 12 credits for pre-Antioch co-op will not be recorded on the student's transcript until after completing the crediting process for their first in-residence co-op.

Getting a Co-op Job

Each trimester the Center for Cooperative Education publishes a list of co-op jobs, frequent supplements, special bulletins,

and notices keep job information current. Students get more information about jobs by looking at files of reports from other students who have held those jobs in the past, by talking with upper-class students to get their views of their experiences on particular jobs, and by consulting with faculty Co-op Advisors.

In planning job experiences with the Co-op Advisors, students consider career interests, general education goals, academic interests, previous work experiences, and their special skills. For their first jobs, students use whatever level of skills they bring with them, such as computer skills, laboratory techniques, or child-care experience. Job experiences and course work provide students with additional skills for future jobs.

Job list employers want and expect an Antioch student each term. As partners in the Co-op Program they rely on Antioch students to perform work and complete tasks essential to their organizational objectives. Only one student is recommended for each Co-op job. Once that recommendation from a Co-op Advisor along with the student's application letter and resume is sent to the employer, the student is expected to honor that act as a commitment to the employer.

Most often the employer, after a telephone interview with the student, agrees to hire the student for the co-op term. Employers have made a commitment to Antioch College and Antioch students reciprocate.

Support for Co-op

Before students leave campus, they can meet with a Co-op Advisor and other students who will be working in the same area to exchange information and learn something about the region. Housing arrangements, possible roommates, and advice from upper-class students may result from these meetings. Some housing information and contacts are available. Newspapers and web sites are also quite helpful. Frequently, housing is passed on from one Antiochian to another in major cities. Also available are job files, including job summaries prepared by students, information from employers, and information about jobs or projects students have initiated.

When out on a job, students are never completely isolated from Antioch. Other Antiochians often are working in the same place. Co-op Advisors, alumni, parents of current students, the employer, or co-workers can all offer assistance if needed. If several Antioch students work in the same community, one may coordinate by keeping in touch with everyone, arranging gatherings, and serving as an emergency resource. Co-op Advisors, during their periodic field trips to develop job opportunities, visit students on co-op. A toll-free number is available for students to use to keep in touch with the co-op office.

Financial Aspects of Co-op

All positions on the co-op job list, except those in developing countries, provide compensation. Some jobs provide room and board and a stipend. Others provide salaries or hourly wages. The College also provides students with a co-op transition stipend. The stipend amount varies for domestic and international co-op positions. Students must have a confirmation from the employer and be registered for the co-op by the stated date in order to receive the stipend.

Although most students support themselves during job periods from their earnings, others sometimes choose own-plan experiences that pay little or nothing because of the learning experiences they seek. Some undertake volunteer service projects, theater work, or apprenticeships. Students in such situations usually take a second job to support themselves, using previous experience such as childcare, or food service, or office work.

The marketplace determines salaries. They depend on the level of skill needed, type of organization, regional variations in pay scale, and other factors. By living economically, students may save some money toward incidental costs such as books and travel. Since pay rates and living costs vary widely, students should not expect to finance their education through co-op jobs.

A limited number of co-op positions may be funded through the Federal Work-Study Program. Students should begin planning for co-op with their co-op advisors as early as possible, especially if funding is a key issue.

After Graduation

By participating in the co-op program, students gain experience in a variety of work and living situations. This helps them with career planning by giving them real-world experiences upon which to base their decisions about the future.

For Antiochians, the co-op program is an asset after graduation. One recent graduate attended medical school at a large West Coast university. She wrote that her work experiences had placed her far ahead of peers who had simply accumulated high grade-point averages. Frustrated by the lack of clinical exposure during her first-year of medical studies, she found a part-time job as an autopsy assistant and she organized a special seminar on battered children. She hopes that the seminar will become a regular course on social and ethical issues in medicine.

A graduate student in psychology said that clinical experience on co-op jobs clarified his professional goals. He doesn't worry about his career path the way his fellow students do because his choice was informed by co-op job experiences in the field.

A third graduate has achieved national prominence for her work in puppetry. She entered that field on her last co-op job.

Because of co-op, graduates can leave Antioch with a resume detailing almost two full years of work experiences and know what they can do well. They also may solidify their career objectives—perhaps confirming original choices and aspirations, perhaps finding new directions. In an era in which people change careers more and more frequently, learning to find these new directions becomes a critical skill.

Some Co-op Employers

A representative sampling of Antioch co-op employers follows. These examples were chosen to illustrate the wide range of possibilities.

Brazilian Environmental Science Jobs,
Research Assistant, Paraná, Brazil
Buen Dia School, Teacher Assistant,
San Francisco, CA
Children's After School Arts (CASA), Arts Intern,
San Francisco, CA
Circus Smirkus, Technical Crew or
Costume Assistant, Greensboro, VT
Community Media Workshop,
Communications Intern, Chicago, IL
Dancing in the Streets, Arts Administration
Intern, New York, NY
Democracy South, Research and Office intern,
Chapel Hill, NC
Dixon Place, Theatre Technical Assistant,
New York, NY
Fellow Travelers Performance Group,
Production Assistant, Oakland, CA
Field Museum, Education Aide or
Exhibits Assistant, Chicago, IL
Florence Immigration Project, Paralegal or
Interpreter, Florence, AZ

- Freedom House, Shelter Coordinator Assistant,
Detroit, MI
- Gaalee'ya Spirit Camp, Program Coordinator,
Fairbanks, AK
- Glen Helen Ecology Institute/Trailside Museum &
Visitor Center, Trailside Manager,
Yellow Springs, OH
- Harvey Milk Institute, Program Assistant,
San Francisco, CA
- International Association of Chiefs of Police,
Research & Program Intern, Alexandria, VA
- Jazz Aspen Snowmass, Operations Assistant,
Aspen, CO
- Jicaró/Yellow Springs Sister Village,
Teacher Assistant and Education Aide,
Jicaró, Nicaragua
- K12 Gallery for Young People, Gallery &
Studio Education Aide, Dayton, OH
- Klamath Forest Alliance, Environmental Intern,
Etna, CA
- Kodak, Chemical Research Assistant,
Rochester, NY
- Lilly Research Laboratories, Research Assistant,
Indianapolis, IN
- Museum of Science and Industry,
Interpretive Guide, Chicago, IL
- National Institutes of Health,
Research Assistant, Bethesda, MD
- Neighborhood Capital Budget Group,
Research Intern, Chicago, IL
- NKARARO Secondary School, Teacher,
Kilgoris, Kenya
- Northwestern University Settlement House,
Social Service Intern, Chicago, IL
- Pegasus Players, Technical Theater Assistant,
Chicago, IL
- Pineros y Campesinos Unidos del Noroeste
(Northwest Treeplanters and
Farmworkers United),
- Play Mountain Place, Teacher Assistant,
Los Angeles, CA
- PS1 Charter School, Teacher Assistant,
Denver, CO
- Rancho Santa Ana Botanic Garden,
Research and Herbarium Assistant,
Claremont, CA
- Real Change—Homeless Empowerment Project,
Program Intern, Seattle, WA
- Rosie's Place, AIDS Residence Intern, Boston, MA
- Southface Energy Institute, Affordable Housing
Intern, Atlanta, GA
- Tara Mandala, Retreat Center Staff,
Pagosa Springs, CO
- Theatre of the Stars, Assistant Puppet
Maker and Performer,
Phoenixville, PA
- Yale Univ. School of Medicine, Lab Assistant,
New Haven, CT

Interdisciplinary **MAJORS** and **CONCENTRATIONS**



The way in which the arts are taught enables students to recognize and to take responsibility for their point of view in making, participating in, and viewing art.

Arts

Dance/Theater

Music

Visual Arts

Jill Becker, Assistant Professor of Dance
Christopher Garcia, Assistant Professor of Art
David LaPalombara, Professor of Art
Nevin Mercede, Assistant Professor of Art
Helen Richardson, Assistant Professor of Theater
John Rinehart, Professor of Music
Louise Smith, Associate Professor of Theater

The Arts Major has been crafted to include both disciplinary and interdisciplinary learning experiences. Students majoring in Arts will focus on one of three concentrations: Visual Arts, Dance/Theater, or Music. Each concentration's program is developed in depth, emphasizing the awareness and skills unique to the particular discipline. At the same time, all of the concentrations share common educational goals: the use of the self as source and resource, the development of social, cultural and historical awareness in the process of art making, encouragement of creative risk-taking, sensitivity to the medium, and the emphasis on practice.

The Arts program models the integration of experiential with critical and analytic ways of learning. The way in which the arts are taught enables students to recognize and to take responsibility for their points of view in making, participating in, and viewing art. Students consider how they came to feel, think, and perceive in the ways they do, and how artistic structures influence and are influenced by psychological, social, political, and economic structures.

The Arts program contributes to the larger community of Antioch and Yellow Springs, not only through coursework, but also through the year-round scheduling of exhibitions, performances, informal showings, and workshops by students, faculty, and visiting artists.

Requirements for the Major

All Arts majors take a minimum of 44 credits of arts course work. 32 credits in the student's chosen concentration (Visual Arts, Dance/Theater, Music), including studio, creation, production, technique, awareness work, theory, and history.

4 credits of introductory work are taken outside the concentration, in other arts courses (studio or "practice" course). See courses listed below.

4 credits of intermediate level course work are taken outside the concentration. (See courses listed below.) Courses in this category emphasize issues common to all the arts or offer the opportunity for collaborative work across the boundaries of the concentration or discipline. These are courses that promote understanding of the ways that history and culture play on artistic choices.

4 credit Senior Project with capstone/seminar in Arts. This seminar is intended to bring together all seniors within the Arts major to discuss working processes and shared concerns about the content and presentation of their work.

One co-op experience in the concentration as part of their major. Many students will choose more than one Arts co-op experience.

These are the courses that can be used toward the 12 credit requirement of introductory and intermediate level courses available outside each student's chosen concentration:

Introductory Courses

DANC 115A	Introduction to Dance
DANC 116A	Beginning Modern Technique and Improvisation
DANC 117 or 217	Ballet I or II
DANC 118 or 218	Intro to Drum and Dance of West Africa I or II
DANC 119	Contact Improvisation
DANC 216	Intermediate Modern Technique
MUS 101	Music History I (with co-requisite of 1 credit of voice or instrumental instruction)
MUS 140	Music Theory I
MUS 146	Antioch Chamber Orchestra
MUS 147	Chamber Music Ensemble

MUS 148	Antioch Chamber Singers
MUS 149	Jazz Ensemble
MUS 150	Instrumental and Voice Instruction
THEA 125	Voice and Speech
THEA 185	Stagecraft
THEA 249	Rehearsal and Performance
VISA 110	Clay I: Introduction to Ceramics
VISA 113	Drawing and Composition I
VISA 114	Painting I
VISA 116	Printmaking I
VISA 215	Landscape Painting
VISA 221	Metal Sculpture
VISA 222	Ecological Sculpture
VISA 257	Community Sculpture
VISA 258	Stone Carving
COM 160	Photography I
COM 162	Film Production I
COM 164	Video Production I
COM 260	Photography II
COM 262	Film Production II
COM 264	Video Production II

Intermediate Courses

These courses promote understanding of the ways that history and culture play on artistic choices.

ARTS 270	Collaboration, Creation and Performance
DANC 220	The Self That Moves; The Culture That Moves
DANC 225	Body Learning: Alternative Approaches
MUS 272	Composition II
MUS 240	Music Theory II
THEA 215	Styles of Live Art
THEA 245	Autoperformance
THEA 283	Women Playwrights
VISA 202	Issues in Visual Arts
VISA 276	Studies in Modern Art

Concentrations

Distribution requirements for the concentrations represent minimum requirements. Students are free to take more courses in these areas where their overall degree plan permits, balancing General Education courses, Cross-Cultural and Language experiences, work in the major, and work in the concentration.

Dance/Theater

The Dance/Theater concentration is designed to enable students with a serious interest in dance, theater or movement to explore those fields as practitioners and as people interested in studying human behavior. The emphasis is on practice, with issues of history and theory highlighted in the context of studio courses, concerts and productions. Theater and dance as collaborative, cooperative arts and a focus on building ensemble skills are central to the program. Attention is paid to working with personal integrity, being responsible for oneself and to the group. Students are fully supported in developing their creative vision while honing their technical skills and establishing a high standard of discipline. The program fosters an awareness of the ways in which the purposes of contemporary theater and dance are continuously redefined to reflect the needs of communities, cultures, bodies and souls.

Students have taken many paths upon completion of this program including graduate school in theater, dance, performance studies, and art therapies or working professionally. Some graduates have continue on a broader path, with an enriched understanding of themselves and the importance of movement, dance and theater as ways of perceiving and interacting with the world around them.

Many sensitivities and skills in Dance and Theater overlap and the program promotes connections between the disciplines, while allowing students to chart their own course as choreographers, actors, dancers, directors, playwrights and performance artists. Students can create their own balance between theater and dance by their choice of courses within the categories of Awareness (body and culture), Technique, Creation and Production.

Requirements for the Dance/Theater concentration:

4 credits Awareness body-culture-movement. Choose from:

DANC 225	Body Learning: Alternative Approaches, or
DANC 220	The Self That Moves; The Culture That Moves
THEA 125	Voice and Speech

10 credits Technique. At least 2 credits in Dance and 2 credits in Theater.

Students who have declared a major will be expected to take at least 2 credits of technique each study term and to study technique elsewhere during at least one co-op or cross cultural experience. Choose from:

DANC 115	Introduction to Dance
DANC 116 & 216	Beginning & Intermediate Modern Technique and Improvisation
DANC 117 & 217	Ballet I & II
DANC 118 & 218	Intro and Intermediate West African Drum and Dance I & II
DANC 119	Contact Improvisation
DANC 316	Advanced Technique and Repertory
THEA 125	Voice and Speech
THEA 185	Stagecraft
THEA 310	Approaches to Acting II
PE 113	Yoga
PE 117	Tai Chi

8 credits Creation. Choose from:

ARTS 230	Improvisation in Art and Life
ARTS 270	Collaboration, Creation & Performance
DANC 210 & 310	Choreography and Performance
DANC 242 & 303	Dance Composition I & II
DANC 245	Dance Improvisation
THEA 225	Playwriting I
THEA 245	Autoperformance/Performing the Self

8 credits Production (Choice of plays and choreographic work includes history, research, readings.) Choose from:

DANC 200	Participation in Dance Concert
DANC 210 & 310	Choreography and Performance I & II
DANC 316	Advanced Technique and Repertory
THEA 200	Theater Participation
THEA 249	Rehearsal and Performance I

8 credits in other Arts courses

4 credits Senior Project:

DANC 462 or THEA 462

Senior Project in Dance or Theater with Arts
Major seminar

Music

In this concentration, students work at their 1) ability to read and perform music; 2) skill in understanding music; 3) knowledge of standard music literature; 4) conceptual understanding of structural features in music; 5) participation in musical performance; and 6) understanding of the relationship of music to world social history. The Music concentration maintains connections with the African/African-American and Women's Studies programs through courses, concerts, workshops, and events as ways of addressing the international and inter-cultural aspects of music.

The methods of teaching are wide-ranging and include private instruction for solo performance, master class coaching for small ensembles, conducting for large ensembles, and lecturing, discussion, group interaction, and coaching for music academics. Students choose a principle focus, such as instrument, voice, or composition. They are expected to acquire basic piano skills, perform regularly in ensembles and student recitals, and participate in a music ensemble each term on campus.

Requirements for the Music concentration:

8-12 credits *Theory and Composition*. Choose from:

MUS 140, 240, 340, 440	Music Theory I, II, III, IV
MUS 142, 272, 372	Composition I, II, III
MUS 300	Orchestration
MUS 308	Form and Analysis

8-12 credits *Music History*. Choose from:

MUS 101	Music History I
MUS 201	Music History II
MUS 135	Survey of World Music
MUS 145	Women in Music
MUS 220	American Music
MUS 301	Music History III

6-8 credits Individual Instruction. Choose from: Piano, Orchestral Instruments, Guitar, Voice, Composition.

6-8 credits Ensembles. Choose from: Chamber Orchestra, Chamber Singers, Jazz Ensemble.

12 credits in other Arts

4 credits Senior Project:

MUS 462

Senior Project in Music with Arts
Major seminar

Visual Arts

The Visual Arts concentration is designed to satisfy the needs of students pursuing a career in the Visual Arts and the needs of students who wish to explore the potential of one or more media at a basic level. This program's strength lies in the faculty's ability to help students synthesize various media into a total experience. The study of art presupposes the experience of art. It is a deliberate attempt to involve the student immediately and directly with the process of visual organization.

The program is weighed toward studio involvement but weaves issues of history and criticism into the studio courses. Working with physical media and encountering the concepts and problems of creation are basic to the development of one's sensibility and personal awareness. The education of sensibility is an important factor in the integration of the emotional and intellectual life of each individual, artist and non-artist alike. Only humane and whole individuals can realize a humane culture and society. We must begin at the beginning—with ourselves.

Requirements for the Visual Arts concentration:

8 credits Beginning Studio. Choose from:

VISA 110

Clay I: Introduction to Ceramics

VISA 113

Drawing and Composition I

VISA 114

Painting I

VISA 116

Printmaking I

VISA 215

Landscape Painting

8 credits Intermediate Studio. Choose from:

VISA 170	Studio Problems
VISA 210	Clay II: Intermediate Ceramics
VISA 221	Metal Sculpture
VISA 222	Ecological Sculpture
VISA 253	Drawing and Composition II
VISA 254	Paint II
VISA 256	Printmaking II
VISA 257	Community Sculpture
VISA 258	Stone Carving
VISA 270	Intermediate Studio Problems

12 credits Advanced Studio. Choose from:

VISA 305	Clay III: Advanced Ceramics
VISA 353	Drawing and Composition III
VISA 354	Paint III
VISA 356	Printmaking III
VISA 357	Sculpture III

4 credits History/Theory/Criticism. Choose from:

VISA 202	Issues in Visual Arts
VISA 276	Studies in Modern Art

8 credits in other Arts

4 credits Senior Project:

VISA 462	Senior Project in Visual Arts with Arts Major seminar
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Participation and direct involvement with the critical issues of power, oppression, and change are combined with analytical studies, to enable students to make the connections between knowing, being, and doing.

Cultural and Interdisciplinary Studies

African/African-American Studies
Communications
Education Studies and Teacher Licensure
Environmental Studies
Peace Studies
Women's Studies

Suparna Bhaskaran, Assistant Professor of Women's Studies
Anne Bohlen, Associate Professor of Film/Communications
Robert Devine, College Professor
Denise Eagleson, Assistant Professor of Photography
Ann Filemyr, Associate Professor of Journalism/Communications
and Environmental Studies
Geoffrey "Jahwara" Giddings, Assistant Professor of African/African-
American Studies
Chris Hill, Visiting Associate Professor of Communications
Steven Hoffman, Visiting Assistant Professor of Environmental Studies,
2002-2003
Adam Howard, Assistant Professor of Education Studies and Teacher
Licensure
Patricia Mische, Professor of Peace Studies and Lloyd Professor of
Peace Studies and World Law
Jim Keen, College Professor associated with Peace Studies

Cultural and Interdisciplinary Studies offers concentrations in African/African-American Studies, Communications, Education Studies and Teacher Licensure, Environmental Studies, Peace Studies, and Women's Studies. In addition, students can combine these areas to shape their own curriculum with an advisor. The CIS major and each concentration within it all share a history of and commitment to critical approaches to teaching,

learning, and practice (application). The CIS major teaches and encourages multiple ways of knowing and scholarship based on rediscovery, rethinking, and re-examining.

The CIS concentrations also have in common a commitment to applied studies — to do something with what we teach and learn. This is as necessary to Education Studies and Communications, which prepare students to work directly in these fields, as it is to African/African-American, Environmental, Peace, and Women's Studies, which all place a high value not simply on the accumulation of knowledge, but also on the actions of those with knowledge. Participation and direct involvement with the critical issues of power, oppression, and change are combined with analytical studies in order to enable students to make the connections between knowing, being, and doing.

Students participating in CIS learning activities have multiple opportunities to combine class-work, directed study courses, fieldwork, cooperative education, and other integrative projects to achieve their academic goals. Those goals might include, but are not limited to: preparation for graduate study; work in a variety of areas, either specific to their academic concentration or generalized to other areas; further study in other cultural contexts; or pursuit of professional degrees.

Students in the CIS major will utilize critical theories, analytical studies, and reflection on their own experiences in the culture of the classroom, the culture of the workplace, and the culture of the community to enable them to make the connections between knowing, being, and doing. The goals of the major are:

- Students will demonstrate familiarity with and critically examine, theories of culture, power, oppression, social inequality, and social change.
- Students will place themselves in a position to test their knowledge using critical frameworks to reflect on their experience.
- Each student will develop a senior project that represents an appropriate culmination of the student's work in their area of focus.

Requirements for the CIS Major

The Cultural and Interdisciplinary Studies major requires a minimum of 44 credits in the following types of courses and other requirements:

- Foundations courses
- Modes of Inquiry course
- Concentration courses

- Senior Project
- Co-op experience related to concentration
- Community participation
- Cross-cultural experience

The course requirements for each CIS concentration are described in following sections. A CIS major can also develop a concentration that combines two of the CIS concentrations. For example, a student can choose to develop a concentration in both Environmental Studies and Women's Studies. Note that a student who wishes to combine one of the six CIS concentrations with a concentration from another major — for example, Communication and Literature — would need to seek approval for a Self-Designed Major.

Co-op

All CIS students are required to complete one block of co-op closely connected to the area of their concentration. One CIS course, *Women and Work*, uses the co-op experience as an integral part of course material. Another CIS course, *Introductory Field Experience in Education*, is completed during a co-op experience.

Community

Students in CIS are expected to participate in the vitality and life of the campus community in a wide variety of ways. They are encouraged to participate in committees, decision-making bodies (AdCil, ComCil); to serve the campus newspaper as writers, photographers, and editors; to participate in Community Government; and to take on leadership roles in such Antioch groups as the Women's Center, Third World Alliance, Undoing Racism, Food not Bombs, Antiochians for a Sustainable Future, and related groups.

Concentrations

African/African-American Studies

The African and African-American Studies (AFAS) concentration at Antioch is approached from an Afrocentric perspective. The concentration includes critical analyses of changes and confrontations in human events; provides fundamental critiques of society and the creation of knowledge as we have known it; meets the unique needs of Antioch students within the context of the above parameters; prepares students to engage in socially responsible action; and facilitates the understanding of multiple perspectives.

AFAS courses offer students the knowledge, analytical tools, and sensibilities needed to achieve the preceding goals. The AFAS concentrator will select from courses across the college to build a network of knowledge in a chosen area (social-behavior; aesthetic or policy-praxis.) In keeping with Black Studies imperative of connecting the college campus with surrounding communities, all courses engage service learning pedagogy. African-American Studies courses expose students to varying levels of seven subject areas: history, communications, psychology, politics, economics, social organization and creative productions. Limited courses on African Studies address the pan-African and Afrocentric approach to African-American Studies. Students interested in focusing on Africa will be provided with the support needed for a self-designed concentration that would eclectically utilize other area courses and Co-ops and Antioch Education Abroad (AEA) experiences.

In the end, students will undertake a senior project that demonstrates broad competency in one of the seven subject areas and within their chosen track.

Requirements for the African/African-American Studies concentration (48 credits):

In accordance with Cultural and Interdisciplinary Studies (CIS) goals, in each level of AFAS courses students will be expected to demonstrate particular skills and knowledge as follows:

Two Foundations courses (8 credits):

AFAS 110	Introduction to African-American Studies
AFAS 185	Introduction to African Studies

Modes of Inquiry (4 credits):

AFAS 230	Introduction to African-American Psychology
COM 272	The Interview as Source and Resource

Concentration courses (32 credits) chosen from the following:

AFAS/DANC 118	Introduction to Drum and Dance of West Africa and the Caribbean
AFAS 160	Malian culture and French language (AEA African Art in Mali Program)
AFAS/DANC 218	Drum and Dance of West Africa II
AFAS 230	African-American Psychology

AFAS 250	Aesthetics and Cultures of Mali (AEA African Art in Mali Program)
AFAS 276	African-Americans and Native Americans
AFAS/PEAC 281	The Civil Rights Movement
AFAS 282	Local African-American Culture and History
AFAS 315	Nationalism in the African-American Context
AFAS 370	African-Americans and Public Policy
HIST 155	Introduction to African-American History

Senior Project (4 credits):

AFAS 462	Senior Project in African/African-American Studies
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Communications

The Communications Concentration encourages students to investigate the multiple layers of meaning present in every communication exchange, from spoken conversation to television viewing. An emphasis on the political, social, historical, and contemporary role of the documentary permeates the Communication curriculum and informs student work. Students are also encouraged to explore narrative, experimental forms and media art strategies. Communications courses support the Cultural and Interdisciplinary major by extending an analytical framework for understanding, deconstructing and interpreting media messages, as well as providing a theoretical framework for interpersonal, social, and cross-cultural communications.

Students are required to take at least three levels of history / theory. In addition, Communications students are required to complete three levels of studio practice in order to gain mastery of both the technical and communicative elements involved in film, video, photography or journalism / print media. Students will produce a senior project of excellence that represents this integration of theory and practice.

Requirements for the Communications concentration (44 credits):

One Foundations course (4 credits) chosen from the following:

CIS 105	Leadership for Change
COM 113	Intro to Communications
COM 120	History of the Documentary
COM 220	Video History

Seven Concentration courses (28 credits):
 Three History/Theory courses chosen from the following, with one course from each level (one course may be from another discipline, with advisor's approval):

100 level

COM 120	History of the Documentary
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200 level

COM 245	Image as Document and Invention
COM 260	Photography II
COM 265	Film History and Theory
COM 290	Documentary Inquiry
COM/WS 295	Print Media and Feminist Movement 1970-2000

300 level

COM 300	Media and Social Change
COM 330	Gender and the Moving Image
COM 340	Documentary Issues and Perspectives
COM 365	Special Topics: Advanced Film History and Theory
COM 370	Advanced Journalism

One Method/Mode of Inquiry course chosen from the following:

CIS 260	Qualitative Research Methods in Cultural and Interdisciplinary Studies
COM 272	Interview as Source and Resource
COM 300	Media and Social Change
SGS 301	Research Methods and Data Analysis

Three production courses chosen from the following with one course from each level.

100 level

COM 110	Civic Journalism
COM 155	Audio Production
COM 160	Photography I
COM 162	Film Production I
COM 164	Video Production I

200 level

COM 250	Environmental Journalism
COM 260	Photography II
COM 262	Film Production II
COM 263	Special Techniques in Photography
COM 264	Video Production II
COM 271	Documentary Production
COM 277	Practicum in Public Radio
COM 280	Desktop Publishing
COM/WS 295	Print Media and Feminist Movement 1970-2000

300 level

COM 350	Journalism/Editing
COM 360	Advanced Photography
COM 362	Film Production III
COM 364	Video Production III
COM 370	Advanced Journalism

One Senior Preparation course chosen from the following (4 credits)

COM 362	Film Production III
COM 461	Senior Seminar in Communications

Senior Project (4 credits)

COM 462	Senior Project in Communications
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Education Studies Concentrations

The study of education is inseparable from the study of culture. The Education Studies concentration is explicitly committed to promoting social justice, both in schools and in society at large. Students work to examine the operation of power as it relates to the construction of knowledge, privilege, and oppression. Courses explore the impact of power, privilege, cultural assumptions, societal norms, and institutional policies on both individuals and groups. Through this exploration, students are encouraged to analyze and critique the intended and unintended oppressions resulting from specific educational and institutional practices by (1) considering the values and politics that pervade educational institutions, as well as the more technical issues of teaching and organizing schools; (2) asking critical questions related to common assumptions, and who in society benefits from such assumptions; and (3) examining gender, race, social class, sexual orientation, ability, and cultural biases that result in political, social, economic, and educational marginalization and inequality. Students are

then encouraged to move beyond critique and to theorize about the creation and implementation of educational and institutional practices that promote greater social justice and equity in society.

The Education Studies concentration also introduces students to the meaning and purposes of education, including the nature and purpose of the liberal arts. The program is broadly conceived to acquaint students with a historical view of the academic disciplines, the purposes of the common schools and the ways in which these relate to the work of teachers in the schools in a democracy. The degree of elective choice in the major allows students, in consultation with their advisors, to focus on the development of a broad range of content knowledge and understandings.

Education Studies contributes to five combined concentrations designed for students who intend to obtain teacher licensure through a graduate program or who desire to address education-related issues through work in other fields. These combined concentrations include: Peace Education, Environmental Education, Communications and Education, Women's Studies and Education, Africana Studies and Education.

Requirements for the Education Studies concentration without Licensure (48 credits, including four 200-level courses and three 300-level courses):

Two Foundations courses (8 credits):

EDUC 120	Images of Teachers
EDUC 245	Teaching in a Pluralistic Society

One Modes of Inquiry course (4 credits) chosen from the following:

CIS 260	Qualitative Research Methods in Cultural and Interdisciplinary Studies
COM 272	The Interview as Source and Resource
SSC 370	Research Methods in Social and Behavioral Sciences
SGS 301	Research Methods and Data Analysis

Seven Concentration courses (28 credits):

Three Education Studies courses (12 credits) required:

EDUC 200	Disabilities and Giftedness: School and Community
EDUC 215	Learning in School and Community
EDUC 245	Teaching in a Pluralistic Society

Four Field Related courses (16 credits) chosen with advisor approval

Field Related Co-op and the following course (4 credits):

EDUC 250	Introductory Field Experience in Education (taken during co-op)
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Senior Project (4 credits):

EDUC 462	Applied Research Methods in Education
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The Coordinator of Education Studies works individually with students who are interested in obtaining teacher licensure through a graduate program to help them plan academic programs that will prepare them for further study and personal career goals. Such students take a liberal arts course of study at Antioch that has been coordinated with the academic programs of a number of graduate schools. Students may major in any field at Antioch; it is not necessary to earn an undergraduate degree in education. Because successful application to a Master of Arts in Teaching program requires careful planning, students should meet with the Director of Education Studies as early as possible in their careers to plan their college program.

Environmental Studies

The Environmental Studies concentration prepares students for meaningful engagement in shaping an ecologically and socially sustainable future. Through combining interdisciplinary study in the sciences, social sciences, and humanities with experiential education in the field, students are able to more holistically comprehend and respond to increasingly complex environmental problems. Courses examine the historical and philosophical contexts of contemporary environmental debates and analyze how competing ideas and values in regard to nature shape environmental science, policy, and resource use. By examining such topics as environmental racism, environmental justice, ecofeminism, and indigenous resource rights, students grapple with how the intersections of race, class, gender, and ethnicity affect environmental problems and solutions. Investigation of deep ecology, social ecology, ecological economics, and other critical theories helps familiarize students with various radical approaches to meeting the

environmental challenges and opportunities we face. Particular attention to the linkages between international, national, and local environmental issues provides students with a truly global perspective. Interwoven with academic study, experiential education opportunities provided by Antioch Education Abroad, the Environmental Field Program, the Glen Helen Ecology Institute, and Cooperative Education offer students a variety of outlets for putting theory into practice.

All students begin the concentration with common foundation courses consisting of EST115-Introduction to Environmental Studies and ENVS 110-Environmental Science: The Natural Science of Sustainability. Expanding upon the knowledge gained in these common courses, students can then choose concentration courses according to their particular interests in Environmental Studies. Currently, eight different foci, each with advising sheets that outline a plan for appropriate coursework, have been designed to provide structure and coherence to a student's particular curriculum while also allowing for some flexibility. The curricular foci are as follows:

- Environmental Justice and Organizing combines a foundation in African-American Studies (with particular attention to the problem of environmental racism) and Environmental Science with courses in the History, Theory, and Methods of Social Change and Organization.
- Environmental Education combines foundational courses in Education Studies with courses in Environmental Thought and Ethics, Environmental Policy and Practice, and Environmental Science.
- Environmental Communications combines courses in communications (one course at each of three levels of studio/practice, and one history/theory course) with courses in Environmental Thought and Ethics, Environmental Policy and Practice, and Environmental Science.
- Ecology and Peace combines Environmental Studies courses in the areas of Environmental Thought and Ethics, Environmental Policy and Practice, and Environmental Science with Peace Studies courses that include global governance and global security issues as well as peace theory and practice.
- Feminism, Gender, and the Environment combines Environmental Studies courses in the areas of Environmental Thought and Ethics, Environmental Policy and Practice, and Environmental Science with Women's Studies courses from either a social sciences or humanities track.

- Social Ecology and Sustainability combines a foundation in Social Ecology, Ecological Design, and Skills for Sustainable Living with a variety of courses in Environmental Science and in the philosophy and politics of Social Ecology.
- Environmental Studies/Science combines foundational courses in Environmental Science with a well-rounded set of courses in Environmental Thought and Ethics, and Environmental Policy and Practice.
- General Environmental Studies allows students not interested in pursuing a more focused track to choose from a variety of courses offered within the Environmental Studies curriculum, including courses in Environmental Thought and Ethics, Environmental Policy and Practice, and Environmental Science.

The successful pursuit of an Environmental Studies concentration hinges on two requirements: close consultation with two academic advisors and the student's statement of purpose.

- Academic advisors work closely with students to help them plan their particular focus within the Environmental Studies curriculum. The major advisor must be a member of the CIS faculty, and at least one of the two advisors must be a CIS Environmental Studies faculty member. Students should choose advisors based on their particular interests within Environmental Studies (e.g., in addition to the CIS Environmental Studies faculty advisor, students with a focus in Environmental Education should work with an Education faculty member or students with a focus in Feminism, Gender, and the Environment should work with a Women's Studies faculty member). An important part of this advising relationship is discussion of the statement of purpose, which frames the student's educational plans within Environmental Studies. The process of developing the statement of purpose is greatly enhanced by at least one meeting between the student and both academic advisors.
- The statement of purpose is a 1-to-2-page essay in which the student explains how the courses s/he has chosen to fulfill a concentration in Environmental Studies relate to her/his educational goals. The statement should reflect on the connections between the academic courses, concentration-related co-op(s), and anticipated senior project. The student should write the statement of purpose when at least three study terms remain before graduation. It must be approved by the student's two academic advisors upon completion of the degree plan.

In addition to foundation and concentration courses, all students choose one “Modes of Inquiry” course to be taken during their third year in preparation for the senior project. All CIS Environmental Studies students are required to complete at least one co-op directly relevant to the concerns of the focus they choose (e.g., Ecology and Peace students should select a concentration related co-op that combines issues of the environment and peace). Relevant co-ops include working with such groups as:

- Appalshop, Whitesburg, Kentucky
- Beavercreek City Planning Department, Beavercreek, Ohio
- Center for Creative Reuse, Chicago, Illinois
- Glen Helen Ecology Institute, Yellow Springs, Ohio
- Jardin Gaia, Costa Rica
- SEAGULL (Skegness Environmental Action Group), Lincolnshire, England
- Stone Environmental School, Harrison, Maine
- Sunwatch Archaeological Park, Dayton, Ohio

All students complete their curriculum with a senior project designed to address the multiple concerns of their focus (e.g., senior projects in Environmental Studies/Science should combine both Environmental Studies and Environmental Science). In sum, students will require 11 classes or 44 academic credits (a minimum of 16 credits at the 200-level or above, and a minimum of 12 credits at the 300 level or above, not including the senior project), and 12 concentration-related co-op credits to graduate.

Concentration courses:

EST 115	Introduction to Environmental Studies
EST/SGSE 212	Sustainable Economic Development
EST 215	Campus Ecology
EST 220	Mechanisms of Social Change
EST/COM 250	Environmental Journalism
EST 260	Ecological Design
EST/PHIL 261	Environmental Philosophy
EST/SGSEP 280	Environmental Movements and Social Change
EST/SGSEP 284	Environmental Policy in Comparative Perspective
EST/SGSEP 285	Ecology, Economy, and Ethics
EST/SGSEP 305	Ecology and Feminism
EST 320	Theory & Practice of Ecology from Indigenous Cultures to Sustainable Development
EST/SGSEP 325	Indigenous Ecology and Ecosystem Science: The Politics of Knowledge

EST/PEAC 330	Ecology, Peace, and Global Security
EST/AFAS/SGSEP 335	Environmental Racism and the Environmental Justice Movement
EST 462	Senior Project in Environmental Studies

Other Relevant Courses:

AEA	Brazilian Ecosystems Program
BIO 130	Plants and Their Uses by People
BIO 235	Field Botany
BIO 250	Ecology
BIO 251	Invertebrate Zoology
BIO 255	Plant Biology
BIO 258	Restoration Biology
CHEM 120	Everybody's Chemistry
CHEM 140	General Chemistry I
CHEM 142	General Chemistry II
CHEM 275	Organic Chemistry
COM 300	Media and Social Change
ENVS 125	Ecosystems and Human Impact
ENVS 140	Earth's Surface Environment
ENVS 145	World Environment and Geography
ENVS 245	Ancient Environments/Ancient Life
ENVS 300	Ecological Agriculture
ENVS 308	Fresh Water Environments
ENVS 312	The Marine Environment
ENVS 325	Groundwater and Groundwater Pollution
ENVS 350	Terrestrial Environments
OE 380	Outdoor Education Methods
OE 384	Natural History
OE 386	Outdoor School Administration
OE 390	Outdoor School Principles and Practices Seminar
PEAC 260	Human Rights and Responsibilities
PEAC 294	The United Nations System
PS 122	Natural Resources and the Environment
SGS 120	American Society at the Crossroads
SGS 121	Global Order and Challenges
SGS 122	Bureaucracy and Democracy
SGSE 220	History of Economic Thought: Social Change and Justice
SGSE 230	Capitalism in Transition: A Comparative Approach

SGSE 304	International Economics: Problems and Policies
SGSM 213	Transnational Corporations
SGSP 286	International Organizations
SGSP 334	International Law and Justice
SSC 170	Conflict and Conflict Resolution

Peace Studies

The Peace Studies concentration prepares students for meaningful engagement in work for positive social change related to peace and security, social justice, human rights, democratic participation, and ecological balance at local and global levels. In a world of increasing global interdependence, the world needs leaders in all areas of human activity with the necessary cross-cultural understandings, experience, and skills to contribute to creative, nonviolent solutions to issues and conflicts confronting our global neighborhood. Students in Peace Studies prepare for such leadership by drawing from the most relevant research, theory, and approaches offered by diverse disciplines, including anthropology, history, philosophy, humanities, political science, psychology, sociology, religion, international relations, public policy, and international law.

The concepts of peace and security used are contextual, and range from peace as the absence of war and large-scale physical violence at local, national, or global levels, to positive concepts of peace and security as the attainment of greater economic well-being, social justice, human rights, cultural integrity, and ecological balance for all. In addition to the topics listed in the courses below, students are involved in experiential education through opportunities offered by Community Service, Antioch Education Abroad, and Cooperative Education.

Peace Studies can be combined with other concentration in CIS by following procedures for such combined concentrations. Combined concentrations are already established in Peace Education and Peace Environment. For advice on other possible combinations, consult the Chair of Peace Studies.

Requirements for the Peace Studies concentration (44 credits or 11 courses, including at least four 200-level and three 300-level or higher):

Gateway Courses (One or both of the following: 4-8 credits):

PEAC 110	Introduction to Peace Studies (1st and 2nd year preferred)
PEAC 160	Nonviolence: History, Theory, Action
<i>Modes of Inquiry/Research Methods</i> (4 credits) chosen from the following:	
CIS 260	Research Methods in Cultural and Interdisciplinary Studies
COM 272	The Interview as Source and Resource
COM 300	Media and Social Change
SGS 301	Research Methods and Data Analysis

Skills, Strategies (4 credits) chosen from the following:

CIS 105	Leadership for Change
PEAC/SSC 170	Conflict and Conflict Resolution

Concentration Courses (24-28 credits) chosen from the following:

One Global Governance course (4 credits):

PEAC/SGSP 286	International Organizations
PEAC/SGSP 294	The United Nations System
PEAC/SGSP 334	International Law and Justice

Five or six Peace Theory/Practice courses

(24 credits—at least one must be a 300-level course):

PEAC 220	Issues in Peace Studies and World Law
PEAC/RELS 229	Gandhi: Spirituality of Nonviolence
PEAC/WS 245	Women, Peace, and World Community
PEAC 250	Lives of Commitment in a Complex World
PEAC 260	Human Rights and Responsibilities
PEAC/EDUC 270	Educating for Peace and Global Community
PEAC 310	Preventing War and Making Peace
PEAC/RELS 320	Religions, Peace and Justice
PEAC/EST/SGSEP 330	Ecology, Peace, and Global Security
PEAC196/296/396	Independent Study in Peace Studies

Field Related Co-op (at least one co-op related to the concentration—12 co-op credits):

Field related Co-op in Peace Studies with special paper submitted to peace studies advisor

PEAC 395

Practicum in Peace Studies

(optional independent study over co-op, combining theory and action. Can replace one of the Peace Theory/Practice courses above; 4 credits).

Senior Project (4 credits):

PEAC 462

Senior Project in Peace Studies

Women's Studies

The Women's Studies concentration employs a transnational, multi-racial and cultural framework to focus on the realities and experiences of women and the sex/gender system. The field of Women's Studies is interdisciplinary in approach and draws from the theories, analysis and explorations of both traditional and non-traditional areas such as anthropology, sociology, philosophy, literature, education, political science, economics, history, science, law, media and cultural studies. Furthermore, the concentration of Women's Studies seeks to facilitate the revisioning of existing knowledge bases and provides the opportunity to rediscover and reinvent futures. Women's Studies courses provide a framework to address the inter-relatedness of issues such as those of race, class, gender, sexuality, nationality, while simultaneously facilitating individual growth and collective action. Identified below are the basic requirements for a women's studies concentration. *This format is used as a blueprint for self-designed majors (SDM) and necessary modifications are made in consultation with SDM faculty advisor(s).

Requirements for the Women's Studies concentration (44 credits)

Foundations course (4 credits):

WS105

Introduction to Women's Studies

Modes of Inquiry (4 credits) chosen from the following:

CIS 260

Qualitative Research Methods in Cultural

and

Interdisciplinary Studies:

COM 272

The Interview as Source and Resource

SGS 301

Research Methods in Data Analysis

SSC 370

Research Methods in the Social and Behavioral Sciences

WS/LIT 358

Letters, Diaries, and Oral Histories

Core Field Courses (choose one course from Section One and one from Section Two; total of 8 credits):

Section One: 4 credits

SSC 345	Social Theory
WS 301	Feminist Theories

Section Two: (4 credits):

WS/LIT 225	The Postcolonial Text
WS/SSC 257	Gender and the Politics of International Development
WS/SSC 320	Queer Cartographies
WS/SSC 340	Global Feminisms

Electives (24 credits) chosen from the following:

WS/LIT 115	Introduction to Women's Literature
WS/MUS 145	Women in Music
WS/PHIL 210	Feminist Philosophy
WS/LIT 225	The Post Colonial Text
WS/SSC 234	Feminist Anthropology
WS/PEAC 245	Gender, Peace and the World Community
WS 253	Feminist Perspectives on Work
WS/SGS 256	Women and Minorities in Management
WS 260	Gender, Bodies and The Medical Establishment
WS/LIT 273	Poetry by Women
WS/LIT 274	Literature by Black Women
WS/SSC 325	Psychology of Women
WS/THEA 283	Women Playwrights
WS/AFAS 285	Women of the African Diaspora: Slaves, Migrants and Refugees
WS/LIT 294	Queer British Fiction
WS/COM 295	Print Media and Feminist Movement: 1970-2000
WS/EST/SGSEP 305	Ecology and Feminism
WS/SSC 320	Queer Cartographies: Culture, History and Political Economy
WS/COM 330	Gender and Moving Image Media
WS/LIT 358	Letters, Diaries and Oral Histories
WS 370	Advanced Topics in Women's Studies
WS/LIT 392	Poetry and Prose by Adrienne Rich

Senior Project (4 credits):

WS 462

Senior Project in Women's Studies

Other Electives:

Some of these courses can be used in place of the Women's Studies Courses mentioned in the above list of electives. This is to be negotiated with the faculty advisor(s).

Independent Studies:

Students can take a maximum of two independent studies to meet the requirements of the concentration. (These can be used in place of some electives if approved by faculty advisor).

Related Electives and AEA courses:

1. Based on student interests, alternative courses can be negotiated with faculty advisor(s).
2. Courses taken through Antioch Education Abroad (AEA) in Comparative Women's Studies will also count towards the concentration.

Co-op:

Although some co-ops may appear to be closer in focus to the women's studies concentration all co-ops that are systematically and seriously planned by the student are considered to relate to the concentration. Students are expected to engage in their co-ops with the critical frame-works offered by the women's studies concentration.

New discoveries within the Environmental and Biological Sciences are occurring rapidly, and many fascinating problems still await discovery and study.

Environmental and Biological Sciences

Biology
Biomedical Sciences
Environmental Science
Geology and Environment

Tom Ayrsman, Assistant Professor of Botany and Environmental Science
Suzanne Kolb, Visiting Assistant Professor of Environmental
Science and Director of AEA Brazilian Ecosystems Program
Brenda Moore, Assistant Professor of Biology
Peter Townsend, Professor of Geology and Environmental Science
Robert Whyte, Executive Director of the Glen Helen Ecology Institute
Jill Yager, Professor of Biology and Environmental Science

The Environmental and Biological Sciences major offers concentrations in Biology, Biomedical Science, Environmental Science, and Geology and the Environment. Antioch's unique combination of cooperative work experience and classroom education prepares graduates who are ready for the rapid pace of change in the future of Environmental and Biological Science.

Requirements for the Major

Environmental and Biological Sciences majors may choose to earn either the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) degree. The core requirements for earning either the B.A. or the B.S. degree applies to all concentrations offered in the major.

B.A. Degree Core Requirement:

At least one co-op in the major

The following courses:

CHEM 140 Chemistry I

CHEM 142 Chemistry II

B.S. Degree Core Requirement:

At least *two co-ops* in the major

The following *courses*:

A) one of: CHEM 140 Chemistry I, PHYS 102 Physics I

B) one of: CHEM 142 Chemistry II, PHYS 202 Physics II

C) MATH 140 Calculus I

D) one of: MATH 160 Calculus II or MATH 258 Statistics

E) Any course from the above list (not taken yet), or MATH 250 Calculus III or MATH 264 Linear Algebra or CS 161 Computer Programming

Concentrations**Biology**

(B.A. 40 credits, B.S. 52 credits)

The concentration in Biology requires the following minimum credits :

The *B.A. core* (8 credits) or the *B.S. core* (20 credits)

(Note that Chemistry I and Chemistry II are prerequisites for many major courses and should be taken as early as possible.)

The following *four core courses*:

BIO 250	Ecology
BIO 255	Plant Biology
BIO 260	Genetics
BIO 266	Molecular Cell Biology

Three courses from the following:

BIO 150	Human Nutrition
BIO 235	Field Botany
BIO 258	Restoration Biology
BIO 270	Microbiology
BIO 302	Biochemistry
BIO 310	Invertebrate Zoology
BIO 362	Animal Physiology
BIO 364	Plant Physiology
BIO 365	Comparative Vertebrate Anatomy
BIO 400	Adv Studies in Biology
CHEM 275	Organic Chemistry I

Senior Project:

BIO 462	Senior Project in Biology
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Biomedical Science (Premedical/Preveterinary)

(B.S., 52 credits)

Students interested in premedical studies should note that medical schools accept students from any major. There are, however, courses required by all medical schools. These are: General Chemistry I and II with labs, Organic Chemistry I and II with labs, Physics I and II with labs, and two biology courses with labs.

In addition to the courses listed above, a year 2000 survey of 20 medical schools shows that 60% require one year of English Literature; 25% require Calculus I and Statistics; 10% require Calculus I and II; and certain medical and veterinary schools have unique requirements such as a year of psychology, courses in botany and taxonomy, or in biochemistry. Students who will be applying to specific medical and veterinary schools should visit their web sites or www.aamc.org to check specific application requirements before the end of their second year at Antioch, to allow time to meet those requirements if they are not included in the major.

The concentration in Biomedical Sciences requires the following minimum credits:

The B.S. core (20 credits)

(Note that Chemistry I and Chemistry II are prerequisites for many major courses, and should be taken as soon as possible)

The following *six core courses*:

BIO 260	Genetics
BIO 266	Molecular Cell Biology
BIO 362	Animal Physiology
BIO 365	Comparative Vertebrate Anatomy
CHEM 275	Organic Chemistry I
CHEM 320	Organic Chemistry II

One of the following:

BIO 255	Plant Biology
BIO 270	Microbiology
BIO 302	Biochemistry
BIO 310	Invertebrate Zoology
BIO 400	Adv Studies in Biology

Senior Project:

BIO 462	Senior Project in Biology
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Environmental Science

(B.A. 44 credits, B.S. 52 credits)

There are many general education courses across the curriculum that deal with environmental issues. We recommend that environmental science majors consider taking these courses to fulfill parts of their general education requirements.

The concentration in Environmental Science requires the following minimum courses

The B.A. core (8 credits) or the *B.S. core* (20 credits)

(Note that Chemistry I and Chemistry II are prerequisites for many major courses and should be taken as soon as possible)

The following *course*:

EST 115

Introduction to Environmental
Studies or equivalent

(required only for students pursuing the B.A. degree. B.S. degree students may opt to take this as a general education course)

An introduction to the field: One of the following

ENVS 110

Environmental Science

BIO/ENVS 130

Plants and People

ENVS 145

World Environment & Geography

One of the following:

BIO 250

Ecology

ENVS 125

Ecosystems and Human Impact (EFP only)

AENVS 240

Brazilian Ecosystems (AEA only)

Two of the following:

ENVS 140

Earth's Surface Environments

ENVS 245

Ancient Environments

BIO/ENVS 258

Restoration Ecology

BIO 235

Field Botany

BIO 255

Plant Biology

BIO 260

Genetics

CHEM 275

Organic Chemistry I

PS 122

Natural Resources and the Environment
(EFP only)

AENVS 242

Ecology and Biodiversity (AEA only)

Three of the following:

ENVS 300	Ecological Agriculture
ENVS 308	Freshwater Environments
ENVS 312	The Marine Environment
ENVS 325	Hydrogeology
ENVS 350	Terrestrial Environments
ENVS 370	Vegetation Analysis
ENVS 380	Biogeochemistry
ENVS 400	Advanced Studies in Environmental Science
ABRZ 396	Brazilian Ecosystems Internship in Environmental Science (AEA only)
BIO 310	Invertebrate Zoology
GEOL 365	Deep Earth Environments
OE 380	Outdoor Education Methods
OE 384	Natural History

In selecting environmental science courses, students should discuss appropriate course clusters with their advisors. Suggested course clusters focus around the Hydrosphere, Biosphere, or Geosphere.

Senior Project:

ENVS 462	Senior Project in Environmental Science
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Geology and Environment

(B.A. 40 credits, B.S. 52 credits)

The B.A. core (8 credits) or the B.S. core (20 credits)

(Note that Chemistry I and Chemistry II are prerequisite for many major courses and should be taken as soon as possible)

The following *three core courses*:

GEOL 140	Earth's Surface Environments
GEOL 160	History of Earth & Life
GEOL 245	Ancient Environments

Four of the following:

GEOL 260	Mineralogy and Crystallography
GEOL 325	Hydrogeology
GEOL 365	Deep Earth Environments
ENVS 312	Marine Environments
ENVS 350	Terrestrial Environments
ENVS 380	Biogeochemistry
ENVS 400	Advanced Studies in Environmental Science
BIO 310	Invertebrate Zoology
CHEM 258	Analytical Chemistry
CHEM 346	Physical Chemistry I

Or *any* of the following courses, if not taken as part of the B.A. or B.S. degree:

MATH 140	Calculus I
MATH 160	Calculus II
MATH 250	Calculus II
MATH 258	Statistics
MATH 264	Linear Algebra
PHYS 102	Physics I
PHYS 202	Physics II
CHEM 275	Organic Chemistry I

Senior Project:

GEOL 462	Senior Project in Geology and the Environment
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The major takes seriously the Socratic dictum: An unexamined life is not worth living. By so doing, it challenges received assumptions and cultural givens.

History, Philosophy, and Religious Studies

History

Philosophy

Religious Studies

Barbara Davis, Associate Professor of History

Robert Fogarty, Professor of History

Scott Warren, Associate Professor of Philosophy and Political Science

The History, Philosophy, and Religious Studies major offers students the choice of a concentration in two areas: History or Philosophy. Selected courses in religious studies may be included for students wishing to broaden their knowledge base in this area. The history and philosophy major seeks to serve students preparing for graduate studies in these areas; students planning professional studies in journalism, law, or management; and students looking for a good liberal arts education. Because history, philosophy, and religious studies connect with many other disciplines in a wide variety of ways, the program also serves the needs of undergraduate students at all levels, even if they choose not to specialize in these disciplines.

The major takes seriously the Socratic dictum: An unexamined life is not worth living. By so doing, it challenges received assumptions and cultural givens. It features a distinct and logical integration of the traditional programs of history, philosophy and religious studies. The major serves students seriously interested in any of these traditional programs who also want to explore a variety of themes in the humanities. The major respects and does not forsake the integrity of history, philosophy, and religious studies but it does seek to fully exploit the inherently interdisciplinary nature of all three disciplines.

History is conceived to include much more than the time sequence of politically important events; it includes movements of thought in all significant aspects of culture, along with the changes in life values and attitudes. As such, it is a virtual mirror of humanly significant life, embracing a wide variety of themes and perspectives.

Philosophy originated as the repertoire of all human knowledge, spinning off academic disciplines only as they developed their distinct methodologies. It still retains interest in a number of disciplines through fields such as philosophy of science, social philosophy, political philosophy, philosophy of art, philosophy of mind, and so on.

Religious studies, as a discipline, combines the approaches of philosophy, ethics, history, anthropology, and psychology so that full justice can be done to the impact of religion on all aspects of life. There is significant advantage to students in having a dialogue between history, philosophy, and religious studies. This dimension is explored through the capstone seminar where seniors in all the three concentrations meet to benefit from an exchange of their particular perspectives.

Requirements for the Major

Students majoring in the History or Philosophy take:

12 credits in Area I—Field Introduction;

24 credits in Area II—Field Breadth; and

12 credits in Area III—Field Depth,

for a total of 48 classroom credits, in addition to a co-op block related to the area of concentration. The distribution of credits within the three areas follows. Students may not use any course to cover more than one area.

Area I: Field Introduction (12 credits)

The purpose of courses in this area is to survey the field and introduce its range of methodology. Students select suitable courses, from a list made available for general guidance, in consultation with their academic advisor. Students are encouraged, at this stage of their work, to be exposed to at least two of the three disciplines: history, philosophy and religious studies.

Area II: Field Breadth (24 credits)

The purpose of taking courses in this area is to ensure breadth of coverage and to develop abilities to do advanced work in the chosen concentration. Students earn 24 credits by taking 6 courses in one of the two concentra-

tions—History or Philosophy. Up to 12 credits of the 24 credits in this area can be brought over from related fields. For this purpose, related fields will widely include courses offered outside the concentration that evince concerns and approaches which are cognate with the student's chosen concentration. For example, a student choosing the history concentration can take a course in philosophy of history or history of philosophy, a course in economic history, or a course in art history. Suitability of related courses will be determined by the student in consultation with the academic advisor. The principal aim is to develop a quality program with coherence that will fit the goals of the student.

Area III: Field Depth (12 credits)

The purpose of taking courses in this area is for students to undertake and successfully complete focused research work. This area includes 4 credits in a tutorial or advanced independent study that will be integrative in nature. A student's aim here may be to fill a perceived gap in the program pursued so far, or to bring together and give a coherent shape to the learning achieved at this stage. Students earn 4 credits by taking the Senior Seminar, which is the capstone course bringing all the seniors in the HPRS major together in one class for mutual exchange and exploration of integrative ideas. In this seminar, seniors confer to decide on the collective range of studies they intend to pursue; they then arrange for the faculty to guide them in completing the planned studies. Students may be allowed to replace either the capstone seminar or the advanced independent study with a suitable 300-level course. Finally, each student plans and completes a Senior Project of 4 credits which is an intense, in-depth, and detailed study focusing on an appropriately narrowed topic of great interest to the student, demonstrating the grasp of methodology and its application.

Course Groupings

All 300-level courses are advanced courses and are possible substitutes for advanced independent studies or capstone seminars meant for Area III—Field Depth. All other courses are candidates for Area II—Field Breadth. Unless prerequisites are noted, a Field Breadth course is usually a dual purpose course, open to students as both an elective and field offering.

History Courses

HIST 110	World Civilization I
HIST 111	World Civilization II
HIST 112	Worlds of Israel, Greece and Rome
HIST 114	Middle Ages: East and West
HIST 115	Early Modern Europe 1300-1770

HIST 116	Introduction to Modern Europe
HIST 130	American Classics
HIST 141	California: History and Myths
HIST 145	American Autobiography
HIST 155	Introduction to African-American History
HIST 200	Introduction to History
AHIST 220	History of South Asian Buddhism (AEA)
HIST 222	Latin America: From Empires to Nations
HIST 243	Democracy and Dissent in 19th Century America
HIST 244	Reform and Reaction in 20th Century America
HIST 246	American Urban History
HIST 248	Women in Western Civilization
HIST 252	American Communes
HIST 255	Nineteenth Century Europe
HIST 258	Women in American History
HIST 267	Medieval Culture
HIST 271	Renaissance Lives
HIST 273	Europe and the Reformation, 1500-1648
HIST 283	The French Revolution
HIST 290	History Tutorial
HIST 294	The History of Western U.S.
HIST 323	Themes of American History
HIST 390	Advanced Seminar in Early Modern European History
HIST 462	Senior Project in History

Philosophy Courses

PHIL 106	Introduction to Philosophy
PHIL 107	History of Western Philosophy
PHIL 116	Philosophy of Life
PHIL 206	Critical Thinking
PHIL 210	Feminist Philosophy
PHIL 217	Theories of Knowledge
PHIL 233	Ethics
PHIL 240	African Philosophy: An Introduction
PHIL 242	Self and World: Metaphysical Explorations
PHIL 251	Philosophy of Religion: East and West
PHIL 259	Existentialism
PHIL 261	Environmental Philosophy
PHIL 265	Philosophy of Science

PHIL 271	Philosophical Studies
PHIL 290	Philosophy Tutorial
PHIL 308	Contemporary Philosophy
APHIL 318	Buddhist Philosophy (AEA)
PHIL 393	Philosophy Seminar
PHIL 462	Senior Project in Philosophy

Religious Studies Courses

RELS 109	Eastern Philosophy and Religion
RELS 112	Western Religions and Their Philosophies
RELS 229	Gandhi: Spirituality of Nonviolence
RELS 256	Meditation, Mysticism and Music of India
RELS 261	Topics in Religious Studies
RELS 290	Religious Studies Tutorial
RELS 307	Contemporary Spirituality
RELS 320	Religions, Peace, and Justice
ARELS 350	Meditation Traditions (AEA)
RELS 351	Varieties of Religious Experience
RELS 352	Religion and European Society to 1800
RELS 393	Religious Studies Seminar

Special Course

HPRS 460	Capstone Seminar in History, Philosophy and Religious Studies
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Language is never learned in isolation from the lives of the people who use it as a first mode of communication.

Languages, Literature, and Cultures

- Literature
- Creative Writing
- French
- German
- Japanese
- Spanish
- Linguistics

Ivan Dihoff, Professor of Languages and Linguistics

Victor Garcia, Professor of Foreign Civilizations and Languages

Jean Gregorek, Associate Professor of Literature

Benjamin Grossberg, Assistant Professor of Literature and Creative Writing

Marianne Whelchel, Professor of Literature and Women's Studies

Harold Wright, Professor of Foreign Civilizations and Languages

Students who major in Languages, Literature, and Cultures investigate, study, analyze, use and take pleasure in written and spoken forms of language and embark on an in-depth study of the culture in which a particular language is produced. This is as true for the study of English, in which students will learn something of its history and influence, as it is for a non-western language such as Japanese. Language is never learned in isolation from the lives of the people who use it as a first mode of communication.

Students may choose to concentrate in Literature (in English), Creative Writing, French, German, Japanese, or Spanish. Some students with a major in Languages, Literature, and Cultures will be working primarily in what is for them a second language, while others will be working in their first language. In either case, as students develop or improve their linguistic skills, they increasingly address cultural elements through the study of literature. Many also take advantage of related Antioch Education Abroad programs in Europe, Mexico, and Japan, and the opportunities afforded by the cooperative education program, to enhance their knowledge of other languages and cultures through the experience of living and working in other countries.

Students majoring in Languages, Literature, and Cultures will

- become fluent in the language and literature of their choice.
- learn about the history of the field through a common required course, "Introduction to Multicultural Literature."
- integrate, at the level of the major, two important modes of study, classroom and cooperative education.
- become competent and confident in expository writing and in research skills appropriate to their fields.
- be introduced to comparative cultural theory and analysis, learning how cultures differ linguistically and in their literatures.
- recognize historical awareness as a powerful mode of perception, because linguistic culture is a time-bound phenomenon.
- develop conceptual thinking skills, addressed in courses in literary criticism, multicultural texts, and linguistics.
- know one or two cultures very well and become aware of the other cultures in the major, thus enhancing a global perspective.
- be introduced to interdisciplinary approaches to analyzing texts and social phenomena.

Requirements for the Major

The total number of credits required for the LLC major varies within concentrations, from 44-48 credits. All concentrations require:

4 credits in LLC 112 Introduction to Multicultural Literature

4 credits in a Senior Project

Each student will work with an advisor who, at the start of the student's work in the major, will conduct an interview to evaluate prior learning and to outline a course of particular objectives appropriate to the student's chosen concentration. There will be regular consultations on the student's progress, and a final evaluation in the last term of the student's work.

Concentrations

Literature and Creative Writing

Students in the Literature or Creative Writing concentrations can immerse themselves in the study of U.S., English, Irish, Caribbean, African-American, and other literatures, and choose from a variety of historically-organized period courses, special topics courses, and workshops in the writing of poetry, drama, and fiction. The Literature program regularly cross-lists courses with Women's Studies and African/African-American Studies; there are also courses taught in conjunction with Theater and

Communications. While the Literature faculty continue to teach time-honored texts, we also examine works, genres, and literatures that lie outside the boundaries of what has been considered “classic.” We are committed to the exploration of political and sociological questions in relation to literary history, to an ongoing re-evaluation of the traditional literary canon, and to the larger project of cultural critique.

The program in Creative Writing is frequently supplemented by visits and residencies from poets, fiction writers, and playwrights. Students interested in Creative Writing have unique opportunities to participate in the annual Antioch Writer’s Workshop and in a newly-developed summer Creative Writing institute, both of which attract well-known professional writers to the Antioch campus for extended periods.

An education in literature, cultural criticism, and creative writing teaches students to write effectively, to think critically, and to evaluate and communicate ideas. Reading and writing are thus sources of self-discovery, of creative achievement, and of intellectual discipline. We believe that those who can read with insight and write with precision and power can readily master the fundamentals of new areas of knowledge. Many students graduating with a major in Literature or Creative Writing from Antioch have gone on to pursue graduate or professional studies at excellent graduate programs. Other students have taken up a variety of positions in the working world, becoming journalists, editors, publicists, teachers, or professional writers in a range of non-profit, governmental, and commercial organizations.

Literature (44 credits)

4 *credits* in LLC 112 Introduction to Multicultural Literature

36 *credits* in the following categories of courses (including at least two 300-level courses):

12 *credits* in History: Three courses designated as historical surveys of a particular literature or literary genre. At least 4 *credits* must be in U.S. literature and at least 4 *credits* must be in British literature.

4 *credits* in Cross-Cultural Literature: One course in addition to LLC 112 in which literature is approached through the study of texts from two or more cultures or which focuses on ethnic literatures of the Americas.

4 credits in Creative Writing or Literary and Cultural Theory: One creative writing course or the course LIT 320 Literary and Cultural Theory. This latter option is recommended for students planning graduate study in literature.

8 credits in any two literature course of the student's choice.

8 credits in any two courses in related fields, such as linguistics, history, art, philosophy, film studies, anthropology, women's studies, or African/African-American studies, to be decided upon by the student in consultation with the academic advisor.

4 credits in LIT 462 Senior Project: This is a significant capstone project on a topic of the student's choice which the student designs and writes under the supervision of the academic advisor. This project draws upon the research and interpretive skills the student has developed in the years of working in the concentration.

Cooperative Education: Students will complete one co-op job related to the major.

Creative Writing

(44 credits)

4 credits in LLC 112 Introduction to Multicultural Literature

4 credits in LLC 131 Introduction To Creative Writing

8 credits in Workshops:

LIT 256 & 357

Intermediate Workshop:

Fiction and Advanced Workshop: Fiction

or

LIT 258 & 359

Intermediate Workshop:

Poetry and Advanced Workshop: Poetry

4 credits in Seminar:

LIT 394A

Advanced Seminar in Creative Writing

16 credits in Literature Courses:

A minimum of four courses in literature, to be determined by the student and advisor, as appropriate for the student's writing direction.

4 credits in an independent study course while engaged in cooperative education:

LIT 396A

Independent Study in Creative Writing

This course is designed to expose the student to three months of real-life writing in which the student holds a job and learns to manage time and discipline in much the same way that most writers do.

4 credits in LIT 462B Senior Project in Creative Writing: This involves the creation of a finished and polished small volume of poems, fiction, or drama.

French
(48 credits)

4 credits in LLC 112 Introduction to Multicultural Literature

8 credits in 2 of the following courses:

LLC 110	Introduction to Language, Linguistics, and Language Acquisition
LLC 165	The World of Storytelling
SSC 103	General Anthropology

8 credits in courses outside the major relevant to the concentration.
Choose two courses from:

HIST 116	Introduction To Modern Europe
HIST 283	The French Revolution
PHIL 259	Existentialism
SGSP 220	Comparative European Politics

12 credits in Language courses at Antioch. Choose two courses of the following:

LLC 352	Intermediate Formal Linguistics
LLCF 260	Intermediate French
LLCF 360	Advanced Reading and Conversation
LLCF 366	French Grammar

12 credits from study abroad: These courses will be taken during a minimum of one term studying in France.

4 credits in LLCF 462 Senior Project in French: This project will occur during the student's last academic term and will involve research, teaching or both.

Cooperative Education. Students will complete a co-op job in France following a term of study there.

German
(48 credits)

4 credits in LLC 112 Introduction to Multicultural Literature

8 credits in two of the following courses:

LLC 110	Introduction to Language, Linguistics, and Language Acquisition
LLC 165	The World of Story Telling
SSC 103	General Anthropology

8 credits in Courses outside the major relevant to the concentration.

Choose two courses from:

HIST 116	Introduction to Modern Europe
PHIL 259	Existentialism
SGSP 220	Comparative European Politics

12 credits in Language courses at Antioch. Choose three of the following:

LLC 352	Intermediate Formal Linguistics
LLCG 260	Intermediate German
LLCG 360	Advanced Reading and Conversation
LLCG 366	Advanced Reading and Writing

12 credits from study abroad: These courses will be taken during a minimum of one term of study in Germany at the University of Tübingen.

4 credits in Senior Project: LLCG 462 Senior Project in German. This project will occur during the student's last academic term and will involve research, teaching, or both. Cooperative Education. Students will complete a co-op job in Germany following a term of study there.

Japanese
(48 credits)

4 credits in LLC 112 Introduction to Multicultural Literature

8 credits in two of the following courses:

LLC 110	Introduction to Language, Linguistics, and Language Acquisition
LLC 165	The World of Story Telling
LLCJ 170	Fundamentals of Japanese Language, Literature and Culture
SSC 103	General Anthropology

8 credits in courses outside the major relevant to the concentration.

Choose two of the following:

BIO 130	Plants and People
PEAC 286	International Organizations
SGSE 304	International Economics: Problems and Policies
SGSM 213	Transnational Corporations
RELS 109	Eastern Philosophy and Religion
RELS 256	Meditation, Mysticism, and Music of India
VISA 202	Issues In Visual Arts

24 credits chosen from two groups:

Group I. Courses directly related to the concentration:

LIT 302	Workshop in Poetry and Story Translating and Writing
LLCJ 260	Intermediate Japanese
LLCJ 266	Japanese Conversation and Readings
LLCJ 290	Japanese History, Literature and Culture II
LLCJ 390	Japanese History, Literature and Culture III

Group II. Study Abroad. (Students unable to study abroad may instead pursue the Cooperative Education option, see below.) If a student decides to study abroad at Kyoto Seika University in Kyoto, Japan, the following courses apply to the 24-credit requirement. (Students may take equivalent courses through another study abroad program in Japan, such as the GLCA program at Waseda University.)

ALLCJ 160/260	Japanese Language in Japan
ALLCJ 242g	Japanese Culture and Society
ALLCJ 290	Topics in Japanese History, Literature, and Culture
ALLCJ 396	Independent Study

4 credits in Senior Project. LLCJ 462 Senior Project in Japanese. This project will occur during the student's last academic term and will involve research, teaching or both. Cooperative Education option. A job using the Japanese language is required. It is preferred that the job be in Japan. (This serves as a substitute for Study Abroad.)

Spanish
(48 credits)

4 credits in LLC 112 Introduction to Multicultural Literature

8 credits in two of the following courses:

LLC 110	Introduction to Language, Linguistics, and Language Acquisition
LLC 165	The World of Story Telling
SSC 103	General Anthropology

8 credits in courses outside the major relevant to the concentration.

Choose two courses from:

EST 250	Environmental Journalism
LIT 225	The Post-Colonial Text
MUS 130	History of Modern Jazz
PEAC 286	International Organizations
SGS 210	Latin American Development
SGSE 304	International Economics: Problems and Policies
SGSM 213	Transnational Corporations

24 credits chosen from three groups:

Group I. Courses directly related to the concentration at the 200 or 300 level:

LLCS 212g	Introduction to Latin America
LLCS 260g	Intermediate Spanish
LLCS 266	Readings in Latin American Short Story and Poetry
LLCS 322	Latin American Thought on Women through Literature
LLCS 326	Contemporary Latin American Literature
LLCS 336	Contemporary Caribbean Literature

Group II. Study Abroad. Students are urged to participate in the Antioch study program in Morelia, Mexico for 16 credits. They may also study abroad in other programs, provided they experience the equivalent of four of the following courses offered at Morelia:

AARTS 122g	Art Appreciation
ALLCS 242g	Spanish American Culture: Cultural Experiences in Mexico

ALLCS 245g	Mexico: Past and Present
ALLCS 264	Conversation and Composition
ALLCS 328	Survey of Mexican Literature
ALLCS 360	Advanced Conversation and Composition
AMEX 396	Independent Study
ASGS 260	Special Topics in Anthropology

Group III. Cooperative Education. One co-op job related to the concentration is required.

Students may choose to study the academic course LLCS 350 Human Rights: Latin America (4 credits) at the same time that a student is on a co-op job in one of the following locations:

El Rescate (Los Angeles, California)
 Florence Immigration Project (Florence, Arizona)
 Casa Marianella (Austin, Texas)
 Freedom House Border Shelter (Detroit, Michigan)

Students may choose to work on co-op jobs without the academic component in the following locations:

In the U.S.:

Buen Dia School (San Francisco, California)
 American Friends Service Committee (Atlanta, Georgia)
 Pioneros y Campesinos Unidos (Woodburn, Oregon)
 Farm Labor Organizing Committee (Toledo, Ohio)

In Latin America:

Jardin Gaia (San Jose, Costa Rica)
 Asociacion Pro-Niño de Puerto Viejo, Salamanca, Limón (Curridabat, San Jose Costa Rica)
 Jicaro/Yellow Springs Sister Village (Jicaro, Nicaragua)

4 credits in LLCS 462 Senior Project in Spanish

Science fields are continually changing, as are job prospects for graduates in different fields, and students will be learning new ways of looking at things long after they graduate. The Physical Sciences major prepares students for the rapidly changing world they will face.

Physical Sciences

Chemistry
Mathematics
Physics

Kab Butamina, Associate Professor of Chemistry

C.T. Chen, Professor of Computer Science/Mathematics

David Kammler, Visiting Assistant Professor of Chemistry, 2002-2003

Elizabeth Nettles, Assistant Professor of Mathematics

Charles Taylor, Professor of Physics

William Whitesell, Professor of Physics

The Physical Sciences major offers concentrations in Chemistry, Mathematics, and Physics. Although there is currently no concentration in Computer Science, the College recognizes the importance of the Computer Science program and is working towards the construction of a Computer Science Concentration. In the meantime, it is possible for students interested in Computer Science to major in Physical Sciences as discussed below.

While it is possible to think of the courses in the Physical Sciences as related to specific disciplines, they are connected in many ways. The connections provide a rich environment for developing insight, creativity, and transferable skills. The major in Physical Sciences builds on these connections. Students choose courses from a common core of introductory courses; choose a concentration which builds on that core with intermediate and advanced courses, sometimes taught as tutorial; and interact with Physical Sciences faculty and students from each of the concentrations as they complete a Senior Project and present it both orally and in writing. Physical Sciences majors also complete two co-op jobs related to the major that build on and strengthen what they have learned in classes.

Science fields are continually changing, as are job prospects for graduates in different fields, and students will be learning new ways of looking at things long after they graduate. The Physical Sciences major prepares students for the rapidly changing world they will face. Students who complete the program will have knowledge and skills that have been developed in classes, labs, and co-op experiences. They will have a background in chemistry or physics, or both, as appropriate to their degree plan. They will be grounded in the fundamentals of differential and integral calculus. They will have experience with a range of computer applications and will have developed vocabulary and methods that permit logical and creative problem solving. They will have been challenged to think critically and analytically, to see analogies, to produce a logical argument, to express themselves clearly, and to write and speak well about technical topics. The skills they will have learned in the Physical Sciences major are applicable not only to traditional fields such as scientific research, science education, engineering, and medicine, but also to areas as diverse as energy use, environmental policy, data base and systems management, and the biological and environmental sciences.

A student's goals and plans for the future play a role in deciding which courses to take when choice is involved. The advisor and the student need to discuss the options and make rational choices, keeping as many options open as possible. Students interested in graduate school or medical school, in particular, should talk to a science faculty member early. Intermediate and advanced courses in the sciences have course prerequisites, and if the prerequisites are not taken early enough, it will mean that graduation may be delayed. Early consultation with an advisor is strongly recommended.

Requirements for the Major

Students earning a Bachelor of Science degree with a major in Physical Sciences will complete requirements that include a minimum of 52 credits in course work, and co-op. Early and consistent consultation with a sciences faculty member is essential for good planning.

The B.S. Degree in Physical Sciences Requires:

20 credits in Physical Sciences Core courses

28 credits in a concentration (Chemistry, Mathematics, or Physics)

4 credits Senior Project

2 co-op jobs in the field

Physical Sciences Core Courses:

A. one of: PHYS 102 Physics I, CHEM 140g Chemistry I (4 credits)

B. one of: CHEM 142 Chemistry II, PHYS 202g Physics II (4 credits)

C. MATH 140 Calculus I (4 credits)

D. MATH 160 Calculus II

E. Any of the above courses or MATH 264 Linear Algebra, or MATH 250 Calculus III,
or CS 161 Computer Programming

A Senior Project that ties together and draws on the knowledge and skills the student has developed will serve as a capstone experience for all Physical Science majors. The Senior Project will involve a bi-weekly seminar where students in each concentration share progress on their work with each other and the Physical Science faculty.

Co-op Jobs

Two co-op jobs in the field are required. Students can work with their advisors to devise, if appropriate, independent studies that build on individual co-op experiences.

Concentrations

Chemistry

Students who concentrate in chemistry are grounded in the underpinnings of chemistry, including general chemistry and physics, as well as the fundamentals of differential and integral calculus. They are introduced to the four traditional areas of inorganic, organic, analytical, and physical chemistry. They learn laboratory techniques and the fundamental skills in synthesis, analysis, and measurement, and the variety of ways in which computers may be used in chemistry. Students are also given a sense of the way that chemistry relates with the larger society. Students who graduate with a chemistry concentration within the Physical Science major are expected to apply their skills and modes of inquiry to significant problems

not only in chemistry, but in related areas such as environmental and biological sciences; and to recognize their role as scientists in society, to be responsible in this role, and to be able to discuss the significance and value of their work.

The B.S. degree in Physical Sciences with a concentration in Chemistry requires a minimum of 52 credits: 20 credits in Physical Sciences core courses.

Note: Although the B.S. core requirements (20 credits) can be met in a number of ways, the best preparation for students who wish to concentrate in chemistry can be achieved if 12 of the required 20 credits include:

CHEM 142	Chemistry II (4 credits)
PHYS 202	Physics II (4 credits)
MATH 160	Calculus II (4 credits)

24 credits in the following courses:

CHEM 258	Analytical Chemistry
CHEM 275	Organic Chemistry I
CHEM 320	Organic Chemistry II
CHEM 346	Physical Chemistry I
CHEM 348	Physical Chemistry II
CHEM 366	Instrumental Analysis

4 credits in the following

CHEM 356	Advanced Inorganic Chemistry
CHEM 362	Advanced Organic Chemistry

4 credits Senior Project

CHEM 462	Senior Project in Chemistry
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Mathematics

The mathematics concentration has been designed to accommodate a wide variety of interests in both pure and applied mathematics. A plan can be devised for the student interested in going to graduate school in pure mathematics as well as for one who wants to find a job in applied mathematics upon graduation. Students begin with a foundation of calculus, linear algebra, and computer programming; and then design a program, within our guidelines, of courses that fit their needs and interests. The students have access to computers and software both in and out of classes. Any student interested in graduate school is encouraged to take more than

the minimum requirements specified above. Students should also be aware that many of the courses have prerequisites and must be taken in a specific order; early consultation with an advisor is essential.

The B.S. degree in Physical Sciences with a concentration in Mathematics requires a minimum of 52 credits as follows:

20 *credits* in Physical Science Core courses

Up to 12 *credits* in the following Intermediate level courses:

MATH 250	Calculus III
CS 161	Computer Programming
MATH 264	Linear Algebra

The *remainder of the credits* should include at least five of the following courses or focused independent studies or other related courses in the Physical Sciences, chosen in consultation with the academic advisor:

MATH 340	Foundations of Analysis
MATH 341	Algebraic Structures
MATH 280	Formal Logic
MATH 342	Topology
MATH 344	Functions of a Complex Variable
MATH 256	Ordinary Differential Equations
MATH 258	Statistics
MATH 245	Intermediate Digital Computing

4 *credits* Senior Project

MATH 462	Senior Project in Mathematics
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Physics

Students have traditionally been interested in physics for a variety of reasons. They may want to go on to graduate school in physics or engineering or work in industry on basic and applied research. They may see the study of physics as a way of learning a variety of skills (problem solving, analytical thinking, math and computer techniques, etc.) that can be applied in many ways: in management, in business, in law, in environmental policy, in alternative energy, and in medicine, to name a few. Or they may want a broad background in the most fundamental science for purely intellectual reasons.

The B.S. degree in Physical Sciences with a concentration in Physics requires a minimum of 52 credits, as follows:

20 credits in Physical Sciences Core courses

28 credits to include:

8-12 credits from intermediate level courses in Physics

PHYS 255	Physics Intermediate Lab I
PHYS 275A,B,C,D	Studies in Physics

4 credits in advanced courses chosen from

CHEM 346	Physical Chemistry I
CHEM 348	Physical Chemistry II
PHYS 375A	Advanced Studies in Physics: Quantum Mechanics
PHYS 375B	Advanced Studies in Physics: Thermal and Statistical Physics

12-16 credits chosen in consultation with the advisor, drawn from other chemistry, physics, math, or computer courses, or independent studies or relevant courses outside the area.

4 credits Senior Project

PHYS 462	Senior Project in Physics
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For students interested in Computer Science

Computer Science is a young and rapidly changing field. Recent advances in computer science have had a direct impact on our society, and the effect is overwhelming. The Computer Science curriculum emphasizes a practical approach to reflect the progress in the computer industry. Computer Science works closely with the three concentrations in the Physical Sciences department. Students may take courses in computer science to serve the BS Core or Mathematics concentration or as a part of a self-designed major or for general education or elective credit for all students.

Computer Science courses:

CS 161	Computer Programming
CS 245	Intermediate Digital Computing
CS 253	Digital Electronics and Microprocessors
CS 261	Intermediate Programming

Drawing on perspectives from psychology, sociology, and anthropology, the Self, Society and Culture major adopts a multidisciplinary approach to explaining human behavior, cultural life, inequality, and social change.

Self, Society and Culture

Erin Davis, Assistant Professor of Sociology

Melinda Kanner, Associate Professor of Anthropology (on leave 2002-2003)

Cheryl Keen, College Professor

Aaron Lampman, Visiting Assistant Professor of Anthropology

Grant Rich, Visiting Assistant Professor of Psychology

The Self, Society, and Culture Major helps students to:

- understand the theories, assumptions, and research methods of psychology, sociology, and anthropology;
- see the connections among the behavioral, cultural, and social; and
- apply this knowledge to understanding and helping to solve significant human problems.

The Self, Society and Culture major provides a framework for understanding behavior, culture, social structure, and change at individual, local, and global levels. The SSC major examines the interdependent and interactive nature of behavioral, social, and cultural phenomena. The major facilitates student mastery of (1) the shared and divergent theories, methods, and assumptions of anthropology, psychology, and sociology; (2) the ways in which these three disciplines and others (history, cultural studies, women's studies, lesbian and gay studies, and racial-ethnic studies) together help to illuminate the interactions among behavioral, cultural, and social phenomena; and (3) the ways in which different disciplinary lenses address the same behavioral, social, and cultural phenomena. SSC courses promote active, involved learning by calling upon students to observe and analyze social and behavioral phenomena and to apply theory and research to real-world cases. Introductory courses acquaint students with the disciplines of

psychology, sociology, and anthropology, and supply an important foundation for understanding how to analyze social problems and how to instigate change in real-world settings. Because different students are preparing for different futures, SSC majors have the option of selecting intermediate and advanced courses that either: (1) emphasize a particular discipline; or (2) represent a cross-disciplinary mix within the social and behavioral sciences. A The research methods course acquaints students with the full range of approaches used in social and behavioral science inquiry. In their senior projects, students undertake original research that calls upon them to study a topic in depth.

Recent senior project topics include:

- Vocational Rehabilitation in the Treatment of Schizophrenia
- Why Body Modification?: Psychoanalytic, Behavioral, Social Psychological and Existential Perspectives
- Adolescents' Beliefs About Positive Affective Changes During Menstruation
- Subjective Reality on "COPS": Effects of Identification Cues on Viewer Perceptions of Crime and Law Enforcement
- Sensation-Seeking and Salivary Immunoglobulin-A Levels: Responses to an Arousing Carnival Ride
- The Return Transition: A Communication-centered Analysis of U.S. Students' Perceptions of Returning From Living Abroad
- Preserving the Lost Story: A Presentation of Garifuna Folktales
- Hierarchy in the Non-Profit Workplace
- A Legacy of Oppression: American Women and the Welfare System
- Whiteness, Visibility, and Serial Homicide: Media Representations of Serial Murder and the Invisibility of Minority Offenders
- Organizing for Survival At the Grassroots: A Study of the Conditions that Lead to the Movement Against Encroachment of Gullah Lands on the South Carolina Sea Islands
- Interrogating the Straightness of Abercrombie and Fitch: A Semiotic Analysis of the *A and F Quarterly*
- Kids and Ritalin: Attitudes and Perceptions of Stimulant Medication
- Butch/Femme Roles and Lesbian Feminism
- Reading Culture, Writing Fiction: Achebe's *Things Fall Apart* as Experimental Ethnography
- Girding National Heritage: Pop Culture and Tourist Interpretations of Military History in Kanchanaburi, Thailand

Requirements for the Major

The SSC major is fulfilled through the completion of a minimum of 36 credits, distributed over nine required courses as follows:

Two of the following Introductory courses (8 credits):

SSC 101	General Psychology
SSC 102	General Sociology
SSC 103	General Anthropology

Three Focus courses (12 credits). In addition to two of the three introductory courses, SSC majors are required to take at least one course in each of the following three “focus” areas:

Individual Focus courses:

SSC 170	Conflict and Conflict Resolution
SSC 245	Personality
SSC 262	Social Psychology
SSC 269	Child Development
SSC 274	Biological Influences on Human Behavior
SSC 285	Abnormal Psychology
SSC 310	Psychotherapy and Behavior Change
SSC 325	Psychology of Women
SSC 386	Seminar on Adolescence

Society Focus courses:

SSC 222	Cultural Studies
SSC 231	Queer Studies
SSC 235	Social Welfare Systems
SSC 240	Race and Ethnicity
SSC 242	Sex, Society, and Culture
SSC 250	Social Stratification
SSC 257	Gender and the Politics of International Development
SSC 280	Psychology and the Media
SSC 306	Urban Ethnography
SSC 345	Social Theory
SSC 375	Special Topics (in Sociology e.g. Identity Politics; Sociology of Culture)

Culture Focus courses:

SSC 217	Humor: Interdisciplinary Perspectives
SSC 222	Cultural Studies
SSC 234	Feminist Anthropology

SSC 255	Sports and Society
SSC 271	Language and Culture
SSC 272	Psychological Anthropology
SSC 336	Anthropology of Tourism
SSC 374	Studies in Folklore
SSC 375	Selected Topics (in Anthropology e.g. Queering Anthropology; Native Americans & Anthropology)
SSC 376	Ethnopsychiatry
SSC 384	Ethnographic Classics
SSC 385	Contemporary Anthropological Theory

Two Integrative Courses (8 credits). Integrative Courses are designed to combine theory, practice, and experience and to provide a forum in which students can explore their own original ideas for research and scholarship.

SSC 260 370	Research Methods in the Social and Behavioral Sciences
SSC 462	Senior Project in Self, Society and Culture

Two additional courses in the SSC major (8 credits), which must be 200 level or above, for a minimum total of 36 credits in the major.

One Major-Related Co-op

Preparation for Graduate and Professional Study

While there are no formal tracks or concentrations offered within the SSC major, the program provides strong preparation for those students who plan to pursue graduate or professional study. In consultation with graduate and professional programs, SSC faculty offer courses generally required for application to graduate programs in psychology, sociology, anthropology, and social work.

The Social and Global Studies major presents a critical analysis of global and domestic challenges and opportunities.

Social and Global Studies

Asian Studies
Economics

Environmental Policy
International Relations
Management
Political Science

Andrzej Bloch, Professor of Economics

Dale Gardner, Visiting Assistant Professor of Political Science
and Director of AEA Europe in Transition Program

Janice Rye Kinghorn, Visiting Assistant Professor of Economics

Catherine LaPalombara, Associate Professor of Management

Maurice Meilleur, Visiting Assistant Professor of Political Science

Hassan Nejad, Professor of Political Science and International Relations

Hassan Rahmadian, Associate Professor of Administration and
Management

When we decide our careers, choose our leaders, or plan for our future, what we take into account is strikingly different from what we would have considered important even a couple of decades ago. New institutions, forces, and relationships cut across traditional categories and organizations of social, economic, and political life—the state, the “public” and “private” sectors, civil society, and the realms of domestic and foreign policy.

Think of the impacts of these changes on your education, your career, and your life. Antioch students whose careers—whether in the law, public health, or other fields force them to confront the problems of drug abuse will find that US foreign policy in Latin America and Central Asia, and the legacies both of European and Asian colonialism and the Cold War, are just as relevant to their work as addiction treatment programs or mandatory sentencing laws. Those interested in Internet commerce will discover that

this expanding market depends upon interconnected and coordinated systems of rapid and dependable transportation, the existence of which in turn requires cheap and readily available energy supplies—tying even the smallest Web marketers into the struggles among environmentalists, energy companies, trade and labor unions, manufacturers, and government officials over the use of our natural resources, the quality of our air and water, and the development of renewable sources of power. The added context of a global economy involves these actors' counterparts in Europe, Africa, the Middle East, Asia, Central and South America in these discussions and debates, with implications for national sovereignty and the right of citizens to participate in the decisions that affect their lives. Students who spend co-ops working with grassroots organizations in the US or abroad who are trying to develop their communities' cultural and economic resources, or defend traditional or indigenous ways of life, may reach a wider audience with their concerns using systems of information sharing, and inexpensive media and communication production technologies, that the global structures and forces challenging these communities make available in the first place. Health care, law, business, community activism—all these and many other pursuits, professions, and commitments connect in increasingly complex ways to organizational, political, and economic issues that transcend our everyday experience and the ways we have traditionally divided academic subjects and substantive problems and issues.

To apprehend and evaluate these challenges and opportunities requires careful, critical investigation and analysis. The Social and Global Studies major offers students the opportunity to develop the skills to accomplish this. Our courses stress three broad themes: the history and development of social ideas, theories, and philosophies; the study of social change across geographic and cultural borders; and the comparative analysis of organizations, institutions, and policies. A set of core courses introduces students to these themes and to the fundamental theoretical and methodological approaches they entail. Intermediate courses direct students to more specific topics within these themes, which upper-division courses allow students to explore in greater depth.

The faculty in Social and Global Studies have designed a curriculum that emphasizes the matrix of economic, social, cultural, political, demographic and environmental interdependencies and conflicts that push our world apart and draw it together. Our curriculum rigorously trains students in the skills and practices that the successful investigation and analysis of a changing world require. It prepares students for careers in the public, corporate, and political worlds, and for advanced study in the social sciences, law, and business.

Major Learning Goals and Objectives

1. Knowledge Content: Students gain a basic understanding of:

- a) political and economic institutions and organizations (local, national, or international);
- b) theories, conceptual frameworks, and models for examining political, economics, and social phenomena;
- c) current economic, political, and social issues, and related public policies.

2. Skills Areas: Students develop necessary skills to intelligently and systematically analyze both macro and micro social, political, and economic phenomena and issues. These skills include:

- a) critical reasoning involving application of social science theories and models
- b) historical and comparative perspectives to social structures, organizations, and policies;
- c) ability to frame informed questions, to develop knowledge claims, and to articulate and present policy arguments and positions;
- d) ability to formulate researchable problems, designing and conducting appropriate research, and applying quantitative and qualitative methods to interpret relevant information.

3. Practice: Students apply knowledge and skills learned in the classroom to their experiences on co-op, international experiences, and involvement in the Antioch community. They also apply these experiences to their classroom learning.

Requirements for the Major

The minimum number of credits required for the Social and Global Studies major is 44. The courses should be selected in the following manner:

5 Core courses (20 credits). Core courses will provide students with the opportunity to acquire a common theoretical and methodological foundation in the major.

5 Special Focus courses (20 credits). These courses are designed to advance students' knowledge and skills in areas of their interest (e.g., concentration, or regional studies, or graduate school plans);

1 Senior Project course (4 credits). The Senior Project is individualized research on a selected topic within the area of student's interest.

In addition to the above course requirements, the Social and Global Studies major requires *one cooperative education experience* related to the major.

The Social and Global Studies major encourages:

Experience abroad

Competency in reading and writing in a foreign language

Community participation and reflection on local/global linkages

Requirements in Detail

Core courses (20 credits required):

4 credits in introduction to social sciences inquiry. Choose one of the following:

SGS 120	American Society at the Crossroads
SGS 121	Global Order and Challenges
SGS 122	Bureaucracy and Democracy

4 credits in methods of research and analysis:

SGS 301	Research Methods and Data Analysis in Social Sciences
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12 credits in Social Change in Global Perspective, History of Social Philosophies and Ideas, Comparative Analysis of Social Organizations, Institutions and Policies. Choose one course from each of the following groups:

Group 1: Social Change in Global Perspective

SGS 210	Latin American Development
SGS 211	The Middle East and North Africa
SGSE 212	Sustainable Economic Development
SGSEP 280	Environmental Movements and Social Change
SGSM 213	Transnational Corporations

Group 2: History of Social Philosophies and Ideas

SGS 223	Islam: Ideology, Laws, and Gender Issues
SGSE 220	History of Economic Thought: Social Change and Justice
SGSM 221	Management Theory and Practice
SGSP 225	Political Philosophy
SSC 345	Social Theory

Group 3: Comparative Analysis of Social Organizations, Institutions, and Policies

SGSE 230	Capitalism in Transition: A Comparative Approach
SGSE 304	International Economics: Problems and Policy
SGSEP 284	Environmental Policy in Comparative Perspective
SGSM 233	Comparative Management
SGSP 232	Comparative Political Analysis
SGSP 334	International Law and Justice

Special focus courses (20 credits required):

Students who major in Social and Global Studies may develop a concentration in:

- An academic discipline, in which they advance their academic and intellectual interests in a particular field, better prepare themselves for a graduate program or professional school, or enhance their knowledge and skills for special careers. Disciplinary concentrations are available in: Economics, Environmental Policy, International Relations, Management, and Political Science.
- A particular geographic region or culture area of the world in which to concentrate on socio-economic and political changes. Such concentrations can be developed in the Americas, Europe, the Middle East and North Africa, and Asia.
- A specific area of their own interest in consultation with the academic advisor.

Courses offered in support of these concentrations may be selected from the following list. With the approval of their academic advisor, students may select up to 8 credits from College courses outside this list.

The SGS courses are:

SGS 250	Social Stratification
SGSE 254	Macroeconomics Theory and Economic Policy
SGSE 258	Microeconomics Theory and Managerial Decision Making
SGSE 270	Markets and Hierarchies: The Organization of Transactions
SGSE 304	International Economics: Problems and Policy
SGSEP 280	Environmental Movements and Social Change
SGSEP 284	Environmental Policy in Comparative Perspective
SGSEP 285	Ecology, Economy, and Ethics
SGSEP 305	Ecology and Feminism
SGSEP 325	Indigenous Ecology and Ecosystem Science: The Politics of Knowledge
SGSEP 330	Ecology, Peace, and Global Security
SGSM 112	Principles of Accounting
SGSM 240	Management in the Third World
SGSM 250	Entrepreneurship

SGSM 251	Principles of Marketing
SGSM 256	Women and Minorities in Management
SGSM 260	Business Law
SGSM 285	Financial Management
SGSP 150	American National Government
SGSP 220	Comparative European Politics
SGSP 256	American Foreign Policy
SGSP 286	International Organizations
SGSP 290	American Political Thought:
SGSP 294	The United Nations System
SGSP 305	Constitutional Law
SGSP 336	Theories of International Relations
EST 320	Theory and Practice of Ecology
LIT 225	The Post-Colonial Text
LLCS 212	Introduction to Latin America

SGS 462 Senior Project in Social and Global Studies (4 credits):

Social and Global Studies students propose and complete a Senior Project during their last year at Antioch, under the supervision of a SGS faculty member. The Senior Project helps students incorporate knowledge and methods gained in the major into research on a selected problem in their concentration or regional interest. In the Senior Project, the student demonstrates the ability to formulate a researchable problem/question, a critical understanding of the related studies and literature, skills of designing and conducting social science research, and an ability to interpret the findings in addressing the research problem. As part of this requirement, students participate in a Senior Seminar to present their topics, research proposals, and findings, and to receive input from the faculty and other students.

Prerequisites: SGS 301 or concurrent registration; senior level standing; and approval of senior project advisor.

Cooperative education experience related to the major:

Students who declare a major in Social and Global Studies select and complete one field related cooperative education (work) experience. The major-related co-op will further support the student's interests and integrate one's own experiences with knowledge gained in the classroom.

Experience abroad:

This experience supports the curriculum of the major by helping students to compare social and political institutions in cross-cultural perspectives. It is strongly recommended that SGS students spend 3 to 4 months abroad in an academic, co-op, and/or cross-cultural program. Experience with other cultures will further enhance students' ability to understand their own values and develop a critical appreciation of them.

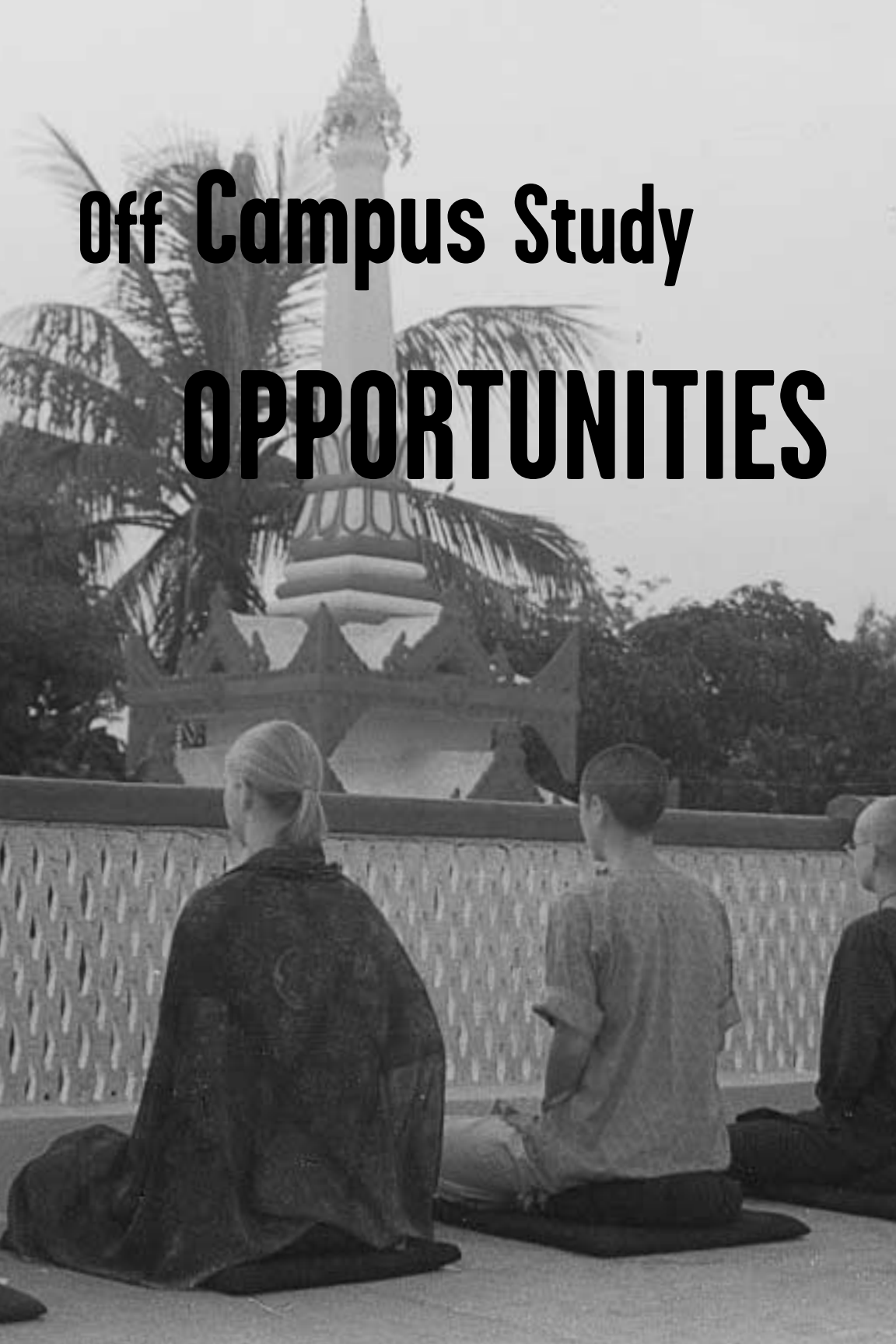
Foreign language competency:

Students who major in SGS, especially those focusing on a particular geographic or cultural region of the world, are encouraged to become proficient in at least one of the languages spoken in that region. Beyond the College's foreign language requirement, this means effective oral communication as well as the ability to read and comprehend newspapers and other sources written in that language.

Community participation and reflection on local/global linkages:

SGS students are expected to actively participate and contribute to the Antioch community, to incorporate knowledge and skills gained through classroom and co-op education into their community participation, and to understand the linkages between decisions and events in this community with the broader local, national, and global issues and concerns. Antioch provides numerous avenues for this participation including, but not limited to, running for campus offices, participating in campus committees, organizing related community service projects, participating in, and/or attending Friday Forums focused on social and global issues, organizing a speaker or film series on a particular region of the world or on a world issue, or actively participating in civic, environmental, political, and other interest groups and organizations.

off Campus Study OPPORTUNITIES



Students are strongly encouraged to consider study abroad as an avenue to enrich their cross-cultural learning and achieve competency indispensable in the increasingly global society.

Study Abroad

Antioch Education Abroad

Andrzej Bloch, Director; Ph.D., Academy of Economics, Poznan, Poland

Erin Abrams, Assistant Director; B.A., University of Rhode Island; M.A.

Candidate, The School for International Training

Dale Gardner, Director of Europe in Transition Program and Visiting

Assistant Professor; B.A., M.A, University of Oklahoma; Ph.D.,

Northwestern University

Janet Goldner, B.A., Program Director, Mali, West Africa Program; B.A.,

Antioch College; M.A., New York University

Suzanne Kolb, Director of Brazilian Ecosystems Program and Assistant

Professor; B.S., S.U.N.Y. Stony Brook; Ph.D., University of Georgia

Patricia Masters, Director of Buddhist Studies Japan Program and

Associate Professor; B.A., UCLA; M.A., University of California; Ph.D.,

M.P.H., University of Hawaii

C. Robert Pryor, Director of Buddhist Studies India Program and Associate

Professor; B.S., University of Michigan; M.A.T., Antioch College

Patricia J. Redway, AEA Administrative Assistant

Students are strongly encouraged to consider study abroad as an avenue to enrich their cross-cultural learning and achieving competency indispensable in the increasingly global society. Antioch Education Abroad (AEA) offers a variety of opportunities for students to study and live abroad. AEA has been sending students overseas since 1957, and our current study abroad programs attract students from colleges and universities across the nation. In selecting the most appropriate study abroad opportunities, Antioch students may choose from Antioch's own programs, programs offered through consortia agreements with the GLCA and KIIS, and programs offered by other Universities and Colleges in the United States and abroad and selected independently by students. In selecting AEA programs and programs offered through consortia, Antioch students earn regular Antioch credit and are not required to obtain prior approval for transfer of credits. For other study abroad and off-campus programs, students need to

apply for and receive pre-approval for transfer of credits. For all study abroad programs and the GLCA off-campus study programs, students submit applications through Antioch Education Abroad. For other domestic off-campus programs students apply for the “academic leave of absence” through the Registrar office. (For details see the “AEA Planning Manual” available in the AEA Office).

Prerequisites for participating in a study abroad program:

- Students must have completed at least two academic terms at Antioch College and have received credit for one co-op term.
- Students may not be on academic probation.
- Degree plan must be on file with the Registrar's office. It should include the study abroad program and be approved by the student's advisors.
- Students must have all student accounts paid to date.
- Students must have shown responsible citizenship on campus.
- A formal application must be submitted to AEA.
- All applications for off-campus study must be completed prior to one of two review dates: October 15 or March 1, depending upon the program selected.

Financial Aid and Study Abroad

Supporting students' initiative to enrich their curriculum through study abroad, Antioch College students may apply their regular financial aid to college and GLCA-sponsored programs abroad and affiliate study abroad programs. However, availability of Federal Work Study abroad is limited. The College's regular financial aid policies determine awards. Students with scholarships should confirm with the financial aid office whether the scholarship is applicable to off-campus study. With the approval of the Financial Aid Office, only Federal Pell Grants and Stafford Loans may be applied to programs sponsored by other institutions. An Antioch student wishing to enroll in a second study abroad program will not receive priority for financial aid.

Programs and Courses Offered by AEA:

Antioch in Germany

Faculty Liaison: Dale Gardner

Students with a significant background in German may enroll directly in the Eberhard-Karls Universität in Tübingen for a full or half year. The program seeks full immersion of students in the German university experience. Participants live with German students and attend regular university

courses. Students attend a four or eight-week Goethe Institute intensive language course as well as a five-week Language and Orientation Program in Tübingen prior to their entrance to the University. At Eberhard-Karls Universität, students may study in their majors or across disciplines at any level for which they have the background, choosing among hundreds of courses. All disciplines offer advanced academic work, and special opportunities exist for students in the theoretical and applied sciences.

Kyoto: An Ancient Window into Contemporary Japan

(Summer term)

Director/Faculty Coordinator: Harold Wright

Each year a group of students from Kyoto Seika University (KSU) comes to the Antioch campus for the fall term. Through language and cultural classes, and extensive experiential learning, they improve their English and become acquainted with American life and customs. They also share a little bit of Japan with Antioch students and the local community through participation in campus and village life, volunteer work, and a holiday home stay.

Antioch students have a similar opportunity at KSU, one of the most progressive and socially conscious universities in Japan. The Antioch in Japan program focuses on history, art, literature, language, legend, and contemporary life of Japanese Society.

It is in this setting that we will explore the people and institutions of Japan. Students are encouraged to develop study projects in areas of their interest, including, but not limited to animation and film, women's studies, minority issues, modern economy and business, art and art history, and literature and creative writing. Courses offered:

ALLCJ 242: Japanese Culture, History and Society (4)

This course is designed as both a seminar and a semi-independent study class. Meeting weekly with the program director, the students will discuss the cultural activities they have attended the previous week. A check list of "must attend" events will be provided and "optional events and activities" will be suggested. The course includes attending guest lectures; reading designated books and articles; viewing video and films; participating in seminars and workshops dealing with Japan; participating in on-going activities like art or martial art lessons; visiting museums and cultural

monuments; and involving oneself in different types of Japanese group activities that may include food, drink, sports, religion, or travel. May be used to meet General Education requirement for Self, Society and Culture.

ALLCJ 160/260: Japanese Language Class

Taken at the level needed by the student, this is the Japanese language class taken at Kyoto Seika University during the AEA program. The core of this class will be considering all of Kyoto as the classroom. The students will be given language assignments requiring them to go out into the city of Kyoto and speak with the people. Other assignments may be to view films and write summaries or going shopping or ordering meals at restaurants.

ALLCJ 280: Japanese Language: All of Kyoto as the Classroom (4)

This class will meet regularly as a group at the beginning of the term. As students become more competent at speaking and exploring independently, they will begin meeting less as a group and more with individual tutors. Explore the city of Kyoto as a group and individually, and visit historical sites and discuss their significance in Japanese. Advanced students will be offered opportunities to attend academic symposia, and lectures in Japanese, and further their reading skills.

ALLCJ 290: Readings in Japanese History, Literature and Culture (4)

This course will be taught by the Program Director and/or guest faculty from Kyoto Seika University. The class format will involve readings, discussions, lectures, A/V material, as well as field trips. The class typically focuses on literature that has been written in or about Kyoto. Some of the more well-known Kyoto works include *The Tale of Genji*, Noh plays, traditional court poetry, major collections of folk tales, as well as works of more modern writers, such as Nobel Prize winner, Kawabata Yasunari. Readings will be offered in either English or Japanese (or both) to match the needs and abilities of the individual student. A self-evaluation of the student's work in this class is a requirement for receiving credit.

ALLCJ 396: Independent Study

Each student is expected to design and complete an independent study project with the program director. The topic must involve Japan.

Brazilian Ecosystems: The Protection and Management of Biodiversity

(Fall term)

Director and Faculty Coordinator: Suzanne Kolb

Antioch's Brazilian Ecosystems Program enables students to engage in field studies across a variety of biomes in Brazil. Over the course of three months, students study ecology, field methodology, and natural resources management. From lectures on reverine ecology to meetings with indigenous people and seminars with policy specialists, this program offers a complete overview to the complex issues involved in conservation and natural resource management. Students choose 4 of the following courses for a total of 16 credits. Courses offered:

ALLC 158D: Portuguese (4)

Intensive language study with primary focus on the vocabulary of ecology, environmental science, and natural resource management. Attention will also be given to transition from Spanish to Portuguese and achievement of basic social survival skills as well as meeting the language proficiency requirement.

ALLC 296: Advanced Portuguese Language (4)

Advanced Portuguese language study is offered during the duration of the Brazilian field program using instructional methodologies including conversation, tutorial instruction and reading of both scientific and popular literature. Additional exposure to the language is achieved through listening, conversation, and interaction with homestay family hosts. The objectives of this course are for students to develop social and professional language skills along with acquisition of adequate vocabulary of ecology, environmental science and natural resource management.

AENVS 241: Brazilian Natural Resource Management (4)

This course presents issues of sustainable management of resources in terms of the value of ecosystem goods and services. Using an analytical framework of environmental science, the course examines application of sustainable management practices in agriculture, forestry and park management. The role of environmental policy and the influence of non-governmental organizations in affecting environmental stewardship are also examined. This topic further includes consideration of local cultural attitudes in policy development and implementation. Meetings with land managers and environmental groups are followed with structured group discus-

sions which will focus on evaluating (a) the sustainability of observed land use practices, (b) the potential of resource use policies, and (c) the agencies seeking to modify existing policy or establish new policies.

AENVS 242: Ecology and Biodiversity of Brazil

This course focuses on the value of biodiversity, the causes and patterns of biodiversity loss, the ecological significance of anthropogenic disturbances and methods of hypothesis-testing in the field of conservation biology. Students review the theoretical principles involving these topics during the pre-program orientation lectures and through assigned readings. Throughout the program the class examines species and habitat diversity characteristic of several Brazilian biomes. In addition to lecturing on ecology and serving as natural history guides, Brazilian botanists, zoologists, and ecologists work with students on field problems designed to illustrate the relationship between biodiversity and ecosystem function. The impact of human activities on biodiversity and ecosystem function are also directly observed and discussed throughout the course.

ABRZ 396: Field Research/Independent Study (4)

Students will select from a lists of internship placements based on their specific interests. Both scientific and sociopolitical topics may be developed through work in research, education, or environmental organizations. A field journal and final project report are required.

Buddhist Studies in India

(Fall term)

Director and Faculty Coordinator: C. Robert Pryor

This program takes a comparative approach to the understanding of Buddhist philosophies, cultures, and practices. Classes are held in Bodh Gaya, India, a unique pilgrimage site where students have access to representatives of many contemporary traditions within Buddhism. Participants live in the compound of the Burmese monastery where courses are offered in philosophy, history, anthropology, Hindi, and Tibetan. Students complement these studies with a course in meditation traditions and, during the final month of the program, they complete an independent field research project which may involve travel to other parts of South Asia. Students choose 4 of the following courses for a total of 16 credits. Courses offered:

APHIL 318: Buddhist Philosophy (4)

The intention of this course is to provide a thorough introduction to the principal concepts and theories of Theravadin and Mahayana philosophy. An effort will be made to understand these systems from Western intellec-

tual perspectives and to relate them to the problems of everyday life. We will also consider the development of Buddhist philosophical systems in terms of the changing historical and intellectual situations in which Buddhism found itself in India.

AHIST 220: History of South Asian Buddhism (4)

In this course we will examine the origins and historical developments of the Buddhist tradition, viewed as an integrated complex of changing religious beliefs, practices and institutions. We will be concerned with issues of continuity and change, syncretism and selection. We will examine the emergence of various sectarian and national traditions over time, as well as study the processes by which Buddhism transformed the societies into which it was introduced.

ASGS 230: Contemporary Buddhist Culture (4)

We will begin by examining the ancient Indian context within which Buddhism first arose in order to form a background against which we can study the spread of this doctrine from India to Southeast Asia, Japan, and Tibet. The special focus of our study will be the cultures and practices of the Indian, Southeast Asian, Japanese, and Tibetan pilgrims who visit Bodhi Gaya. By observing and comparing their traditions we hope to gain an understanding of the relationship between belief, personal practice, and social organization.

ARELS 350: Buddhist Meditation Traditions (4)

Students will complement their understanding of Buddhist thought and culture through the study and practice of traditional meditation disciplines. This class will investigate the historical background, theoretical underpinnings, sociological dimensions, and meditative techniques of three distinct traditions within Buddhism: Burmese Vipassana, Japanese Zen, and Tibetan Dzogchen.

ALLC 158F: Beginning Hindi (4)

This course is designed for people with little or no previous knowledge of Hindi. Primary emphasis will be placed on developing the oral proficiency necessary to converse with native speakers on a variety of subjects. Students will also learn Devanagiri script and acquire a basic knowledge of syntax and grammar, enabling them to read and write simple sentences.

ALLC 158Z: Beginning Tibetan (4)

This course will introduce students to the elementary sentence patterns of modern spoken Tibetan and the writing system in which both the modern and the classical language is written. Emphasis will be primarily upon communicative competence at the elementary level in order to associate with ethnic Tibetans throughout the Himalayan area. A secondary purpose will be to lay the groundwork for eventual further study of Tibetan Buddhist texts.

ABUDD 396: Field Research: Selected Topics (4)

After nine weeks of class in Bodh Gaya, students spend a month working on a research project. This is the student's opportunity to select a subject of special interest and pursue it in depth. These projects may be approached through a variety of academic disciplines and often involve travel in India or neighboring countries. The project culminates in a written report, which is presented when the student returns to Bodh Gaya at the conclusion of the program in December.

Buddhist Studies in Japan

(Fall term)

Director and Faculty Coordinator: Patricia Masters

The goal of the Buddhist Studies Program in Japan is to introduce students to the history, philosophy, and diverse expressions of Buddhism in Japan. Students also have the opportunity to study Japanese language, directly experience a variety of Buddhist meditative practices, and explore their own interests through a directed research project. Participants spend the majority of the program living in Buddhist monasteries. In this setting, they gain first-hand experience with the major Japanese Buddhist traditions: Zen, Shingon, and Pure Land Buddhism through daily life.

The city of Kyoto is a sacred pilgrimage site for Buddhists from all over Japan. It is the center of traditional culture in Japan, and is still considered the spiritual center of this island nation. Over two thousand Buddhist temples and monasteries have been established in Kyoto over the course of the last 1500 years. In addition, these are several Buddhist universities in the city where monks, nuns and lay scholars live and conduct research. Students choose 4 of the following courses for a total of 16 credits. Courses offered:

ARELS 351: Philosophy and Historical Development of Buddhism in Japan (4)

This course introduces students to the philosophical schools of Buddhism in Japan. It traces the development of Buddhism from South Asia to East Asia (China and Japan) with an emphasis on philosophical issues. While introducing important historical events, this course examines the assimilation process (*honji suijaku*) in order to understand the way Buddhist schools and Japanese native religion Shinto respond in creating a unique sense of religiosity. The readings and lectures focus on the blending of Buddhist philosophy with particular historical and religious developments in Japan.

ASSC 231: Japanese Buddhist Culture (4)

This course emphasizes an anthropological approach to the study of Buddhist cultures. It begins by examining the ancient Indian context within which Buddhism arose as a backdrop against which to study the spread of the tradition to East Asia and specifically to Japan. Selected readings and fieldwork allow us to develop an informed appreciation of the varieties of the Buddhist experience that evolved in dynamic relationship with Japanese civilization. This course surveys the cultural manifestations of Buddhism in Japan, with special emphasis on the contributions of Zen, Shingon, and Pure Land Schools. We will also explore Buddhist adaptations and representations in the contemporary period. Students are expected to master relevant historical and cultural information while also acquiring skills associated with the collection, analysis and presentation of ethnographic material.

ARELS 352: Japanese Buddhist Meditation Traditions (4)

This course provides an introduction to three major Buddhist meditation traditions: Shingon, Zen, and Pure Land. The class is comprised of two inter-related sections: a twice-weekly seminar, taught by members of the Antioch faculty; and daily meditation classes, taught by Asian teachers from these lineages. The seminar (which draws on Buddhist texts and scholarly articles) focuses primarily on the historical development, philosophical underpinnings, and cultural dimensions of these three traditions. The meditation classes, which consist of discourses and practice sessions, are designed to give students first-hand exposure to the various ways in which Buddhist philosophy and meditation are explained, practiced and understood.

ALLCJ 161: Japanese Language (4)

This course is an introductory course designed for people with little or no knowledge of Japanese. Primary emphasis is placed on developing oral proficiency necessary to converse with native speakers on a variety of subjects. Students also learn the written scripts of hiragana, katakana, and kanji and acquire a basic knowledge of Japanese syntax and grammar, enabling them to read and write simple sentences. Classes are small enough to allow for maximum interaction and individual attention from the teacher. Besides daily formal instruction and daily practice sessions, students have frequent opportunities to practice and improve their language skills with the local population.

ABUDJ 396: Field Research (4)

Students spend one month working on an independent research project. This is the student's opportunity to select a subject of special interest and to pursue it in depth. These projects may be approached through a variety of academic disciplines and will be developed in consultation with a faculty advisor. Although the faculty carefully supervise the planning of the project, the emphasis is placed on student initiative in both the design and the execution of the work. The project will culminate in a final paper which is presented when the student returns to Honolulu at the conclusion of the program.

Comparative Women's Studies Term in Europe (Fall term)

Director and Faculty Coordinator: Stephanie Oxendale

This program offers a unique opportunity to examine and compare international feminist issues. It begins with an orientation in Utrecht in the Netherlands. Field research is conducted in Germany, Poland and the Netherlands, followed by a period of independent research in London. The field work includes visits to university women's studies programs and feminist organizations' bookstores and women's centers, conferences, exhibits, festivals, films, and performances. These experiences are augmented by lectures and discussions with European feminist leaders, students, workers, artists and professionals. Courses offered:

AWS 240: Situated Feminism: Socio-Political Systems and Women's Lives (4)

This course examines the historical emergence and contemporary conditions of feminist movement in the U.S. and Central and Eastern Europe in the context of an array of "globalizing" forces. It examines the impact of

the west's colonialist heritage on the lives of women in various communities, and will address the continuing legacy of WWII in Europe and the U.S., and how that experience continues to shape contemporary conditions in the global economy. The course seeks to understand the potential of feminist organizing practices, the controversy among women's groups around the term "feminist," and how successful initiatives might be understood cross-nationally.

AWS 250A: Issues in Feminist Methodologies (4)

This course is devoted to questions of: (1) Theory (What are the contours of feminist research in the social sciences and the humanities?); and (2) Practice (How does one actually conduct feminist research?). The course considers the following questions: What is the relationship between methodology and knowledge claims in feminist research? How do language and narrative shape experience? How do we understand the role of memory in the construction of oral histories? How do the practices of interpretation intersect with questions of the authority of the researcher and her respondents? What is action-based research and how can it become a site for activist coalition? How are feminist study methods impacting traditional constructions of arts and sciences?

AWS 250B: Comparative Theoretical Frameworks (4)

This course frames several of the central debates in western feminist theory in the context of emerging local and global pressures on women's movement. Historical models of feminist development in the west are examined to help students appreciate and find ways to work through the situated nature of all knowledge, including feminist knowledge. The course considers affinities and divergences among feminist, psychoanalytic, post-structuralist, post-colonial, and trauma theory models, and will evaluate their potentials as interpretive frameworks for political interventions in the socio-cultural surround.

AWS 396: Independent Field Research (4)

Students participating in the Comparative Women's Studies program in Europe are expected to complete a self-defined and self-designed field research project. The topic, methodology, and form of the presentation are determined by the student's major, research interests, and needs. It should build on the reading and work done by European women, feminist theory and research, cross-cultural theory, and principles of field research. It should involve active field work and be international and comparative.

Europe in Transition: Integration and Post-Industrial Change

(Spring term)

Director: Dale Gardner

Participants examine contemporary social, economic and political changes in Europe through a semester of study and field research in Germany, Poland, Hungary and the Czech Republic. English-language seminars conducted by European scholars combine with site visits, and interviews with politicians, business executives, labor leaders, and community organizers. Homestays in Berlin, Budapest and Pecs offer additional access to host cultures. No foreign language skills are required. Program assignments and research on independent projects are completed during the final months in London. Courses offered:

ASGS 241: Economic Transition and Political Choice in Europe (4)

A study of the social and political dimensions of industrial restructuring and economic change. With an emphasis on the plight of the growing populations excluded from stable employment (displaced workers, underemployed—and overworked—women and jobless youth), the course explores changes in labor and housing markets, education, urban planning, the regulation of industrial relations and the administration of welfare.

ASGS 242: Social Stratification: Ethnicity, Gender and Class in Europe

An investigation of the contemporary sociology and politics of ethnicity, gender, and class. The course examines the urban experience of “immigrant” communities. It also studies conflicts over the accommodation of cultural and ethnic “minorities,” and over the employment and autonomy of women, which play a role in challenging traditional Left-Right political discourse and division.

ASGS 250: European Union: Integration and Enlargement (4)

An exploration of the links between changes in political economy and social relations, observed at the local and national level, and the broader context of European union and post-Cold War integration. The course considers the political and social policy implications of the priority given to trade and financial factors in the construction of the 15-nation European Union (EU) and in the EU's relations with Poland and other former Soviet-bloc countries.

ASGS 390: Independent Research and Practicum (4)

Each student is expected to design, develop and complete a comparative research project that exploits the resources and research opportunities of the program. It is desirable that the general topic be a comparative study of a particular issue across the visited cultures.

African Art and Culture in Mali, West Africa (Summer Term)

Director: Janet Goldner; Program Coordinator: Erin Abrams

The goal of the African Art and Culture Program in Mali, West Africa is to create a positive, yet realistic, immersion in and exposure to the culture and art of Mali. Students will have the unique opportunity to become familiar with traditional and modern Malian life, and to apprentice with an artist, artisan, or musician in accordance with their own particular goals and interests.

ALCF 150: Malian Culture and French Language Intensive (5)

Students will take a one month intensive course in Yellow Springs designed to develop functional speaking and listening skills in French. During this course students will immerse themselves in Malian traditional and contemporary culture. They will examine American assumptions, expectations and stereotypes about Africa in general and Mali in particular in order to discover new ways of thinking about Mali. Students will expand their knowledge through readings, films, music discussion, and an examination of information available through popular media sources.

AAFAS 250: Aesthetics and Cultures of Mali (5)

Building on student's new openness to both Malian and American culture, this course will deepen the students' understanding of the basis for the arts they will study and establish a common point of reference between the students and their Malian counterparts. The first week in Mali will be spent in Bamako, where students will meet their Malian counterparts and become acquainted with local artisans as well as the museums and cultural centers. Students will study bamanankan, the most widely spoken of the many national languages, with a trained Malian teacher. The fourth week will be spent in Bamako at L'INA. Students are required to complete a project having to do with the site visits included in this course. This can be in the form of artwork, writing, or performance.

AHUM 396: Independent Field Research (5)

This course will take place at the Institute National des Arts in Bamako with the possibility of a short-term apprenticeship in an artisan village. Through observation, interaction, and participation in the life of the artists and their workshops during this course, the internship fosters the development of one-on-one relationships between the students and the artists across cultural and linguistic barriers. Since the exchange takes place around an artistic technique, much communication is possible through demonstration and observation as well as other creative communication tools. The apprenticeship provides a personal entree into Malian culture and family as well as allowing time for personal reflection. Possible art internships include: bogolan (mud cloth painting); metal and jewelry; wood; leather; pottery; cloth dyeing, costume design. Music/performance possibilities include: djembe; kora; balaphone; dance.

Consortium Programs through the Great Lakes Colleges Association (GLCA)

Antioch, through its membership in the Great Lakes Colleges Association (GLCA), has officially endorsed all GLCA approved study abroad and domestic off-campus programs administered by other liberal arts colleges in this consortium. Among the programs most often used by Antioch students are programs in Japan, Scotland and the New York Arts Program. Students participating in the GLCA programs are entitled to a full transfer of financial aid.

Japan

The GLCA and the Associated Colleges of the Midwest (ACM) sponsor a program, administered by Earlham College, at Waseda University in Tokyo. The eleven-month program begins in August with an orientation program and language study at a mountain inn. During the academic year, students live with Japanese families and take classes at the university.

Scotland

In the GLCA Scotland program, administered by Wabash College, students can enroll directly in classes offered at the University of Aberdeen on the northeast coast of Scotland. You become fully integrated into the daily life of the university, living in dorms with Scottish students and participating in their sports and extra-curricular activities.

Consortium Programs through the Kentucky Institute for International Studies (KIIS)

The KIIS (Kentucky Institute for International Studies) is a consortium of sixteen colleges and universities that sponsors a wide variety of study-abroad programs. These include summer and semester long programs. The goal of KIIS is to offer sound academic programs.

Mexico

(Fall term)

Faculty Liaison: Victor Garcia

This program is offered annually in the fall semester. Morelia, the site of the program, is the capital of the state of Michoacan—a city with distinctive and well preserved colonial architecture, the site of many important historical events, and the home of four universities. Through participation in the program, students may have an excellent opportunity to immerse themselves in the local culture and to improve their Spanish language skills. Courses are offered in Spanish composition, Mexican culture, literature, and history. Students participate in comprehensive orientation sessions and a variety of field trips upon their arrival in Mexico. Students applying to this program are expected to have advanced introductory or intermediate knowledge of Spanish language. The program is an excellent opportunity for language majors and for students in other areas of studies who are interested to advance their language skills and in better understanding of the history and culture of Mexico. Some co-op opportunities are available, including a ceramics internship with a family of potters in Capula, teaching English as a second language in the American Union Academy, or working with a human rights organization in Morelia.

Spain

(Spring term)

This program is offered during spring semester. Segovia is located 90 minutes from Madrid, in the heart of Castile, and is one of the most important historical centers of Spanish culture. Through participation in the program, students have an excellent opportunity to immerse themselves in the local culture and improve their Spanish language skills. The program provides an excellent opportunity to study Spanish language, history, and contemporary social and cultural trends in Spain. The program includes visits to Madrid, with possible excursions to Toledo, Salamanca, Avila, El Escorial, and Valle de los Caidos. Students will live with Spanish families in Segovia. Students have an opportunity to enroll in one of the following study options: (1) Spanish Option (prerequisite: intermediate/advanced

Spanish), all courses taught in Spanish; (2) Honors option (no language prerequisite), courses taught in English, with introductory and intermediate Spanish language courses available. The program is recommended to language majors and to those students of all areas of studies who may have interest in developing language skills and are interested in better understanding of the history, culture, and contemporary society of Spain.

France

(Fall term)

The program is offered in the fall semester. The program is situated in Montpellier, one of the historical centers of Provence, which at present is one of the fastest growing cities in France. Home to the oldest medical school in Europe, Montpellier is 10 miles from the Mediterranean coast and a short drive from such cultural and historic centers as Nîmes, Alès, Avignon, and Aix-en-Provence. Paris and Barcelona are three hours away by train. The city is student-oriented and currently has some 60,000 students in its larger population of 225,000. Montpellier hosts internationally renowned conferences and festivals in the arts, sciences, and business. Classes offered through this program are held at the Université Paul-Valéry (UPV), one of three campuses of the Université Montpellier. Courses available through this program include but are not limited to French composition, French culture, literature, and history. Students have an opportunity to enroll in one of the following study options: (1) French Language Option (prerequisite: intermediate/ advanced French, all courses taught in French; (2) Honors/Humanities Option (no language prerequisite), courses taught in English, with introductory and intermediate French language courses available. The program is recommended to language majors and to those students of all areas of studies who may have interest in developing language skills and are interested in better understanding of the history, culture, and contemporary society of France.

Off Campus Study Programs in the U.S.

In addition to the required Cooperative Education program and several study-abroad programs offered by Antioch Education Abroad, Antioch makes other off-campus programs available to its students in a variety of locations. Antioch belongs to regional consortia such as the Great Lakes Colleges Association, which makes several programs abroad and in the U.S. accessible to Antioch students. For all study abroad and GLCA programs, application is made through the Antioch Education Abroad Office. For other domestic off-campus programs, students should contact the Registrar's Office for appropriate application procedures and/or offices.

Environmental Field Program

Director: Tom Ayrsman, Assistant Professor of Botany and Environmental Science

Antioch College's Environmental Field Program (EFP) is an intensive off-campus traveling academic field program, which explores a specific bioregion of North America. The fundamental educational goals of the EFP are: 1) To provide the opportunity for an in-depth experiential education in an environment which is not accessible to students from the Yellow Springs campus; 2) To give students a chance to test their integrative abilities in a regional framework; 3) To increase students' awareness of the fundamental interdependence of human beings, society, and the natural history of a region in a global context; 4) To develop an awareness of a conservation ethic with reference to a specific bioregion.

This interdisciplinary program is facilitated by upperclass students or alumni, who are mentored by Antioch College faculty in the design of the academic credits offered on this field program. EFP is open to all Antioch College students and we seek a diverse pool of applicants, with a range of interests from any of the college's academic majors. Criteria for selection focuses upon each applicant's academic record and personal interest in the EFP program.

Cross-Cultural Field Program

Antioch students on this program go to a specific region of the country to live and learn about the cultures of distinctive communities in the U.S. The program combines academic, experiential, service, and community learning by giving students the opportunity to live and work in African-American communities in the Sea Islands of South Carolina or other places in the rural South. Some of the topics investigated are the concepts of race, cultural identity, cultural pluralism, and economic and political structures in these distinct African-American communities. Students live with host families and complete a community service project with local people. Students conduct independent research projects on topics such as urban migration, environmental racism, community organizing, and other topics.

Great Lakes Colleges Association Programs in the U.S.

The Great Lakes Colleges Association (GLCA) is an academic consortium of twelve liberal arts colleges: Albion, Antioch, Denison, DePauw, Earlham, Hope, Kalamazoo, Kenyon, Oberlin, Ohio Wesleyan, Wabash, and the College of Wooster. Antioch's membership in the GLCA allows students to participate in special off-campus programs sponsored by the colleges that make up the consortium. These programs, listed below, have campus representatives; seek them out to learn more.

New York Arts Program

Campus representative: David LaPalombara, Professor of Art

This program gives students interested in performing, visual, and communication arts a chance to serve as apprentices and to experience the world of the professional artist. The cultural resources of New York are well known. Less familiar is the artist's milieu—that mix of people, places, and events that constitutes the artist's environment. Qualified students spend a term sharing this milieu with professional sponsors: visual artists, designers, museum curators, performing artists, authors, musicians, composers, publishers, film makers, and people in theater and communication arts. Each student has a faculty advisor who teaches a seminar and works closely with the student and the sponsor. Students attend a program of seminars conducted by arts professionals, including GLCA staff members, on various topics.

Oak Ridge Seminar

Campus representative: Charles Taylor, Professor of Physics

The Great Lakes Colleges Association (GLCA) and the Associated Colleges of the Midwest (ACM) jointly sponsor a one-semester research experience

at the Oak Ridge National Laboratory in Oak Ridge, Tennessee, one of the world's major scientific research institutions. This fall program accepts juniors and seniors majoring in mathematics, the natural and physical sciences, engineering, computer science, or the social sciences. Students do research projects ranging from "pure" science to applied technology and assume responsibility for an aspect of the supervisor's project, an experience seldom possible on campus. Students also enroll in advanced courses taught by resident GLCA/ACM faculty.

The Philadelphia Center

Campus representative: Thomas Haugsby, Professor of Cooperative Education

The Philadelphia Center is a liberal arts program for professional development, study and internships. Students use the city and its resources as a "classroom for learning." Seminars, workshops and colloquia foster learning in an active, participatory environment. Students also take courses in such subject areas as art, urban anthropology, systems analysis, philosophy, justice, communications, women's studies, architecture, social policy, and management. Students identify areas of personal, professional and academic interest, and with the help of faculty, select from over 500 internship sites for a term placement. The Learning Plan, a goal-oriented document that students design and modify during the semester, provides a structure for integrating work experience with educational, social, and professional development goals.

Newberry Library Program in Chicago

Campus Representative: Barbara B. Davis, Associate Professor of History

Located in downtown Chicago, the Newberry Library, a private library open to the general public, boasts some of the richest collections in North America. It is the repository of the largest Native American collection of documents and artifacts; the largest collection in North America of 16th-18th century European books and manuscripts; an important Chicago and African-American collection which includes genealogies, diaries and letters; and a varied collection of maps.

Each year, Antioch students may participate in a Seminar program at the Newberry Library that is co-sponsored by two consortia: the American Colleges of the Midwest (ACM) and the Great Lakes Colleges Association (GLCA, to which Antioch belongs). The Program appeals especially to students with a strong Humanities background who are interested in research, writing, and participating in a vital and intense intellectual community. The annual deadline for applications is April 1.

Miami Township Fire-Rescue

David LaPalombara, Academic Advisor

Antioch College students who wish to become firefighters and emergency medical technicians may join Miami Township Fire-Rescue. Miami Township provides fire service as well as advanced life-support emergency medical service. Various kinds of certification in emergency medical and fire fighting areas are available through approved training courses. The previous Antioch College Fire Department (Maples) was incorporated into the township department in 1995. The primary reason for this change was the opportunity for students to meet all of their academic responsibilities while becoming fully integrated into the Yellow Springs area volunteer fire department.

Membership with the department provides exciting opportunities and valuable experience to students in all majors, particularly those interested in biochemistry/premedical studies, management, psychology, and others. Antioch college students receive academic credit for the training they complete. At the discretion of the student's primary advisor, some of these credits might be counted toward a degree.

Miami Township Fire-Rescue is also a Co-op employer. It hires one full-time student every semester and employs several Federal Work Study students each term.

Fire Rescue Training

Members of Miami township Fire-Rescue must become state-certified Basic Volunteer Firefighters. EMT certification is strongly encouraged. Mandatory drills are held every Tuesday evening and address EMS or fire subjects on alternate weeks. Members must complete at least 20 hours per year of continuing education in EMS and fire. This includes an annual, required course on hazardous materials. Miami Township also encourages its members to attend courses at the Ohio Fire Academic in Reynoldsburg.

Fire training covers basic skills. As confidence and ability grow, sessions cover tactical and theoretical considerations. Operating the vehicles and engine pump is encouraged and requires completion of a separate training program.

EMS drills review basic skills such as patient assessment, auto extrication, and shock management. In addition, all members annually complete the department's program on "blood borne pathogens" to comply with OSHA regulations.

Fire Rescue Academic Requirements

A faculty member of Antioch College serves as the primary academic advisor for students who participate in Miami Township Fire-Rescue. (This is in addition to the regular advisor of each student.) Every student member of Miami Township meets with this advisor at the beginning of the semester to determine their academic eligibility to participate in the fire department.

Students must remain in good academic standing to run with Miami Township Fire-Rescue. They must resolve all actions from APRC, such as letters of warning or probation. Students must maintain the minimum standards for academic progress set forth by the faculty of Antioch College. This includes regular progress in Co-op. In addition, students may carry no more than two incompletes, either academic or co-op.

Failure to meet these requirements will result in immediate suspension from Miami Township Fire-Rescue. This includes a complete suspension of all activities related to the fire department. The academic advisor makes this determination according to these guidelines and advises the Chief. This decision remains in effect until any deficiencies are resolved.

Glen Helen Ecology Institute

Robert S. Whyte, Executive Director

The Glen Helen Ecology Institute is a special program of Antioch College. Its mission is to provide leadership in preserving Glen Helen and in developing new models for pursuing the interdependent goals of environmental and human well being. Educational programs for a wide variety of audiences seek to enhance one's knowledge, understanding, and appreciation of the natural environment, allowing each to become better environmental citizens. Located in Glen Helen Nature Preserve, the Glen Helen Ecology Institute includes the following:

- Glen Helen, a 1,000-acre nature preserve given to the college by Hugh Taylor Birch, an 1869 Antioch alumnus, as a living memorial to his daughter, Helen. Adjacent to the campus of Antioch College and to John Bryan State Park, 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.

- Trailside Museum, a nature education and visitor facility.
- Outdoor Education Center offers environmental education programs to school-age children during the academic year, and a series of summer programs called “Ecocamps”; academic internships in environmental education at both the graduate and undergraduate levels are available.
- Raptor Center, designed to enhance the experience of school groups through raptor education; also, a raptor rehabilitation center for the care of injured raptors.

GHEI: Outdoor Education Center

Academic Program

The OEC offers an academic internship in residential, environmental education for graduate and undergraduate credit. Students from all over the world enroll in this unique educational program and avail themselves of the opportunity to live, work, and study for periods of 4 or 5 months.

Interns learn to work with elementary-aged children in the Glen, utilizing a variety of hands-on activities and exploration to build a love, awareness, and understanding of the character of nature and our human place within it. Courses Offered (through the academic internship program):

OE 580/380: Outdoor Education Methods (5/5)

This course is intended to provide an introduction to the practices and methods of outdoor and environmental education. Interns learn to design, plan, and lead field trips to the biotic communities of Glen Helen and to apply outdoor and environmental education methods and pedagogical techniques to a wide range of ages and backgrounds.

OE 584/384: Natural History (5/7)

This course is designed to complement OE 580/380. Interns learn to understand the ecological relationships, flora, and fauna of the biotic communities of the Eastern deciduous forest that are specific to Glen Helen. A special emphasis is placed upon the integration of this information with basic ecological concepts.

OE 586/386: Outdoor School Administration (5/5)

This course is designed for interns who have completed OE 580/380 and OE 584/384. A student in this course works closely with the directors in learning and operating all aspects of the Outdoor Education Center. Interns learn to train and evaluate staff, coordinate the daily program, and assist with all aspects of the Center's administration.

OE 590/390: Outdoor School Principles and Practices Seminar (5/7)

This course complements OE 586/386. The course is designed through a series of seminars that cover maintenance administration, food service, fiscal planning, program and facility promotion, and staff recruitment and selection. Interns also gain experience in each of these areas through special projects.

Southwestern Ohio Council for Higher Education

Because Antioch is a member of The Southwestern Ohio Council for Higher Education, an association of 18 institutions of higher education, our students have access to courses, library resources, and other educational opportunities beyond the Yellow Springs campus. The combined enrollment of the SOCHE institutions exceeds 30,000 students, and the diversity of the schools, ranging from large state universities to small liberal arts colleges, makes available a wide range of programs.

Full-time Antioch College students may enroll at no additional tuition for classes at SOCHE schools during Fall and Spring semesters provided space is available, the course is not offered at Antioch, and the student meets the prerequisites. Access to the million volumes in SOCHE libraries comes through direct borrowing privileges and interlibrary loan.

SOCHE schools at which Antioch College students may take courses: Cedarville College, Central State University, Clark State Community College, University of Dayton, Edison State Community College, Kettering College of Medical Arts, Sinclair Community College, Southern State College, Urbana University, Wilberforce University, Wilmington College, Wittenberg University, and Wright State University.

Students interested in taking courses at other SOCHE schools should consult the Registrar's office well in advance because registration and term dates vary. The following guidelines apply to the SOCHE cross-registration option:

- The student must be a full-time student at the home campus.
- Students may not take more credits through cross-registration at the host school than they are taking at the home school.
- The student is liable for any laboratory fees.
- The student must meet any prerequisites as defined by the host school.

Because the other SOCHE schools use a letter grade system rather than Antioch's narrative evaluation system, Antioch students may request an evaluation from the instructor at the host school, but the instructor is

under no obligation to provide one; grades earned at a host school will not appear on the Antioch record.

Procedures for Antioch students to take classes at another SOCHE school:

- The student requests a SOCHE ADD form from the Antioch Registrar's office, completes the form (including the academic advisor's signature), and returns it to the Registrar's office. The student also lists the course on the Antioch registration form.
- The Registrar or SOCHE representative in the Registrar's office signs the form and keeps a copy.
- The student presents the remaining copies to the Registrar's office at the host school for approval;
- The host school confirms the registration by returning a copy to the College Registrar's office;
- Should the student wish to drop the course, the above procedure must be followed with a DROP form, available in the Antioch Registrar's office.

Procedures for students from other SOCHE schools to attend Antioch:

- The student presents the multi-part ADD form to the College Registrar's office staff, who has the student complete an Antioch registration form (taking care to record the student's social security number and home school);
- The staff signs the form, gives the student a copy, and sends a copy to the home school to confirm the student's registration and another copy to the SOCHE office;
- Should the student wish to drop the course, the above procedure must be followed with a DROP form;
- Upon completion of the term, the Registrar's office sends the credit report to the home school and the student's copy of the narrative evaluation form to the student.
- If SOCHE students taking Antioch courses wish to receive a grade, they should inform the instructor at the beginning of the term that they would like to receive a narrative evaluation with a "grade equivalent" at the conclusion of the course.

Through an agreement between SOCHE and a similar consortium, the Greater Cincinnati Consortium of Colleges and Universities, Antioch College students also may be able to cross-register at several schools in the Cincinnati area, including the University of Cincinnati, Miami University, and Xavier University.

Antioch University Graduate Study Opportunities

Antioch College graduates planning to pursue graduate degrees are encouraged to consider applying for one of the many opportunities available for advanced study at the other five campuses of Antioch University. A listing of those campuses, their programs, and general contact information is provided in the following section.

Antioch McGregor

Antioch McGregor Student & Alumni Services
800 Livermore St.
Yellow Springs, OH 45387
(937) 769-1800
sas@mcgregor.edu
www.mcgregor.edu

Academic Programs:

- M.A. in Management
- M.A. in Management for Community College Professionals
- M.A. in Conflict Resolution
- M.Ed. in Educational Leadership
- M.A. through the Individualized Liberal and Professional Studies Program

Antioch New England

Antioch New England Graduate School
40 Avon Street
Keene, NH 03431
(603) 357-3122
admissions@antiochne.edu
www.antiochne.edu

Academic Programs:

- M.A. in Counseling Psychology
- M.A. in Dance Movement Therapy
- M.A. in Marriage & Family Therapy
- M.Ed. in Administration and Supervision
- M.Ed. in Foundations of Education
- M.Ed. in Integrated Learning
- M.Ed. in Waldorf Education
- M.H.S.A. (Master of Human Services Administration)
- M.S. in Environmental Studies
- M.S. in Management
- Psy.D. in Clinical Psychology
- Ph.D. in Environmental Studies

Antioch Seattle

Antioch Seattle Office of Admissions
2326 Sixth Ave.
Seattle, WA 98121
(206) 268-4202
admissions@antiochsea.edu
www.antiochsea.edu

Academic Programs:

- M.A. Education
- M.A. Environment and Community
- M.A. Organizational Psychology
- M.A. Psychology
- M.A. Whole System Design — Individualized
- M.A. Whole System Design —
Organization Systems Renewal
- M.S. Management

Antioch Southern California— Los Angeles

Antioch University Los Angeles
Admissions Office
13274 Fiji Way
Marina del Rey, CA 90292
(310) 578-1080 x 100
admissions@antiochla.edu
http://www.antiochla.edu

Academic Programs:

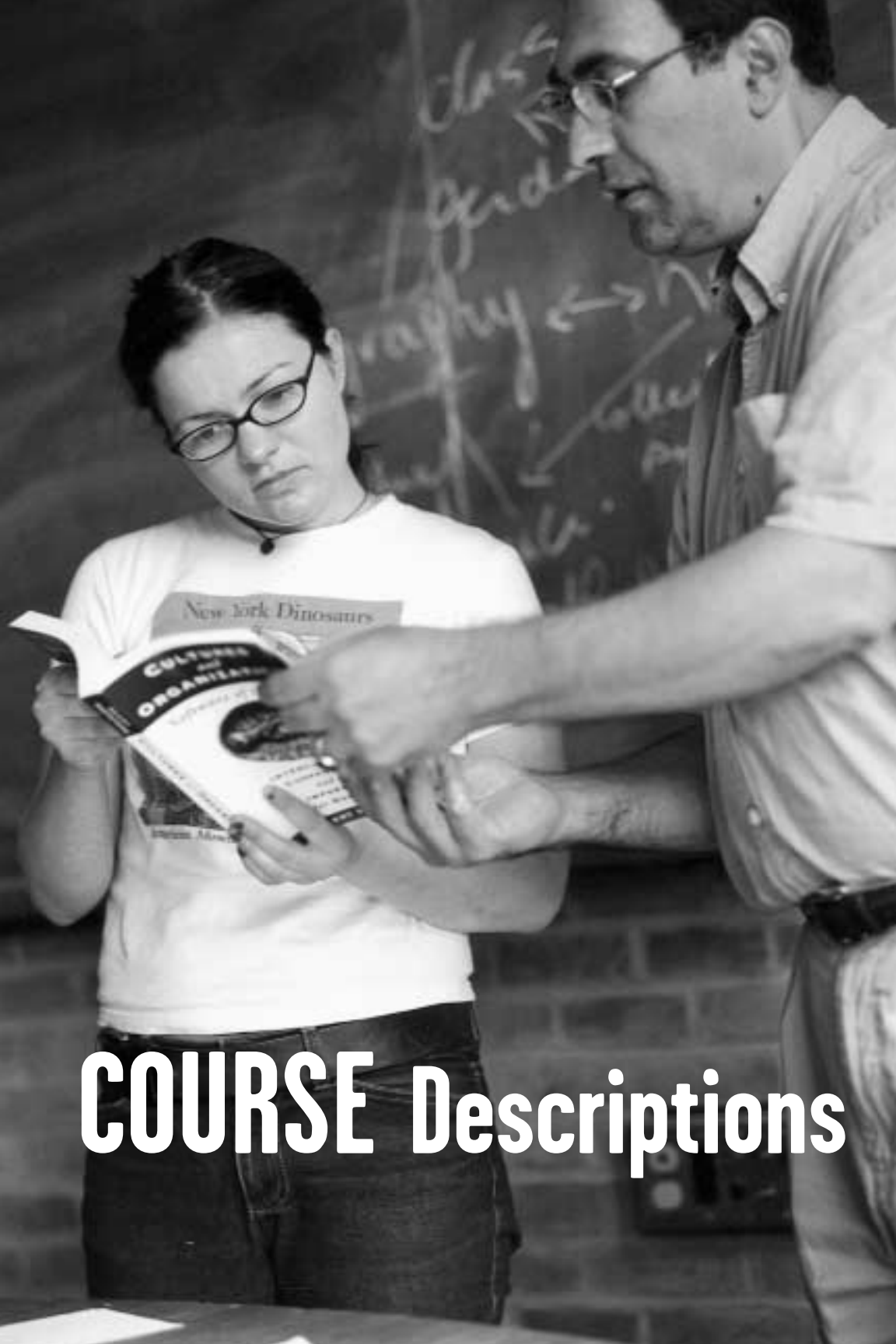
- Master of Arts in Education/Teacher
Credentialing
- Master of Fine Arts in Creative Writing
- Master of Arts in Organizational Management
- Master of Arts in Psychology

Antioch Southern California— Santa Barbara

Antioch Santa Barbara Admissions Office
801 Garden St., #101
Santa Barbara, CA 93101
(805) 962-8179; ext. 113
cflores@antiochsb.edu
http://www.antiochsb.edu

Academic Programs:

- M.A. in Clinical Psychology
- M.A. in Education—Social Justice and
Educational Leadership
- M.A. in Organizational Management
- M.A. in Psychology—Professional
Development
& Career Counseling
- M.A. in Psychology—Organizational
Psychology



COURSE Descriptions

Courses offered by Antioch College are described in the following pages, listed alphabetically by the course prefix.

Courses are offered for 4 semester credits in the Fall and Spring terms, and for 5 semester credits during the Summer term. (Some courses identified in this catalog as 4 credit courses will also be offered as a Summer block course for 5 credits.) The specific number of credits is indicated in the schedule of courses published each term.

Course Numbering System

100	Basic skills course
101-199	Introductory level course
200-299	Intermediate level course
300-399	Advanced level course
400-499	Senior requirement

A course numbered 196, 296, or 396 is an independent study course. The prefix to the course number identifies the Antioch major or concentration area; for example “BIO” is a Biology course in the Environmental and Biological Sciences major, and “SGSP” is a Political Science course in the Social and Global Studies major. Some courses are cross-listed in two areas, and the student registers to have the credit applied to either one. The course prefixes identifying the subject area of a course are as follows:

ARTS COURSES

ARTS:	Arts
DANC:	Dance
MUS:	Music
THEA:	Theater
VISA:	Visual Arts

HISTORY, PHILOSOPHY, AND RELIGIOUS STUDIES COURSES

HPRS:	History, Philosophy, Religious Studies
HIST:	History
PHIL:	Philosophy
RELS:	Religious Studies

LANGUAGES, LITERATURE, AND CULTURE COURSES

LLC:	Languages, Literature, and Culture
LIT:	Literature
LLCF:	French

LLCG:	German
LLCJ:	Japanese
LLCS:	Spanish

PHYSICAL EDUCATION

PE:	Physical Education
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PHYSICAL SCIENCES COURSES

PS:	Physical Sciences
CHEM:	Chemistry
CS:	Computer Science
MATH:	Mathematics
PHYS:	Physics

ENVIRONMENTAL AND BIOLOGICAL SCIENCE COURSES

BIO:	Biology
ENVS:	Environmental Science
GEOL:	Geology

SELF, SOCIETY AND CULTURE COURSES:

SSC: All courses in this major have the SSC prefix. They include courses in anthropology, psychology, and sociology.

SOCIAL AND GLOBAL STUDIES COURSES:

SGS:	Social and Global Studies
SGSE:	Economics
SGSEP:	Environmental Policy
SGSM:	Management
SGSP:	Political Science

CULTURAL AND INTERDISCIPLINARY STUDIES COURSES:

CIS:	Cultural and Interdisciplinary Studies
AFAS:	African/African-American Studies
COM:	Communications
EDUC:	Education Studies and Teacher Licensure
EST:	Environmental Studies
PEAC:	Peace Studies
WS:	Women's Studies

The Senior Project

Every student earning a baccalaureate degree from Antioch College must successfully complete the senior seminar and a senior project. The Senior Seminar and Senior Project provide the capstone academic experience for Antioch students. The Seminar, structured by a Course Outline and Course Syllabus, is designed by each academic program in accordance with specific intellectual requirements and objectives for knowledge skill and knowledge mastery. In general, the seminar is composed of the combined faculty of each academic program and all eligible students who are scheduled to complete their Senior Project. The Seminar acts as a support to individual guidance, supervision, and mentoring. The structure of Senior Seminar allows students to enjoy the maximum benefit of peer and faculty commentary and critique, and, in turn, provides students with an opportunity to sharpen their own critical skills. The Senior Seminar is evaluated and credited as a component of the Senior Project. The Senior Project is developed by the student in collaboration with a single professor, usually the academic advisor. Each academic major outlines for students the specific objectives and requirements of the Senior Project and articulates those elements in the individual Senior Project course syllabus for that major. Most academic programs require a public presentation, show, or performance as a component of the Senior Project. Prerequisites for the Senior Seminar and Senior Project are a methods course (where applicable), senior standing, and permission of instructor.

African/African-American Studies Courses

AFAS 110: Introduction to African-American Studies (4)

The Afrocentric paradigm guides this broad introduction to African-American studies and its seven subject areas: history, religion, sociology, politics, economics, creative productions and psychology. Students should become conversant on major themes in African-American histories and on theories and concepts that facilitate an autonomous discipline. As a service-learning course, students will study the dynamics of environmental injustice in context via collaborations with the Southwestern Montgomery Environmental League (SMEL).

AFAS 118: Introduction to Drum and Dance of West Africa and the Caribbean (2)

See DANC 118

AFAS 185: Introduction to African Studies (4)

Provides an overview of major cultural, historical, political, economic and other social issues confronting the peoples of continental Africa. Reading and research assignments foster appreciation of Africa's significance in human world history, the dynamics of the European enslavement and colonial holocausts and their legacies. The Afrocentric paradigm is the major analytical tool used to engage these issues. Emphasis is placed on Africans' interface with history, particularly colonialism and neo-colonialism, on their own terms. Students should become conversant on the historic and socio-economic global significance of Africa; demonstrate appreciation for the cultural unity and diversity of the continent; and draw original analyses of contemporary condition of African nations from published information.

AFAS 218: Drum and Dance of West Africa II (2)

See DANC 218

AFAS 230: Introduction to African-American Psychology (4)

African-American Psychology is one of the most dynamic scholastic developments to emerge from the culture-nationalist and Black Studies movements. This course introduces the spectrum of assumptions, theories, research and praxis that constitute this Psychology sub-discipline devoted to addressing social and psychological issues among African-Americans. Students will—become familiar with African-American Psychology literature that contributes to the unique characteristics of Africana Studies; learn to employ cultural analyses to engage and discuss social issues impacting African-American populations; formulate a research question, conduct a literature review and design a study on a topic of interest; have meaningful engagement with an African-American community.

Prerequisite: AFAS 110 or permission of instructor.

AFAS 240: African Philosophy: An Introduction (4)

See PHIL 240

AFAS 255: Pan-Africanism and the Pan African Idea (4)

This course explores the philosophical and intellectual origins of Pan-Africanism in the diaspora. It focuses on the development and expression of Pan-Africanism in the western context, primarily the U.S. Emphasis is

placed on the role of movements and organizations identified with the Pan-African idea. The basic approach of the course is to provide students with a broad overview of the Pan-African movement and to place it within the context of other movements that developed in the U.S.

AFAS 274: Literature by Black Women (4)

See LIT 274

AFAS 276: African-Americans and Native Americans (4)

This course is an interdisciplinary exploration of the range of interactions that characterize African-American and Native American lives in American history. It examines several key themes including their struggle to maintain cherished traditions, and the broad phenomenon of Red/Black intermarriage, conflict and common historical experiences. The text that is American has yet to be imagined in its richest textures and the story of Native Americans and African-Americans and how they came to know each other as stranger, friend and foe are a central part of this tale.

AFAS 281: The Civil Rights Movement (4)

See PEAC 281

AFAS 282: Local African-American Culture and History (4)

This course introduces students to African-American history and creative and social organizations in the Miami Valley communities through literature, field trips, independent research and guest lectures. Assignments and field trips will provide students with opportunities to engage and assist the very institutions and communities they will study. They will engage in the active history of the geographical host of their collegiate experience. Students will: become familiar with representative African-American social, cultural and historic resources in the Miami Valley; test/ground Afrocentric theories by engaging local communities; offer and provide needed service to at least organizations visited and/or studied; and reflect on engagement with these communities. Prerequisite: AFAS 110 or permission of instructor.

AFAS 284: African-American Literature (4)

See LIT 284

AFAS 285: Women of the African Diaspora: Slaves, Migrants and Refugees (4)

See WS 285

AFAS 315: Nationalism in the African American Context (4)

In light of the fact that African-American Nationalist thought is generally marginalized by mainstream approaches to cultural leadership, this course uses primary- source literature to introduce students to a variety of African-American Nationalist thought in their historical contexts. In addition the course will also juxtapose the nationalist approach with the more popular, mainstream approaches to African-American cultural leadership. Students will be expected to critically analyze theory and praxis models in terms of their viability and will be challenged to formulate critical analyses and syntheses from their encounter with new knowledge. Prerequisites: AFAS-110 and instructor permission.

AFAS 335: Environmental Racism and the Environmental Justice Movement (5)

See EST 335

AFAS 336: Theory and Practice of Environmental Justice (4)

See EST 336

AFAS 340: Cross-Cultural Field Program (10)

See CIS 340

AFAS 370: African-American Public Policy (4)

Introduces students to Afrocentric approaches to evaluating and advocating U.S. social policies in the interest of disadvantaged African-Americans. We will study various initiatives by past and present organizations, politicians, scholars and others, in arguing for civil rights enforcement, social entitlements, educational, affirmative action and reparations policies. Through field trips to Columbus and Washington DC, students will be exposed to some realities of public policy work. Students will demonstrate familiarity with the history of a variety of U.S. social policies affecting African-American communities; write their own constructive critiques of policies and their justification; and identify an area in need of innovative public policy and generate an original proposal or constructive criticism of an existing policy.

AFAS 374: Studies in Folklore (4)

See SSC 374

AFAS 462: Senior Project in African/African-American Studies (4)

See "The Senior Project" at beginning of the course description section of this catalog

Art Courses

ARTS 230: Improvisation in Art and Life (5)

A Summer block course. This course is about improvisation as a life skill and an art. Through playing with a variety of structures involving elements of theater and dance, students use improvisation as a means of self-discovery, problem solving, research, rehearsal and performance. Prerequisite: a 100 level DANC or THEA course.

ARTS 270: Collaboration, Creation and Performance (5)

This summer block course is designed to offer students an integrated experience in the arts and to model the developmental process of making work. Students gain understanding in areas of researching content, writing, improvising, choreographing, structuring text and performing. The course may focus on the creation of a new work but may also include reconstructions of work or innovations on traditional works. Students work from shared source material in phases including initial dialogue and sharing research and discussion of texts, scoring, improvising, choreographing, shaping the whole and performing. The process is flexible and directed to specific group needs. Performance will be presented to the community. The collaboration is among faculty, guest artists, and students. Prerequisite: One DANC or THEA course.

Biology Courses

BIO 130: Plants and People (4)

The science of plant biology and the many uses of plants by humans are once again becoming an important aspect of our lives in the 21st century. Our dwindling forest resources are becoming even more critical to our existence. Natural habitats and ecosystems are coming under increased pressure as human populations continue to expand rapidly. Plants provide people with the basic essentials of life: food, shelter, heat, oxygen, water purification, and many other life support systems. This course will examine these biological concepts as they relate to contemporary, historical, technological, and social issues of our global ecosystem. Cross-listed as ENVS 130.

BIO 150: Human Nutrition (5)

This summer course is designed to teach the practical application of nutritional principles to everyday food choices. In addition, the recommended

daily allowances of nutrients will be explored, as well as common and new nutritional supplements. Up-to-date nutritional research findings will be included. In order to gain a sophisticated understanding of nutrition, students will be introduced to the fundamentals of human physiology, microbiology, genetics, metabolism, and biochemistry. Demonstration laboratories will be included as well as field trips. It is the goal of this class to teach students how to balance foods to ensure nutritional requirements are met, from whatever category of foods they choose to consume.

BIO 235: Field Botany (4)

This course is designed to develop skills and knowledge necessary to identify and understand the ecological structure of the woody plants of the eastern deciduous forest community. The course will include lectures, field trips, and related readings. It will be necessary to become familiar with the terminology, form, habitat, and plant structure of the woody plants throughout the course, to increase observational and identification skills of the vegetation, and to discuss the ecological significance of the original plant communities typical of this bioregion. The field trips will help to provide an understanding of the structure of the woody plant community prior to colonization by European settlers.

BIO 250: Ecology (4)

This course will cover the basic principles of ecology, with a natural history and evolutionary perspective. The activities of organisms and their relationships to one another are the foundation upon which populations, communities, and ecosystems are built. We 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; the dynamics of ecosystems.

BIO 255: Plant Biology (4)

This course will explore the science of the growth of plants, both in our natural environments and in the human created ones. We will explore the forest and fields learning about how our local ecosystems have changed over time. We will also explore the human impact on plants through their cultivation, propagation, and growth. The course will include lectures, field trips, and related readings, however a major emphasis will be placed upon peer learning. Students will be expected to actively participate in the discussion, presentation of the information and reflection upon it. This course will emphasize both the theory and practice of the plant world. Prerequisite: CHEM 140.

BIO 258: Restoration Ecology (4)

See ENVS 258

BIO 260: Genetics (4)

This course covers the basic concepts behind our understanding of genes from both the classical genetic and modern molecular viewpoints. In classical genetics, Mendelism and chromosomal theory will be reviewed, while in molecular genetics the complex molecular mechanisms of gene expression and its control will be discussed. Evolutionary genetics and populations genetics will also be included. The powerful technology of genetic engineering will be introduced. Laboratory experiments will be utilized to demonstrate hands on techniques of lecture material.

Prerequisite: CHEM 142.

BIO 266: Molecular Cell Biology (4)

This course covers the structure and function of components of cells, the interrelated mechanisms of cell function, and how this knowledge was discovered. Topics include small molecules and energy, macro-molecules and information, protein function, membrane sorting, protein sorting, vesicular traffic, cell signaling, cytoskeleton, and cancer. Lab exercises will be an integral part of the course. Prerequisite: CHEM 140.

BIO 268: Conservation Biology in Latin America (5)

See ENVS 268

BIO 270: Microbiology (4)

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, for example, how they produce food products, manufacture organic materials, recycle nutrients, break down pollutants, and cause diseases. In the laboratory we will learn techniques to safely examine structure and growth of bacteria. Prerequisite: CHEM 140, AP Biology or equivalent.

BIO 302: Biochemistry (4)

This course is an introduction to the molecular basis of life including general concepts of biological acids and bases, bioenergetics, and enzyme kinetics, the class of biochemicals (amino acids, proteins, carbohydrates, lipids, nucleic acids), intermediary metabolism and biochemical function (replication, protein synthesis, active transport, respiration, and photosynthesis). Prerequisite: CHEM 275.

BIO 310: Invertebrate Zoology (4)

Invertebrate zoology is an enormous field—at least 96% of all animals lack backbones! This course will be a phylogenetic survey of the spineless majority—from protozoans to protochordates. Emphasis will be placed on three themes: functional body architecture, developmental patterns and life history strategies, evolution and phylogenetic relationships. We will relate these themes to the ecological diversity of invertebrates. The medical importance as well as environmental biomonitoring uses of invertebrates will be examined. Prerequisite: BIO 235 or 250 or ENVS 245.

BIO 362: Animal Physiology (4)

This course will cover general and comparative animal physiology including energy metabolism, respiration, circulatory controls, osmotic regulation and mechanisms, and muscle and nerve function in vertebrates and invertebrates. It will stress homeostatic and environmental aspects of animal function. Laboratory experiments cover a wide variety of subjects, from anatomy to metabolism. Prerequisites: CHEM 142 and BIO 266.

BIO 364: Plant Physiology (4)

This is a course on the growth and functions of higher plants. Emphasis is placed on work in the laboratory, as well as readings in the text and lectures/discussion. Offered on demand. Prerequisites: CHEM 142 and BIO 266.

BIO 365: Comparative Vertebrate Anatomy (4)

This course will introduce you to the phylum Chordata and the subphylum Vertebrata. It is a comprehensive survey from the first vertebrates to the major extant classes. Emphasis will be placed on vertebrate evolution and diversity as well as the anatomical and physiological adaptations that characterize each vertebrate group. We will examine the major vertebrate taxa (both fossil and extant) and learn the fundamental characteristics that are shared by all vertebrates. Vertebrate anatomy and physiology will be examined and this will be related to their behavior and ecology. Vertebrate lab includes an introduction to dissection technique. Good dissection technique is required is best learned in this course. Prerequisites: CHEM 140 or PHYS 102, and at least one 200-level BIO course.

BIO 462: Senior Project in Biology (4)

See “The Senior Project” at beginning of the course description section of this catalog

Cooperative Education Courses

CCE 300A: Domestic Antioch Co-op (12)

Students work in a variety of businesses and organizations throughout the US with which Antioch has maintained an on-going relationship. These employers have chosen to work with Antioch College and therefore are invested in the student's education. This is most often the students' first co-op. Prerequisites: Attending 4 co-op preparatory sessions or demonstrating mastery in the areas, crediting of previous co-op(s) as required, and permission of cooperative education instructor.

CCE 300B: International Antioch Co-op (12)

Students often choose to fulfill their cross-cultural requirement through work in another country. These employers have chosen to work with Antioch College and therefore are invested in the student's education.

Prerequisites: Successful completion of at least 1 domestic co-op.

Prerequisites: Crediting of previous co-op(s) as required, attending a cross-cultural co-op orientation session, and permission of cooperative education instructor.

CCE 300C: Domestic Own Plan Co-op (12)

Students may choose to work with a business or organization throughout the US with which Antioch College does not have an on-going relationship.

Prerequisites: Attending 4 co-op preparatory sessions or demonstrating mastery in the areas, crediting of previous co-op(s) as required, and permission of cooperative education instructor. No more than two Antioch co-ops may be own plans.

CCE 300D: International Own Plan Co-op (12)

Students may choose to work with a business or organization in another country with which Antioch College does not have an on-going relationship.

Prerequisites: Successful completion of at least 1 domestic co-op, crediting of previous co-op(s) as required, completion of a cross-cultural co-op orientation session, and permission of cooperative education instructor. No more than two Antioch co-ops may be own plans.

Chemistry Courses

CHEM 110: A Historical Perspective of Chemistry (5)

Examines the important discoveries that led to the development of chemistry. This class will provide an understanding of the scientific process and the importance and significance of the crucial discoveries at the time, in addition to their effect on the scientific world today. The scientists working on these developments cross all classes, races, genders, cultures, and religions. We will discuss the consequences of these differences on the acceptance of their ideas and the difficulties that minority scientists may have encountered on the road to their monumental discoveries and how this effected the development of chemistry. Prerequisite: Passing Basic Writing Skills Assessment or LLC 100.

CHEM 120: Everybody's Chemistry (4)

This is an introductory, general education course for non-science majors that is intended to give them just enough background to understand what chemistry has to do with the air they breathe, the water they drink, the cosmetics they use, the threat of nuclear radiation around them, etc.; in brief, the environment in which they live. No previous exposure to chemistry is required. There is no formal laboratory associated with the course, but live demonstrations in which students can participate are planned (on three occasions) during lecture time. Evaluation will be based on class participation, presentations, and examinations. Cross-listed as EST 120.

CHEM 140: General Chemistry I (4)

Chemistry is the study of matter and its compositions, and the transformations among substances. The understanding of chemistry will provide a basis for understanding the other sciences since chemistry forms the bridge between physics and biology. It is impossible to avoid chemistry in one's everyday life as chemistry is occurring all around you. Your body is constantly converting one chemical to another for various purposes. This course will provide you with a general base from which to build and expand your knowledge and appreciation of chemistry. We will begin to understand the nature of matter, chemical reactions, covalent and ionic bonding, chemical calculations, gases, chemical equilibrium, and acid-base theory. Prerequisite: MATH 100 or passing Basic Math Skills Assessment.

CHEM 142: General Chemistry II (4)

This is the second course in our General Chemistry sequence. The course covers precipitation equilibria, introductory thermodynamics principles, electrochemistry, kinetics, buffers, and nuclear chemistry. Problem solving is stressed in homework assignments and exams, and the course in general places more emphasis on algebraic and logarithmic manipulations than its CHEM I predecessor. The lab contains creative guided and non-guided experiments covering the main topics that are discussed in class.

Prerequisite: CHEM 140.

CHEM 258: Analytical Chemistry (4)

A single, coherent, semester-long laboratory project designed to expose the student to a significant amount of applied environmental chemistry. The course provides opportunities for students to work as part of an investigative team and to apply a wide variety of environmental chemistry tricks, engineering, computational and bioremedial techniques to solving the puzzle that is presented. Traditional topics such as distribution of ionic species in solution as a function of pH, application of precipitation equilibria to sample analyses, the role of ion-specific electrodes in quantitative analyses, the inner workings of a pH meter, the role of UV-Visible, IR and AA spectroscopic techniques in quantitative analyses, are covered.

Prerequisites: CHEM 142 and PHYS 102.

CHEM 275: Organic Chemistry I (4)

While organic chemistry opens the door to the understanding of living systems, organic chemistry is also the basis of materials chemistry which has given us such commercial materials as fiberglass, plastic, lasers, and computers to name a few. In this course we will learn to control the covalent bond and produce chemicals with desired properties for pharmaceuticals, materials, among others. We will form the foundation of our organic chemistry knowledge by looking at the past as well as the present states of organic chemistry. We will begin to understand molecular orbital theory, symmetry, chirality, and how to control the constitution and conformation of organic molecules. Prerequisite: CHEM 142.

CHEM 320: Organic Chemistry II (4)

This course is a continuation of Organic Chemistry I. We will emphasize the reactions of organic compounds. We will use the knowledge of molecular orbital theory from Organic Chemistry I to understand the mechanisms of these reactions in addition to applying these reactions to the synthesis of organic molecules for uses in pharmaceuticals and biochemical processes. The laboratory will consist of two major projects. The first project is the

identification of unknown compounds by chemical tests and the second project involves the synthesis and biochemical testing of an antibiotic. Prerequisite: CHEM 275.

CHEM 346: Physical Chemistry I (4)

This is the first course in our Physical Chemistry sequence. It is mainly centered on classical thermodynamics principles. Concepts covered include equations of states (Virial, Berthelot, van der Waals, Dieterici, etc.) and derivation of critical parameters, laws of thermodynamics, state functions (U , H , S , G), and path-dependent functions (W , Q), exact & non-exact differentials, isothermal and adiabatic expansions of gases, Joule-Thomson effect, Clausius inequality and Nernst theorem, Carnot cycle, refrigeration and adiabatic demagnetization, Maxwell relations, fugacity, chemical potential and Gibbs-Duhem equations, as well as the thermodynamics of mixing. Computer programming projects are also part of the course. Prerequisites: PHYS 102 and Math 160.

CHEM 348: Physical Chemistry II (4)

This course revolves around quantum mechanical principles, spectroscopy, and statistical thermodynamics. Concepts covered include solutions of ordinary differential equations, basic formulations of the time-independent Schrodinger equation (particle in a box, on a ring, or on a sphere, harmonic oscillator, the hydrogen atom and hydrogen-like ions) and their solutions (sine & cosine functions, Hermite, Legendre and Laguerre polynomials), variation principle and self-consistent orbitals, HMO theory, the Boltzmann distribution and the partition function. Computer programming projects are also part of the course. Prerequisite: CHEM 346 or instructor permission; MATH 256 highly recommended.

CHEM 356: Advanced Inorganic Chemistry (4)

This course is an in-depth study of the crystal structure, stability and oxidation systems, states, oxy-ions, metal complexes, atomic structure, periodicity, relation of bonding theory to inorganic organo-metallic and related compounds, and possibly other topics. Prerequisites: CHEM 142, 348, PHYS 202, MATH 160.

CHEM 362: Advanced Organic Chemistry (4)

This course expands upon the concepts discussed in Organic Chemistry I and II. We will introduce physical organic chemistry including structural concepts (basic molecular orbital theory and Woodward-Hoffman rules), reaction mechanisms (reactive species and reaction parameters), stereochemistry, and chirality. Advanced texts, original literature, and special projects are utilized. Prerequisite: CHEM 320; CHEM 348 is recommended.

CHEM 366: Instrumental Analysis (4)

This is a course in the advanced treatment of the theoretical and practical aspects of instrumental analysis of chemical systems. Techniques for absorption spectroscopy (UV-visible, IR, AA), nuclear magnetic resonance, electrochemical methods, and chromatography. Principles illustrated through laboratory projects. Prerequisites: CHEM 258, 348.

CHEM 462: Senior Project in Chemistry (4)

See "The Senior Project" at beginning of the course description section of this catalog

Cultural and Interdisciplinary Studies Courses

CIS105: Leadership for Change (5)

What is leadership? What makes an effective leader? What skills do leaders need to be effective in working toward change? These and other questions will be explored through this intensive leadership development course designed to support Antioch students in preparation for assuming increased leadership roles in their academic governance, service, and co-op work. The course includes a mix of leadership theory, history, and practice through presentations, case studies, class exercises, and work at community sites. The course focuses on the development of practical skills, theoretical understandings, and collaborative experience in service and leadership projects. Group process and leadership aimed at empowerment will be central considerations.

CIS 210: Buddhism in America (4)

This course takes an interdisciplinary approach to the study of Buddhism in America. We examine the content of Buddhist traditions and the institutional forms they take in a new environment. A portion of each class is spent on the practice of basic Buddhist meditation. Asian immigrant communities are contrasted with those of Euro-American Buddhists in considering how both are dealing with key issues in contemporary American culture such as consumerism, gender roles, power imbalances, racism, and

the search for meaning in a secular society. Through observing and comparing these diverse communities we gain a clearer understanding of the relationship between personal belief, religious practice, and social organization.

CIS 260: Qualitative Research Methods in CIS (4)

In this course, Cultural and Interdisciplinary Studies students learn the basics of qualitative research in general and ethnographic research in particular, and become familiar with research journals in their respective concentrations. Students have opportunities to meet, hear from, and question experienced qualitative researchers. Exercises in and outside the classroom include looking at sources of theory, doing participant observation, learning to record field notes, doing informal and structured interviews, using computer software to manage and analyze data, and conducting other qualitative research (journal articles, conference paper presentations and book length studies) in their area of concentration.

CIS280: Race, Nation, Empire (4)

See WS 280

CIS 340: Cross-Cultural Field Program (10)

Summer block course. CCFP gives students the opportunity to live with and learn from African-American communities in rural areas of the American South. It takes a hands-on approach. Participants are able to examine the origins, history, and development of African-American culture and come to a personal understanding of the diversity that exists within the African-American experience. This program combines academic, experiential, service and community learning in African-American communities. Topics include cultural identity, environmental justice, folklore and folkways, language and culture, and traditional healing practices. Students will have the opportunity to live with host families and complete a community service project in collaboration with local people. Prerequisite: Students must apply in advance and be admitted to CCFP to enroll. Cross-listed as AFAS 340.

CIS 462: Senior Project in Cross-Cultural and Interdisciplinary Studies (4)

See "The Senior Project" at beginning of the course description section of this catalog

Communications Courses

COM 110: Civic Journalism (4)

An introduction to the field of journalism and newswriting. The course stresses continuous writing, critiquing and rewriting as students will be engaged in researching and writing news stories. It will also foster a critical understanding of the journalism industry and its role in society.

COM 111: The Art of the Essay (4)

An introduction to the aesthetic conventions of the essay, exploring the work of contemporary writers. The course emphasizes the improvement of written communication through developing mastery of the personal essay form. The course combines lectures, discussions, reading and writing to maximize creative and critical thinking skills. The goal is to apply new techniques for creating written work that will communicate its message with passion, precision and clarity.

COM 113: Introduction to Communications (4)

An introduction to the communication theory involved in media production. The course examines media as a way (skill) of exploring the world (knowledge) with the result of a new order of patterning behavior (intelligence). The course combines discussion and problem-solving exercises with a variety of media aimed at investigating the processes and issues involved in mediation.

COM 120: History of the Documentary (4)

This course will survey the evolution of the documentary genre from its origins to the present. The class will screen and analyze the major work of filmmakers who have contributed to this vital form of social and artistic expression, and examine the historical context, movements, theoretical and technical trends, and exhibition strategies that have influenced its growth. Students will keep a screening journal, write two short papers and take several short quizzes.

COM 155: Audio Production (4)

An introduction to sound aesthetics, recording, and post-production equipment, and editing and mixing techniques in both analog and digital formats for radio, film, video, and theater soundtracks. There will be additional materials costs for this course. Prerequisite: any 100 level COM or VISA course. Class limit 12.

COM 160: Photography I (4)

Students will acquire skill in basic operation and darkroom procedures. Technical proficiency in these areas will complement the exploration of photography as a means to communicate artistic, philosophical and social concerns. The technical and creative aspects of image-making will be developed through shooting assignments and discussion. Viewing the works of recognized masters will provide historical background and inspiration. Skills in darkroom procedures will be introduced through demonstrations and intensive lab work. Viewing the works of recognized masters will provide historical background and inspiration. The course will address issues of representation and documentary ethics in contemporary practice. Class limit 12. \$35 Photography Lab fee.

COM 162: Film Production I (4)

An introductory 16mm filmmaking course designed to create an understanding of the aesthetic, theoretical and practical dimensions of non-sync film production. Students will become familiar with the language of film and build technical facility with filmmaking tools (cameras, light meters, lights, audio recording, transferring and mixing equipment, and editing and projection equipment). After completion of several exercises students will produce a final project with a mixed sound track that will be screened publicly at the end of the term. There will be additional costs for materials and lab fees. Class limit 12. Prerequisite: Second year standing or permission of the instructor. \$30 Communication Lab fee.

COM 164: Video Production I (4)

This course provides an introduction to small format video production (camera skills, sound and video recording, lighting, linear editing) and project development using these tools. Assignments are structured to build technical proficiency as well as to develop a critical media vocabulary which can be applied to independent documentary, experimental, and narrative work in various cultural contexts. Class limit 12. Prerequisite: COM 113. \$13 Communication Lab Fee.

COM 167: Summer Writing Institute I (5)

The course will be run as a workshop. We will meet for daily discussions of texts, both those we produce as well as outside examples. We will also participate in the Writing Institute Salons with the three other workshops and give a public reading. Prerequisite: Permission of instructor. Class limit 10. Cross-listed as LIT 167.

COM 220: Video History, 1968-1980 (4)

This course will survey the first decade of independent video art and alternative media practice following the introduction of portable videotape recording equipment to the U.S. in 1967-68. The radical and widespread questioning of social and cultural institutions and human potential in the late 1960's, in combination with the appearance of a user-friendly video production unit, inspired a shift in cultural strategies. A decentralized cultural infrastructure evolved through the 1970's. Tapes screened and assigned readings, many of them by makers from the period, will investigate video and performance, community documentary projects, early feminist representation, and artists' explorations of space, sound, and the electronic signal with evolving electronic tools.

COM 226: Writing Across Cultures (4)

This upper level course explores writing as a culturally specific activity for both reflection and communication of cultural, cross-cultural, and intercultural experiences. Students will read memoirs, ethnographies, travel writing, and other texts which explore this theme. In addition, students will write about their own lives critically and creatively in a classroom environment which will be run as a writer's workshop. Prerequisite: Experience with a culture other than home culture. Class limit 15.

COM 245: Image as Document and Invention (4)

This intermediate communications course will survey the creation, use and interpretation of photographic imagery from its inception in 1839 to contemporary practices. The use of the image as document will be explored from the Civil War and Western Survey through contemporary photojournalism and documentary projects. The course will be particularly focused on issues of representation through the lenses of race, class, ethnicity, sex, and gender preference. The idea of invention—the fictional or narrative use of the image throughout the history of photography and most recently through digital manipulation will be explored as well. Prerequisite: a 100-level course in art, communications or cultural studies.

COM 250B: Environmental Journalism (4)

An exploration of the emerging genre of environmental reporting with an emphasis on international and cross-cultural implications. Students will be involved in researching selected topics as well as reading environmental publications, attending lectures, and discussing environmental issues from a local and global perspective. Pre-requisite: an Environmental Studies or Environmental Science course. Cross-listed as EST 250. Class limit 15.

COM 260: Photography II (4)

An Intermediate course in photography designed to introduce students to experimental uses of photographic materials through extensive field and darkroom exercises. Students develop their skills through assignments designed to help them clarify the direction of their own work. The course uses primarily black and white materials, but processes using color are introduced through Polaroid transfer and digital scanning and printing of images on various mediums. The course will emphasize the use of medium format cameras and more advanced exposure techniques. The course will investigate both historical and contemporary photographic image making through field trips to exhibitions, class presentations, and through written responses to the work of photographic artists. Prerequisite: COM 160 or permission of instructor. \$45 lab fee. Class limit 12.

COM 262: Film Production II (4)

A 16mm filmmaking course where students will learn the techniques of basic double system sync sound filmmaking. The students will shoot on film, record sound on an analog nagra, and complete the post-production on a digital non-linear Avid system. After a series of screenings, reading assignments and several technical exercises, the class will create, co-produce, plan, shoot and edit a short sync sound film for which they will create at least two sound tracks. After submitting a final project proposal, students will produce their own films and exhibit them publicly at the end of the term. Students will be expected to crew on each others projects. Class limit 12. Prerequisite: COM 162.

COM 263: Special Techniques in Photography

This course will be taught as a Level II production course designed for the summer block program. It will be an intensive workshop experience using photographic materials whose focus will change every year but could include investigation in the following areas: pinhole cameras and alternative process, handmade books, photographic installations, documentary photography or Digital Environments. The course will be structured to include: demonstrations of new processes, field trips to make pictures and to view exhibitions, presentations of contemporary artists making relevant work, class critiques of assignments and open lab hours to support student projects. Prerequisite: Photo I or permission of instructor. Lab Fee \$45. Class limit 10.

COM 264: Video Production II (4)

The course will focus on multi-camera production and the development of skill in producing and directing. Advanced approaches to camera, lighting, sound, direction, and editing. Students will work in pairs, focusing on narrative production to produce work of portfolio quality. Each student will work in all production roles in serving as crew for other producers and will gain experience in all aspects of production. Prerequisite: COM 164. Class limit 12.

COM 265: Film History and Theory (4)

This course engages students in an examination of the cultural, historical and theoretical dimensions of film practice. Students will examine film as a discourse through scrutiny of a range of film texts and will explore the social, political and ideological dimensions of film use.

COM 267: Summer Writing Intensive II (5)

The purpose of this course is to engage students in critical thinking about writing and to involve them in the act of creative writing. Students will select a focus group in one of the following genres: poetry, fiction, scriptwriting or play-writing, journalism or creative non-fiction. The course will include reading, writing, and participating in a writer's workshop in which they will give and receive feedback on their work. Prerequisite: LLC 100 or passing writing skills entrance exam. Cross-listed as LIT 267.

COM 271: Documentary Production (5)

This course provides students with an opportunity to produce a substantive documentary. After completing a series of short exercises, students will participate in documentary production teams. Teams will choose a subject, conduct preliminary research, prepare for interviewing and other shooting, develop a production schedule, decide upon crew assignments, and finally shoot and edit a short documentary film which will be exhibited publicly at the end of the term. All work will be shot in video. Students will work closely with a recognized documentary filmmaker who will assist them in developing the ability to record and structure documentary evidence to make meaningful work. Additional costs for materials and fees. Class limit 12. Prerequisite: COM 120 and instructor permission.

COM 272: The Interview as Source and Resource (4)

The interview is an information-gathering technique central to print, radio and television journalism as well as film documentary work. The purpose of this in-depth study is to explore: a) the role of the media in representing and reproducing information via the interview format; b) the role of the journalist in presenting others' viewpoints through both live and edited interviews. Prerequisite: COM 110 or 113.

COM 277: Practicum in Public Radio (4)

This course provides an orientation to public radio broadcasting, training in the techniques and operations of the medium, and an overview of the issues and policy dimensions of broadcasting in the public interest and serving a community constituency. This course is based upon the WYSO orientation and training program, and students must register for this offering in the same term they are taking the WYSO training. Prerequisites: 3rd year standing; COM 262 or 264, any COM history/theory course, and permission of instructor. Class limit 6.

COM 280: Desktop Publishing (4)

An introduction to desktop publishing, will include design, theory, and application in the creation of flyers, newsletters, brochures, etc. Must be familiar with word processing. Class limit 12.

COM 290: Documentary Inquiry (5)

Documentary Inquiry is a topics course, an intensive exploration of documentary film, video and audio on a particular subject. Topics include Resistance and Transformation: Latin American Documentary, Inside and Out: Witnessing Prison in America, Media Culture in Eastern Europe. Feminist Documentary, and others. Antioch faculty will meet with students in a seminar setting to consider a broad range of documentary work. Students will read selected articles, keep a detailed journal commenting on the readings and screenings and participate in class discussions of the work. Prerequisite: COM 120 or instructor permission.

COM 295: PRINT MEDIA AND FEMINIST MOVEMENT 1970-2000 (4)

See WS 295

COM 300: Media and Social Change (4)

This course examines the application of media to the dynamics and processes involved in social change. Media systems will be examined in terms of accessibility, centralization, adaptability to the social context of use, organization of production, modes of reception, and interactive poten-

tial. The role of the change agent as broker, advocate, and facilitator will be examined in relation to a variety of mediation paradigms. A final project will involve students in developing and implementing a strategy for change. Prerequisite: COM 113 or SGS/SSC 345.

COM 330: Gender and Moving Image Media (4)

This course will trace how gender and related issues have been foregrounded as subject or used as strategies to shift authorized relationships between the work and the viewer by independent media artists and video documentarians over the past 25 years. A partial overview of topics includes formalist approaches to gender; women and tools; working in collectives and autobiography; challenges to media marketing around gender; censorship and activism around representations of sexualities, health, violence; challenging grand narratives. Discussion will center around tapes and the working and theoretical environments of the artists, and be supported by readings on cultural theory and writings by artists and critics. Prerequisite: COM 113 or WS 105. Cross-listed as WS 330.

COM 340: Documentary Issues and Perspectives (4)

This seminar will study specific documentaries to identify critical issues involved in creating oppositional culture through documentary work. Students will read critical writing on documentary; screen and discuss documentary forms; address concepts of voice, subjectivity, point of view, representation and field methodology. They will assess the intent of the work, the purpose and method of recording and interrogating reality to provide information, make a social critique, support social change, or express personal aesthetics. Participants will develop an awareness of the perceptual biases inherent in visual observation, ideological biases built into our conceptions of nature and human purpose, and ethical dilemmas created by methodologies of documentary recording and structuring techniques. Class limit 12. Prerequisite: any COM history/theory course or permission of instructor.

COM 345: Advanced Production Tutorial (1-5)

A supervised tutorial for advanced Communications students who will receive credit for crew assistance on Senior Projects of graduating seniors. Course work will be supervised by faculty and senior students. The students will submit a production journal detailing the work performed, and a paper reflecting on the experience. Credits will be determined by the number of hours worked based on a formula of 33 hours for each credit. Prerequisite: any upper level COM production course or permission of instructor.

COM 350: Journalism/Editing (4)

This course will incorporate the practical as well as the critical aspects of information sharing. The basic skills of text editing, lay-out, paste-up, reproduction and distribution of print media will be covered. In addition, the history, theory and aesthetics of typography and page design will be addressed. Particular attention will be given to understanding the responsibilities of an editor for publication design, content, and relationship between text and image. The social significance of print media and its changing role in relation to the public will be explored. Prerequisite: COM 110 or 280 or instructor permission.

COM 360: ADVANCED PHOTOGRAPHY (4)

An upper level studio production course. Students will be introduced to 2 1/4 and 4X5 camera formats and the use of the Zone System for advanced exposure controls. Alternative printing techniques such as Cyanotype and Liquid Light Emulsion are presented as well as digital scanning, image manipulation through Photoshop, and printing onto various mediums. A focus on color will introduce slide and negative processing as well as experimental techniques in using color materials. Students determine the direction of their work, commit to a vigorous investigation, and actively engage with the work of contemporary photographers through reading, class presentations and participation in field trips to view work in gallery settings. Class limit 12. Prerequisite: COM 260 or instructor permission. \$45 lab fee.

COM 362: Film Production III (4)

A seminar for all graduating Communications/Film students. The purpose of the seminar is twofold: to provide additional post-production experience through the mix stage with their Film II final project; to create a structured process that will enable students to develop a well designed substantive proposal for their Senior Project. Students will make regular presentations of their work as they proceed with the post-production work, and the research and development, scripting, and production planning of their senior project, and will be expected to provide feedback to their peers. There will be additional materials costs for this course. Prerequisite: COM 262.

COM 364: Video Production III (4)

In this advanced video production course the student will work intensively on two projects, one group-directed and one individually-directed. For group-directed project, each group of 3-4 students will produce a selected shared topic which might be documentary, narrative, or experimental in nature. Students will work together to research, plan, produce, and edit the

project, taking responsibility for specific production tasks. Each individual student project will require research, pre-production planning, production, and non-linear post-production editing. Students will be expected to carry out research for their individual projects, to develop a reading and resource list, and make a final presentation to the class. Additional short exercises may be assigned. Prerequisite: COM 264. Class limit 10.

COM 365: Special Topics: Advanced Film History and Theory (4)

This course is an advanced seminar in changing special topics, for example, Film Noire, Women and Film, and Third World Cinema. Prerequisites: COM 265 and permission of instructor.

COM 367: Summer Writing Institute III (5)

The advanced writing workshop is designed to allow students with previous workshop experience to gain an introduction to the world of literary publishing, the opportunity to organize a literary event that speaks to their needs as a community of writers, and to begin to tackle the process of revision. Students will also participate in the genre-specific morning workshop with visiting authors for COM/LIT 267, which involves reading, writing, and participation in a writers workshop. Prerequisite: Successful completion of 267. Cross-listed as LIT 367.

COM 370: Advanced Journalism (4)

This is a change-of-topic course with the following courses offered on a rotating schedule.

COM 370B: Advanced Journalism: Literary Journalism in the 20th Century (4)

This course will involve extensive reading of influential nonfiction writers whose unusual approaches to gathering, reporting and presenting the news have created a new genre within the tradition of journalism. Turn of the century muckrakers Ida Tarbell, Upton Sinclair and others first challenged traditional print media. They were followed by H.L. Mencken, Ida B. Wells and a wide range of social commentators/new reporters. Contemporary literary journalists Tracy Kidder, John McPhee, Joan Didion and others will be discussed. Students will be involved in exploring their own writing as they learn the styles and techniques of literary journalism. A major written project combining research and personal experience is required. Prerequisites: journalism or creative writing course.

COM 370C: Advanced Journalism: Investigative Reporting (4)

An advanced journalism course to utilize the techniques of information gathering and reporting in-depth on topics of social concern. This course will investigate the social and political role of investigative journalism as a free speech issue serving the public's right to know. In addition, issues of racism, sexism, and the corporate structure of the media itself will be addressed. Prerequisite: journalism course or experience.

COM 461: Senior Seminar in Communications (4)

A seminar for graduating majors aimed at preparing for the Senior Project. The emphasis will be on the research, planning, treatment, and critique of each participant's Senior Project. Students will complete a research report and a treatment for the Senior Project, including timetables, budget, and objectives.

COM 462: Senior Project in Communications (4)

See "The Senior Project" at beginning of the course description section of this catalog

Computer Science Courses

CS 105: Introduction to Computer Science (4)

A brief introduction to modern personal computer systems including hardware and software. Concepts of information processing, familiarization with state-of-the-art desktop publishing and data management techniques. Included topics are: MS DOS, word processing, graphic representation of information, electronic spreadsheets, database systems, text creation and wrapping, and systems customization. In this course, a word processor, spreadsheet software, and a database package are to be integrated to solve a variety of problems.

CS 161: Computer Programming (4)

The objectives of this course are to teach problem-solving methods and algorithm development in the context of PASCAL, a high-level programming language which is used widely, and to teach elements of design and coding using techniques of good programming style.

CS 245: Introduction to Digital Computing (4)

See MATH 245

CS 253: Digital Electronics and Microprocessors (4)

This course serves as an introduction to digital electronics, microprocessors, and applications to quantitative science data gathering.

CS 261: Intermediate Programming (4)

Students will program in state-of-the-art languages and environments such as but not limited to C++ and windows. This course is designed to prepare students to meet the needs of the fast changing computer industry. Prerequisite: CS 161.

Dance Courses

DANC 115A : Introduction to Dance (4)

This course combines work in modern dance technique and improvisation at an introductory level with investigation of the various definitions of dance, cross-culturally and historically. Through viewing of videos, readings, discussions, and participation in moving and creating, we will reflect on how our purposes and processes in dancing shed light on who we are as individuals and members of various groups. One credit may be applied to Physical Education requirement.

DANC 115B: Introduction to Dance (1)

This one-credit course is for those who want to participate only in the dance activity portion of DANC 115A. The one credit may be applied to Physical Education requirement.

DANC 116A: Beginning Modern Technique and Improvisation (4)

Working from a modern dancer's point of view emphasizing ways that breath supports movement, using weight in expressive ways, using the whole torso in movement and moving through a wide range of dynamic and rhythmic qualities, this course explores some fundamental principles of dance and their connections to the way we move through our lives. Work includes investigating some of the origins of modern dance and ways that a variety of ethnic forms became incorporated into its practice. One credit may be applied to Physical Education requirement.

DANC 116B: Introduction to Dance (1)

This one-credit course is for those who want to participate only in the dance activity portion of DANC 116A. The one credit may be applied to Physical Education requirement.

DANC 117: Ballet I (1)

Introduction to principles and vocabulary of ballet technique. This course will focus on the ballet vocabulary as a clarifying tool for learning about certain ways of moving, working with music, and articulating parts of the body. Can be repeated for credit. One credit may be applied to Physical Education requirement.

DANC 118: Introduction to Drum and Dance of West Africa and the Caribbean (2)

An introduction to the dances, songs, and drum rhythms of either West Africa or the Caribbean. Students will learn rhythmic patterns in movement and drumming that come from Mali, Senegal, Guinea, Ivory Coast, Sierra Leone and the Gambia, or from various parts of the Caribbean that have combined African traditions with other cultural influences. One credit may be applied to Physical Education requirement. Cross-listed as AFAS 118.

DANC 119: Contact Improvisation (1)

Contact improvisation is a duet form which cultivates sensitivity to weight, touch and momentum. In improvising, these movement elements are the ordering principles. The course explores movement ideas which evolve through the giving and taking of weight with a partner. Some of the skills taught in this form overlap with martial arts and gymnastic skills, but with emphasis on process, not on virtuosity. People may work at whatever level their experience and comfort with moving allows. One credit may be applied to meet Physical Education requirement.

DANC 200: Participation in Dance Concert (1-3)

Participation as a performer in a student-choreographed piece for the dance concert. Work includes rehearsals with the choreographer, weekly meetings with all concert participants to show and discuss work in progress and participation in the technical work necessary for the mounting of the concert. Variable credit based on the amount of time which a student spends in rehearsal, weekly workshops, and performance. May be repeated for credit. Co-requisite: Attendance once a week at a dance technique class.

DANC 210: Choreography and Performance I (1-4)

Participation as a performer in a faculty-choreographed piece or as a choreographer in the dance concert. Work includes rehearsals with choreographer, independent work on choreography, weekly meetings to show and discuss work in progress and participation in technical work for production. One credit equals 2 1/2 hours per week for 14 weeks. Prerequisite for choreographers: DANC 216, 242, or 245.

DANC 214: Dance Technique II (1)

This course includes 3 1/2 weeks of work in Modern Dance in the first block and 3 1/2 weeks of West African or Afro-centric Modern Dance in the second block. The class meets two times a week for one hour and 40 minutes to work on skills, sensitivities and dancing phrases as well as improvisation from the points of view of two related but differing traditions. One credit may be applied to Physical Education requirement. May be repeated for credit. Prerequisite: one DANC course or instructor permission.

DANC 216: Intermediate Modern Technique (1)

Work in modern dance technique using vocabularies of movement derived from some of the established modern techniques, e.g., Graham, Limon, Horton, Cunningham, Hawkins, as well as movement derived from instructor's own choreographic repertoire and point of view about movement. Emphasis will change depending on the instructor. Class also includes work on sensory awareness and improvisation. One credit may be applied to the Physical Education requirement. May be repeated for credit. Prerequisite: two years continuous experience in technique or instructor permission.

DANC 217: Ballet II (1)

This is a second level ballet class, which builds on students' familiarity with some of the basic vocabulary and with issues of alignment and connectedness in the body. One credit may be applied to meet Physical Education requirement. May be repeated for credit. Prerequisite: DANC 117.

DANC 218: Drum and Dance of West Africa II (2)

This course will continue work done in DANC 118, refining rhythms and dances taught from the Old Mali Empire. Readings and videos will be assigned to provide additional information about 1) the meaning of the rhythms and dances and 2) their role in the cultures where they originated. One credit may be applied to Physical Education requirement. Prerequisite: AFAS 118 or DANC 118. Cross-listed as AFAS 218.

DANC 220: The Self that Moves; the Culture that Moves (4)

A cross-cultural look at dance movement, emphasizing the connectedness of our movement patterns to personal and cultural ways of interacting with each other and the world around us. An introduction to Laban analysis as a tool for observing movement shape and quality in our own and other cultures. Work with visiting dancers on several different ethnic dance forms. Prerequisite: DANC 115A or 116A.

DANC 225: Body Learning: Alternative Approaches (4)

This course examines our definitions of body, mind, and self in dance movement and in moving through our everyday lives. Through investigation and practice of various body-mind disciplines, including Alexander technique, Feldenkrais' awareness through movement work, Sweigard's ideokinetic, and Bartenieff's fundamentals, we will learn about some alternative ways to address habits that interfere with ease and fullness in moving. We will also investigate through reading, reflection and movement practice, some of the ways that our cultural concepts of body, mind, and self influence our movement choices. Prerequisite: one DANC course.

DANC 242: Dance Composition I (4)

Through improvisation, choreographic studies, readings, and discussion this course seeks to identify sources of movement for dance making and the movement elements, which come together to create one's uniqueness as a mover. It examines various points of view about expression, body, and self, and the compositional structures that emerge from those viewpoints. Prerequisite: DANC 116A.

DANC 245: Dance Improvisation (3)

This course explores dance improvisation as a tool for discovery and as a performance medium. It works to expand one's personal range of movement choices individually, and through learning structures and skills which will enable the student to perform as part of an ensemble, which creates dances in the moment of performance. Prerequisite: DANC 116A.

DANC 303: Dance Composition II (4)

A continuation of work done in Dance Composition I with the expectation that choreographed studies will reflect a higher degree of awareness of all movement elements and greater sophistication in the use of compositional structures. Prerequisite: DANC 242.

DANC 310: Choreography and Performance II (1-4)

More advanced work as choreographer or performer in the dance concert. Work includes rehearsals with faculty choreographer or independent work on choreography, weekly meetings to show and discuss work in progress, and participation in technical work for production. One credit equals 2 1/2 hours work per week for 14 weeks. Prerequisite: DANC 210.

DANC 316: Advanced Technique and Repertory (2)

Work in technique at an advanced level (Modern, Post-Modern, or Contact) with a visiting artist or resident faculty member and participation in learning and creating a new work or a reconstructed work to be performed in the dance concert. One credit may be applied to Physical Education requirement. May be repeated for credit. Prerequisite: DANC 216 or DANC 217.

DANC 462: Senior Project in Dance (4)

See "The Senior Project" at beginning of the course description section of this catalog

Education

Studies Courses

EDUC 120: Images of Teachers (4)

This foundation course examines images of teachers which inform their practice and national, state, and local policy. Teachers and their practice will be examined within their social, legal, historical and philosophical context. The course also will investigate the role of reflective practice, professional development, and active participation in the community of learners. Qualitative inquiry will primarily be used to examine issues of race, class and gender within the profession of teaching. This class uses writing as a way of thinking about issues surrounding teaching in U.S. society. Thirty hours of field and clinical experience are required. Class limit: 25.

EDUC 130: The High School (4)

This course investigates the social institution of the U.S. high school. Our study draws on many fields of study, including history, philosophy, sociology, anthropology, psychology, and geography. Methodology ranges from ethnography to analysis of media images of high schools over the last thirty years. The high school provides a unique and challenging case study we can use to understand many aspects of contemporary life in the US. Among other issues: race, class, and gender stratification; gender relations; rites of passage; sports and education; high school as an agent of social control and socialization, a set of symbolic events, and a microcosm of social life. Field course taken over co-op.

EDUC 200: Disabilities and Giftedness: School and Community (4)

A broad survey of exceptionalities (disabilities and giftedness)—exploring historical, social and legal aspects in the field of special education, the nature and needs of individuals with exceptionalities, delivery of services appropriate to meeting their needs, attitudes essential to working with individuals with exceptionalities, the impact of class, race, and gender on a perceived disability, and current trends and issues in the field. Prepares students for co-op education experiences with special needs populations in the areas of observation and reflection, cultural knowledge and cultural sensitivity, dealing with ethical issues encountered in work and community life, and informed risk taking. 10 to 20 hours of fieldwork are required.

EDUC 215: Learning in School and Community (4)

Examines individual and group learning in the classroom, a brief history of educational psychology and issues surrounding special needs students and the learning process. Pre-service teachers will develop an understanding of how motivation, social controls and routines affect learning. Prospective teachers will demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health and supportive relationships and will use knowledge of development and theories of learning to provide opportunities in learning situations and family and community contexts that support the physical, social, emotional, language, cognitive and aesthetic development of all children. Requires 8 hours classroom observation and 10 hours of school visitations.

EDUC 245: Teaching in a Pluralistic Society (4)

Prospective teachers will develop skills in understanding and planning effective instruction for diverse student populations. Topics addressed are learning styles, multiple intelligence theory and applications, inclusion of

students with special needs, models of multicultural education, brain-compatible teaching, linguistic diversity and anti-bias education, as well as gender and classroom environment issues, and models of assessment in education. This class will also require students to demonstrate sensitivity to family structures and social and cultural backgrounds. 30 field and clinical hours are required. Prerequisite: EDUC 120, 200, or 215.

EDUC 250: Introductory Field Experience in Education (4)

This is an off-campus academic course taken over co-op, working with children in a school or school-related setting, determined by the type of certificate sought by the student. Students will work with students directly and develop skills and knowledge for teaching. Students will also examine and clarify attitudes and values about teaching. Students will gain experience interacting with learners of varying ability levels as well as of different cultural, ethnic, racial and socio-economic backgrounds. In addition, students will develop skills in observation, guidance and discipline, classroom organization, assessment and evaluation, and use a variety of materials and equipment. At least 300 hours of field and clinical experiences required. Prerequisite: EDUC 120, 200, or 215.

EDUC 263: Technology for Teachers I (4)

Students may choose to take Tech for Teachers I or II, depending on proficiency with technology. Designed to help prospective teachers integrate different forms of technology into classroom presentations and teaching episodes as tools to facilitate student learning. Students will learn about the variety of instructional software available and how to analyze and critique it for effectiveness in encouraging problem solving and developing skills and concepts; will develop and/or use overheads, videos, slide-tape presentations in shop-type software, e-mail, the internet, and classroom management software; and will import, create and use graphics; and utilize and create data bases. 10-hour clinical experience required. Prerequisite: EDUC 120.

EDUC 264: Technology for Teachers II (4)

Students who demonstrate the skills taught in EDUC 263 can register for this course. Students will develop a web page, use Page-Maker or Desk-top Publishing to develop a presentation project, develop internet resources for teaching units, develop a multi-media project for teaching a concept or skill, develop interactive lessons using hypertext, and develop a slide show on the computer to be used in a lesson or unit. There is a 10-hour clinical experience requirement. Prerequisites: EDUC 120, 263.

EDUC 270: Educating for Peace and Global Community (4)
See PEAC 270

EDUC280: Race, Nation, Empire (4)
See WS 280

EDUC 322: Introduction to Early Childhood/Special Education (4)
Students will explore social/cultural issues of early childhood education and the teacher's responsibility for providing appropriate learning experiences for all young children. This course capitalizes on the knowledge and perspective of class members as we analyze approaches and practices in contemporary early childhood education. Daily instruction emphasizes exploring one's personal experiences, perceptions, and reflections regarding appropriate education for young children. 30 to 40 hours of fieldwork are required. Prerequisites: EDUC 120, 200, 215, and 245.

EDUC 325: Arts, Movement and Health in Early Childhood Education (4)
Prospective early childhood educators will work with colleagues, professors, staff and the parents of an area early childhood program to develop, organize, and implement a 1-2 week Peace School. Preservice teachers will develop competency in preparing and implementing integrated lessons incorporating arts and movement into the learning process and will identify how each lesson promotes peace within the children (emotional, social, and/or physical). Preservice teachers will further develop their skills in guiding the behavior of the children. 20 to 30 hours of field experience are required. Prerequisites: EDUC 120, 200, 215, 245, 250, and 322.

EDUC 335: Literacy Development for Early Childhood (4)
Students will explore theories of reading development, theories of reading instruction, and characteristics of the different stages of reading development to understand the relationship between reading and writing and how text structure/ purpose, prior knowledge, and vocabulary influence instruction. Students will apply their understanding of cultural, ethnic, and class needs to their reading process instruction. Different modes of assessment, including formal, anecdotal records, portfolios, student projects utilizing rubrics, etc., will be introduced. 30 hours of field participation and clinical hours are required for this course. Prerequisites: EDUC 120, 215, 245, 250, and LLC 110.

EDUC 340: Early Childhood: Curriculum, Teaching, and Assessment (4)

This course is based on the assumption that constructivism and anti-bias education are the pivoting concepts that inform the delivery of an integrated curriculum. Prospective early childhood teachers will further develop their sensitivity to children's needs and interests and take into account culturally valued content, children's home experiences and respect for parents' interests when making curriculum and assessment decisions. Preservice teachers will analyze school and State curricula and develop competency in preparing and implementing integrated lessons and in assessing student achievement. 50 to 60 hours of field experience required. Prerequisites: EDUC 120, 200, 215, 245, 250, SSC 269, LLC 110.

EDUC 345: Reading/Writing in the Content Area: Survey of Adolescent Literature (4)

To enable adolescent to young adult educators to recognize and develop strategies to teach the reading, writing, listening and speaking processes students need in the content areas. Prospective teachers will apply knowledge of the different ways diversity affects acquisition of literacy, including learning styles, modalities, culture, linguistics, and ethnic diversity; research and utilize positive contributions of different groups in reading instruction; select and use methods best suited to the needs of students; plan reading lessons in the content area that utilize students' construction of meaning through their interaction with the text; and develop reading assessment skills to determine students' pre-instructional levels and post-instructional growth. Prerequisites: EDUC 120, 215, 245, and 250.

EDUC 350: Reforms and Families in Early Childhood Education (4)

In the context of a later cooperative education experience, students will engage in broad reading, observation, and reflection on current reforms in early childhood education, such as trends in school practice, social and medical issues, legislation, litigation and public policy, family involvement, parental rights, and social issues affecting family development. Students will also choose one issue of personal interest for in-depth examination, utilizing both literature reviews and qualitative research. This course is available only over co-op. Prerequisites: EDUC 120, 215, 245, 250, 322, LLC 110, and SSC 269.

EDUC 462: Applied Research Methods in Education (4)

This seminar ties together the work that has been accomplished in education studies foundation and pedagogical courses, field experiences, education-related cooperative education experiences, and student teaching.

Students will initiate an in-depth investigation of an educational phenomenon and present their findings to their peers. The process involves developing a proposal, a review of the literature, a description of their methodology, an analysis of their collected data, and conclusions and recommendations. This seminar will also help students: finalize professional portfolios, complete required national testing, complete state teacher licensure procedures and forms, and participate in mock interviews for teaching positions or graduate school options. Prerequisite: Senior standing.

Environmental Science Courses

ENVS 110: Environmental Science (4)

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 learn what is necessary to sustain our environmental resources so they continue to provide benefit for people and other living things on our planet.

ENVS 125: Ecosystem and Human Impact (4)

This course will cover basic concepts of ecology and will apply them to an examination of specific ecosystems, focusing on the impact of human industry in given areas. Participants will be introduced to specific ecosystems through fieldwork with ecologists and will be exposed to current local and international environmental concerns such as deforestation, water pollution, and atmospheric pollution. Offered during the Environmental Field Program.

ENVS 130: Plants and People (4)

See BIO 130

ENVS 140: Earth's Surface Environments (4)

See GEOL 140

ENVS 160: History of Earth and Life (4)

See GEOL 160

ENVS 245: Ancient Environments (5)

See GEOL 245

ENVS 258: Restoration Ecology (4)

Restoration Ecology 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. This human impact will be considered in connection with the loss of biodiversity from a particular region. The course begins by focusing upon North America and then moves to Antioch College's nature preserve Glen Helen. Methods currently in use for preserving and restoring ecological diversity and restoration of that diversity will be examined and practiced for their effectiveness. Prerequisite: BIO 235, 250, 255, or one ENVS course, or permission of instructor. Cross-listed as BIO 258.

ENVS 268: Conservation Biology in Latin America (5)

This course consists of an in-depth examination of three major types of landscape disturbance common to the Latin American tropics. The aim is to achieve a clear understanding of the ecological processes that threaten biological communities due to the increasing density of roads, the increasing isolation of forest remnants, and the growing accumulation of degraded land in the neotropics. Analysis of contemporary thought regarding how research results can be applied toward minimizing respective risks to biodiversity will be an important secondary component of this course. Prerequisite: BIO 250.

ENVS 300: Ecological Agriculture (5)

This course focuses upon the science of ecological agriculture and the importance of understanding and comparing the current methodologies of agriculture with appropriate alternatives. It becomes evident with each new year that current agricultural practices which rely upon excessive use of chemicals and irrigation are not only a major contributor to pollution of

our planet but are in the long term unsustainable. The development of agricultural systems, which mimic native ecosystems within bioregions, is becoming urgent. This course will focus on understanding the ecological concepts that are of universal application in all bioregions where agriculture is practiced. Prerequisites: CHEM 140 or PHYS 102 or MATH 140; and one BIO, ENVS, or GEOL course; or permission of instructor. Class limit 14.

ENVS 308: Fresh-Water Environments (4)

The purpose of this course is to study the fresh water environment. Topics will include the biological, physical, and chemical organization of rivers and lakes. We will also study the human impact on these systems. A laboratory and field approach will be used to study aquatic systems.

Prerequisite: BIO 235, 251, or CHEM 140.

ENVS 312: The Marine Environment (4)

This course is about oceanography, the study of marine environments. It will incorporate the principles and processes from nearly every scientific discipline—geology, chemistry, physics and biology. Topics will include the structure and composition of the sea floor; chemical composition and properties of seawater; waves; tides, and currents; marine organisms and their relationships to one another and their adaptations to the marine environment. Prerequisite: CHEM 140, BIO 235, or 251.

ENVS 325: Hydrogeology (4)

See GEOL 325

ENVS 350: Terrestrial Environments (5)

The major emphasis in this course will be the terrestrial environment of the eastern deciduous forest and other related ecological associations. Plant communities are indicators of terrestrial environment types. One of the best ways to study these terrestrial ecosystems is in the field; therefore, we will be traveling to various study sites throughout the region. These ecological interactions will include the examination of interconnections of many of the sciences including chemistry, earth sciences, and physics. It will also be necessary to increase our observational skills and to learn field study methodologies as they relate to the study of plant communities and physiographic, edaphic, and micro-environmental factors which influence them. Prerequisite: BIO 235, 250, or ENVS 125.

ENVS 365: Deep Earth Environments (5)

See GEOL 365

ENVS 370: Vegetation Analysis (4)

One of the most important trends in modern ecology is the necessity for studying physiographic features, species populations, as well as individual organisms and how they are interconnected with the concepts of chemistry, earth sciences, and physics. This is especially true in the study of plants and their relationships within ecosystems. Vegetation analysis is the quantitative study of community populations and their interactions, the physiographic relationships, and the spatial analysis. Through the use of current vegetational quantitative and qualitative methods an understanding of the principles of plant community dynamics will be explored. This course will be a lecture, seminar and experiential laboratory based learning environment. Prerequisites: CHEM 140 or PHYS 102 or MATH 140, and one course in BIO, ENVS, and GEOL.

ENVS 380: Biogeochemistry (4)

Biogeochemistry is the study of chemical interactions and cycling between the atmosphere, hydrosphere, geosphere, and biosphere. This course is for advanced level science students who are willing to shoulder responsibility for researching and presenting material on a regular basis (one presentation every other week). Biogeochemistry is an emerging area of great importance to understanding how environmental systems are interrelated. Prerequisite: CHEM 142.

ENVS 400: Advanced Studies in Environmental Science (4)

This course allows students to study, in depth, material covered in earlier courses or to study material not covered in regularly offered courses. Topics covered are selected by upper level majors, in consultation with their faculty course sponsor. Suggested topics include study of environmental modeling; advanced environmental science software applications; advanced map and data interpretation; environmental data collection and instrumental analysis; advanced topics in evolution or microbiology; or other topics as arranged. Prerequisites: CHEM 142 and two 300-level ENVS or GEOL courses. Cross-listed as GEOL 400.

ENVS 462: Senior Project in Environmental Science (4)

See "The Senior Project" at beginning of the course description section of this catalog

Environmental Studies Courses

EST 115: Introduction to Environmental Science (4)

The goal of this course is to gain a better understanding of the complex interaction and interdependency between environmental science, environmental thought and ethics, and environmental practice and policy. The course provides an opportunity for students to begin to clarify and plan further studies in the environmental field. Objectives will be met through a variety of means—reading and discussing key literature, engaging in a variety of interactive learning activities, keeping course journals, spending time in the Glen, taking field trips, completing an outreach activity, working in teams to complete campus ecology projects, and hearing from guest speakers specializing in various field of environmental study and action.

EST 120: Everybody's Chemistry (4)

See CHEM 120

EST 212: Sustainable Economic Development (4)

See SGSE 212

EST 215: Campus Ecology (4)

This course is designed to integrate with and complement ongoing environmental efforts to “green” the Antioch College campus. The major purpose of this class is to motivate the class and ultimately the campus community to enact policies and take actions to reduce the campus environmental footprint. The course is a combination of lecture, seminar, and lab (service learning component). It will consist of readings, extensive group discussions, short papers, class presentations, and a semester long class project which will include an analysis of and/or a plan for lessening the ecological footprint of Antioch College.

EST 220: Mechanisms of Social Change (4)

This Environmental Field Program course seeks to help students better understand patterns of oppression many people face as they cope with and struggle against different types of environmental degradation. It explores social action movements organized to amend oppression of people, abuse of land and resources, and environmental racism. It reviews patterns of oppression and ways that communities connect these patterns and organ-

ize for change on a global level. Students study strategies communities utilize in their struggles, and assess different communities' successes and challenges. Participants learn how to apply various theoretical frameworks to specific cases and are encouraged to determine the most effective methods for creating social and environmental change.

EST 250: Environmental Journalism (4)

See COM 250

EST 255: Special Topics in Environmental Studies (4)

A variable content course. See term course schedule for listing of specific topic. Cross-listed as SGSEP 255.

EST 260: Ecological Design (4)

The coming Ecological Revolution will change the world and society as profoundly as the Agricultural and Industrial Revolutions. Building a future based upon ecological wisdom and sustainable practices will require an educated citizenry able to make profound transitions: to a solar economy, reduced human population, sustainable regional economics, and restored ecosystems. This course explores the theory and motivation for ecological design as well as techniques, technologies and practical applications.

EST 261: Environmental Philosophy (4)

See PHIL 261

EST 280: Environmental Movements and Social Change (5)

In this summer block course we will engage in a critical and comparative examination of environmental movements around the world. It incorporates a field-based experience with the Detroit Summer program in which we will work and meet with various environmental justice activists and take part in a variety of urban ecology projects. The course concludes with an assessment of the future of environmental movements, and an evaluation of the possibility for, and the promises and perils of, a global environmental movement as a key factor in the quest for a sustainable future. Class limit 12. Cross-listed as SGSEP 280.

EST 284: Environmental Policy in Comparative Perspective (4)

The purpose of this course is to help students better understand why environmental issues arise and how policy makers, organizations, and nations choose to respond or not respond to them through the policy making

process. Through the course, students will gain a better understanding of the nature of environmental policy and how it is made and changed. They will also explore the scientific, ethical, social, economic, political, and cultural forces which influence the creation, implementation, and success of environmental policy at the local, national, and international levels. Cross-listed as SGSEP 284.

EST 285: Ecology, Economy and Ethics (4)

This course will introduce concepts and tools of analysis in environmental economics. Students will: critically examine assumptions and values underlying these concepts and discuss arguments pro and con for value-neutral economically driven environmental policy making; explore various alternative schools to environmental economics focusing particularly on "ecological economics"; compare traditional and alternative economic analyses of a range of domestic and international environmental policy issues including pollution prevention and control, use of renewable and nonrenewable resources, private/public/communal property rights, international trade, economic growth and development, environmental justice, global climate change, and loss of biodiversity; and assess the implications of these analyses in light of various social and ecological considerations. Cross-listed as SGSEP 285.

EST 305: Ecology and Feminism (4)

This course is an advanced seminar to address intersections in feminist and ecological theories and practices. Students will be engaged in critical reading, writing, and activist-oriented projects arising from the ecofeminist movement. Ecofeminists have focused on the study of domination and connections between oppressions by analyzing hierarchical dualisms based on models of superiority/inferiority. Topics to be addressed include the impact of the global marketplace on both women's status and ecosystem integrity; race, difference and identity; community; anti-militarism; animal rights; women's health and other related issues. We will examine activism which simultaneously addresses both feminist and ecological concerns and compare strategies of First and Third world women. Prerequisite: EST 115, PHIL 261, SGSP 225, or any WS course. Cross-listed as SGSEP 305 and WS 305.

EST 315: Urban Environments (4)

This course will explore traditional domestic urban planning for the environment including regulating water and air quality, sewage solid waste disposal, and other aspects of environmental policy of special concern urban areas. The class will: discuss ways to ameliorate the impact of

urban environmental concerns; study environmental and social impact of industrialization and racial and economic segregation in urban settings and analyze the role of environmental racism/injustice in the current urban environmental crisis; become familiar with examples of urban environmental planning from other nations, relevant cultural and social assumptions of the mainstream environmental movement, and organizational efforts of urban residents in developing more sustainable cities. Cross-listed as SGSEP 315.

EST 320: Theory and Practice of Ecology (4)

This course provides an historical overview and cross-cultural analysis of current social, political, and intellectual debates concerning inter-relationships between human society and the natural world. Students will become familiar with the terms of this global debate and critical analysis of central concepts, including: sustainability, progress, development, environmental racism, cultural survival, indigenous, nature, and ecology. Students will investigate what is at stake and the role of various stakeholders from the political organizing of First Nations to the United Nations agenda for sustainable development. Small group work will enable students to become deeply engaged with a particular theoretical framework which they must apply in an action or work project. Prerequisite: ENVS 110 or EST 115.

EST 325: Indigenous Ecology and Ecosystem Science: The Politics of Knowledge (4)

This seminar in environmental politics focuses on local-global interaction between indigenous ecological knowledge and Western environmental science in regard to the conservation, use, and management of biodiversity. This course will help students become more aware of complexities, nuances, ironies, and conflicts involved in protecting biodiversity and upholding the rights and well being of indigenous peoples. It starts from the premise that such environmental conflicts are rooted in differing epistemologies of nature and of humans' relationship to nature. By better understanding the roots of these "politics of knowledge", students will gain insight into how conflicts might be resolved to improve the conservation of both cultural and biological diversity. Prerequisites: EST 115 and ENVS 110. Cross-listed as SGSEP 325.

EST 330: Ecology, Peace and Global Security (4)

See PEAC 330

EST 335: Environmental Racism and the Environmental Justice Movement (5)

This summer course will investigate environmental racism as one expression of structural racism and the environmental justice movement. Through literature, documentaries, guest lectures, trips and independent research students will study how the movement has evolved. The course will look at communities outside the US that are organizing strategies of resistance to environmental, neo-colonial, and global economic injustice. This class will focus on how race, economic class, and gender affect the position of people within society and their access to a safe environment at local, national, and global levels. Prerequisite: Acceptance into the summer EFP Program. Cross-listed with AFAS/SGSEP 335.

EST 336: Theory and Practice of Environmental Justice (4)

This seminar addresses the critical and growing issue of how both environmental costs and environmental benefits are unequally distributed among various societal groups differentiated by race, socioeconomic class, and gender. It examines how race, class, and gender affect people's position within society; how such positioning affects both people's access to a safe environment and their fair share of the world's natural resources, especially "common property resources"; and how different people around the world have responded to the structure, process, and tangible realities of environmental injustice through an in-depth examination of the Environmental Justice Movement. Prerequisites: EST 115 or participation in EFP; and appropriate 200-level EST, SGS, or AFAS course. Cross-listed with AFAS and SGSEP.

EST 462: Senior Project in Environmental Studies (4)

See "The Senior Project" at beginning of the course description section of this catalog.

Geology Courses

GEOL 140: Earth's Surface Environments (4)

This course emphasizes the recognition, identification, classification, and evolution through time, of major landforms and soil types. In class and through reading, students will form conceptual models of different landforms and their evolution, and of different soil types, and their distribution. In lab, students gather data about earth's surface through study of topographic maps and air photos. From the vast maze of data available on maps and in photos, students learn to select relevant data, to reject irrelevant data, to analyze the data, and to synthesize the data and make evolutionary sense of landforms, and geographic sense of soils. Cross-listed as ENVS 140.

GEOL 160: History of Earth and Life (4)

In this course we study currently accepted theory about how: earth formed and how earth and life have evolved together; oceans, atmosphere, lithosphere and biosphere interact and have interacted through time to produce the chemical and physical characteristics that govern our environment; geologists study earth to make these conclusions; and life has evolved during the course of approximately 3 billion years. Both lectures and labs require that students be able to visualize in three dimensions and use analytical reasoning to reconstruct events from a few clues and basic geologic knowledge. Labs involve geologic map interpretation, collecting and identifying fossils, and learning animal and ancient plant systematics. Prerequisites: GEOL 140 or instructor permission. Cross-listed as ENVS 160.

GEOL 245: Ancient Environments (5)

This course begins with an introduction to current environments in the field, then by studying sedimentary rocks and fossils. We then study ancient environments and the paleobiology of: tropical coastal plain and swamp environments, fluvial and flood plain environments, barrier island environments, clastic and carbonate tide flat environments, clastic and carbonate shallow marine shelf environments, anaerobic basin environments, and deltaic environments. Basic concepts of earth history, structural geology, and geologic map interpretation are introduced as appropriate. Course credit requires integration of chemical, physical and fossil characteristics of ancient environments on a comprehensive final exam, plus attendance and participation. Enrollment limited to 12. Cross-listed as ENVS 245.

GEOL 260: Mineralogy and Crystallography (4)

Mineralogy is the study of naturally occurring crystalline elements and compounds that make up the Earth. This course is conducted in a seminar format. The course begins with several lectures on crystal systems and the basics of mineral classification and the geology of mineral occurrence. Students will then prepare summaries of the major minerals or mineral groups for presentation to the class with examples from Antioch's mineral collection. Prerequisites: a GEOL and CHEM course.

GEOL 325: HYDROGEOLOGY (4)

This course involves integration of geology, microbiology, physics, chemistry, algebra, and computer modeling. Since no student will bring knowledge of all these areas to the class, we will introduce or review the necessary concepts and knowledge as needed. We study groundwater occurrence, flow, recovery, chemistry, the effects of chemical dumping on aquifers, and aquifer restoration from pollution. Most aspects of groundwater flow involve quantitative measurements and quantitative description. Prerequisites: one GEOL course and CHEM 140 or PHY 102 or MATH 140. Cross-listed as ENVS 325.

GEOL 365: Deep Earth Environments (5)

We investigate igneous and metamorphic environments and structural geology through field observation of Canadian Shield rocks. We study: Archean granite-gneiss Greenstone Belts; rift basin volcanics and sediments; metamorphosed Proterozoic turbidites; metamorphosed glacial, dune, coastal, and mudflow deposits; the Sudbury (Ontario) meteorite impact structure; amazing acid rain damage and acid rain rehabilitation; granitic, feldspathoid, and carbonitite intrusive rocks; pelitic, calcareous, and calcsilicate metamorphic rocks; an Ordovician rift zone; exotic terrane including areas that were once oceanic volcanic island arcs, and many rocks formed in environments that aren't observable in the US Paleozoic. Prerequisites: CHEM 140g and 1 GEOL course; and permission of instructor. Cross-listed as ENVS 365.

GEOL 400: Advanced Studies in Environmental Science (4)

See ENVS 400

GEOL 462: SENIOR PROJECT IN GEOLOGY (4)

See "The Senior Project" at beginning of the course description section of this catalog

History Courses

HIST 110: World Civilizations I (4)

The purpose of this course is to familiarize students with the history and cultures of several major world civilizations from ancient times to the 1500's. By studying and comparing these cultures, students will become aware of the historical process and how historians view that process. They will discover that many of the international problems in the news today have roots that are centuries old. Frequent writing assignments will help develop skills in writing and critical thinking which will be necessary for the successful completion of the short papers in the course.

HIST 111: World Civilizations II (4)

The main purpose of this course is to familiarize students with the history and cultures of several major world civilizations from the sixteenth century to the contemporary age. By studying and comparing these cultures, students will become aware of the historical process and how historians view that process. They will discover that many of the international problems in the news today have roots that are centuries old. Frequent writing assignments will help develop skills in writing and critical thinking which will be necessary for the successful completion of the short papers in the course.

HIST 112: Worlds of Israel, Greece, Rome (4)

A survey of the Greco-Roman and Judeo-Christian roots of western culture from 1000 B.C. to about 500 A.D. A study of literary, historical, religious, and philosophical classics of the period, with the aid of lectures, discussions, and papers.

HIST 114: The Middle Ages: East and West (4)

From the Pax Romana to 1300, this comparative course studies the fragmentation of Mediterranean civilization, the rise of Christianity in the West and Islam in the East, and the gradual creation of two quite different and separate societies. Emphasis on the texture of the late Roman world, the developing church, the barbarian states and the creation of a new European civilization during the 12th and 13th centuries.

HIST 115: Early Modern Europe: 1300-1770 (4)

This course shows the great transition from medieval to pre-revolutionary Europe, the beginnings of the modern state, economic overseas expansion and its consequences, humanism, the religious divisions of Christendom, and finally the solutions provided by the 17th century through the scientific revolution.

HIST 116: Introduction to Modern Europe (4)

A survey of European history from the 18th century to the present, emphasizing such topics as the Enlightenment, the French Revolution, the liberal and industrial revolutions of the last two centuries, imperialism and the critique of western civilization beginning with Nietzsche; finally the two world wars of the 20th century and their impact on literature and philosophy.

HIST 130: American Classics (4)

This course will provide a basis for the study of American ideas. It will explore key texts in the development of American society from the 18th century to the present, such as *The Federalist Papers*, Franklin's *Autobiography*, *Uncle Tom's Cabin*, and others.

HIST 141: California: History and Myths (4)

This course is intended for students who are planning to co-op in California in the following term. It examines the complex and contested history of this country's most populous and, in some ways, most diverse state. Topics include the cultural history of Californian Indians; the social, economic, and cultural impact of Spanish colonization; immigration patterns; social and cultural conflicts (especially those involving ideas about race, ethnicity, class, and gender); and the constructions of the California Myth in film, literature, and music.

HIST 145: American Autobiography (4)

This is a course on major and minor American autobiographies. It deals with such questions as the nature of the genre, the historical usefulness of the autobiography, and the nature of American historical development.

HIST 150: European Autobiography (4)

This course will explore a number of autobiographies over several centuries from an historical perspective and also from an interdisciplinary perspective, to better understand the genre and the role it plays both for the individual writer and the reading public. In this course we will be especially concerned with comparing works of art, primarily painting, to the written word, not to establish a causal connection between the two, but to understand the broad cultural forces at work on each, their ideals, assumptions, and agendas.

HIST 155: Introduction to African-American History (4)

An introduction to the history of those persons of African descent on the North American continent who collectively identify themselves as African-Americans.

HIST 200: Introduction to History (4)

History today is a diverse discipline drawing many of its insights from anthropology, literary criticism, and linguistics, as well as the social sciences. This course attempts to provide the student with a sense of how past historians have molded and shaped our analysis of historical experiences.

HIST 222: Latin America: From Empires to Nations (4)

A survey of major themes in the history of Latin America from the rise of indigenous empires through the 20th century. This course examines Native American cultures prior to sustained contact with Europeans; the emergence of the Aztec and Inca empires; the establishment and development of Spanish and Portuguese empires in the Americas; struggles for independence; and social, economic, cultural and political trends in the 19th and 20th centuries.

HIST 243: Democracy and Decent in 19th Century America (4)

A survey of major developments and trends from the War of 1812 to the opening of the progressive era. Particular attention will be placed on reform movements beginning with the Jacksonian and anti-slavery movements to the rise of women's suffrage and the labor movements. In addition, the course will examine the major political and economic shifts during the course of the century.

HIST 244: Reform and Reaction in 20th Century America (4)

The twin and often antagonistic impulses of reform and reaction in the shaping of American political culture in the 20th century. Beginning with the progressive era of the early 1900's, the course explores the interaction between reform and reactionary movements, including the New Deal, McCarthyism, the Cold War, the Civil Rights Movement and the rise of Reaganism.

HIST 246: American Urban History (4)

The rise of the city, some examples of urban development, and the relationship between metropolitan and rural development from an interdisciplinary point of view.

HIST 248: Women in Western Civilization (4)

Within the parameters of patriarchy and misogyny, the course seeks to understand the place of women in society through a study of the institutions and traditions that shaped their experiences, allowing them at times remarkable freedom. Because of the vastness of the subject and the growing literature of every facet of study, this course will be offered as an umbrella course for specific topics. Prerequisite: One HIST course.

HIST 252: American Communes (4)

Historical survey of American communitarian thought and societies, such as the Shakers, Owenites, Oneida, Shalom, and House of David; farm subsistence and modern intentional communities; emphasis on past experience rather than on constructing future utopias.

HIST 255: Nineteenth Century Europe (4)

A study of European history from 1815 to 1914, from the twilight of the Napoleonic era to the eve of the Great War; arts, science, technology, society, politics, economics; the impact of European events on the rest of the world.

HIST 258: Women in American History (4)

A survey of women's experiences in the US from colonial times to the present. Examination of the perceptions of women as well as the realities of their daily lives.

HIST 267: Medieval Culture (4)

The survivors of the Roman Imperial government in Europe; European culture during the High Middle Ages (roughly 1000-1300), with focus on political structure, institutional innovation, and cultural expression.

HIST 271: Renaissance Lives (4)

This course explores the private and public lives of men and women from the Black Death to the Age of Galileo. Through them we will understand the emergence of a unique set of values in Italy centered around the individual and self invention, the role played by the rediscovery of the classical heritage, and the impact of the Renaissance on other cultures.

HIST 273: Europe and the Reformation, 1500-1648 (4)

This course explores the secular and religious forces that created the Protestant Reformation in Germany and other areas throughout Europe. The course is primarily concerned with religious sensibility as a cultural force and how it impacts upon crucial areas of secular life such as a new per-

ception of human individuality, the definition of community, family life and attitudes to work. The course will also study the Catholic and Counter Reformations to suggest the similarity of motive and aim in both traditions and will indicate the new intellectual traditions emerging from the cataclysmic events of the Religious Wars, such as religious tolerance and the notions of Descartes.

HIST 283: The French Revolution (4)

The origins, conduct, and consequences of the French Revolution of 1789; such issues as the nature of the Ancient Regime, the creation of revolutionary ideas, the emergence of revolutionary leadership, and daily life during a decade of revolution. A discussion of the Napoleonic experience, the impact of the revolution on literature, and on later revolutionary movements.

HIST 290: History Tutorial (4)

As students commit themselves to the program, they are required to take a History Tutorial with the professor of their choice. Students choose the topic they will research in consultation with the professor; there are no formal class hours except those arranged between professor and student. The tutorial emphasizes discipline and independent work habits.

HIST 294: History of the Western U.S. (5)

An upper-level history course taught only as a summer block course. Participants in the course will be expected to complete a substantial amount of reading during a two-week trip to the West. Topics will change depending upon the destination, but will always include American Indian cultures; relationships between human beings and the western environment; and the development of regional political cultures.

HIST 323: Themes of American History (4)

This course, an advanced reading course, will explore different themes and methods primarily in 19th and 20th century history.

HIST 390: Advanced Seminar in Early Modern European History (4)

An umbrella title for focused courses. See term course schedules for listings for specific subjects. Prerequisite: HIST 200 or instructor permission.

HIST 462: Senior Project in History (4)

See "The Senior Project" at beginning of the course description section of this catalog

History, Philosophy, and Religious Studies Courses

HPRS 460: Capstone Seminar in History, Philosophy and Religious Studies (4)

Seniors of the History, Philosophy, and Religious Studies major organize this seminar in consultation with their academic advisors, determining the topics of study and arranging and convening the faculty to direct and supervise the study. The aim is to explore dimensions of intellectual integration between history, philosophy, and religious studies in terms of both substance and methodology of the three disciplines.

Literature Courses

LIT 115: Introduction to Women's Literature (4)

This course focuses on a range of literature by women writers. Texts vary from semester to semester; may include fiction, poetry, and drama or works from one or two literary genres. Feminist analysis of issues related to writing, publishing, and biography complement close readings of the texts. Discussion of such issues as family, feminist politics, sexuality, race, class and work. Cross-listed as WS 115.

LIT 131: Introduction to Creative Writing (4)

An introduction to the process of creative writing through attention to the following categories: description, comparison, genre, dialogue, character, and imitation. Class time is split between careful discussion of student work, discussion of examples, and in class writing. Practice in each category and across the genres of fiction, poetry, drama and personal essay. Class limit 15.

LIT 167: Summer Writing Institute I (5)

See COM 167

LIT 225: The Post Colonial Text (4)

This course examines a variety of recent literary and theoretical work currently emerging from the Caribbean. Focusing primarily on literature of anti-colonial and neocolonial struggles, the course will explore issues of

language, identity, nationality, hybridity, race, gender, and sexuality in the writings of Césaire, Fanon, Lamming, Jamaica Kincaid, Jean Rhys, and Simone Schwartz-Bart, among others. Cross-listed as WS 225.

LIT 230: Contemporary U.S. Poetry (4)

A study of U.S. poetry from 1945 to the present, including the academic confessionals, the beats, the New York School, multicultural poetry, political poetry, poetry by women, and neo-surrealist poetry. Class limit 15.

LIT 232: Literature of Imperialism (4)

This course explores effects and traces of Britain's status as an imperial power on its literature. Situating texts in the history of exploration, colonial expansion, the slave trade, the anti-slavery movement, the construction of European attitudes toward race, and various forms of anti-colonial resistance, this course considers literature's uses as both pro and anti-imperialist propaganda and as a forum for debates around issues of race, nationalism, and identity. Possible texts might include *The Tempest*, *Robinson Crusoe*, *Oroonoko*, *Kim*, *Heart of Darkness*, *A Passage to India*, *Three Guineas*, *Wide Saragasso Sea*, and works by Brian Friel, V.S. Naipaul, Doris Lessing, Samuel Selvon, Ben Okri, Salman Rushdie, Buchi Emecheta, etc.

LIT 235: Shakespeare (4)

This is an introductory study of representative plays, histories, comedies, tragedies, and romances, and the Elizabethan and Jacobean contexts.

LIT 252: United States Literature I (4)

A survey of poetry and prose written in the 19th century. Includes works by Cooper, Poe, Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, and slave narratives by Douglass and Jacobs. Also includes less familiar writers such as Catherine Sedgwick, Caroline Kirkland, Lydia Maria Child, and Charlotte Forten Grimke. Close study of texts, contexts, and relevant critical issues. Class limit 15.

LIT 253: United States Literature II (4)

The course examines the poetry, fiction, essays and autobiographies in the literature of the U.S. from 1870 to 1950. It covers major literary movements of this period including realism, naturalism, and modernism, and the Harlem Renaissance, as well as works by women and writers of color. Essays which influenced the intellectual and cultural climate of the era are covered.

LIT 256: Intermediate Workshop: Fiction (4)

An intermediate study of fiction writing with chief attention to story forms. Students generate short stories both through assignments and independently. Class time is spent between careful discussion of students' work and the discussion of readings—primarily short stories. 2 essays on craft. Prerequisite: LIT 131 or equivalent. Class limit 15.

LIT 258: Intermediate Workshop: Poetry (4)

An intermediate study of poetry writing. Students will generate poems through assignments and independently. Class time is spent between careful discussion of students' work and the discussion of readings—manifestos, introductions, and interviews in which poets from the 16th to the 20th century discuss their theories of poetry. Prerequisite: LIT 131 or equivalent. Class limit 15.

LIT 261: U.S. Prose on the 19th Century (4)

Readings by such writers as Cooper, Hawthorne, Stowe, Melville, Twain, James, Howells, Freeman, Jewett, Chopin. This course may survey a number of writers or it may concentrate on three or four.

LIT 263: Contemporary U.S. Drama (4)

A study of representative plays from 1960 to present. Attention to themes, structure, character analysis, playwright's career, style. Special attention to works by female and African-American playwrights.

LIT 267: Summer Writing Intensive:II (5)

See COM 267

LIT 270A: History of English Poetry I (4)

A study of lyric and epic forms, beginning with Caedmon in the 7th century and ending the 16th century. Poems in Anglo-Saxon, Middle English, and most in Early Modern English.

LIT 270B: History of English Poetry II (4)

A study of short forms, mostly lyric, beginning with the metaphysical poets in the 18th century and ending with Seamus Heaney in the 20th century. Special attention to the tradition of women writers.

LIT 272: History of English Literature: Fiction (4)

The class considers the development of the novel in English from the 17th century through the 20th, examining the sentimental, epistolary, gothic, high realist, proletarian realist, modernist, and postmodern traditions.

Writers discussed may include Defoe, Swift, Fielding, Aphra Behn, Samuel Richardson, Austen, the Brontes, Dickens, Eliot, James, Conrad, Woolf, Joyce, Beckett, Rhys, A.S. Byatt, Salman Rushdie, etc.

LIT 273: Poetry by Women (4)

Careful study of the tradition created by women poets writing from Colonial America through the 20th century in the U.S. Includes Bradstreet, Wheatley, Dickinson, Harper, and 20th century poets such as H.D., Muriel Rukeyser, Gwendolyn Brooks, Adrienne Rich, Anne Sexton and Audre Lorde. Cross-listed as WS 273.

LIT 274: Literature by Black Women (4)

This course will focus on representative works by African-American women from the literature of slavery, the post-reconstruction era, the Harlem Renaissance, and the thirties and forties. Among writers studied are Harriet Jacobs, Pauline Hopkins, Jessie Redmon Fauset, Nella Larsen, Zora Neale Hurston, Ann Petry, Gwendolyn Brooks. Prerequisites: a LIT course and an AFAS or WS course. Cross-listed as AFAS 274 and WS 274.

LIT 275: Modern British Literature (4)

A detailed inquiry into the philosophical and aesthetic experiments associated with modernism and its social context, via a range of British literature from the 1890's through the mid-20th century. This course explores the impact of psychoanalysis, feminism, urbanization, mass culture, changing views of sexuality, and the World Wars on the literature and art of the period. Writers may include Wilde, Wells, Conrad, Forster, Joyce, Woolf, Lawrence, Rhys, Orwell, Waugh, Yeats, Owen, Sassoon, Beckett, Freud, Benjamin, etc.

LIT 280: British Detective Fiction (4)

This course explores the history of crime, punishment, and the popular detective story in Britain, taking a critical look at the detective genre alongside some recent theories (feminist, Marxist, Foucaultian) which examine its cultural implications. The course includes novels, short stories, film and television, and considers works by Edgar Allen Poe, Wilkie Collins, Robert Louis Stevenson, Sir Arthur Conan Doyle, Agatha Christie, Dorothy Sayers, P.D. James, Alfred Hitchcock and others in its investigation of the following question: Why is modern society so obsessed by representations of crime?

LIT 281: Nineteenth-Century English Novel (4)

This course focuses on studying the English novel in its historical context and takes into consideration issues of literary production and distribution alongside an exploration of Romanticism, the gothic tradition, the industrial novel, the sensation novel, high realism, and the advent of modernism. Includes critical readings of novels by Austen, Mary Shelley, Elizabeth Gaskell, Dickens, Thackeray, the Brontës, Trollope, Wilkie Collins, George Eliot, H.G. Wells, Hardy.

LIT 284: African-American Literature (4)

Includes significant texts from the African-American literary tradition. May range from the slave narrative to contemporary writers or may focus more narrowly. Works studied in historical and literary contexts; as expressions of and commentary on African-American experiences; as critiques of racism. Study of critical debates, literary strategies and forms. Texts chosen from writers such as Douglass, Brent, Chesnutt, Hughes Toomer, Hurston, Wright, Baldwin, Ellison, Petry, Brooks, Walker, Morrison, Shange, and others. Cross-listed as AFAS 284.

LIT 285: Modern British Drama (4)

This course is a historical survey of twentieth-century British and Irish dramatic literature, with some attention to dramatic works produced through the British film industry and the British Broadcasting Service. The approach will be primarily literary, concerned with the interpretation of texts as opposed to an emphasis on the history of performance. Dramatists studied may include Shaw, Wilde, Yeats, O'Casey, Beckett, Pinter, Behan, Osborne, Delany, Arden, Friel, Stoppard, Churchill, Dennis Potter, Mike Leigh, etc.

LIT 294: Queer British Fiction (4)

A historical investigation of the emergence of alternative sexualities in Great Britain from approximately 1800 to the present. This course concentrates on the ways these sexualities have been represented in, and constructed by, literary texts. Drawing upon recent developments in queer theory, the course explores relationships between authorship, sexuality, and literary history in works by Wilde, Forster, Radclyffe Hall, Woolf, Isherwood, Winterson, and others. Cross-listed as WS 294.

LIT 315: Modern Poetry (4)

Close study of five or six poets, usually including Whitman, Dickinson, Frost, Hughes, Eliot. Emphasis on the poetry, but attention also to the critical theory of poets and others. Prerequisite: One LIT course.

LIT 316: U.S. Literature of the 1920's (4)

A survey of the major writers of a significant period in the development of U.S. literature, writers such as Stein, Hemingway, Fitzgerald, Faulkner, Hughes, Eliot, Larsen. Special attention to the Harlem Renaissance.

Prerequisite: One LIT course.

LIT 320: Literary and Cultural Theory (4)

This course surveys important movements in 20th century literary and cultural theory. Areas considered include New Criticism, Marxist Criticism, Structuralism and Post-Structuralism, Feminist Criticism, Psychoanalytic Criticism, New Historicism, Post-Colonial theory, and contemporary Cultural Studies. Prerequisites: One LIT course and 3rd or 4th year standing.

LIT 335: Advanced Shakespeare (4)

A close study of six plays, poetry, and attendant secondary sources. Choices of plays vary from term to term. Prior experience reading Shakespeare in depth is necessary. Attention to performance, history, dramaturgy, biography, genre, current critical approaches.

Prerequisite: LIT 235.

LIT 357: Advanced Workshop: Fiction (4)

An advanced study of fiction writing. Students generate fiction alongside the study of forms that include short story, flash fiction, and the novel. Class time is spent between careful discussion of students' work and the discussion of readings. Prerequisite: LIT 131 or equivalent. Class limit 15.

LIT 358: Letters, Diaries, Oral Histories (4)

Study of non-traditional genres. Unpublished letters and journals by women associated with Antioch in the 1850's and '60's, available in Antiochiana, will be studied along with selected published collections of diaries, letters and oral testimony. Materials will be analyzed as literature and as sources of information about women's lives. Students learn archival and interviewing skills and produce a substantial original paper based on archival work or on interviews with women of the area. Projects by former students have been broadcast, published or placed in women's archives. Prerequisites: a Literature and a Women's Studies course, or instructor permission. Cross-listed as WS 358. Class limit 12.

LIT 359 : Advanced Workshop: Poetry (4)

An advanced study of poetry writing. Students will generate poems alongside the study of both western and non-western forms. Class time is spent

between careful discussion of students' work and the discussion of different forms and principles of lineation. Prerequisite: LIT 131 or equivalent. Class limit 15.

LIT 367: Summer Writing Institute III (5)

See COM 367

LIT 385: Studies in Major Authors (4)

This course addresses in close focus from one to three writers. The emphasis is upon the career and its development in many contexts (social, historical, biographical, aesthetic, etc.) in the case of a single author, and upon the comparative careers in the case of several authors. When more than one author is studied, there will be a compelling reason to put them together in a course: they may be of the same generation, or the same gender, or their aesthetic practices may contrast. The writers chosen for this course may vary from term to term, and the aim is to provide advanced literature students with intensive and deep analysis and study.

LIT 390A: Advanced Seminar in British Lit: Renaissance (4)

A traditional generic survey of the period, including 16th century epic romance, sonnet sequences, 16th & 17th century and dramatic literature and the metaphysical poets. The course also includes historical and cultural readings on early modern England.

LIT 390B: Advanced Seminar in British Literature: 1660-1800 (4)

Readings of 18th century English literature, primarily of fancy, with two or three neo-classicists for balance. Comic drama and fiction, the novel of sensibility, the Gothic revival, the oriental tale, the casual essay, the pre-romantic poetry. Readings in Pope, Swift, Fielding, Gray, Walpole, Johnson, Goldsmith, Sheridan, Austen.

LIT 390C: Advanced Seminar in British Literature: 1800-1900 (4)

A traditional and focused study of Victorian, Romantic, and Decadent writers. Authors include Blake, Keats, Byron, Shelley, Gaskell, Carlyle, Dickens, Browning, Tennyson, Arnold, Pater, and Wilde. Attention to the art of the period.

LIT 392: Poetry and Prose of Adrienne Rich (4)

A close study of the career of a major U.S. poet and important feminist theorist. Observation of her emerging feminism and of its development in her poetry and prose. Attention to the major changes in her style and their relation to her growth as a person and poet. Prerequisite: One LIT or WS course, or instructor permission. Cross-listed as WS 392.

LIT 394A: Advanced Seminar in Creative Writing (4)

A seminar for writers who have developed beyond the introductory and intermediate sections in any of the genres. Emphasis is upon independent and mature attention to the work. Students write as professionals do, regularly and with self-discipline. The seminar is thought of as a congenial place in which to seek response to new work from colleagues.

LIT 462: Senior Project in Literature (4)

See "The Senior Project" at beginning of the course description section of this catalog

LIT 462B: Senior Project in Creative Writing (4)

See "The Senior Project" at beginning of the course description section of this catalog

Language, Literature, and Cultures Courses

LLC 100: Writing Skills Workshop (4)

This course is for students ready and/or required to work on their writing skills. The focus is on writing clear, effective prose. Class provides strategies, guidance and practice for generating ideas, organizing thoughts, developing and revising papers. Students choose their own subjects to write about, share their papers with each other, and work on helpful critique methods. The course emphasizes the idea of writing as a process of exploration; the goal is to facilitate the development of each student's writing skill. May not be used to satisfy general education requirements.

LLC 110: Introduction to Language, Linguistics, and Language Acquisition (4)

This course is designed to provide students with a broad overview of the nature of language, the typology of world languages, and the fields of historical, theoretical, applied, and descriptive linguistics. A second major emphasis involves a study of adult language acquisition theories and practices, focusing on acquiring a language while residing in communities that use it. This course will give students a broad knowledge of the field of linguistics and language acquisition, will prepare them for more advanced linguistic courses, and will give them skills that will foster actual language acquisition in class or in the field.

LLC 112: Introduction to Multicultural Literature (4)

This course approaches the study of literature at the introductory level using texts from several genres and several cultures. Its focus is three-fold: to develop skills in literary analysis and expository writing; to explore the ways in which literary forms and techniques, and assumptions about the role of literature, vary from culture to culture; and to raise questions about how to begin to think about issues of cross-cultural interpretation and cross-cultural understanding.

LLC 158: Introduction to an International Language (4)

The following general language skills will be developed for all languages taught under this course title: Ability to ask all basic questions (what, who, when, where, how, why, for whom, with whom, how large etc.); understand responses to these questions; control various pronominal forms (subject, object, relative, interrogative, possessive, etc.); count; tell time; dates; describe events as they occur, as they occurred, and as they are expected to occur; talk about events that should, could, or would occur; and use a core vocabulary of approximately 1,000 words. Languages may include: Hebrew, Arabic, Chinese, Hindi, American Sign Language, Dutch, Russian, Swahili, Italian, and Portuguese. \$100 Language Fee for all but Swahili.

LLC 165: World of Storytelling (4)

This course will explore the history of the art of storytelling from its roots in mythology and folk tale down to present time and the interface and interaction of oral traditions and printed books. We will look at the function of storytelling as: oral history; the transmission of values by various groups in society; cross-cultural education or a foreign language learning; translation of stories as a form of literary creativity; and an ancient form of entertainment. Students will present their own original stories, traditional stories, urban legends, or translated stories for groups in local colleges, schools and libraries, at senior citizen centers and nursing homes, and at storytelling festivals.

LLC 258: Intermediate study of an International Language (4)

This course will be taught completely orally. It will review all communicative functions of LLC 158, and progress further toward threshold fluency. By the end of the course students will control most basic functions of the language and be able to carry on simple conversations. Prerequisite: LLC 158. \$100 Language Fee for all but Swahili.

LLC 280: Teaching Other Languages to Adults (4)

This course focuses on some of the important insights necessary to successfully teach another language to an adult. Adult for this purpose is

defined as a person who has passed adolescence, a time by which lateralization has occurred. Several theories of language acquisition and of language teaching methods will be explored. Each student will spend at least 25 hours practicing the theories by teaching an adult another language.

LLC 352: Intermediate Formal Linguistics (4)

This course will survey the fields of linguistics and language acquisition, and allow students to study in depth one area of their choice. Major topics of study will include: phonetics, phonology, tonology, morphology, syntax, discourse analysis, linguistic formalism, sociolinguistics, psycholinguistics, neurolinguistics, language and politics, first language acquisition, and adult language acquisition. Students will write a major paper on an approved topic of their choice. Prerequisite: LLC 110.

LLC 374: Studies in Folklore (4)

See SSC 374

LLC 385: Neurolinguistics (4)

We will be concerned with the physical and physiological properties of the human brain as it relates in particular to language. We will become familiar with its functions as it affects humans as physical beings and as sentient, conscious beings through the use of language. This will include the relationships of the brain to language production and reception, language acquisition (first and subsequent) and language disorders. The latter will relate the study of speech impediments, aphasia, and some disorders often called dyslexic, to known brain disorders. Aspects of "learning disabilities", of interest to psychologists, will not form part of this course.

LLC 395: Advanced Linguistic Inquiries (4)

The core activities of this class will include a thorough review of aspects of formal linguistics, a study of recent theories of generative grammars, a focus on language and recent theories of evolution, a series of discussions on the principle of emergence, and lengthy discussions on Language & Artificial Intelligence and relevant aspects of Neurolinguistics. Students in this class will also propose one major topic of research to be conducted during the entire term. The results of this research will involve the writing of major formal paper, and an hour presentation to the class. This course is particularly designed to accommodate students whose SDM includes some aspects of Linguistics.

LLC 462: Senior Project in Language Literature and Culture (4)

See "The Senior Project" at beginning of the course description section of this catalog

French Courses

LLCF 160: Introduction to French (4)

This course is designed to develop functional speaking and listening skills in French at the intermediate low or medium level; it may be taken by students who have never studied the language, or by students who have developed no oral fluency in spite of their previous studies. It will be taught completely in the target language using the People to People approach developed at Antioch to foster oral acquisition in communicative settings. Aspects of the cultures of the peoples speaking the target language will be an integral part of the course. Students will be evaluated in an oral interview at mid-term and at the end of the term.

LLCF 260: Intermediate French (4)

This course is a continuation of LLCF 160. Two-thirds of the class time will be used to develop further oral skills and listening skills in French and to reach an intermediate high level of functional fluency. The remaining class time, and much of the work outside of class, will be devoted to the development of reading and writing skills. Students will be expected to spend a minimum of twelve hours per week outside the class practicing the language with other speakers, interacting with the software available in the computer lab, video tapes, and other extracurricular activities planned by the instructors. Prerequisite: LLCF 160.

LLCF 301: Advanced French Reading and Writing (4)

This course is for students who wish to concentrate on reading and writing skills in French. Prerequisite: LLCF 260 or equivalent.

LLCF 360: Advanced French Reading and Conversation (4)

This course is for students who wish to develop advanced reading and speaking skills in French. Prerequisite: LLCF 260 or equivalent.

LLCF 366: French Grammar (4)

This course is for students who wish to study formal French grammar. Prerequisite: LLCF 260 or equivalent.

LLCF 462: Senior Project in French (4)

See "The Senior Project" at beginning of the course description section of this catalog

German Courses

LLCG 160: Introduction to German (4)

This course is designed to develop functional speaking and listening skills in German at the intermediate low or medium level; it may be taken by students who have never studied the language, or by students who have developed no oral fluency in spite of their previous studies. It will be taught completely in the target language using the People to People approach developed at Antioch to foster oral acquisition in communicative settings. Aspects of the cultures of the peoples speaking the target language will be an integral part of the course. Students will be evaluated in an oral interview at mid-term and at the end of the term.

LLCG 260: Intermediate German (4)

This course is a continuation of LLCG 160. Two-thirds of the class time will be used to develop further oral skills and listening skills in German and to reach an intermediate high level of functional fluency. The remaining class time, and much of the work outside of class, will be devoted to the development of reading and writing skills. Students will be expected to spend a minimum of twelve hours per week outside the class practicing the language with other speakers. Students will be evaluated weekly and in their first and final oral presentations at mid-term and at the end of the term. Prerequisite: LLCG 160.

LLCG 360: Advanced German Reading and Conversation (4)

This course is for students who wish to develop advanced conversational skills. Prerequisite: LLCG 260 or equivalent.

LLCG 366: Advanced German Reading and Writing (4)

This course will allow students who have intermediate or advanced speaking skills to develop their reading and writing ability to the same level. Prerequisite: LLCG 260 or equivalent.

LLCG 462: Senior Project in German (4)

See "The Senior Project" at beginning of the course description section of this catalog

Japanese Courses

LLCJ 160: Introduction to Japanese (4)

This course is designed to develop functional speaking and listening skills in Japanese at the intermediate low or medium level; it may be taken by students who have never studied the language, or by students who have developed no oral fluency in spite of their previous studies. It will be taught completely in the target language using the People to People approach developed at Antioch to foster oral acquisition in communicative settings. Aspects of the cultures of the peoples speaking the target language will be an integral part of the course. Students will be evaluated in an oral interview at mid-term and at the end of the term.

LLCJ 170: Fundamentals of Japanese Language, Literature, and Culture (4)

This course will include both classes in Japanese language and in Japanese culture. Lessons in the language will provide students with the language needed to survive in Japan and take the Japanese language class in Kyoto. Students with a prior knowledge of Japanese will be provided with a learning contract which will permit them study Japanese at a more advanced level. The course will show the development of Japanese civilization from the most ancient times to the contemporary era. Emphasis will be on arts, literature (fiction, poetry, and folk literature), thought, institutions, religion, achievement of women, and samurai and other classes of society. Some readings in Japanese will be provided for the advanced student of Japanese when requested.

LLCJ 260: Intermediate Japanese (4)

This course is a continuation of LLCJ 160. Two-thirds of the class time will be used to develop further oral skills and listening skills in Japanese and to reach an intermediate high level of functional fluency. The remaining class time and much of the work outside of class will be devoted to the development of reading and writing skills. Students will be expected to spend a minimum of twelve hours per week outside the class practicing the language with other speakers, interacting with the software available in the computer lab, video tapes, and other extracurricular activities planned by the instructors. Prerequisite: LLCJ 160.

LLCJ 266: Japanese Readings and Conversation (4)

Considered as the third level of Japanese languages classes, this course will focus on both conversation and reading. Readings in Japanese from Japanese literature and culture will be offered at the appropriate level. Discussions will be carried out in Japanese. Prerequisite: instructor permission.

LLCJ 290: Japanese History, Literature, and Culture II (4)

Readings in more advanced texts that show the development of Japanese civilization from the most ancient times to the contemporary era. Emphasis on arts, literature (fiction, poetry, and folk literature), thought, institutions, religion, achievements of women, samurai and other classes of society. Readings will be offered in either English or in Japanese to match the needs and abilities of the individual student. Prerequisite: instructor permission.

LLCJ 390: Japanese History, Literature, and Culture III (4)

Topics to be decided upon by small group of Japanese majors or as independent studies. This is considered to be an advanced language course. Readings, such as articles, stories, or chapters of books will be offered in Japanese to match the level and the abilities of the students. Prerequisite: instructor permission.

LLCJ 462: Senior Project in Japanese (4)

See "The Senior Project" at beginning of the course description section of this catalog

Spanish Courses

LLCS 160: Introduction to Spanish (4)

This course is designed to develop functional speaking and listening skills in Spanish at the intermediate low or medium level; it may be taken by students who have never studied the language, or by students who have developed no oral fluency in spite of their previous studies. It will be taught completely in the target language using the People to People approach developed at Antioch to foster oral acquisition in communicative settings. Aspects of the cultures of the peoples speaking the target language will be an integral part of the course. Students will be evaluated in an oral interview at mid-term and at the end of the term.

LLCS 212: Introduction to Latin America from Pre-Columbian Times to 1868 (4)

This course, conducted in Spanish, studies the different theories of immigration about the first inhabitants of this continent. Life in Pre-Columbian America; the arrival of the Spanish and Portuguese Conquistadors; and the impact of the Conquest to the inhabitants in the American continent. The colonial period; the role of the church; class structure and education; the role of the caudillos and the masses during the wars of independence. Conducted in Spanish.

LLCS 260: Intermediate Spanish (4)

This course is a continuation of LLCS 160. Two-thirds of the class time will be used to develop further oral skills and listening skills in Spanish and to reach an intermediate high level of functional fluency. The remaining class time and much of the work outside of class will be devoted to the development of reading and writing skills. Students will be expected to spend a minimum of twelve hours per week outside the class practicing the language with other speakers, interacting with the software available in the computer lab, video tapes, and other extracurricular activities planned by the instructors. Prerequisite: LLCS 160.

LLCS 266: Readings in Latin American Short Story and Poetry (4)

Intermediate high level readings of contemporary Latin American authors from different Latin American societies will be discussed. The course will examine social, economic, political, educational, and religious conditions which are affecting people today as they are presented by male and female writers in brief essays, dramas, poetry, and short stories. The course will attempt to introduce and expose the student to a new geographical area of the world with the purpose of enhancing cross-cultural understanding and sensitivity, will analyze the way language is used in different regions including idiomatic expressions, colloquialisms, regionalisms, and will balance the discussion of these works as they relate to context and form. Prerequisite: LLCS 260 or equivalent.

LLCS 268: Readings in Native American and Chicano Literature (4)

Designed for those students who are at the intermediate high level and want to continue developing skills toward the advanced level. The course will cover readings of Native American literature from Pre-Columbian times to the present, and Chicano literature which has evolved in the US, from the time Mexican migrant workers entered this country in the 19th century

to the struggles of farm workers under the leadership of Cesar Chavez. This course will examine through corridos, poetry, essays, and plays, in its context and form, issues of discrimination, poverty, injustice, racism, working conditions, machismo, etc., which have affected and are still affecting Native Americans and Chicanos. Prerequisite: LLCS 260 or equivalent.

LLCS 322: Latin American Thought on Women through Literature (4)

A survey covering attitudes toward women in Latin American thought and culture, from pre-Columbian times to the present, with emphasis on the contemporary period. Discussion of non-feminist and feminist writers' contributions as related to their respective societies. Analysis of poetry, essays, short stories, songs, plays and novels through form and context. Conducted entirely in Spanish. Prerequisite: LLCS 266 or 268, or instructor permission. Cross-listed as WS 322.

LLCS 326: Contemporary Latin American Literature (4)

This course will examine in depth the different themes explored by each writer as they pertain to culture, class structure, the economy, education, land tenure, migration, politics, racism, religious belief, and society. This course will also emphasize literary criticism. It includes the most recent writings (1953-1980) of ten contemporary Latin American writers: Fuentes, Poniatowska, and Rulfo (Mexico); Borges and Cortazar (Argentina); Asturias (Guatemala); Guillen (Cuba); Soto (Puerto Rico); Garcia Marquez (Colombia); Vargas Llosa (Peru). Fiction and poetry. Conducted in Spanish. Prerequisite: LLCS 266 or 268, or instructor permission.

LLCS 336: Contemporary Caribbean Literature (4)

This course will focus mainly on issues which have evolved in the Spanish Caribbean region after 1898. The course will examine in depth through literature, poetry and prose, the different themes treated by each writer such as: agrarian reform versus capitalist development; discrimination and racism; identity; rural communities versus integration of cultural affinity groups in the mainstream society; migration; dictatorship; cultural, economic, and political imperialism; and revolution. The course will also emphasize literary criticism. Prerequisite: LLCS 266 or 268, or instructor permission.

LLCS 350: Human Rights: Latin America (4)

This course is concerned with fundamental issues of human rights of El Salvadoran and Guatemalan refugees. The course examines the reasons why many thousands of refugees from these two countries are emigrating and seeking refuge in neighboring nations. It studies in depth the US government policy toward these nations, the Immigration and Naturalization Service and US law on immigration. Completion of this course must be connected with a Spanish speaking co-op dealing with issues pertaining to Central American refugees, and it should be done during a co-op term.

LLCS 462: Senior Project in Spanish (4)

See "The Senior Project" at beginning of the course description section of this catalog

Math Courses

MATH 100: Basic Math Workshop (4)

A review of basic mathematics, including topics such as fractions, exponents, factoring, word problems, graphing, and solving equations. Particularly designed for students who feel uncomfortable with mathematics. May not be used to satisfy general education requirements.

MATH 124: A Survey of Mathematics for Liberal Arts (4)

This course involves an exploration of topics including problem solving, number theory, geometry of two-and three-dimensions both Euclidean and non-Euclidean, probability and statistics and graph theory. The focus is on the interrelationship of mathematics with the other fields of human knowledge and this will be explored in readings, papers, discussions, and projects. Prerequisite: MATH 100 or passing Basic Math Skills Assessment.

MATH 130: College Algebra (4)

Algebra, analytic geometry (2 and 3 dimensions), and some of their applications.

MATH 135: College Algebra and Trigonometry (4)

This course is for students who have either passed the Math Assessment, taken the Basic Math Workshop, or who have had some previous algebra but are not ready for Calculus I. Topics will include functions, graphing, exponents, logarithms and trigonometry. Prerequisite: MATH 100 or passing Basic Math Skills Assessment.

MATH 140: Calculus I (4)

This is the first of two courses in single variable calculus. This course will start with a brief review of algebra. It will then focus on limits, derivatives and their applications, and an introduction to integration. Prerequisite: a previous course in algebra and trigonometry is essential.

MATH 160: Calculus II (4)

This is the second of two courses in single variable calculus. This course starts with a full investigation of integration and its applications. It will also cover parametric equations, the polar coordinate system, and infinite series and sequences. Prerequisite: MATH 140.

MATH 245: Intermediate Digital Computing (4)

This class is intended to introduce science students to the art of digital computing, and to allow them to handle some difficult mathematics and mathematical modeling problems employed by their disciplines. This class is about problem solving, and emphases are on how problems are solved numerically. Prerequisites: MATH 160, 256, or 264 and CS 161. Cross-listed as CS 245.

MATH 250: Calculus III (4)

This course will cover differential and integral calculus of functions of several variables. Specific topics covered will include vectors and vector functions, partial derivatives, multiple integrals and vector calculus. Prerequisite: MATH 160.

MATH 256: Ordinary Differential Equations (4)

The course begins with the solution of simple first-order equations and of linear second-order equations with constant coefficients. Topics covered include applications of first and second-order differential equations, reduction of linear equations to first-order systems of equations, and Laplace transforms. Prerequisite: MATH 160.

MATH 258: Statistics (4)

This course offers a systematic account of statistics, including statistical inference, binomial and normal distributions, modeling problems, hypotheses tests, and correlation and causality. Web and newspaper projects are to be expected.

MATH 264: Linear Algebra (4)

This course covers the algebra of matrices, systems of linear equations, vector spaces, linear transformations, inner product spaces, and determinants. Some computer work is possible. Prerequisite: MATH 140.

MATH 280: Formal Logic (4)

Intuitive set theory and Boolean Algebra of Propositions; the Classical Paradoxes; formal systems and formalizations of propositional logic and quantifiable logic. Grammar, removal of parentheses, context-free grammar, grammar of natural languages. Prerequisite: MATH 140 or instructor permission.

MATH 340: Foundations of Analysis (4)

This course examines the construction of the real number system; logical foundations of calculus; introduction to the Lebesgue integral, spaces of functions, and functional analysis. Usually offered as an independent study. Prerequisite: MATH 250 or instructor permission.

MATH 341: Algebraic Structures (4)

This is a course in elementary theory of groups, rings, vector spaces, field, and other algebraic structures. Prerequisite: MATH 250 or instructor permission.

MATH 342: Topology (4)

Covering axiomatic point-set topology, including standard topics such as connectedness, compactness, continuous mapping, and applications to the geometry of Euclidean space and its sub-spaces. Prerequisite: MATH 250 or instructor permission.

MATH 344: Functions of Complex Variable (4)

Topics covered are algebra and geometry of the complex plane; analytic functions, power series, contour integration, conformal mapping. Usually offered as an independent study. Prerequisite: MATH 250 or instructor permission.

MATH 462: Senior Project in Mathematics (4)

See "The Senior Project" at beginning of the course description section of this catalog

Music Courses

MUS 101: Music History I (4)

This course is a survey of the literature and styles of music during the Viennese Classical and the Romantic periods. The course will include extensive listening and discussion of the artistic and philosophical climate of the times.

MUS 135: A Survey of World Music (4)

This course is designed to present a wide spectrum of various cultures and their musical achievements and to provide students with a basic knowledge of ethnomusicology and the problems inherent in cross-cultural contact. Individual countries will be studied in depth and will include the music of various African tribes, Asian cultures, South American Amazonian Indians, American Eskimos, Middle-Eastern, Australian and Native American cultures. Work of pioneers in the field of ethnomusicology will be studied, as will various performing artists.

MUS 140: Music Theory I (4)

A study of fundamentals of music and musicianship and an introduction to harmony in the classical style. Skills in writing, analysis, and keyboard harmony are developed.

MUS 142: Composition I (4)

An introduction to compositional styles and writing techniques of the 20th Century in world culture. Examination of scores and listening to music will enhance the actual writing of short compositions. Student compositions will be performed in class and in the weekly seminar. Prerequisite: MUS 140.

MUS 145: Women in Music (4)

This course acquaints students with women's work in music as composers, performers, educators, and historians. Although the emphasis will be on women composers of classical music, women in jazz, folk, pop, and women's music will also be studied. The opening sessions will involve a basic introduction to the historical study of women in music (Why is it necessary to have such a course? Have there ever been any truly great women composers—why or why not?). Also, a compressed general music history capsule will be presented in order to establish a common music language and contextual framework for students unfamiliar with the subject. Cross-listed as WS 145.

MUS 146: Antioch Chamber Orchestra (1)

Preparation for performance of standard orchestral literature from the baroque, classical, romantic, and contemporary periods. A maximum of 2 credits may apply toward the general education requirement. Repeatable as needed or desired for elective or field credit. Ability to read music and audition required.

MUS 147: Chamber Music (1)

Ensemble Performance of chamber music from medieval times to present. A maximum of 1 credit may apply toward the general education requirement. Repeatable as needed or desired for elective credit. Ability to read music and audition required.

MUS 148: Antioch Chamber Singers (1)

Preparation for performance of standard choral literature from the baroque, classical, romantic, and contemporary periods. A maximum of 2 credit may apply toward the general education requirement. Repeatable as needed or desired for elective credit.

MUS 150: Individual Instruction I (1-2)

Private music lessons in piano, strings, voice, guitar, woodwinds, percussion, brass. Repeatable as needed. \$150 Music Fee for all except piano.

MUS 151: Recital Class (1)

An open-structured class meeting weekly for the purpose of performing works in progress, conducting master classes with visiting artists, and providing a forum for discussions about matters of concern to music students. The Amernet Quarter will meet regularly, when on campus. The course is required of musical arts majors and strongly recommended for all students enrolled in private instruction.

MUS 155: Piano Technology: Maintenance, Tuning, Repair (1)

Part one of this course will involve the disassembly of an upright piano, including discussion of action parts and tone production, trouble shooting action problems and regulation, followed by reassembly of the piano. Part two will do the same with the grand piano. Part three will involve the tuning of pianos and will include discussion of theories of tuning intervals and setting temperaments.

MUS 201: Music History II (4)

A survey of world music in the 20th Century. Extensive listening to music examples. Discussion of the music and the cultural milieu in which it was created. Prerequisite: MUS 101.

MUS 220: American Music (4)

Examination of American music, Latin American music, Asian and Asian-American music, African and African-American music. Re-examination of European music history from a less rigidly Eurocentric point of view.

MUS 240: Music Theory II (4)

Continuation of Music Theory I.

MUS 250: Individual Instruction II (1-2)

Private music lessons at an advanced level in piano, strings, voice, guitar, woodwinds, percussion, brass. Repeatable as needed. \$150 Music Fee for all except piano.

MUS 272: Composition II (4)

Individual or class lessons in composition. Prerequisite: MUS 142.

MUS 300: Orchestration (4)

Introduction to the problems of instrumentation. The orchestration of short piano compositions.

MUS 301: Music History III (4)

A survey of the music of the medieval, renaissance and baroque periods
Prerequisite: MUS 201.

MUS 308: Form and Analysis (4)

This is a study of specific forms and analysis of individual works covering a broad historical spectrum.

MUS 340: Music Theory III (4)

Emphasis on musical structures of Chopin, Wagner, Debussy, the period preceding atonality, and atonality and serial music. Prerequisites: MUS 240 and instructor permission.

MUS 372: Composition III (4)

Individual, private lessons in composition for advanced students.
Prerequisite: MUS 272.

MUS 440: Music Theory IV (4)

Further emphasis on structures of Chopin, Wagner, Debussy, the period preceding atonality, and atonality and serial music. Prerequisites: MUS 340 and instructor permission.

MUS 462: Senior Project in Music (4)

See "The Senior Project" at beginning of the course description section of this catalog

Peace Studies Courses

PEAC 110: Introduction to Peace Studies (4)

This course introduces peace studies through interdisciplinary and multicultural perspectives and diverse views that range from negative peace (peace as the absence of war and peace as a balance of forces) to positive peace (peace built on just social and economic structures, gender equity, human rights, cultural diversity, and ecological balance), to active nonviolence and spiritual and cultural development. The roles of peace movements, international law and regional and international organizations are also examined, along with proposals and prospects for advancing peace and justice in the 21st century.

PEAC 160: Nonviolence: History, Theory, Action (4)

Provides an introduction to the history, theory, practice, and critical analysis of nonviolence and nonviolent action for social change using examples and case studies from different cultures and a wide range of authors and views. Explores such approaches to nonviolence as personal awareness and psycho-spiritual change; pacifism or nonretaliation; satyagraha and the development of a creative relationship with an adversary; strategic nonviolence and civilian-based defense; and the prevention of violent conflict through means such as negotiation and mediation. Includes an assessment of past cases and future potential for utilizing strategic nonviolence as an alternative means of national defense, war-prevention and resistance to oppression.

PEAC 170: Conflict and Conflict Resolution (4)

See SSC 170

PEAC 220: Issues in Peace Studies (5)

Offered in conjunction with the annual Peace Institute at Antioch College, students in this course will interact with leading scholars, policy-makers, and activists working to advance peace and nonviolence, social justice and human rights, democratic participation, and ecological balance within the context of a pluralistic and interdependent world community. Topics will vary each year and be explored through input from guest speakers, reading, videos and films, and participatory events that include multi-cultural and interdisciplinary perspectives.

PEAC 229: Gandhi: Spirituality of Nonviolence (4)

See RELS 229

PEAC 245: Women, Peace, and World Community (4)

This course examines the significance of gender in war and peace, perspectives and contributions of women from diverse cultures to the analysis and resolution of major global problems, and the development of a world community. Topics include: gender roles in war and peace in different cultures and historical periods; connections between militarism, the feminization of poverty, and violence and abuse directed at women; and contributions by women and women's movements to the development of a more just and humane world order, including global policies, structures, and cooperative strategies for advancing peace and security, human rights, economic and social development, democratic participation, and environmental sustainability for present and future generations. Prerequisite: Any 100 or 200 level PEAC, WS, or SGS course or permission of instructor. Cross-listed as WS 245.

PEAC 250: Lives of Commitment in a Complex World (4)

Explore how people develop commitments to winning victories for humanity and how they sustain themselves when working on behalf of peace, justice, the environment, and as agents of social change. A variety of social, psychological and political lenses are applied in examining cases and biographies from a range of cultural contexts. Topics include the: concept of the common good in a diverse and complex world; role of cross-cultural awareness, experiential learning and encounters with otherness in the formation of such commitments; development of responsible imagination, moral courage and critical habits of mind; social contexts of agency and the problem of burnout; and issues of ambition, woundedness and struggle with fallibility.

PEAC 260: Human Rights and Responsibilities (4)

Students will explore: sources, history, movements, international standards, instruments, and structures for promoting and protecting human rights; critical, interactive relationships between a positive peace and exercise of human rights and responsibilities; contentious issues such as national sovereignty versus humanitarian intervention; and will assess the promise, limitations, and conflicting priorities among generations of international human rights agreements. Cultural and regional differences, conflicting ideologies and views regarding the definition, locus, scope, and responsibility for human rights, and emerging directions in human rights policy and practice at local, national and global levels will be considered. The course also assesses the respective responsibilities of governments and society for promoting and protecting human rights. Prerequisite: Any 100 level PEAC or SGS course or permission of instructor.

PEAC 270: Educating for Peace and Global Community (4)

Designed for students interested in peace studies and education, this seminar course explores the theories, perspectives, proposed pedagogies, and rationales of peace and global education being developed by international peace and global education movements. The emphasis is on modes of learning for peace and nonviolence, tolerance and affirmation of cultural diversity, and global awareness and responsibility in formal education, from pre-school and elementary through secondary and tertiary levels. Students will explore practical ways to develop and apply their own peace and global learning, and to nurture such learning in others. Prerequisite: An EDUC course or instructor permission. Cross-listed as EDUC 270.

PEAC 281: The Civil Rights Movement

The Civil Rights Movement was probably the defining movement of the last half of the 20th century. This course will examine the movement by means of reading, video and mandatory class discussion. Starting with *Brown vs. Board of Education* and ending in 1968, we will look at the major events in detail and we will look at the defining questions brought to light by the movement: Integration vs. self help (nationalism); Non-violence vs. physical self defense; and individual vs. institutional racism. Prerequisite: AFAS 110. Cross-listed as AFAS 281.

PEAC 286: International Organizations (4)

See SGSP 286

PEAC 294: The United Nations System (4)

An overview of the nature and role of the United Nations system as the primary global actor addressing planetary problems. Students will explore: history, evolution, and structure of the UN system; how the UN as a living system is adapting and responding to changing conditions in the global community at the dawn of the 21st century; proposals to reform and make it more effective; and the emerging role of civil society in the UN system. Course activities include readings from and about the UN, class discussion and proposals, videos and UN websites, and when possible a field trip to New York City for UN events, interviews and briefings.

Prerequisite: Any 100 level PEAC or SGS course or permission of instructor. Cross-listed as SGSP 294.

PEAC 310: Preventing War and Making Peace (4)

This course examines history, theory, practice critical analysis of war prevention and peace making. Topics include: preventive diplomacy, international conflict resolution, collective security, arms control, disarmament, the roles of international integration, non-governmental organizations, and institutions of global governance in war prevention as well as case studies of attempts at ending armed conflicts, at armed humanitarian intervention, at concluding peace treaties, and at rebuilding peace in the aftermath of international and civil wars. This course aims toward the explicit goal of building a culture of peace and justice in the 21st century and explores moral and political principles and policy prescriptions toward that end. Prerequisite: at least one 200-level PEAC course.

PEAC 320: Religions, Peace, and Justice (4)

This course compares different theories of peace and justice, especially as embodied in different religions and spiritual traditions, and the way in which these differences in turn affect conflict and conflict resolution between different traditions and cultures. The course also explores some current initiatives by religious and multi-religious networks to resolve inter-religious conflict, and to shape values, policies, and practices related to a more just and humane world order. When possible, this seminar will include interviews, visits, and guest speakers as well as readings from different spiritual traditions and will provide an opportunity for students to do individual research on one or more traditions of special interest. Prerequisite: Any 100 or 200 level PEAC, CIS, PHIL or RELS course or permission of instructor. Cross-listed as RELS 320.

PEAC 330: Ecology, Peace, and Global Security (4)

Topics in this course include: significance of the ecological paradigm for re-conceptualizing security, sovereignty, and peace in an interdependent world; effects of environmental harm on prospects for global peace and security in 21st century; tensions between economic and environmental security; environmental degradation as a cause of conflict and war; effects of war and militarism on environment and recent efforts to green militaries; environmental cooperation in peace-building; international standards, treaties, and legal structures for global environmental protection; evolving UN role ; local authorities, and civil society in global environmental protection; ethical and religious approaches to governance related to ecology and peace; and proposals and strategies for strengthening global environmental security. Prerequisites: Any 200level PEAC, EST, ENVS, or SGS course or permission of instructor. Cross-listed as EST 330 and SGSEP 330.

PEAC 334: International Law and Justice (4)

See SGSP 334

PEAC 395: Practicum in Peace Studies (4)

A self designed action/research project in Peace Studies involving a theoretical and an applied component.

PEAC 462: Senior Project in Peace Studies (4)

See "The Senior Project" at beginning of the course description section of this catalog

Physical Education Courses

The following 1-credit Physical Education courses are offered regularly:

PE 101: Beginning Swimming Class limit 15	PE 121: Weight Training	PE 150: Ballroom Dancing	PE 185: Massage Class limit 13; \$15 class fee
PE 104: Lifeguard Training Class limit 15	PE 128: Women's Basketball	PE 155: In-Line Skating	PE 186: Intermediate Massage Class limit 13; \$15 class fee
PE 107: Lap Swimming Class limit 25	PE 130: Ultimate Frisbee	PE 156: Women's Rugby	
	PE 131: Soccer Class limit 18	PE 160: Canoeing Class limit 11	PE 191: Advanced Ball-Room Dancing
PE 108: Water Aerobics Class limit 15	PE 132: Softball	PE 163: Riding Class limit 18; \$85 class fee	PE 195: Individual Program
PE 109: Tae-Bo	PE 134: Basketball		PE 395: Advanced Independent Studies
PE 111: Aerobics	PE 135: Volleyball	PE 170: Individual Fitness Program	
PE 113: Yoga	PE 140: Tennis Class limit 18	PE 174: Hiking	
PE 114 : Self-Defense	PE 141: Badminton Class limit 16	PE 175: Kayaking Class limit 10	
PE 115: Aikido	PE 142: Bicycling	PE 179: Total Fitness Class limit 20	
PE 117: Tai Chi	PE 143: Racketball Class limit 14	PE 182: Variety: Outdoor	
PE 120: Boxing/Conditioning \$15 class fee	PE 145: Fencing \$25 class fee		

Philosophy Courses

PHIL 106: Introduction to Philosophy (4)

What is philosophy and what is it good for? Can philosophy, literally the love of wisdom, help one to live a better life, or is it a purely intellectual endeavor? We will work together to understand the possibilities of a life devoted to the pursuit of wisdom. We will discuss some of the most powerful contemporary and historical writings in philosophy and will draw from several philosophical perspectives, for example those of Western, Eastern, African, feminist, or radical philosophy.

PHIL 107: History of Western Philosophy (4)

A survey of the Western philosophical tradition from Pre-Socrates to the beginning of the 20th century. Classical Greek philosophy emphasizing Plato and Aristotle, Hellenistic and Medieval philosophy emphasizing Epicurus, Epictetus, Augustine and Aquinas, and Modern philosophy emphasizing the classical rationalists and empiricists, followed by Kant, Hegel, Schopenhauer, Mill, and Bradley.

PHIL 116: Philosophy of Life (4)

Taking life to be lived experience and movement of consciousness toward fulfillment, the course will conduct a critical, constructive, and depth-seeking examination of life, exploring a variety of classical and contemporary perspectives on issues and experiences drawn from areas held to be important by students in the class. Relevance and global perspective will be encouraged.

PHIL 206: Critical Thinking and Philosophical Action (4)

Everyone espouses critical thinking, but what is it, exactly, and what use is it in an era of politicians' lies and mass media manipulations? We will examine the nature of critical thinking and informal logic while striving to understand whether and how the study of critical thinking can contribute to our campus community. Each participant will have the opportunity to apply what we study to local, state, national, and international issues of personal importance.

PHIL 210: Feminist Philosophy (4)

How would philosophical inquiry change if it were more inclusive of women and of women's experiences? What are the connections between philosophical feminism and other developing feminist disciplines, for example ecofeminism, feminist legal theory, feminist theology, or feminist examinations of science? We will study contemporary and historical texts drawn from Western feminism and from a variety of non-Western feminist traditions and will discuss such topics as feminist interpretations of the Western philosophical canon, women's experiences of subjectivity and embodiment, and feminist conceptions of language, knowledge and nature. Cross-listed as WS 210.

PHIL 217: Theories of Knowledge (4)

What do we really know, and how do we know that we know it? We will examine theories of knowledge by discussing a variety of epistemological questions and perspectives. We will study contemporary and historical texts and will examine several radical challenges to traditional Western views of knowledge, for example those posed by feminist philosophy, postmodern philosophy, and any of several non-Western philosophies. Prerequisite: A PHIL course.

PHIL 233: Ethics (4)

Historical roots of goodness and rightness. Relativism and realism. Determinism and freedom of the will. Rights and responsibilities. Subjectivism, nihilism and cognitivism. Intuitionism and situation ethics. Morality, normative ethics and metaethics. Acts and rules. Hedonism, egoism and utilitarianism. Duties, natural law and nonconsequentialism. Virtues, good life and ideal society. Application of ethical theory to moral issues like suicide, euthanasia, abortion, capital punishment, prejudice, civil disobedience, terrorism.

PHIL 240: African Philosophy: An Introduction (4)

In this survey of traditional and postcolonial African philosophies, we will discuss recent philosophical and literary works from several African cultures. The topics we may explore include ethnophilosophy, sagacity philosophy, negritude, Afrocentrism, African feminist philosophy, and African socialism and liberation philosophy. We also will draw several comparisons between African and Western thought, which will allow us to discuss the transformative possibilities of studying an historically marginalized philosophy. Cross-listed as AFAS 240.

PHIL 242: Self and World: Metaphysical Explorations (4)

Who am I? How am I to relate with others and to the world? What exists, really, and how do these things continue to exist and why are they able to interact with each other? Why, indeed, is there anything in our world at all and not just sheer nothingness? Metaphysics examines these many related questions. We will discuss several recent and historical classics of metaphysical philosophy that are drawn from among a variety of cultural, historical, and ideological traditions.

PHIL 251: Philosophy and Religion: East and West (4)

Eastern and Western contributions to the debates concerning issues like the nature of divine reality, the cognitive status of mystical experience, spiritual strengths of nontheistic perspectives, existence of evil, faith in opposition to reason, ethics and religion, personal destiny, perennial philosophy and religious pluralism. Constructing a globally relevant philosophy of religion and spiritual quest of deep significance in life.

PHIL 259: Existentialism (4)

An exploration of the nature, adequacy, and major themes of existentialist thought. An examination of these features is made by focusing on the works of both religious and non-religious existentialists like Buber, Camus, Dostoevsky, Heidegger, Jaspers, Kierkegaard, Marcel, Nietzsche, Sartre, Tolstoy.

PHIL 261: Environmental Philosophy (4)

Is profound social transformation necessary for ecological survival? How might the exploitation of nature be related to the subjugation of women and other oppressed humans? We will strive to develop a multidisciplinary perspective for exploring environmental ethics, deep ecology, radical ecology, and ecofeminism. We also will work collaboratively to apply the fruits of our discussions to local environmental concerns, for example the status and future of the Glen Helen nature preserve. Cross-listed as EST-261.

PHIL 265: Philosophy of Science (4)

Is there one scientific method or many? Does science discover objective truth about the world, or are the conclusions and methods of the sciences socially constructed? We will examine recent work on the nature of evidence, confirmation, and the sociology of science and will study contemporary and historical case studies in the physical and the lifesciences. Our texts will include readings from the analytic philosophical tradition as well as feminist and Marxist critiques of traditional philosophies of science. Prerequisite: a philosophy, biological science, or physical science course.

PHIL 271: Philosophical Studies (4)

Examination of philosophical topics, problems, issues, areas, historical periods, movements of thought or individual philosophers. Prerequisite: A PHIL course or 2nd year standing.

PHIL 290: Philosophy Tutorial (4)

Intensive study of subject chosen by the student in consultation with a philosophy professor. The study will emphasize discipline and independent work habits and may address integration of the student's work in philosophy or filling a lacuna in his or her major program.

PHIL 308: Contemporary Philosophy (4)

An examination of recent movements of thought in Western philosophy, including the analytic philosophy led by Russell and Wittgenstein, the existentialist movement led by Heidegger and Sartre, the phenomenological movement led by Husserl and Merleau-Ponty. Current philosophical trends. Prerequisite: A PHIL course.

PHIL 393: Philosophy Seminar (4)

An in-depth exploration of specific and significant topics or personalities in philosophy, selected for a rigorous and critical examination from the Western and non-Western standards of philosophical soundness. See current course schedule for specific subject.

PHIL 462: Senior Project in Philosophy (4)

See "The Senior Project" at beginning of the course description section of this catalog

Physics Courses

PHYS 102: Physics I (4)

The first half of a two-course introductory physics sequence, 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. Stresses the quantitative understanding necessary for informed work in, for example, chemistry and biology, as well as for more advanced work in physics. Weekly three hour lab reinforces material learned in class and includes a multi-week own-plans lab in which students develop their own experimental ideas, gather materials,

carry out the experiment, analyze the data and present the results orally and on paper. Prerequisite: MATH 100 or passing Basic Math Skills Assessment; more math helpful.

PHYS 115: Revolutions in Physics (4)

This general education course explores the basic aspects of two major revolutions in the history of physics: Newton's theory of motion and Einstein's formulation of space and time and the Special Theory of Relativity. Special attention is paid to the historical setting of these revolutions, to the dynamics of the so-called scientific method that they expose, and to the view of science as a creative, changing, evolving body of knowledge that they offer. The course includes a 3-hour lab each week. Prerequisite: MATH 100 or passing Basic Math Skills Assessment.

PHYS 202: Physics II (4)

The second half of a two-course introductory physics sequence, this course covers material on electricity, magnetism and optics (Maxwell's Equations, electric potential, DC circuits, interference and diffraction) and stresses the quantitative understanding of the concepts necessary for informed work in chemistry, biology, and more advanced physics. A weekly lab reinforces material learned in class, gives experience with test equipment (oscilloscope, multi-meter, etc.), and includes a multi-week own-plans lab in which students develop their own experimental idea, gather materials, carry out the experiment, analyze the data and present the results orally and on paper. Prerequisite: PHYS 102, MATH 140, or instructor permission.

PHYS 255: Physics Intermediate Lab I (2)

A course for students concentrating in physics. Students carry out selected experiments in optics, electronics, solid state and general physics. Prerequisites: PHYS 102, 202, and instructor permission.

PHYS 275A: Sound and Light (4)

This course for math and physics majors covers the mathematics and physics of sound and light at the intermediate level. It includes theory (Fouquier analysis), the development of wave equations, and the solutions of differential equations and experimental work. Prerequisites: MATH 140, 160, 250 and instructor permission.

PHYS 275B: Theoretical Mechanics (4)

This course for math and physics majors covers Newtonian kinematics and dynamics at the intermediate level including rotating coordinate systems and a brief introduction to the Lagrangian formulation of mechanics.

Prerequisites: MATH 250, PHYS 202, and instructor permission.

PHYS 275C: Relativity and Modern Physics (4)

This is the first intermediate level physics course taken by students who intend to major in physics. We will cover material on special relativity and modern physics, including atomic and nuclear physics, radioactivity, the Compton effect, the photoelectric effect and an introduction to quantum mechanics. In addition, we will review the use of calculus in physics by doing a range of problems based on concepts developed in Physics I and II, and we will review the physics in those courses as well. Prerequisites: PHYS 202 and MATH 160.

PHYS 275D: Electricity and Magnetism (4)

This course for physics majors covers the fundamentals of classical theory from basic experimental laws to Maxwell's equations. It includes review and application of mathematical tools such as vector analysis.

Prerequisites: PHYS 202, MATH 250, and instructor permission.

PHYS 355: Physics Intermediate Lab II (3)

A course for students concentrating in physics. Students carry out selected experiments in optics and modern physics, including the Zeeman effect and NMR. Prerequisites: PHYS 102, 202, 255, and instructor permission.

PHYS 375A: Advanced Studies in Physics: Quantum Mechanics (4)

This course covers basic principles, mathematical formulations and techniques of quantum theory, with applications of the Schroedinger equation to solid state and nuclear physics. Prerequisites: MATH 250, PHYS 275C, and instructor permission.

PHYS 375B: Advanced Studies in Physics: Thermal and Statistical Physics (4)

This course covers the statistical approach to the nature of a physical or chemical system, based on the quantum point of view, entropy and temperature laws of thermodynamics, distribution functions of statistical physics. Prerequisites: MATH 250, PHYS 275C, and instructor permission.

PHYS 462: Senior Project in Physics (4)

See "The Senior Project" at beginning of the course description section of this catalog

Physical Sciences Courses

PS 122: Natural Resources and the Environment (4)

Natural resource exploitation has been the impetus for human development of much of the new world. In the development and use of natural resources, humans have altered the earth in major ways. This course examines resources available in a selected bioregion and looks at various ways resources have been used by the peoples of that bioregion. Offered during the Environmental Field Program.

PS 214: Electronics for Liberal Arts and Sciences (4)

This is a course in basic electricity and electronics, including AC and DC circuits, integrated circuit chips (timers, gates, operational amplifiers) and concepts of radio and TV communication. This course is for science and non-science students alike. Prerequisite: MATH 100 or passing Basic Math Skills Assessment.

PS 245: Astronomy (4)

This course deals with the structure and evolution of the universe including stars, galaxies, and the solar system. Students will make observations with the naked eye and telescope. Prerequisite: MATH 100 or passing Basic Math Skills Assessment.

PS 462: Senior Project in Physical Sciences (4)

See "The Senior Project" at beginning of the course description section of this catalog

Religious Studies Courses

RELS 109: Eastern Philosophy and Religion (4)

Exploration of Hinduism, Buddhism, Daoism, and Confucianism emphasizing the way philosophical thought and spiritual discipline are intertwined in their traditions. Readings in primary sources. Value systems embodied in the ideals of the traditions. Spiritual practices and experiences woven into the cultures informed by the traditions. Principle schools of thought in each tradition.

RELS 112: Western Religions and their Philosophies (4)

History and evolution of Christianity, Islam and Judaism, highlighting the role of belief, doctrine and theology in their development. Readings in primary sources. Impact of organized church on thought, life and morality of the cultures that embody Western religions. Ways of justifying doctrine and the role of evangelism. Proofs for the existence of God. Divine command theory of ethics. Belief in God and the meaning of life in Western culture.

RELS 229: Gandhi: Spirituality of Nonviolence (4)

Mahatma Gandhi's philosophy of nonviolence as the basis for a spiritual discipline. Central role of social action in Gandhi's thought. Gandhi's concept of truth as God as against the concept of God as truth. Crucial distinction between pervasive truth and existential truth. Developing the conscience through practice of vows. Social contribution through constructive program action. Fighting major injustice through dramatic civil disobedience movement. Nonviolence as all-encompassing love and as the mandatory means to truth that is God. Cross-listed as PEAC 229.

RELS 256: Meditation, Mysticism, and Music of India (4)

The interaction of meditation, mysticism, and music in the culture and spiritual experience of India's tradition, in relation to philosophy, religion, culture, psychology, and attitudes. Texts and theories combined with involvement in meditation and music appreciation. Theistic and nontheistic forms of meditation. Dualistic and monistic modes of mystical experience. Classical and popular music of India and its position in India's cultural tradition.

RELS 261: Topics in Religious Studies (4)

Examination of religious topics, problems, issues, areas, historical periods, movements of thought or individual projects or sages. See current course schedule for specific subject.

RELS 290: Religious Studies Tutorial (4)

Intensive study of a subject chosen by the student in consultation with a religious studies professor. The study will emphasize discipline and independent work habits and may address integration of the student's work in religious studies or filling a lacuna in his or her major program.

RELS 307: Contemporary Spirituality (4)

This course is a detailed exploration of the major spiritual voices today, those influenced by Eastern traditions and those which are resurgent

expressions of Western spiritual traditions. Issues relevant for contemporary life and experience, arising in consideration of these spiritual voices. Understanding each major voice, together with its source tradition, from its own perspective; forming a basis for comparison and evaluation of its strengths, advantages, and potential for application. Prerequisite: One RELS or PHIL course.

RELS 320: Religions, Peace, and Justice (4)
See PEAC 320

RELS 351: Varieties of Religious Experience (4)
Advanced readings on selected issues in religious studies. Emphasis on the diversity of religious experience in a global perspective.

RELS 352: Religion and European Society to 1800 (4)
The purpose of this course is not to study the religious content of any doctrine but to look at religion as a force in shaping society which in turn is shaped by society. The course looks at changing meanings of the holy and how they are transposed into secular society. Prerequisite: HIST 114 or RELS 112.

RELS 393: Religious Studies Seminar (4)
Focused advanced study and in-depth exploration of specific and significant areas in religious studies, selected for a rigorous and critical examination from Western or non-Western standards of intellectual

Social and Global Studies Courses

soundness. See current course schedule for specific subject.

SGS 120: American Society at the Crossroads (4)
Examines the impact of the transition from industrial to post-industrial society and from bi-polar to multi-polar global power structure, which is energized by revolutionary changes of information systems, communication networks, and globalization. The dominance of mass production and mass consumption is replaced by specialized and flexible production and individualized consumption. Homogeneity of consumption patterns and life styles gives way to individualism and multi-cultural society. Changes in structures, functions, and strategies of business and social organization

will be interpreted as part of the transition to post-industrial society. Discussions include adverse consequences of the transition and opportunities derived from flexibility, knowledge-based job opportunities, education, and changing relationships between employees and employers.

SGS 121: Global Order and Challenges (4)

An introduction to the causes, meanings and consequences of some of the central issues and problems facing the global community. Theoretical aspects of the international system, global governance, population growth, hunger, poverty, species extinction, climatic change, resource depletion, deforestation, gender inequality, and human rights violations are among the topics studied.

SGS 122: Bureaucracy and Democracy (4)

Bureaucracy, as a “rational “ form of organization, has been a core public institution of the modern nation state. This introductory course in Social and Global studies helps students understand organizational and institutional processes of power relations and control in “modern” societies. It introduces students to selected modern and post-modern theories of bureaucracy and democracy. An emphasis will be placed on tensions between opposing organizational and political forces with bureaucratic and democratic tendencies. Also, it familiarizes students with alternative organizational forms and their implications for efficiency and democracy both within and without organization.

SGS 210 : Latin American Development (4)

This course examines the historical processes of economic development in the hemisphere. Students will understand the paths of regional economies from colonization through independence and export led growth, to import substitution and then neo-liberal reform. Issues such as U.S. intervention, the debt crisis, inflation, and trade will be made assessable to those with little or no economics background. The course will place economic policy within a cultural and political framework.

SGS 211: Middle East and North Africa (4)

Political process and governmental institutions of the Middle East and North Africa with special emphasis on the dynamics of political change and cultural and historical background of the current crises and conflicts.

SGS 223: Islam: Ideology, Laws, and Gender Issues (4)

This course introduces the student to the origins, evolution, beliefs, schools

of thought, cultural diversity, and political and economic doctrines of Islam with an emphasis on contemporary movements, gender issues, human rights, social and political change in the Muslim world, global interactions, and the fundamental concepts of the Islamic political systems.

SGS 250: Social Stratification (4)

See SSC 250

SGS 301: Research Methods and Data Analysis in Social Sciences (4)

This course covers methodological premises of three social research paradigms involving both quantitative and qualitative methods and helps students develop research questions, formulate research problems, find related studies through library research, develop hypotheses, design appropriate research procedures, and perform comparisons, evaluations, and statistical analyses. The course is: interdisciplinary in that it draws upon a variety of social and behavioral science disciplines; places equal weight on qualitative/interpretive, quantitative/statistical, and narrative/historical approaches to social research; covers basic social research designs; introduces students to the basic concepts of descriptive and inferential statistics for univariate and bivariate data analysis; and emphasizes analysis and interpretation of data rather than mathematical manipulation of data. Prerequisite: 1 SGS course and 3rd year standing.

SGS 345: Social Theory (4)

See SSC 345

SGS 462: Senior Project in Social and Global Studies (4)

See “The Senior Project” at beginning of the course description section of this catalog

Economics Courses

SGSE 212: Sustainable Economic Development (4)

In this course, the diversity of economic, social, cultural, and political conditions of developing countries are presented. Strategies of development that have been adopted by different countries will be discussed. Historical records of these strategies are evaluated from the point of view of various development objectives. Various tensions will be explored: development and growth, equality and income levels, sovereignty and international aid. Cross-listed as EST 212.

SGSE 220: History of Economic Thought: Social Change and Justice (4)

This course presents the evolution of ideas since the age of Enlightenment until the crisis of Keynesian economics and shows how together with the development of capitalism, the dominant and peripheral ideas explaining economic process changed in their focus and areas of leading interests. This course will focus on these issues and their interpretation throughout the history of economic thought. Students should develop an understanding of: fundamental trends in the evolution of economic thought; processes and factors that shape public debate and form the framework for development of social theories; a relationship between evolution of economic thought and evolution of the public discourse on the issues of social policy. Prerequisite: One SGS course.

SGSE 230: Capitalism in Transition: A Comparative Approach (4)

Interpretation and understanding of the problems of current transformations of capitalist societies from the industrial to post-industrial stage of development is the main objective of this course. All countries make extraordinary efforts adjusting their economies and public policy frameworks to the challenges of information and technological revolutions, globalization, and newly developing patterns of post-modern life styles. Critical analysis of these responses will be a vehicle to study and to learn about the diversity of these systems and their historical, cultural, and political foundations. Consequently, course participants will also learn about the nature and direction of economic transformation in the US, Japan, Europe, and Russia. Prerequisite: One SGS course.

SGSE 254: Macroeconomics Theory and Economic Policy (4)

This course introduces the student to macroeconomic theory and the current issues of macroeconomic policy in the United States and other developed countries. The issues of unemployment and inflation, income stagnation versus growth, the role of the Federal government and effectiveness of policy interventions will be central issues to this course. Students will become familiar with tools of monetary and fiscal policy and institutions such as the Federal Reserve. Prerequisite: One SGSE course.

SGSE 258: Microeconomics Theory and Managerial Decision Making (4)

Microeconomics is the study of how households and firms make decisions and interact in specific markets. This course will cover the behavior of economic actors in competitive and noncompetitive markets and resource allocation and the determination of output and prices. The sources and consequences of market power, the behavior of firms, theories of consumer

choice, income inequality and poverty, and the effect of public policy will be covered. Students will gain an understanding of, and be able to critique neoclassical microeconomic theory. Prerequisite: One SGSE course.

SGSE 270: Markets and Hierarchies: The Organization of Transactions (4)

This class will study the logic of modern organizations and the economics of information, focusing on how the institutions which structure interactions between individuals are evolving in today's highly competitive, global and technology-driven economy. Modern issues of industrial organization include: Japan's unique business organizations, the creation of new institutions in the formerly communist countries, the privatization of formerly publicly owned businesses in many countries around the world, the major changes in corporate ownership and governance within the U.S., and the increased prevalence of the multinational corporation. Prerequisite: One SGS course or instructor permission.

SGSE 304: International Economics: Problems and Policy (4)

The course, covering both the micro and macro components of international economics, offers an introduction to the core theories, together with policy analysis and the institutional and historical contexts of our world's increasing international economic integration. As an outcome of their studies, participants of this course should understand diverse perspectives on issues like: trade and trade policy, international monetary and capital markets, regional and global cooperation, and the role of international economic institutions. Prerequisite: One SGSE course.

Environmental Policy Courses

SGSEP 255: Special Topics in Environmental Studies (4)

See EST 255

SGSEP 280: Environmental Movements and Social Change (5)

See EST 280

SGSEP 284: Environmental Policy in Comparative Perspective (4)

See EST 284

SGSEP 285: Ecology, Economy, and Ethics (4)

See EST 285

SGSEP 305: Ecology and Feminism(4)

See EST 305

SGSEP 315: Urban Environments (4)

See EST 315

SGSEP 325: Indigenous Ecology and Ecosystem Science: The Politics of Knowledge (4)

See EST 325

SGSEP 330: Ecology, Peace, and Global Security (4)

See PEAC 330

SGSEP 335: Environmental Racism and the Environmental Justice Movement (5)

See EST 335

SGSEP 336: Theory and Practice of Environmental Justice (4)

See EST 336

Management Courses

SGSM 112: Principles of Accounting (4)

This course introduces students to the basic concepts, principles, methods, and practices used in the accounting profession. The focus is on how managers and other interested parties use accounting information to develop new business strategies, evaluate past performance, and monitor current business activities. This course prepares prospective career accountants for further study in the profession, assists managers in compiling and interpreting financial information, and provides interested parties with different methods of analyzing financial data.

SGSM 213: Transnational Corporations (4)

Globalization has changed the landscape of the global economy. Transnational Corporations (TNCs) are considered as a major vehicle for organizing capital and human resources as well as for moving products, information, raw materials, technology, value added, capital, etc.,

across national boundaries. This course should help the students deepen their understanding of globalization as a context, process, and product, particularly in its relation to TNCs; become familiar with organizational and managerial challenges to TNCs; and critically analyze and problematize the effects of (or implications of) TNCs' actions on community, environment, gender relations, cultural identity, and local knowledge/technology.

SGSM 221: Management Theory and Practice (4)

This introductory course in management explores approaches and theories of management; describes the contributions of various management movements and examines their significance and impact on the discipline; analyzes management functions and the nature of their relationship in a rapidly changing environment; analyzes the reasons for and impact of globalization initiatives on organizational structures, planning, and control processes; explores post-industrial organizational design issues and the changing nature of managerial work.

SGSM 233: Comparative Management (4)

A critical survey of selected diverse contemporary management systems. Provides students with analytic tools for comparative understanding of the philosophy, practice, and issues of management across differing cultures. This survey may include several systems of management in practice in North America, Western Europe, Eastern Europe, and Japan.

SGSM 240: Management in the Third World (4)

An umbrella course surveying management practices and problematics in the third world. This course helps students gain a better understanding of management challenges and issues in development, globalization, dependency, privatization and public sector in the third world.

SGSM 250: Entrepreneurship (4)

This course focuses on various theoretical perspectives related to the process of new venture development; examines the use of venture development models to describe a process of turning an entrepreneurial vision into a self-sustaining business venture; uses a business planning approach to take into account how business strategies, managerial talents, venture mediums, and external supports assist in the development of new business.

SGSM 251: Principles of Marketing (4)

This introductory course in marketing explores issues related to the structural, functional, and theoretical features of marketing efforts, marketing environments, and marketing institutions. Students will be introduced to basic theoretical concepts, principles, practices and problems associated with the management of marketing functions: identification of market opportunities selection of target markets; development of appropriate product, price, promotion, and distribution strategies and the social implications derived from such activities.

SGSM 256: Women and Minorities in Management (4)

This course will survey theoretical as well as practical issues concerning the expanding role of women and minorities in organizations, in general, and in managerial positions, in particular. A diverse range of economic and organizational theories will be critically examined with respect to division of labor, authority-power relations, and gender/race in organizations. Students will also examine a selected number of issues concerning women and minorities in management, including career management, mentoring, diversity, communications, networking. Cross-listed as WS 256.

SGSM 260: Business Law (4)

Through the use of case studies, this course will study laws affecting corporations, property, sales, commercial papers, consumer insurance, and bankruptcy; economic relations and the law.

SGSM 285: Financial Management (4)

This course will introduce students to the tools of financial analysis and provide broad knowledge of internal and external methods of financing. The course is organized according to the major decisions and duties financial managers make and perform in fulfilling their obligations to the firm: budgeting, financial forecasting, asset (particularly cash) management, credit administration, investment analysis, and funds procurement. The course's primary objective is to integrate financial theories with managerial applications by using a valuation approach, with an emphasis on how financial decisions affect the firm's market value.

Political Science Courses

SGSP 150: American National Government (4)

This course is a critical overview of the American democratic tradition as it manifests itself in structures and practices of the US federal government. Students learn about the history of, basic concepts in, and debates surrounding American political culture, and formal institutions of government and politics—the Constitution, the Presidency, Congress, the federal court system, political parties, interest groups, and the processes of lawmaking and policymaking. Students also learn about civil rights and liberties, and roles of public opinion and mass media in politics. The goal of the course is to help students become more informed participants in public life and ask better questions about the political world.

SGSP 220: Comparative European Politics (4)

Survey of contemporary European politics and the major challenges facing European states. This course covers such topics as the history and functioning of political institutions (electoral systems, etc.), democratization, ethnic minorities, social movements, the emerging European Union, and problems associated with the post-Communist transition.

SGSP 225: Political Philosophy (4)

Students will explore, compare, and contrast various conceptions of key values and ideals in Western political philosophical tradition, such as authority, citizenship, democracy, freedom, equality, justice, property, the individual, society, community, oppression, violence, resistance, and revolution and be introduced to the practices of carefully reading, analyzing, evaluating, and writing responses to core texts and contemporary arguments in the tradition. Familiarity with these ideas will help students confront these issues as they appear in public life today, and ideally the course should prepare students to present arguments and evaluate those of others with more skill and confidence.

SGSP 232: Comparative Political Analysis (4)

General introduction to comparative politics; the methodology of comparison; survey of the core comparative political categories: electoral systems, presidential versus parliamentary systems, the state, social movements, political culture, modernization, etc. This course will prepare students to conduct an in-depth comparative study of political phenomena.

SGSP 256: American Foreign Policy (4)

This course is designed primarily to explore the way in which U.S. foreign policy is made and implemented. The course probes the global and domestic forces and structures that shape the foreign policy of the U.S. Examinations of decision making, the relationship between U.S. interests and those of other actors in the global realm, and the roles of the U.S. Presidency, Congress, bureaucracies, and public are included. The course also probes U.S. foreign policy from a historical perspective. Prerequisite: SGS 121 or SGSP 150.

SGSP 286: International Organizations (4)

This course studies the evolution of intergovernmental organizations and their role in resolving international conflict and promoting human welfare and examines the principles and application of international law. Cross-listed as PEAC 286. Prerequisites: SGS 121.

SGSP 290: American Political Thought (4)

The history of political thought in the United States has always been the history of political debates. Some of the most important political terms in these debates—freedom, equality, and democracy—have always been contested. Groups whose interests, viewpoints, or very identities, may be marginalized through these debates—women, Native Americans, African-Americans, the poor and working classes—often find opportunities to develop and press their ideas and interests in new arenas, or in context of new issues. This course examines a selection of key debates and controversies, from the points of view of dominant and marginalized groups, dating from the pre-colonial and colonial eras to present-day America. Pre-requisites: One SGS course and either a HIST or PHIL course.

SGSP 294: The United Nations System (4)

See PEAC 294

SGSP 305: Constitutional Law (4)

Examination of constitutional principles as developed by the Supreme Court in such issues as federalism, judicial review, presidential powers, commerce, civil rights, civil liberties, privacy, and criminal prosecution, through the case method. Prerequisite: SGSP150.

SGSP 334: International Law and Justice (4)

This course covers international law and legal institutions; the practical relationship of the international legal process to the broader international

political, social, economic, and environmental order; and selected cases and controversies submitted for international adjudication. Prerequisites: SGS 121 or Permission of the instructor. Cross-listed as PEAC 334.

SGSP 336: Theories of International Relations (4)

This course provides advanced study of selected theorists in international relations. It requires substantial reading of a broad literature involving both historical and contemporary theorists. Prerequisite: SGS 121.

SGSP 390: Advanced Seminar in Political Science (4)

This course, with variable content, will explore in depth a topic of interest to the instructor and students in the major. Prerequisite: One SGSP course or instructor permission.

Self, Society and Culture Courses

SSC 101: General Psychology (4)

This course acquaints students with the broad field of psychology, its language, conventions, and methods. It introduces students to the various subfields of psychology and provides a general framework that serves as preparation for more advanced study in specialized areas of psychology. The uses and limitations of the scientific method are examined.

SSC 102: General Sociology (4)

This course explores ways social forces impact individual lives and ways in which individuals, in turn, “act back”. Sociology does this in numerous ways—it brings to the fore and then undermines taken-for-granted assumptions about the social world in which we live; it describes norms, structures, and patterns of interaction that actually exist in the social world; and it attempts to explain these. Course objectives are: to introduce methods and theoretical frameworks of sociological research; to read actual research that demonstrates how methods and frameworks have been used; and to develop students’ ability to apply these analytical skills to their own lives and the world around them.

SSC 103: General Anthropology (4)

In what ways is culture “the human adaptive strategy?” This introductory level course provides the student with a broad foundation in anthropology. Anthropology provides a particular set of lenses, a set of assumptions and methods that allow us to gain insight into the evolutionary and cross-cultural dimensions of human life. Among other topics, we will consider the history of the field, the central issues in contemporary anthropology, ethics and fieldwork, the so-called “four-fields” approach, and the nature of anthropological fieldwork.

SSC 160: Early Childhood: Migrant Head Start (4)

This course is an overview of child development that places the development and experience of the bicultural child at the center of its focus. Topics such as bilingualism, bicultural identity, and US social policy on immigration will be explored. Students will work as teaching assistants two mornings per week at a local Migrant Head Start. Some Spanish language skills may be useful, but there are no prerequisites for this course.

SSC 170: Conflict and Conflict Resolution (5)

Drawing upon research and methods from the behavioral sciences, this course examines how conflicts develop, how they are maintained, and how they can be resolved. A wide range of conflicts serve as examples: intergroup (roommate, couple, parent-child), organizational (school, work-place), intergroup (religious, racial, ethnic), community (neighborhood, public policy, environmental), international. Special attention will be given to the dynamics of violent conflict. Prerequisite: SSC 101, 102, or 103. Cross-listed as PEAC 170.

SSC 217: Humor: Interdisciplinary Perspectives (4)

This course attempts to locate humor and comedy squarely in the center of culture, playing a crucial role in human history, economics, and politics. The course draws upon theory, method, and research in psychology, anthropology and cultural studies. It will rely on a cross-cultural and comparative perspective as well as focused examination of comedy in the U.S. The course examines the evidence of an evolutionary basis for laughter, smiling, and joking: it then looks at ethnographic, cross-cultural examples from societies around the world. A majority of the time is spent on an analysis of the history comedy in the U.S. Prerequisite: SSC 101, 102, or 103.

SSC 222: Cultural Studies (4)

Cultural studies is a rapidly growing field of interdisciplinary study that merges political action and social change with intellectual interest and academic work. By its very nature, cultural studies defies the boundaries of discipline and canon and, therefore, resists strict or simple definition. Cultural studies intends to understand culture as a series of ideas and practices that organize our thoughts, inform our behavior, and provide the basis for our understanding of reality. Our work in this class is both understanding culture and doing cultural studies. We will read some seminal works that serve as the foundation of cultural studies. Our attention then focuses on actually doing cultural studies analysis on a wide range of materials. Prerequisite: SSC 102.

SSC 231: Queer Studies (4)

The last ten years have seen the emergence and development of the interdisciplinary field of lesbian and gay studies. This field links two major groups of scholars together: those who have fought long and hard for recognition in their own disciplines; and those whose coming of age post-dates Stonewall, and who are more organized around questions of textual interpretation and cultural studies. The merger of these two groups of scholars lays the foundation for harmony and conflict, for theoretical contest and political unity, for both the strengths and weaknesses of the field currently known as lesbian and gay studies—all at once grounded in specific disciplines and organized from moment to moment around specific questions. It is a field both established and newly emergent, both conservative and radical. As a new domain of scholarship and teaching, it is rich and fertile in areas of method, theory, and practice. Prerequisite: SSC 101, 102, 103, WS 105, or WS 301.

SSC 234: Feminist Anthropology (4)

See WS 234

SSC 235: Social Welfare Systems (4)

This intermediate-level course addresses: the debates over the historical development of the welfare state in the U.S.; current issues and concerns with respect to social welfare and social work; and the actual practice of social work. We will explore the limitations, benefits, and potential of welfare programs and the profession of social work throughout the course. Class, gender, and race/ethnicity will be important frameworks for understanding these issues. This course is reading, fieldwork and writing intensive. Prerequisite: SSC 101, 102, or 103.

SSC 240: Race and Ethnicity (4)

The approach of this course is primarily sociological. It is guided by the assumption that racial-ethnic relations and inequalities have historically been and continue to be structured and reproduced by social institutions and cultural norms. Our goal will be to consider race and ethnicity as sources of identity and difference as well as understanding ways that they are enmeshed in systems of power and privilege. We will explore social conceptions of race and ethnicity and implications and consequences of our racial-ethnic perceptions and examine construction of racial-ethnic identities; the majority/minority distinction; the process of immigration and assimilation; racial and ethnic inequality, prejudice, and discrimination; and relevant public policy issues. Prerequisite: SSC 101, 102, or 103.

SSC 242: Sex, Society, and Culture (4)

An interdisciplinary approach to introducing the wide range of topics in human sexuality, drawing from psychology, sociology, anthropology, history, and reproductive biology. We explore the range and variation of human sexuality and sexual behavior and consider the relationship between biology and culture. The course asks students to challenge their axiomatic assumptions about self, others, sex, and what it means to be human. Topics include: the evolution of human sexuality; the cultural construction of homo-, hetero-, and bi-sexuality; the relationships between colonialism, race, and sexuality; the sex industry; transvestitism and drag; safer sex; AIDS as a lived reality and a cultural signification system. Prerequisite: SSC 101, 102, or 103.

SSC 245: Personality (4)

This course deals with theories about human behavior and about the nature of differences between individuals. Each theory's assumptions about how best to describe, predict, and modify behavior are examined. The course has three aims: to familiarize students with the distinctive approaches toward the study of human behavior represented by these perspectives and by prominent theorists who have worked within these traditions; to prompt students to reflect on the logical and scientific considerations that enter into the explanation of human behavior; and to encourage students to critically examine the assumptions they make when trying to understand their own behavior and the behavior of others. Prerequisite: SSC 101.

SSC 250: Social Stratification (4)

This course examines, theoretically and empirically, social stratification in the United States through a sociological lens. Students will read classic sociological and more recent multidisciplinary scholarship on inequality

based on class, race, gender, and sexual orientation. We will also consider the ways in which social institutions, social movements, and individuals reproduce or challenge inequality. Prerequisite: SSC 102. Cross-listed as SGS 250.

SSC 255: Sports and Society (4)

This course is driven by the critical examination of sports in terms of race, class, gender, colonialism, and global politics. Each reading, writing assignment, and class meeting is designed to rely on these dimensions as the structures guiding our inquiry. Students will be exposed to a variety of cultural experiences, personal and scholarly accounts, historical examples and a large assortment of cross-cultural and international examples. This course will provide a general introduction to some of the theoretical and methodological issues from sociology and anthropology, and will expose the student to the power of such inquiry in understanding social conflict. Prerequisites: One SSC course or instructor permission.

SSC 257: Gender and the Politics of International Development (4)

See WS 257

SSC 258: Cognitive Psychology (4)

In this course we examine current research and theory on human cognitive processes. Some of the topics addressed include: attribution, information processing, judgmental biases, counterfactual thinking, memory, creativity, and imagery. Prerequisite: SSC 101, 160, 222, 242, or EDUC 130.

SSC 262: Social Psychology (4)

As much as any branch of professional or academic psychology, social psychology is interdisciplinary in nature. The field of social psychology seeks to describe and understand human motivation and human behavior in the social contexts in which human beings interact and experience reality. In contrast to other social sciences, such as sociology or anthropology in which the group or the culture is the unit of analysis, social psychologists study the individual in the social context. Social psychology is a behavioral science, and in this course we spend considerable time and thought investigating some of the historical, philosophical, and cultural implications of the scientific nature of social psychological inquiry. Prerequisite: SSC 101 or 370.

SSC 269: Child Development (4)

This course covers life span from a developmental psychology perspective. Developmental psychology is an interdisciplinary field, incorporating infor-

mation from areas such as child psychology, anthropology, and biology to understand the origins of human functioning and to trace change in these functions. Prerequisite: SSC 101 or EDUC 120.

SSC 271: Language and Culture (4)

This intermediate-level course examines the nature of language in its social and cultural contexts. Assuming the biocultural, evolutionary approach introduced in SSC 103, we begin by exploring human capacity for speech and language, situating our inquiry in the biocultural approach of anthropology. We briefly consider the history of anthropological linguistics in American anthropology. Topics discussed in depth include: the relationship between cultural and language; the ethnographic method in linguistics; language variation; language in cultural context; Black English Vernacular vs. Ebonics; speech and gender; sociolinguistics; and the ethnography of communication. Prerequisite: SSC 103 or LLC 110.

SSC 272: Psychological Anthropology (4)

What is the range and nature of variation of personality across cultures? What are the evolutionary underpinnings of human psychological life? How can we study emotion in a cross-cultural context? Does the concept of self vary cross-culturally? What are the relationships between individual experience and cultural meanings? How do historical and economic forces shape overt behavioral and internal expressions of individuals and cultures? Topics in this course include cross-cultural variation in child-rearing strategies; rites of passage throughout the life cycle; the body as a repository of cultural meaning and a vehicle for individual expression; studies of cognition; sociobiological explanations; and the cross-cultural nature of normal and abnormal. Prerequisites: SSC 101 and 103.

SSC 274: Biological Influences on Human Behavior (4)

Introduction to the biological foundations of behavior, including basic neuroanatomy and neurophysiology, brain-behavior relations, evolution of behavior, sociobiology, behavior genetics. Topics include: sex differences, the biology of mental disorders; the psychological bases of sleep, learning, motivation, hunger, sexual behavior, and dreaming. Special attention to the history and politics of biological determinism and to the development of the critical apparatus needed to evaluate claims made about biological influences on behavior. Prerequisite: SSC 101.

SSC 276: Health and Human Behavior (4)

In this course we examine the role of environmental, psychological, social, and cultural factors in the prevention, causation, and treatment of disease. Some of the topics addressed include: controversies regarding the

definition of health and illness; methods for the modification of health beliefs, attitudes, and behaviors; reduction of risky behavior; cognitive-behavioral approaches to the treatment of illness-related behaviors; the social distribution of disease; cross-cultural differences in beliefs about health and illness; sociocultural factors (e.g., race, class, gender) that shape the illness experience; death and dying; and euthanasia.

Prerequisite: SSC 101 or 103.

SSC 280: Psychology and the Media (4)

This intermediate-level course examines the role of the media in our psychological lives. Television, film, music videos, computer games, and print media are analyzed utilizing theory and research from social and developmental psychology as well as cultural studies, sociology, communication, and feminist theory. Topics include: children's understandings of cartoons and violent depictions; the extent to which media influence people to commit violence; consumer behavior and persuasive techniques in advertising; and constructions of race, class, gender, and sexuality in mainstream media. Prerequisite: Either SSC 101, SSC 102, SSC 222, COM 113 or COM 265.

SSC 285: Abnormal Psychology (4)

This course is concerned with the social processes through which particular patterns of behavior have come to be evaluated as undesirable, designated as mental disorders, and assigned to the mental health professions to be treated. Examines both the causes of these mental disorders and the social and historical origins of efforts to define, alter, and prevent them. Presents research on causality, classification, and treatment. Particular attention is paid to controversial issues of public policy. Prerequisite: SSC 101.

SSC 306: Urban Ethnography (4)

This course includes general approaches to the study of urban communities; a particular focus on explanations of urban development/redevelopment is the central theme. The readings introduce material on the economic conditions, historical developments, political organizations, and social compositions of cities in Western and non-Western societies. Prerequisites: SSC 102 or 103; and SSC 240 or 250.

SSC 310: Psychotherapy and Behavior Change (4)

This course examines methods and philosophies of a number of systems which claim they can help individuals change behavior, thoughts and feelings with which they are dissatisfied. In addition to the major varieties of

psychotherapy, the course considers a number of behavior-change systems which operate outside the medical/scientific traditions of the professional mental health movement, including self-help and recovery groups, indigenous healing practices, and religious conversion experiences. Prerequisite: SSC 101 and SSC 220 or 285.

SSC 320: Queer Cartographies: Culture, History, and Political Economy (4)

See WS 320

SSC 325: Psychology of Women (4)

This course provides students with the opportunity to acquire and integrate a wide variety of current research evidence about the behavior, cognitions, and psychological development of women. Prerequisite: SSC 101, 242, or WS 105. Cross-listed as WS 325.

SSC 336: The Anthropology of Tourism (4)

As students interested in global politics, cultural identity, public policy, and indigenous cultures, students at Antioch have a special responsibility to become informed and develop critical awareness of the complexities of tourism and cultures. This course, designed for the upper level SSC major or major in a related field, grapples with some of the central issues in tourism research, including: definitions of tourism, tourists, and tourist sites; survey of the history of tourism scholarship and research; case studies of tourism's impact on cultural identity; indigenous efforts to cultivate tourist industries; the role of social science in analysis and participation in tourist endeavors. Prerequisites: Two 200-level SSC courses.

SSC 340: Global Feminisms (4)

See WS 340

SSC 345: Social Theory (4)

This course explores classical and contemporary social theories, beginning with a discussion of contributions and legacies of Marx, Durkheim, and Weber. We will discuss the historical development of social theory and locate its origins within socio-cultural and ideological contexts in order to gain a sense of the ways in which theorists/intellectuals/activists were responding to each other and to the specific historical conditions that existed when they wrote. This course is eclectic, drawing on sociology, anthropology, psychology, political science, philosophy, cultural studies, feminist theories, queer theories, and post-colonial theories and is

designed to demonstrate and generate an appreciation of the complexity, vibrancy, and usefulness of social theory. For SSC or SGS majors with at least second year standing. Cross-listed as SGS 345.

SSC 370: Research Methods in the Social and Behavior Sciences (4)

In this course, a variety of experiences are provided to help students sharpen their skills at understanding and critically evaluating research on human behavior and social institutions. Students read and discuss studies, which illustrate a broad range of methods from psychology, anthropology, and sociology. Each student develops a topic of interest, reviews the literature, and devises a detailed research proposal, which he or she presents to the class. Readings, discussions, and in-class exercises supply background on epistemological standpoints, experimental design, sampling, measurement, data analysis, and research ethics. Prerequisite: 3rd year standing and permission of instructor.

SSC 374: Studies in Folklore (4)

This course introduces the student to systematic and analytic study of folklore in its cultural context. This course surveys principal methodologies in folklore research, major historical movements in the study of folklore, and a number of case studies. By their nature folklore studies are cross-cultural, and this course focuses on both the traditional cross-cultural body of folklore and the more contemporary materials such as urban legends and video games. This course allows the student to examine a range of materials and methods in folkloristics and to develop specific research in genre and geographic area. Prerequisite: 3rd year standing or permission of instructor. Cross-listed as AFAS 374 and LLC 374.

SSC 375: Selected Topics (2)

The fields of psychology, sociology, and anthropology are extensive. Courses in all possible subjects cannot be provided, nor can it be expected that a student can take all those which are given as courses. Therefore, we offer areas of inquiry which might otherwise not be available to students. Prerequisite: SSC 101, 102, or 103 and instructor permission.

SSC 376: Ethnopsychiatry (4)

This course introduces the student to the field of ethnopsychiatry, a sub-discipline of anthropology and psychology. Like all other sociocultural systems (such as kinship systems, religious systems, and political systems), psychiatric systems are culturally constructed. From this perspective, all psychiatric systems, the so-called folk psychiatric systems and professional psychiatry alike, are ethnopsychiatries. This course

focuses on two categories of psychiatric systems. First we examine a number of psychiatric systems of small-scale, so-called traditional societies. Second, we examine psychiatric knowledge and practice in the contemporary U.S. Prerequisite: SSC 101 or 103.

SSC 384: Ethnographic Classics (4)

This course examines the formative period of British social anthropology and American cultural anthropology and explores historical, cultural and intellectual contexts in which anthropologists worked and anthropology emerged throughout the nineteenth and early twentieth centuries. Beginning with the philosophical traditions of the Enlightenment, we will consider the dynamic relationships between ideology, political economy and social sciences. The course is conducted as a seminar, relying heavily on active student participation. Students are expected to prepare both assigned materials and additional resources for class meetings. Requirements include: series of critical reading summaries; one informal and one formal class presentation; completion of term project; self-evaluation. Prerequisites: SSC 103 and one additional anthropology class, and instructor permission.

SSC 385: Contemporary Anthropological Theory (4)

This course focuses on specific theoretical issues that emerge from work in previous SSC courses. The topics and disciplinary focus will vary and cover a range of problems including historical contexts, authorship and the ethnographic record, postmodernism and the social sciences, post-coloniality, native anthropology, activism and the social sciences, interdisciplinarity and the social sciences, and social science and multiculturalism. Prerequisites: SSC 103, one additional anthropology class, and instructor permission.

SSC 386: Seminar on Adolescence (4)

This course focuses on the developmental psychology of adolescence. Students begin by reading primary source theoretical perspectives on this developmental stage and the methodological approaches used to investigate it. Each student then chooses a topic about adolescence and chooses readings to assign to the seminar about that topic, leads the class discussion of that topic, and writes a term paper on it. Prerequisites: SSC 101 or EDUC 120 or 250 and one SSC 200-level course.

SSC 462: Senior Project in Self, Society and Culture (4)

See "The Senior Project" at beginning of the course description section of this catalog

Theater Courses

THEA 105: Introduction to Theatre: Performing Community (4)

This course introduces students to the notion of theatre as both a reflection of and a challenge to the community of which it is a part. The focus will be Latino and American theatre in the last fifty years and will include readings and discussion and experiential learning in the modes and approaches employed by various groups historically. There will be bi-weekly performance assignments, field trips, interviews and case studies that will enable us to use our environment as part of our learning. The creative and performative strategies of Augusto Boal and performance artist Coco Fusco will form the framework from which we create.

THEA 125: Voice and Speech (2-4)

An introductory course that allows students to explore, in a non-threatening and non-judgmental atmosphere, their voices and how they use them to speak and sing. The class progresses through a set of exercises designed to re-educate the body in the areas of breath, relaxation, and the impulse to produce sound. Every class involves a warm-up, learning an exercise from the text *Freeing the Natural Voice*, improvisation, singing, and speaking poetry or prose.

THEA 185: Stagecraft (4)

This is a fundamental course in stagecraft. It will introduce the student to the basic theories, arts, and crafts of theater production. Its format will integrate lectures and lab work. The emphasis is on the current productions at the theater, and the students will be required to use their labs to contribute to these shows, assist in the crews, and create a design. Class limit 10.

THEA 200: Theater Participation (1-3)

Students devoting considerable extra time in the production of plays may receive credit in this course. Prerequisite: instructor permission.

THEA 210: Approaches to Acting I (4)

An in-depth course focusing on a specific approach to acting, from a range of techniques (Meisner, Brecht, Boal, Commedia Del Arte, etc.) or issues (cross-gender performance). The class also may look at particular issues within the practice of acting such as: internal/external approaches,

stylization, etc. Students will read primary sources in the theories of the approach as well as exploring it in practice. Topics vary according to the instructor. Can be taken more than once. Class limit 10.

THEA 215: Styles of Live Art (4)

This course is a laboratory in 20th century avant garde performance styles and movements. The course will look at the presentational aspects of Futurism, Dadism, the Bauhaus movement, the work of Antonin Artaud, Happenings and the Fluxus movement, theoretical and historical climates from which these movements arose and how they relate to the concept of Performance Art. Students will recreate events from each period as well as be challenged to create new work in the manner of former styles in order to more fully understand how the works of this century's avant garde periods have informed the work of contemporary artists. Prerequisite: One 100-level arts or communications course. Class limit 10.

THEA 225: Playwriting I (4)

An introduction to the fundamentals of playwriting, focusing on the one-act play. Playwriting is studied as the textual component of a live performance, with an emphasis on the cultivation of the playwright's ear and the ability to think visually, moment by moment. Dramatic structure, theme, character, dialogue and style are explored through in-class and homework assignments, with critiques by the instructor and the class as an ongoing part of the process. Weekly writing assignments prepare the student for the final project, a one-act play. Prerequisite: THEA 130, 245, or 249. Class limit 15.

THEA 240: Community Performance Intensive I (5)

This summer block course involves the mounting of a full-length Shakespeare play. Participants will work in all aspects of production. A guest director will oversee the production, with additional support from a guest composer or choreographer. Students will be cast in an audition process that includes the Yellow Springs/Miami Valley community. Students should expect to work alongside community people, fellow students, children and faculty. The course is designed to afford students a working understanding of a professional production both in the process of creation and in the performance experience. Students will perform eight shows in the Amphitheater to audiences from the larger Dayton-Miami Valley area.

THEA 245: Autoperformance/Performing the Self (4)

A production-oriented, interdisciplinary course employing techniques for creating text and mise en scene leading to a solo performance. Students work to find an authentic voice in their writing and story-telling and to develop a personal iconography to fill the space as one person. Students incorporate creative writing, movement, visual arts media, and music into their evolving solo pieces that are presented in a public performance marathon at the end of the term.

THEA 249: Rehearsal and Performance I (2-4)

The full production of a play, to be publicly performed at the Antioch Theater or Amphitheater under the direction of Antioch Theater faculty or a guest director. The work includes research, play analysis, tech and design work, acting, stage managing, assistant directing. Everyone has a rehearsal-related job as well as an outside tech or publicity responsibility. The course culminates with four to eight performances over a two-week period. Can be taken more than once; twenty credits required for Theater major.

THEA 250: Production Documentation (4)

An independent study and analysis of live theater production in a specific location determined by the student's co-op site. A substantive written report is required. The course must be arranged in the semester prior to the student's departure for co-op.

THEA 283: Women Playwrights (4)

This class will investigate women playwrights of the 20th century. We will look at women playwrights with the idea of discovering the similarities and differences thematically within their writings. Our thinking will be informed by feminist theoreticians of theater and an analysis of class, race, and gender within the plays. Readings, discussion, scene work, movement, and creative writing will provide learning that is both experiential and theoretical. Prerequisite: a LIT, THEA, or WS course. Cross-listed as WS 283.

THEA 310: Approaches to Acting II (4)

An advanced level, in-depth course focusing on a specific approach to acting, from a range of techniques (Meisner, Brecht, Commedia d'elle Arte, etc.) or issues (cross gender performance). Students will read primary sources in the theories of the approach as well as exploring it in practice. Prerequisite: THEA 210. Class limit 10.

THEA 340: Directing Seminar (2-4)

This class focuses on key themes in 20th century directing theories and assumes that directing is not only an interpretive but a visual art. The seminar is tailored to projects and issues students wish to pursue in the area of directing live theater. Students who are directing a one-act or a full length production in the theater department are required to attend this class. It explores all basic issues involved in the practice of directing. Students will be expected to show work at every class meeting, to attend rehearsals and performance of projects at the theater, and to meet with the instructor once a week individually. Prerequisites: THEA 210, 225, 245, 249, 310, and 349; or instructor permission.

THEA 341: Community Performance Intensive II (5)

For advanced theater students. See THEA 240 for description. Prerequisite: THEA 240 or 249.

THEA 349: Rehearsal and Performance II (2-4)

The full production of a play, to be publicly performed at the Antioch Theater under the direction of Antioch Theater faculty. The work includes research, play analysis, tech and design work, acting, stage management, or assisting directing. The course culminates with four to eight performances over a two week period. Students in the class have taken THEA 249 and are asked to do a large role or technical assignment that is more challenging. Prerequisites: THEA 249 and 3rd year standing.

THEA 350: Advanced Playwrighting (4)

An advanced level course in playwriting which challenges the student to write in daily practice, to be more prolific, and to work in greater depth. Students work individually with the instructor and in class to realize the completion of a full-length play. They will perform scenes with actors in class to inform their rewrites, with the intent of presenting the play in the form of a stage reading at the end of the term. Prerequisite: THEA 225 or 249.

THEA 462: Senior Projects in Theatre (4)

See "The Senior Project" at beginning of the course description section of this catalog

Visual Arts Courses

VISA 110: CLAY I: Introduction to Ceramics (4)

The class will be taught as a lecture/discussion and studio workshop course. Always be prepared to work in clay, glazing, clay mixing, or firing every meeting. Handbuilding and throwing on the potter's wheel will be covered, as well as glaze application and firing. There will be regular class and individual critiques throughout the duration of the term. The various technical and creative aspects of the ceramic arts will be the main direction of this class. Class limit 15. \$20 Materials Fee.

VISA 113: Drawing and Composition I (4)

This course will facilitate an understanding of drawing as a language of visual communication and visual thinking. Concerns will be directed to developing manual and conceptual precision. Assignments will embrace a variety of graphic media and a selection of subject matter including still life, interiors, landscape, and the human figure. Class limit 15. \$20 Materials Fee.

VISA 114: Painting I (4)

This course weaves through the inherent relationships of idea/concept development, observational representation, and varied paint applications. Focus will be on understanding, through practical application, the aesthetics of painting with emphasis on two-dimensional realizations of form through structure and color. Historical relationships to contemporary practices will be examined through slide presentations and written and oral responses to readings. A review of visual vocabulary and composition concepts and the application of these as preliminary paint studies will precede the approach to more finished work. Various critique processes will be introduced. Class limit 15. \$20 Materials Fee.

VISA 116: Printmaking I (4)

This course focuses on understanding through research and practical application the aesthetics of different print techniques. Investigations will be introductory only, restricted to black and white imaging and may include forms of monotype, relief, intaglio, and lithography. Historical relationships to contemporary practices will be examined. A review of visual vocabulary and composition concepts and the application of these to drawings and collages will precede introduction to print processes. \$20 Materials Fee.

VISA 170A: STUDIO PROBLEMS: CLAY (4)

This course addresses selected studio problems in visual perception. These problems focus on the knowledge contained within and tools required for visual statements in two-dimensional and/or three-dimensional investigations. Class limit 15. \$20 materials fee.

VISA 170C: Studio Problems: Drawing (4)**VISA 170F: Studio Problems: Printmaking (4)****VISA 202: Issues in Visual Arts (4)**

This reading and discussion course explores how contemporary visual art is affected by larger cultural concerns and events. Specific content varies. Class limit 20.

VISA 210: Clay II: Intermediate Ceramics (4)

Emphasis in this courses is on improving technical skills and developing individualartistic expression using the wheel or sculptural methods. Preparation of clay and glazes and kiln firing will be required. Class limit 15. \$20 Materials Fee. Prerequisite: VISA 110.

VISA 215: Landscape Painting (4)

This course will focus on observational landscape painting. Working directly from nature can enable artists to better understand the complex processes of visual representation .Combining individual landscape elements into a single composition with a convincing perspective and unified light source requires good drawing skills, an understanding of perspective, and an ability to observe and represent color faithfully in the painting. Class limit 15. \$20.00 materials fee.

VISA 221: Metal Sculpture (4)

This course seeks to introduce students to metal sculpture processes. These include oxygen-acetylene welding, electric arc welding, lost Styrofoam aluminum casing, and lost wax bronze casting. There will be ample time to learn techniques and complete focused assignments. Instruction will be provided in the proper use and handling of a wide variety of tools and equipment. Students must demonstrate basic skills in each topic area. Assignments allow for broad personal creativity. Class limit 15. \$20.00 materials fee.

VISA 222: Ecological Sculpture

This course is designed to help art students introduce ecological issues into their work, and to teach environmental studies majors how art can enhance ecological awareness. Students will utilize discarded raw materials. Instruction will be provided in various techniques necessary to assemble different materials. There will be several junk art collaborations in addition to specific assignments related to environmental issues, food pollution, sustainability and ecological justice. Class limit 15. \$20.00 materials fee.

VISA 253: Drawing and Composition II (4)

This class is for students who wish to continue to explore conceptual and technical problems of Drawing. Drawing II involves regular work in class combined with regular assigned and independent work outside class. Course content includes practical demonstrations, slide presentations, discussions of selected readings, and group critiques. Class limit 15. \$20 Materials Fee. Prerequisite: VISA 113 or instructor permission.

VISA 254: Painting II (4)

This course extends the study introduced in VISA 114 toward more critically accurate hand/eye perception and depiction of color and form within more challenging compositional structures. These are augmented by a more concrete examination of the abstractness of two-dimensional representation and why less representational art forms dominate 20th Century production. There is further investigation into historical relationships to contemporary practices examined through slide presentations and written and oral responses to readings. Class limit 15. Prerequisites: VISA 113 and 114.

VISA 256: Printmaking II (4)

This course is for further exploring of student's choice of two methods previously explored in VISA 116. Emphasis will be on skill development in image making and printing. Image production may be limited to black and white. Supporting research into artists who work in the selected media will be required. Class limit 15. \$20 Materials Fee. Prerequisite: VISA 116.

VISA 257: Community Sculpture (4)

This class is for students who wish to continue to explore conceptual and technical problems of sculpture. Sculpture II involves regular work in class combined with regular assigned and independent work outside class. Course content includes practical demonstrations, slide presentations, discussions of selected readings, and group critiques. Class limit 15. \$20 Materials Fee. Prerequisites: VISA 113.

VISA 258: Stone Carving (4)

This course explores stone carving. The primary emphasis will be on soapstone and alabaster. Students will have a broad range of choices in terms of subject matter. Each carving must be supported by a series of detailed sketches or a study in clay or wax. Carving is a labor intensive process, and students will need to complete a substantial amount of work outside class on a regular basis to see progress. Class limit 15. \$20.00 materials fee.

VISA 270A: Intermediate Studio Problems: Clay (4)

This course addresses selected studio problems in visual perception. These problems focus on the knowledge contained within and tools required for visual statements in two-dimensional and/or three-dimensional investigations. Class limit 15. \$20 materials fee. Prerequisite: VISA 170 or permission of instructor.

VISA 270C: Intermediate Studio Problems: Drawing (4)**VISA 270F: Intermediate Studio Problems: Printmaking (4)****VISA 276: Studios in Modern Art (4)**

Examination of various aspects of modern art and its historical, theoretical, and critical foundations.

VISA 280: The Culture of Art Exhibitions (5)

A summer block course involving extensive off campus travel. This course examines the mission statements of varied art exhibiting institutions. On the basis of readings, site visits and discussions with institutional directors, curators and educators, we will assess how the design and content of exhibitions and related programming meet the mission objectives and how these institutions fit into a larger community. Students will produce documents that concisely feed back our analysis to the participating museums and galleries. Pre-requisites: Satisfactory completion on one 200 level VISA studio practice or COM production course and ONE course from the following options: COM 300, 330 or 340, LIT 225, 232, 263, 273 or 274, or PHIL 206, 210, 217, 240, 242, 259 or VISA 202, 276. \$50 Course fee.

VISA 305: Clay III: Advanced Ceramics (4)

This course emphasizes the pursuit of advanced ceramics projects using the potter's wheel or handbuilt techniques. Proficiency in technical/ artistic and historical/contemporary ceramics are required. Class limit 15. \$20 Materials Fee. Prerequisite: VISA 210.

VISA 353: Drawing and Composition III (4)

This class is a continuation of VISA 253, with an increased emphasis on student-generated assignments and projects. Class content includes slide presentations, discussions of selected readings, and group critiques. Class limit 15. \$20 materials fee.

VISA 354: Painting III (4)

This course offers a framework for student-designed problems in painting to be conducted within the classroom studio environment. Students in the class will examine and discuss their past work and develop a series of visual problems to be resolved through the semester's work. In addition, each student will research artists who have been concerned with the same visual issues and present this research on a regular basis to the students in Painting II and Painting III. Class limit 15. Prerequisite: VISA 254.

VISA 356: Printmaking III (4)

The focus of this course is the effective use of color in student's selected print method. A concise study of color, color mixing and color usage will precede printmaking work. The course offers a framework for student-designed problems in one print medium to be conducted within the classroom studio environment. Students in the class will discuss their past work and develop a series of visual problems to be resolved through the semester's work. In addition, each student will research artists who have been concerned with the same visual issues and present this research on a regular basis to students in Printmaking II and Printmaking III. Prerequisite: VISA 256. \$20 Materials Fee.

VISA 357: Sculpture III (4)

This class is a continuation of previous sculpture study. There will be an increased emphasis on student-generated assignments. Class content includes practical demonstrations, slide presentations, discussions of selected readings, and group critiques. Class limit 15. \$20 Materials Fee. Prerequisite: Any 200 level sculpture class.

VISA 462: Senior Project: Visual Arts (4)

See "The Senior Project" at beginning of the course description section of this catalog

Women's Studies Courses

WS 105: Introduction to Women's Studies (4)

This interdisciplinary course raises questions about why and how culture and institutions are fundamentally gendered and explores how gender is shaped by and shapes intersecting identities. Specific topics include: concepts and issues central to multicultural and transnational feminism; violence against women; the politics of globalization, labor, and work; and the connections between feminist analysis, writing, representation and activism. The aim of this course is for students to achieve: a greater understanding of the nature of Women's/Feminist Studies in a comparative manner and the complexity of issues important to multicultural and transnational feminism; a foundation for further work in Feminist Studies; and insights concerning personal, social and political change.

WS 115: Introduction to Women's Literature (4)

See LIT 115

WS 145: Women in Music (4)

See MUS 145

WS 210: Feminist Philosophy (4)

See PHIL 210

WS 225: The Post Colonial Text (4)

See LIT 225

WS 234: Feminist Anthropology (4)

This course will examine contemporary debates and issues in feminist anthropology and examine related philosophical assumptions and practices. Issues examined include: politics of representation, place, experience, and voice; ethnographic authority and accountability; politics of "us" and "them"; "native" ethnography; tensions of "outsiders" and "insiders"; politics of "speaking for Others", "about Others", and "Ourselves". Topics include the centrality of feminism and feminist ethnography and its impact on feminist work in subfields such as physical/biological anthropology, sociolinguistics and archaeology. We will address this "crisis" in relation to developments and dialogues with areas such as: feminism, cultural studies, critical race theory, critical studies of colonial discourse, queer studies and ethnic studies. Prerequisites: WS 105, and SSC 102 or 103. Cross-listed as SSC 234.

WS 245: Women, Peace, and World Community (4)

See PEAC 245

WS 253: Feminist Perspectives on Work (4)

This interdisciplinary course focuses on women and work, and provides a bridge between on-campus study and students' co-op experiences which we use as data throughout the course. These work experiences are placed within the context of literature drawn from sociology, women's history, public policy, and feminist theories. The course will explore students' learning on co-op and utilize detailed care studies with an emphasis on learning from one's own and other students' co-op experiences, as well as learning from people one works with, or meets during co-op. Prerequisite: Student must have completed at least one co-op.

WS 256: Women and Minorities in Management (4)

See SGSM 256

WS 257: Gender and the Politics of International Development (4)

This course provides a historical, theoretical, and cultural context regarding international matters of development, feminist politics, institutions and communities impacted by development policies, and how women and gender are configured in these discourses and practices. We will raise questions about: construction of the world into "First", "Second", and "Third" Worlds; impact of colonialism and post/neo-colonialism on gendering of international institutions; role of NGOs; politics of globalization and migration; debates about sustainability; interconnections between international feminisms and movement for human rights and sexual rights; and will explore post-Cold War spaces and visions/projects initiated by those engaged in issues of international development and economic restructuring in the global South and North. Prerequisites: WS 105, SSC 102 or instructor permission. Cross-listed as SSC 257.

WS 260: Gender, Bodies and the Medical Establishment (4)

This course is an interdisciplinary and cross-cultural course, which looks at why and how medicine, as a social and political institution, has shaped and inscribed upon bodies, consciousness and culture. Further, we will examine the historical, political, economic and cultural contexts within which biomedicine (in particular, the US medical establishment) emerged. Specific topics to be addressed include: medicalization and social control; assumptions of biomedicine; "alternative" medicine and its industries; medical systems of Ayurveda, Chinese medicine and homeopathy; the political economy of health care; medicine and science

in relation to empire, sexuality, race, class and the sex/gender system; medicine/science and the media; and feminist health activism. Prerequisites: WS 105 or another WS class or permission.

WS 273: Poetry by Women (4)

See LIT 273

WS 274: Literature by Black Women (4)

See LIT 274

WS 280: Race, Nation, Empire (4)

This course explores two fundamentally interconnected historical dynamics: how immigration, refugee policies, diasporas, and the histories of labor migrations have impacted and structured the lives of racially/culturally marginalized communities within the U.S.; and how multi-racial/ethnic nations, such as the U.S., also have colonial and neo-colonial relationships with southern nations. The goal of the course is to critically explore the linkages between these two dynamics. In other words, we will find the connections between racial formations and national identity. Finally, the dynamic between the cultural practices and institutions of race, nationality and empire will be fundamentally informed by an intersecting analysis of gender, sexuality, feminism and socioeconomic class. Cross-listed as EDUC 280 and CIS 280.

WS 283: Women Playwrights (4)

See THEA 283

WS 285: Women of the African Diaspora: Slaves, Migrants, and Refugees (4)

This is an interdisciplinary course, with a global focus, that will explore the realities and histories of women of African descent as a result of multiple kinds of dispersals. These dispersals have been involuntary and voluntary and shaped by a myriad of political circumstances. The circumstances include the Atlantic slave trade, colonialism, neocolonialism, immigration, the evolution of capitalist and global economies, patriarchies and civil wars. The class will explore continuities, parallels and differences between the histories and cultures of the African diaspora and how women occupy a pivotal place within these processes. Cross-listed as AFAS 285.

WS 294: Queer British Fiction (4)

See LIT 294

WS 295: Print Media and Feminist Movement 1970-2000 (4)

This course will investigate the evolution of feminist identities and ideologies as reflected through print media (newspapers, magazines, brochures, literary journals, book publishers). Topics will include the use of print media as a voice for a social movement, a comparison between mainstream and alternative press coverage of the women's movement, and contemporary issues in feminist publishing. Prerequisite: COM 113 or WS 105. Cross-listed as COM 295.

WS 301: Feminist Theories (4)

This course will provide an overview of major strains of contemporary theory. These strains include: liberal, Marxist, radical feminist, postcolonial feminism, postmodern and post-structural feminism, queer feminism, and critical race feminism. Additionally, the course will be thematically arranged by key developments in feminist debates. The course will focus on various feminist theories of power, domination, and strategies for social change. Prerequisite: WS 105 or another WS course or instructor permission.

WS 305: Ecology and Feminism (4)

See EST 305

WS 320: Queer Cartographies: Culture, History and Political Economy (4)

This course will explore meanings and political implications of sexuality and gender by looking at approaches to identities and practices cross-culturally and trans-nationally. Topics include: relationship between sexuality, economics, and politics; cross-cultural and multi-racial/ethnic categories of sexuality and gender; methodology, ethics, and epistemologies of cross-cultural work on sexualities and genders; histories of butch and femme; transnational and post/neo colonial sexualities; impact of globalization and modernity on political economies of sexuality and gender; particular histories of gay, lesbian, bisexual, queer and trans theory and politics; debates between feminism and queer theory and discussions about essentialism and social constructionism; and cartographies of solidarity and struggles across cultures. Prerequisite: WS 105, SSC 103, SSC 242, or related WS course. Cross-listed as SSC 320.

WS 322: Latin American Thought on Women Through Literature (4)

See LLCS 322

WS 325 : Psychology of Women (4)

See SSC 325

WS 330: Gender and Moving Image Media (4)

See COM 330

WS 340: Global Feminisms (4)

This course examines feminist and gender-related issues worldwide within historical, theoretical, cultural, political, and economic contexts. It will address feminisms as individual and collective practices and as organized movements and is organized around multiple themes and issues and their relationship to the development of feminist consciousness, practice, and/or movements. The course will also address the impact of local, national, transnational, multi-national and non-governmental structures on global feminisms and the ways in which international economic, cultural and political inequalities have complicated gender debates, creating new alliances, as well as conflicts, tensions, and solidarities between feminists. Prerequisites: WS 105, and SSC 102 or 103. Cross-listed as SSC 340.

WS 358: Letters, Diaries, Oral Histories (4)

See LIT 358

WS 370: Advanced Topics in Women's Studies (4)

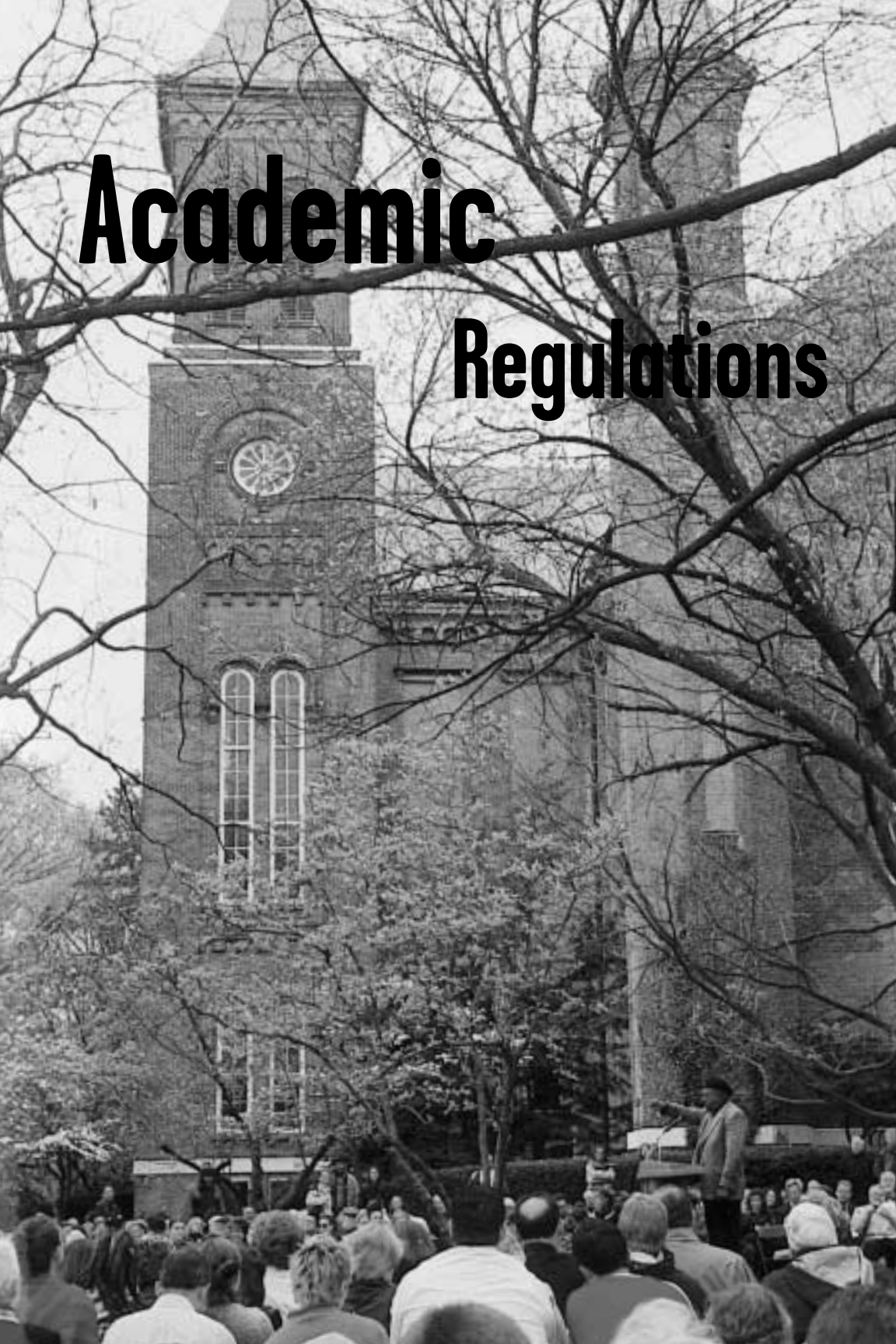
An intensive study of a topic in women's studies. See term schedules listing for specific topic.

WS 392: Poetry and Prose of Adrienne Rich (4)

See LIT392

WS 462: Senior Project in Women's Studies (4)

See "The Senior Project" at beginning of the course description section of this catalog

A black and white photograph showing a large crowd of people gathered in front of a brick building with a clock tower. The scene is framed by the bare branches of trees in the foreground. The text "Academic" is overlaid in large, bold, black letters on the left side of the image.

Academic

Regulations

Antioch College students are expected to pursue their degree programs on a full-time basis. In order to be enrolled full-time, students must register for at least 12 academic credits during each study term and for 12 co-op credits during each cooperative education term. Students are expected to follow their assigned pattern of work and study and must petition the Registrar's Office if, for any reason, problems arise that interrupt the scheduled pattern. Failure to register for study or co-op terms as scheduled may have serious consequences to a student's financial aid and loan deferment status, and may result in financial penalty or withdrawal.

The degree programs at Antioch College require academic and cooperative education credit. To earn academic and co-op credit, students are required to register for the courses and co-ops they intend to pursue under the procedures established by the College. Detailed instructions regarding academic and co-op registration are provided to students during the registration periods, and specific registration dates are published in the annual and term calendars. Students are expected to meet with their faculty advisors prior to registration. A student's academic advisor must approve the student's plan for academic registration, and the student's cooperative education advisor must approve the student's plan for co-op registration.

Residency

All candidates for the Antioch College bachelor's degree must complete a minimum of three full-time study semesters and 54 of the required 107 semester credits in residence at the Antioch College campus; their final study semester is also to be on campus unless this requirement is waived, with the support of their program advisors, by petition to the Academic Policy and

Review Committee (APRC). "Full-time study...in residence" means precisely that—the undertaking of a full-time course of study (at least 12 credits) with Antioch College faculty.

The minimum number of co-op terms that must be completed while enrolled at Antioch Colleges depends on the year of standing at entrance and whether the student has been engaged in a substantial work experience prior to enrolling at Antioch:

- First-time students and transfer students with 1st year standing are expected to complete five co-ops in residence; an exception may be made and one "pre-Antioch" work experience may be credited, reducing the residential co-op requirement to four.
- Transfer students with 2nd year standing may credit one "pre-Antioch" work experience, reducing the residential co-op requirement to four.
- Transfer students with 3rd year standing may credit two "pre-Antioch" work experiences, reducing the residential co-op requirement to three.

Transfer students with third-year standing at entrance may complete no more than one of the required three full-time study semesters in an off-campus Antioch program (e.g., an Antioch Education Abroad program, an affiliate study abroad program, or a Great Lakes Colleges Association program).

Academic Credit and Evaluation

Academic credit at Antioch College is expressed as semester hours. One credit typically is assigned to a class that meets fifty minutes per week for one semester; for each hour in class, the student is expected to prepare at least two hours for the class. Most classes offered during fall and spring terms are four credits each. During the summer term, students will register for all three blocks at the beginning of the summer. Summer block courses are typically five credits each.

Attendance of both faculty and students at all regularly scheduled classes—including the last class meeting of the term—is required. Exceptions shall be granted only for serious cause.

Only courses the student successfully completes appear on the transcript issued to third parties outside Antioch College. Courses for which the student receives “no credit” or “incomplete” do not appear on the transcript, but a record of those attempts to earn credit is kept for internal use.

Since the College faculty abolished letter grades in 1968, academic credit is awarded and a course is recorded on the student’s transcript only if the student’s performance is at least “satisfactory.” Narrative evaluations of student performance may accompany the transcript. Antioch defines “satisfactory” to mean the following: The student performed at a level which would be considered at least a “C” or better in a graded system.

Crediting

The Registrar’s Office sends a credit report and the narrative evaluations to the student. The following standards of assessment apply to courses and co-op terms. Courses and co-ops for which the student has registered are reported as:

CR Credit granted: Satisfactory completion of requirements.

NC No Credit: Unsatisfactory completion of requirements. Reports of No Credit are permanent and changeable only in the case of bona fide error or approval of the Dean of Faculty.

INC Incomplete: Requirements have not been completed for good cause, however successful completion is expected within the time constraints outlined below. An Incomplete may be given for serious cause only when a substantial amount of work has been completed and when there is an agreement between the instructor/co-op advisor and the student as to work yet to be done and the date it is to be completed. It is the student’s responsibility to ensure that an Incomplete is resolved. Incompletes may not be given by adjunct faculty members or by faculty instructors not returning the next academic year.

Incomplete course crediting and outstanding co-op crediting is to be completed by the end of the sixth week of the student’s next study term. The final credit report must be received by the Registrar’s Office by Friday at 4:00 p.m. of the sixth week. If no report is received by the Registrar by this deadline, the course Incomplete will revert to No Credit and the co-op will be recorded as Incomplete. If not completed by the end of the term the co-op Incomplete will become a No Credit and the student will need to enroll in a new term of co-op.

Faculty will receive notice of expiring incompletes and uncredited co-ops from the Registrar at the end of the fourth week of the term. The deadline for Incompletes may be extended beyond the deadline noted above only once. For an extension, the instructor/co-op advisor must inform the Registrar in writing prior to the original Incomplete expiration date. Such extensions shall not go beyond the end of the term except through faculty petition to the Dean of Faculty. If the new deadline is not met, the Incomplete will revert to a No Credit. An Incomplete must in all cases be completed no later than twelve months after the date of registration for the course or co-op.

WD Withdrew: Student withdrew from course(s) or the College after Add/Drop period through end of eighth week. **WNC Withdrew:** Student withdrew from course(s) or the College after eighth week.

Change of credit: Upon completion of requirements for which an incomplete has been given, the instructor must submit a Credit Change Form and accompanying narrative to the Registrar's Office within the deadlines noted under "INC" above. All other credit reports are permanent and changeable only in the case of bona fide error.

Variable credit: Most courses are designed as complete entities, and if some required work is not completed, the student receives either No Credit or Incomplete. A few selected courses are designated as "variable credit" in the official schedule of classes. When enrolling in such courses students must register for the number of credits they intend to earn. Once the term has begun, the registered hours for the variable credit course may not be changed. Variable crediting is permitted only in the following circumstances: When the course description in the catalog and the listing in the official schedule of

classes define it as a variable credit course and a rationale for the award of partial credit is included with the course syllabus.

Evaluations

Evaluation is the process by which an instructor and a student inform one another of what they are learning. It is a continuous process, requiring the active participation of both parties. The student's responsibility is to make known to the instructor whatever signs of learning he/she can manifest. The instructor's responsibility is to respond both critically and supportively to the developing student, offering direction and suggestions as appropriate. Evaluation is an integral part of both learning and teaching and an essential ingredient of the Antioch experience.

At the end of a course of study, the instructor indicates on a class list submitted to the Registrar's Office the number of credits that each student has earned. On a narrative evaluation form, the instructor provides a detailed description and appraisal of the student's performance in the course. The student also may write a self-evaluation for inclusion on the narrative evaluation form.

A narrative evaluation form is filed with the Registrar for each student earning credit or no credit in every course whose total enrollment does not exceed 25 students and for every independent-study/non-offered course. If the course enrollment exceeds 25 students, the instructor must announce at the beginning of the course that each student requesting a narrative evaluation will receive one. Instructors who are team-teaching a course must write narrative evaluations for all students, regardless of enrollment. Instructors are asked to hold the evaluations of incomplete courses until they have been resolved.

The instructor's evaluation includes:

- a. A description of work required in the course (i.e. the basis on which credit is granted or withheld).
- b. An indication of work actually done by the student. (To what extent were the requirements fulfilled?). In the case of no credit, the reasons (failure to attend, poor quality of work, etc.) must be noted.
- c. The instructor's assessment of the quality of that work, and his/her judgment of how well the student has understood the material.

The student's self-evaluation should reflect the student's own estimation of accomplishments in the course, both with respect to the stated course requirements and the student's own expectations. This statement should not be an evaluation of the course content or the instructor's performance. (Such evaluations are conducted by the Dean of Faculty's office at the end of the semester.) It is suggested that the student submit the self-evaluation before the last day of class to the area assistant for timely incorporation with the instructor's evaluation on the Evaluation form.

The written evaluations become 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 evaluations reproduced to accompany the official transcript. An explanation of Antioch's system of evaluation is sent with the transcript.

Letter grade equivalent: The instructor may provide a "letter grade equivalent" in the narrative assessment if it is requested by the student during the semester in which the student is registered for the course. An instructor, however, may

announce prior to registration and in the course description that a "letter grade equivalent" will not be given for a particular course.

A "letter grade equivalent" will be included in the narrative evaluation only if the student has requested it and the instructor has agreed to give a grade equivalent. "Letter grade equivalents" are unofficial, will not be recorded on the transcript, and will not be used to compute a grade-point average.

Changes to evaluations: Once an evaluation is signed and turned in by the instructor, all changes must be initialed and dated by the instructor in the Registrar's Office. Evaluations must be submitted in cases in which "credit" or "no credit" are awarded. Evaluations for incompletes must be submitted at the time the course is changed to "credit" or "no credit."

Registration

Academic Registration

Academic registration is held at the beginning of each term. Pre-registration usually is held during the 10th week of the preceding term. Detailed instructions regarding registration are provided to students at that time, and specific registration dates are published in the annual and term calendars. Students should allow time prior to registration for conferences with their faculty advisor. The academic advisor must sign the registration form indicating approval of the student's plan for the term. Failure to register during the scheduled time at the beginning of the semester may result in a late registration fee.

Students may earn academic credit for several types of courses:

Scheduled courses: These are the courses which are being offered during the term and which appear in the published course schedule for the term.

Unscheduled courses: A student may be permitted to register for a course which is regularly offered and published in the Antioch College Catalog, but is not being offered during the term, by making arrangements with the faculty member who teaches the course and obtaining written approval of the faculty member on the registration form.

Independent Study courses: Independent study courses are ad hoc courses designed by the student and a regular full-time faculty member. An independent study course syllabus must be submitted at the time of registration and may be taken as part of a regular study term or as academic credit over co-op. The approval and signatures of the instructor and the chair of the major in which the course is classified are required. All independent study courses are designated with the course number 196, 296, or 396, depending on the level of study involved. A maximum of five courses taken as independent study may be applied toward the baccalaureate degree.

Co-op Registration

Students must register for a cooperative education experience before engaging in the co-op in order to earn co-op credit toward the Antioch degree. A co-op experience is expected to be no less than 15 weeks in duration. Each term, the Center for Cooperative Education (CCE) publishes a list of co-op jobs available for the following

term. Students register for one of those co-op jobs, or they may arrange an "own plans" co-op with the approval of their co-op advisor.

Registration for a co-op occurs during the term before the student is planning to co-op. The student's co-op advisor must sign the co-op registration form indicating approval of the planned co-op experience, and the form is submitted to the Registrar's Office.

Academic Credit During Co-op

Students may register and earn up to four academic credits toward the degree during a co-op term (five credits during a summer term if a summer block course is taken on campus). This can be done by arrangement with Antioch faculty as a course pursued on an independent study basis or as a regular course if the student's co-op is located in or near Yellow Springs. Enrolling in a course over co-op requires approval of the student's academic and co-op advisors. The total number of academic credits earned during co-op may not exceed twenty credits.

The student may instead register for a course or courses at another college or university during co-op and may transfer up to four credits. The student is responsible for paying any tuition and fees charged by the other school, and will be billed a flat processing fee per transcript to transfer the credit to Antioch.

Adding and Dropping Courses

The Add/Drop period of academic registration will end on the last day of the first full week of classes during fall and spring terms. During the summer term, students must complete any add or drop by 4 p.m. of the second day of the block.

During the Add/Drop 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.

After the Add/Drop period, requests to add a course are reviewed on a case-by-case basis by the Registrar and require approval of APRC. Students may formally withdraw from a course after the Add/Drop period, if approved by the instructor and the student's academic advisor, during Fall and Spring terms through the end of the eighth week. There is no course withdrawal period after Add/Drop in the summer term. Students withdrawing from a course are cautioned that if their registration falls below 12 credits, their status as a full-time student and their financial aid will be affected.

Auditing Courses

A regular degree student may audit any class provided: The instructor gives written permission, there are adequate facilities, students seeking credit for the class are not displaced, the student registers for the audit, and the student does not exceed the academic credit load limit per term. Auditors must pay an audit fee unless their participation is covered by tuition or tuition remission benefits. All auditors must pay any laboratory fees. An audited course may not be repeated for credit.

Audited courses appear on the student's academic transcript. Faculty may submit narrative evaluations for the audited courses. Evaluations for audited courses must state clearly that the course was audited and what was required of the student. Evaluations for audited courses will not be released to third parties.

Course Prerequisites

Some courses require students to possess a certain body of prior knowledge before taking them. Any course listed as "prerequisite" to another must be completed before taking the advanced course. If a student wishes to have a prerequisite course waived, the student may be able to "test out" of the course by having the faculty member administer an appropriate test or obtaining the instructor's written permission on the registration form to register for the course. No credit is granted for such a test or for waiving a prerequisite course.

Credit Load

College policies set limits on the number of academic credits that students are permitted to register and earn during each academic term. A student is permitted to register for and earn a maximum of 18 academic credits during the fall and spring terms, and 17 during the summer term. The Academic Policy and Review Committee (APRC) must approve any registration for credits beyond these limits under its "overcrediting" guidelines. (See following "Overcrediting" section).

Overcrediting

Students who meet the APRC guidelines may receive permission to register for a maximum of 22 credits (4 credits beyond the 18 indicated in the previous section) during fall and spring semesters. Overcredits during the summer term are not permitted.

Students participating in off-campus programs such as those sponsored by the Great Lakes College Association and Antioch Education Abroad may not register for more than 16 credits. One additional credit for Physical Education may be earned during an AEA program and the Environmental Field Program.

Exceptions to the above will not be permitted except when authorized in individual cases by the APRC. The APRC will consider an exception only when the student and the student's academic advisor present a reasoned argument in its favor.

APRC guidelines are as follows:

- A student must submit an approved, completed overcredit petition at the time of registration for the over-credited course.
- A student will be permitted to overcredit only when all courses registered for during the two preceding study semesters have been credited.
- The committee will not consider an overcredit petition from a student with first-year standing.
- Transfer students may petition for overcredit no sooner than their second full-time study semester at Antioch.
- Students may, subsequently, continue to petition for overcredit for a maximum number not to exceed a total of 12 credits during the student's Antioch career.
- Overcredit petitions from students with fourth-year standing will not be considered unless a signed, up-to-date degree plan is on file and a senior check completed in the Registrar's Office.
- Petitions for more than four overcredits in a study semester will not be approved.
- All overcredit petitions are subject to APRC guidelines and established tuition and fees. Students will be informed by the Registrar's Office if any charges are assessed.

Fees for overcredits: The student is not charged for the first four overcredits at Antioch. Thereafter, the student will be charged a per-credit overcrediting fee.

Satisfactory Progress

Academic progress is determined by the number of credits earned and cooperative education experiences successfully completed. The College's program normally takes four years to complete, with seven study semesters and five co-op semesters. In order to meet the graduation requirements of 107 academic credits and five co-ops in four years, students should earn an average of 16 academic credits per semester and successfully complete all scheduled co-op terms.

If a student takes less than the normal load of 16 credits per semester (the minimum credit requirement to maintain full-time status is 12 credits), the degree may take up to nine study semesters over a five-year period of time. The College expects students to complete their degrees within a maximum time of five years. Its minimum standards of progress are based upon degree completion in that maximum five-year period of time.

Class Standing

The Registrar determines class standing based on academic credit earned as follows:

1st year standing: 0-27 credits
 2nd year standing: 28-45 credits
 3rd year standing: 46-74 credits
 4th year standing: 75+ credits

Minimum Standards of Progress

The Academic Policy and Review Committee (APRC) is charged by the Dean of Faculty and Administrative Council with the responsibility for monitoring individual student progress. The committee has adopted the following guidelines for measuring minimum progress toward the degree. It is necessary to measure such progress in order to provide students with clear guidelines and expectations against which to gauge performance and progress toward the degree; it also enables the institution to provide students with the best possible academic and support services.

Transfer credit and/or advanced placement credit will not be considered when determining satisfactory academic progress. Antioch's standards of satisfactory academic progress require that students earn Antioch College academic credit and complete Antioch College co-ops at the following minimal rate:

	Academic	Co-op
By the end of the 1st study term	8	-
By the end of the 2nd study term	20	-
By the end of the 3rd study term	33	-
By the end of the 4th study term	46	1
By the end of the 5th study term	59	2
By the end of the 6th study term	71	3
By the end of the 7th study term	83	4
By the end of the 8th study term	95	5
By the end of the 9th study term	107	-

Academic Standing

The Registrar will review every student's progress at the end of each term. Any student who achieves minimum standards of progress or better will remain in good academic standing. Any student who fails to achieve these standards at the end of any given term will be subject to the following academic sanctions, as determined by APRC.

Warning: Any student who earns 8 (eight) or fewer academic credits in a term, if studying full-time, may be placed on academic warning by APRC. Students who have completed one term at Antioch, and who fall below minimum standards will not be placed on probation if they have current incomplete coursework that may bring them up to the minimum standards of progress. These students will be placed on academic warning and reviewed again after their next study term. Students who do not remedy the deficiencies for which APRC has placed them on warning, in the manner prescribed by APRC, may be placed on probation or possibly withdrawn.

Probation: Students who have completed at least one term at Antioch and who fall below minimum standards of progress may be placed on probation. Students on probation who do not remedy the deficiencies for which APRC placed them on probation, in the manner prescribed by APRC, may be administratively withdrawn unless significant improvement justifies continuing their status.

Withdrawal: Students who fail to meet the terms of probation may be withdrawn from the College. Such withdrawal from the College should be considered permanent unless exceptional circumstances warranting a return can be demonstrated. Students desiring to return to Antioch after an academic withdrawal must submit a petition for readmission to APRC. The Registrar will send APRC letters of warning, probation, or withdrawal to the student in a timely manner, with copies sent to the academic and co-op advisors, the Financial Aid office, the Business office, the Chair of APRC, and the Dean of Students.

Consequences of Academic Sanctions

Financial Aid students will be permitted only one term of financial aid when they are placed on probationary status. Students who fail to meet the terms of probation will receive no additional financial aid. If students wish to appeal the application of the financial aid policy in their case, they must appeal to a committee consisting of the Director of Financial Aid, the Dean of Students, and the Chair of APRC. The written appeal must be submitted to the Director of Financial Aid within two weeks of the initial APRC decision. Probationary status can result in ineligibility for financial aid, special programs, and veterans and other benefits during the term(s) of academic sanction, including:

1. **Financial Aid**, as described above.
2. **Special Programs.** Students who have been placed on probationary status are not eligible to participate in: campus governance, including participation on sanctioned College committees; Antioch Education Abroad; the Environmental Field Program; Cross-Cultural Field Program; or any other special programs.
3. **Veteran's Benefits.** The College is required to report to the Veteran's Administration on attendance, progress toward graduation requirements, and other matters affecting veteran's benefits. If a student receiving veteran's benefits fails to remain in good standing, this will be reported to the Veteran's Administration as is required by federal law.
4. **Other Certifications.** Students who are not making satisfactory progress toward their degrees cannot be certified as being in "good standing" and cannot be recommended for "good student" discounts.

Appeal

Students who believe that the APRC action is unjustified may submit a written appeal to the Dean of Faculty. APRC will reconsider prior decisions of the committee only in cases where pertinent new information is provided. Students who have attended other colleges and universities prior to Antioch College may be able to transfer credits they earned to meet certain degree requirements. Advanced standing credits also may be awarded to students who achieved college level learning in high school through recognized testing mechanisms. Advanced standing toward the cooperative education requirement also may be achieved through "pre-Antioch" co-op credit. (See the "Residency" section of this chapter.) No externally earned credits or pre-Antioch co-ops will be considered when determining satisfactory academic progress at Antioch College.

Transfer Credit and Advanced Standing

Transfer Credit

Antioch College will accept a maximum of 53 semester credits in transfer toward its degree requirements for courses completed at other regionally accredited colleges and universities. For transfer work to be considered, an official transcript from each institution must be sent directly to Antioch College. The 53-credit limit includes not only transfer work, but any and all advanced standing credit awarded as described below.

Credits earned at other institutions are evaluated for transfer toward the Antioch College degree requirements on a course-by-course basis. Only courses in which the student has earned a grade of "C" or better are considered for transfer. The number of transfer credits granted for each course depends on the other college's definition of its credit system. Credits from a school, which also operates on a semester credit system, transfer one-to-one. Credits from schools on a quarter credit system will transfer in a ratio of 2/3 of a semester credit for each quarter credit on a course-by-course basis, rounded to the nearest whole credit. For example, a course for which the student earned three quarter credits at another college will transfer to Antioch as two semester credits; a course with four quarter credits would transfer as three semester credits.

The following are not considered for transfer credit by Antioch College:

- Physical Education credit at another college.
- Private music lessons, orientation, audited courses, and credits by examination at other schools.
- Remedial courses.
- Courses not applicable to the liberal arts degree programs offered by Antioch College.

A student entering Antioch as a freshman may not receive more than 27 semester credits for work done before entering Antioch, including Advanced Placement credit, International Baccalaureate credits, and other college-level credits pursued prior to high school graduation.

Currently enrolled students may not transfer credit for courses completed more than one calendar year before the date of the request for transfer of credit. New or returning students have a time limit of one calendar year from their date of entry into Antioch to request transfer credit and to have the appropriate documentation transcribed by Antioch College.

Transfer of Credits Earned Prior to Matriculation at Antioch

Upon receipt of the admissions deposit, transfer students receive an evaluation from the Registrar's Office that indicates the courses accepted in transfer and how they can be applied toward the Antioch degree. All changes and corrections to the transfer credit evaluation must be requested during the first year at Antioch, and acceptance of credits in transfer is final only after satisfactory completion of one year at Antioch. Transfer students will be assigned a year of standing at entrance, depending on the number of transfer credits granted.

The Registrar determines class standing for transfer students as follows:

1st year standing: 0-27 transfer credits

2nd year standing: 28-45 transfer credits

3rd year standing: 46+ transfer credits

If the student earned more than 53 transferable semester credits in transfer and advanced placement work, the Registrar attempts to choose the courses which seem to apply best to the general degree requirements and limits the total accepted to 53. The credits applied toward the degree may later need to be adjusted when the student and advisor are developing the student's degree plan.

Generally, a 3-credit transfer course will satisfy the requirement of a 4-credit course at Antioch for degree requirements, such as a General Education course. However, a 2-credit transfer course would not meet that requirement.

Transfer of Credits after Matriculation at Antioch

Within the requirement that a student may transfer no more than 53 credits toward the Antioch degree:

- A student may transfer a maximum of 4 credits per term for courses taken at another institution while the student is engaged in a co-op term or on a personal leave of absence. Students will be billed a per-credit fee to transfer these credits to Antioch.
- A maximum of 16 credits may be applied toward the degree for off-campus study programs other than established AEA study abroad programs and GLCA programs.

Other Ways to Achieve Advanced Standing

Students who have not attended other colleges may achieve advanced standing through the programs noted below. A maximum of 27 credits may be applied to the Antioch degree from such sources.

- Advanced Placement (AP) scores from high schools must be sent directly to the Registrar's Office by the College Board. Antioch will award four credits for an AP score of 3, 4, or 5. Credit is awarded on a course-by-course basis.
- International Baccalaureate scores from high school must be sent directly from I.B. North America to the Registrar. Antioch will award four credits for an I.B. score of higher level 5, 6, and 7. Credit is awarded on a course-by-course basis.
- Credit for the College Board's College-Level Examination Program (CLEP) may be awarded, depending on the score, if the student has not also taken a college-level course in the general or subject area. For three CLEP General Exams (Humanities, Natural Science, Social Science and History), 3 semester credits for each may be granted for tests with scores of 500-599, and 6 semester credits each for tests with scores 600 or above. For the subject exams, 3 semester credits each will be granted for tests with a minimum score of 50.

Changing Assigned Study and Co-op Schedule

The expectation is that students will remain with their entrance cohort throughout their Antioch career. In certain cases, students will be permitted to break from the assigned sequence of study and work terms but must petition the Registrar's Office to do so. Students who are on academic warning or probation may be denied any change of sequence until they are in good standing.

Reasons to change the assigned sequence:

- To participate in an Antioch Education Abroad or GLCA program.
- To participate in another off-campus study program which is offered by Antioch, such as the Environmental Field Program.
- To take an academic leave of absence to take courses at another college which are not offered at Antioch and are necessary for the student to fulfill the requirements of a degree plan.
- To take a personal leave of absence.
- To take courses required for the student's major which are offered only in a certain term. In this case, the student should have an approved degree plan on file which supports the request, or submit the approved degree plan along with the change-of-sequence petition.

Enrollment in Off-Campus Study Programs

Students who have completed at least two study terms on campus, have received credit for one co-op term at Antioch, and are not on academic probation may apply to participate in off-campus study programs.

Participation in these programs must be approved by the student's academic and co-op advisors, by the Dean of Students, and by the Director of Antioch Education Abroad. There is a limit on the number of students who will be approved each year to participate in off-campus study programs. Priority is given first to AEA programs, second to Affiliate programs, third to GLCA programs.

Students who wish to participate in study abroad programs other than those described in this catalog must also apply to Antioch Education Abroad, and may be permitted to do so if the annual limit on off-campus study semesters has not been reached. AEA application deadlines apply for such programs.

Academic Leave of Absence

A student may be permitted to spend one semester of off-campus study at another school in the United States. This student is classified as being on academic leave of absence. Petitions for an academic leave are due October 15 for leave the following spring and summer and March 15 for leave the following fall term.

Recommendations for an academic leave of absence must be obtained from the student's academic and co-op advisors. Approval must be granted by the Dean of Faculty prior to the student's departure from Antioch for the term of academic leave. Written approval from the Registrar must be obtained prior to taking

courses at another institution if the student wishes to transfer the credit back to Antioch. Students who engage in off-campus study without obtaining prior approval will not be permitted to transfer the credits to Antioch.

To qualify for an academic leave of absence, a student must have completed at least two study semesters and one co-op term at Antioch and be in good academic standing. During the term of academic leave, the student is expected to carry a minimum of 12 semester credits at the other school; a maximum of 16 transfer credits earned during an academic leave of absence may be transferred toward the Antioch degree, within the general limitation that a student may transfer no more than 53 credits toward the Antioch degree.

Students on an academic leave of absence are charged an enrollment fee per term and a transcript processing fee. The student is responsible for any tuition and fees charged by the other institution.

Personal Leave of Absence

Students who need or wish to interrupt, but not to discontinue, their degree program at Antioch to pursue primarily non-academic activities may petition for a personal leave of absence for up to a year. Petitions for a personal leave of absence must be made in writing no later than the end of the add/drop period of the first term of leave, or at the time the leave begins if it is during a term for which the student has registered.

Students receiving financial aid must discuss the implications of taking a leave of absence with the Financial Aid Office. There is an impact on financial aid packaging and eligibility.

A maximum of four credits per semester may be transferred to Antioch for work taken at other colleges and universities while on personal leave of absence. Written approval from the Registrar must be obtained prior to taking the course at the other institution if the student wishes to transfer the credit to Antioch. No cooperative education credit may be earned while a student is on a personal leave of absence. There is a per-credit fee to transfer any credits earned at another institution while on personal leave of absence.

Personal Leave of Absence for one term:
Students will be reported as on an approved leave of absence for financial aid and loan deferment purposes, provided:

- the student submits a written request for the personal leave of absence to the Dean of Students or Registrar by the established deadline.
- the student intends to resume full-time enrollment at the end of the term of leave.
- the Dean of Students approves the petition for the personal leave.

If the student does not return at the end of the approved term of leave, or receive approval for a subsequent term of leave, the student will be withdrawn as of the last date of attendance.

Personal Leave of Absence for more than one term, maximum of one year:

Students may request that the Dean of Students approve a personal leave of absence for more than one term, but should note that they will not be reported as enrolled nor as on an approved leave of absence for financial aid and loan deferment purposes beyond one term of leave. The leave may not exceed one year, and the following procedures must be followed:

- the student must submit a written request to the Dean of Students or Registrar.
- the Dean of Students must approve the request for an extended leave.

If the student does not return at the end of the leave, the student will be withdrawn effective the date the initial leave of absence began.

Limited Residency Degree Completion Program

In terms of financial aid for loan deferment purposes, students requesting a leave of more than one consecutive term should note that when the leave exceeds six (6) months, the grace period on their loans will expire and they will be required to begin loan repayment. Additional information is available from the Office of Financial Aid. The Limited Residency program is designed for former Antioch College students who wish to complete their Antioch degree program. It is designed for those former students who need to earn 32 semester credits or less to meet their degree requirements and have at

least one credited co-op on record during their previous enrollment at Antioch. Most students begin the program by registering for the Limited Residency Planning Seminar to work out the details of their program. Following that, the program requires enrollment in at least one term (Fall or Spring) and/or one summer block residency. The Fall or Spring enrollment need not be full-time or on campus. Upon readmission, students are assigned an academic and co-op faculty advisor to assist them in developing a degree plan which meets the degree requirements. The remaining credits needed to graduate may be earned through regular courses offered at the College; through independent studies with the College faculty (including emeritus faculty) or with practitioners or scholars recognized as qualified by the Dean of Faculty; or through courses taken at other accredited institutions. Co-op credit for work and relevant experiences will be evaluated and credited by the Cooperative Education faculty.

Eligibility and re-admission of former Antioch College students to the Limited Residency program is determined by the Dean of Faculty's Office. For information and an application to this program, contact the Registrar's Office. The following fees and tuition rates apply:

- \$50.00 initial application fee
- \$200.00 record processing fee
- \$2,000 tuition up to five (5) credits in a single term; regular tuition and fees apply for enrollment of more than five (5) credits

Deadlines to apply for readmission to Antioch in the Limited Residency program:

- July 1st for Fall semester
- November 1st for Spring semester
- April 1st for Summer session

Special (Non-degree) Students

Special student status may be granted to an individual who is not pursuing a degree and wishes to enroll for classes at Antioch College. Special students are not candidates for the Antioch degree and are not eligible to participate in the cooperative education program. Courses are available to special students on a space-available basis (regular degree seeking students have priority in registering for classes). Special students also may be permitted to audit courses; see “Auditing Courses” above. There are several categories of special students, including:

Yellow Springs High School students:

Through an articulation agreement developed with the Yellow Springs Exempted School District, selected students from YSHS are permitted to register and receive credit for courses at Antioch. Tuition will be waived for one course per term for these students.

Ohio Post-Secondary Education Options Program (PSEOP) students:

Antioch College allows high school juniors and seniors to enroll in college courses while still enrolled in high school through the program created by Ohio Senate Bill 140, known as the PSEOP. The program is selective and a maximum of 50 students per year may participate. Students are required to complete an application for the program and submit the application to their high school; the high school must approve participation and send the application form and an official high school transcript to the

Registrar's Office. No application fees are charged for this program. Additional guidelines and procedures are available from the Antioch College Office of Admissions.

Teacher licensure special students:

Occasionally, the Education Studies faculty will agree to work with people who have earned a bachelor's degree and who wish to take additional courses to obtain Ohio teacher licensure or re-licensure. Such students must work out their program with the chair of the Educational Studies program. Tuition for these post-B.A. teacher licensure students is set annually and is due at registration.

Part-time special students: People who wish to take a class may be permitted to register as a special student on a space-available basis (regular degree-seeking students have priority). Advisor signatures are not required to register; however, the Registrar usually will request the instructor's approval before registration for a class will be accepted. Special students who register on a part-time (1-5 credits) basis are charged tuition at the per-credit part-time tuition rate. Special students who register on a half-time (7-11 credits) basis are assessed at the half-time tuition rate. Full payment of tuition and fees is due at registration. Special students who have graduated from Antioch College are assessed a special per-credit alumni tuition.

Full-time special students: People who wish to take classes on a full-time basis as special students must confer with the Dean of Faculty, who shall determine whether such registration is approved; such students may enroll for one full-time study semester, with the possibility of one extension. Housing in the dormitories may be available if space permits and must be approved by the Dean of Students. Two full-time

study semesters is the maximum enrollment period for special students, and full payment of tuition and any fees is due at the time they register. Classes are open on a space-available basis (regular degree-seeking students have priority). Special students who register on a full-time basis (12 or more credits) are assessed the full-time tuition rate.

International Students

F-1 Students: Because of the special relationship between Antioch and its international students and the unique program which Antioch has to offer, care must be exercised to ensure that the international students reap the full benefit of their Antioch experience with minimum inconvenience. Upon first arriving on campus, international students are advised to check in with the Foreign Student Advisor. A detailed “International Student Handbook” is given to new F-1 students. INS regulations require that all international F-1 students study on campus for nine months—two study semesters in Antioch’s current academic calendar—in their first year of college study prior to engaging in their first cooperative education experience. (Antioch’s cooperative requirement is categorized as “curricular practical training” by the INS.) International students must maintain their status as full-time students and make satisfactory progress to maintain F-1 status.

Because co-op jobs are considered “curricular practical training” under F-1 regulations, international students need to follow the INS procedures to obtain authorization for “curricular practical training” in addition to the Antioch cooperative education procedures for every co-op

job in the U.S. The student’s co-op advisor and the Foreign Student Advisor will help international students secure a Social Security card, necessary for co-op employment.

Once the students and the students’ co-op advisors have determined co-op placement, F-1 students then need to complete an INS Form, I-538 (available in the Registrar’s Office) prior to beginning the job, and take that form along, with the Form I-20 ID (Study Copy) to the Registrar’s Office so that employment can be authorized prior to the co-op.

J-1 Students: Students who have entered the U.S. with a J-1 visa under Antioch’s Exchange-Visitor Program, may contact the Registrar’s Office or Antioch Education Abroad with any questions about the program and their J-1 status. Students may be withdrawn from Antioch College for various reasons. In most cases, the effective date of withdrawal will be the last day of the term in which the student was registered and assessed fees. In some cases, the effective date of withdrawal will be the date the student submits written notice of withdrawal to the College.

Withdrawal

Types of Withdrawal

Student Request: For personal reasons a student may decide to terminate his/her relationship with Antioch College. In this case, the student is required to notify the Registrar in writing when intending to withdraw. Failure to do so may result in loss of possible refunds. Students are encouraged to discuss their reasons for deciding to withdraw with their academic and cooperative education advisors and the Dean of Students. Students are asked to complete a withdrawal questionnaire, provided by the Registrar’s Office.

Academic reasons: The Academic Policy and Review Committee (APRC) may determine that the student has made insufficient academic progress in accordance with the guidelines.

Social or behavioral reasons: The Community Standards Board or the Dean of Students may determine that the student has exhibited unacceptable behavior at the College. See the Community Handbook for detailed information about Community Standards, Civil Liberties, Sexual Harassment Policy, Sexual Offense Policy, and Honor Code.

Failure to comply with the College's financial regulations: The College's Chief Financial Officer may determine that the student has failed to satisfy the financial obligations created by enrollment.

Lack of enrollment: The student who fails to register for a scheduled study or co-op term or fails to enroll at all for a period of one year may be administratively withdrawn by the Registrar.

Graduation

Senior Check

All students are required to complete a “senior check” in the Registrar's Office during their next-to-last study term. A “senior check” 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 senior check 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 senior check has not been completed. The student is responsible for initiating the senior check.

Application

Students planning to graduate complete an “application to graduate” form and submit it to the Registrar's Office by the end of the second week of the term in which the student plans to graduate.

Commencement and Graduation Dates

The commencement ceremony is held on the Saturday following the end of spring term. Generally, 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 once a year at the end of spring term, 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. Students who have not completed all of the degree requirements will be permitted to participate in the commencement ceremony under the following “walker” policy:

- The Senior Project is credited by the senior crediting deadline as published annually in the spring academic calendar.
- A written “walker” petition is approved by the Dean of Faculty. The petition must present a detailed, realistic plan for completion of the degree, contain signatures from all faculty

members involved in the plan, and be submitted to the Registrar by the senior crediting deadline as published in the spring academic calendar.

- The remaining work consists of not more than five academic credits or one term of co-op
- The plan for completing the outstanding work demonstrates that the work will be finished during the summer following the commencement ceremony in question, except in circumstances indicated in the next paragraph

Students who have not completed all degree requirements and are approved to participate in the commencement ceremony are expected to finish all requirements during the summer term following commencement. They will have a graduation date effective the summer co-op ending date.

However, in certain circumstances, these students can receive a graduation date effective the fall co-op ending date. These circumstances include:

- Students who need the fall term as their final co-op term.
- Students who must register for their remaining academic credits during fall term.
- Students who have otherwise completed the degree requirements but who need to study or co-op fall term in order to complete teacher certification requirements.
- Students who cannot submit the appropriate crediting documents on a timely basis in order to graduate at the end of summer term.

The Registrar will make the final determination of whether the students approved to participate in commencement prior to completing requirements have satisfied the graduation requirements.

Graduation Rates

Graduation rates are published annually and are available from Registrar's Office.

Campus Security Information

Antioch College compiles and publishes information annually about crime statistics on campus. This information is available in the Security Office.

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 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 University policy about student records and Antioch College's implementation procedures.

Academic Records

The College 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 University. It maintains the following types of academic records:

1. Degree plans or other documents setting forth comprehensive student learning objectives;
2. Reports, including 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 Admissions office maintains data to ensure that admissions standards have been met and that students have been properly admitted. The Financial Aid office maintains student and parental information relating to the application for and receipt of financial awards. The Center for Cooperative Education maintains records pertinent to the cooperative education work experience.

Retention of Student Records

Student records will be retained for the following minimum period of time. Any documents not specifically noted below are retained in accordance with AACRAO records retention guidelines:

1. All admissions documents for applicants who do not enter, whether accepted or rejected: three years.
2. Admissions documents for applicants who enter: with the exception of letters of

recommendation, which are destroyed upon admission, five years after date of student's last attendance.

3. Academic transcripts and narratives: retained permanently.
4. Enrollment certification and verification: one year after certification or verification date.
5. Financial aid documents: five years after date of student's last attendance.

Official Transcripts

The official transcript is a copy of that portion of a student's academic record that is prepared for release to a third party at the request of the student or former student. It contains personal information about the student and reports advanced placement credits awarded, transfer credit accepted, and earned Antioch College credits and degrees. Antioch College courses for which the student registers but does not earn credit do not appear on the transcript.

The transcript contains the name and address of Antioch College and the following information about the student:

1. Personal information: student's name, date of birth, and identification (social security) number.
2. Attendance and credits earned: 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 (semester or quarter academic credit, and indication of cooperative education credit); credit for remedial courses or other courses not applicable to degree program identified; prior learning, demonstrated competencies, or transfer credit identified.
3. Effective withdrawal date, if applicable.
4. Graduation date, degree conferred, and program or major, if applicable.

5. Professional certification requirements met, if applicable.

Transcripts will not be released if the student has not met financial obligations to the institution.

Access to Student Records

As further described below, student records are confidential to the students and their advisors and those 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 files, records, and data maintained by the University which directly relate to themselves, with the following exceptions:

1. Confidential information or letter of recommendation placed in a student's file prior to January 1, 1975;
2. Parental confidential financial information;
3. Personal notes or comments of individual faculty members or administrators, maintained separately by faculty or administrators (these are not considered official University records);
4. Files maintained by a University physician, psychiatrist or counseling service staff for treatment purposes; and
5. Information for which the student has expressly waived right of access.

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 45 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 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 to 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 school 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:

1. Any request for a hearing to challenge a school record must be made in writing to the College President or his or her designee.
2. The hearing request must: a. Identify in specific terms the portion(s) of the record to be challenged; b. State the reason(s) for challenging the record so identified, and state the remedy sought; i.e., the correction or deletion of the information under challenge or the opportunity to submit explanatory information to accompany the challenged student record.

3. Hearing procedures:

- a. The hearing will be conducted by the College President or his/her designate.
 - b. The hearing will be granted within a reasonable time, but no more than thirty days after the hearing request has been made.
 - c. Reasonable notice shall be given to the student and other necessary parties of the date, time, and place of the hearing.
 - d. The hearing shall be limited to a consideration of the specific portion(s) of the student's record being challenged.
 - e. The Registrar 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.
 - f. The student will have the right to be assisted by an advisor of his or her choice.
 - g. The burden of sustaining the challenge rests with the student.
 - h. Reasonable opportunity shall be provided for all parties to present evidence and witnesses directly related to that portion(s) of the record being challenged.
 - i. The student will be provided written notification of the disposition of the challenge (including the reason for such disposition).
4. The remedies available to the student as a result of a hearing are:
- a. The record may stand.
 - b. The record may be corrected.
 - c. The record may be deleted.
 - d. Explanatory information, of a reasonable length, may be inserted in the student's record file.

Release of Student Records

Consistent with Antioch University 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:

1. Appropriate personnel and agents of Antioch University who have legitimate educational interest in seeing student records;
2. Appropriate state and Federal agencies that, under law, are entitled to have access to University records;
3. In connection with an application for, or receipt of, financial aid;
4. Accrediting associations in the performance of their accrediting functions;
5. In compliance with a judicial order or subpoena. Every effort will be made to notify the student of the order or subpoena prior to University compliance with that subpoena.

Under Federal law, the University is required to maintain a log of access to student records for all non-University personnel. This information is available to students, upon request, in the office where the student records maintained.

Directory Information

At its discretion, the institution may release public or directory information in accordance with the provision of the Act. Public or directory information is defined by the University to include student name, dates of attendance, campus of enrollment, withdrawal or graduation dates, degrees conferred, and major field of study. Students may withhold public or directory information by notifying the Registrar's Office in writing during the registration period of each term. Requests for non-disclosure of public or directory information will be honored by the institution for the current academic year only.

College Personnel



Antioch College

Faculty

TOM P. AYRSMAN

Assistant Professor of Botany and Environmental Science; B.A., Antioch College; Ph.D., The Union Institute. Tom's current research focuses upon the structure and composition of the eastern deciduous forest associations and the use of digital imagery to document native floristics. Tom has worked in higher education since 1972 and is committed to science education and experiential interdisciplinary study. Tom currently is teaching courses at Antioch focusing on field botany, plant biology, forest ecology, vegetation analysis and GIS, eco-agriculture, native plant populations, and invasive plants. Tom consistently attempts to involve students in meaningful academic work in Antioch College's Glen Helen Ecology Institute. Tom also has continued to develop and provide leadership of Antioch's Environmental Field Program and Brazilian Ecosystems study abroad program since its inception.

JILL BECKER

Assistant Professor of Dance; B.A., State University of New York at Brockport; M.A. in Performing Arts, American University. Jill was the recipient of a National Endowment for the Arts Choreographer's Fellowship. She directed Jill Becker and Dancers, Inc., in New York City from 1980-1986 and has toured extensively in Holland, Germany, and North America. Jill has taught on the faculties of New York University, Middlebury College, Connecticut College, Rotterdamse Dansacademuc (Holland), Die Werkstatt Dusseldorf (Germany), and Cornell University. She has also worked extensively with children in the public schools.

SUPARNA BHASKARAN

Assistant Professor of Women's Studies and Coordinator of the Women's Studies Program; B.A., Hood College; Ph.D., Michigan State University. Suparna's teaching interests and scholarship includes areas such as transnational feminisms and sexualities; the politics of race, nation and empire; International development and Globalization; Feminists of Color in the U.S.; Post/Neo Colonial Studies; Feminist Ethnography and Methodology; and South Asia and the South Asian-American. In her classes, Suparna seeks to facilitate spaces where students can begin to account for and understand experiences and assumptions, their own and that of others, and to make critical connections between the production and consumption of knowledge and social justice.

ANDRZEJ BLOCH

Professor of Economics and Director of the Antioch Education Abroad Program; M.A., Ph.D., Academy of Economics, Poznan, Poland. Andrzej completed postdoctoral fellowship work at the University of Florida and University of Tilburg in the Netherlands. His teaching interests include comparative economic systems, economic development, and international economics. His academic and research interests are in comparative economics, economic development, and the transition from industrial to post-industrial societies. In this area, his research addresses issues of transformation of Eastern European societies, formation of the new market economies and their response to challenges of global economy.

ANNE BOHLEN

Associate Professor of Film/Communications; B.A., Edgecliff College; M.A., American University. Anne has been an independent documentary filmmaker since 1976. Her most recent film, *Blood in the Face*, premiered at the Sundance Film Festival and showed theatrically in over 40 cities in the U.S. *Blood in the Face* was broadcast nationally on the Discovery Channel, and is available in the Home Video market. Anne received an Academy Award Nomination as a Producer of *With Babies and Banners* and a National Emmy Award as a Producer of *The Global Assembly Line*. She is also Producer/Director of the film *Reform on the River* and *The Power and the Spirit*, a half-hour radio documentary which aired on National Public Radio's "All Things Considered." She also worked on *Roger and Me*, *Muhammad Ali: The Whole Story*, *Rosie the Riveter*, *Seeing Red*, *Memorial*, and *Earth and the American Dream*. Anne is an Emeritus member of New Day Films, the nationally-known independent social issue film distribution cooperative. Her films have been exhibited theatrically and broadcast on television in over 17 countries.

KABUIKA BUTAMINA

Associate Professor of Chemistry; B.S., M.S., Ph.D., University of North Dakota. Kab has current research interests in the areas of AB INITIO and Semi-Empirical Quantum Mechanical calculations on Charge-Transfer Complexes. He also has plans to study the chemical aspects of African medicinal plants. His teaching philosophy is based on his belief that chemistry is not magic, that it was conceived by human beings in such a way that other human beings can comprehend and master it as well. He has preached and practiced this belief through the General, Physical and Analytical Chemistry courses as well as in the Instrumental Analysis course he has taught since joining the Antioch faculty.

JOSEPH J. CALI

Director of the Olive Kettering Library; A.B., Union College; M.S.L.S., Western Reserve School of Library Science.

CHIH TSONG CHEN

Professor of Computer Science and Mathematics; B.S., National Taiwan Normal University; M.S., National Central University of Taiwan; Ph.D., University of Pittsburgh. Chen's areas of interest include Kalman Filters design, DSP, adaptive control, systems engineering, scientific programming, software engineering, parallel and distributed computing. Chen has been doing extensive work in the integration of new industrial standards and the College's Computer Science curriculum.

BARBARA BECKERMAN DAVIS

Associate Professor of History; B.A., City College of New York—Uptown; M.A., Ph.D., University of California, Berkeley. Barbara teaches courses in European History from late antiquity to the present with a focus on Medieval and Early Modern (1400-1800) cultural and social history. Her own field is 16th-century urban France, and she has done extensive research on relief institutions for the poor, and the poor in Toulouse. Her recent professional activities include papers presented at the Sixteenth Century Studies Conference and the French Historical Studies Conference. She participated in an NEH Institute (1991) on Marguerite of Navarre and Rabelais, and an NEH Seminar (1995) focused on the Reformation, both at Duke University; more recently she has received a Short-Term Fellowship (1997) from the Newberry Library. Her articles have appeared in *Historical Reflections/Réflexions Historiques* (1991) and *French History* (1993); she reviews for the *Sixteenth Century Journal*, the *Catholic Historical Journal*, and the *Journal of Modern History*. At present, she is working on her book, *Public and Private Charity in Renaissance Toulouse*.

ERIN DAVIS

Assistant Professor of Sociology; B.A., New College, University of South Florida; M.A. University of Virginia. Her teaching and research interests are in the areas of sociology of gender, sexual identity and culture. She has been honored as the recipient of the Dissertation Fellowship at the University of Virginia, the Martin P. Levine Memorial Dissertation Award (Sex and Gender Section) from the American Sociological Association and the Graduate Teaching Assistant Award from the University of Virginia.

ROBERT DEVINE

College Professor; B.A., Antioch College; M.A. State University of New York at Buffalo. Bob served as President of Antioch College from 1996-2001, while continuing to teach in the field of community media and social change. His current research and writing is on democratic, popular and participatory forms of media, the relationship of public sphere speech and association to agency, and the use of media in organizing, community development and the processes of social change. Bob has been actively involved in public access, community media and documentary production for the past thirty years. His public access work has included the startup of the Dallas, Milwaukee and Manhattan cable access systems, as well as policy planning, system design, community ascertainment, and system evaluations for a number of access operations across the country. He contributes to and has served on the editorial Board of *Community Media Review*. Bob is the 1994 recipient of the Alliance for Community Media's "George Stoney Award for Humanistic Communications" recognizing his national contributions to the field of community media, and the 2002 recipient of the Antioch College Alumni Association's "J.D. Dawson Award" recognizing his contributions to the College.

IVAN DIHOFF

Professor of Languages and Linguistics; B.A., Muhlenberg College; M.A., M.A., Ph.D., University of Wisconsin. Ivan has taught at the University of Wisconsin; Boston University; Yale University, where he was Director of the Program in African Languages; and The Ohio State University, where he was Acting Director of the Foreign Language Center. He has lived, taught and conducted research extensively in Europe and Africa. His areas of research have included descriptive linguistics, especially tonology, and, more recently, neurolinguistics, second language acquisition, and language teaching methodology.

DENISE EAGLESON

Assistant Professor of Photography; B.A., Antioch College; M.F.A. University of Cincinnati. Dennie has been teaching photography at Antioch since 1987. Her teaching philosophy encourages student exploration of the medium as a means of self-expression and as a way to communicate concerns about the world. She exhibits her work regionally and nationally. Her research interests include addressing multicultural issues through the arts, non-traditional families, and contemporary culture and social organization in Cuba. Dennie curated a show of contemporary Cuban photography for exhibition in the Herndon Gallery at Antioch College titled "Cuba: Siempre Viva", which has been touring nationally.

SUSAN J. EKLUND-LEEN

Associate Professor of Cooperative Education; B.S., M.Ed., Ph.D., Kent State University. Susan came to Antioch College in 1991 and has worked in higher education since 1978. Her interest in experiential education developed from her work with student organizations and her own involvement in community service and professional associations. Susan received the Ev Wallenfeldt Alumni Service Award from the Kent State University Higher Education Administration Program in 1998 and was honored as recipient of the Philip A. Tripp Distinguished Service Award from the Ohio College Personnel Association in 1994. She has been active in state and national student affairs organizations and has served on several boards and committees in the Dayton area. Recently she has developed an interest in how on-line discussions and courses can enhance learning through cooperative education.

ANN FILEMYR

Associate Professor of Journalism/Communications and Environmental Studies; B.A., Thomas Jefferson College of Grand Valley State Colleges; M.A., University of Wisconsin-Milwaukee; Ph.D., The Union Institute. She is also a poet and has been nominated twice (2000 and 2001) for a Pushcart Prize in Poetry. A book of poems, *Skin on Skin*, was published in 2000. She has had publications in small literary journals. Her current research is on ecology, feminism, and the intersection of nature, culture and identity. Recent articles include "Going Outdoors and Other Dangerous Expeditions" in *Frontiers: Journal of Women Studies* (Fall 1997), "Unmasking the Population Bomber: Analyzing Domination at the Intersection of Gender, Race, Class and Ecology" in *National Women Studies Association Journal* (Winter 1998), "Loving Across the Boundary" in *Skin Deep: Black Women and White Women Write About Race* (Doubleday

1995), and "Media and Journalism" in *Greening the College Curriculum: A Guide to Environmental Teaching in the Liberal Arts* (Island Press 1995). She also has written on the emerging international discourse on global feminisms, environment, and development, and has attended the Earth Summit in Rio de Janeiro, Brazil in 1992 and the Global Forum/Green Cross Conference in Kyoto, Japan in 1993. Her communications classes combine practice in skill-building in journalism and written communications with a theoretical framework for understanding the role of media images and information in our lives. Her environmental studies and women's studies courses challenge students to explore concepts of privilege, oppression, and mechanisms for social change.

ROBERT S. FOGARTY

Professor of History and Editor, *The Antioch Review*; B.S., Fordham College; M.A., Ph.D., University of Denver. Robert's publications include *The Righteous Remnant: The House of David*, *Dictionary of American Communal and Utopian History*; *American Utopianism*; *All Things New: Communal and Utopian Movements 1860-1914*; *Special Love/Special Sex: An Oneida Journal* (1994), winner of the Ben Snow award; and, most recently, *Desire and Duty at Oneida* (2000). His essay/reviews have appeared in the *Times Literary Supplement* and *The Nation*. Currently, he is researching Anglo-American faith-healing from 1870 to 1920, which he began as Lloyd Lewis fellow at the Newberry Library in 1995. He was director of the GLCA/ACM Program in the Humanities at the Newberry Library in 1978-79; Visiting Professor, Johns Hopkins SAIS Center for American and Chinese Studies in 1985; and has lectured at major universities in the U.S. and abroad. He

has received fellowships from the National Endowment for the Humanities, The American Council of Learned Societies, the Coordinating Council of Literary Magazines. He was a visiting fellow at All Souls College, Oxford and the Humanities Institute, New York University. He gave the annual Darwin lecture in human biology at the Galton Institute, London in 1994, and was a Distinguished Lecturer in Korea in May, 2000.

CHRISTOPHER GARCIA

Assistant Professor of Art; B.F.A., Bennington College; M.F.A., University of Arizona. Chris has exhibited his work nationally in El Barrio International Gallery, New York; the Paterson Museum, New Jersey; the Clay Studio, Pennsylvania; and, internationally, at Altos de Chavon School of Design, Dominican Republic; and Casa Candina, Puerto Rico. Chris has traveled extensively in Europe and the Caribbean, and is a staff writer and photographer for *Clay Times Magazine*. In 1999, Chris and four Antioch students built a 35-foot adobe sculpture in Nebraska. In 2000 and 2001, Chris traveled to Central America to create more earthworks with students and to study environment-based art.

VICTOR GARCIA

Professor of Foreign Civilizations and Languages; B.A., St. Benedict's College; M.A., University of Missouri. Victor is the GLCA representative for the Latin American Program and often leads groups of students, and occasionally faculty, to Mexico, Costa Rica, and Cuba for special study. He is also an advisor member of the GLCA Borders program in Mexico. In 1995, he led a pilot program in Morelia with the support of the Lovelace Cross-cultural Student Travel Grant. He has been instrumental in the development of the Fall Semester Morelia Program in Michoacan Mexico, and he directed the Antioch-Kentucky Institute for International Studies Morelia Fall Semester Program from 1995 to 1997. He also has been the Latin American Consultant for Project Flame at the University of Michigan in Ann Arbor, has been a member of the Antioch Writers Workshop since 1997, and has been the faculty advisor for the Undergraduate Interest Group Unidad since 1992. He views teaching as a challenging enterprise, a forum for an exchange of ideas, a reciprocal learning experience, and an intellectual discourse that takes place in a conducive, relaxed environment. His research interests are in Latin American literature, including women writers, Latin American history, and Pre-Columbian studies. He is currently working on four major publications: *Español en accion: adentro* and *Español en accion: afuera*, *Antologia de literatura critica: voces de los oprimidos en las Americas*, and *Voz de la cornucopia*, a poetry book. Victor's books are aimed to help students achieve different levels of proficiency. He also has assisted the Co-op Department in developing student co-ops in Mexico, Central America, and the southwest United States.

DALE GARDNER

Visiting Assistant Professor of Political Science and Director of the AEA Europe in Transition Program; B.A., M.A., University of Oklahoma; Ph.D., Northwestern University. Dale's research interests are in Germany, agenda setting, foreign policy, democratic transitions, and Europe. Dale has part-time faculty responsibilities in the Social and Global Studies major, as well as contributing part-time to the AEA program. Dale's responsibilities in AEA include the administration of the Antioch-Tübingen exchange program. Dale speaks some Russian as well as being fluent in German.

GEOFFREY "Jahwara" GIDDINGS

Assistant Professor of African/African-American Studies; B.A., Brandeis University; M.A. Temple University. Jahwara's research involves the exploration of the dynamics of African-American cultural theories as foundations for socio-political self-determination, which facilitates his broader disciplinary interest in history, social organization, education, and psychology. His other research interests are in African Diaspora cultural history and theory and Afrocentric theory and curriculum. Jahwara has received the Teaching Excellence Award from Temple University and is the recipient of an Ohio Campus Compact Grant to support service learning through his courses.

JEAN GREGOREK

Associate Professor of Literature; B.A., Ohio State University; M.A., University of York (England); Ph.D., The Ohio State University. Jean's research and teaching interests include nineteenth and twentieth-century British literature, Caribbean literature, postcolonial studies, cultural studies, working-class literature, labor issues, and theories of gender and sexuality. She has recently completed an extensive research project on Victorian self-help literature and narratives of upward mobility. Her first article, on pulp fiction, was published in a collection entitled *Delights, Desires, and Dilemmas: Essays on Women and the Media*. She has also contributed reviews to *The Journal of American Folklore* and made contributions to local arts publications on feminist issues.

BENJAMIN SCOTT GROSSBERG

Assistant Professor of Literature and Creative Writing; B.A., Rutgers University; M.F.A., Ph.D., University of Houston. Benjamin is a writer of poems and literary criticism. He has been honored by receiving several awards, including a grant from the Cultural Arts Council of Houston and Harris County. His poems have appeared in journals such as *Paris Review*, *Nimrod*, and *Malahat Review*. His scholarship has appeared in *The Journal of Homosexuality*, *Studies in American Fiction*, and *Studies in English Literature*. These studies explore the construction of same-sex desire in the works of Coleridge, Hawthorne, and Philip Sidney, respectively.

MARGARET HASENMYER

Assistant Librarian for Cataloging Services; B.A. Greenville College, M.S., University of Illinois at Urbana-Champaign. Margaret's background includes extensive experience in original and copy cataloging of monographs in a wide range of subject areas, with special emphasis on AACR2, LCRI's, LC classification, and LCSH. She is active in both professional and volunteer organizations and has served as past president of the Northwest Arkansas Library Association. Margaret has a very strong working knowledge of French.

THOMAS R. HAUGSBY

Professor and Director of Cooperative Education; B.A., Wittenberg University; M.S.W., Wayne State University. Tom has been a member of the co-op faculty for over twenty years, with periodic assignments as director of adult education programs; Associate Dean of Faculty; and as the manager of several grants in cooperative education, campus diversity and faculty development. His reading and writing interests revolve around the development of "civic intelligence," formulation of career and personal life commitments, and the pedagogy of work-based learning. His recent travels and work in Brazil, China, South and West Africa have contributed to his developing interest in cross-cultural skill development.

CHRIS HILL

Visiting Associate Professor of Communications; B.A., University of Michigan; M.F.A., S.U.N.Y. Buffalo. Chris Hill is a videomaker and curator who has recently taught in the Video-Multimedia/Performance Studio of the Technical University at Brno (Czech Republic) and in the Media Study Department at SUNY Buffalo. She was Video Curator at Hallwalls Contemporary Arts Center in Buffalo from 1983-94, and also worked with public access cable TV in Buffalo. In 1995, she received a grant to research post-

1989 independent media in the Czech Republic, and has recently developed a website featuring interviews with Czech independent producers and media artists which will be hosted by the Soros Center for Contemporary Art in Prague. She researched and curated a 17-hour series *Surveying the First Decade: Video Art and Alternative Media in the U.S. (1968-1980)* for the Video Data Bank (Chicago), and is co-editor of the accompanying text, *Rewind*.

STEVEN HOFFMAN

Visiting Assistant Professor of Environmental Studies; B.A., Haverford College; M.S., Ph.D. University of Wisconsin, Madison. In the past few years Steve has been consulting full-time. Most recently he has been working with Organic Crop Improvement Association (OCIA) International doing extensive consulting with a focus on "bridging" for OCIA International and OCIA Japan. Steve also served as a Visiting Assistant Professor in AEA's program in Japan in 1998.

M. ADAM HOWARD

Assistant Professor of Education; B.A., Berea College; Ed.M., Harvard University; Ed.D., University of Cincinnati. Before coming to Antioch, Adam taught high school English and history. He also directed a nonprofit organization designed to prepare inner-city students for academically rigorous high school programs while encouraging and preparing high school and college students to become teachers. His research focuses on the influence of class status on academic achievement. Adam is actively involved in programs that advocate for Appalachian youth.

DAVID KAMMLER

Visiting Assistant Professor of Chemistry. A.B., Harvard University; Ph.D. in organic chemistry in progress, Indiana University. David has been teaching chemistry courses at Indiana University for the past several years. He is also the recipient of the Teaching Excellence Recognition Award, the Kratz Fellowship and the Metzner Award.

MELINDA KANNER

Associate Professor of Anthropology; B.A., University of Wisconsin-Madison; M.A., Ph.D., The Ohio State University. Melinda's original areas of training are linguistics and psychological anthropology. Her recent research focuses on the anthropology of tourism, mass mediated culture, folklore, and queer studies. Her work has been published in a number of scholarly journals and collections as well as many popular publications. She participates regularly in international and national professional conferences, and serves as co-editor of the Book Review section of *The Antioch Review*. She is currently completing a book on the analysis of gender, race, and sexuality in tourism in the southeastern United States, and developing a book on representations of ethnicity in the television program, *The Sopranos*.

CHERYL KEEN

College Professor and Director of the Center for Community Learning and the Bonner Scholars Program; B.S., Bethany College; M.Ed., Ed.D., Harvard University. Cheryl has taught graduate students, adult and traditionally aged college students, and high school students. As an educational practitioner, she has designed and led several programs, including the Harvard Peace and Conflict Studies program and the Governors School on Public Issues on the Future of New Jersey. As a College Professor at Antioch College in Yellow Springs, Ohio, she has redesigned all

of her classes to include service-learning. She frequently speaks and leads workshops on her recent research and co-authored book, *Common Fire: Leading Lives of Commitment in a Complex World*, (Beacon Press, 1996) for which she helped create an accompanying video. She is the Senior Research Fellow for the Bonner Foundation, doing a longitudinal study on the effectiveness of community service programs at 24 colleges. Cheryl has also played a role in developing a national dialogue about making a place for spirituality in higher education. At Antioch she has served as co-Dean of Faculty and as director of the Writing Center and Academic Support Center and she teaches courses in developmental psychology, school reform, and conflict resolution and serves as the Director of the Center for Community Learning and the Bonner Scholars Program. In 2001 she was selected as the Higher Education Leader of the Year by the National Society for Experiential Education.

JAMES P. KEEN

College Professor; B.A., Haverford College; Ed.D., Harvard University. Throughout his career, Jim's teaching focus has been interdisciplinary within the social sciences. Immediately before coming to Antioch, he served as chair of the department of Interdisciplinary Studies at Monmouth University. Jim has shared appointments with his partner, Cheryl Keen, in a number of settings for more than twenty years. From 1982 through 1995, they were founding co-directors of New Jersey's Governor's School of Public Issues. They also shared the Millicent Fenwick Research Professorship at Monmouth University. Prior to that, they taught together at Goddard College,

Lesley College, and Harvard University. From 1973 through 1981, they served as co-administrators of Committee on Peace and Conflict Studies, and its successor, the Interdisciplinary Coordinating Committee on International studies of the Faculty of Arts and Sciences at Harvard. Jim also served as Associate Director of the U.S. Team for the Club of Rome's project, *No Limits to Learning*, and as chair of the board of the International Center for Integrative Studies. He is co-author of *Common Fire: Leading Lives of Commitment in a Complex World* and a series of related articles, and has written a number of articles on Governor's schools and other programs that engage young people in discourse on public policy, global issues, and the common good. In addition to public policy and globalism, Jim's scholarly interests embrace interdisciplinary epistemologies; intellectual, epistemological, and ethical development; and the study of peace, conflict and community. He shares with many of his colleagues at Antioch an interest in innovative education.

AMY KILLORAN

Visiting Assistant Librarian for Public & Instructional Services; B.A., Antioch College; M.S., University of Illinois at Urbana-Champaign. Amy's wide range of interests includes digital copyright issues; intellectual freedom and the rights of children; internet filtering; and prison libraries.

JANICE RYE KINGHORN

Visiting Assistant Professor of Economics; B.S., Miami University; M.A., Ph.D., Washington University. Before coming to Antioch, Janice was an Assistant Professor of the Graduate Faculty at the New School for Social Research. She has also taught at the University of Munich. Awards from the Sloan foundation and the Bradley foundation supported Janice's research into comparative European economic systems during the period of industrialization. In her teaching and research, she focuses on issues of economic development. In particular, social capital development, institutional change, and transaction cost economics are important parts of her work. Janice's research has been published in *The Journal of Economic History* and *Essays in Economic and Business History*. She currently teaches Economic Growth and Sustainable Development, International Economics, Microeconomics and Managerial Decision Making, Macroeconomics, and Markets and Hierarchies.

SUZANNE R. KOLB

Visiting Assistant Professor of Environmental Science and Director of the AEA Brazilian Ecosystems Program; B.S., State University of New York-Stony Brook; Ph.D., Institute of Ecology, University of Georgia. She has conducted field research on forest regeneration in Brazil and Costa Rica. Dr. Kolb has taught ecology and environmental studies for four years as a full-time faculty member at universities in the U.S. Her research interests include community ecology, restoration ecology, patch dynamics, seed dispersal, and ecosystem management.

AARON LAMPMAN

Visiting Assistant Professor of Anthropology. B.A. in Cultural Anthropology, New College, University of South Florida; Ph.D. in Ecological Anthropology in progress, University of Georgia. Before accepting this position at Antioch, Aaron taught anthropology courses at the University of Georgia and a graduate research assistant for the Maya Health and Nutrition Project at the Ethnobiology of Health Laboratory, University of Georgia. Aaron's research interests include ecological and environmental anthropology, ethnobiology, cognitive anthropology and Latin American cultures with a focus in Mesoamerica.

CATHERINE LAPALOMBARA

Associate Dean of Faculty and Associate Professor of Management; B.A., Antioch College; M.B.A., Mount Saint Mary's College. Catherine teaches courses in Accounting, Financial Management, Entrepreneurship, Management Theory, and Marketing. She has extensive financial management and organizational planning experience in the non-profit human service sector. She has served as the President of the Yellow Springs Community Federal Credit Union and received the Ohio Credit Union League and the Credit Union National Association's Edward A. Filene award for service as a volunteer in the credit union movement.

DAVID LAPALOMBARA

Professor of Art; B.A., Oberlin College; M.F.A., Nova Scotia College of Art and Design. LaPalombara spent several years in Italy on a Rome Prize Fellowship and as a Fulbright Fellow, studying Classical, Renaissance, and Baroque illusionistic painting, architecture, and sculpture, and teaching at the Rome Campus of Loyola University. He also has studied the relationships of art and audience in selected Italian

plazas, parks, and churches. In his work, he creates spatial awareness through the perceptual contradictions allowed by manipulating horizon lines, vanishing points, ideal view points, light, and color. His current work includes folding screens with painted landscapes. He teaches sculpture and drawing.

PATRICIA LINN

Dawson Professor of Cooperative Education and Professor of Psychology and Women's Studies; B.S., Denison University; M.A., Ph.D., University of Kansas. Pat teaches a course in Early Childhood for the SSC Department and is the departmental liaison to the Center for Cooperative Education. Before coming to Antioch, Pat was a human development researcher. As a National Science Foundation Postdoctoral Fellow, she studied premature infants at the University of Kansas Medical Center, and she studied the effect of intrauterine alcohol and drug exposure at Case Western Reserve Medical School. She has given presentations and workshops and published in the areas of prenatal and newborn development. Pat's current research interests include intellectual development in late adolescence, especially as promoted by the combination of work and study in college. She is a member of the Cooperative Education and Internship Association and serves as the Chair of their Research Committee. In 2000, Pat won the Ralph Tyler Award from that organization for excellence in research on cooperative education.

PATRICIA MASTERS

Visiting Associate Professor of Political Science and Director of the AEA Buddhist Studies Program in Japan; B.A., M.A., University of California at Los Angeles; M.P.H., Ph.D., University of Hawaii. Before coming to Antioch Pat taught at the University of Hawaii, Hawaii Pacific University, Ritsumeikan University and Kyoto University in Japan. She served as the Director of the East Asian Center of Friends World College in Kyoto. Pat has taught political theory and philosophy, feminist theory, comparative politics, politics of Asia, women's studies, and politics of religion in Asia. On the Buddhist Studies program she teaches Buddhist Cultural Studies. She has received two Fulbright Fellowships for her research on the Sarvodaya Movement in Sri Lanka and for her work on Buddhism in South Asia. She has been active in community service, directing the Americorps in Hawaii and working in several non-profit agencies that focused on services for immigrants, refugees, women, and youth. Pat speaks Japanese, Spanish, Sinhala, and has studied Mandarin, Chinese, and Sanskrit. She is currently writing a book about Mary Foster, a 19th century native Hawaiian woman and an early supporter of American Buddhism. Pat has also written several articles in the areas of Buddhism, Japan, women's issues, and political studies.

NEVIN MERCEDE

Assistant Professor of Paint/Printmaking; B.F.A., California College of Arts and Crafts; M.F.A., The University of Montana. Both Nevin's teaching and creative investigations center on developing understandings of situational contexts through engaging multiple perspectives. She encourages mixing collaboration with individual inquiry toward narrowing the distance between the creative self and those who encounter the manifestations of artistic output. Recently landing with-

in the Antioch community, this former “gypsy artist/educator” is grateful for the richly varied experiences derived from teaching in eleven programs at eight schools, most recently: Ringling School of Art and Design, the University of South Florida, and Washington University in St. Louis.

ERIC MILLER

Assistant Professor of Cooperative Education; B.A., Antioch College; M.A., Wright State University. Eric has extensive experience working and teaching in a variety of academic and business settings in Japan. His interest in cross-cultural work experience developed from his involvement in labor union activities with the (Japan) National Union of General Workers and teaching Japanese business executives. He has worked with community mental health service recipients and the Ohio Department of Mental Health in the development of community-based support systems.

PATRICIA MISCHÉ

Professor/Lloyd Professor of Peace Studies and World Law; B.A., College of Saint Benedict; M.A., Ed.D., Columbia University Teachers College, Division of Philosophy and Social Sciences. Before coming to Antioch, Pat taught courses in Peace and World Order Studies at Columbia University Teachers College, the University of Notre Dame, Georgetown, and Seton Hall University. She is the co-founder and President Emerita of Global Education Associates, a network of people in some 90 countries collaborating in research and educational programs related to the advancement of peace, social justice, human rights, ecological integrity, and democratic participation for all the world's peoples. She is the author of more than 100 articles and several books, including *Toward a Human World Order: Beyond the National Security Straitjacket*

(with Gerald Mische) (Paulist Press, 1977; Japanese translation by Maruzen, 1980); *Star Wars and the State of Our Souls* (Harper/Winston Press, 1985); *Ecological Security and the United Nations System: Past, Present, Future* (1998); and is co-editor of a forthcoming book tentatively titled *Religion and the Dialogue Among Civilizations* (Peter Lang Publishing, 2001). Her recent areas of research include the contributions of religion to a culture of peace (in collaboration with UNESCO and as a visiting fellow at the Kroc Institute for International Peace Studies at the University of Notre Dame); and relationships between ecology and peace, with a special focus on case studies in Malaysia, the Philippines and Japan (made possible by a grant from the John D. and Catherine T. MacArthur Foundation). Pat lived and taught for several years in East Africa, and continues to be involved in projects in Kenya promoting the empowerment of rural women in sustainable development. She has given more than 1000 workshops and lectures in more than 50 countries on topics related to peace, human rights, women, ecological security, and world order, and is the recipient of numerous awards for her contributions to the field of global and peace education.

MAURICE MEILLEUR

Visiting Assistant Professor of Political Science; B.A., M.A., Washington State University. Maurice has taught courses in political science at Indiana University and Washington State University and was presented the Teaching Excellence Recognition Award for 1999 from Indiana University. Currently he is a pre-doctoral fellow at the Kettering Foundation in Dayton. His research interest centers on his dissertation, a critical history of the role of John Dewey's pragmatism in American political science. Maurice speaks fluent German.

BRENDA MOORE

Assistant Professor of Biology; B.S. Lake Erie College, M.S. Ph.D., Ohio State University.

Brenda began her science career working as an industrial analytical chemist. Desiring more challenge and the opportunity to participate in research, she returned to graduate school and earned her advanced degrees. Upon graduation she completed a two year post-doctoral fellowship in biotechnological research at Alltech Biotechnology Company in Kentucky. Brenda returned to academia shortly thereafter, teaching inorganic chemistry and biochemistry at Transylvania University in Lexington, KY. Her main research focus is in the field of microbiology. She teaches many of the biomedical classes where she emphasizes fundamental scientific concepts and preparation for medical/veterinary programs and graduate school.

HASSAN MOHAMADI NEJAD

Executive Vice President and Dean of Faculty and Professor of Political Science and International Relations; B.A., Tehran University; M.A., California State University at Los Angeles; Ph.D., Southern Illinois University. Hassan has taught international and Third World politics, with a focus on the Middle East and International Law. He served as an Associate Professor and Associate Dean at Tehran University Law School in the 1970's. Prior to his tenure at Tehran University, he taught at Shiraz University and at Arkansas State University. At Antioch, Hassan has served as Director of Social and Management Studies Institute, Coordinator of Social and Behavioral Science Area, and Chair of the Social and Global Studies Area. In 1991, Antioch College faculty elected Hassan to serve

as their Faculty Chair; he was twice re-elected and served until June 1996. In 1996, Hassan was appointed Vice President for the College and, in 1997, the Dean of Faculty. In 1996-97, Hassan chaired The Task Force on the College's Strategic Plan, which developed a five-year strategic plan for Antioch College. He was also the director of Antioch's study abroad program in Egypt. Hassan's publications include three books in Farsi, Political Parties, Research Methods and American Foreign Policy, and more than a dozen articles contributed to such professional journals as Middle East Forum, International Journal of Middle East Studies, Iranian Review of International Relations, Tehran University Law Review, The Search, Inequality and Contemporary Revolutions, University of Dayton Review, and The Bulletin of Peace Proposals. Hassan's current research interests focus on peace building in the Middle East, restructuring of the United Nations, and International Humanitarian Law.

ELIZABETH NETTLES

Assistant Professor of Mathematics; B.S., University of Kentucky; M.A., Ph.D., University of Alabama. Elizabeth enjoys teaching a diverse student body as it requires an understanding of the many different ways that students think and learn. Her current research is focused on Tn-Systems of the Mathieu Groups. Elizabeth has been honored by receiving the Graduate Council Fellowship in 1999, the Presidential Scholarship in 1999, the Henry C. Miller, Jr. Endowed Scholarship, the Outstanding Research Award, 1999, and the Outstanding Teaching by a Doctoral Student Award in 1998.

STEPHANIE OXENDALE

Visiting Assistant Professor of Women's Studies; B.A., The Queen's College at the University of Oxford, United Kingdom; M.A., University of York, United Kingdom; Ph.D., State University of New York at Binghamton. Stephanie's academic research and writing has focused on women's issues. She has taught courses in World Cultures pre-1500 and Europe 1500-1815; World Cultures post-1500 and Modern Britain and Empire; Women and Irish Nationalism; Gender, Race and Class in the Age of Empire; and Renaissance Europe. Her reviews and articles have appeared in *Journal of International History*, *The Historian*, and *Twentieth Century British History*.

C. ROBERT PRYOR

Associate Professor and Director of AEA Buddhist Studies Program; B.S., University of Michigan; M.A.T., Antioch College. Robert designed the Antioch Buddhist Studies Program and has taken groups of students to India as program director since 1979. He teaches courses on Contemporary Buddhist Culture and Buddhist Meditation Traditions. He is also active in the local community as a trustee of the Yellow Springs Dharma Center, an organization whose activities involve both Antioch students and Yellow Springs residents. In 1987, he founded Insight Travel, an educationally-oriented company that focuses on pilgrimage in Asia. Robert was a consultant for BBC television on its film *In The Footsteps of the Buddha*. His approach to teaching emphasizes the use of anthropological methods, and he is particularly interested in the social and institutional impact of Buddhism as it interacts with American culture.

HASSAN RAHMANIAN

Associate Professor of Administration and Management; B.A., M.A., University of Tehran; Ph.D., University of Pittsburgh. Before coming to Antioch, Hassan held several management positions overseas. He teaches management courses such as Management in the Third World, Comparative Management, and Transnational Corporations. He also teaches social science core courses such as Research Methods and Data Analysis in the Social Sciences. His research interests mainly include organization and change agency, participatory management, comparative management, and global political economy.

GRANT RICH

Visiting Assistant Professor of Psychology; B.A. in English from Oberlin College; M.A. and Ph.D. in Psychology, University of Chicago. Grant's primary research interests include consciousness, positive psychology and creativity. He has published on many topics including the anthropology of consciousness, creativity, health psychology, and message therapy. Before accepting this position, Grant taught at Bates College, OSU, and Antioch (he taught psychology courses in a visiting position during 1997-98).

HELEN RICHARDSON

Assistant Professor of Theatre; B.A. Beloit College; M.A. San Francisco State University; Ph.D. University of California at Berkeley. Helen is a director, acting coach, playwright, and mask-work specialist. She has served as artistic director of the award winning Stalhouderij Theatre Company in Amsterdam., the Netherlands, a resident English language theatre featuring an international ensemble of actors creating new works and performing a diverse repertoire of classic and modern plays. Specializing in the creation of collaborative per-

formance pieces concerning modern icons such as Judy Garland, J. Robert Oppenheimer, and Bill Gates, Helen's work has been seen at such diverse venues as: the Grahamstown Theatre Festival, Johannesburg, South Africa; Trinity Site, White Sands Missile Base, New Mexico; the Western Region American College Theatre Festival, Kennedy Center; the International Dance Theatre Festival, Poland; and the New York International Fringe Festival. She is co-artistic director of the Heston Richardson Dance Theatre.

JOHN RINEHART

Professor of Music; A.B. Magna Cum Laude, Kent State University; M.M., Cleveland Institute of Music; Ph.D., The Ohio State University. Additional graduate studies at Yale University under full scholarship. He first appeared in public as composer and pianist in 1945 in Akron, Ohio, as part of a concert celebrating the founding of the United Nations. His compositions have been widely performed throughout the U.S., Europe and Asia, and have been both published and recorded. He was the first recipient of the ASCAP Ernest Bloch Award in composition, in 1960; his *PASSAGES* for soprano and orchestra was a 1979 winner of the Indianapolis Symphony Orchestral Competition, and his piano concerto *TODTENTANZ* was partially composed while he was a fellow at the Yaddo Colony in New York. Other grants and awards include The American Music Center, The National Endowment for the Arts, New York Council of the Arts, Margaret Jory Fund, The Jerome Foundation and the Bascom Little Foundation. He has been on the National Council of the American Society of University Composers and was a founding member of *Res Musica America*. He has published research in

collaboration with behaviorist Carl Charnetski and geneticist Lester Turoczi on the effect of music on the production of immunoglobulin A (IgA) in humans. He was founder and first editor of the music journal *CIM Notes*.

BEVERLY RODGERS

Visiting Assistant Professor of Cooperative Education; B.A., Missouri Southern State College; M.A. and Ph.D., Ohio State University. Beverly's fields of specialization and research interests include cultural anthropology, Great Lakes Area Native Americans, Indian Identity, Native Women and gender and multiculturalism. Beverly is currently conducting research at Glenn A. Black Laboratory of Archaeology, Indiana University, Bloomington, on the Great Lakes Native Americans and the Indian Land Claims Settlement Act. Beverly has taught sociology and anthropology courses at Columbus State Community College and Ohio State University.

JUDITH SCHIMPF

Assistant Professor of Cooperative Education; B.A., Thomas More College; M.Ed., Xavier University. Her graduate work was in human resource development. Judith had nine years experience in cooperative education and career counseling before coming to Antioch in 2001. She is actively involved in cooperative education professional organizations at state, regional, and national levels. She has worked in the private sector doing training, development, and consulting in the areas of interpersonal communications, customer service, marketing, and small business management. She has taught college courses in Professional Practices for Co-op, Human Relations, Stress Management, and Career Planning. Judith is also an active storyteller and member of the Miami Valley Storytellers, Cincinnati Storytelling Guild, and the National Storytelling Network.

LOUISE SMITH

Associate Professor of Theatre; B.A., Antioch College; M.A., Antioch University. Louise is an actor, writer, director and teacher, whose solo work has been presented nationally and internationally. She has collaborated and appeared in works by Ping Chong since 1980; has been a member of Otrabanda Company since 1977; has appeared in New York in works by Julie Taymor, Anne Bogart, Liz Swados, Meredith Monk, and The Talking Band. She played the lead role in *Working Girls*, a film by Lizzie Borden. Her regional Theatre credits include Milwaukee Rep, Portland Stage, Seattle Group Theatre, Trinity Rep, and Manhattan Theatre Club. She received a 1990 Bessie Award for her work in Ping Chong's *Brightness*, and grants for her own work from NYSCA, Franklin Furnace, and Art Matters. She was a 1992 Jerome Fellow playwright-in-residence at the Minneapolis Playwright's Center and is a 1995 recipient of a NEA collaborative artists fellowship with Ping Chong. She has taught in workshops and residencies at Lafayette, Carleton, Montclair State College, and NYU Experimental Theatre Wing. Her latest work, *Interfacing Joan*, premiered at La Mama, New York City, in 1996, and toured to Minneapolis, Boston, and Internacional Festival de Teatro in El Salvador.

CHARLES E. TAYLOR

Professor of Physics; B.A., M.A., Williams College; Ph.D., Michigan State University. Chuck has a wide range of interests and has worked with low-temperature nuclear resonance, lasers, holography, solar energy, digital electronics and computing, and multimedia approaches to physics learning. In addition to working with physics majors, he also enjoys helping non-science students sense the excitement and challenge of doing science, and helping students who have difficulty with math concepts gain an appreciation for mathematics and self-confidence in applying basic concepts.

PETER H. TOWNSEND

Professor of Environmental Science and Geology; B. A., Williams College; M.S., University of Vermont. Peter is an Earth Scientist with primary interests in applying geology to environmental problems. Most of his professional work is in service to local governments and citizen environmental groups. He studies groundwater contamination and related environmental problems. In Peter's courses, he emphasizes the acquisition of transferable skills such as written and oral communication, problem solving, synthesis and analysis of information, and analytical reasoning as applied to environmental analysis. In upper-level courses, Peter challenges students to integrate material from the entire science curriculum to analyze and solve complex environmental and geologic problems.

SCOTT WARREN

Associate Professor of Philosophy and Political Science; B.A., University of Virginia; M.A., Ph.D., The Claremont Graduate School. Scott teaches a wide range of courses in philosophy and political science, including such topics as classical political theory, radical political philosophy, critical theory, neo-marxism, phenomenology, existentialism, feminism, ecopolitics, postmodernism, epistemology, and philosophy of science. Before coming to Antioch he taught philosophy and political theory at Occidental College, The Claremont Graduate School, the University of Colorado at Boulder, the Otis-Parsons Art Institute, Pomona College, and Denison University. Scott is active as a scholar in the areas of contemporary critical theory and radicalism, and is the author of *The Emergence of Dialectical Theory: Philosophy and Political Inquiry* (University of Chicago Press) and *The Successful College Student* (forthcoming). Scott's primary interests in political philosophy focus on his concern for human liberation, radical democracy, and community.

MARIANNE WHELCHER

Professor of Literature and Women's Studies; B.A., LaGrange College; M.A., Purdue University; Ph.D., University of Connecticut. Marianne teaches American literature and women's studies. During graduate work in contemporary literature, she interviewed Chinua Achebe, Denise Levertov, and Adrienne Rich. She has taught interviewing at Antioch in a course on non-traditional literature by women, and she has written and lectured about letters, journals, and oral testimony. In 1982-83 a National Endowment for the Humanities Fellowship supported her research on Adrienne Rich (about whom she has

published) and interdisciplinary reading in women's studies. Her current research involves sixty years of letters by Alice Carr, a 1904 Antioch graduate who nursed in World War I and became internationally known for public health work in Greece during the 1920's and 1930's. She has published and lectured about Carr and plans a book.

WILLIAM J. WHITESELL

Professor of Physics; B.S., University of South Carolina; M.S., Ph.D., Purdue University. Bill's chief academic field is theoretical physics, but he also enjoys teaching the laboratory portions of Physics I and II and courses in mathematics and astronomy. He is especially interested in the relationships between these fields and in their historical development. In addition, he has a strong interest in the other natural sciences and shares the interests of his wife and five children. His wife has been a musician, a business owner, an accountant, and a teacher; his children include a nurse, a barber, a counselor, a mathematician, and a dog musher. As a result, he enjoys working with students with many different interests.

ROBERT WHYTE

Executive Director of the Glen Helen Ecology Institute; B.S. Michigan State University; M.En., Ph.D., Miami University. Bob is a former Peace Corp Volunteer serving in Senegal, West Africa as a fisheries extension agent. He has worked at the local, state, and federal level focusing on natural resource management issues and has served as a research associate for the International Joint Commission; water resource specialist for the Ohio Department of Natural Resources; and aquatic biologist for the Lake County Health Department in Waukegan, Illinois. As the associate director of environmental programs for the Associated Colleges of the South in Atlanta, Georgia, Bob facilitated the development of collaborative and interdisciplinary environmental programs among the 15 member colleges and universities. Recent work has focused on issues of sustainability and the promotion of environmental citizenship. Using the Glen Helen nature preserve as an outdoor living laboratory, Bob is pursuing educational and research interests in wetland and forest ecology and resource management. His broad-based interests and experiences in environmental management allow him to teach a variety of environmentally related courses.

HAROLD WRIGHT

Professor of Foreign Civilizations and Language (Japanese); B.A., M.A., University of Hawaii; Harold has also done further graduate research at Columbia University and Keio University in Tokyo. He is currently teaching a variety of courses dealing with Japanese culture, history, literature, poetry translation, and language. A recipient of numerous grants and scholarships, including a 1985 NEA Fellowship for Translators Award, he is also the author of eight books, including *The Selected Poems of Shuntaro Tanikawa*, a critically acclaimed volume published by North Point Press, and his

second book of Tanikawa's poems *Map of Days*, published by Katydid Press in 1997. *Ten Thousand Leaves: Love Poems from the Manyoshu*, published by the Overlook Press, has been translated from 8th century Japanese. His current work is editing two more books of modern Japanese poetry he has translated, as well as editing a collection of his own original poetry written in Kyoto and Ohio. He is also an active storyteller in Ohio and other parts of the U.S.

JILL YAGER

Professor of Biology and Environmental Sciences; B.S., Colorado State University; M.S., Florida Institute of Technology; Ph.D., Old Dominion University. The focus of Jill's research is on the ecology of submerged caves found along limestone coasts of the Bahamas, Mexico, Cuba, and other subtropical to tropical regions. She also studies the biology of remipedes, small cave-adapted crustaceans found only in certain submerged caves. Little is known about the biology of remipedes. Jill has published descriptions of their reproductive systems and is working on more details of their internal anatomy. She recently described a new remipede species from Western Australia and a new one from the Bahamas. Jill was named Cave Scientist of the year for 2000. She is also one of a select group of women to be inducted into the women Divers Hall of Fame. In 2001, Jill was awarded a Fulbright-Garcia Robles Fellowship to study submerged caves in Quintana-Roo, Mexico for nine months. Part of her fellowship activities included environmental education with local school children, with special emphasis on the conservation of submerged caves and their unique animal life. She encourages students to enter the teaching profession and integrate the natural world into everyday lessons.

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College Administration

Joan Straumanis, President, B.A., Antioch College; Ph.D., University of Maryland. Dr. Joan Straumanis is the 20th President of Antioch College, and the first female in that office. She is a prominent educational reformer and college administrator. She has long been a pioneer in women's studies and the modern women's movement, honored last year by Barnard College in New York as a "veteran feminist" leader. She has also been active in improving science education and science policy, for example as a founder of Project Kaleidoscope — a national network of science education reformers. In her most recent position at the Fund for the Improvement of Post-Secondary Education (FIPSE) in the U.S. Department of Education, her efforts were focused on supporting and funding educational innovation in science, technology, medicine and engineering. Dr. Straumanis has served as Dean at several institutions: Kenyon College in Gambier, Ohio; Rollins College in Winter Park, Florida; and the College of Arts and Sciences at Lehigh University in Bethlehem, Pennsylvania. She has also been a faculty member at American University in Washington, D.C., Denison University in Granville, Ohio, and Lehigh. Hassan M. Nejad, Executive Vice President /Dean of Faculty. B.A. Tehran University; M.A., California State University at Los Angeles; Ph.D., Southern Illinois University
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A black and white photograph of a pottery workshop. In the foreground, several finished ceramic items are scattered on a workbench, including a large shallow plate, several mugs of different sizes, and a bowl. In the background, two people are working. One person on the left is leaning over a workbench, their hands positioned near a small cup. Another person on the right is holding a small cup. A large bucket is visible on the right side of the frame. The word "Index" is superimposed in the center of the image.

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