



# GRADUATION REQUIREMENTS

## INDIVIDUALIZED MAJOR

Each student will be required to complete an approved Individualized Major Plan including academic, co-op and community experiences.

## CREDITS

Each student will be required to complete a minimum of 112 academic credits and a minimum of 36 cooperative education credits.

## CO-OP REQUIREMENTS

Each student will be required to complete three 12 credit co-op terms. They may opt to complete a fourth 12 credit co-op term to fulfill the objectives of their Individualized Major Plan. Co-op credits will be earned between the first and fourth year.

## CROSS-CULTURAL EXPERIENCE

Each student will be required to complete one cross-cultural experience through either a co-op or study term.

## PHYSICAL EDUCATION

4 credits are required. Only 4 PE credits count toward the total number of credits for graduation.

## CAMPUS RESIDENCY REQUIREMENT

Each first year entering student will be required to study on campus for two terms in the first year and two terms in the fourth year for a total of four required on-campus study terms. Transfer requirements will be adjusted appropriately.

## CORE PROGRAM

### *Immersion in the Liberal Arts at Antioch*

Students will be required to successfully complete two semester-long interdisciplinary learning communities. Through these learning communities, they will develop competencies in and be assessed for writing, critical thinking, quantitative analysis, oral communication and other skills. They will also develop familiarity with a wide range of disciplinary and interdisciplinary knowledge areas. Students will engage in the active democratic life of the college, prepare for success in the world of work and for effective reflection on experience as a source of learning.

## INTERMEDIATE YEARS

### *Exploration followed by Focus*

The second year is characterized by EXPLORATION and the third year emphasizes INDIVIDUALIZED FOCUS. By the end of the second year, each student will complete an approved Individualized Major Plan developed with the support and approval of faculty mentor(s). The third summer represents a unique opportunity. Students can choose to develop an own-plans co-op or an off-campus individualized study term in conjunction with their classroom and co-op mentors.

## FOURTH YEAR

### *Integration & Application*

Each student will complete a senior project under the supervision of faculty mentor(s) that meets the goals of their learning agreements and Individualized Major Plan.

| Fall                                       | Spring                            | Summer                                 |          |
|--------------------------------------------|-----------------------------------|----------------------------------------|----------|
| Study<br><br>IMMERSION IN THE LIBERAL ARTS | Study                             | Co-op Preparation Intensive            | Vacation |
| Co-op<br>Community                         | Study<br><br>EXPLORATION          | Co-op                                  |          |
| Study                                      | Co-op<br><br>INDIVIDUALIZED FOCUS | Own Plans Co-op<br>or Off-campus Study |          |
| Study<br><br>INTEGRATION & APPLICATION     | Study                             |                                        |          |

# 2005-06 CORE PROGRAM LEARNING COMMUNITIES

## FALL 2005

### **Environmental Justice: Awareness, Exploration, & Expression**

*Ann Bohlen, Communications*

*Kab Butamina, Chemistry*

*Visiting Faculty: Environmental History*

Do you want to know about the impact of common household chemicals on our natural world? Do you want to know what happens to the garbage that we produce? Do you want to contemplate the environmental impact of the military industrial complex on our world? Would you like to take a “Toxic Tour” of clean-up sites? Are you interested in learning about environmental documentary history and the role of media? Do you want to look at issues of race and class in our society? Are you interested in examining the role of the citizen in determining the health of our communities? Do you want to think about how we can make a difference and discover who can inspire us? Would you like to create meaningful research and media projects about the environmental challenges we face in the 21<sup>st</sup> century? Come and join us as we explore these topics and more.

### **Embodied Mind/Thinking Body**

*Jill Becker, Dance*

*Brenda Moore, Environmental and Biological Sciences*

*Visiting Faculty: Philosophy*

This LC will explore the interconnectedness of the body and mind.

Students will explore the workings of the senses through readings, discussions, labs, and movement/sensory-awareness exercises. We will investigate the ways in which the structures of the body and mind work together to shape our experience. How are the body and mind related? Is the mind something that is “in the head” or might it be possible to “think with the whole body”? How have different philosophical accounts of the body and mind shaped our understanding of ourselves? We will engage in various movement exercises that sharpen the senses, including our kinesthetic and proprioceptive senses. Through both lectures and laboratory experiments we will investigate the biological, chemical, and physiological bases of the human organism. Students will be expected to read material from a variety of related disciplines; engage in discussion and dialogue; and attend lectures, labs, and studio time. Study will culminate in individual and/or group projects and presentations.

### **A Sense of Place**

*Janice Kinghorn, Economics*

*Eli Nettles, Mathematics*

*Colette Palamar, Environmental Studies*

We are immersed in place. Our earliest childhood memories are memories of physical environments. Who we are, the way we think about ourselves, and the issues that effect our lives are all fundamentally tied to place. Yet place is not only a physical space – we participate in “virtual communities” and are impacted by the ubiquitous “invisible hand” of the market. In this core program, students will explore the notion of sense of place, beginning with a study of the local environment and moving outward to an investigation of our global environment. As we move from personal to local to regional and finally to a global perspective, we will investigate such issues as trade and monetary exchange, environmental destruction and ethics, social justice, art making and aesthetic appreciation, and the world of work. We will investigate how and why these environments have changed over time and contemplate how they might change in the future. These investigations will involve developing skills in mathematical and economic modeling, philosophical thinking, and artistic expression.

## SPRING 2006

### **Revolutions: Theory and Practice**

*Scott Warren, Philosophy and Political Science*

*Bob Devine, Communications*

*Jahwara Giddings, Africana Studies*

Many events and “happenings” have been called revolutions or revolutionary over the millennia of human existence. Why? What qualities do they possess in common that earn them that nomenclature? What is the relationship between theories of revolution and practices of revolution? Why refer to a paradigm shift in science or philosophy with similar language used to describe the Russian revolution or a cultural revolution or a revolution in communications? We’re going to address these questions, among others, as we explore the theory and practice of revolutions.

### **American Identities: Exploring Visual and Cultural Narratives**

*Jean Gregorek, Literature*

*Dennie Eagleson, Photography*

*Aaron Lampman, Anthropology*

This LC will explore some of the cultures and peoples who inhabit and construct the landscape of the Americas. There will be a special focus on groups that have shaped the cultural history of Southwest Ohio, including Appalachian, Latino, African American, and Native American communities. We will be investigating questions of identity, authenticity, relationship to community, constructions of race and nation, and the complexities involved in self-representation and representation by others. The LC will draw upon ethnographic studies, autobiography, literature, documentary film and photography, and various forms of cultural expression. It will incorporate experiential fieldwork, field trips to cultural organizations, service learning and creative projects using image and text.

### **Water Matters**

*David Kammler, Chemistry*

*Ben Grossberg, Creative Writing and Literature*

*Jill Yager, Environmental and Biological Sciences*

We will examine our relationship with water – the fluid that constitutes, surrounds, and sustains us. Our engagement will include a wide spectrum of approaches, from performing laboratory experiments with water, to reading and writing poetry, to a canoe trip through an aqueous ecosystem. We will investigate freshwater environments, their use and misuse by humans, and the potential for their sustainability. We will examine the ecology of lakes; rivers; wetlands such as bogs, marshes, and swamps; aquifers; and water-filled caves. We will study ways to preserve our liquid assets on the planet. We will explore how the relation between the subject and nature has served as a fundamental criterion for defining periods of writing in English, starting with the Romantic poets. We will write ourselves—analytically and expressively—in order to think about, to feel through this engagement with water. We will read and discuss each other’s writing. The LC will explore the fundamental principles of water-based chemistry, and learn how all these principles combine to determine aqueous equilibria. We will study water’s chemistry both qualitatively and quantitatively, and explore the various analytical methods used to determine water’s composition. We will come to understand how applying patterns of analysis across various modes of thought show how very simple are the essential chemical principles of water.

*Please note that these core program learning community (LC) descriptions are subject to modification.*