

THE ANTIOCH SOLUTION

THE ANTIOCH COLLEGE CATALOG

2005-2006



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THE ANTIOCH COLLEGE CATALOG

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ANTIOCH COLLEGE CALENDAR 2005-2006

Calendars are subject to change. Please contact the Office of the Registrar or the appropriate schedule of classes for final calendar information for any given term.

FALL 2005

Monday, Sept. 5	Residence Halls Open for Returning Students
Tuesday, Sept. 6	New Student Arrival and Orientation
Monday, Sept. 5	Labor Day
Tuesday, Sept. 6	Registration/Advising/Academic Open House
Wednesday, Sept. 7	Registration/Advising
Thursday, Sept. 8	Classes Begin
Thursday, Sept. 15	Last Day to Drop/Add
Wednesday, Oct. 26	Community Day- no classes
Monday-Friday, Nov. 21-25	Fall Break
Thursday, Dec. 15	Last Day of Classes/Crediting and Evaluation Begins
Saturday, Dec. 17, Noon	Residence Halls Close

Co-op Dates:

Aug. 22-Dec.16	Final Co-op Drop/Add: Friday, Sept. 2
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SPRING 2006

Friday, Jan. 13	Residence Halls Open for New Students
Friday-Sunday, Jan. 13-15	New Student Orientation
Sunday, Jan. 15, Noon	Residence Halls Open for Returning Students
Monday, Jan. 16	Martin Luther King Day
Tuesday, Jan. 17	Advising/Registration/ Academic Open House
Wednesday, Jan. 18	Advising/Registration
Thursday, Jan. 19	Classes Begin
Thursday, Jan. 26	Last Day to Drop/Add
Wednesday, March 8	Community Day- no classes
Monday-Friday, March 20-24	Spring Break
Friday, April 14	Senior Deadline
Thursday, April 27	Classes End - Crediting and Evaluation Begins

Saturday, April 29
 Monday, May 1, Noon
 May 1 - May 12

Commencement
 Residence Halls Close
 May Term for First Year Students

Co-op Dates:
 Jan. 2-April 28

Final Co-op Drop/Add: Friday, Jan. 13

SUMMER 2006

Monday, May 29

Memorial Day Holiday/ Residence Halls
 Open

Tuesday, May 30

Advising/Registration/Academic Open
 House

Wednesday, May 31

Classes start: BLOCK I

Friday, June 2

Last Day of Drop/Add

Friday, June 23

Last Day of Classes

Sunday, June 25, Noon

Housing check-in for new students

Monday, June 26

Registration

Tuesday, June 27

Classes start: BLOCK II

Wednesday, June 28

Last Day of Drop/Add

Tuesday, July 4

Holiday-no classes

Friday, July 21

Last Day of Classes

Sunday, July 23

Housing check-in for new students

Monday, July 24

Registration

Tuesday, July 25

Classes start: BLOCK III

Wednesday, July 26

Last Day of Drop/Add

Wednesday, Aug. 2

Community Day- no classes

Friday, Aug. 18

Last Day of Classes

Monday, Aug. 21, Noon

Residence Halls Close

Co-op Dates:

May 1-Aug. 18

Final Co-op Drop/Add: Friday, May 5

ANTIOCH COLLEGE CALENDAR 2006-2007

FALL 2006

Thursday, Aug. 31	Faculty Retreat
Friday, Sept. 1	Faculty Retreat Continued (a.m. only) Residence Halls Open-New Students New Student Check-In (a.m.) Address to New Students and Parents Faculty Reception and Dinner
Saturday, Sept. 2	DOS-Orientation Program-New Students
Sunday, Sept. 3	Activities and Around Town Dinners-New Students
Monday, Sept. 4	Residence Halls Open-Continuing Students (Labor Day) DOF-Academic Orientation-New Students Academic Open House 7-9 p.m.
Tuesday, Sept. 5	Main Building Advising in Faculty Offices
Wednesday, Sept. 6	First Day of Class
Wednesday, Sept. 13	Last Day to Drop/Add
Wednesday, Oct. 18	Community Day – No Classes
Wed.-Friday, Nov. 22-24	Fall Break
Thursday, Dec. 21	Last Day of Class
Friday, Dec. 22	Residence Halls Close
Co-op Dates: Aug. 21-Dec. 22	Final Co-op Drop/Add: Wednesday, Sept. 13

SPRING 2007

Friday, Jan. 5	Faculty Retreat Residence Halls Open
Sunday, Jan. 7	Academic Orientation-Upper Level Students Academic Open House 7-9 p.m.
Monday, Jan. 8	Registration – Main Building Advising in Faculty Offices
Tuesday, Jan. 9	First Day of Class
Monday, Jan. 15	Martin Luther King Day – Activities and Holiday
Tuesday, Jan. 16	Last Day to Drop/Add
Tuesday, Feb. 13	Community Day – No Classes
Wed.-Friday, March 14-16	Spring Break

Friday, April 13	Senior Deadline
Thursday, April 26	Last Day of Class
Saturday, April 28	Graduation
Monday, April 30	Residence Halls Close

Co-op Dates:

Jan. 2-April 27	Final Co-op Drop/Add: Tuesday, Jan. 16
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ANTIOCH COLLEGE CALENDAR 2007-2008

SUMMER 2007

Co-op Dates:

April 30-Aug. 17	Final Co-op Drop/Add: Friday, May 18
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FALL 2007

Wednesday, Aug. 22	Faculty Retreat
Thursday, Aug. 23	Faculty Retreat Continued (a.m. only)
	Residence Halls Open-New Students
	New Student Check-In (a.m.)
	Address to New Students and Parents
	Faculty Reception and Dinner
Friday, Aug. 24	DOS-Orientation Program-New Students
Saturday, Aug. 25	Activities and Around Town Dinners-New
Students	
Sunday, Aug. 26	Residence Halls Open-Continuing Students
	DOF-Academic Orientation-New Students
	Academic Open House 7-9 p.m.
Monday, Aug. 27	Registration – Main Building
	Advising in Faculty Offices
Tuesday, Aug. 28	First Day of Class
Monday, Sept. 3	Labor Day - Holiday
Wednesday, Sept. 5	Last Day to Drop/Add
Wednesday, Oct. 17	Community Day – No Classes
Wed.-Friday, Nov. 28-30	Fall Break
Friday, Dec. 14	Last Day of Class
Monday, Dec. 17	Residence Halls Close

Co-op Dates:

Aug. 20-Dec. 21	Final Co-op Drop/Add: Wednesday, Sept. 5
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SPRING 2008

Friday, Jan. 11	Faculty Retreat Residence Halls Open
Sunday, Jan. 13	Academic Orientation-Upper Level Students Academic Open House 7-9 p.m.
Monday, Jan. 14	Registration – Main Building Advising in Faculty Offices
Tuesday, Jan. 15	First Day of Class
Monday, Jan. 21	Martin Luther King Day – Activities and Holiday
Wednesday, Jan. 23	Last Day to Drop/Add
Tuesday, Feb. 19	Community Day – No Classes
Wed-Friday, March 19-21	Spring Break
Friday, April 25	Senior Deadline
Thursday, May 1	Last Day of Class
Saturday, May 3	Graduation
Monday, May 5	Residence Halls Close
Co-op Dates: Jan. 7 – May 2	Final Co-op Drop/Add: Wednesday, Jan. 23

This is ANTIOCH College

Antioch College is a dynamic learning community dedicated to providing an education that prepares students to be effective citizens for the future. Our goal is to encourage an integrated individual who combines a broad-based knowledge with the ability to think creatively and make effective contributions to society. Always at the forefront of educational development, Antioch has evolved an approach to learning that is unique and exceptional.

Recognizing that today the world demands a cosmopolitan outlook, a deep understanding of diversity, and a sophisticated set of tools for engagement in the betterment of life through knowledge and effective practice, Antioch provides an unparalleled educational experience particularly suited for the needs of our times. Through a rigorous program of academic courses in interdisciplinary learning, cooperative education (co-op) semesters focused on work experience, individualized learning, democratic engagement in the life of the College, community service, international education, as well as a capstone Senior Project, the Antioch graduate is empowered to be an effective citizen of the world.

ACADEMIC PROGRAM

Studies in educational development have shown that students who learn through an interdisciplinary approach to learning have an advantage in the highly complex society that we encounter today. Through its connected curriculum, Antioch offers courses taught by teams of two to three teachers from different disciplines who focus on a particular theme but approach it from different perspectives thus offering a more holistic understanding of human knowledge.

COOPERATIVE EDUCATION (CO-OP)

Antioch has a long-term tradition of experiential learning in which students are required to engage in learning in the workplace,

spending three semesters both off and on campus engaged in work that prepares them to be effective in their lives and careers after college. In order to enhance this experience, Antioch is instituting co-op communities in various urban, rural and international centers under the supervision of Antioch faculty and staff, supported by alumni and connected to co-op employers in order to facilitate the off campus experiential learning of the student.

INDIVIDUALIZED LEARNING

Recognizing that within the interdisciplinary approach of the Antioch learning experience, the student also has the opportunity to pursue study in his or her individual area of interest. Antioch provides courses of specialization in the various disciplines as well as opportunities for individualized learning through seminars, tutorials and labs. All students are mentored in both their academic and co-op studies by a team of faculty in order to assure that the student can take full advantage of an Antioch College education.

DEMOCRATIC ENGAGEMENT

IN THE LIFE OF THE COMMUNITY AND COMMUNITY SERVICE

Antioch is unique in its encouragement of student participation in the evolution of Antioch as an institution of learning and community life. Antioch holds weekly community meetings under the leadership of the student-run Community Government. Most College committees include student representatives and there are many opportunities for Antioch students to practice leadership skills and community engagement.

ANTIOCH EDUCATION ABROAD PROGRAM (AEA)

Antioch has numerous international programs in which students can study abroad in Japan, India, Brazil, Europe and Africa. Studies at these locations include women's studies, ecology, Buddhist studies, the arts, language and economics and political science. Antioch's Education Abroad program has placed in the "Top 25" list in The Student's Guide to the Best Study Abroad Programs (Pocket Books, 1996).

SENIOR PROJECT

Students culminate their Antioch experience with a senior project devised with the help of their faculty mentors. The senior project can take the form of the presentation of a research paper,

documentary video, narrative film, theatre, music or dance performance, art exhibit, or other form of public presentation that summarizes a particular endeavor of study by the senior Antioch student, based in their major area of study. The Senior Project gives the Antioch student the opportunity to pull together the knowledge, understanding and skills achieved during their studies at Antioch into a cohesive, informed final presentation.

As an Antioch graduate, one can expect to achieve competence in the following:

- 1) A basic grounding in the study of the liberal arts with a global perspective and an understanding of the interdisciplinary nature of knowledge and understanding.
- 2) The ability to apply critical thinking and reasoning skills to this knowledge, including analytical thinking and the ability to engage in effective logical and civil dialogue.
- 3) Communication and interpretation skills, including the ability to read analytically, develop coherent and compelling arguments and to write effectively and creatively in order to present one's work in a professional way to an audience.
- 4) Effective and creative problem-solving based on a familiarity with the background knowledge and methodology in one's area of study, and enhanced by an experiential involvement through work and practice.
- 5) The ability to integrate theory and practice, study and work, with an eye to the betterment of the human condition, so that one can engage in an effective contribution to society as a public citizen.

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 600 individual degree-seeking students enrolled over the course of the 2004-05 academic year, nine percent self-identified with an ethnic group other than Caucasian and 61 percent of our students were women. In 2004-2005, 38 percent of our students chose not to disclose their ethnicity.

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

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, and keeping informed is important not only for learning the responsibilities of freedom, but also for keeping college life vital.

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, many 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 (CG)

All students, faculty, administrators, staff (who choose to be), and their partners 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 primary responsibility for campus life. ComCil is comprised of seven students, three non-students, one union member, the Community Manager, and the Dean of Students. Usually a student or recent graduate, the Community Manager is elected by the College community and manages community life and standards much as a village manager does.

COMMUNITY RESOURCES

DEAN OF STUDENTS OFFICE

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

REGISTRAR'S OFFICE

The Registrar's office coordinates academic and co-op registration, evaluates transfer credit, issues transcripts, monitors academic and co-op progress, and generally keeps track of your records. Your academic records are open and available for information and inspection. Antioch students frequently visit this office for assistance regarding degree requirements and academic policies.

BUSINESS OFFICE

The business office is located on the first floor of Main Building. Also known as the Student Account Office and the Cashier's Window, This office is responsible for collecting student tuition/fees, maintaining student account records, and providing the accounting functions of the college.

RESIDENTIAL LIFE

Campus Housing and Residence Life are central to the development of a community of scholars. One of the most important forms of community at Antioch College 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.

A group of students may be engaged as residential hall

assistants (RAs) and act as resource people, referral agents, and liaisons between offices on campus. Resident Assistants assist in information dispersal, explain policies and the community standards of Antioch, and help establish a comfortable, safe, and healthy community for hall residents. Resident Directors may be hired to oversee Residence Buildings and supervise RAs. The community that develops in each resident hall is the initial step to participating in the larger Antioch community.

OFFICE OF HOUSING AND RESIDENCE LIFE

This office is responsible for the quality of residential life and community, housing assignments, key distribution, and limited trunk room storage. It serves as liaison between students and the physical plant office. 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 College is unable to accommodate older students (30 years-of-age or older) on-campus and also unable to accommodate children on-campus. Older students and 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. Students frequently rotate between study and co-op jobs; students usually accumulate fewer belongings and for easier transitions. Antioch does have limited 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 trunk rooms 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.

THE CENTER FOR COMMUNITY ENGAGEMENT

The Center for Community Engagement is the central resource area for any student, faculty or staff interested in community service opportunities and curricular and co-curricular service learning. Our mission is to provide meaningful civic engagement that recognizes the powerful intersection between service, learning, empowered

communities and social change. We provide technical support for service-learning and community service placements. We also provide training for students, as well as network opportunities with local, state, regional and national organizations. The Center supports the college's goal of providing structured experiential learning opportunities. In particular, we facilitate the service projects of the following: the Bonner Scholars Program, the Antioch Literacy Core, the AmeriCorps Leaders Program, and curricular-based service learning. Resources in the office include a handbook of local organizations needing volunteers, a library of children's books, transportation assistance, and support for student-initiated service projects.

THE CORETTA SCOTT KING CENTER FOR CULTURAL AND INTELLECTUAL FREEDOM

The CSKC leads the Antioch Community in creating an environment in which members come to understand and challenge oppression by developing strategies that serve diversity, freedom, responsibility, equality, and justice. The Center works with on-campus student service departments to provide culturally sensitive support; advises the Antioch Independent Groups; facilitates trainings, educational opportunities and forums on issues of oppression, social justice and diversity; provides resources for administrators that address legal and ethical issues relative to diversity and oppression; assists faculty in culturally sensitive curriculum development. The Center serves as a bridge between Antioch and the surrounding communities by developing partnerships for educational and campus engagement programming.

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 Family Health Center 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 outpatient 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 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 (RFB&D). 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 600 print periodicals, plus more than 14,000 electronic full-text titles. A library of over 4,000 sound recordings is also available for circulation. Besides its own collection of films, videotapes, and DVD's, Antioch has access to several thousand films, videotapes, DVD's and digital media through OhioLINK library consortia. Users have access to materials seven days a week, including six evenings. Resources of OhioLINK, a consortium of 85 academic libraries, are available to students and faculty allowing them to 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

Located in the Olive Kettering Library, Antiochiana houses the historical treasures of the College. Most significant are the papers of Arthur E. Morgan, Antioch president 1920-1936 and chair of the Tennessee Valley Authority (1933-1938), the negatives of renowned photographer Axel Bahnsen, Antioch College 1924-1927, the Horace Mann Papers, Peabody Sisters Letters, and early Antioch history collections of Robert L. Straker, class of 1925. Antiochiana has collected publications, manuscripts, photographs and ephemera particularly relevant to Antioch and Yellow Springs since 1905, and also administers the adjacent Bessie L. Totten Room for Rare and Finely Printed Materials. Visitors are welcome during business hours for casual or serious research. For more information contact (937)

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.

Members of the Community 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 who 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

Our shared life at Antioch College is guided by respect for the Honor Code and the Code of Community Standards. By virtue of being a member of the Antioch community, it is assumed that we are familiar with and will respect the Honor Code, the Sexual Offense Prevention Program (SOPP) and the Code of Community Standards, which includes major College policies and guidelines. These agreements are all available in the Antioch College Survival Guide.

These community standards and judicial procedures exist within the educational mission of Antioch College. Most reflection and direct, honest dialogue between parties will happen outside of formal procedures. When those informal methods fail to bring acceptable resolution to conflicts or violations of policies, Community Standards Board (using processes described in the Survival Guide) seeks to help resolve conflicts using the fair,

consistent and clear procedures for determining if shared standards have been violated and what attendant consequences should be imposed.

SEXUAL HARASSMENT

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 is sexual harassment 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 that 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.”

The Antioch Community cannot tolerate a sexual offense committed by a Community member. 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 when a policy violation has been reported and is being investigated.

A policy support network has been established that includes an Advocate, student staff, educational and training opportunities, peer support group(s), and professional counseling services. 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 Antioch Survival Guide (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. However a student may choose to submit a standardized test score as a way to represent his/herself in this process. The standardized test score may be substituted for the required second essay.

To apply for admission, students must complete the Common Application and required supplement, which can be done online. The completed application also includes the 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 on the college website or from the Office of Admissions at the following address and telephone numbers:

ANTIOCH COLLEGE CATALOG

Office of Admissions and Financial Aid
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 college website. 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.

- For admission for Fall term, the application priority deadline is Feb. 1;
- For admission for Spring term, the application priority deadline is Nov. 1.
- For admission for Fall term transfer students, the application priority deadline is 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 \$200 enrollment deposit, payable by check or money order, in order to reserve a place in the entering class. The enrollment deposit is non-refundable.

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 Nov. 15; students are notified of the admissions decision by Dec. 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.

ADVANCED STANDING AND TRANSFER CREDIT

Advanced standing credit up to a maximum of 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 percent 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.

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 200 or better on the Computer-based TOEFL (Test of English as a Foreign Language), or one of the following:

- Evidence of successful completion of 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 Office of Admissions 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

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. We may request copies of prior-year parent and student federal tax returns and W2s.

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 76-100 percent.

DEADLINES

The priority deadline for filing the FAFSA and institutional aid application for new students is March 1 each year. 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. The priority deadline, for returning students, for filing the FAFSA and institutional aid application is April 1 each year. Students may be requested to return copies of federal tax returns and W2s.

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 2005-06 academic year, Pell Grants range from \$400 to \$4,050. Eligibility and grant amount are determined by the FAFSA results.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM (FSEOG)

FSEOG is 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

The federal government funds these long-term, low-interest (five percent) loans. Repayment begins nine months after a student graduates, withdraws, or is enrolled less than half-time.

FEDERALLY 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 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 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 creditworthiness 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 that is determined annually with a nine percent 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 helps

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)

Meredith Dallas Scholarship (Theater)

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

Tuition and Fees

ANNUAL TUITION AND FEES 2005-2006 ACADEMIC YEAR

Full-time Annual Tuition	\$25,230
Community Government Fee	\$ 500
Technology Fee	\$ 156
Student Records Fee	\$ 30
Student Insurance*	\$ 350
Sub-total	\$26,266
Room	\$ 3,262
Board	\$ 3,408
Sub-total	\$ 6,670
TOTAL	\$32,936

*estimated premium/actual premium will be determined Summer 2005. This fee is required for students without 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.

PAYMENT PLAN

Antioch College offers an interest-free monthly payment option administered through Tuition Management Systems. For an annual enrollment fee of \$55 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 (800) 722-4867. One may also enroll on the Internet at www.afford.com.

SIBLING DISCOUNT

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 percent 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.

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 \$75 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.

HALF- AND PART-TIME TUITION RATES AND MISC. FEES

Item	Fee
Half-time tuition*	75 percent of full-time tuition (7-11 credits)
Part-time tuition*	\$415/credit (1-6 credits)
Post-Baccalaureate Tuition	\$145/credit
Summer non-matriculants tuition	\$320/credit
Limited Residency Tuition	\$2080 (0 to 5 credits) Regular tuition rates (6 or more credits)
Limited Residency Application Fee	\$50
Limited Residency Record	\$200
Processing Fees:	
Application for Admission	\$35 matriculants \$10 Non- matriculants (summer)
Enrollment/Damage Deposit	\$200
Housing Key Fine	\$75
Late Payment Fee	\$100 or 10 percent of balance, whichever is less
Meal Card Replacement	\$15
Readmission	\$150
(After one or more year's absence)	
Returned Check Fee	\$15

*Degree students are permitted to register for part- or half-time study only for the final study term of their senior year.

ACADEMIC RECORDS and REGISTRATION FEES

Item	Fee
Audit	\$260/course non-degree only
Late Registration	\$25/day after classes begin (\$150 maximum)
Late sequence change	\$150 maximum
Over-credit Fee	50 percent of part-time rate
Overnight transcript service	\$25 per package
Transcript Evaluation	\$50 per transcript
Diploma Replacement	\$50 per diploma
Credit transfer fee	\$75/credit

MISCELLANEOUS ACADEMIC FEES

Item	Fee
American Sign Language	\$100/course
Art Materials	\$20/course (course dependent)
Boxing	\$15/course
Ceramics Fee	\$20/course
Communication Labs	\$20-60/course (course dependent)
Drawing Lab Fee	\$20/course
Fencing	\$25/course
Gym Fees:	
Non-CG Gym Members	\$50/term
P.E. Course-audit	\$30/Course for gym members
P.E. Course- audit	\$55/Course for non-gym members
Massage	\$15/course
Off-campus Study	\$1600 (1-16 credits) \$100 each credit +17
Photography Labs	\$20-60/course
Painting Lab Fee	\$20/course
Printing Lab Fee	\$20/course
Private Music Lessons	\$150/credit
Professional Course	\$100/course- audit or credit (max 3 for credit)
Riding	\$85/course
Scuba diving	\$210/course
Skills Assessment	\$10-17

REFUND POLICY

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.

TITLE IV AID EARNED

Once a student has completed 60 percent of the term, the student has “earned” all of his or her Title IV aid. Up to the 60 percent point, the student earns only the percentage of those funds

corresponding 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 aid not earned to the College.

WITHDRAWAL DATE/ TUITION and FEES CREDIT SCHEDULE

Terms	When	Refund percent
Fall and Spring	Prior to first day of class	100
	During 1st Week	90
	During 2nd and 3rd Weeks	80
	During 4th Week	70
	During 5th Week	60
	During 6th Week	50
	During 7th Week	40
	During 8th Week	30
	During 9th Week	20
	Thereafter	0
Room and Board will be prorated		
Summer	Prior to first day of class	100
	During 1st Week	90
	During 2nd Week	80
	During 3rd Week	70
	During 4th Week	60
	During 5th and 6th Weeks	50
	During Week 7	40
	Thereafter	0
Room and Board will be prorated		

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 of withdrawal by the Registrar to the Business Office. 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.

Liberal Arts Learning Outcomes at ANTIOCH

KNOWLEDGE AND INQUIRY

A student shall demonstrate understanding of and practical experience with concepts and modes of inquiry essential to the liberal arts and the disciplines that explore the natural, social and cultural realms. Advanced study in one or more areas of concentration

SKILL AND INNOVATION

A student shall demonstrate an ability to solve problems, create, and innovate (both independently and collaboratively) in a range of fields, workplaces and media. A student shall demonstrate an ability to use analytic, communication, quantitative and information skills effectively.

CRITICAL THINKING

A student shall demonstrate an ability to evaluate knowledge and evidence in a comprehensive and rational manner and to analyze, construct, and criticize arguments.

INTERCULTURAL EFFECTIVENESS

A student shall demonstrate knowledge of cultures and cultural practices (one's own and others'). A student shall demonstrate complex cognitive skills for decision-making in cultural contexts, social skills to function effectively in diverse groups, and personal attributes that include flexibility and openness to new ideas.

SOCIAL ENGAGEMENT

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

DELIBERATIVE ACTION

A student shall demonstrate capacity to adapt knowledge, skills, and responsibilities to new settings and challenges and to reflect on the personal and social significance of learning as a guide towards a purposeful future.

An Alliance of Work and Study

THE HALLMARK OF 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 BA and BS degrees require a minimum of 112 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 three cooperative education (co-op) experiences. Students earn 12 co-op credits for each full-time co-op experience. A total of 36 co-op credits, in addition to 112 academic credits, are required for graduation.

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 available for third year transfer students; and independent study or other academic credit earned while on co-op.

Students attend Antioch on a trimester calendar with three terms each year: Fall, Spring, and Summer terms.

ALTERNATING TERMS OF STUDY AND COOPERATIVE EDUCATION

Upon 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 four study terms and three co-op terms.

Year	FALL	SPRING	SUMMER
1st	Study	Study	Vacation
2nd	Co-op	Study	Co-op
3rd	Study	Co-op	Summer of Choice
4th	Study	Study	

This sequencing calendar represents the sequences for entering first year students (students with zero to 30 credits) only. Transfer students will be sequenced differently, pending their advanced class standing and credits transferred at the date of admission.

REQUIREMENTS FOR GRADUATION

ACADEMIC CREDITS AND CO-OP REQUIREMENTS

The Antioch educational model includes terms of both work and study. Each student will be required to complete a minimum of 112 academic credits and three 12-credit co-op terms consisting of at least 15 weeks each. Co-op credits will be earned between the first and fourth year.

First year students will register and complete final preparations for their first co-op placement during the Core program. They will be interviewed by employers and selected for work experiences in order to be placed in a co-op job inside of a co-op community in the fall of their second year.

See the section on Cooperative Education for more details.

ADDITIONAL REQUIREMENTS

In addition, students are required to complete the following in order to graduate:

- Two semesters in the Core program

- Coverage of the areas of inquiry within General Education

- Completion of 8 credits of "Place as Text" within the Co-op Communities

- Completion of the individually guided major

- Summer of Choice

- Senior seminar and senior project

- Cross Cultural Experience

- 4 credits Physical Education

CORE PROGRAM

Each student must complete two semesters in the Core program, which will satisfy the requirements of General Education. Components of the Core program include community learning, co-op preparation and integrated learning in three areas of study.

See the section on “Progression of an Antioch Education” for more details on the Core program.

GENERAL EDUCATION

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.

The general education requirement for graduation from Antioch College is met by successful completion of 30 credits in the Core.

Within the Core, students need to be exposed to all four areas of inquiry: Arts, Sciences, Social Sciences and Humanities. Students who transfer in or who do not satisfy these four areas in the Core must complete them by the end of second year by taking a four-credit class in each area lacking.

In addition, students must complete eight credits of “Place as Text” within the co-op communities.

PLACE-AS-TEXT

During two of their co-ops students are required to participate in a four-credit seminar entitled “Place-as-Text” within the co-op communities. This course is designed to teach students how to engage with the world of work as “participant observers,” how to analyze and articulate their experience, and how to reflect. The seminar is tailored to the specific co-op community site, which enables students to learn about the local history, culture(s), and environment and current issues. A professional seminar to teach students about conflict resolution and problem solving in the workplace may also be provided.

THE INDIVIDUALLY GUIDED MAJOR

Each student will be required to complete an approved individually guided major including academic, co-op and community

experiences. Using the resources of the college, students will work with faculty mentors to craft their unique course of study in the Liberal Arts at Antioch.

SUMMER OF CHOICE

After completing the fall semester of study in the third year and the third co-op during the following spring, students will have the opportunity to shape and carry out an individualized course of study called the Summer of Choice. This experience is developed under the guidance of the faculty mentor and may include the following options:

- up to eight credits of on-line courses offered by faculty from Antioch College/University;
- a self-designed co-op in the field related to the theme of the students' individually-guided major;
- up to 16 semester credits of course work at Colleges and universities within the Eco-League consortium; an immersion language program offered through programs sponsored by Antioch Education Abroad.

SENIOR SEMINAR AND SENIOR PROJECT

In fall of their final year, students are required to take a two- to four-credit interdisciplinary Senior Seminar within one of the three Curricular Planning Units of the college (Social and Political Inquiry, Artistic and Cultural Inquiry, and Environmental and Scientific Inquiry). Within the seminar, students will engage with current topics relevant to their areas of focused study, learn skills that will enable them to pursue the demands of their senior project and write a senior project proposal.

In the spring of their final year, students must complete a four- to six-credit senior project that demonstrates and culminates their learning in the individually guided major. No more than eight total credits can be awarded for the Senior Seminar and Senior Project.

CROSS-CULTURAL EXPERIENCE

Each student will be required to complete one cross-cultural experience through either a co-op or study term. The cross-cultural experience is a planned and evaluated learning experience that places the student in an environment where learning is accomplished through active interaction with a different culture, either within the U.S. 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 cross-cultural acceptance 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 domestic co-op programs 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 must 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.

PHYSICAL EDUCATION (PE)

Four credits are required.

For students who transfer to Antioch, the following are required:

- Second year standing: three credits
- Third year standing: two credits

No more than four physical education activity credits may be counted toward the 112 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 dance 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 is required.

ADVISING AT ANTIOCH

Philosophy

The pedagogical philosophy of advising at Antioch is rooted in integrated and connected learning. Advisors encourage students in every phase of their education to make connections between the varieties of educational experiences that they encounter. This translates into assisting the student in negotiating through their program in a manner that both meets the requirements and resources of the college and speaks to their own interests and passions. Advisors in the first two years, and later mentors in the third and fourth year, guide students in making the connections between classroom and co-op learning, between community participation and academic study, and between the fields and disciplines that students choose to combine in their individually guided majors.

Students work with their academic advisors and mentors closely. Students fashion their own pathway to graduation in a process that begins in the Core program advising relationship and extends across the four years to Senior Project. Advisors, mentors and students work in a respectful and supportive relationship that fosters commitment to integrated and connected learning and to academic excellence.

Expectations of Advisors/Mentors

Information: Knowing requirements and offerings in the academic and cooperative education programs.

Support: Knowing how to connect students to campus resources.

Rapport: Building trust with students.

Planning: Guiding students in a collaborative process to craft the individually guided major.

Mentorship: Guiding and engaging students in their chosen

field(s) of study.

Evaluation: Giving students timely, honest and constructive feedback.

Expectations of Students in the Advising Process

Communication: Informing faculty advisors and mentors of needs, concerns, interests, challenges and goals.

Responsiveness: Answering requests and correspondence from advisors and mentors in a timely manner.

Planning: Thoughtful and thorough consideration and research of the field(s) to be considered in the individually guided major.

Commitment to Process: Completing the required articulations of the individually guided major which include a statement of purpose in the second year (spring), an individually guided major plan in the third year (fall) and a senior project proposal in the fourth year (fall).

Evaluation: Respectful and productive feedback to faculty advisors and mentors on the efficacy of their advising.

From advising to mentoring: the changing relationship

Faculty who work with students during their Core program and the exploration in their second year are called advisors. Their function, while inclusive of all of the above-mentioned aspects of advising, is primarily centered in information sharing, support and rapport. Mentors are faculty who work with students once they have chosen focused areas of study and have begun to craft their individually guided majors. The aspect of planning, mentorship and evaluation become more central as students plan their individually guided major, summer of choice and senior year.

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. Students will be assigned advisors based on their Core program registration.

Once students decide on a major course of study, they select two faculty mentors who will assist them in designing an individually guided major. Both the co-op advisor and academic faculty mentors will sign off on the degree plan.

PROGRAM PROGRESSION

The Core Program

The First Year —

Immersion in the Liberal Arts at Antioch

Students will be required to successfully complete two semesters of team-taught interdisciplinary courses that comprise the Core program. In the Core program, students will develop competencies in and be assessed for writing, critical thinking and quantitative analysis.

Students 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.

Transfer students entering in the fall with between 1-15 credits will enroll in the Core program in fall and spring terms.

Transfer students with between 16-28 credits will enroll in one term of the Core program and switch to the second-year curriculum in the spring if General Education requirements regarding modes of inquiry have been satisfied.

Transfer students entering with between 29-50 credits will have an option of enrolling in general courses available in the annual planner in the term that they enter. They will need to demonstrate that they have done course work in the four modes of inquiry identified as follows: Arts, Humanities, Social Sciences and Sciences.

Students entering with more than 51 credits will not be eligible to enroll in the Core program. They will select courses available in the annual planner.

The Core program delivers 15 credit hours each semester. A minimum of two semesters and 20 credits successfully completed in the Core program, as well as a minimum of eight academic credits of “Place as Text” earned on co-op satisfy academic general education requirements.

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 their writing proficiency by satisfactory performance on the Writing Skills Assessment. This assessment is conducted as part of the fall Core program. Those failing to demonstrate minimum competency are assigned to work with a Writing Tutor who is affiliated with their Core program.

The Writing Skills Assessment is conducted three times during the Core program: at the beginning of fall term, at the conclusion of fall term and at the completion of spring term. Students will be able to chart their own growth in writing. Students failing to demonstrate minimum competency at the end of the fall term will be assigned tutors affiliated with their spring Core program. Students failing to demonstrate minimum competency after the final spring term assessment will be asked to work on improving their written skill over the summer and fall terms prior to their spring registration in the second year.

Third year transfer students who have 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 Core program 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 Quantitative Skills Assessment. The Quantitative Skills Assessment is administered to all students in the Core program during the beginning of fall term to ascertain their proficiency. Students who do not pass are required to work with a Quantitative Skills tutor affiliated with their Core program.

The Quantitative Skills Assessment is conducted three times during the Core program: at the beginning of fall term, at the conclusion of fall term and at the completion of spring term. Students will be able to chart their own growth in mathematics skills. Students failing to demonstrate minimum competency at the end of

the fall term will be assigned tutors affiliated with their spring Core program. Students failing to demonstrate minimum competency after the final spring term assessment will be asked to work on improving their quantitative skill over the summer and fall terms prior to their spring registration in the second year.

The Registrar will evaluate the official transcripts of third-year transfer students to determine whether the student is exempt from this requirement. A third-year transfer student who has successfully completed a college level (not remedial) mathematics course at another college, or has passed The College Board Advanced Placement Exam in Calculus, may be exempt from the Quantitative Skills Assessment requirement.

Critical Thinking: The Critical Thinking Assessment is administered when a new student enters. It consists of a 32-item, 40-minute Collegiate Assessment of Academic Proficiency Critical Thinking Test (CAAP) that measures a student's skill in clarifying, analyzing, evaluating and extending arguments. Students are tested again at the end of their General Education experience.

Exploration

The Second-Year Program

In the second year, students will have two opportunities to work in a Co-op Community, once in the fall term and again in the summer. Students are encouraged to seek new locations, explore different settings for work experience, and reflect on how the experiences of study and work enrich each other.

During the spring study term of the second year, students return to campus and begin exploring their interests in the upper-level curriculum of linked and clustered courses. Working with a faculty mentor, they begin to articulate the goals for their education in their statement of purpose. As they begin to choose which area(s) of focused study they wish to pursue, they plan their second co-op in a Co-op Community and choose classes for their return to campus in the fall of their third year.

Focused Study

The Third-Year Program

The individually guided major plan written with the guidance of two faculty mentors in fall of third year will determine the focus for the final two required co-ops and the final three required study terms. In this term, students are expected to immerse themselves in their fields of interest, having completed their general education requirements in “Place as Text” and the Core program. In fall of third year, students may incorporate international study through Antioch Education Abroad; off-campus study terms through Antioch’s affiliations with The Eco-League, or the Great Lakes Colleges Association, etc. For more information on these opportunities, please see Antioch Education Abroad.

The third summer is the “Summer of Choice,” representing a truly unique opportunity for students to design their own learning in partnership with faculty mentors. Students are required to develop either an “own-plan” co-op or design an off-campus individualized study term in conjunction with their faculty mentors.

This can include faculty-guided research projects, independent study projects, international work experience or study abroad, or other academic or co-op opportunities. The Learning Goals for this independent, self-designed summer study should fulfill the objectives of the student’s individually guided major.

Integration and Application

The Fourth-Year Program

In the final year, students return to campus for the final two study terms to complete intensive investigation or creative projects and fulfill the requirements of the senior year. In fall of senior year, all students enroll in an interdisciplinary Senior Seminar, which provides support for writing their Senior Project Proposal and planning their Senior Project.

Senior students can continue their upper level course work, and may also take tutorials and grouped independent study seminars that provide opportunities for dialogue and focus in their areas of study.

Students in the fourth year may serve as math or writing tutors or Teaching Assistants for the Core program working closely alongside faculty in delivering our general education program.

Fourth-year students may also assume leadership roles in

campus governance. They may serve in yearlong appointments to the central campus decision-making committees, including ComCil (Community Council) and AdCil (Administrative Council), or they may take on special projects in Community Government, student life and/or residence life.

Prior to graduation, each student will complete a four to six credit senior project under the supervision of faculty mentors that meets the goals of his/her individually guided major.

The Individually Guided Major

In consultation with their co-op advisor and faculty mentors, students develop a formal plan, which defines the course of study through to graduation. Students complete the articulation of their plan by the conclusion of the third term of study in fall of their third year.

The individually guided major plan should include 44 credits within the areas of focus as defined by the student and faculty mentors. One co-op experience should be directly tied to the focus of the student's pathway to graduation. The student may also include relevant on-campus community involvement and leadership roles and/or off-campus service activity that contribute to the student's primary path to graduation.

The degree plan must be approved by the student's faculty mentors in one or more areas of study offered at the college. The responsibilities for designing an individually guided major plan that complies with the academic requirements for graduation, and then completing the requirements, ultimately rest with the student.

Individually guided major 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, or between 1-31 credits);
- Second study term (for students entering with second-year standing, or between 32-52 credits); or
- First study term (students entering with third-year standing and at least 56 credits *).

** Antioch College accepts up to 56 credits for transfer students.*

The approved individually guided major 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 readmitted after a period of withdrawal of one year or longer must meet requirements as stated in the current Antioch Catalog.

THE SENIOR SEMINAR/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. Each Curricular Planning Unit (CPU) — Arts and Humanities, Social Sciences, or Sciences — designs the Seminar, structured by a Course Outline and Course Syllabus, in accordance with specific intellectual requirements and objectives for knowledge skill and knowledge mastery. In general, the Seminar is composed of the combined appropriate faculty of each CPU and all eligible students who are scheduled to complete their Senior Project within those areas of study contained in the CPU. 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 one or both of the student's faculty mentors. A public presentation as a component of the Senior Project is required. Prerequisites for the Senior Seminar and Senior Project are a methods course (where applicable), senior standing, and permission of instructor.

THE UPPER-LEVEL CURRICULUM

The intersection of student needs and interests, and faculty areas of expertise and research create the curriculum. Linked and clustered courses provide a structure for upper-level learning and serve students from the intermediate to advanced levels.

Linked courses are two co-requisite courses focused on a theme of topic and taught from divergent or analogous disciplines.

Clustered courses are a cooperative arrangement between two or three faculty teaching courses that share and coordinate seminars, field trips and assignments to enrich the disciplinary content of their courses. In clustered courses, students get the benefit of connected curriculum without having the requirement of taking all of the courses in the cluster.

Faculty provides the resources for students to choose which areas of focused study they will undertake. Students seek faculty out as mentors and guides in the design and development of their individualized majors. Faculty mentors also serve as senior project supervisors. For a complete listing and biographies of the 2005-2006 faculty, please see "Faculty Members."

Examples of current areas of study students can engage with in crafting their individually guided majors are below. This list is subject to change.

Africana Studies
Anthropology
Biology
Botany
Buddhist Studies
Chemistry
Ceramics
Communications
Computer Science
Creative Writing
Dance
Economics
Education
Entrepreneurship
Environmental Studies
Environmental Science
Film
Gender Studies
Geology
History
International Relations
Literature
Linguistics
Management

ANTIOCH COLLEGE CATALOG

Math
Music
Painting
Peace Studies
Photography
Psychology
Physics
Political Science
Printmaking
Sculpture
Sociology
Theatre
Video
Visual Art
Women's Studies

Enrichment Courses

All students, including students enrolled in the Core program may also enroll in an additional two credits for a total of 18 credits each term. Options include language courses, physical education courses, and courses in music, dance and theater. For example, students may enroll in two credit enrichment courses in German, French, Japanese, or Spanish. Students may enroll in one or two credits of private instruction in Voice, Piano, Guitar, Strings, and/or theater participation, rehearsal and performance, dance and/or physical education classes, including hiking, swimming, horseback riding, etc. Please see the 2005-2006 annual planner for details.

Advanced Topics Seminars and Tutorials

The College recognizes that it is sometimes necessary and beneficial for a student to work with a full time faculty member in regard to an academic area of interest not covered in listed courses. At such times upper level students may enroll in a grouped independent study seminar or tutorial in which they can pursue their independent learning. A maximum of five independent study seminars or tutorials may be applied toward the baccalaureate degree.

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 (56 semester credits and three co-op experiences completed in residence) while pursuing the second degree, and if 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 56 credits from the previous degree may be applied toward the second degree earned at Antioch College.

Dual-Degree/Licensure Education Program

(Students interested in this program should contact the Dean of Faculty for additional details.)

In partnership with Antioch University McGregor, Antioch College offers a program for students to complete a five-year licensure program by earning their bachelors degree from Antioch in three years and then earn their master's degree with licensure from McGregor in two years. Antioch University McGregor has been approved by the State of Ohio to offer the following levels and concentrations for Teacher Licensure:

Early Childhood Education and MEd (ECE) – Grades PK-3

To qualify for the Early Childhood Education Provisional Teaching License, students must have met the general education requirements.

Professional Program Credits: 70-quarter Credits
(includes Ohio Professional License required reading core)

Middle Childhood Education and MEd (MCE) – Grades 4-9

To qualify for a Middle Childhood Education provisional teaching license students must have met the general education requirements and have completed enough coursework to fulfill Ohio content requirements for **two** concentration areas.

Students in MCE must qualify for two concentrations, selected from the following list:

Reading and Language Arts

Mathematics

Science

Social Studies

Professional Program Credits: 65-quarter Credits (includes Ohio Provisional License required reading core)

Two Content Concentration Requirements:

Special Education and MEd (EDS) – Grades PK-12

License to teach special needs students with mild to moderate

disabilities. To qualify for the Mild to Moderate Intervention Specialist Provisional Teaching License, students must have met the general education requirements.

Professional Program Credits: 73-quarter Credits

(includes Ohio Professional License required reading core)

Adolescent to Young Adult and M.Ed. (AYA) – Grades 7-12

In order to qualify for an Adolescent and Young Adult Provisional Teaching License students must have met the general education requirements and have completed enough coursework to fulfill Ohio content requirements for ONE content area.

Concentrations:

Integrated Language Arts Life / Chemistry

Integrated Mathematics Earth / Space / Chemistry

Integrated Social Studies Chemistry

Physical Science Life Sciences

Physics Earth /Science

Professional Program Credits: 65-quarter Credits and ONE Content Concentration Requirement.

Please Note:

All students, regardless of license being sought, must complete the general education requirements. In addition to the general education requirements, students will be required to meet content requirements if pursuing an Adolescent Young adult (AYA) or Middle Childhood Education (MCE) license.

While much of the requirement for content is completed through Antioch's bachelor's degree, students may need to complete additional undergraduate coursework before entering McGregor's Teacher Licensure Program if students do not meet all the requirements for the program they want to enter. The requirements change frequently and students will be advised regularly about these changes.

STEPS

See the College Education Program Advisor and McGregor Faculty.

Decide what licensure program to pursue at McGregor and apply to Antioch College's Education Program.

Take Praxis I test. Students must pass the Praxis I to enter Antioch’s program. Students take this exam at the end of their first year at the College. After students have been admitted to the program, they are allowed to take courses offered by McGregor’s Weekend College. Students will enroll in classes at the Weekend College (see College Registrar for details). Students will also be advised by McGregor education faculty at this point.

Take Praxis II test. Students must pass the Praxis II before entering McGregor’s Program. Students take the exam at the end of their last year at the College.

Students apply to McGregor’s program during their last Spring Term at the College.

CALENDAR SEQUENCE

Students who are pursuing ECE, MCE, or EDS licenses complete three years at Antioch and two years at McGregor. Students who are pursuing the AYA license complete four years at Antioch and one year at McGregor. To complete their bachelor’s degree in three years students will take courses at McGregor’s Weekend College. The following is the calendar for completing BA in three years:

Year	FALL	SPRING	SUMMER
1st	Study	Study	Vacation
2nd	Co-op	Study	Co-op
3rd	Study	Co-op	Summer of Choice
4th	Study	Study	

*Three-quarter credits translate into two semester credits.

Total Requirements: 112 academic and 36 co-op credits

RELATED CO-OP OPPORTUNITIES

There are numerous co-op jobs that allow students to work with children in a school or school-related setting. During co-op, students serve as assistant teachers, tutor students, work with students individually, observe professional teachers, and prepare and present lesson plans to the whole class in elementary, middle or high schools or in an educational program throughout the U.S. and the world. It is recommended that students pursuing a teaching license complete at least one of their co-ops in a school or school-related setting. Students enroll in EDUC 250, Introduction to Field Experience in

Education, while completing an education-related co-op. See your co-op advisor for details on co-ops in school or school-related setting.

GRADES

Students planning to pursue teacher licensure should request letter grade equivalents for all of their classes. They will also receive narrative evaluations from their faculty

THE COOPERATIVE EDUCATION PROGRAM (CO-OP)

Every Antioch student participates in this program alternating work and study. This is one way that experiential learning pervades an Antioch education. Antioch's Co-op Program is based on the idea that multiple off-campus work experiences and immersion into the life of surrounding communities 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 over a 15-17 week period, planned in advance with a co-op advisor. A successful co-op experience concludes with a satisfactory employer evaluation, positive evaluation from a Community Coordinator, a co-op paper or project, and a crediting conference with a co-op advisor.

In the New Program, co-op jobs are completed as part of one of the Co-op Communities, which include work experience on jobs in their area, independent living, and structured opportunities for continuous reflection on these experiences. The design of the work/study sequence is central to the curriculum so compliance with assigned sequences is expected.

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. Students entering in the fall semester as first-year students will enroll in one of the Core programs for each of their first two semesters. During the Core program students engage in preparatory activities designed to help students in developing skills necessary for successful completion of the following Co-op Community program. A student then begins the first co-op job in the fall semester of the student's second year. Placement of the transfer students on the study-work sequence depends on their standing and credits transferred at the date of admission.

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, problem-solving abilities, academic achievement, and clarity about their goals. Cooperative

education especially stresses the value of paid employment in which a student learns from work, from living independently in new settings, engagement in the life of the local community, and from interactions with groups of the Antioch's alumni residing in the area of the community.

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 contributing 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. 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. While in the Co-op Community, students will be supported by the Community Coordinators who are responsible for mentoring students in their work experience, if necessary, assisting students in other matters of daily life, but also facilitate process of learning about locality and engagement in the life of the community, and above all as instructors in the integrative seminar “Place as Text” the Community Coordinators lead students in their reflections on the experiences of work and independent living and guide them in the process of integration of learning gained through experience and knowledge acquired in the classroom. Whether through job placement, assistance in arranging housing, planning social events or through completion of the “Place as Text” seminar, coordinators are an important part of a student's success in meeting the expectations of the program.

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 may 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 a conventional 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. Entering under the new curriculum and its requirements students will complete a minimum of three Co-op Community semesters and have an option of the fourth, self-designed co-op experience. Combined with guided reflection and integrated with academic learning, the work semesters allow students to experience broad capacity building through field-testing and immersion in different work experiences. Importantly, students work at the edge of their knowledge-base, then they come back to campus to learn some more. Co-op Communities also help integrate academic and co-op experience pertaining to responsible citizenship, effectiveness as a worker and gaining a sense of individual growth and value-driven living.

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 and learn in environments that differ from the academic setting and to broaden their understanding of the world in which they live. Through work experience and engagement in the local community, co-op fosters learning through a wide range of objectives related to work and civic life. The educational outcome is built on thoughtful planning before the experience, working the plan on the job, self-assessment, and ultimate reflection with the student's co-op advisor back on campus.

PREPARING FOR CO-OP WORK

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. Students will benefit from coping with the surprises that will occur on their co-op jobs.

Orientation to co-op work begins in the Core program for first year entrants. Core programs provide substantial opportunities to

consider what co-op jobs to pursue, how to present oneself to the world, appropriate engagement in the world of work and citizenship, ways to learn from work and service experience. In addition to this introduction, students enrolled in the Core program will learn the fundamental skills of participant-observer, practice their reflection skills, and attempt integration of some of their own experiences with the knowledge gained in the classroom. Transfer students will gain their orientation from individual sessions with the student's co-op advisor will cover program requirements and consider appropriate avenues for short and long term goals and degree completion.

Advising sessions and Core program activities will address several aspects of preparation and planning for co-op. These include getting a job, transitioning from school to work and back, adapting to job and living expectations and learning through work.

The most central advising relationship is with one's co-op advisor, but others contribute to learning from work as well. These include Community Coordinators and Core program instructors who foster a dialogic environment that provide a structure for interrogating academic and work-based learning. Regular conferences between students, their advisors, and Community Coordinators help ensure the success of the program.

KINDS OF EMPLOYMENT

Antioch students work in non-profit organizations, governmental agencies, for-profit corporations and businesses, 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 but would involve increasingly sophisticated performances and analysis. 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.

Pre-Antioch Plan students work with at least three out of five jobs from listed employers. Students entering or opting to complete

their degrees under The Antioch Plan will do their three co-ops in Co-op Communities. During the Summer of Choice that precedes the fourth year, students can propose a co-op experience that is neither a list job, nor a Co-op Community offered job. These “own-plan” co-ops, must be developed by students with their co-op and academic advisors and be formally approved.

The co-op program intends for students to achieve the following learning outcomes as they matriculate in the program:

The three stages are the following:

Stage One: Novice – The student will demonstrate the ability to comply with organizational rules and policies. Students at this stage are able to follow directions well and meet task objectives and standards of performance set with and/or for them by a supervisor. Students at this stage are learning to adapt to organizational culture and will be able to use supervisors and co-workers to help them follow protocols set by and reflective of that culture. Students learn to ask appropriate questions, communicate with others, and work as a participant of a team. This stage involves other out-of-hours relational dimensions and can include developing friendships, citizen activities (setting up a banking account, attending cultural events in the community, meeting transactional expectations such as paying rent on time or accommodating room and board house conditions, etc.)

Stage Two: Effective Belonging – The student will demonstrate more independence and self-management than is described in the first stage. This may involve coordinating multiple tasks to complete a project. Students in this stage are able to work cooperatively with others at an early stage of the work term because they conform to organizational culture and protocols quickly. Their work is thorough, detailed and well represented in oral, written and/or quantitative forms. Supervision can be minimally applied to their work as they have demonstrated trustworthiness, comprehension of multiply related factors and coherent articulation to appropriate audiences. Evidence of appropriate and useful problem-solving activities is demonstrated including an ability to describe the factors, reasoning and forms of knowledge or theory taken into account in solving problems. Off-hour performances involve joining civic, educational or cultural organization(s) involved in the community by demonstrating engagement in local problem solving and/or articulation of values and ideas.

Stage Three: Generative – The student will be able to perform as a peer having demonstrated an understanding of norms, protocols, and initiatives involved in the organization’s activities and contribute to them responsibly. Students can anticipate what is needed organizationally and contribute to efforts to meet those anticipated needs. Evidence of innovation, invention, initiative in meeting organizational challenges and goals is demonstrated. Students have the perspective to analyze organizational effectiveness in terms of system coherence, effectiveness of mission in application, and relate this assessment to her/his field of study and/or professional standards and expectations. Off-hours performances involve joining, participating and initiating or innovating. These activities may be collaborative or individual but the student is able to explain the consequences of their actions in a way that conforms to the observations made about them by those affected by those actions.

CO-OP REQUIREMENTS

Students completing their degrees under the new requirements must complete a minimum of three Co-op Community semester registrations and earn 112 academic credits. In the summer semester following the third year a student may do an “own-plan” co-op, special project (examples include being an artist, or developing and opening a business), independent study or specialized study at another accredited institution of higher learning. The approved degree plan established with a student’s advisors would determine which of those activities apply in each student’s case.

Co-op Community students registered for co-op terms earn 12 co-op credits by working full-time over 16-17 weeks (a minimum of 15 weeks). Students participate in professional development workshops and activities offered through the Community Coordinator and the co-op faculty member supervising the Co-op Community. In addition students must complete a “Place as Text” integrative seminar during two of their three co-ops. Some work will be on-line and some will be in-person.

Adequate planning and evaluation with a co-op advisor are required to earn credit for the degree.

A successful co-op experience results in 12 co-op credits. Co-op jobs must begin and end within the established co-op dates. The student must then complete the reflective and evaluative phase of the crediting process with his or her co-op advisor. A co-op paper or

project is also required as part of this process. Partial credit for a co-op experience is not available.

GETTING A CO-OP JOB

Each trimester the Center for Cooperative Education publishes a list of co-op jobs, as well as frequent supplements, special bulletins, and notices that keep job information current. Such notices are posted on the Co-op Conference of the college intranet. For all new first-year entrants their co-op program requirement will be met through completion of three semesters in various Co-op Community programs. Job placement for entering first-year students will be from a list of job offerings in Antioch Co-op Communities.

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, consulting employer web sites, and by consulting with faculty co-op advisors.

In planning job experiences with co-op advisors and with the help of Core program instructors, 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 childcare experience. Job experiences and course work provide students with additional skills for future jobs.

Participating Co-op Community employers want and expect an Antioch student each term. As partners in the program, they rely on Antioch students to perform work and complete tasks essential to their organizational objectives. A Community Coordinator and a co-op faculty member jointly recommend one student for each job, submitting the student's letter of interest/proposal and resume. Continuing students may also participate in the Co-op Community program. Continuing students will also research job files, Internet sites, employer publications and informational interviews with job coordinators in the co-op department. A recommendation is made when the student has satisfactorily made a case for having the ability to do the job reasonably well, have an educational purpose for including the learning from the job in her/his educational program and other factors important to making a good placement match. There may be several applicants for each position and it is the co-op faculty job coordinator who is responsible for selecting the student

to be recommended. Early planning with the co-op job coordinator is encouraged.

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.

CO-OP COMMUNITY SITES

The Co-op Communities are off-campus sites administered by Community Coordinators. Students live and work independently in these communities for an entire term at a time. They report to employers to complete work assignments and fulfill job duties. These employers are partners in the delivery of an Antioch education. Independent living includes taking responsibility for one's food, shelter, and other needs. The coordinators provide assistance and support to the students who live and work in each community.

The co-op community will also act as the site/host for "Place as Text," an accompanying four-credit seminar designed to teach students ways to reflect on their work experiences. Students are required to take eight credits of "Place as text."

Students are required to work in co-op communities for their first and second co-op placement. Their third placement may or may not be located in a Co-op Community.

Three Co-op Communities are already established in Washington DC, Northern New Mexico and Southwestern Ohio (Columbus, Cincinnati, Yellow Springs, Dayton, and Springfield). Additional Co-op Communities are being developed/evaluated for areas such as Chicago and the West Coast.

For students whose degree plans call for special co-op programming and who demonstrate a sufficient degree of academic and personal maturity, a "virtual" Co-op Community is being developed. Students enrolled into the program of this community can work and live in diverse locations around the country — linked with each other and their Community Coordinator via the Internet. The coordinator of the "virtual co-op community" will mentor the students and guide them in their reflection and integration of the knowledge with help of Web-based course management software.

SUPPORT FOR CO-OP

Before students leave campus, they 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 of their Co-op Community. Housing arrangements, possible roommates, and advice from upper-class students may result from these meetings. Some housing information and contacts are available. Community Coordinators help navigate through a network of housing relationships developed in the area. Newspapers and web sites are also quite helpful. Frequently, housing is passed on from one student to another and this is especially true in Co-op Community sites. Also available are job files, including job summaries prepared by students, information from employers, and information about jobs or projects students have initiated. Most employers have websites as well.

Even on a job, students are never completely isolated from Antioch. Community Coordinators have developed social, academic and professional development programs to build connections between students in the program. Coordinators also help with other emergency and support actions and referrals. 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. Co-op advisors, during their regular 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

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. Co-op jobs, like regular employment, reflect different compensation levels for different kinds of work. For example, working in a day care center pays much less than working in polymer research does. Antioch does not set wage requirements seeking instead to work within the parameters set by the marketplace.

The college also provides students with access to a co-op transition loan. The loan 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 registration deadline date established by the co-op department in order to receive the loan.

During the course of study, students will complete three Co-op Community programs. In addition, during the summer term prior to the senior year student may develop an "own-plan" co-op. This type of co-op employment will address special curricular needs and will

be planned for in the degree plan. Some of the “own-plan” co-ops may include 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, 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.

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 has proposed that her medical school establish a 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.

Students who enter on the Antioch Plan will predictably have completed at least one year of work in three different settings and jobs. They also may solidify their career objectives—perhaps confirming original choices and aspirations, perhaps finding new directions. In most cases, students will see connections to differing organizations, skills that transfer from work to work, and aggregated understanding of personal mission out of varied experience and more. In an era in which people change careers more and more frequently, learning to find these new directions becomes a critical skill.

A SAMPLING OF CO-OP EMPLOYERS

These examples were chosen to illustrate the range of possibilities.

Brazilian Environmental Science Jobs, Research Assistant, Paraná,
Brazil

Buen Dia School, Teacher Assistant, San Francisco

Children's After School Arts (CASA), Arts Intern, San Francisco

Circus Smirkus, Technical Crew or Camp Counselor, Greensboro,
VT

Community Media Workshop, Communications Intern, Chicago

Dancing in the Streets, Arts Administration Intern, New York

Dixon Place, Theatre Technical Assistant, New York

Field Museum, Education Aide, Chicago

Florence Immigration Project, Paralegal or Interpreter, Florence, AZ

Project Woman, Administrative Assistant, Springfield, OH

Glen Helen Ecology Institute/Trailside Museum Manager, Yellow
Springs, OH

Bradley Center, Residential Treatment Assistant, Pittsburgh, PA

International Association of Chiefs of Police, Research and

Program Intern, Alexandria, VA

Jicaró/Yellow Springs Sister Village, Teacher Assistant, Jicaró,
Nicaragua

K12 Gallery for Young People, Gallery and Studio Education Aide,
Dayton, OH

Lilly Research Laboratories, Research Assistant, Germany

Museum of Science and Industry, Interpretive Guide, Chicago

National Institutes of Health, Research Assistant, Bethesda, MD

Neighborhood Capital Budget Group, Research Intern, Chicago

Humane Society, Research and Administration Assistant,
Washington DC

Live Bait Theater, Technical Theater Assistant, Chicago

Play Mountain Place, Teacher Assistant, Los Angeles

Rancho Santa Ana Botanic Garden, Research and Herbarium
Assistant, Claremont, CA

Real Change—Homeless Empowerment Project, Program Intern,
Seattle

Rosie's Place, AIDS Residence Intern, Boston

Southface Energy Institute, Affordable Housing Intern, Atlanta

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

ARTS

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.

DANCE/THEATER

MUSIC

VISUAL ARTS

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.

See the 2002-2005 Antioch College Catalog for major requirements.

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.

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.

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.

CULTURAL AND INTERDISCIPLINARY STUDIES

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.

AFRICANA STUDIES
COMMUNICATIONS
EDUCATION STUDIES
ENVIRONMENTAL STUDIES
PEACE STUDIES
WOMEN'S STUDIES

Cultural and Interdisciplinary Studies offers concentrations in Africana Studies, Communications, Education Studies, Environmental Studies, Peace Studies, and Women's Studies. Students shape their own curriculum with a faculty advisor by choosing one concentration or by combining areas of study.

The CIS major connects concentrations that share a commitment to common values of social justice, participatory democracy, gender equity, environmental responsibility, peace and non-violence, media literacy, and affirmation of diverse cultural identities.

Students become critical thinkers and activists through learning a set of tools to analyze power and structural oppression, and applying those insights in a variety of environments in the world. Students examine the world through multiple perspectives and modes of inquiry and come to an authentic sense of voice and agency by being encouraged to find personal connections to their fields of study.

CIS provides students with multiple opportunities to combine course work, directed study courses, fieldwork, cooperative education opportunities, and other integrative means to achieve their

academic goals. Those goals might include: preparation for graduate study for professional degrees; further study in other cultural contexts, or work in a variety of areas. Students in the CIS major will utilize critical theories, historical and 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, history and 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.

Students will develop a senior project that represents a culmination of the student's work in their area of focus.

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.

EDUCATION STUDIES

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.

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, eco-feminism, 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 one- to two-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. The student's two academic advisors must approve it 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, KY
 Beavercreek City Planning Department, Beavercreek, OH
 Center for Creative Reuse, Chicago, IL
 Glen Helen Ecology Institute, Yellow Springs, OH
 Jardin Gaia, Costa Rica
 SEAGULL (Skegness Environmental Action Group), Lincolnshire, England
 Stone Environmental School, Harrison, MA
 Sunwatch Archaeological Park, Dayton, OH

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.

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 re-visioning of existing knowledge bases and provides the opportunity to rediscover and reinvent futures. Women's Studies courses provide a framework to

address the interrelatedness 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 individually guided major plans and necessary modifications are made in consultation with faculty advisor(s).

ENVIRONMENTAL AND BIOLOGICAL SCIENCES

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

BIOLOGY
BIOMEDICAL SCIENCES
ENVIRONMENTAL SCIENCE
GEOLOGY AND ENVIRONMENT

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 (BA) or the Bachelor of Science (BS) degree. The core requirements for earning either the BA or the BS degree applies to all concentrations offered in the major.

See the 2002-2005 Catalog for details on major requirements.

Concentrations

BIOLOGY
BIOMEDICAL SCIENCES (Pre-medical/Pre-veterinary)

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 percent require one year of English Literature; 25 percent require Calculus I and Statistics; 10 percent 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.

ENVIRONMENTAL SCIENCE

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.

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

HISTORY, PHILOSOPHY, AND RELIGIOUS STUDIES

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 RELIGIOUS STUDIES

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 who are seriously interested in any of these traditional programs but 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, combine 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.

See the 2002-2005 catalog for details on major requirements.

LANGUAGES, LITERATURE, AND CULTURES

Language is never learned in isolation from the lives of the people who use it as a first mode of communication.

LITERATURE
CREATIVE WRITING
FRENCH
GERMAN
JAPANESE
SPANISH
LINGUISTICS

Languages, Literature and Cultures majors 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; and
- be introduced to interdisciplinary approaches to analyzing texts and social phenomena.

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 continues 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.

Visits and residencies from poets, fiction writers, and playwrights frequently supplement the program in Creative Writing. 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.

PHYSICAL SCIENCE

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.

CHEMISTRY MATHEMATICS PHYSICS

The Physical Sciences major offers concentrations in Chemistry, Mathematics and Physics. A new Computer Science Concentration is also being created. In the meantime, it is possible for students interested in Computer Science to major in Physical Sciences. 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 that builds on that core with intermediate and advanced courses, sometimes taught as tutorial; and interact with 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, database and systems management, and 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.

See the 2002-2005 catalog for details about major requirements.

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.

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; consultation with an advisor is essential.

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.

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.

SELF, SOCIETY AND CULTURE (SSC)

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.

ANTHROPOLOGY
PSYCHOLOGY
SOCIOLOGY

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. 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

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.

SOCIAL AND GLOBAL STUDIES

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

ECONOMICS
ENVIRONMENTAL POLICY
INTERNATIONAL RELATIONS
MANAGEMENT
POLITICAL SCIENCE

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 U.S. 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

Knowledge Content: Students gain a basic understanding of: political and economic institutions and organizations (local, national, or international); theories, conceptual frameworks, and models for examining political, economics, and social phenomena; current economic, political, and social issues, and related public policies.

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

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.

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.

Off-Campus Study Opportunities

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

ANTIOCH EDUCATION ABROAD (AEA)

Antioch Education Abroad offers a variety of opportunities for students to study and live abroad. AEA has been sending Antioch 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 Great Lakes College Association (GLCA) and Kentucky Institute for International Studies (KIIS), Eco League and programs offered by other universities and colleges in the U.S. 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, GLCA off-campus study programs, and all domestic off-campus academic programs students must submit applications through Antioch Education Abroad. (For details see the "AEA Planning Manual" available in the AEA Office).

PREREQUISITES

To participate in any off-campus academic program, students must:

- have completed at least two academic terms and have received credit for one co-op term (a waiver may be granted for transfer students);
- file a degree plan with the Registrar's office if considered a third year;
- not be on academic probation;
- have all student accounts up to date;
- be in good community standing;
- submit a formal application to AEA; and
- complete applications for off-campus study prior to one of two review dates: October 1 or March 1, depending upon the program selected. The deadlines for the GLCA, KIIS, and Eco League programs vary, please check with the AEA office for specific dates.

PHYSICAL EDUCATION (PE) CREDIT

If an Antioch student wishes to receive PE credit during their AEA program, the student must complete an independent syllabus form for 1 PE credit. This form must be approved and signed by both the PE faculty and the AEA office. This must be submitted and completed one semester before the AEA term. PE credit cannot be given to non-Antioch students nor be received from non-AEA programs.

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. 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. Antioch institutional aid applies to one semester of study abroad only.

AEA PROGRAMS AND COURSES

ANTIOCH IN GERMANY

(Full-year or half-year options)

Faculty Liaison: Andrzej Bloch

Students with an advanced/intermediate level in German may enroll in the Antioch Tübingen exchange program at the Eberhard-Karls University for a full or half year. The program seeks full immersion 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 four-week Language and Orientation Program in Tübingen prior to their entrance to the University.

At Eberhard-Karls University, 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.

Students with advanced introductory or low intermediate German may enroll in the special program offered for international students at the University of Tübingen. Students take intensive German and have the option to enroll in a limited number of classes in English.

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 riverine 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 can earn a total of 16 credits from the following courses:

ALLC 158D: Portuguese (4)

This course is an 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 discussions which will focus on evaluating a) the sustainability of observed land use practices, b) resource use policies in terms of scientific rigor and accuracy, and c) the agencies seeking to modify existing policy or establish new policies.

AENVS 242: Ecology and Biodiversity of Brazil (4)

This course focuses on the value of biodiversity, the causes and patterns of biodiversity loss, the ecological significance of anthropogenic disturbances and methods of testing hypotheses 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)

The last four weeks of the program are devoted to a science internship, working with a faculty supervisor on-site. Internships involve participating in a research team project, assisting in an educational program, or volunteering with an environmental agency project.

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 four 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 intellectual 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 Bodh 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 Language (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 Language (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 languages are 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: Independent Study: 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: Brian Victoria

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.

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 1,500 years. In addition, these are several Buddhist universities in the city where monks, nuns and lay scholars live and conduct research. Students choose four of the following courses for a total of 16 credits.

Courses offered:

ARELS 351: Philosophy and Development of Buddhism in Japan

(4)

This course invites an exploration of the essence (principal teachings, theories, and doctrines) and development of Japanese Buddhism, as reflected in significant religious and secular texts. Along with sutras and commentaries, we will read pre-modern texts in a variety of genres and discuss the ways in which they reflect Buddhist influences. Moving beyond a narrow or essentially western definition of philosophy, we will consider the problem of applying western theoretical constructs and ethical concepts to the study of East Asian Buddhism. Moreover, we will examine by special lens religion's contribution to the construction of gender in pre-modern

Japan, focusing on the priestess, nun, courtesan, monk, and religious founder.

ASSC 231: Japanese Buddhist Culture (4)

This course will introduce the living cultural forms and practices of Japanese Buddhism. Students will observe and compare the rituals and activities of Buddhist practitioners and come to an understanding of the relationship between belief, personal practice, cultural representations, values, and norms. Studies will include cultural manifestations of Buddhism such as the tea ceremony (chad™, flower arrangement (kad™, calligraphy (shod™, haiku, and the martial arts. Visits to national treasures, demonstrations of the arts, and excursions to temples and monasteries will highlight the course. Students will also explore themes and issues in contemporary Japanese Buddhism such as Buddhism and the environment, women in Buddhism, and Buddhism as a force for social change.

ARELS 352: Practice and Theory of Buddhism in Japan (4)

This course will complement students' understanding of Buddhist thought and culture through the study and practice of traditional Japanese Buddhist disciplines. We will emphasize the history, characteristics, and approaches of three distinct Buddhist traditions: Zen, Shingon (Japanese Esoteric Buddhism), and Pure Land. The instructional portion of the course will be broken down into areas of study that embrace these three traditions.

Each of the areas will offer two integrated elements: a practice module and a seminar. The seminar will include lectures and discussions on the theory, transmission, and textual development of the practices. Antioch faculty will teach the seminar, which will include close readings and discussions of translated primary texts related to each form of praxis and its theoretical foundation. Specialists possessing both a theoretical understanding and extensive practical experience of each tradition will lead the practice modules. Practices include primarily chanting and meditation. Students will be expected to locate their academic and practical understanding of each tradition in the larger context of historical trends in Buddhist theory and praxis and Japanese culture. The class will meet on a daily schedule for the practice modules, and two days a week for the seminar.

ALLCJ 161: Japanese Language (4)

This course is intended for students with no previous knowledge of the Japanese language who wish to develop communication skills in Japanese. The language drills and conversation practice are designed to improve speaking competence. Dialogues used in the textbook are in everyday Japanese so students will develop natural conversational skills. Upon completion of the course, successful students will be able to introduce themselves, ask directions, shop, make appointments, ask permission, and offer assistance. The written scripts of hiragana, katakana, and some kanji are also taught. Classes meet Monday through Friday. Practice sessions are three times a week.

ABUDJ 396: Field Research: Selected Topics (4)

The focus of this course is an independent research project in which the student has the opportunity to select a subject of special interest and pursue it in depth. The project may be approached through a variety of perspectives and academic disciplines; it involves travel and field study as well as library research and individual creativity. Antioch faculty members carefully supervise the planning of the research project and help to identify the physical and textual resources; emphasis, however, is on the student's initiative in both the design and execution of the work. The project culminates in a written report that is presented when the program returns to Green Gulch Farm San Francisco Zen Center in December.

COMPARATIVE WOMEN'S STUDIES TERM IN EUROPE

(Fall term)

Director and Faculty Coordinator: Iveta Jusov†

This program offers a unique opportunity to explore feminist theory in practice across Europe. The program examines the trends and dynamics of European social, economic, and political systems as they influence contemporary gender theory, policy, and women's identities. Students attend lectures and workshops with the program director, visiting professors from European universities, NGO's, politicians, practitioners, artists, and activities. The program begins with a two-week orientation at the European NOISE Summer school where Women's Studies students work closely with faculty from the European Thematic Network of Women's Studies, ATHENA. Students will attend lectures and conduct original field research in Brussels, Belgium; Berlin, Germany; Krakow, Poland; Utrecht and Amsterdam, the Netherlands; and London, the United

Kingdom. 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 movements in the United States of America and Europe. While women's movements have flourished all over the world, they have evolved through the particular conditions and contexts in which the various groups of women find themselves. We must be attentive to the situated nature of women's experiences, both in the nature of their aspirations and oppressions, but also through the experiences of race/ethnicity, class, sexuality, gender identity, age, etc.

We will examine the impact of the West's colonial heritage/s on the lives of women in various communities, as well as the continuing legacies of the Second World War in the U.S. and Europe and the gendered dimensions of recent conflicts on the European continent. We will examine a variety of topics, including, but not limited to, prostitution, trafficking, reproductive rights, immigrant/refugee issues, LGBT and queer politics, and various dimensions of violence and globalization.

At the end of this experience, students will be able to use an informed feminist critique and apply a variety of theories, research methods, models, and concepts to analyze feminist formations in context and to deploy coalition-building skills.

AWS 250A: Issues in Feminist Methodologies (4)

This course is devoted to questions of theory and practice of feminist research in the social sciences and the humanities. We will consider the following: What is the relationship between methodology and knowledge claims in feminist research? How do language and narrative shape experience? How do the practices of interpretation intersect with questions of the authority of the researching subject and her respondents? How is the traditional social science relationship between the researcher and the examined object (e.g., the texts of oral histories, photographs, paintings, sincere data, etc.) redefined within frameworks of feminist research? How are feminist study methods impacting traditional constructions of "arts" and "sciences?" Through discussion workshops and individual research projects, students will evaluate research

approaches that reflect feminist goals of equalizing power relations between researcher and respondent. They will also consider action-based research as becoming a site for activist coalitions.

AWS 250B: Comparative Feminist Theories (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 movements. Exploring subjectivity, interpersonal relations, and community as mobile sites of knowledge and power formations, students will become conversant with contemporary feminist theory as we consider affinities and divergences among different theory models. Students will evaluate frameworks for political intervention, questioning the ability to transfer feminist concepts across cultures and languages.

AWS 396: Independent Field Research (4)

The program is structured to offer students the opportunity to conduct on-site academic research, generating a comparative analysis within the contemporary European social, political, and economic framework. Students will select a topic of interest that can be explored in the context of the program, develop and execute research method(s), and present their work both in written and oral forms. Using readings and field research to record observations and experiences, including critical examination of the researcher's positionality, students take part in continual discussion and analysis of their research. Through this experience, students will develop independent research skills, approaches for interpreting results, and tools for analyzing and evaluating research effectiveness. The program director carefully supervises the planning of each research project. Student initiative is emphasized in both design and execution. The project culminates in a group presentation and final written paper, submitted when the student returns to the USA in January.

EUROPE IN TRANSITION: INTEGRATION AND POST-INDUSTRIAL CHANGE

(Spring term)

Director: Daria Lucka

Europe in Transition is a spring term program, focusing on Globalization, Post-Industrialism, and Post-Communist transitions of Europe using comparative study and field research. Poland, the Czech Republic, Hungary, and Germany are the case countries. The

program combines traditional elements of lectures, discussions, readings and papers, with field experiences including participant-observation research, meetings with local experts and activists, site visits and academic journaling. Homestays in Berlin, Budapest and Pecs offer additional access to host cultures. No foreign language skills are required. Courses offered:

ASGS 241: Economic Transition and Political Choice in Europe (4)
This course seeks to explore different theories explaining social change in a seminar setting. It investigates the variety of competing interest group and party agendas, the differing structures of interest articulation, and compares and contrasts national policies. The course explores the European transitions from industrial to post-industrial society, from Fordist to post-Fordist society, and from Communism to Liberal Democracy. Though coming from radically different starting places, all Europe is moving toward common ways of ordering state, economic, and society relations. In this course, students will use the comparative method in the field using national, social and industrial policies in each country.

ASGS 242: Social Stratification: Ethnicity, Gender and Class in Europe (4)
This course focuses on conflicts over the definition and accommodation of ethnic minorities, over the status of women and over the creation and maintenance of classes and inequality. Recognizing Central Europe as the historic proving ground of modern ethno-nationalism, particular attention is given to established minorities (notably the Roman or Gypsies in the Czech Republic and Hungary, and the Turkish community in Germany) and to new migrants from Eastern Europe, Asia and Africa. Issues include ethnic and gender patterns in employment, education, welfare, party politics, and popular culture. Also examined is the development of new classes and growing inequality in the region.

ASGS 250: European Union: Integration and Enlargement (4)
This course explores the history of the European Union (EU) and its incorporation of countries to the East. Students will learn about the political economy of European integration. In particular the course examines the implications for the range of issues raised in the process of negotiating EU membership. Students will learn about specific controversies over common social and environmental standards, issues of rural development, migration, human rights, and

ASGS 390: Independent Research and Practicum (4)

The primary objective is for students to execute their own independent research project. Students investigate comparative theoretical questions by combining traditional academic methods and experiential field research in the form of field interviews, personal reflections, and observations. The projects, related fieldwork and methodology are discussed in seminars and consultations. The final outcome of students' work in this course is a well-argued research paper. These proposals have often become the basis for senior theses and graduate school submissions. This is an opportunity for students, in consultation with their academic advisors, to tailor the program to their specific field of study.

AFRICAN ART AND CULTURE IN MALI, WEST AFRICA

(Fall term)

Director: Janet Goldner; Program Coordinator: Josielyn Inaldo

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 his or her own particular goals and interests.

ALLCF160: French Language Intensive (4)

This course is an intensive introduction to the French language, which will begin with two weeks of daily classes and continue throughout the duration of the Art and Culture in Mali program. Students will develop functional French language skills in speaking and listening as it pertains to daily life in Mali. Instructional methodologies will include: conversation and tutorial instruction. Additional exposure to the language will be achieved through listening and interacting with homestay families and apprenticeship artisans. This intensive course will be taught five times per week, three hours per day for two weeks, with an additional three-hour class, once per week for three weeks. Students will create their own monologues and be engaged in dialogues, interviews, and role-playing of authentic situations.

Language Courses are also available with approval of the director:

ALLCF260: Intermediate French Language Intensive

LLCF396: Advanced French Language Independent Study

LLCF196: Bamanankan Language Independent Study

ASSC250: Culture and Contemporary Life in Mali (4)

Through this course, students will familiarize themselves with Malian contemporary life and its current social and cultural environment. A series of lectures, seminars, and field trips will facilitate learning in this course. In addition to homestays in Bamako, students will become acquainted with artists, artisans, and musicians who work in the city and surrounding areas. Through the variety of site visits, students will consider the breadth of both modern and traditional cultural issues. Students will continually develop their study of Mali through readings and research as well as reflect on their experiences through group discussions.

AARTS310: Aesthetic Traditions of Mali (4)

This course will facilitate students' in-depth inquiry into Malian aesthetic and cultural heritage. The foundation of Malian art and culture is found outside the capital, in the rural areas. Past years have included visits to Sibi, the Niger River towns of Segou, Mopti, Djenne and Gao or Timbuctou as well as the unique Dogon region along the Bandiagara cliffs. Insights into the aesthetic traditions of Mali will be developed through workshops, lectures by guest speakers and presentations by visual and performing artists who represent the diverse ethnic traditions of Mali. Students will be introduced to artistic productions including works of clay, metal, fiber, and wood. Notions of tradition, authenticity, and cultural similarities and differences between ethnic groups will be discussed.

AARTS210: Apprenticeship/Arts Practicum (4)

Participants will complete a practicum in arts in their chosen field of interest. Through observation, interaction, and participation in the life of Malian artists, the Arts Practicum fosters the development of one-on-one relationships between the students and the artists across cultural and linguistic barriers. The exchange will take place around an artistic technique specified by the student and approved by the Program Director prior to admission to the program. Through the three-week apprenticeship, students will gain knowledge and understanding of one focused area of Malian cultural production and philosophy. Students will also pursue their own independent artwork during a three-week period of final independent projects.

CONSORTIUM PROGRAMS THROUGH THE GREAT LAKES COLLEGES ASSOCIATION (GLCA)

The Great Lakes Colleges Association (GLCA) is an academic consortium of twelve, independent, 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.

Antioch 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 the Japan Study Program, the Border Studies Program, and the New York Arts Program. Students participating in the GLCA programs are entitled to a full transfer of financial aid for one academic study term.

GLCA BORDER STUDIES PROGRAM

(Fall term)

The GLCA Border Studies Program is devoted to exploring the cross-boundary relationships that shape the identity of the borderlands of Mexico and the United States in Texas. Participants live with Spanish-speaking families, engage in a supervised field study or independent project, and enroll in classes. Students must have three semesters of college-level Spanish or the equivalent by the beginning of the program.

GLCA JAPAN STUDY PROGRAM

(Full year, fall term, or fall quarter)

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. Acceptance in the program is contingent on completion of at least one semester of Japanese language study prior to departure.

CONSORTIUM PROGRAMS THROUGH THE KENTUCKY INSTITUTE FOR INTERNATIONAL STUDIES (KIIS)

The KIIS (Kentucky Institute for International Studies) is a consortium of 20 colleges and universities that sponsors a wide variety of study abroad 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

(Fall or spring term)

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

(Spring term)

Located in the heart of the historic province of Burgundy, approximately one hour from Paris by fast train, Dijon is a city with a population of more than 200,000. Because of the convenience of its geographical location and the wealth of its cultural heritage, Dijon is an excellent setting for the KIIS semester program. The Dijon program offers classes at both intermediate and advanced levels of French language study. KIIS participants will be assigned to the appropriate level of French study by placement tests to be administered the first week of the program. Students will be housed at the University of Burgundy's International Center.

OTHER OPPORTUNITIES

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. For all study abroad, GLCA programs, and domestic off-campus programs, application must be made through the Antioch Education Abroad Office.

OFF-CAMPUS STUDY PROGRAMS IN THE U.S.

GREAT LAKES COLLEGES ASSOCIATION PROGRAMS IN THE U.S.

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 (up to 16 academic credits)

(Fall or spring term)

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 (up to 16 academic credits)

(Fall term)

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.

NEWBERRY LIBRARY PROGRAM IN CHICAGO (up to 16 academic credits)
(Fall term)

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.

THE ECO LEAGUE (up to 16 academic credits)
(Fall or spring term)

Campus Representative: Tom Ayrsman, Assistant Professor of Botany and Environmental Sciences

The Eco League is a one-of-a-kind consortium of six colleges, Alaska Pacific University, Antioch College, College of the Atlantic, Green Mountain College, Northland College and Prescott College that specialize in environmental learning. One can access the Eco League website at the following address: <http://www.ecoleague.org/>

.A student enrolled at an Eco League college can spend a semester at any of the other schools. Eco League exchanges are open to students in any academic area. There is a deadline of "End of October" and "End of February" to declare their intention to attend an Eco League institution as a visiting student. Visiting students should register for courses during the Host Institution's scheduled registration period. Students pay tuition at their home institution. Room and board, transportation, and lab fees are the responsibility of the student.

Application Procedures and Regulations

Antioch College students planning to participate in Eco League:

- The student must notify the selected Eco League institution;
- The student must follow the AEA application process;
- After acceptance, a health form and emergency contact

information must be submitted;

- An Eco League term can only substitute for study terms;
- The student may only take one study term off campus; and
- All financial aid and business office holds must be cleared to

participate.

Visiting Students planning to participate in Eco League at Antioch College:

- The student must follow their home school policies and procedures; and
- The student must contact AEA and follow the application process for non-Antioch students.

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.) Student members of Miami Township meet 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 (GHEI)

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 several components.

- 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.

The 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 (SOCHE)

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:

Air Force Institute of Technology

Antioch University

Capital University

Cedarville University

Central Michigan University

Central State University

Clark State Community College

Edison Community College

Kettering College of Medical Arts

Miami-Jacobs Career College

Miami University – Middletown

Nyack College Miami Valley

Sinclair Community College

Southern State Community College

Union Institute & University

United Theological Seminary

University of Dayton

Urbana University

Wilberforce University

Wilmington College

Wittenberg University

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:

- Students must be full-time students 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;
- Students are liable for any laboratory fees; and
- Students 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.

Course Descriptions

Courses offered in 2005-2006 are the only ones described in this catalog. Course descriptions are listed alphabetically by the course prefix. Core Program courses are offered for 16 credits in the fall and spring terms. Other courses are offered for four semester credits in the fall and spring terms, and for five semester credits during the summer term. (Some courses identified in this catalog as four credit courses will also be offered as a Summer Block Course for five 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

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 Curricular Planning Unit (CPU) in accordance with specific intellectual requirements and objectives for knowledge skill and mastery. In general, the seminar is composed of the combined faculty of each CPU 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 one or both of their faculty mentors.

Core Curriculum Descriptions for Fall and Spring Terms
2005-2006

These are examples of the Core Curriculum courses offered this year. Courses are subject to change.

CORE 151: Embodied Mind/Thinking Body (16)

This Core Program 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.

CORE 152: A Sense of Place (16)

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 how and why these environments have changed over time and contemplate how they might change in the future. These investigations will involve 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.

CORE 153: Environmental Justice: Awareness, Exploration, & Expression (16)

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 21st century? Come and

join us as we explore these topics and more.

CORE 171: American Identities: Exploring Visual and Cultural Narratives (16)

This Core Program 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 fieldwork, field trips to cultural organizations, service learning and creative projects using image and text.

CORE 172: Water Matters (16)

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 experiences 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 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 Core Program 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.

CORE 173: Revolutions: Theory and Practice (16)

Many events and “happenings” have been called revolutions or revolutionary over the millennia of human existence. Why? What common qualities do they possess 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.

Course Descriptions for Fall, Spring and Summer Terms 2005-2006

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 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 462: Senior Project in African/African-American Studies (4)
See “The Senior Project” at beginning of the course description section of this catalog.

ANT 202: ePortfolio (4)

This is a web-enhanced course. This course intends to familiarize students with the rationale of the new College’s Learning Community and its associated Learning Outcomes; this is the foundation knowledge for students to develop their ePortfolios. In this class students are also expected to study the philosophy of assessment and the thoughts behind the ePortfolio project. Classroom etiquette: Intellectual risk-taking in a dignified and respectful manner is strongly encouraged. Participants are expected to arrive on time and to not leave sessions early unless previously arranged.

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.

BIO 230: 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 230.

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 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, Mendel 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 population 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: Neotropical Conservation Biology (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 percent 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 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 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.

CHEM 130: Science of Cooking (4)

This class will explore the various scientific phenomena that constitute the wonderful and often mysterious art of cooking. The course will combine in-class lectures, laboratory exercises and a series of take-home assignments. Lectures will focus on explaining the basic chemical, physical, and biological phenomena behind basic food ingredients, and lab exercises will demonstrate how these phenomena combine to create a finished food product. Labs will be both food science labs and cooking workshops, and both will focus on the direct application of theoretical lecture material in a practical context. Prerequisite: Math 100 or passing the Basic Math Skills Assessment.

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 366: Instrumental Analysis (4)

This is a course in the advanced treatment of the theoretical and practical aspects of instrumental analysis of chemical systems, utilizing 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.

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 275: Film and Rap of African-Americans (4)

This intermediate course aims to examine the subject matter of narrative film texts, dealing with the images of African-Americans in terms of theories of culture and representation. The course will develop a common language of film analysis and narrative theory, enabling students to analyze the structure and discourse of films presented in daily screening sessions. Against the backdrop of selected readings on film history and theories of race, students will be asked to address issues of representation and representational practices and the evolution of black American cinema from the 1920s to the present. Students will screen selected films, conduct close readings of the texts, contexts and audience response involved with each film, and will develop meaningful analysis of these texts through journals, papers and presentations.

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 462: Senior Project in Cultural and Interdisciplinary Studies (4)
See “The Senior Project” at beginning of the course description section of this catalog.

COM 155: Audio Production (4)

An introduction to sound aesthetics, recording, and post-production equipment, and editing and mixing techniques in digital formats for radio, film, video, and theater soundtracks. There will be additional \$75 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. \$60 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. Class limit 12. Prerequisite: Second year standing or permission of the instructor. \$45 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 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. \$60 lab fee. Class limit 12.

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 267A: Summer Writing Intensive II – Poetry (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 by working closely with visiting guest writers. Students will select a focus group in one of the following genres: poetry, fiction, scriptwriting or play-writing, journalism or creative non-fiction (this selection will depend on the visiting authors each summer). Students will meet daily for public readings and writing activities, and they will work closely in small groups with authors in their selected genre. The course will include reading, writing and participating in a writer's workshop in which they will give and receive feedback on their work. This is a field course for LLC majors with a concentration in Creative Writing and for CIS majors with a concentration in Communications/Print Media and Journalism, or an elective course for students not majoring in LLC or CIS. Prerequisites: LLC 100 or passing Writing Skills Entrance Exam and permission of instructor. Cross-listed as LIT 267A

COM 267A: Summer Writing Intensive II – Fiction (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 by working closely with visiting guest writers. Students will select a focus group in one of the following genres: poetry, fiction, scriptwriting or play-writing, journalism or creative non-fiction (this selection will depend on the visiting authors each summer). Students will meet daily for public readings and writing activities, and they will work closely in small groups with authors in their selected genre. The course will include reading, writing and participating in a writer's workshop in which they will give and receive feedback on their work. This is a field course for LLC majors with a concentration in Creative Writing and for CIS majors with a concentration in Communications/Print Media and Journalism, or an elective course for students not majoring in LLC or CIS. Prerequisites: LLC 100 or passing Writing Skills Entrance Exam and permission of instructor. Cross-listed as LIT 267B

COM 271: Documentary Production (4)

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 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 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. \$60 lab fee.

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 370: Advanced Journalism (4)

This is a change-of-topic course.

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. Includes COM 461J: Journalism, COM 461P: Photography, and COM 461V: Video.

COM 462: Senior Project in Communications (4)

See "The Senior Project" at beginning of the course description section of this catalog. Includes COM 462F: Film, COM 462J: Journalism, COM 462P: Photography, and COM 462V: Video.

CS 105: Introduction to Computer Science (4)

A brief introduction to modern personal computer systems including hardware and software with 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.

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 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 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 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 225: Body Knowledge: 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 ideokinesis, 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 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.

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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.

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, geo-sphere, 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 170: Incredible Insects and Their Relatives (4)

Insects are everywhere! They are the dominant group of animals on the planet. This course will introduce students to the major insect groups, their incredible diversity and their ecology. Basic insect biology will be studied in order to gain an understanding of body parts, structure and function. We will also examine some of their terrestrial relatives in the arthropod phylum.

ENVS 2XX: Earth’s Surface Environments (4)

See GEOL 140

ENVS 2XX: History of Earth and Life (4)

See GEOL 160

ENVS 230: Plants and People (4)

See BIO 230

ENVS 245: Ancient Environments (5)

See GEOL 245

ENVS 268: Neotropical Conservation Biology (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 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 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 462: Senior Project in Environmental Science (4)

See “The Senior Project” at beginning of the course description section of this catalog.

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 255: Special Topics in Environmental Studies (4)

This is a variable content course. See term course schedule for listing of specific topic. Past topics include Prairie Restoration: Theories and Practices, and Environmental Art. Cross-listed as SGSEP 255.

EST 280: Green History: American Environmental History, Movements, and Change (4)

This course will explore American Environmental history as it fits into a larger, global context. With a classroom emphasis on reading

and discussion about influential theories in American environmental history, students will gain an understanding of and appreciation for the historical progression and precedents for environmental destruction on a global scale. Once this global framework is established, we will investigate the American environmental movement as a culturally distinctive and historically situated response to growing environmental degradation. Major course themes may include (but are not limited to): European colonization of North America, wilderness and wildlands protection, evolution of the wilderness idea, environmental justice, mainstream environmentalism, direct action, and civil disobedience. The course will focus on an ultimate goal of critically evaluating the past, present and future of environmentalism in North America. 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. Crosslisted as SGSEP 284.

EST 337: Contemporary Environmental Thought (4)
This readings-focused course is an in-depth exploration of the intersections between environmental problems and contemporary environmental thought. Combining eastern and western perspectives, traditional and post-modern philosophy, aesthetics, feminism, policy, and economics, we will question the development of environmental sensibilities and the relationship between these sensibilities and one's conception of the human role within the non-human world. We will discuss the culture-nature relationship and the myriad ways this relationship is borne out in theory and in practice. We will discuss and develop a variety of concepts, such as coercion, reciprocity, virtue, dwelling, silence, violence, horror, perception, and interconnection as they relate to environmental studies and policy. This course will give you an intensive and

advanced exposure to the intellectual developments, conceptual frameworks and challenges within contemporary environmental thought. Specific readings vary by semester. Prerequisites: Any 200 level course in EST, SGS, or PHIL or permission of the instructor. Cross-listed as SGSEP 337 and PHIL 337.

EST 462: Senior Project in Environmental Studies (4)

See “The Senior Project” at beginning of the course description section of this catalog.

GEOL 2XX: 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 462: SENIOR PROJECT IN GEOLOGY (4)

See "The Senior Project" at beginning of the course description section of this catalog.

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 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 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 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 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 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 462: Senior Project in History (4)

See "The Senior Project" at beginning of the course description section of this catalog

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 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 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 267A: Summer Writing Intensive: II – Poetry (5)

See COM 267A

LIT 267 B: Summer Writing Intensive: II – Fiction (5)

See COM 267B

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 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 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 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, and 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 462: Senior Project in Literature (4)

See “The Senior Project” at beginning of the course description section of this catalog.

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 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 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.

LLCF 462: Senior Project in French (4)
See “The Senior Project” at beginning of the course description section of this catalog.

LLCG 462: Senior Project in German (4)
See “The Senior Project” at beginning of the course description section of this catalog

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 462: Senior Project in Japanese (4)
See “The Senior Project” at beginning of the course description

section of this catalog.

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 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 462: Senior Project in Spanish (4)

See “The Senior Project” at beginning of the course description section of this catalog.

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 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 462: Senior Project in Mathematics (4)

See “The Senior Project” at beginning of the course description section of this catalog

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 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 course is required of musical arts majors and strongly recommended for all students enrolled in private instruction.

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 one credit and \$300 for two credits. Fee waivers for private lessons taught by full-time faculty may be available. Please refer to the class schedule.

MUS 272: Composition II (4)

Individual or class lessons in composition. Prerequisite: MUS 142.

MUS 462: Senior Project in Music (4)

See “The Senior Project” at beginning of the course description section of this catalog.

The following 1-credit Physical Education courses are offered regularly:

PE 104: Lifeguard Training Class limit 15

PE 107: Lap Swimming Class limit 25

PE 108: Water Aerobics Class limit 15

PE 111: Aerobics

PE 113: Yoga
PE 114: Self-Defense
PE 117: Tai Chi
PE 121: Weight Training
PE 130: Ultimate Frisbee
PE 131: Soccer Class limit 18
PE 134: Basketball
PE 141: Badminton Class limit 16
PE 142: Bicycling
PE 143: Racquetball Class limit 14
PE 145: Fencing \$25 class fee
PE 160: Canoeing Class limit 11
PE 163: Riding Class limit 18; \$85 class fee
PE 174: Hiking
PE 175: Kayaking Class limit 10
PE 179: Total Fitness Class limit 20
PE 182: Variety: Outdoor

PEAC 105: Leadership for Change (5)
See CIS 105

PEAC 170: Conflict and Conflict Resolution (4)
See SSC 170

PEAC 220: Issues in Peace Studies (4 or 5)
Topics will vary each year.

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 286: International Organizations (4)

See SGSP 286

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 334: International Law and Justice (4)

See SGSP 334

PEAC 462: Senior Project in Peace Studies (4)

See “The Senior Project” at beginning of the course description section of this catalog.

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 214 Legitimation and Capitalism (4)

This course is a philosophical inquiry into the nature of legitimation and the role it plays in the defense and support of the system of capitalism. The discourse of legitimation is an old one in the history of philosophy. At the very least, it returns to the work of Plato’s “Myth of the Metals” in the Republic, where he attempted to use the language of allegory and myth to defend a philosophical elitism in the service of modeling the good society after the order of the

psyche. After Plato, the discourse of legitimation drew its greatest strength from the work of Rousseau's critique of the natural foundations of inequality and Marx's critique of bourgeois ideology. The philosophers Rousseau and Marx will be the starting points of our investigation of the dynamics of legitimation and capitalism.

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 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 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 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 337: Contemporary Environmental Thought (4)

This readings-focused course is an in-depth exploration of the intersections between environmental politics and contemporary environmental thought. Combining eastern and western

perspectives, traditional and post-modern philosophy, aesthetics, feminism, policy and economics, we will question the development of environmental sensibilities and the relationship between these sensibilities and one's conception of the human role within the non-human world.

PHIL 462: Senior Project in Philosophy (4)

See "The Senior Project" at beginning of the course description section of this catalog.

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 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 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 462: Senior Project in Physics (4)

See "The Senior Project" at beginning of the course description section of this catalog.

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.

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 270: Buddhism and Gender (4)

East Asian Buddhism provides a valuable source for ideas and images of gender in significant texts in much the same way that Biblical narratives such as the story of Adam and Eve, Naomi and Ruth, or Susanna and Daniel in the Apocrypha have been influential in western history. These images of male and female gender preserved in religious texts give culture exritures for relations between the sexes and for conceptualization of femininity, masculinity, and the self. This course examines the contribution of Buddhism to the construction of gender in East Asia, focusing on the courtesan, nun, shamaness, monk and religious founder.

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 – both economic and political, 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 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 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 462: Senior Project in Social and Global Studies (4)

See “The Senior Project” at beginning of the course description section of this catalog

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 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.

SGSEP 284: Environmental Policy in Comparative Perspective (4)

See EST 284

SGSEP 280: Green History: American Environmental History, Movements and Change (4)

See EST 280

SGSEP 337: Contemporary Environmental Thought (4)

See EST 337

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 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.

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)

This survey of contemporary European politics and the major challenges facing European states, 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 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.

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 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 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 information 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 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 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 375: Selected Topics (4)

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 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.

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 245: Auto-performance/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 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 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 462: Senior Projects in Theatre (4)

See “The Senior Project” at beginning of the course description section of this Catalog.

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. Hand-building 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 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 210: Clay II: Intermediate Ceramics (4)

Emphasis in this course is on improving technical skills and developing individual artistic 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 222: Ecological Sculpture (4)

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 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 276: Studios in Modern Art (4)

Examines various aspects of modern art and its historical, theoretical and critical foundations.

VISA 305: Clay III: Advanced Ceramics (4)

This course emphasizes the pursuit of advanced ceramics projects

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using the potter's wheel or hand-built techniques. Proficiency in technical/artistic and historical/contemporary ceramics are required. Class limit 15. \$20 Materials Fee. Prerequisite: VISA 210.

VISA 462: Senior Project: Visual Arts (4)

See "The Senior Project" at beginning of the course description section of this catalog.

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 256: Women and Minorities in Management (4)

See SGSM 256

WS 325 : Psychology of Women (4)

See SSC 325

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 462: Senior Project in Women's Studies (4)

See "The Senior Project" at beginning of the course description section of this catalog

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 or 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 fulltime co-op semesters (at 12 credits each) and three study semesters and 56 of the required 112 semester credits in residence at the Antioch College campus; their final two study semesters are 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.

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 College Association program etc.

ACADEMIC COMPLAINT POLICY

Definitions

For the purposes of this policy, a complaint is an allegation or accusation brought against a faculty member by a student who seeks redress for a wrong or an injustice involving the assessment and evaluation of student performance in co-operative education, the classroom, advising or mentoring. "As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards in their discipline.

Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between the professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom." (Statement on Professional Ethics, adopted from AAUP, see Faculty Personnel Policies pg. 31).

Antioch College requires faculty and students to uphold the highest principles of academic integrity and to act in a manner that preserves freedom of inquiry and intellectual exploration. The Antioch College faculty is composed of individuals whose professional and pedagogical skills enhance the learning process and who by their commitment to advancing knowledge are expected to apply common principles of good teaching, strong mentoring, and fair evaluation of student performance in a course of study or work experience.

The assessment and evaluation of student performance is the province of the faculty -- for evaluation of student work and progress in a course or co-op experience. Students who have reason to believe that a violation of professional ethics has occurred or that

the assessment of their work was the result of error, capriciousness or evaluated by criteria other than those stated in the course syllabus or appropriate for the course or co-op experience have the right to file an academic complaint. Simple disagreement with the professor's professional judgment about the quality of the work does not constitute legitimate grounds for filing a complaint.

This Complaint Policy does not replace or require changes to any of the other policies governing faculty behavior as specified in the Faculty Personnel Policy, such as the Sexual Harassment Policy; the SOPP; the Drug and Alcohol Policy; the Affirmative Action Policy; etc. Each of these policies has their own processes for reporting and resolving alleged violations (see FPP pgs 30-66). This Complaint Policy does not require changes to the FPP in regard to Personnel Files (see F.40. pg.11).

Procedure

At any step in the complaint procedure the student or the faculty member may invite another community member to accompany him/her to any of the meetings to help resolve the complaint. The time periods given in each step below must be somewhat flexible in order to accommodate the academic calendar.

1. It is strongly recommended that the student speak first to the co-op or classroom faculty member to find a resolution. The student shall approach the faculty member no later than the fifth week of their next study term on campus. In the case of adjunct faculty or faculty no longer employed at the College, the student shall approach the major chair first.
2. If a mutually satisfying resolution is not found, the student shall make an appointment to speak to the major chair or program director (such as the director of AEA or Co-op) within two weeks. If the major chair or director is a party to the complaint, the next senior member of the department shall be contacted. The student shall present to the chair/director their concerns and any supporting documentation. The major chair shall make every effort to resolve the complaint. The major chair may request the complaint in writing. The major chair will:

- a) Facilitate a resolution in consultation with the faculty member and the student.

b) If the complaint cannot be resolved at the department level within two weeks, the chair will forward the complaint to the Dean of Faculty with a written report stating what was done and why the complaint could not be resolved at the department level.

3. If a mutually satisfactory resolution is not found at the department level, the student must make an appointment within two weeks to speak with the Dean or Associate Dean of Faculty about the nature of the complaint and the efforts taken to resolve the complaint. A formal letter addressed to the Dean or Associate Dean of Faculty with supporting documentation signed by the student shall be submitted prior to this meeting. The Dean or Associate Dean of Faculty will contact the faculty member in writing and will expect a written response. At this step the complaint becomes a formal complaint. The Dean or Associate Dean will:

a) Facilitate a resolution in consultation with the faculty member and the student.

b) Request information from parties other than those named in the complaint. Requests for information from parties other than those named in the complaint must be conveyed in writing with copies of the request forwarded to the student and faculty member. Any additional information gathered and used in the complaint process must be submitted in writing, signed by the person releasing it, and made available in complete form to parties involved in the complaint. Either party to the proceedings may respond in writing to this additional information. The Dean or Associate Dean of Faculty will then review the file and communicate the results of the investigation in writing to the student and faculty member within 30-60 days of the receipt of the complaint.

c) Dismiss the complaint if it is found to be illegitimate or unfounded. If the complaint is dismissed, no letter will be placed in the file of the faculty member. Both the student and faculty member will be notified in writing as to the reasons the complaint was dismissed.

d) Make a decision and act administratively to resolve the complaint while respecting the prerogative of the faculty with respect to evaluation and crediting of student work. Any actions taken by the Dean or Associate Dean to resolve the complaint will be communicated in writing to both the student and the faculty member.

4. If the complaint involves the Dean or Associate Dean of Faculty in her/his role as a professor, a three member committee of faculty who serve as major chairs and/or program directors and who serve on the Academic Program Committee (APC) will be selected by lot to review the complaint and will be empowered to function as the Dean's office would (see #3 a, b, c, d).

ACADEMIC CREDIT AND EVALUATION

Academic credit at Antioch College is expressed as semester credit hours. One credit typically is assigned to a class that meets fifty minutes per week for fifteen weeks. For each hour in class, the student is expected to prepare at least two hours for the class. Core Program learning communities are worth sixteen credits each. Most non Core Curriculum 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 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 the assignment of credit/no credit on a class list submitted to the Registrar's Office. 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 if 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 the student requests it 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” is 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 towards the end 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 independent study courses 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. Co-op registrations will not be processed until all financial aid and business office holds are cleared.

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 of \$50/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 advising transcript only. 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 “over crediting” guidelines. (See following “Over crediting” 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. Over credits 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 over credit petition at the time of registration for the over-credited course.

A student will be permitted to over credit only when all courses registered for during the two preceding study semesters have been credited.

The committee will not consider an over credit petition from a student with first-year standing.

Transfer students may petition for over credit no sooner than their second full-time study semester at Antioch.

Students may, subsequently, continue to petition for over credit for a maximum number not to exceed a total of 12 credits during the student’s Antioch career.

Over credit 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 over credits in a study semester will not be approved.

All over credit 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 (16 credit hours) over credits at Antioch. Thereafter, the student will be charged a per-credit over crediting fee.

SATISFACTORY PROGRESS

The number of credits earned and cooperative education experiences successfully completed determines academic progress. The College's program normally takes four years to complete. In order to meet the graduation requirements of 112 academic credits and three co-ops in four years, students should earn an average of 16 academic credits per semester and successfully complete all scheduled co-op terms.

Class Standing

The Registrar determines class standing based on academic credit earned as follows:

1st year standing: 0-28 credits

2nd year standing: 29-55 credits

3rd year standing: 56-84 credits

4th year standing: 85+ credits

New Curriculum Standards

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 rate:

TERM

ACADEMIC

By the end of the 1st study term	16
By the end of the 2nd study term	32
By the end of the 3rd study term	52
1	
By the end of the 4th study term	70
2	
By the end of the 5th study term	94
3	
By the end of the 6th study term	112

Academic Standing

The Registrar will review every student's progress at the end of each study term. Any student achieving curriculum standards 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 does not complete 75 percent of their registered 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 standards will not be placed on probation if they have current incomplete coursework that may bring them up to the 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 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 the Office of Admissions. 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

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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. No externally earned credits 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 56 semester credits in transfer toward its degree requirements for courses completed at other regionally accredited colleges and universities. This maximum represents approximately 50 percent of the Antioch College academic credit requirement. For transfer work to be considered, an official transcript from each institution must be sent directly to Antioch College. The 56-credit limit includes not only transfer work, but also 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 calendar credit system (Fall and Spring Terms), transfer one-to-one. Credits from schools on a quarter calendar credit system will transfer in a ratio of two-thirds 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 first-time 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: 0-28 transfer credits

2nd year standing: 29-55 transfer credits

3rd year standing: 56+ transfer credits

If the student earned more than 56 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 56. 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 three-credit transfer course will satisfy the requirement of a four-credit course at Antioch for degree requirements, such as a General Education course. However, a two-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 56

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credits toward the Antioch degree:

A student may transfer a maximum of four 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 three, four, or five. 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 five, six, and seven. 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), three semester credits for each may be granted for tests with scores of 500-599, and six semester credits each or tests with scores 600 or above. For the subject exams, three 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 offered by Antioch;

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; or

To take courses required for the student's major that are offered only in certain terms. In this case, the student should have an approved degree plan on file supporting 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 participate in off-campus study programs. Participation in these programs must be recommended by the student's academic and co-op advisors and by the Dean of Students, and approved 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. Full financial aid applies to AEA and consortium programs only. 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 transfer financial aid, excluding institutional scholarships. AEA application deadlines apply for such programs. Please refer to AEA, Eco-League, and GLCA in this publication for details.

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. Paperwork starts in the Dean of Students Office. 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;

The student intends to resume full-time enrollment at the end of the term of leave; and

The petition for the personal leave is approved.

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 an approval for a personal leave of absence for more than one term through the Dean of Students Office, 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; and

The petition for personal leave is approved.

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.

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.

LIMITED RESIDENCY DEGREE COMPLETION PROGRAM

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 needing to earn 32 semester credits or less to meet their degree requirements and having at least one credited co-op on record during their previous enrollment at Antioch College. 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 Term 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 initial application fee

\$200 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 1 for Fall Term

SPECIAL (NON-DEGREE SEEKING) 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:

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.

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 that 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 AEA Office) prior to beginning the job, and take that form along, with the Form I-20 ID (Study Copy) to the AEA 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.

WITHDRAWALS

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.

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 Registrar may administratively withdraw the student who fails to register for a scheduled study or co-op term or fails to enroll at all.

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 at the end of spring and fall terms, 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.

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, and permits students to challenge information released 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

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of time. Any documents not specifically noted below are retained in accordance with AACRAO records retention guidelines:

All admissions documents for applicants who do not enter, whether accepted or rejected: three years
admissions documents for applicants who enter: with the exception of letters of recommendation, which are destroyed upon admission, five years after date of student's last attendance.

Academic transcripts and narratives: retained permanently.

Enrollment certification and verification: one year after certification or verification date.

Financial aid documents: five years after date of student's last attendance.

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:

Personal information: student's name, date of birth, and identification (social security) number.

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.

Effective withdrawal date, if applicable.

Graduation date, degree conferred, and program or major, if applicable.

Professional certification requirements met, if applicable.

Official 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:

Confidential information or letter of recommendation placed in a student's file prior to Jan. 1, 1975;

Parental confidential financial information;

Personal notes or comments of individual faculty members or administrators, maintained separately by faculty or administrators (these are not considered official University records);

Files maintained by a University physician, psychiatrist or counseling service staff for treatment purposes; and

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 do so, either informally with the Registrar's Office or formally through a "Challenge Hearing."

Hearing to Challenge Content of Student Records

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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:

Any request for a hearing to challenge a school record must be made in writing to the College President or his or her designee.

The hearing request must:

Identify in specific terms the portion(s) of the record to be challenged;

State the reason(s) for challenging the record so identified, and state the remedy sought; i.e., the correction or deletion of the information under challenge or the opportunity to submit explanatory information to accompany the challenged student record.

Hearing procedures:

The hearing will be conducted by the College President or his/her designee.

The hearing will be granted within a reasonable time, but no more than thirty days after the hearing request has been made.

Reasonable notice shall be given to the student and other necessary parties of the date, time, and place of the hearing.

The hearing shall be limited to a consideration of the specific portion(s) of the student's record being challenged.

The Registrar will represent the challenged record at the hearing.

Where practicable, the College will attempt to have a representative from the office responsible for the challenged record present at the hearing.

The student will have the right to be assisted by an advisor of his or her choice.

The burden of sustaining the challenge rests with the student.

Reasonable opportunity shall be provided for all parties to present evidence and witnesses directly related to that portion(s) of the record being challenged.

The student will be provided written notification of the disposition of the challenge (including the reason for such disposition).

The remedies available to the student as a result of a hearing are:

The record may stand.

The record may be corrected.

The record may be deleted.

Explanatory information, of a reasonable length, may be inserted in the student's record file.

Release of Student Records

Consistent with Antioch 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:

Appropriate personnel and agents of Antioch University who have legitimate educational interest in seeing student records;

Appropriate state and Federal agencies that, under law, are entitled to have access to University records;

In connection with an application for, or receipt of, financial aid;

Accrediting associations in the performance of their accrediting functions;

In compliance with a judicial order or subpoena. Every effort will be made to notify the student of the order or subpoena prior to 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 are maintained.

Directory Information

At its discretion, the institution may release public or directory information in accordance with the provision of the Freedom of Information Act. Public or directory information is defined by the University to include student name, photographs, 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

FACULTY

Tom P. Ayrsman

Associate Professor of Botany and Environmental Science; BA, Antioch College; PhD, 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.

Jill Becker

Associate Professor of Dance; BA, State University of New York at Brockport; MA 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.

Andrzej Bloch

Interim Dean of Faculty; Professor of Economics and Director of the Antioch Education Abroad; MA, PhD, 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, history of economic thought, economic development, and international economics. His academic and research interests are in comparative economics, 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

Professor of Film/Communications; BA, Edgecliff College; MA, American University. Anne has been an independent documentary filmmaker since 1976. She co-directed and co-produced *Blood in the Face*, which 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 the Independent Feature Channel. Anne received an Academy Award Nomination as a Producer of *With Babies and Banners* and a National Emmy Award as and 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 that 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*, *Earth and the American Dream* and *Taken for a Ride*. Anne's films have been exhibited theatrically and broadcast on television in over 17 countries. She co-directed five three-week Documentary Institutes, including *Resistance and Transformation: Latin American Documentary* and *Inside and Out: Witnessing Prison in the U.S.* Anne encourages students to explore the historical and theoretical development of the documentary, to scrutinize the formal methodologies, and to develop their own documentary projects in audio, video and 16mm film. Her current documentary project examines environmental issues in Ohio.

Kabuika Butamina

Associate Professor of Chemistry; BS, MS, PhD, University of North Dakota. Kab has current research interests in the areas of AB INITIO and Semi-Empirical Quantum Mechanical calculations on a variety of biologically important molecules. He also explores the chemical aspects of African medicinal plants from Africa, Asia, and the Americas from time to time. 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.

Chih Tsong Chen

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Professor of Computer Science and Mathematics; BS, National Taiwan Normal University; MS, National Central University of Taiwan; PhD, 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; BA, City College of New York—Uptown; MA, PhD, 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 NEH Institutes (1991) on Marguerite of Navarre and Rabelais, and Women Writers 1500-1750: Venice, London, and Paris (2000), 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/Reflexions historiques* (1991) and *French History* (1993); she has reviews for *Sixteenth Century Journal*, *Catholic Historical Journal*, and the *Journal of Modern History*, and more recently, *Renaissance Quarterly*; she continues to review for the *Antioch Review*. She is working on late sixteenth-century spirituality and the Counter Reformation.

Robert Devine

College Professor; BA, Antioch College; MA State University of New York at Buffalo. Bob was one of the founding faculty members originating Antioch's nationally known program in critical communications, film and video, and has served as Chair of the program for a number of terms. He has taught film history and theory and the social responsibility of media for the past thirty-five years, and has been actively involved in the fields of community media, public access and participatory democratic media. His work in this field has involved the start-up of the Dallas, Milwaukee and Manhattan cable access systems, as well as policy planning, system

design, community ascertainment and system evaluation for a number of access organizations across the country. He serves on the Board of Community Media Review, and has contributed to that journal sore several decades, and serves on the National Board of the Alliance for Community Media. Bob has studied film history and theory with Brian Henderson, James Blue and Jean Rouch, and has taught in this field throughout his career. He served as Academic Dean in 1994-95 and then as President of Antioch College from 1996-2001, while continuing to teach in the field of film studies and community media. 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; BA, Muhlenberg College; MA, MA, PhD, 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, and second language acquisition.

Denise Eagleson

Upper Level Program Coordinator; Associate Professor of Photography; BA, 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 and is a regular portfolio reviewer at the national society for Photographic Education Conference. Research interests have included 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 toured nationally. Her most recent Artist Projects have focused on pinhole

photography of abandoned spaces printed digitally on inkjet printers.

Julie Gallagher

Assistant Professor of History; BA Fordham University; MA, University of Michigan; MA, PhD, University of Massachusetts, Amherst. Julie's teaching interests include U.S. social and political history, U.S. women's and gender history, and African American history. Her research interests include twentieth-century women's political activism, race in the United States, and U.S. history in the global context. Her current project is *Women of Action, In Action: The New Politics of Black Women in New York City, 1944-1972*," which she is preparing for publication. The study documents a generation of black women who came to politics during the 1940s and 1950s in New York City. It explores their pursuits of power vis-à-vis the state and it examines how race, gender and the structure of the state itself shaped and often limited outcomes.

Christopher Garcia

Associate Professor of Art; B.F.A., Bennington College; M.F.A., University of Arizona. Chris has exhibited his work in galleries and museums nationally and internationally. He has worked and traveled extensively in Europe, Central and South America and the Caribbean. Chris is a regular contributing writer and photographer for *Ceramics Monthly Magazine*. In 1999, Chris was a resident artist at the ART FARM in Marquette, NE where he and four Antioch students created a thirty-foot adobe earthwork. (In 2003, Chris and one student returned to Nebraska to construct a ten-foot tall stabilized adobe totem.) In 2000 and 2001, Chris taught two workshops for LA SUERTE: ART STUDIOS IN THE RAINFOREST in Costa Rica and Nicaragua. The courses focused on environmental and cultural based art in Central America. Chris has been awarded the FACULTY FUND TRUSTEES GRANT twice to fund research on terra-cotta in Impruneta, Italy, and the Della Robbia family, Florence, and to work as a resident artist at the BURREN COLLEGE of ART, Ballyvaughan, Ireland. He has recently taught ceramics workshops in Mexico and will be an artist in residence at PRO ARTIBUS IN EKEN•S, FINLAND in 2005.

Victor Garcia

Emeritus Professor of Foreign Civilizations and Languages; BA, St. Benedict's College; MA, University of Missouri. Victor is currently a

Visiting Professor of Spanish and Latin American Studies. In the past he has led 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 since its inception. He has also been a representative of the College in the Kentucky Institute for International Studies' Board since 1996. He is also currently the President of the Board of Del Pueblo, Inc., a non-profit organization since 2004. His research interests are in Latin American literature, Latin American history, Pre-Columbian studies, and Latin American Migration. He is currently working on a major publication design to teach adults: *Espa-ol en accion para adultos*

Geoffrey (Jahwara) Giddings

Associate Professor of Africana Studies; BA, Brandeis University; MA and PhD, Temple University. Jahwara is the author of *Contemporary Afrocentric Scholarship: Toward a Functional Cultural Philosophy* published by Mellen Press in 2003 as well as articles on African Diaspora culture and its implications for education and social development. Jahwara was awarded a Cheikh Anta Diop Award for "best scholarly article" by the Ankh Scientific institute in 2002 and his pedagogy has been recognized by a Teaching Excellence Award from Temple University and an Ohio Excellence in Education award from Ohio Magazine. Jahwara is the recipient of two Ohio Campus Compact grants to support community engagement in his courses and two Mellon/Global Partners Project grants for program development in Kenya.

Jean Gregorek

Associate Professor of Literature; BA, Ohio State University; MA, University of York (England); PhD, The Ohio State University. Jean's research and teaching interests include nineteenth and twentieth-century British literature, Caribbean literature, postcolonial studies, cultural studies, film, 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*. Her work on the politics of prisons and prison art appears in the exhibition catalog for "Made In Prison: Contemporary Art by Incarcerated Men and Women." She has also contributed reviews to *The Journal of American Folklore*.

Benjamin Scott Grossberg

Associate Professor of Literature and Creative Writing; BA, Rutgers University; M.F.A., PhD, University of Houston. Benjamin is a writer of poems and literary criticism. Among his awards are grants from the Cultural Arts Council of Houston and Harris County and the Ohio Arts Council, and a Pushcart Prize (2005). His poems have appeared in journals such as *Paris Review*, *Pleides*, and *Green Mountains Review*, as well as a number of anthologies. 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.

Chris Hill

Visiting Associate Professor of Communications; BA, 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*.

David Kammler

Assistant Professor of Chemistry; A.B., Harvard University; PhD in organic chemistry, Indiana University, Bloomington. David's interests lie in both extending general chemical information to the public at large in a comprehensible way, and in the combination of chemistry with other fields. He is particularly interested in the merging of organic chemistry with biology, cooking, art, and history.

James P. Keen

College Professor; BA, Haverford College; EdD, Harvard University. Jim Keen teaches courses such as *Leadership for Change*, *Lives of*

Commitment in a Complex World, Nonviolence: History, Theory, Practice and Preventing War and Making Peace. He also teaches Conflict Resolution at the Masters Level at Antioch McGregor. His scholarship addresses two main themes: The intersections of human development and political engagement, and the dynamics of adolescent and young adult encounters with diversity. When he stepped down as Vice President and Dean of Faculty at Antioch, he was appointed College Professor, a half-time position that has permitted him to develop a second career as a consultant in the development and evaluation of leadership training programs and as a coach in the area of leadership. After earning his doctorate at Harvard University where he and his partner, Cheryl Keen, led the organizing of an undergraduate program in Peace and Conflict Studies in the mid 1970's, Jim went on to collaborate in designing two adult undergraduate programs at Lesley University and New Jersey's Last Governor's School (for talented rising high school seniors). In 1986 he was appointed by Governor Tom Kean as Director of the resulting multi-campus Governor's School of New Jersey. He remained in New Jersey until 1995, serving both in his Governor's School capacity and as Millicent Fenwick Research Professor at Monmouth University (a position shared with his partner Cheryl). The Keens devoted their research professorship to understanding how people develop and sustain commitments to working on behalf of the whole human family. The result was the book, *Common Fire: Leading Lives of Commitment in a Complex World*. Jim is co-founder of the Initiative for Authenticity and Spirituality in Higher Education and the College on Complexity in the Netherlands. He currently serves as Vice President of Education as Transformation and on the board of The Quaker United Nations Office. He formerly served as Chairman of the Board of The International Center for Integrative Studies.

Janice Rye Kinghorn

Core Program Coordinator; Assistant Professor of Economics; BS, Miami University; MA, PhD, 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, Labor Economics, and Issues in Environmental Economics.

Suzanne Kolb

Dr. Suzanne Kolb has served as Director for the Brazilian Ecosystems Program since 1999. She earned her PhD in Ecology from the University of Georgia's Institute of Ecology in 1993. She has conducted field research on habitat restoration in Brazil and Costa Rica, which has been funded by the World Wildlife Fund, the Smithsonian Institution, and the National Science Foundation. Her work in this area has been cited in graduate level textbooks published by Cambridge University Press, and by John Wiley and Sons, Inc. Before coming to Antioch College she taught ecology and environmental science for four years as a full time faculty member at universities in the U.S. At Antioch College, where she has been on the faculty since 1999, Dr. Kolb is responsible for courses in ecology, natural resource management, and conservation, for the education abroad term in Brazil. She also teaches a summer course on campus that focuses on major types of landscape disturbances common to the neotropics. Her research interests include seed dispersal, patch dynamics, restoration ecology and ecosystem management.

Catherine LaPalombara

Associate Professor of Management; BA, Antioch College; M.BA, Mount Saint Mary's College. Catherine's prior work experience included positions in financial management, grant writing and program planning. She teaches courses in accounting, finance, marketing and new venture development. Her professional interests, writings, and engagements include new business start-ups and management challenges in the non-profit sector. She's worked as a seminar leader for the Washington Center's Independent Sector programs and has served on a variety of non-profit boards, commissions, and task forces. She is the recipient of the Ohio Credit Union League and the Credit Union National Association's Edward A. Filene award for service and advocacy work in the credit union movement. Catherine has served as Faculty Chair, Associate

Dean of Faculty, and department chair for the Social and Behavioral Sciences and Social and Global Studies programs at the College.

David LaPalombara

Professor of Art; BA, 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 photographic explorations and folding screens with painted landscapes. He teaches sculpture and drawing.

Nevin Mercede

Associate Professor of Paint/Printmaking; B.F.A., California College of Arts and Crafts; M.F.A., The University of Montana. 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. Materials and processes for recent work are drawn from found and self-generated texts, computer manipulations of type and images, photography, painting and sculpture; the content reflects her engagement with world. Nevin's work has been exhibited widely; she has published numerous articles on studio art pedagogy and participated in over 25 national conference panels concerning the education of artists.

Patricia Mische

Professor/Lloyd Professor of Peace Studies and World Law; BA, College of Saint Benedict; MA, EdD, 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 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 editor of *Toward a Global Civilization? The Contribution of Religions* (Peter Lang Publishers, 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. She has been recognized by Ohio Magazine for "Excellence in Education."

Brenda Moore

Assistant Professor of Biology; BS Lake Erie College, MS PhD, 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

Former Executive Vice President and Dean of Faculty (1996 – 2002) of Antioch College, Hassan is a Professor of Political Science and International Relations. He received his BA from Tehran University; MA, from California State University at Los Angeles; PhD, from 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.

Eli Nettles

Assistant Professor of Mathematics; BS, University of Kentucky; MA, PhD, University of Alabama. Eli enjoys teaching a diverse student body as it requires an understanding of the many different ways that students think and learn. Her past research has been in Group Theory, with a particular focus on the Mathieu Groups. Her present research is focused in math education, and she hopes to

contribute to the ongoing national dialogue about the most effective ways to teach mathematics and the physical sciences at the college level. In 2004, Eli was recognized by Ohio Magazine as one of the state's top college educators.

Colette Palamar

Assistant Professor and Coordinator of Environmental Studies and Director of the Herndon Gallery. Colette's academic background is diverse and unusual, and has culminated in several bodies of work combining her experiences in the sciences, arts, and humanities. Her doctoral work focused on developing an interdisciplinary concept of 'dwelling,' and used a unique and distinctive style (called philoetry—a combination of philosophy and poetry) to both explain and demonstrate her vision of 'dwelling'. She is currently working on a book that will further develop theoretical and pragmatic aspects of what it means to dwell in the world. Colette's ceramic installations are conceptually based and environmentally themed. Her installations have been shown across North America, with recent shows in New Orleans, San Francisco, and Victoria, British Columbia. Colette also presents and publishes in the fields of environmental philosophy and ecological restoration. She is currently working on several articles that explore the relationships between ecological feminism, environmentalism, and ecological restoration.

Hassan Rahmanian

Associate Professor of Administration and Management; BA, MA, University of Tehran; PhD, University of Pittsburgh. Before coming to Antioch, Hassan taught graduate courses on public policy, decision making, and statistics at the University of Pittsburgh, served as an associate or lead researcher on several research grants and projects, and held several management positions overseas. He teaches management courses such as Comparative Management, Transnational Corporations, Management in the Third World, and Women & Minorities in Management. He also teaches social science core courses such as Research Methods & Data Analysis in the Social Sciences and Bureaucracy & Democracy. In addition to his occasional consulting on organizational culture & change, he has presented papers on empowerment in organizations, alternative management systems, and globalization. His current research and book-in-progress is on the competing concepts of time in organizational design.

Christine Smith

Assistant Professor of Psychology; BA Duquesne University; MS and PhD in Social Psychology with a Doctoral Concentration in Women's Studies and minor in Statistics, University of Pittsburgh. Her teaching interests are in the areas of gender, race and social class and well as research methods and statistics. Christine's research interests include fat stigma and body image, interpersonal attraction, and feminist identification. She coordinates the Teaching Psychology of Women Workshop for the American Psychological Association and serves on the Editorial Board of the journal *Sex Roles*.

Louise Smith

Associate Professor of Theatre; BA Antioch College, MA Antioch University. Louise is an actor, writer, director, and teacher. As a professional actor, she has worked with Carlyle Brown, Meredith Monk, Ping Chong, Liz Swados, Ann Bogart, Julie Taymor, and the Talking Band, with whom she won an Obie award in 2003. Her playwriting includes ten solo works for the stage, as well as scripts for YS Kids Playhouse, a youth theatre in Yellow Springs. She has taught at NYU, Lafayette, Carleton, and Earlham College as a guest teacher of acting, solo performance, and voice. She is interested in the role of theatre in the community, and she has worked with Appalshop and Antioch to produce large, community-based productions. More recently, she has begun to integrate her interest in psychology and counseling with her love of the theatre by pursuing a Masters degree and licensure as a community counselor. Louise sees theatre as a tool of transformation, for the individual and for society.

Charles E. Taylor

Professor of Physics; BA, MA, Williams College; PhD, 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, ideas for a zero-gravity experiment for the space shuttle, 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; BA, Williams College; MS, 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; BA, University of Virginia; MA, PhD, The Claremont Graduate School. Scott teaches a wide range of courses in philosophy and political theory, including such topics as the history of Western philosophy, existentialism, epistemology, radical political philosophy, critical theory, neo-Marxism, phenomenology, feminist philosophy, postmodernism, and contemporary philosophy. Before coming to Antioch he taught philosophy and political theory at Denison University, Pomona College, the Otis-Parsons Art Institute, the University of Colorado at Boulder, The Claremont Graduate School, and Occidental College. Scott is active as a scholar in the areas of contemporary critical theory, radicalism, and philosophy. He is the author of the book *The Emergence of Dialectical Theory: Philosophy and Political Inquiry* (University of Chicago Press), and of numerous articles, essays, and reviews in philosophy and political theory. Scott's primary interests in philosophy focus on his concern for human liberation, radical democracy, and authentic community.

William J. Whitesell

Professor of Physics; BS, University of South Carolina; MS, PhD, 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.

Jill Yager

Professor of Biology and Environmental Sciences; BS, Colorado State University; MS, Florida Institute of Technology; PhD, 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. 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 analyze their roles in living sustainably while sharing the planet with other species.

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