



ANTIOCH
COLLEGE



CURRICULUM CATALOG
2011 – 2012

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Deadlines

Early Decision Applications	January 1
Notification of College Decision	February 1
Acceptance of Admission	February 15
<hr/>	
Regular Decision Applications	February 15
Notification of College Decision	April 1
Acceptance of Admission and Enrollment Deposit Due	May 1

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INTRODUCTION TO ANTIOCH COLLEGE

From a rich 160-year history, Antioch College begins again as a private, independent nonprofit liberal arts college. The College has embarked on a strategic path to become a pre-eminent liberal arts institution with a local, national and global work program. Its new curriculum will link study of the arts, humanities, sciences and social sciences with problem solving and a focus on five critical human issues: energy, food, governance, health and water.

Antioch College is reinventing itself at a time of exponential social, economic and technological change. Our enterprise is exclusively liberal arts and experiential undergraduate education. Our objective is to prepare scholars and adaptable critical thinkers with the creative capacity and ethical bearing needed to invent solutions to the problems facing humankind now and in the future.

The Antioch College curricular program will allow students to complete the bachelor's degree in 15 consecutive quarters, nine of which are devoted to study and six are devoted to work. Both four-year and three-year degree completion plans will also be available. This first edition of the Curriculum Catalog has been written for the College's application to the Higher Learning Commission of the North Central Association of Colleges and Schools for candidacy for accreditation as well as the Ohio Board of Regents for degree-granting authority. Antioch College expects to be successful with these applications.

HISTORY

A healthy democratic society requires institutions that act as catalysts for change and laboratories for invention. This is a role that Antioch College has played throughout its history; the effort to restore it is among the most significant and compelling opportunities in higher education today.

Antioch College has been a pioneering and values-driven institution since it was founded in 1850. The Col-

lege was among the first nonsectarian educational institutions in the United States, the first coeducational college in the nation to offer the same educational opportunities to both men and women, and the first to appoint a woman to its faculty and to its Board of Trustees. The College was also among the first to offer African Americans equal educational opportunities. Throughout the generations, Antioch College faculty, students, staff and alumni have committed themselves to important causes toward improvement of the human condition. Consistent with its curriculum of study and work, the College has always given equal weight to understanding theory, to engaging in practice and to taking action.

In the twentieth century, Antioch College redefined liberal arts education by initiating an entrepreneurial and experiential curriculum through the development of its hallmark cooperative education program. Many of the now-common elements of today's liberal arts education – self-designed majors, study-abroad programs, interdisciplinary study and portfolio evaluation – had an early start at Antioch College. The College was also among the first to make a commitment to community governance and the authentic participation of students in institutional decision-making.

Antioch College is perhaps as well known for its hardships as for its contributions to the landscape of higher education in America. Established at Marion, New York in October 1850 by the Christian Con-



The Class of 1857: Antioch was the first co-educational and nonsectarian college in the United States. The first graduating class included three women, who completed the same rigorous coursework as their male classmates.

nexion (which is today part of the United Church of Christ), the College was the first of its kind in American history. In 1852, William Mills donated land in Yellow Springs to the fledgling institution. It opened its doors in the fall of 1853, and its twin founding principles attracted public education pioneer Horace Mann as its first president. With the closing words of his 1859 commencement address, Mann bestowed upon the College a sense of mission and purpose that has carried through its entire history: “Be ashamed to die until you have won some victory for humanity.”

The College has previously suffered four separate closures in its history and even an auction of all its assets in 1858. Although it remained quite small into the twentieth century, never graduating a class larger than 32, it turned out many prominent graduates. The College reorganized around a plan of alternating work and study in 1920 under noted engineer Arthur E. Morgan, gaining

international prominence as the first liberal arts college in America to apply cooperative education across its curriculum. Morgan’s Antioch College fostered an inventive and entrepreneurial spirit, providing space for fledgling industries to grow into significant, local employers. Under Morgan’s leadership, the College also created partnerships to form far-reaching research projects in such diverse endeavors as human development, photosynthesis and agricultural development.

In 1929 alumnus Hugh Taylor Birch gave the college an 800-acre nature preserve called Glen Helen; today it encompasses 1,000 acres accessible from a 25-mile network of footpaths. Its oft-emulated model of outdoor education was established in 1955.

Under President Algo Henderson (1936-1948) the College became a laboratory for democracy, instituting broad-based systems of campus governance. And in 1941, *The Antioch Review* began publication as a political tract;

today it is among the more distinguished literary journals produced in the United States.

The second half of the twentieth century saw Antioch College enjoy its greatest period of intellectual ferment, endure some of its most significant challenges, and undergo its most momentous changes. Beginning in 1963, the College embarked on an expansion that would see it grow to a network of more than 35 campuses by 1975. With funding from the Rockefeller Foundation, the 1965 Antioch Program for Interracial Education and its student-led successor, New Directions, attempted the College's most radical admissions efforts to increase its cultural pluralism. Students shut down the campus in Yellow Springs for six weeks during the spring of 1973 when cuts in federal financial aid threatened to terminate their educations. In 1978, having developed or taken over several graduate programs, the Board of Trustees reincorporated the entire institution as Antioch University. By 1994 Antioch University would trim down to five federated campuses, of which the original College was one ostensibly equal component among its progeny. Dissipation of energy and resources, cultural differences, mismanagement and factionalism, however, would bedevil Antioch College throughout its experience as a unit of Antioch University, culminating in the dramatic decision to announce, in 2007, the intention to shutter the College.

ACHIEVING INDEPENDENCE

During their June 2007 reunion, the alumni of Antioch College refused to let the decision stand. Alumni from around the world pooled their strength, wealth and dedication to the College. They engaged in a multifaceted and complex effort: first to save and then to reopen an independent college. They created the College Revival Fund, an organization charged with raising funds, and formed the Antioch College Continuation Corporation, which (in its second iteration), ultimately acquired the College campus and its assets from Antioch University on September 4, 2009, following a 14-month suspension.

MISSION

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

Antioch College will continue to take inspiration from Horace Mann's vision that educators should prepare students to be able to "win some victory for humanity."

ENGAGEMENT

The mission statement points to "authentic social and community engagement" as essential for that vision. The mission's emphasis on enabling "engagement" leads to our unique and extensive program of alternating study and work, so that every student becomes adept at both applying theory to his or her situation and using experience in the community and the workplace to critique, modify and adapt theory as necessary. The goal closely parallels Aristotle's view of practical wisdom as being achieved through continual applications of principles that must be adapted and shaped to a particular context.

SHARED GOVERNANCE

The mission also leads the College to provide opportunities for shared governance during the college years, believing with John Dewey that democracy as a way of life—not just a political system—must be modeled and lived in every student's school experience.

INTERDISCIPLINARY EDUCATION

As we enable students to effectively engage in community, the mission demands that their education be broad and interdisciplinary so that they are able to use different and multiple disciplinary perspectives as reference tools on common problems of community life. During their college years, therefore, students must have continuing practice at seeing both the power and the limits of particular ways of knowing and seeing.

VISION

Reinventing the College has been especially compelling because of the College's legacy. The educational vision is uniquely suited to developing citizens with the skills, habits of mind and values necessary today and into the future. Included among these skills are creativity, capacity to innovate, self-discipline, ability to learn quickly through experience, and working well independently or as a member of a group. In addition, Antioch College students will adopt a global perspective, be concerned about clarifying their values, and develop the flexibility to adapt to frequent change. The earliest leaders of the College were ahead of their time in understanding that the true purpose of education was to develop the intellectual, ethical, social and entrepreneurial capacities that prepare young people to be lifelong learners with a commitment to society at large.

HONOR CODE

The Antioch College community has been guided by an honor code since the presidency of Horace Mann.

Naturally, the honor code has evolved since then with our Honor Code first being articulated in the mid-twentieth century. Our shared life at Antioch College is guided by respect for the honor code, which provides all community members with relationships of trust and mutual respect that shape all aspects of academic and community life. By virtue of being a member of the Antioch community, each of us agrees to become familiar with and respect the Antioch College Honor Code, and all other College policies and guidelines, thus creating and protecting a sense of honor in our lives:

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

ACADEMIC AND WORK PROGRAM

The College's educational program is built around the three guiding principles that have been the hallmark of an Antioch College education:

- Commitment to excellence in scholarship;
- Commitment to full-time periods in a cooperative work program that alternates with full-time study and supports the link between theory and practice;
- Commitment to active engagement in the community and to social justice.

The program is further strengthened by new initiatives in the academic calendar, by the use of communication technologies, and by attention to global diversity. Together, these initiatives create a new and vibrant approach to liberal arts education in the United States.

The academic curriculum emphasizes a rigorous and interdisciplinary approach to the liberal arts, offering a small number of well-resourced academic disciplines facilitated by a seminar model of teaching and learning. With the support and leadership of educators at the College, there has been broad participation in a long-range planning effort to capture the structure to support the new concept of an Antioch College education. In this planning effort, the curriculum has been designed to engender an understanding of the historical context and the intellectual roots of current issues, while emphasizing contemporary issues of local, national and global importance such as governance, energy and food production and innovative alternatives to time-work approaches to academic and practical matters.

The College is the only liberal arts institution in the nation to require a comprehensive off-campus cooperative

EXPECTED LIBERAL ARTS LEARNING OUTCOMES AT ANTIOCH COLLEGE

Knowledge & Inquiry

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

Skill & Innovation

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

Critical Thinking

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

Intercultural Effectiveness

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

Social Engagement

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

Deliberative Action

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



work program of all its students. Cooperative education links theory and practice and supports the development of independence and accountability. Learning to live and work productively in the community, and to participate in governance, will remain among the most important skills students will acquire in their learning on and off campus.

Antioch College will award the Bachelor of Arts and Bachelor of Science degrees to students who successfully complete the degree requirements (see “Required Course Distribution” on page 17). Students will plan their courses

of study with their advisors. Areas of concentration may be either disciplinary or interdisciplinary based upon the concentrations offered in the four academic divisions: Arts, Humanities, Sciences and Social Sciences.

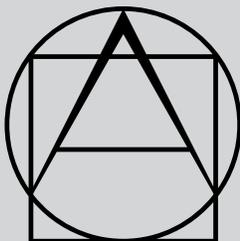
INDIVIDUALIZED LEARNING

An Individualized Degree Plan, required of all students, elaborates a student’s projected academic and work trajectories. Individualized concentrations may be created both within and across the four divisions. Working closely with faculty, students develop a high-quality alternating academic and work program that fulfills the student’s educational goals, is within the realm of faculty expertise and includes the work opportunities offered within Antioch College’s curriculum. Students are encouraged to begin working with their advisors on articulating and planning their individualized degree plans early in their tenure at the College and to complete a preliminary plan by the end of their fourth study quarter in the second year.

SENIOR PROJECT OR THESIS

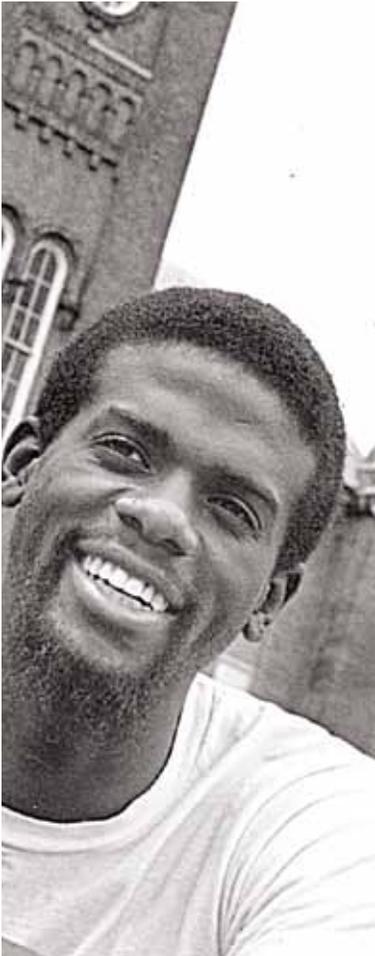
Students culminate their Antioch College experience with a Senior Thesis or Senior Project devised with their advisor. The thesis or project can take the form of a research paper; documentary video; dramatic, music or dance performance; art exhibit; or other form of public presentation that summarizes a particular endeavor of study by the Antioch College student. The thesis or project gives Antioch College students the opportunity to demonstrate knowledge, understanding and skills achieved during their studies at Antioch College in a cohesive, informed final presentation.

CALENDAR



The Antioch College calendar is designed to provide a rich program of academic study alternating with work placements, on a year-round calendar that will allow a traditional 180-credit degree in nine study quarters and six work quarters, including one six-month work term.

See the “Academic Calendar” on page 82.



ADMISSION AND FINANCES

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

QUALIFICATIONS

Admission to Antioch College is offered on the basis of each individual student's qualifications. It is important that each applicant for admission demonstrate ability to benefit from and contribute to the total Antioch College program. A strong education record correlates with achievement at Antioch College. Most applicants will have studied a foreign language; at least three years of math, science and social science; and four years of English while in high school. We also look for work or volunteer experience, evidence of leadership or participation in extracurricular activities, and demonstrated use of a special talent. Antioch College encourages students to submit either their SAT or ACT score as part of their admissions application.

To apply for admission, students must complete the Antioch College Application for Admission. The completed application also includes a Nomination Form (this must be

completed by an Antioch alumnus, guidance counselor or teacher), two references (one must be from a teacher and one must be from a guidance counselor), official transcripts, and a writing sample. Home schooled students must complete the appropriate supplement. The writing should be an original piece of writing, something not previously written for a class. This piece of writing should demonstrate your thinking process and writing style. Suggested length is 500 – 600 typed words. A personal interview with an alumni representative of the College and a campus visit are strongly recommended. Applications and admission information are available on the college Web site or from the Office of Admission. Transfer credits will not be accepted until a positive determination has been made regarding accreditation. Antioch College does not discriminate in admissions decisions on the basis of race, color, religion, sex, sexual orientation, national origin, age, marital status or physical ability.

APPLICATION

To apply for admission, send application and supporting materials to the Office of Admission by February 15. After an offer of admission is made, the student must return the Intent to Enroll form (sent along with the acceptance letter) and a \$450 enrollment deposit in order to reserve a place in the entering class. The enrollment deposit is non-refundable.

Early Decision

This option is for students who determine that Antioch College is their first choice. Students may submit applications to other colleges or universities, but those offered admission to Antioch College under the Early Decision Agreement must withdraw those applications from consideration once learning of their admission to Antioch College. The decision to accept early admission to Antioch College is binding. Students not admitted under the Early Decision plan may be deferred for regular admission candidacy.

Deadlines	
Early Decision Applications	January 1
Notification of College Decision	February 1
Acceptance of Admission	February 15
<hr/>	
Regular Decision Applications	February 15
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Acceptance of Admission and Enrollment Deposit Due	May 1

ANNUAL TUITION AND FEES • 2011 2012 ACADEMIC YEAR

Full-time Annual Tuition	\$26,000
Community Government Fee.	\$250
Technology Fee	\$100
Student Records Fee	\$75
Student Insurance*	TBD
Room	\$5,755
Board	\$2,873
TOTAL	\$35,053

**Actual premium will be determined Summer 2011. 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, personal expenses and travel to campus and jobs.

Refunds

When a student withdraws from classes or work terms, his or her 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 work term are listed in the curriculum catalog. The unofficial withdrawal date is the last day of attendance.

Withdrawal Date/Tuition & Fees Credit Schedule

	Refund %
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 Week	50
During 6th Week	40
During 7th Week	30
During 8th Week	20
Thereafter	0

Room and board will be prorated.



AN ANTIOCH EDUCATION: GUIDING PRINCIPLES

In an age where mass-produced education is a powerful tendency, Antioch College commits itself to work with each student to discover and nurture his or her personal gifts, learning style, challenges and aspirations, and to find ways to address each of these in developing the student's work at the College. To accomplish this personalization, we develop learning plans that fit the individual whenever possible. Some distinctive features of the Antioch College program:

1. Individualized majors developed jointly by the student and advisor, within a variety of areas of concentration in which the College concentrates its resources.
2. The alternation of academic terms with work terms, in which meaningful work placements are chosen and integrated with the student's individual aspirations and needs.
3. Classes small enough even at the introductory level to allow extensive discussion and personal faculty attention to the learning of each student.
4. An individualized approach to language learning that equips the student for practical effectiveness in living and working in non-English language contexts.
5. Mentored growth in community-participation skills from the beginning of the student's time at the College, and developing throughout the Antioch College experience.

Education for Meaningful Careers

Empowering Student – from the Beginning

At Antioch College, we believe that college is best seen as part of life itself. One can best prepare to apply theories one learns to the “real world” if the college experience provides for a rich and continuing interplay between theory and practice. Antioch College provides a unique liberal

arts context for this kind of education through its work program.

Antioch College serves these values through:

1. The work program, uniquely designed to relate work experience to academic learning by alternating work and study; choosing work experiences that are integrated with the overall academic and life plans of the student.
2. Individualized language learning that allows each student to become increasingly competent in diverse global settings.

Community participation skill-building encourages students to effectively utilize learning gifts and skills in their career settings, their community and their efforts to “win victories for humanity.”

Education for a Changing World

An Antioch College education reflects the need for educated people who can combine specialized expertise with broad familiarity with ways of knowing and acting effectively. College graduates will work in a world that is increasingly diverse, and will require sensitivity to increasingly global dimensions of human life and work.

Some of the elements of the Antioch College program that serve this value are:

Required Course Distribution

Course Type	<i>Bachelor of Arts</i>			<i>Bachelor of Science</i>		
	Credits Per Course	Courses Required	Credits Required	Credits Per Course	Courses Required	Credits Required
Global Seminars	2	5	10	2	5	10
Foundation Requirements	3	12	36	3	12	36
Foundation Electives	3	2	6	3	2	6
Language Intensives	3	2	6	3	2	6
Language & Culture	2	6	12	2	6	12
Language Off Campus	2	4	8	2	4	8
Language Capstone	6	2	12	6	2	12
Intermediate Colloquy	3	1	3	3	1	3
Advanced Colloquy	3	2	6	3	2	6
Intermediate & Advanced Major Courses	3	10	30	3*	10*	30*
				3**	13**	39**
Intermediate & Advanced Electives Courses	3	6	18	3*	6*	18*
				3**	3**	9**
Senior Project/Thesis	4	1	4	4	1	4
Senior Reflection Paper	1	1	1	1	1	1
Work Portfolios	4	6	24	4	6	24
On Campus Work	1	4	4	1	4	4
TOTAL CREDITS			180			180

*Health Science Majors

**Environmental Science Majors

1. The rich and broad liberal arts emphasis on understanding and being able to use many different ways of knowing and experiencing and creating.
2. Education in diversity through co-ops, campus engagements, and participation in the Global Seminars.
3. Global understanding enhanced by the Global Seminars, international co-ops and individualized language learning.

Quality Education that is Affordable and Efficient

The Antioch College educational program is designed to provide personalized education that is highly efficient and therefore economical.

The design of an Antioch College education makes this possible through:

1. Year-around operation that decreases per-student plant and equipment costs substantially.
2. Use of the cohort course method, in which all students entering the college at the same time choose from a carefully selected common list of foundation courses targeted to their liberal learning.
3. The provision for routes for graduation in 4, 3 ½ or 3 years, thereby saving tuition costs for students choosing these options.



AREAS OF CONCENTRATION AND WORK

ARTS: STUDIO ARTS, PERFORMANCE AND MEDIA ARTS

Overview

The arts curriculum at Antioch College provides students with a dynamic, multi-disciplinary and collaborative grounding in two- and three-dimensional studio arts, media arts, and performance. The program seeks to provide all of its students with the knowledge, technical skill and creative capacity to facilitate exploration of their own imaginative and expressive capabilities through individual and collaborative projects. The arts curriculum will also offer insight into diverse historical and contemporary cultural, social, political, and economic contexts and networks of art making.

Program Goals & Knowledge Development

At Antioch College, students will become familiar with the representation and analysis of human experience through both arts investigations and practices. They will be introduced to multiple perspectives and strategies of art making, including interdisciplinary, community based and global contexts, both in the classroom and through their on- and off-campus work experiences. Students will develop a critical vocabulary for understanding and analyzing contemporary art culture as well as an evolving practice that investigates particular aesthetic, ethical and representational dilemmas in arts making. They will develop an awareness of the use of the self as source and resource, and will develop an understanding of how the arts have evolved historically and theoretically and in the present moment.

Skill Building

Our students will develop their creative voice so they can create, communicate and connect their individual sensibilities and interpretations to the world. They will develop both the individual skills and techniques needed to work in a variety of arts media and the ability to collaborate mean-

ingfully with their colleagues, faculty and staff in the arts community. Through the on- and off-campus work program, students will also learn to engage with artists in a variety of communities from the local to the global. They will develop their own creative intelligence and hone their analytical and conceptual skills through disciplined ongoing and evolving practice. Students will learn to appreciate, discuss, review, research, think critically and write about their own work and that of their peers and the work of established artists, genres or movements with clarity and confidence. They will become adept at both thoughtfully listening to critical feedback and providing conscientious feedback to their peers, faculty and visiting artists.

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

HUMANITIES: HISTORY, LITERATURE, PHILOSOPHY

Description of History Concentration

The study of history helps us to make sense of the world by offering an understanding of how societies and cultures change over time. In exploring the past, historians also explore the complex ways in which the past influences the present, as well as how the past persists into the future. At Antioch College, history centers not only on learning about what people have done in the past but also on how we in the present can uncover, make and interpret sources in order to engage diverse audiences with interests in history. Our watchwords are rigorous reading of sources and

documents, but also engaging publics with our explorations and interpretations of the past. And so a distinctive feature of Antioch College's preparation of future historians is that class work is supplemented with a variety of work opportunities where students can experience for themselves where and how history can engage wider publics.

The history concentration at Antioch College approaches the systematic study of the past with a particular attention to local contexts—to the historical record of the Miami Valley, of Ohio, of North America—but also seeks to situate local events in relation to larger and more global movements. This concentration balances more traditional historical studies with a strong commitment to interdisciplinary work involving contemporary fields such as feminist and gender studies, American studies, African American studies, and post-colonial studies. Antioch College history majors will take broad survey courses in aspects of U.S. history and the history of the Americas in addition to methods courses and courses on specific topics and themes in the human record of the American continents. Antioch College history majors become active producers of history; at least two quarter-length work experiences involve hands-on work in the field; the Intermediate Collo-

quy (HUM 380) requires the production of a collaborative public history project.

This concentration is supported by the other Humanities concentrations of literature and philosophy. History students develop a deeper understanding of the world around them and the forces that shape it. They cultivate the vital skills of writing, research, data collection and analysis, critical thinking, questioning, engaging with multiple audiences, and the organization and presentation of complex materials. History majors become experts in making well-supported, meaningful written claims and arguments and in communicating with audiences.

Description of Literature Concentration

Literature as an art form involves an imaginative encounter with “otherness”—other historical moments, other ways of being and other values. Students are encouraged to compare these other ways of being with their own time and place, but primarily to begin to understand lives outside of their own. The literature concentration at Antioch College makes available the study of literature in English from the late eighteenth century to the present. This concentration balances the study of major writers from Britain and its former colonies with a



strong commitment to interdisciplinary work in contemporary fields such as cultural studies, feminist and gender studies, film studies, and post-colonial studies. Antioch College literature courses generally include both time-honored texts and those that lie outside of the boundaries of what has been considered traditional literature. While some courses focus on a particular genre of literature, others combine fiction, drama, essays, poetry, autobiography and narrative film. Nearly every course prioritizes historical context and the situating of a text in its exact geographic and social milieu. This concentration is supported by the other Humanities concentrations of history and philosophy.

Literature students become good close readers of texts and intelligent and informed critics of a range of textual and cultural phenomena. Students acquire the skills to analyze cultural texts of the past as well as of the contemporary moment. Literary-oriented students will learn and practice 1) reading different kinds of literary texts, 2) understanding and applying different approaches to the interpretation and evaluation of texts, 3) doing historical research to place texts in the context of literary and social history, and 4) making well-supported, meaningful written claims and arguments. Literature majors will also receive the necessary pre-graduate work in the canon of contemporary literary and cultural theory.

Description of the Philosophy Concentration

The philosophy concentration offers students a program of study in the traditions of philosophy and social & political theory. In consultation with a faculty advisor, the student works out an individualized major that focuses on both the foundational and core courses in philosophy along with courses that form the student's special interests. Other possible interdisciplinary majors involving philosophy are able to be worked out in close consultation with the academic advisor and other relevant members of the faculty. This concentration is supported by the other Humanities concentrations of history and literature.

The philosophy concentration takes seriously the Socratic dictum: An unexamined life is not worth living. By so doing, it challenges received assumptions, cultural givens, and conventional wisdom. The concentration serves students seriously interested in a variety of philosophical themes and questions in the humanities. 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. Students who choose to pursue

a philosophy concentration will address the classic philosophical topics of the nature of knowledge and reality, the good or ethical life, the good or just society, human nature, and the nature of history. Who am I? How do I know what I think I know? What is authentic happiness? What does it mean to be human? What is a good society? Indeed, what is reality itself? These are some of the kinds of questions addressed by those who pursue the study of Philosophy.

SCIENCES: ENVIRONMENTAL SCIENCES, HEALTH SCIENCES

The Science curriculum provides a rich environment for developing the powers of insight and creativity, as well as many transferable skills. Students in the Sciences are offered a choice between two concentrations through that curriculum, both of which can lead to rich and rewarding post-graduate professional and academic opportunities: the health science major and the environmental science concentration.

Students in both majors begin their journey with a core set of foundational and introductory courses taken in common. By the second year, students will begin to focus more time on intermediate and advanced courses that are specifically designed to lead them to the culmination of the major they have chosen, even though some courses and the two colloquies will be taken in common. The concentrations in the Sciences are designed to lead students through courses that build on the knowledge gained in previous courses, and emphasize close interaction with faculty and other students. The culmination for both majors is the Senior Project, based on the students' research and presented both orally and in writing.

Science fields are continually changing, as are career prospects for graduates in different fields, and students will be learning new ways of looking at things long after they graduate. The health science (or biomedical) concentration will prepare students for either medical school or veterinary school, and students interested in taking this path should consult an academic advisor immediately to begin planning for the major. It also provides excellent preparation for students interested in nursing, lab research, being a physician's assistant, and other allied health professions. The program is designed to appeal to students who value serving society, who are excited about traveling to foreign countries, serving a rural population or one in the inner city. The ultimate goal of the program is to prepare students in this field who want to make a difference.

Students interested in the environmental science concentration will receive a rich education that can take them

in many career directions: environmental scientific research; science education; environmental policy analysis from a scientific perspective; and careers in the areas of the biological and life sciences. As with the health science concentration, this program aims to prepare students interested in addressing in some fashion the major environmental crises of the planet today and tomorrow. The concentration is strongly supported by the Glen Helen Ecology Institute and the College's 1,000-acre nature preserve and raptor center.

SOCIAL SCIENCES: ANTHROPOLOGY, PSYCHOLOGY, POLITICAL ECONOMY

The Social Sciences at Antioch College focus on the institutions and functioning of human societies, with the individual, and with the interpersonal relationships of individuals as members of society. Social Science courses will include cultural anthropology, political economy and psychology.

Political Economy

The study of political economy focuses on the role of economic, political, cultural, and environmental processes in shaping society and history.

Anthropology and Psychology

Psychology and cultural anthropology partner in this area of concentration.

Psychology focuses on the study of individuals in interaction with other individuals, of individuals in interaction with groups, and of groups in interaction with other groups. The examination of multiple directions that influence complex situations informs student's thinking about social behavior.

Cultural anthropology traditionally completes research with small, discreet groups of people through participant observation in order to document how the structures and institutions within the group support each other and are linked together.

By combining psychology and cultural anthropology students would be able to complete research with groups and analyze how the structures and institutions of that group affect individual behavior. The outcome of the research should be an increased understanding of how other groups define positive and negative behaviors, the consequences of positive or negative behaviors on the individual and the group, plus coming to understand multiple approaches to solving problems and/or mediating difficult situations.

LANGUAGE AND CULTURE

According to the American Council on Teaching Foreign Languages, communication is at the heart of second language study:

Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides connections to additional bodies of knowledge that may be unavailable to the monolingual English speaker. Through comparisons and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. Together, these elements enable the student of languages to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Program Description

The study of a major world language is absolutely central to our conception of education as preparation for global citizenship. The objective of Antioch College's Language and Culture program is to equip students to function both linguistically and culturally in a non-native geographic area. All Antioch College students will be required to attain intermediate proficiency in a language other than their native language and will therefore receive a Minor in the world language of their choice. Because we see language as equally cultural experience and technical skill, language study at Antioch College is linked to and reinforced by an international work experience which provides a sustained immersion in a different culture. Most Antioch College students will work for two consecutive quarters (20-24 weeks) in this international setting. Upon returning from their work and travel abroad, they will complete a language proficiency examination.

Antioch College language courses will focus primarily on conversational language learning and oral proficiency, and on the actual use of the language. Familiarizing students with the differing cultural contexts, values, and practices of particular linguistic groups will also be essential. The overarching goal is to get students to use the language on a daily or near-daily basis, and to use it in a variety of contexts, for at least the first three years of their college education.

All students begin their first year foundation courses with an intensive quarter of language study. After the ini-



tial language intensive (6 credits), students will continue to take one two-credit language course during every on-campus term through the third year, and to pursue two credits of language learning during each of the first four terms off campus. Students receive six credits per quarter for their immersion experience in another country. This adds up to 38 language credits for most students over thirteen quarters, which constitutes a language minor.

Antioch College's innovative world languages program is uniquely organized so that language instruction is 1) integrated across the curriculum, in both work and study experiences, and supported in language courses as well as non-language courses; 2) maximized through its continuity across terms, both on-campus and off-campus, for the first three years of the student's education; 3) organized around an international cultural immersion experience; 4) highly individualized and tailored to the progressive levels of each student. These principles correspond to current best practices in the field of foreign language study.

The world languages that will be taught at Antioch College the first two years include Spanish, Portuguese and French. We hope to add more languages as the College and its curriculum expand. Languages slated for addition to the curriculum are Arabic, Mandarin Chinese and German.

Language Learning On-Campus

On-campus language instruction begins in the first quarter on campus with two intensive block-length language courses. While different levels of proficiency upon entrance to the College will be taken into account and some students may be granted exemptions, most students will be placed in these introductory intensive courses that are designed to accommodate students with differing levels of language experience. These courses provide basics for those students who are at an elementary level and review for those who have undertaken previous language study. After completing these intensive courses, students progress to two-credit language tutorials in their second quarter on campus. For the next six study terms, students will take a two-credit language tutorial that meets two or three days a week. These courses are small enough so that instructors can tailor assignments and requirements to meet each student's level.

Some language courses and tutorials may be taken at nearby Wittenberg University, with whom we are in the process of pursuing a partnership. This proposed partnership with Wittenberg's highly successful Foreign Languages Department, whose philosophy of language teaching we share, will help us to expand our language offerings and will be especially important in the next few years while we are in

start-up mode. This collaboration benefits students at both institutions by giving them a larger language-learning peer group, particularly in languages which tend to have smaller enrollments.

Antioch College's plan for on-campus language instruction also includes some level of integration with non-language courses. This integration involves the completion of research and translation projects that serve as requirements for both language courses and other academic coursework across the disciplines. These projects are jointly developed and supervised by language instructors and classroom faculty. Students must complete at least one of these language projects per year. As an example, students studying Spanish and enrolled in the Global Seminar that examines economic and political issues surrounding oil extraction may each undertake research to produce a relevant case study that highlights oil extraction in a particular Spanish-speaking country. Initially, this research would be conducted predominantly in English, but as students increase their levels of language proficiency, work in second and third-level Global Seminars could be conducted through Spanish-language media and print sources, and the student's findings will then be presented in Spanish to the other Spanish-speaking participants (and in English to the non-Spanish-speaking participants). Another group of students studying Arabic would produce and share case studies from Arabic-speaking places.

The Columbus-Dayton-Springfield metro area contains many potential resources for student work and volunteer experiences, as there are numerous immigrant communities, advocacy groups, cultural organizations, literacy centers, etc. where language and translation skills may be honed. Collaborations with these organizations may be developed by the language faculty.

Language Learning Off-Campus

Because language learning requires constant maintenance and reinforcement, the Antioch College language and culture program continues on the six off-campus work terms, during which time the student earns two language credits each term. Over the off-campus work terms, language study takes place via online language coursework and online communities of language learners, using such technologies as videoconferencing and chatrooms. Language faculty may also assign specific projects to be completed during this period, and these assignments will be tailored to student level and need. Depending upon the location and the language, students may be involved with local communities of native speakers and/or attend classes of language learners in the area where the student is working. Close supervision by,

and repeated contact with, language faculty are essential to the success of off-campus language instruction.

Possible off-campus language projects could include researching particular subjects pertaining to the student's job or academic interests in the language being studied and/or participating in local gatherings or events or organizations. Such projects might also include producing written translations or performing oral translations as a service for others.

The particular choice of online language and culture program, and its coordination, will be the purview of the language faculty.

Immersion Experience

All Antioch College students will complete an international work experience in which they live for two quarters outside of the United States in a place where they practice the language they have been studying. For most students these two consecutive quarters abroad will take place between the third and fourth year of the students' course of study. A proficiency examination will be scheduled upon the student's return to campus. International work opportunities are currently in the process of being cultivated in a range of international sites. There will also be work opportunities with native communities locally and nationally.

Students may pursue additional language coursework and/or experience after passing their proficiency requirement, but this is not mandatory. Some students may choose to integrate their language learning into their final senior project. This will be arranged on an individual basis depending upon the student's interests and course of study. Advanced work in the humanities (especially literature and philosophy) in other languages will probably not be possible in the initial years of the College, but may be an option for the future.

Language Assessment

Language faculty will tailor each student's program to his or her gradual progress through the language until the student has been determined to attain oral proficiency. This will require working closely with each student on an individual basis and designing assignments aimed at that student's current level of language ability. As students enter college with widely varying levels of facility, each student's degree plan will therefore be highly individualized. Due to small student numbers, this should be possible (at least for the next 5 or 6 years). Language faculty will also work with the student's work and classroom faculty advisors to develop and coordinate assignments, and to

find appropriate work placements and experiences which involve language usage. This means that the number of credits each student receives in the Languages and Culture portion of the curriculum may vary, depending upon how long it takes each student to reach the expected level of oral proficiency, but the norm would be 34 credits. A system of tests to measure various levels of language proficiency will be put into place by language faculty. Ultimately the student will take a final proficiency assessment test, the capstone of the language requirement, which will include an extended interview. This capstone crediting will take place during the quarter after the immersion experience.

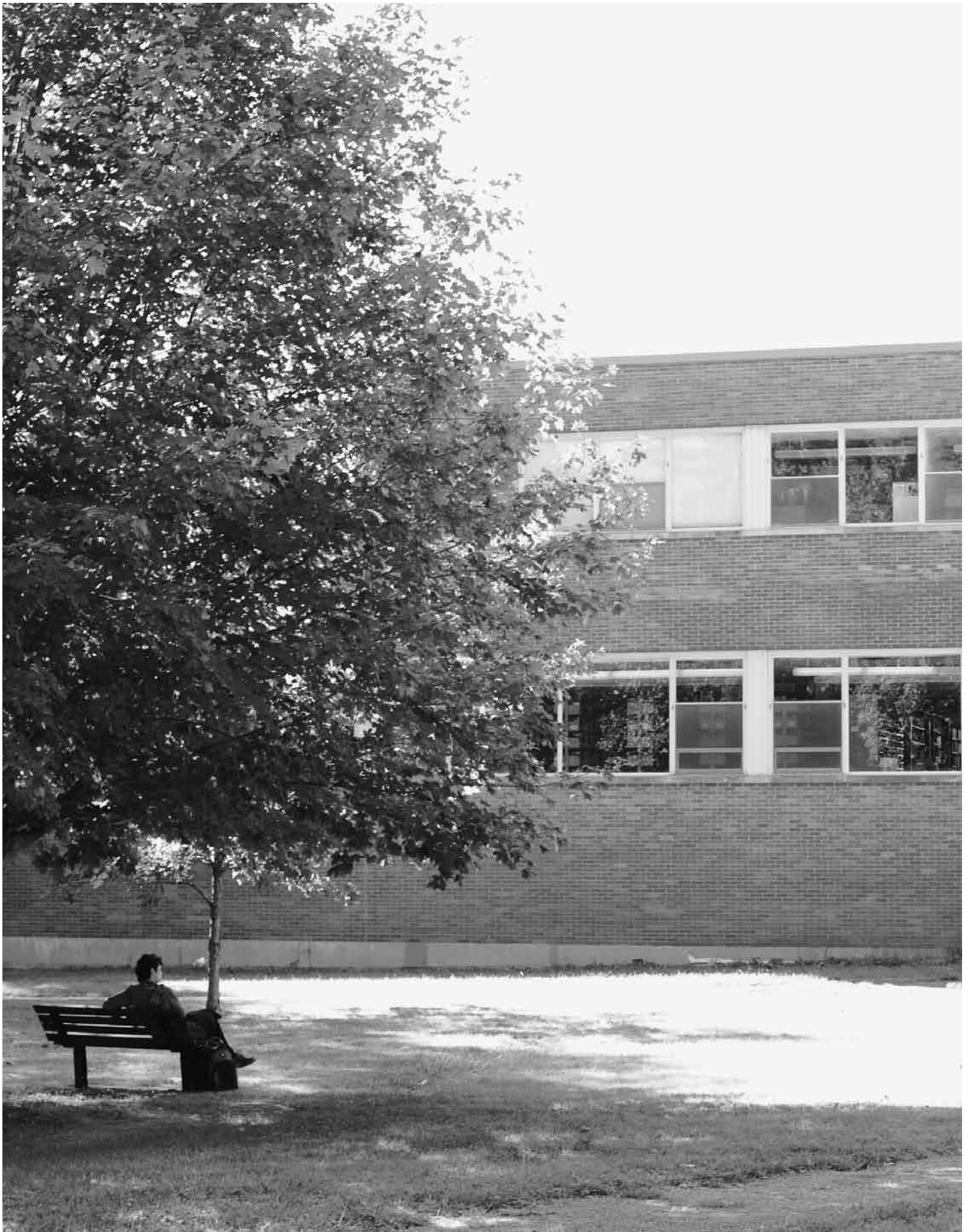
The levels of proficiency are Introductory, Intermediate (divided into High and Low), Advanced (divided into High and Low) and Superior (the latter meaning close to fluent or fluent). Our minimum standard with Spanish, French and Portuguese will be High Intermediate levels of proficiency; with Arabic and Mandarin Chinese our standard will be Low Intermediate.

Fallback Option

If any student is repeatedly unable to pass into the expected level of demonstrated language proficiency, then the completion of four on-campus language courses past the foundation courses and four off-campus language experiences will be considered sufficient for the purposes of graduation. All students will thus have a minimum of 22 credits of Language and Culture credit (six credits in language intensive courses; eight in on-campus language tutorials; four in off-campus language projects). However, the typical student will have the following language credit allocation: six credits in language intensive courses; 12 in on-campus language tutorials; eight in off-campus language projects, and 12 in language immersion experience, for a total of 34 credits.

Note

Note: The outlines of this program have been developed in close consultation with Timothy A. Bennett, Ph.D., associate professor and chair of the Department of Foreign Languages at Wittenberg University and Stephen Summerhill, associate professor of literatures and cultures of Spain at The Ohio State University. While language and culture learning is essential to the global emphasis of the new Antioch College curriculum, some aspects of this program are still in the early stages. We expect to make adjustments to the program as we learn and as we add language faculty.



EXPERIENTIAL EDUCATION: WORK AT ANTIOCH COLLEGE

“A liberal education is an exploring education—that students seek wisdom wherever wisdom can be found—in the record of the past, in the accounts of contemporary experience and in their own participation in the world around them.”

— *Antioch College, Its Design for Liberal Education*,
Algo Henderson, president from 1936-48

Building on a 90 year-old tradition, cooperative education continues to be one of the pillars of an Antioch College education. Though experiential education has become more common throughout higher education, work at Antioch College continues as a unique learning component. Antioch College remains the only liberal arts institution in the nation to require comprehensive off-campus work experiences of all students. Studies indicate that students in cooperative education 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 with meaningful responsibilities set by the employers, from colleagues, and from living independently in new settings.

The idea of learning from experience pervades an Antioch College education. Another distinctive element of an Antioch College education is the part-time work program that provides all students the opportunity for learning and serving our campus and surrounding community. Students work side-by-side with faculty and staff in all areas, doing both mental and manual work because work is central to the mission and culture of Antioch College. The part-time work program helps to prepare students for work, maintain our beautiful campus, encourage all members of the community to take pride in labor well done, and to develop high personal standards and concern for the welfare of others.

Because of these requirements, work is fully integrated into academic and community life on campus at Antioch College. These work programs help students to understand work as a tool for experiential education and as a place for integrating academic learning, practical knowledge, and life lived in the larger community.

Orientation to work begins immediately for new students. Students have substantial opportunities to learn about jobs, how to present themselves to potential employers, transition from school to work and back, and how to adapt to job and living expectations.

The full-time work program allows students to connect academic knowledge with the professional world of work. The Antioch College work program expands learning experiences through paid employment in a supervised, educational work setting often related to the student's coursework. The program is a mix of major-related and general education, so students who have interests and skills outside of their majors work in jobs not directly related to their field of study. In addition to on-the-job-learning, a high value is also placed on the learning students do off-the-job in the communities in which they live when out in the world.

Every Antioch College student participates in the program of alternating work and study. Students are assigned

a specific sequence upon matriculation. Compliance with assigned sequences is expected.

Off-Campus Work

The alternation and integration of work and study have been the primary forces shaping the unique character of Antioch College since the introduction of the Cooperative Education program in 1921. Off-campus positions are local, national, and global. Enrollment is required and credit can be earned, through completion of a work portfolio, for these jobs that last for 12 weeks and range from a minimum of 30 to 40 hours of work a week. In addition to completing the work portfolio, students also complete a two credit hour online language and culture course during each work term.

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

Students multiply their options through work because learning opportunities are not limited to the campus. While on work terms students can explore a wide range of career options and may use cutting-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 be flexible and creative.

Students often discover or affirm their purpose through work. Students can test out a career choice they have always imagined with a job in that field. If they are uncertain about where their passion lies, moving into the work 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 work. They learn how to adapt, how to work with different people, how to solve problems and discover problems to solve. Depending upon their program of study students ideally work in five or six different jobs in five or six different locations to build more skills and feel confident stepping into any new situation. Most importantly, students work at the edge of their knowledge, then they come back to campus to learn some more.

We often refer to the Antioch College's work program as environmental, where work and life experiences are both valued as contributing to the growth of the whole person and fulfillment of college program goals. Antioch College aims to prepare students to live responsibly and effectively in an increasingly complex world. For decades, Antioch

College has used work 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. The work program fosters learning through a wide range of objectives related to employment and civic life. A thoughtful period of planning before the experience, carrying out the plan, self-assessment and timely reflection with the student's advisor make meeting these outcomes a reality.

The learning outcomes for the full-time work program are developmental and are evaluated by their supervisors at work. The goal is for students to see progression in their ratings from their employers during each work term. We ask students to fully consider and analyze their performance evaluations and to focus on areas in which they need improvement. The work program intends for students to achieve the following learning outcomes as they progress through the program:

Working Productively: Possessing and applying effective work habits within the work setting.

- Demonstrates increasing levels of independence and self-management
- Manages time and work load
- Recognizes and applies quality standards of performance
- Handles responsibility in a dependable manner
- Exhibits perseverance in accomplishing tasks
- Provides appropriate level of attention to detail in work tasks
- Monitors projects and follows through as directed
- Displays initiative in contributing to the needs of the organization
- Produces work that displays qualities of accuracy, neatness, thoroughness and adherence to standards
- Shows competence in workplace technology and readily learns new applications

Communicating Effectively: Applying appropriate writing, speaking and listening skills in order to precisely convey information, ideas and opinions.

- Articulates personal observations as a participant observer and reflects on lived experience as the source of learning;
- Asks appropriate questions, seeks direction when needed, communicates with others, and works as a participant of a team
- Anticipates a need for clarification and seeks direction as appropriate
- Applies language effectively in written communication (spelling, grammar, structure)

- Writes clearly and in an organized manner
- Uses language appropriate to the situation in written and verbal communication
- Applies effective verbal presentation skills (organization, grammar, thoughtfulness)
- Demonstrates effective listening skills as evidenced by checking for accuracy and following through with accurate interpretation

Working Cooperatively: Demonstrates ability to work effectively with others to complete tasks, solve problems, resolve conflicts, provide information and offer support.

- Establishes and maintains effective, trusting and appropriate working relationships
- Demonstrates respect for others through word and actions
- Receives and accepts feedback
- Provides feedback to others
- Demonstrates willingness to pursue resolution when conflict arises
- Demonstrates flexibility and responsibility in taking on roles in group work
- Demonstrates acceptance and respect for differences in style, culture, experience or knowledge
- Demonstrates awareness of how one's behavior affects others
- Demonstrates respect for the rights and properties of others
- Demonstrates willingness to use and support the perspective and ideas of others
- Demonstrates willingness to recognize and respect others' points of view
- Becomes able to perform as a peer having demonstrated an understanding of norms, protocols, and initiatives involved in the organization's activities and contributes to them responsibly

Acting Responsibly: Recognizes an obligation to self and others in decisions and actions.

- Adapts to organizational culture and is able to communicate with supervisors and co-workers to follow protocols set by and reflective of that culture
- Applies effective work standards as evidenced by attendance, punctuality and reliability
- Assumes responsibility for own performance by completing assigned duties with thoroughness and thoughtfulness
- Maintains an effective level of productivity
- Gives attention to proper work habits

- Exhibits professional behavior and attitude (appropriate dress, hygiene, office etiquette)
- Requires minimum supervision of their work as they have demonstrated trustworthiness, comprehension of multiply related factors and coherent articulation to appropriate audiences

Thinking critically and creatively: Applies the principles of purposeful, active, organized, and creative thinking

- Recognizes the difference between facts and opinions
- Applies effective problem solving strategies
- Questions the quality and relevance of information
- Seeks to understand ethical impacts of decisions on individuals or society
- Anticipates what is needed organizationally and contributes to efforts to meet those anticipated needs
- Shows evidence of innovation, invention, initiative in meeting organizational challenges.
- Shows evidence of appropriate and useful problem-solving activities demonstrated by an ability to describe the factors, reasoning and forms of knowledge or theory taken into account in solving problems

Intercultural understanding: Applies the principles of developing adaptability, utilizing keen observation to find meaning through self-reflective insights, avoiding the tendency to interpret experiences in familiar ways in order to allow for multiple interpretations and further developing the capacity for effective action.

- Describes personal learning about the culture and values, traditions, beliefs, and social behaviors of the host country and organization
- Describes cultural differences regarding gender, economic or class status, ethnic groups, and interaction among groups
- Demonstrates learning from cultural perspectives, values and biases as these impact personal identity including: nationality, race, ethnic origin, gender, age, education, sexuality, and class
- Describes behavioral adjustments made in order to function more effectively and less disruptively in the host culture
- Describes any culturally or environmentally specific behavior to which they needed to become accustomed
- Describes changes in perspective about their own culture given the perspective they may have gained from living abroad
- Explores the role of varying religions and how they are practiced



- Shows evidence of understanding how the environment, natural and constructed, has played a role in influencing culture and traditions
- Increases language skills through immersion with native speakers in the work place and through interactions with community residents
- Describes contributions made to their employer and the community
- Actively reflects upon re-entry to the U.S. and the campus

Antioch College students work in non-profit organizations, corporations, laboratories, hospitals, schools, government agencies, studios, and more. During the first full-time jobs students can 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, to succeed on the job, to work with others, to assume responsibility, and to understand organizations.

Later full-time jobs may be more related to an academic interest and involve increasingly sophisticated performance and analysis. For example, students are required to spend at least one work term abroad to further enhance their language acquisition and cultural understanding. These employers are trained to be thoughtful and committed. Their supervision, personal interest, advice, and reports are indispensable to student success and growth. They are regarded as Antioch College's field faculty.

The College's planned technological infrastructure will allow students to continue to participate in on campus life — community governance, classes, and social connections — as well as connect to the global Antioch College community. Students and faculty will be able to query each other and examine questions collectively and comparatively among regions, and to participate in small and large group projects with students around the country and around the world.

Requirements: Students must successfully complete 6 full-time work terms and earn 24 credits in work portfolios. A successful job is full-time work planned in advance through the work placement process, for the dates of the entire 12 week work period as established by the College. Employment involving less than 10 weeks of work does not qualify for work portfolio credit. The final work portfolio usually includes a series of reflection exercises, mid-term reports, a transition document for the next student, and an employer evaluation. For work abroad, students must

also reflect on the cross cultural aspects of their experience. Finally, each student meets with a work program faculty member for a crediting conference.

Getting a Job

Each term the Work Program publishes a list of available jobs. Students must select from this array of opportunities just like they select from an array of course offerings. Students get more information about them by consulting with work program faculty member and learning about what that organization says about itself on the web.

In planning job experiences students should consider career interests, general education goals, academic interests, previous work experiences, and their own special skills. Each work experience, off campus or on, and all course work provide students with additional skills for future jobs.

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

If there are several students interested in each position, the work program faculty is responsible for selecting the student to be recommended after conducting interviews with the students interested in the position.

Part-Time Work

All Antioch College students work 10 hours per week during each study term. However, students at Antioch College do not simply work during their study terms. In fact, they provide the essential workforce to operate the College and local organizations. Upon arrival on campus each term students learn about the available jobs, submit resumes for the jobs and interview with their supervisors. The goal is for all students to be hired by the end of the first week of classes.

Part-time work assignments function rather like classes and even prerequisites for full-time work off campus. Beginning at basic levels of work, students are expected to progress to more skilled and responsible levels.

Through these experiences, the College expects that student workers will:

- develop good work habits and attitudes,
- gain an understanding of personal interests, skills and limitations,
- learn new skills,
- exercise creativity, problem-solving and responsibility,
- prepare for full-time work,
- acknowledge, examine, and celebrate the ethics and value of work in the educational process.

We expect students to gain experience in as many areas as possible recognizing that campus jobs change seasonally and require different skill sets.

Requirements: Students must successfully credit 4 Part-Time Work Portfolios for a total of 4 credits and work during all of their on-campus study quarters. Students are evaluated at the end of each semester by their supervisor which is part of the work portfolio. Antioch College expects not only strong and consistent academic performance but also places a high value on solid performance in the work programs.

After Graduation

By participating in the work program, students gain experience in a variety of work and living situations. This helps them with career planning by giving them a variety of experiences upon which to base their decisions about the future. For Antiochians, engagement in full-time work and campus work allows them to graduate with an uncharacteristically valuable history of professional skills and experiences.

Because of the work program, students will have completed at least one and a half years of full-time work and one and a half years of part-time work in different settings and jobs each. This range of jobs help them 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 position to position, and gain a deeper understanding of personal mission. In an era in which people change careers more and more frequently, learning to find these new directions becomes a critical skill.





COURSE DESCRIPTIONS

INSTITUTIONAL REQUIREMENTS

GLOBAL SEMINARS

Global Seminars are interdisciplinary, theme-based courses organized around a particular critical resource, need or issue. They are designed to provide students with a broad understanding of the contemporary economic, social, political, scientific and philosophical challenges facing humankind. Each Global Seminar presents a range of informational sessions and diverse perspectives on the resource or issue under consideration, predominantly through the format of a speaker series. Speakers could include Antioch College faculty, visiting faculty, journalists, documentary filmmakers, full-time work employers, practitioners and alums working

on an aspect of this topic. Some guest speakers and experts may be 'present' via internet technologies. There will also be experiential components such as field trips and group projects. These Global Seminars create a shared community knowledge base for the investigation of contemporary problems and challenges and foster informed community discussion and debate around questions of access, equality, distribution, scarcity, conservation, political representation, economic viability, cultural meaning and value, etc.

The Global Seminars anchor the Antioch College curriculum in pressing present-day problems and challenges. This works well with Antioch College's long tradition of applied liberal arts learning and its socially-conscious values and mission. Global Seminars anchor the curriculum

in the world beyond the campus, engaging students in the significant global problems of our times and considerations of how these problems impact other people and other parts of their world, as well as our own immediate lives. This outward focus begins to orient students toward the work they will be doing on Co-op quarters and on their international work experience.

The Global Seminars provide:

- The community with a common knowledge base, drawn from multiple perspectives and disciplines, around complex critical problems and challenges.
- An opportunity for the creation of an extended quarter-long conversation on a particular issue or topic—and for students to discuss and debate these important problems, and to explore possible alternatives and new directions, with faculty, visiting experts, and with each other.
- A curricular format through which the expertise of guest speakers, visitors, and alumni can be drawn upon, thus dramatically expanding the perspectives and mentors available to students in a small college.
- A common theme in a particular quarter to which each faculty, depending upon the nature of their course, may be able to connect with or elaborate upon. Ideally there will be opportunities for faculty (including language faculty) to integrate some readings, assignments, or projects with the theme of the Global Seminar.
- A cohort experience for students, as these are courses taken by all the students who begin on a particular sequence.

GS 110 Water

Three questions form the basis of our inquiry into water. Who owns the water? Who controls the water supply? How safe is the water supply? We will explore ways of looking into and answering these questions through political economics – ideas of scarcity and governmental structures and through chemistry – what affects the quality of water. Ways of resolving some of the issues connected to access and the safety of water will be suggested by people working daily to maintain the safety of water and create access to potable water to people across the globe.

GS 120 Food

Where does our food from? Why do we eat what we eat? What are the institutions, policies, and cultural dynamics that shape our eating habits? What are the impacts and costs—human, environmental, social, economic, po-

litical—of food production and consumption today? What options exist for more sustainable methods of food production and distribution? This course introduces students to the politics, economics, and anthropology of food. This global seminar will include national and local guest speakers, documentary films, field trips, experiential learning, and anthropology projects. Antioch College is creating an organic garden and students will participate in the development and maintenance of this important project.

GS 210 Governance

What are some of the ways in which democracy has been defined and practiced? How should ordinary people participate in political decision-making? What constitutes a fair and legitimate decision-making process? What are some effective mechanisms, strategies, and recipes for creating participatory governance? This course will draw from Political Philosophy, Political Theory, Postcolonial Studies, and Globalization Studies. The course takes up influential meanings and applications of the concepts of democracy and participatory governance. Beginning with the history of ‘term’ democracy in the West, we will explore some of the major problematizations and expansions of this crucial political concept. We then move to examine numerous case studies in participatory governance and deliberative democracy from around the world. Students will complete critical papers and research projects; they will also pursue practical local projects in community building, community governance, and the development of community policies.

GS 220 Health

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

the questions of personal health and health care, but how the entire issue of health in the individual, society, and the world, is related to questions of justice, or the “good life.”

GS 310 Energy

Where does our energy come from? What are the impacts and costs—human, environmental, social, economic, political—of extracting different forms of energy? What happens to the waste products and by-products of energy extraction and use? How should we plan for energy-related environmental disasters? For energy scarcities? What are the options for alternative energy sources? What are the factors that influence energy consumption? This course introduces students to the chemical and atomic bases of the major forms of contemporary energy generation: coal, oil, natural gas, and nuclear fission. Students learn about the drilling, mining, and refining processes involved in various forms of energy extraction, as well as discussing some of the pressing contemporary economic and political debates around the production and consumption and conservation of energy. This Global Seminar will include guest speakers, documentary films, and field trips. Antioch is pursuing a geothermal energy project and students will also study and document this ongoing project.

LANGUAGES & CULTURE (ON CAMPUS)

Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides connections to additional bodies of knowledge that may be unavailable to the monolingual English speaker. Through comparisons and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. Together, these elements enable the student of languages to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

LANGUAGES & CULTURE INTENSIVES

SPAN 110 Spanish I

This is an entry-level course for students new to Spanish and for students with some basic background in the language but who need to refresh their skills. In general this course is appropriate for students with some background but who have not yet attained introductory levels of proficiency. Spanish I provides intense practice in elementary Spanish, including work on vocabulary, grammar, verb



tenses, and conversation. More advanced students may be assigned additional class projects and partnerships with other students. There will also be guest speakers, films, and lectures which introduce students to the Spanish-speaking cultures of the Americas.

SPAN 120 Spanish II

This is a post-entry-level course for students who have taken Spanish I and/or for students with some introductory level of proficiency. This course will continue to provide intense practice in elementary Spanish, including work on vocabulary, grammar, verb tenses, and conversation. More advanced students may be assigned additional class projects and partnerships with other students. There will also be guest speakers, films, and lectures which introduce students to the Spanish-speaking cultures of the Americas. Students may be placed into Spanish II without having taken Spanish I with special permission of the language faculty after the appropriate screening.

PORT 110 Portuguese I

This is an entry-level course for students new to Portuguese and for students with some basic background in the language but who need to refresh their skills. In general this course is appropriate for students with some background but who have not yet attained introductory levels of proficiency. Portuguese I will provide intense practice in elementary Portuguese, including work on vocabulary, grammar,

verb tenses, and conversation. More advanced students may be assigned additional class projects and partnerships with other students. There will also be guest speakers, films, and lectures which introduce students to the Lusophone cultures of the Americas.

PORT 120 Portuguese II

This is a post entry-level course for students who have taken Portuguese I or for students with some introductory level of proficiency. This course will continue to provide intense practice in elementary Portuguese, including work on vocabulary, grammar, verb tenses, and conversation. More advanced students may be assigned additional class projects and partnerships with other students. There will also be guest speakers, films, and lectures which introduce students to the Lusophone cultures of the Americas. Students may be placed into Portuguese II without taking Portuguese I with special permission of the language faculty after the appropriate screening.

PORT/SPAN 130-330

Portuguese, Spanish

Continuing on-campus language teaching includes traditional two-credit courses which meet two or three days a week and are taught by language faculty and instructors.

LANGUAGES (OFF CAMPUS)

PORT/SPAN 120-420

Portuguese, Spanish

Because language learning requires constant maintenance and reinforcement, the language and culture program continues on the five off-campus work terms, during which time the student earns two language credits. Over the off-campus work terms language study takes place via on-line language coursework and on-line communities of language learners, using such technologies as videoconferencing, Skype, and chat rooms. Language faculty may also assign specific projects to be completed during this period.

WORK PORTFOLIOS

WORK 150/151 Work Portfolio I: Novice Level Work

During the first and second full-time job, students are at the novice stage. At this stage, the portfolio component of student learning will focus on developing knowledge and skills related to the job and the community in which they work and live. Here, students will also begin to develop knowledge and skills that allow for thoughtful reflection of their experiences on the job and in their community. In the first full-time job, these skills will include purposeful observation and

reflection. Students will engage in observational exercises and be introduced to and engage in journaling. The journal serves as a single location for student reflection on work, life outside of work, and organized learning activities designed to foster a deeper awareness of being a successful employee. There will be a series of assignments where students will be journaling to specific prompts identified by the faculty. Following successful completion, each student will receive four (4) credits per full-time work placement portfolio.

WORK 250 Work Portfolio II: Intermediate Level Work

During the third full-time work placements students will be expected to fully engage with their employer. Students will learn from others how to participate as an active and engaged member of the employing organization, and what it means to be a citizen of the area. They will be encouraged to become involved with existing community groups. The reflection component of these full-time work placements will entail students continuing to journal which will include entries that focus on their progression toward further independence and self-management. Such personalized documentation will allow students to gain insights into the development of their own workplace competencies. It is intended that this process will also help students gain insights into what it means to be a member of a group and how to effectively enter and belong in a work place. There will be a series of assignments where students will be journaling to specific prompts identified by the faculty. Following successful completion, each student will receive four (4) credits per full-time work placement portfolio.

WORK 350 Work Portfolio III: Advanced Level Work

Normally during the fourth work placements students generate knowledge, activities, and/or services that meet specific needs of the employer. In this stage, students will anticipate what is needed organizationally and contribute to efforts to meet those anticipated needs. The reflective component of this work experience will again involve journaling. The journal will include specific notes organizational mission and effectiveness in the community. This allows the student to expand their journaling skills to include evaluative and mission focused notes. Other entries will be written responses to prompts; however, in this case, most prompts will be self-directed. Following successful completion, each student will receive four (4) credits per full-time work placement portfolio.

WORK 450/451 Work Portfolio IV: International Work

The international work placement, in the fifth and sixth work terms, is a planned and evaluated learning experience

which places the learner in an environment where learning is accomplished through active interaction with the people, use of language, history and institutions of other cultures. The international work placement expects students to form a clearer understanding and appreciation of common characteristics of another culture's people and social institutions as well as their complexity and diversity. It allows the student to experience the power of culture as a determinant of human actions, beliefs, and interactions with the environment. Through fulfilling this requirement a student should develop a sense of cultural humility and an appreciation of the sources and values of one's own culture. Students should demonstrate growth in their ability to understand and acknowledge cultural differences and to conceptually relate one's own culture to another. Following successful completion, each student will receive four (4) credits per full-time work placement.

PART-TIME WORK PORTFOLIOS

WORK 140 Part-Time Work Portfolio I

This Work Portfolio is offered during the students' second part-time study term. Campus work assignments function rather like classes and even prerequisites for full-time work. Beginning at basic levels of work, students are expected to progress to more skilled and responsible levels. Following successful completion, each student will receive one (1) credit per part-time work placement portfolio.



WORK 240 Part-Time Work Portfolio II

This Work Portfolio is offered during the students' sixth on-campus study term. Campus work assignments function rather like classes and even prerequisites for full-time work. Beginning at basic levels of work, students are expected to progress to more skilled and responsible levels. Following successful completion, each student will receive one (1) credit per part-time work placement portfolio.

WORK 340 Part-Time Work Portfolio III

This Work Portfolio is offered during the students' seventh on-campus study term. Campus work assignments function rather like classes and even prerequisites for full-time work. Beginning at basic levels of work, students are expected to progress to more skilled and responsible levels. Following successful completion, each student will receive one (1) credit per part-time work placement portfolio.

WORK 440 Part-Time Work Portfolio IV

This Work Portfolio is offered during the students' eighth on-campus study term. Campus work assignments function rather like classes and even prerequisites for full-time work. Beginning at basic levels of work, students are expected to progress to more skilled and responsible levels. Following successful completion, each student will receive one (1) credit per part-time work placement portfolio.

COLLOQUIES

The Colloquies use an innovative course format which provides a series of shared experiences for upper-level students within each of the four academic areas (Arts, Humanities, Social Sciences, and Sciences). Beginning in the third year of study, Colloquies are designed to promote small-group cross-disciplinary and interdisciplinary discussions and projects under the guidance of faculty mentors; to create conversational space for students to learn from and share resources with each other; and to organize the process of bringing the senior project to fruition. Students receive 3 credits for a quarter's worth of Colloquy work; each student takes 3 Colloquies. The Colloquies reinforce the shared methodologies of different academic areas, yet also expose students within a particular area to a range of perspectives, approaches, and problem-solving strategies. This format ensures a larger and more varied peer group than would otherwise be available within the individual concentrations.

The Colloquies enable broad cross-disciplinary dialogues, and in this respect take up the function of the earlier Global Seminars. While coursework within the academic concentrations generally focuses on specific topics, case



studies, examples, and skills, the Colloquies allow students and faculty to practice bringing these specific examples and knowledges into wider conversations.

There are different levels of Colloquies: Intermediate and Advanced. The diverse needs of different academic areas necessitate different course frameworks and goals for each area's Intermediate Colloquy. The two Advanced Colloquies are used as preparation for the Senior Project. These build in methodical, step-by-step planning for the senior project and provide faculty and peer support for senior project research, drafting, and presentation.

- Intermediate Colloquy in the third year of study
- Advanced Colloquy 1 and 2 in the fourth year of study

The Advanced Colloquies are seminars that meet at least once a week and establish a structure for work on the senior project. Each area will have a different list of expectations and stages, but in general these Colloquies serve as periods in which students will read each others' research proposals, critique each others' drafts and rough projects, help each other test out ideas, share resources, and provide intellectual or artistic support through the senior project process. Students who have designed individualized majors which work across academic areas may elect to attend senior colloquies in more than one area (example: Media and Anthropology, History and Psychology).

Each colloquy is organized by two or three faculty within each of the four academic divisions.

ARTS 380 Intermediate Colloquy: Artist in Residence

An interdisciplinary seminar lead either within the arts division or across divisions, by an artist in residence in which students and faculty work with the artist to develop a jointly imagined and produced project.

ARTS 400 Advanced Colloquy I: Planning the Senior Project

An interdisciplinary seminar either within the arts division or across divisions in which students begin to plan and develop their senior thesis projects and produce a project proposal with a concept; a more fully developed project description; an operational plan including a production and post production schedule; detailed lists of required personnel, equipment and material resources list; and a detailed budget and a bibliography of the work that has influenced their project.

ARTS 480 Advanced Colloquy II: Final Production Senior Project

An interdisciplinary seminar either within the arts division or across divisions in which students finalize their senior thesis plan, and begin to gather resources and materials and commence the production phase of their projects while engaging in periodic discussions and critiques with faculty and peers.

*HUM 380 Intermediate Colloquy:
Public Humanities Project*

This course stresses the necessity for humanists to explain their work to multiple audiences, and therefore requires the creation and implementation of a group project in which students organize a humanities-related event or series of events in the larger community. Students serve as dramaturgs for theater performances, curators or art historians for art exhibits or films series, organize readings, develop an oral history project, work with a local community organization, school, library, archive, museum, etc.

*HUM 400 & 480 Advanced Colloquy I & II:
Senior Seminar in Humanities Research*

These courses provide students with a humanities-based but interdisciplinary peer group while they go through the process of organizing, writing, revising, completing and presenting their senior project. Students will workshop their research project drafts with other students and faculty, and will practice giving and receiving constructing feedback. These advanced colloquium will require a public presentation of the student's culminating research.

*SCI 380 Intermediate Colloquy:
History, Philosophy & Practice of Science*

This Colloquy is intended to engage all Science majors in a quarter-long seminar that allows them to study and reflect on some of the historical issues in Science as well as questions raised in the Philosophy of Science and Epistemology. The purpose of the Colloquy is to provide an opportunity for students to step outside everyday scientific practice to reflect on the interactions of history and philosophy with that of scientific practice, and the nature and function of scientific paradigms.

*SCI 400 & 480 Advanced Colloquy I & II:
Sr. Seminar in Science Research*

The Advanced Colloquy serves as the senior seminar for all Science majors. The purpose of the Colloquy is to provide students with the opportunity to share the research in which they are engaged for their senior project. This seminar provides an intellectual community in which students can engage in a more formal conversation about each other's research for the purpose of collective learning and growth.

*SSC 380 Intermediate Colloquy:
Social Science Research Methods*

Students will be introduced to the basic concepts and techniques that are used in social science research. The three

foci, social scientific inquiry and research design, quantitative data gathering and analysis, and qualitative data gathering and analysis, will result in students demonstrating an understanding of basic research principles and procedures and critical evaluation of research studies.

*SSC 400 Advanced Colloquy I:
Writing the Social Science Research Proposal*

Students will select a topic, complete an annotated bibliography of relevant materials and write a research proposal that will serve to organize their research. Students should be ready to do their research project at the end of this course.

*SSC 480 Advanced Colloquy II:
Annotated Bibliography*

Students will select a topic, complete an annotated bibliography of relevant materials and write a research proposal that will serve to organize their research. Students should be ready to do their research project at the end of this course.

SENIOR THESIS/PROJECT

ARTS, HUM, SCI, SSC 495 Senior Thesis/Project

Students culminate their Antioch College experience with a senior thesis or project devised with the help of their advisor. The senior project can take the form of the presentation of a research paper, documentary video, theatre, music or dance performance, art exhibit, or other form of public presentation that summarizes a particular endeavor of study by the senior Antioch College student, based in their major area of study. The Senior Project gives the Antioch College student the opportunity to pull together the knowledge, understanding and skills achieved during their studies at Antioch College into a cohesive, informed final presentation.

Senior Reflection Paper

SRP 494 Senior Paper

At the end of the senior year, every student is required to write a paper reflecting upon their learning trajectory at Antioch College—on the relationship and integration of the disparate elements of their Antioch College education into their chosen course of study. Students should consider how particular work, study, community, and language experiences worked together or built upon each other (or not). Students could reflect back upon specific assignments, texts, or projects, and upon various successes, failures, continued questions, challenges, and growth experiences. In general, students should meditate on the ways in which various aspects of their Antioch College education contributed to the overall development, their sense of themselves and their future goals, and their ability to be life-long learners.

The Foundation

Along with experiential learning through work, Foundation courses form the base of the Antioch College curriculum where wide-ranging knowledge of science, cultures and society combine with library research and intellectual development. The Institutional Learning Outcomes will form portions of learning goals for each of these courses. Students will be required to take three courses from each academic division – Arts, Humanities, Sciences and Social Sciences – to meet course distribution requirements.

Arts Foundation

- ARTS 101 Visual Studies – Focus on Two Dimensions
- ARTS 102 Visual Studies – Focus on Three Dimensions
- ARTS 103 Voice and Speech
- ARTS 104 Presence of the Performer
- ARTS 105 Issues in Contemporary Media Art and Internet-based Culture I
- ARTS 106 Basic Media Production

Humanities Foundation

- HIS 105 Doing History: Antioch Stories
- HIS 110 Doing History: Ohio Stories
- PHIL 105: Epistemology: Theories in Knowledge
- PHIL 110 History of Western Philosophy: Classic Thinkers
- LIT 105 Literature & Science
- LIT 110 Literature & History

Science Foundation

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

Social Sciences Foundation

- ANTH 105 Anthropology for Space & Place
- ANTH 110 Cultural Anthropology
- PECO 105 American Political Economy
- ECO 110 General Political Economy
- PSYC 105 General Psychology
- PSYC 110 Intro to Social Psychology

ARTS FOUNDATION COURSES

ARTS 101 Visual Studies – Focus on Two Dimensions

This foundation course is an introduction to the basic elements of drawing and two-dimensional design. Fundamentals of composition – line, shape, movement, texture and value are addressed through black and white media on paper – charcoal, ink, pencil, liquid media as well as a preliminary introduction to the use of color. Individual out of class assignments will accommodate prior experience.

Arts 102 Visual Studies – Focus on Three Dimensions

This foundation course introduces students to the basic elements of sculpture and three-dimensional space. Fundamentals concerning the articulation of mass are explored through modeling, carving and elementary construction. Various materials used include clay, plaster, wood, paper and found objects. Individual out of class assignments will accommodate prior experience.

ARTS 103 Voice and Speech

Students will study the dynamics of human communication and learn fundamentals of breathing, resonance, projection, and articulation to assist them in developing an effective and flexible voice for the stage. There will be an emphasis on increasing vocal skills by learning techniques of breath support and articulation as well as how to recognize and release habitual tensions. This course allows students to explore their voices and how they use them to speak and sing. The class will include warm-up, vocal improvisation, text interpretation, memorization, singing, and performing spoken poetry and prose.

ARTS 104 Presence of the Performer

This class is an introduction to performance art. Performance art can be any situation that involves four basic elements: time, space, the performer's body and a relationship between performer and audience. Students will investigate a variety of styles and techniques using objects, gesture, action, text, image and media to examine nonlinear associative strategies for creating both narrative and non-narrative works. They will use their own physical and vocal presence to explore methods for activating and focusing their performance energy. Students will begin to understand, identify, and articulate their own artistic vision and voice through participation in a series of exercises that will culminate in a public performance at the end of the term.



ARTS 105 Issues in Contemporary Media Art and Internet-based Culture I

This course will build a basic theoretical foundation for a developing media literacy through examining artists' projects that feature combinations of image/sound/text, short-form media, and interactive media within a networked environment. Students will be introduced to a broad range of cultural projects, including community media art collaborations, non-linear documentaries and narratives, creative social-networking sites, online open media archives, online media & research centers in non-western societies, and sites that offer critical dialogue on contemporary emerging media arts in multiple cultures. The history of contemporary cultural issues that are specific to digital media, media art, and the net will be explored such as tactical media, mobile/locative media, editing networked projects/wikis, appropriation and copyright, databases, and net neutrality. Students will produce a blog as an art project that features media, sound and text and engages specific audiences or collaborators. Final projects will be shared with the community.

ARTS 106 Basic Media Production

This course will lay the groundwork for developing basic media production skills including camera-based still and short-form moving image media, and sound, using

the net as the site for contextualization and distribution of the work. Work in still photography will encourage technical control using both the camera and image modification software. Students will be introduced to moving image sequencing and editing techniques and encouraged to explore a range of integrative and contrapuntal relationships between image, sound and text. Students will learn to work with various file formats as media is moved from camera to editing environment to posting on the net. Animation software and simple interactivity will be introduced. Basic concepts of lighting and an exploration of basic audio recording, layering and mixing will be explored. Students will be introduced to artists' projects, media archives, and critical discussion sites on the net that will illustrate certain historical challenges and cultural issues that are engaged when working in the environment of the net, including cultural forms and economic challenges in various societies. Students will be encouraged to strategize around what combinations of image, moving image, sound, text, and basic interactivity are best suited for the kinds of projects they find themselves attending to as viewers, users and producers. This course develops a broad media literacy through integrating media history, media art theory, project critique and direct experience with basic production.

ARTS INTRODUCTORY COURSES

ARTS 160 Art History – Studies in Modern Art

This art history survey course will address selected visual art movements, beginning in the early 1860s with Realism and Impressionism in France through the mid 1950s and the emergence of New York as an art world center, examining the historical, theoretical and critical foundations of modernist art and the historical avant-gardes. Coursework will include lectures, classroom discussion, selected readings and a final research paper.

ARTS 161 Drawing I

This course builds upon the work completed in the Visual Studies - Focus on Two Dimensions foundation course with continued study of the fundamental principals of two-dimensional exploration with a greater emphasis on combining media and color theory. Students will explore issues of perspective, composition and texture in a variety of two-dimensional media. The course will include lectures, critiques, field trips, lab work and a final public exhibition of student work.

ARTS 162 Performance and Storytelling

Story is often the centerpiece of performance and for many contemporary performance artists writing is essential to their practice. Students will begin with a study selected folklore-based myths, folktales, fairy tales, and legends to learn how different types of stories and the context of their presentation shapes peoples' identities and world views. A variety of critical examinations of contemporary performance texts and contexts including the personal experience narrative, testimonies, journalism and other media will be explored. Field trips to contemporary storytelling events will also be included. Participation in a series of writing exercises on issues related to their lives in community will culminate in a final short storytelling performance at the end of the term.

ARTS 165 Styles of Live Art

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



ARTS 166 Video History 1968-1980

This course is a survey of the early decades of independent video art and alternative media practice following the introduction of portable video recording equipment in 1967-68. The combination of radical and widespread questioning of social and cultural institutions combined with the appearance of user-friendly video equipment provoked a shift in cultural strategies and practices. The course will investigate video and performance, community documentary projects, early feminist representation and artists' explorations of space, sound and the electronic signal with evolving electronic tools. Students will write two papers examining a particular moment or era, or a specific artist, or a genre from the period covered in the course, and to keep a screening journal reflecting upon the screened work and the readings.

ARTS 167 Introduction to Moving-Image Media Art

This course will build upon the Foundation courses and will expand student understanding of the variety of strategies for structuring moving image media arts projects using video, layered sync and non-sync sound and lighting. A variety of historical genres, theoretical materials and cul-

tural contexts will be explored to foster the development of a critical media vocabulary as students complete a series of skill-building exercises and critiques culminating in a final project to be shared with the community. A journal reflecting on the course content, and their production experiences will also be required.

ARTS 168 Sculpture I

Building upon the work completed in the Visual Studies foundation course, students will continue to study three-dimensional relationships as they relate to line, plane, and mass with additional attention paid to principles of balance and composition. Materials will be class assigned with the final project in a material of the student's choice. The course will include lectures, critiques, field trips, lab work and a final public exhibition of student work.

ARTS INTERMEDIATE & ADVANCED COURSES

ARTS 210 Writing and Performing the Self

This class will examine the extensive tradition of performance based upon autobiography and examine the methodologies and techniques for transforming personal experience into a work of art that both expresses the particular elements of the narrative reality of an individual and also connects with the universal realities of the human experience. Students will be exposed to historically and theoretically important auto-performances while they develop their project through a series of focused composition and performance exercises will lead to a short auto-performance that will be presented to the community at the end of the term.

ARTS 230 The Impact of the Internet on Contemporary Relational Aesthetics

This course will analyze the effect of cyber culture on performance art, examining how the worldwide web has affected the aesthetics, social discourse and transnational practice of performance art in relation to social networking sites, Internet art sites, gaming, online avatars and constructed worlds, YouTube and more. Students will read selected works examining cyber culture, technological developments and the globalization of culture, research the subject on the web, keep a reflective journal and write a paper or create an event, performance, or situation on a topic of special interest to share with the class.

ARTS 266 Documentary History

This course will survey the evolution of the moving image documentary genre from its origins to the present. The course will present and analyze the varied work of filmmakers who have contributed to this vital form of social

and artistic expression and examine the historical contexts, movements, theoretical issues, representational approaches, technical trends, and exhibition strategies that have influenced its growth. Students will keep a screening journal reflecting upon the documentary work, class presentations and the readings, research and write two papers, and take several short answer quizzes and tests.

ARTS 267 Moving Image Media II

This course will build upon Introduction to Moving Image Media Art and will expand the students' understanding of the variety of strategies for structuring media arts projects using video, layered sync and non-sync sound and lighting. More complex production and post-production processes, equipment, and software, will be introduced and utilized. Students will be exposed to increasingly complex theoretical and historical material as they complete a series of skill-building exercises and critiques culminating in a final project to be shared with the community. A journal reflecting on the course content, and student production experience will also be required.

ARTS 225 & 325 Drawing II & III

These courses will expand upon the awareness of contemporary approaches unique to the investigation of two-dimensional space and will increase the development of individual expression and formal direction. Individual projects will be encouraged. Coursework will include lectures, critiques, field trips and studio.

ARTS 235 & 335 Sculpture II & III

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

ARTS 310 Image & Text

This course will be an introduction to art projects that use images and texts, both within computer-mediated space on the Web and in physical space as an artist book, collage, or slide shows or poster art. Students will study the multiple ways in which writing and other forms of visible language have been incorporated into contemporary and traditional artworks, using visual and word-based poetry, typographical experiments, audio, spoken word and calligraphies.

ARTS 340 Creation, Collaboration and Performance

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

ARTS 344 Music in Media, Performance & Installation Arts

This course will be an exploration of the ways in which music can be used to add meaning, create emotionality and a sense of place and time, connect with character development, and contribute to the narrative trajectory of time and space.

ARTS 346 Arts and Asset Mapping

This course is a research project focusing upon collecting and mapping information about studio, performance or media arts in an unknown urban environment. The project will explore the location of arts facilities, exhibition spaces, workshop programs, artist studios, local government supports, schools, public art, and graduate programs. Students will interview artists and practitioners and arts educators, develop an assets map or arts resources list and engage with at least one artist or arts organization as both an audience member and participant. This project is designed to be completed on a work term.

ARTS 360 Contemporary Art(s) History/Critical Studies

The class will study selected investigations concerning contemporary arts history and critical studies from the mid-twentieth century to the present day. This survey examines changes in contemporary arts practice and its social, cultural and institutional contexts; it addresses an increasingly globalized art world with the inclusion of multiple disciplines and the emergence of hybrid forms that include the use of performance, multi media, visual arts, dance and music.

ARTS 367 Moving Image Media III

This course will focus on ethnographic and documentary traditions of moving image media by examining the historical and theoretical issues of representing “the other”

through exposure to a variety of key historical and theoretical texts and screenings. Students will complete a series of documentary exercises and participate in critiques that will culminate in a final project to be shared with the community. They will also keep a journal reflecting upon the course readings, discussions and production experience.

ARTS 410 Special Techniques in Photography

This class is an intensive experience using photographic materials and processes with a different focus that could include investigations in the following areas: pinhole cameras and alternative processes, handmade books, photographic installations, documentary photography or digital environments. The course will include process demonstrations, production and exhibition field trips, critique sessions with faculty and peers, and presentations by a diverse group of contemporary photographers working in particular modalities and will culminate in a final public exhibition of student work.

ARTS 420 & 425 Area Collaborative Studio I & II

Students at an advanced level of study may petition an individual faculty member or collection of faculty in a number of disciplines to guide the development of a proposed cross-disciplinary project. More than one collaborative project may be undertaken and collaborative projects may carry over more than one quarter and may include work completed during a co-op quarter.

ARTS 430 Documentary Issues and Perspectives

This seminar will study specific documentaries to identify critical issues involved in creating oppositional culture through documentary work. Students will read critical and theoretical writing on documentary; screen and discuss documentary genres; address concepts of voice, subjectivity, point-of-view, representation, ethics and field methodology. They will address the intent of the screened documentaries; the purpose and method of recording and interrogating reality to provide information to make a social critique, support social change or express personal aesthetics. Participants will develop an awareness of perceptual biases inherent in visual observation, the ideological biases built into our conceptions of nature and human purpose, and ethical dilemmas created by methodologies of documentary recording and structuring techniques.

ARTS 435 Advanced Topics/Performance

This class will investigate the practice of performance art, with an emphasis on the development of individual projects, and the refinement of various technical skills, as well as audiences, spaces, and cultural connections.

ARTS 440 & 445 Advanced Studio Arts I & II

These courses are required for students pursuing an advanced studio arts concentration and are designed to enable them to develop their personal artistic vision building on their earlier studio coursework. Students will develop a self-generated body of work based on concentrated investigation of the studio of their choice. Critiques, discussions, presentations will provide context and feedback for this process. There will be a focus on developing the elements necessary for an exhibition of a cohesive body of work, including writing an artist's statement, by the completion of the course.

ARTS 446 Performing Documentary

Students will focus on the work of Anna Deavere Smith, John Malpedes, Spaulding Gray, Carlyle Brown and others to examine the methodologies, "aesthetic of others" discourse, representational issues and strategies of documentary-based performance work on personal, group and civic identity.

ARTS 369 & 469 Rehearsal and Production Tutorial I & II

Students are mentored as they collaborate on each other's projects as cast or crew members. These courses can be repeated for variable credit based on a specified number of hours per credit.

ARTS 470 Special Topics in Studio Arts

At the advanced level and concurrent with the senior project, students will have the opportunity to focus on a series of specialized topics often offered in conjunction with artist residencies. Examples of possible Special Topics courses may include a further exploration of studio work, interdisciplinary explorations or readings in art.

ARTS 470 Special Topics in Performance Art

This course is based upon faculty expertise and built around a variety of interdisciplinary and global concerns. Examples include: Performance Art as Tactical Media; Performing Gender; Crossing Borders through Performance; Brecht and Boal; Performing Ecologies: Site Specific Projects Linking Art and the Environment; Intro to Dance: Human Anatomy into Motion; Dance Composition: The Art of Making Dances.

ARTS 470 Special Topics in Media Arts

Based upon faculty expertise built around a variety of interdisciplinary and global concerns. Examples include: Gender and the Moving Image, Sound Art, Mise-en Scène for the Arts, Projects in Video Installation, Flash Animation.

ARTS 475 Independent Study: Studio Arts

Students at an advanced level of study may petition an individual faculty member, adjunct faculty member, visiting artist or collection of faculty in a number of disciplines to guide the development of a proposed studio art project. Independent study may be completed over more than one quarter and may include work completed during a full-time work quarter.

ARTS 475 Independent Study: Media

Students at an advanced level of study may petition an individual faculty member, visiting artist or collection of faculty across disciplines to guide the development of a proposed media art project. Independent study may be completed over more than one quarter and may include work completed during a full-time work quarter.

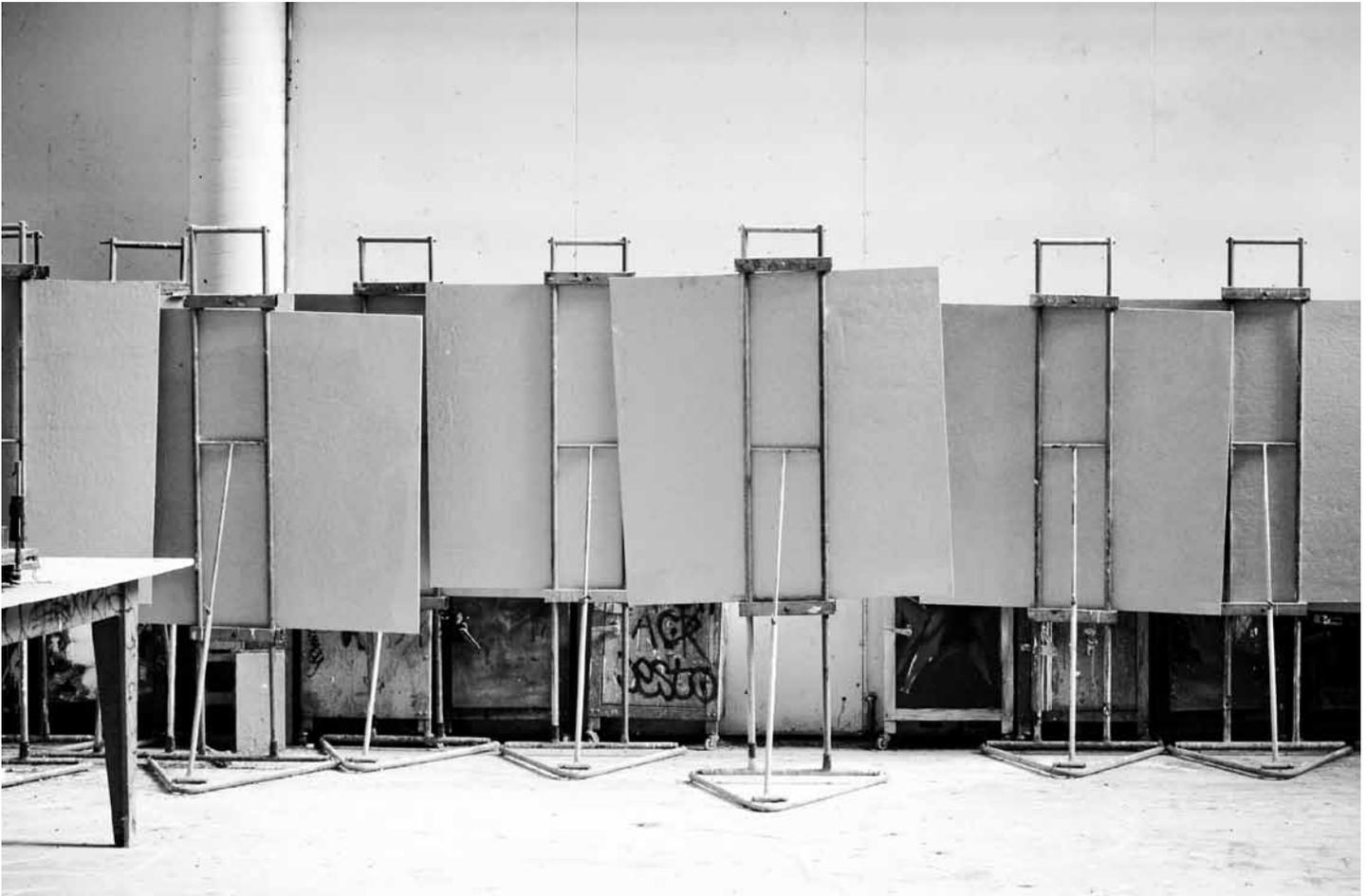
ARTS 475 Independent Study: Performance

Students at an advanced level of study may petition an individual faculty member, visiting artist or collection of faculty across disciplines to guide the development of a proposed performance art project. Independent study may be completed over more than one quarter and may include work completed during a full-time work quarter.

HUMANITIES FOUNDATION COURSES

HIS 105 Doing History: Antioch Stories

History orients us to our world. Our sense of possibilities and constraints in the present is shaped by our understandings of what people did and tried to do in the past. Over the past decades the Antioch and Yellow Springs communities have gone through many challenges and controversies that not only shape Antioch as we find it today and the possibilities we now experience, but also have been part of national social movements and debates about higher education in the U.S. Students will draw upon excellent local resources, including Antiochiana (The Antioch College Archives), The Greene County Historical Society, The National Afro-American Museum and Cultural Center at Wilberforce, etc. and the guidance of the Antioch College archivist. Students will become more grounded in their new surroundings, and will practice negotiating conflicting historical accounts and perspectives and engaging in dialogues with members of the community over the legacies of their own past. In general, students will practice history at a beginning level, developing the skills of historians to make their own explorations and interpretations of aspects of Antioch's past that interest them, and presenting these interpretations to the community in the form of writings, blogs, Wikipedia entries, exhibitions, presentations, and the like.



HIS 110 Doing History: Ohio Stories

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

PHIL 105 Epistemology: Theories of Knowledge

This course is an introduction to the field of epistemology, one of the foundations of philosophy, and will examine the scope, nature, and limits of knowledge. It will further introduce the differentiated concepts of belief, opinion,

doubt, judgment, and knowledge. Our journey begins with Plato and concludes with the multidimensional puzzle of the postmodern present. We will explore epistemological developments in ancient, medieval, modern, and postmodern Western philosophy, but also developments in Taoism, Hinduism, and Buddhism. The following epistemological orientations will be visited: rationalism, empiricism, skepticism, naturalism, nihilism, pragmatism, phenomenology, positivism, "language philosophy," "dialectical philosophy," feminism, Marxism, critical theory, and anarchism.

PHIL 110 History of Western Phil: Classic Thinkers

This course introduces students to the history of Western philosophy from Plato onward. We will examine the thought of a host of major philosophers who represent the ancient, medieval, and modern eras of Western history. The focus will be on selected classic thinkers, such as Plato, Aristotle, Aquinas, Kant, Nietzsche, and Marx. We will concentrate on the classic topics of human nature, the good life, the good society, and the nature of knowledge and reality. We will also pay attention to the contribution of women philosophers who are traditionally ignored, as well as the Afroasiatic roots of ancient Greek philosophy and civilization.

LIT 105 Literature & Science

This course introduces students to some basics in the study of literature and the literary genres of the novel, essay, drama, and autobiography while focusing on a particular scientific theme or discovery. Possible topics could include The Environment, Evolution, Geographic Exploration, The Boundaries of the Human, Dystopias, Nuclear War, Technology, etc. Students will read a wide range of representations of and meditations on this particular topic and consider the ways in which literature and creative expression enable discussions of the impact and ethics of scientific developments.

LIT 110 Literature & History

This course introduces students to some basics in the study of literature and the literary genres of the novel, essay, drama, and autobiography while focusing on a particular historical development or theme. Some possible topics could include Globalization, Industrialization, De-industrialization, Immigration, Travel, Urbanization, Imperialism, Decolonization, Revolution, War, Sexuality, etc.) Students will read a wide range of representations of and meditations on this particular topic and consider the ways in which literature and creative expression enable discussions of the impact of this historical shift.

HUMANITIES INTERMEDIATE AND ADVANCED COURSES

LIT 209 Studies in Popular Genres

This course will highlight one or two popular literary or film genres; students will study the history and rules of each genre and examine different theories which seek to explain and analyze the genre's cultural work and account for its popularity. Possible examples for study could include the Gothic tradition, detective fiction, sensation fiction, science fiction, romance fiction, the western, the thriller, travel literature, film noir, road movies, etc. We will also be working on improving skills in literary analysis and in critical writing.

LIT 220 Drama in the Twentieth Century

This course provides an examination of the genre of dramatic literature and surveys influential plays written from the late nineteenth-century to the present. Writers studied could include Ibsen, Shaw, Synge, Brecht, O'Neill, Williams, Miller, Beckett, Pinter, Stoppard, Churchill, Hare, Wilson, Mamet, Kennedy, Kushner, etc. We will also be working on improving skills in literary analysis and in critical writing.

LIT 225 Poetry in the Twentieth Century

This course provides an introductory examination of the genre of modern poetry and surveys influential poems written from the late nineteenth-century to the present. Writers studied could include Dickinson, Whitman, Hardy, Yeats, Owen, Sassoon, T.S. Eliot, Pound, Lowell, Ginsburg, Plath, Bishop, Clifton, Dove, etc. We will also be working on improving skills in literary analysis and in critical writing.

LIT 228/328 Studies in Major Authors

This course offers in-depth study of some of the works of one or possibly two important writers. Students read and analyze major primary texts by the author alongside considerations of the influences that shaped the author's work. Relevant biographical and scholarly studies are also part of the course reading, as are considerations of the author's literary innovations, impact and legacy. We will be working on improving skills in literary analysis and in critical writing.

LIT 300 Realism 1

This two-part course will study significant examples of nineteenth-century European literary realism in the context of the major historical events of the period and of developments in philosophy, the visual arts, science, and technology that contributed to this aesthetic and movement. We will usually begin with Jane Austen; other possible writers may include Edgeworth, Dickens, the Brontes, George Eliot, Trollope, John Stuart Mill, Ruskin and Balzac. We will also be working on improving skills in literary analysis and in critical writing.

LIT 305 Realism 2

This course continues the study of nineteenth-century European literary realism and naturalism (perhaps with some U.S. examples as well). These movements will be taken up in the contexts of the major historical events of the period and of developments in philosophy, the visual arts, science and technology that contributed to these movements. Possible writers could include Flaubert, Zola, Tolstoy, Hardy, James, Doyle, Stoker, Wells, Howells, Dreiser and Sinclair. We will also work on improving skills in literary analysis and in critical writing.

LIT 330 Literary & Cultural Theory 1

This course is designed for students with an interest in pursuing further work in literature, film studies, art history, or cultural studies. Students will practice constructing literary arguments and interpretations while exploring some of the key questions of contemporary literary study:

What is literature? What is literacy? How do we define literary or aesthetic value? Why do we value what we value—where do aesthetic responses, tastes, preferences come from? How do we determine the boundaries of the literary text? How much control or authority does an author/artist have over his or her text? To what extent does the interpretation rest with the reader/viewer? And why do interpretations matter?

LIT 331 Literary & Cultural Theory 2

These courses, which should be taken in sequence, serve to introduce students to contemporary literary and cultural theory and to familiarize students with basic terms, concepts, schools of criticism and current debates. This course is designed to be a survey of many theories, not an in-depth study of any particular theory. Tracing a history of aesthetic and cultural thought over the past one hundred years, we will be considering such movements as Formalism, Structuralism, Deconstruction, Feminist Psychoanalysis, Queer Theory, and Cultural Studies.

LIT 340 Modernisms

This course will study significant examples of early and mid twentieth-century European and American literary modernisms in the contexts of major historical events of the period and of developments in philosophy, the visual arts, science, and technology. Writers studied could include Kafka, Joyce, Woolf, Rhys, Tzara, Breton, Artaud, Hemingway, Faulkner, Stein, Hughes, Hurston, Auden, Brecht, Beckett, Orwell, Ionesco, Sartre, O'Neil, Pinter. We will also work on improving skills in literary analysis and in critical writing.

LIT 345 Postmodernism

This course will study significant examples of late twentieth-century literary postmodernisms in the context of the major historical events of the period and of developments in philosophy, the visual arts, science, and technology that contributed to these aesthetic directions. Writers studied could include Thomas Pynchon, Don DeLillo, W.G. Sebald, Salman Rushdie, Toni Morrison, Rosario Ferre, Jamaica Kincaid, Jeanette Winterson, Hanif Kureishi, Jessica Hagedorn, J.M. Coetzee, Patrick Chamoiseau. We will also be working on improving skills in literary analysis and in critical writing.

LIT 360 Literature & Globalization

This is an advanced course in postcolonial literature, film, and theory. The course will focus on one or two particular geographical areas, either East Africa, West Africa, South Africa, North Africa and the Middle East, the Ca-

ribbean, South Asia, or Ireland. We will examine the ways in which the cultural production of peoples challenging colonialism and forging post-colonial identities offer new perspectives on traditional European or Western assumptions about art and literature. Possible writers studied could include Franz Fanon, Aime Cesaire, C.L.R. James, Edward Said, Kwame Anthony Appiah, Chinua Achebe, Ngugi wa Thiong'o, Salman Rushdie, Ben Okri, Wole Soyinka, Nadine Gordimer, J.M. Coetzee, Amitav Ghosh, Suketu Meh-ta and Patrick Chamoiseau.

HIST 220 The Impact of History: Who Owns the Past?

This course explores the role and power of history in local, national and international debates. Contestations over the narration of the past and its meanings continue to be central to a number of wars, conflicts and negotiations. This course draws upon particularly salient case studies to raise questions about the value and weight of history, about multiple interpretations of historical events, and the uses of these interpretations. Students will examine cases which explore narratives of collective and national trauma, survival, memorialization, and forgetting.

HIST 225 History & Its Audiences

In this course we will study the places where diverse audiences engage and explore history. What do people bring to and carry away from their encounters with history in museums, historic sites, policy arguments, school classrooms, textbooks, scholarly articles? How do people engage history and the past in their everyday lives? This course considers some of the many avenues and possibilities of history as public engagement.

HIST 210 & 215 Empire Building & Colonization in the Atlantic World I & II

This course studies the period from the beginnings of European contact in the Americas to the origins of the American War of Independence. This includes consideration of European-native relations, comparative colonial practices and policies, the transatlantic slave trade, the colonial economy, wars and alliances between different nations and powers, etc. Students will be expected to develop an historical understanding of the major themes of this period.

HIST 228 & 229 Revolutions and the Atlantic World I & II

This course studies the American Revolution and the French Revolution, their philosophical underpinnings, complex causes, multiple stages, and spectra of social and political ambitions. There will be special attention paid to

the repercussions of the French Revolution in the Atlantic world and its impact on events and uprisings in the British, French, and Spanish colonies. Students will be expected to develop an historical understanding of the major themes of this revolutionary period.

HIST 301 & 305 Varieties of History I & II

This course takes up various traditions in the development of modern historical consciousness in the West. Beginning with Herodotus and writers of the ancient world, this course explores major thinkers such as Vico, Marx, Nietzsche, Burkhardt, Dilthey, Collingwood, Mary Beard, Joan Wallach Scott, Foucault, Hayden White, the Subaltern Studies Group, etc. The goal is to study some of the influential and contradictory ways of conceptualizing the practice and discipline of history. This course is required of all students with a concentration in history. These two blocks must be taken in sequence.

HIST 330 The History of a City

This course focuses on an important urban area of the United States and explores its founding, its growth and changes over time, and the issues and challenges facing it today. The course may feature New York, Miami, Los Angeles, San Francisco, Las Vegas, Cincinnati, etc. An example is a course on "The History of a City: New Orleans." This course studies the history of the urban area of New Orleans, exploring such topics as the trans-Atlantic slave trade, colonizations, the Louisiana Purchase, the Civil War, Jim Crow laws and race relations, Huey Long and Depression-era politics, civil rights struggles, music, environmental issues and natural and man-made disasters as well as federal and state policy responses to them. This course also highlights the perspectives of the city's residents and the many ways they have created a lived experience of the city.

HIST 335 The History of an Institution

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

HIST 370 Special Topics in U.S. History

This course offers in-depth study of a particular area of nineteenth or twentieth-century U.S. history. This course is repeatable with different themes such as Nineteenth-Century Women's History, Twentieth-Century Women's History or the Sixties.

HIST 370 Special Topics in Modern European History

This course offers in-depth study of a particular area of nineteenth- or twentieth-century European History. This course is repeatable with different themes such as labor history, urbanization or the First World War.

HIST 470 Special Topics in the Practice of History

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

PHIL 220 Existentialism

This course will explore the philosophical tradition of existentialism. We will begin with an examination of the classic existentialist tradition: Kierkegaard, Dostoevsky, Nietzsche, Heidegger, Jaspers, Sartre, de Beauvoir, Camus, and Merleau-Ponty. We will focus on the following major themes of existentialist philosophy: the alienation of reason and existence; the relationship between existentialism and phenomenology; "being-in-the-world" as our primary way of existing; the dissolution of various dualisms (subject/object, mind/body, reason/passion, fact/value); the relationship between self and others; God, angst, death, and absurdity; the meaning of freedom. We will conclude the course with an examination of the often neglected perspectives of feminist existentialism, neo-Marxist existentialism, and Black existentialism (African, Afro-Caribbean, and African-American).

PHIL 221 Ethics

This course is an introduction to the basic concepts, issues, and dilemmas in the field of ethics. We will examine some of the most important theories of ethics in such thinkers as Plato, Aristotle, Augustine, Aquinas, Hobbes, Hume, Kant, Mill, Marx, and Merleau-Ponty. We will also examine the basic arguments of the deontological, teleological (utilitarian), and virtue schools of ethics. Finally, we will explore how these various ethical theories can be applied to contemporary moral dilemmas, such as abortion, capital punishment, terrorism, and war.

PHIL 225 Critical Thinking

Critical thinking is a branch of philosophy that is concerned with the logic, rules, and structure of argumentation and dialogue. It is often referred to as “informal logic,” and is concerned with the way in which we use forms of reasoning (or the lack of it) in our everyday discourse. This course will explore the rules of critical thinking with a focus on the nature of logical fallacies commonly committed in argumentation. We will also engage in “philosophical action” by investigating the various commissions of logical fallacies in current political and public discourse, including political debates, talk radio, television talk shows, advertising, and local public discourse.

PHIL 229 Metaphysics

This course will begin with an examination of the central philosophical question: What exists, and how do these “things” continue to exist, and why are they able to interact with each other? Why, indeed, is there anything in our world at all and not just sheer nothingness? After addressing these questions with some of the most important metaphysical philosophers in the tradition (beginning with Plato and Aristotle), we will then turn to an exploration of various competing ontologies with the tradition, such as objectivism, relativism, subjectivism, dialectical theory, and others.

PHIL 330 Ancient Philosophy

This course examines in greater depth the history of ancient Western philosophy and political theory from Plato to the dawn of the Middle Ages. Major thinkers will be examined in light of the classical topics of human nature, the good life, the good society, history, and the nature of knowledge and reality. Thinkers and topics examined also include Aristotle, the early Stoics (Zeno, Panaetius), Seneca, Epictetus, Marcus Aurelius, Cicero, Roman Law, and Justinian.

PHIL 331 Medieval Philosophy

This course continues the close examination of the history of Western philosophy and political theory during the Medieval period. Continuing to focus on the classical topics of philosophy and political theory, thinkers and topics examined include Augustine, John of Salisbury, Marsilius of Padua, the Conciliar movement, Nicholas of Cusa, Aquinas, and Dante.

PHIL 332 Modern Philosophy

This course examines the history of Western philosophy and political theory from Machiavelli to Marx. Major thinkers examined also include Luther, Calvin, Hooker,

Hobbes, Locke, Rousseau, Kant, Mill, Spencer, Comte, Hegel, Fourier, Proudhon, and Marx. The classical topics of human nature, the good life, the good society, history, and the nature of knowledge and reality, will form the themes of the course.

PHIL 335 Feminist Philosophy & Political Theory

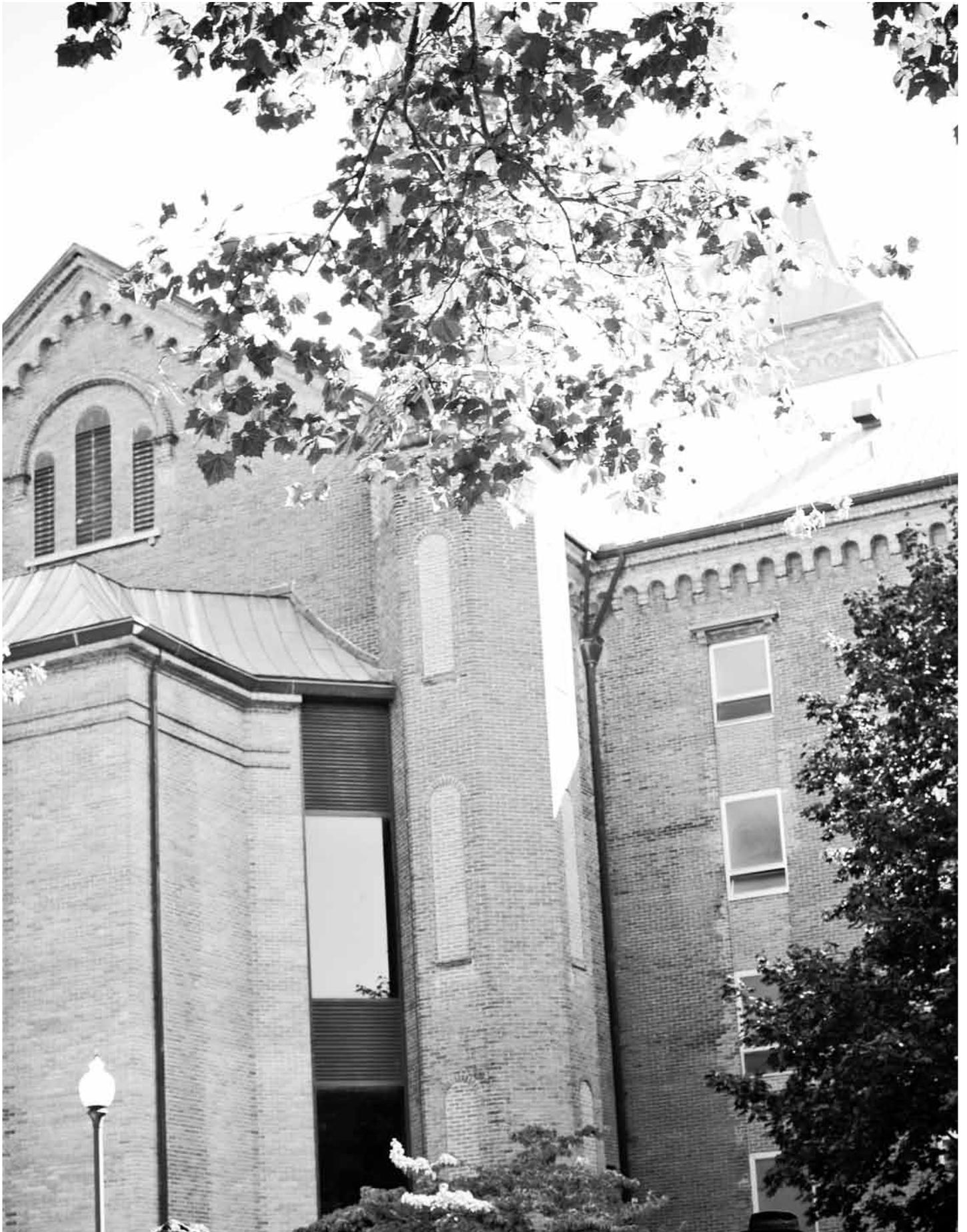
This course will examine the relatively recent, but wide-ranging, complex, and rich field of feminist philosophy (although its roots are actually quite old, returning to ancient Greek thought with Hypatia). We will study contemporary and historical texts drawn from this emerging and continuing tradition, with a focus on feminist interpretations of the Western philosophical canon, women’s experiences of subjectivity and embodiment, and feminist conceptions of language, knowledge, and nature. We will consider a wide range of differing versions of feminist thought: liberal feminism; radical feminism; Marxist and socialist feminism; psychoanalytic and gender feminism; existentialist feminism; postmodern feminism; multicultural and global feminism; and ecofeminism.

PHIL 440 Contemporary Philosophy I: Phenomenology; Critical Theory; Pragmatism

This course is taught in two parts for the duration of one Quarter. It is designed for advanced students of philosophy interested in exploring the diverse, complex, and challenging landscape of contemporary philosophy. In the context of this course, contemporary philosophy refers to the most significant philosophers and philosophical movements of the vast majority of the twentieth-century Western tradition. In particular, we will examine and discuss those philosophers and movements that have been most central to setting the stage for the future of philosophy in the 21st century. Contemporary Philosophy I will examine the following philosophical movements that have provoked some of the most critical issues, concerns, and debates of our time: Phenomenology, Critical Theory, and Pragmatism. The focus of the course will be on the central figures in these movements: the Phenomenology of Husserl, Heidegger, Sartre, and Merleau-Ponty; the Critical Theory of Horkheimer, Adorno, Marcuse, and Habermas; the Pragmatism of Peirce, James, Dewey, and Rorty

PHIL 445 Contemporary Philosophy II: Postmodernism; Post-Structuralism; Deconstructionism

This course is taught in two parts for the duration of one quarter. It is designed for advanced students of philosophy interested in exploring the diverse, complex, and challenging landscape of contemporary philosophy. In



the context of this course, contemporary philosophy refers to the most significant philosophers and philosophical movements of the vast majority of the twentieth-century Western tradition. In particular, we will examine and discuss those philosophers and movements that have been most central to setting the stage for the future of philosophy in the 21st century. Contemporary Philosophy II will examine the following philosophical movements that largely evolved from Phenomenology: postmodernism (Baudrillard, Lyotard, Kariel); post-structuralism (Foucault); deconstructionism (Derrida).

SCIENCE FOUNDATION COURSES

BIO 105 Biology I

This course is the basic introduction to the study of living systems illustrated by examples drawn from cell biology, biochemistry, genetics, microbiology, neurobiology, and developmental biology. It focuses on the nature of cellular and molecular biology. There is a lab requirement.

CHEM 105 Chemistry I

Chemistry provides the basis for understanding the other sciences, since chemistry forms the bridge between physics and biology. This course provides a general base from which to build and expand our 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. There is a lab requirement.

ENVS 105 Intro to Environmental Science

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

MATH 105 Statistical Discovery for Everyone

This course introduces the framework and concepts for learning with data. Emphasis is on statistical discovery in everyday life and on drawing valid conclusions from data. Topics include the following: good and bad data; data ethics; how to conduct a valid survey; how to describe a population distributions; when to believe a poll; how to design an experimental study; how to avoid ambiguous results caused by "lurking" variables; understanding the issue of

causation and chance in everyday life and scientific studies; and the use and misuse of statistics in explaining what is statistical significance.

MATH 110 Pre-Calculus

This course prepares students for Calculus through investigation and exploration of the characteristics of linear, polynomial, exponential, logarithmic and trigonometric functions.

MATH 115 Calculus I

This course focuses on limits, derivatives and their applications, and integration. It also introduces parametric equations and infinite series and sequences. (Pre-calculus is available for those who need more preparation for the Calculus course.)

SCIENCE INTERMEDIATE AND ADVANCED COURSES

BIO 110 Biology II

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

BIO 205 Cell Biology

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 are an important part of the course. *Prerequisite: Chemistry I*

BIO 210 Plant Biology

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

BIO 215 Genetics

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

BIO 220 Ethnobotany

The science of plant biology and the many uses of plants by humans are an important aspect of our lives in the 21st century. This course will examine certain biological concepts as they relate to contemporary, historical, technological, and social issues of our global ecosystem. Such concepts include the impact of dwindling forest resources, the increased pressure that human population expansion is putting on natural habitats and ecosystems, and how plants provide people with the basic essentials of life: food, shelter, heat, oxygen, water purification, and other life support systems.

BIO 225 Field Botany

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. We will learn the terminology, form, habitat, and plant structure of the woody plants throughout the course, as well as the ecological significance of the original plant communities typical of this bioregion. Field trips will enhance the material learned in the classroom.

BIO 230 Microbiology

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

BIO 330 Anatomy

This course is a system-by-system examination of vertebrate morphology with an appreciation for the variation offered by the diversity of vertebrate forms. While morphology or physical form is the focus, each anatomical system is presented within a context of function and evolution. Laboratory exercises will involve dissection, and there will

be one laboratory period or field trip per week. *Prerequisites: Chemistry I and Biology II*

BIO 335 Animal Physiology

This course will cover general and comparative animal physiology, including energy metabolism, respiration, circulatory controls, osmotic regulation and mechanisms, and muscle and nerve function in vertebrates and invertebrates. It will stress homeostatic and environmental aspects of animal function. There is a lab component to the course. *Prerequisites: Chemistry II and Cell Biology*

CHEM 110 Chemistry II

This course covers precipitation equilibria, introductory thermodynamics principles, electrochemistry, kinetics, buffers, and nuclear chemistry. The course places more emphasis on algebraic and logarithmic manipulations than Chemistry I. There is a lab involved. *Prerequisite: Chemistry I*

CHEM 205 Organic Chemistry I

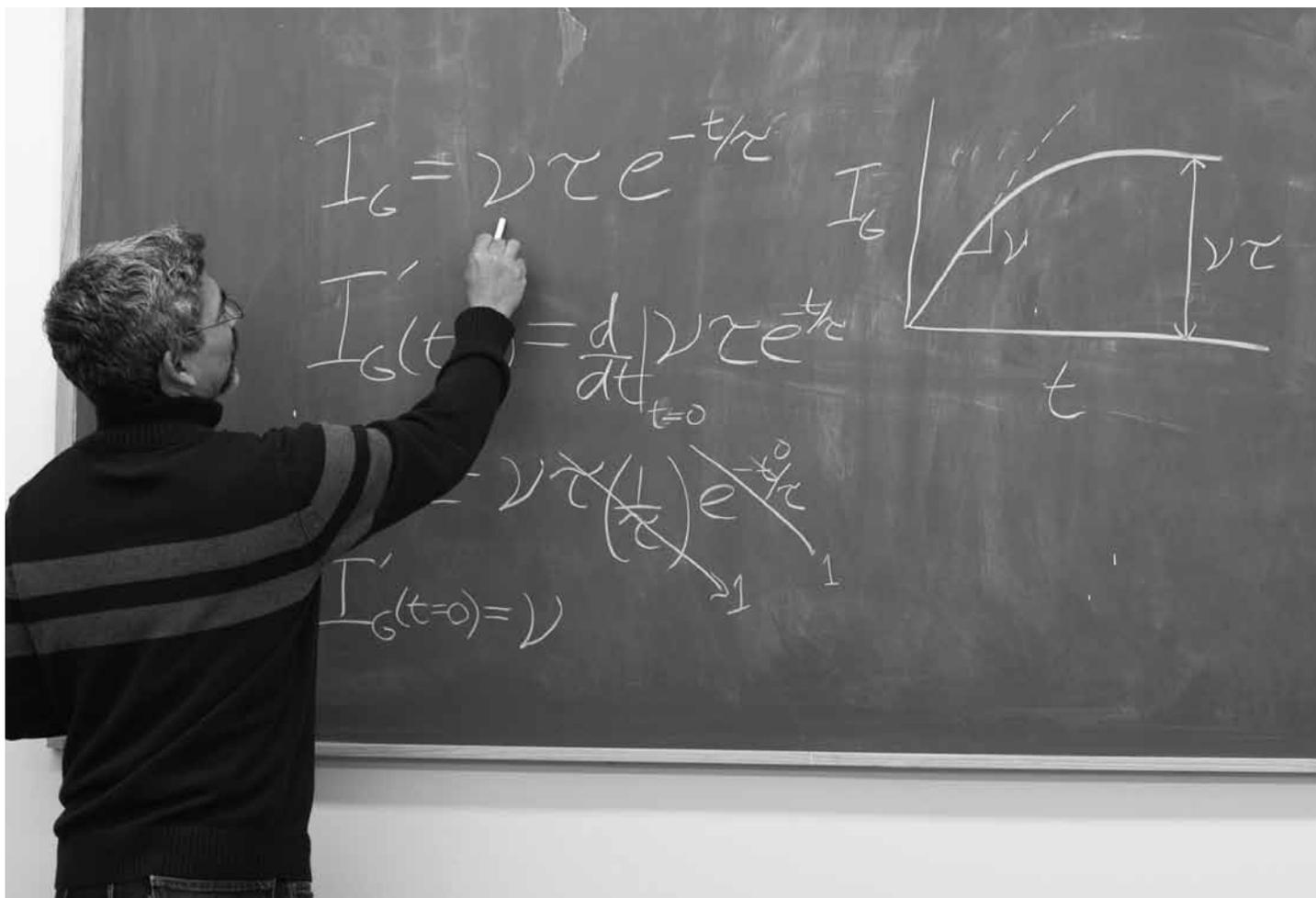
In this course we will learn to control the covalent bond and produce chemicals with desired properties for pharmaceuticals and other materials. We will form the foundation of our organic chemistry knowledge by looking at the past as well as the present states of organic chemistry. We will begin to understand molecular orbital theory, symmetry, chirality, and how to control the constitution and conformation of organic molecules. There is a lab component to this course. *Prerequisite: Chemistry II*

CHEM 220 Environmental Chemistry

The overall goal of this course is to gain an understanding of the fundamental chemical processes that are central to a range of important environmental problems and to utilize this knowledge in making critical evaluations of these problems. The course uses case studies of pollution in the biosphere and considers the potential effects on soil, plant, animal, and human health. Specific goals include an understanding of the chemistry of the stratospheric ozone layer and its depletion, the chemistry of tropospheric processes and an understanding of the nature, reactivity, and environmental fates of toxic organic chemicals. *Prerequisite: Chemistry II*

CHEM 330 Organic Chemistry II

In this course 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. There is a lab component to this course. *Prerequisite: Organic Chemistry I*

CHEM 335 Biochemistry

This course is an introduction to the molecular basis of life including general concepts of biological acids and bases, bioenergetics, 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: Organic Chemistry I*

ENVS 220 Ecology

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.

ENVS 330 Restoration Ecology

This course includes a survey of the biological, ecological, environmental, and social factors that affect the loss of habitat and reduce the number of species in the world. This human impact will be considered in connection with the loss of biodiversity from a particular region. The course begins with a focus on North America and moves to Antioch College's nature preserve Glen Helen. We will examine methods currently in use for preserving and restoring ecological diversity. *Prerequisites: Field Botany, Ecology and Plant Biology*

ENVS 335 Soil Science

This course explores the nature, properties, and use of soil to capture its value and to understand better its critical role as a foundation of life. It is an introduction to soil organisms, and includes interactions between organisms, their processes, and metabolism with a major focus on microorganisms. This course also introduces students to basic concepts of soil science and the soil's contribution to the functions of natural and anthropogenic ecosystems. It provides an overview of soil's morphological, physical,

chemical, and biological properties, and how these interact to form a soil with unique characteristics and ecosystem function. Students will discuss soils of the world from the perspective of soil taxonomy, the processes that form these soils, and land use properties specific to each soil order. Current issues regarding the proper use and management of soils are investigated.

ENVS 336 Hydrology

This course introduces the global hydrological cycle and the influence of climate, geology and human activity. It includes the principles of precipitation, evaporation, and evapotranspiration; surface and groundwater flow; water quality and pollution; and water resource management and regulation. The course also introduces some of the key concepts and issues in oceanography. The course links hydrogeology to the science of living things: water quality analysis, indicator vertebrate and invertebrate species, water resource law, and land use patterns.

ENVS 339 Ecological Agriculture

This course focuses upon the science of ecological agriculture and the importance of understanding and comparing the current methodologies of agriculture with appropriate alternatives. This course will also focus on understanding the ecological concepts that are of universal application in all bioregions where agriculture is practice. A special emphasis will be placed on alternatives to unsustainable systems that rely too heavily on chemicals and irrigation, such as the development of systems which mimic native ecosystems. *Prerequisites: Chemistry I or Physics I or Calculus*

PHYS 160 Physics I

This course covers Newtonian mechanics (kinematics, dynamics, Newton's Laws, gravitation, energy and momentum and their application to understanding waves and the kinetic theory of gases) and basic concepts of heat, temperature, and thermodynamics. There is a lab requirement in the course.

PHYS 260 Physics II

This course covers material on electricity, magnetism, and optics (Maxwell's Equations, electric potential, DC circuits, interference, and diffraction). A lab component of this course reinforces material learned in class. *Prerequisites: Physics I and Calculus*

MATH 120 Calculus II

This is the second course in calculus of one variable. Topics include techniques and methods of integration, as

well as application of integration to a variety of problems in science and engineering. Infinite series and convergence are discussed along with an introduction to first-order differential equations.

MATH 330 Statistics

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 newspapers projects are to be expected.

SOCIAL SCIENCES FOUNDATION COURSES

ANTH 105 Anthropology of Space & Place

This course will begin to raise our own awareness and understanding of how space is used, restricted, made sacred and contested; and how space is manipulated and connected to race/class/gender, the concept of nation and identity. Students will become familiar with delineating spaces and also mapping their use.

ANTH 110 Cultural Anthropology

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

PECO 105 American Political Economy

This course will provide students with an overview of American political economy by analyzing the American political system and economic system—how they work and how they influence each other. Specifically, the materials present information relative to private property rights and the price system in a free market economy and how goods and services are produced and distributed.

PECO 110 General Political Economy

Political economy is the study of the role of economic, political, cultural, and environmental processes in shaping society and history. Students will learn different approaches in the study of political economics and how to compare different economic theories. Most crucially, students will gain an understanding of how the material covered in this course relates to their lives.

PSYC 105 General Psychology

The field of psychology is the scientific study of the thinking, feeling, and acting of individuals—individuals' behavior and its underlying mechanisms. Psychology is partitioned into a number of subdivisions and each is characterized by its unique set of variables employed to explain behavior. It is the objective of this course to acquaint students with the different “partitions” and their particular methodologies.

PSYC 110 Intro to Social Psychology

The focus of Social Psychology is the study of individuals in interaction with other individuals, of individuals in interaction with groups, and of groups in interaction with other groups—an analysis of complex situations that involve multiple directions of influence. By looking at a wide range of social behavior, students will be able to determine which factors are influential—positive and negative. Through this analysis, it is hoped students will act upon the value of improving the conditions for the performance of positive forms of social behavior.

SOCIAL SCIENCES INTERMEDIATE AND ADVANCED COURSES

ANTH 225 Language and Culture in Education

This course will focus on the role that language and culture have in the way students in the United States school systems. This includes issues of English as a second language teaching, multilingual programs, educating teachers about cultural traditions that influence student/teacher interaction, and the difficulties with normative testing.

ANTH 230 Culture Conflict

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

ANTH 335 Visual Culture

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

ANTH 339 Writing Culture

Seldom is ethnography considered a writing genre, just as fiction, non-fiction, poetry and prose. Students will read and discuss *Writing Culture: The Poetics and Politics of Ethnography*, a collection of essays edited by James Clifford and George Marcus. Class discussions will focus on returning to the ethnographic selections studied in reading ethnography as theory to analyze the applicability of the essayist's perspectives. The major question for this course is how the research findings of social psychology can be applied to understand or to solve social problems. In particular, the course will focus on consumer psychology, terrorism, and environmental psychology.

ANTH 370 Special Topics in Cultural Anthropology

These courses will focus on the ethnographies associated with particular groups of people. For example; *Survey of North American Indigenous Peoples*; *The Amish of Northern Ohio*; *The Nuer*, etc.

ANTH 405 Anthropology of Healing

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

ANTH 410 Anthropology of Religion

Anthropological theory offers several penetrating answers to why and how religions or spiritual beliefs arise and persist. We will examine an original source for each one, then study at least one recent work which develops its insights. The goal is to discover the powers and limitations inherent in each major theory of human religiosity. We will use anthropology as a double way of knowing religions: as observers, and as if “from within” some central issues are, “how do ways of sacred action embody unique powers and meanings?” “In what sense can we ever know other people's religious lives?” “How does religion create, uphold, or subvert social order?”

ANTH 440 Anthropology of Work

What are the cultural and societal motivations for work? How do they differ between generations and from culture

group to culture group, nation to nation? This course will explore work ethics and how it is socially developed and internalized in the individual.

ANTH 445 & 446 Reading Ethnography as Theory I & II

Readings will be assigned and discussed that present particular theoretical approaches in doing and writing ethnographies. Students will gain a broad understanding of how theoretical approaches guide research and how to apply more than one theoretical perspective to the same data.

PECO 220 Political Economy of Race and Gender

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

PECO 225 Political Economy of Not-for-Profits

In this course, we will consider the relationships between wealth and social responsibility, and between elite status and social reproduction. We will also examine theories of altruism, trust, and the role of nonprofit organizations in building social capital. In addition we will study the costs and benefits of the tax-free status of nonprofits, and the interdependence of government and nonprofit organizations in the modern state. Included in the course is a survey of the rise of non-governmental organizations in developing countries and discuss the future role of nonprofit organizations in a jobless economy.

PECO 330 Political Economy Theory I

Political Economy Theory is concerned with the understanding of the connection between political systems and systems of economy. This course will serve as an introduction to the major theoretical approaches to understanding and analyzing this connection and the impacts of particular connected systems.

PECO 335 Political Economy Theory II

Political Economy Theory is concerned with the understanding of the connection between political systems

and systems of economy. This course will continue with the study of major theoretical approaches to understanding and analyzing the connection between political systems and systems of economy and the impacts of particular systems.

PECO 430 & 435 Applying Political Economy Theory I & II

In this two block-long course students will develop a research plan that integrates Political Economics into their Senior Thesis. The result will be broad-based research that can be applied to answer a research question, or to add to the understanding of the research question.

PECO 440 Public Policy

In this course we will examine how the struggles for power and for wealth affect one another and the realization of these values. Specifically, we will compare and contrast political and market solutions to collective problems; the politics of economic crises; corporations and labor in the political economy; regulation and monetary policy; and fiscal policy.

PECO 449 Political Economy of Health & Wellness

This course will cover important theoretical paradigms and methodological perspectives related to the political economy of health systems; access to health care; insurance; propagated ideas about health; and cost of wellness. This course should provide information that will be useful to students in understanding this world-wide issue.

PSYC 225 Abnormal Psychology

This course will provide students with an introduction to the field of abnormal psychology through the exploration abnormality within historical, social, and cultural contexts, as well as the various predominating paradigm. We will look at major research issues as they relate to both the causal factors of each disorder and the efficacy of current treatments and interventions. By the end of this course, students should have a firm foundation in the major diagnostic categories as well as the various theoretical lenses through which one can research and treat psychopathology.

PSYC 235 Developmental Psychology

This course provides an introduction to the milestones of human development from conception to death. We describe physical, cognitive and social growth of people with special attention to various cultural contexts of development and the rich diversity of individuals. The content is drawn from research and theories in developmental psychology. We expect students to integrate their personal experiences, knowledge of psychology and their observations

of human development with the content of this course. In addition, we will discuss implications for parenting, education, and social policy-making so that students can apply course information to meaningful problems.

PSYC 330 Cognitive Psychology Theory

This course will review the major theories associated with Cognitive Psychology as they relate to cognitive processes of attention memory, problem-solving, imagery, categorization, action planning, and comprehension. At the conclusion of the course, students will have a basic understanding of how varying theories are applied to these processes.

PSYC 335 Social Psychology Theory

Students will study, learn to identify, define and illustrate social psychology concepts and theories. Students will select a social program, complete necessary research, apply an appropriate theory, construct a paper and deliver a class presentation.

PSYC 337 & 339 Stereotyping and Social Cognition I & II

We will examine group stereotyping from a social cognition perspective, focusing on how mental life affects the processes associated with group stereotyping. The social cognition perspective attempts to identify how cognitive representation and mental processes mediate stereotypic beliefs, prejudicial attitudes, and discriminatory behaviors. The first block of this course will focus on the early sequence of stages related to stereotypic thought formation. The second block will focus on processes that unfold later in the stereotyping process.

PSYC 420 Experiment Design

This course is an introduction to experimental methods. The goals of the course are for the student to learn how research is planned, carried out, communicated and critiqued. This course will focus on developing general research skills that can be applied within any area of psychology. These skills include knowledge of experimental design, statistics, report writing, and ethical standards of research.

PSYC 440 Social Psychology of Ethnicity

The class will begin with lectures on sociological concepts related to ethnicity, including theoretical concepts

such as assimilation, pluralism, and enclaves. We will look at several theoretical explanations of why different approaches have been used at different times in the history of the United States, and by different ethnic groups. Emphasis also will be put on different ways that minority groups can interact with the larger society, and the consequences for different groups. We also will look at the social, economic, political, and other characteristics of different ethnic groups.

PSYC 442 Psychology of Consciousness

This course will serve as an introduction to theory and research on both normal and altered states on consciousness from a contemplative viewpoint. Topics reviewed include philosophical foundations, brain systems and consciousness, introspection, sleep and dreaming, hypnosis, and psychedelic drugs.

PSYC 445 Social Psychology of Religion

This course is an introduction to the major issues, theories and empirical approaches to the psychology of religion through critical analysis of both classic and modern texts. The course illuminates the role of religion as a powerful meaning system that can affect the lives of individuals in terms of their beliefs, motivations, emotions and behaviors, and can influence their interactions on both interpersonal and intergroup levels.

COURSE OFFERING SCHEDULE

Course offerings at Antioch College have been intentionally scheduled for several reasons. Foremost is the importance of offering a consistently available liberal arts core for all students. This core experience thus creates a distinguishable cohort of students. It also reflects the mission, learning outcomes, teaching philosophy, and guiding principles of Antioch College. Please refer to the schedule of classes for specific offerings.

DISCLAIMER

Antioch College reserves the right to make changes in policy, regulations, course offerings, calendars, and fees subsequent to publication of the curriculum catalog. Or refer to the College's Web site (www.antiochcollege.org) for the most accurate reflection of policies and fees.



GLEN HELEN ECOLOGY INSTITUTE AND OUTDOOR EDUCATION CENTER

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 the 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 College alumnus, as a living memorial to his daughter, Helen. Ad-

ja-cent 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 (OEC) offers environmental education programs to school-age children during the



academic year, and a series of summer programs called “Eco-camps;” 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 four or five 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 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.

ACADEMIC REGULATIONS AND INFORMATION

RESIDENCY: All students matriculating as members of the classes of 2015 and 2016 aspiring to become candidates for the Antioch College Bachelor of Arts or Bachelor of Science degree must complete a minimum 15 quarters (six full-time work terms and nine study quarters) in residence at the Antioch College campus and earn 180 credits with a GPA of 2.0. The final study term must be on campus unless this requirement is waived, with the support of their advisors, by petition to the Academic Policy and Review Committee (APRC).

Full-time study in-residence means registering for a full-time course of study of at least 12 quarter credits with Antioch College faculty or an associated and approved off-campus study program by petition to the APRC. Full-time work terms mean registering for a full-time job (30 to 40 hours per week) and 6 quarter credits with Antioch College faculty. Please note that beginning with the start up of Antioch College, no transfer credits will be accepted until a positive determination has been made regarding accreditation.

STUDY AND WORK SEQUENCE

The College reorganized around a plan of alternating work and study in 1920 under noted engineer Arthur E. Morgan, gaining international prominence as the first liberal arts college in America to apply cooperative education across its curriculum. Antioch College is the only liberal arts college in the country to require alternating work and study for cooperative education of all of its students.

The mission's emphasis on enabling "engagement" leads to our unique and extensive program of alternating study and work, so that every student becomes adept at both applying theory to his or her situation and using experience in the community and the workplace to critique, modify and adapt theory as necessary. The goal closely parallels Aristotle's view of practical wisdom as being achieved through continual applications of principles that must be adapted and shaped to a particular context.

Employers are an important part of an Antioch College education and their need for students to fill positions on an ongoing basis must be met. By assuring that Antioch College students "show up for work" the positions and responsibilities assigned to Antioch College students remain central to the mission of the employers. In order to gradually establish reliability for the employers, two sequences of work and study have been created. Sequence A will be the only sequence offered for the first two entering classes. Sequence B will begin with the third entering class alongside another division of students assigned to Sequence A.

ACADEMIC CREDIT, GRADES AND EVALUATION

Grades and Crediting

The Registrar's Office sends a credit report, grades, and narrative evaluations to the student. The following standards of assessment apply to courses and full-time work terms. Courses and work terms for which the student has registered are reported as:

The traditional letter grades "A" through "F" will be assigned for satisfactory completion of requirements. The numerical equivalents of letter grades for calculation of grade point averages are listed below. All letter grades are used to calculate a grade point average.

A = 4.0

B = 3.0

C = 2.0

D = 1.0

F = 0.0

INC - Incomplete: Requirements have not been completed for good cause or some other circumstance beyond their control that prevented them from completing coursework; however successful completion is expected within the time constraints outlined below. The Incomplete is not automatic or appropriate for students who have not managed to complete coursework in a timely manner. 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/work advisor and the student as to work yet to be done and the date by which it is to be completed. It is the student's responsibility to ensure that an Incomplete is resolved. No faculty member is required to issue an Incomplete. Incompletes may not be given by visiting or adjunct faculty members or by faculty not returning the next academic year. Incomplete course crediting and outstanding work portfolio crediting is to be completed by the end of the fifth week of the student's next study term. The final credit report must be received by the Registrar's Office by Friday at 4:00 p.m. of that week. If no report is received by the Registrar by this deadline, the course Incomplete will automatically revert to an F or NC grade.

The deadline for Incompletes may be extended beyond the deadline noted above only once. For an extension, the faculty member must inform the Registrar in writing prior to the original Incomplete expiration date. Such extensions shall not go beyond the end of the next term except through faculty petition to the Dean of the College. If the new deadline is not met, the Incomplete will revert to an F grade. An

Incomplete must in all cases be completed no later than six months after the end of the term of registration.

M - Academic Integrity: The M grade is only assigned to a student whose work is somehow implicated in a breach of academic integrity. For example, if a faculty member grades papers after the end of the term and discovers two identical papers, then the faculty member should assign M grades to those papers. At this point, the Procedures defined in the Academic Dishonesty Policy are activated. Once the truth about their integrity has been established (which might be delayed up to six months), the faculty member will submit a final grade for the work.

NG - No Grade: The No Grade is reserved for those occasions when teachers find they are missing a piece of work from a student, which they believe the student did, in fact, submit. The NG serves as a placeholder on the student's transcript until the teacher has figured out what happened to the work and is prepared to give the student a final grade. The NG is NOT intended for students who missed the Incomplete deadline or for students who have missed deadlines for submitting work. Faculty members must convert all NGs to final grades by the end of the fifth week of the next study term when the student is on campus. An unconverted NG automatically is recorded as an F or failing grade.

WD - Withdrew: Student withdrew from course(s) or the College after Add/Drop period through end of sixth week.

WNC - Withdrew: Student withdrew from course(s) or the College after sixth week.

Change of INC: Upon completion of requirements for which an incomplete has been given, the instructor must submit an INC Credit Change Form and accompanying grade and narrative evaluation to the Registrar's Office within the deadlines noted under "INC" above. All other credit and grade reports are permanent and changeable only in the case of bona fide error.

Narrative Evaluations

Evaluation is the systematic process by which a faculty member determines student learning based upon a set of standards and learning objectives. It is a continuous process requiring the active participation of both parties. Students take an active role in informing the faculty member about what they are learning through providing evidence of learning to the faculty member. This evidence can take the form of assignments, participation in discussions, examinations, projects and more. 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 College experience. At the end of a course of study, the instructor indicates the assignment of a grade on a class list submitted to the Registrar's Office.

Then, in a narrative evaluation, the faculty member provides a detailed appraisal of the student's performance in the course. The student is encouraged to write a self-evaluation for inclusion in the narrative evaluation. A narrative evaluation is filed with the Registrar for each student enrolled every course. Faculty members who are team-teaching must co-write narrative evaluations for all enrolled students. Faculty members are asked to hold the narrative evaluations for Incompletes until they have been resolved.

The narrative evaluation includes:

- A. A description of the course objectives (i.e. the basis on which credit is granted or withheld).
- B. An appraisal of how the student achieved or failed to achieve these objectives. (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 the work, and his/her judgment of how well the student has understood the material.

The student's self-evaluation should:

- A. Include an assessment of the student's own accomplishments in the course, both with respect to the stated course objectives and the student's own expectations.
- B. Be submitted via email before the last day of class for timely incorporation with the instructor's narrative evaluation.
- C. Not include an evaluation of the course content or the instructor's performance. (Such evaluations are conducted by the Dean of the College's office at the end of the block or term.)

The narrative 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 narrative evaluations reproduced to accompany the official transcript. An explanation of Antioch College's system of evaluation is sent with the transcript.

Changes to narrative evaluations: Once a narrative evaluation is signed and turned in by the instructor, all changes must be initialed and dated by the instructor in the Registrar's

Office. Narrative evaluations for incompletes must be submitted at the time the course grade is changed.

REGISTRATION

Academic Registration

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. 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. All courses are expected to be completed in the manner in which they were designed.

Students are required to take 14 Foundation Courses with 3 in each academic division. They may select 2 other Foundation Courses as electives or major related courses. Each major requires 9 major related courses intermediate and advanced courses. Students may select others to build their individualized major.

Online courses are designed for students to complete their Work Portfolios and Language credit while away from campus on work terms. This entails a greater level of independent work in a virtual delivery system that expects collaboration and feedback. Online courses are delivered using software that allows students to engage in, contribute to and earn credit from anywhere in the world.

Credit for Work Terms

Students must register for each full-time work experience, Work Portfolio and Language before the last day of classes and leaving campus to begin the work term. Failure to register or failure to work until the end of the term make students ineligible to earn credits during that work term. A full-time work term must be no less than 11 weeks in duration. Students register for the job for which he or she has with the approval of their work advisor. Work registrations will not be processed until all financial holds, if any, are cleared.

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 each quarter. 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.

Withdrawing From Courses

Students may formally withdraw from a course after the Add/Drop period, if approved by the instructor and the student's academic advisor, through the end of the eighth week. 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.

SATISFACTORY PROGRESS TOWARD DEGREE COMPLETION

The number of credits earned and work experiences successfully completed determines academic progress. The College's program is designed for completion in 15 quarters (9 study terms and 6 work terms) or 4 years to complete. In order to meet the graduation requirements of 180 academic credits and six full-time work terms in that time, students should earn an average of 16 academic credits per study quarter (140 total), 4 credits of Work Portfolio during each full-time work term (24 total), a total of 20 language credits during full-time work quarters, and successfully complete all jobs.

Class Standing

Class standing is based on credits earned, not by years in attendance.

Standing	Credits
1st year	0 to 50
2nd year	51 to 90
3rd year	91 to 140
4th year	141 to 180

Minimum Standards of Progress

The Academic Policy and Review Committee (APRC) maintains responsibility for monitoring individual student progress. The College 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 permits the College to provide students with the best possible academic and support services. Antioch College's standards of satisfactory academic progress require that students earn Antioch College credit and complete jobs at the minimal rate for each term. In addition, students must understand that only meeting the minimum standards of progress necessitates additional quarters of enrollment.

Academic Standing

Every student's progress is reviewed at the end of each term. Any student achieving minimum standards of progress (12 credits during 5 or 10 during 4 study quarters or 5

credits during 4 and 10 during 2 work quarters) or better will remain in good academic standing. Any student who fails to achieve these standards at the end of any given term will be subject to the following academic sanctions, as determined by APRC.

Warning: Any student, who completes less than 12 credits during 5 or 10 during 4 study quarters or 5 credits during 4 and 10 during 2 work quarters, may be placed on academic warning by APRC. Students who have completed one term at Antioch College, and who fall below minimum standards will not be placed on probation if they have current incomplete coursework that may bring them up to the minimum standards of progress. These students will be placed on warning and reviewed again after their next 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 College and who fall below minimum standards of progress may be placed on probation. Students on probation who do not remedy the deficiencies for which APRC placed them on probation, in the manner prescribed by APRC, may be 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 College after an academic withdrawal must submit a petition for readmission.

Letters of warning, probation, or withdrawal from APRC will be sent to the student in a timely manner through both email and the postal service, with copies sent to the student's advisors, the Offices of Records and Registration, Admission and Financial Aid, Student Accounts, and Director of Community.

WORK STANDING

Antioch College students must successfully complete 6 terms of full-time work and a part-time job during 9 study quarters.

CONSEQUENCES OF ACADEMIC SANCTIONS

Probationary status can result in ineligibility for financial aid, special programs, and veterans and other benefits during the term(s) of academic sanction, including:

Institutional Aid and Scholarships. Students will be permitted only one term of scholarships or aid when they

are placed on probationary status. Students who fail to meet the terms of probation will receive no additional funding. If students wish to appeal such a decision, they must appeal to Director of Community who will arrange for an appeal hearing with the Financial Aid officer and Chair of the Faculty. The written appeal must be submitted to the within two weeks of the initial APRC decision.

Campus Governance. Students who have been placed on probationary status are not eligible to hold any campus governance position, including appointed or elected membership on sanctioned College committees.

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.

Other Certifications. Students who are not making satisfactory progress toward their degrees cannot be certified as being in "good standing" and cannot receive verification for "good student" discounts.

APPEAL

Students who believe that an APRC action is without merit may submit a written appeal to the Dean of the College. APRC will reconsider prior decisions of the committee only when pertinent new information is provided.

TRANSFER CREDIT

Beginning with the 2011-2012 academic year, transfer credits will not be accepted. This decision was deemed necessary because the College will have to open as an unaccredited institution, unable to accept students' transfer credits during their admission. This would put transfer students at the risk of receiving an unaccredited degree.

NON-DEGREE SEEKING STUDENTS

Individuals who wish to take a course for personal interest are welcome to do so at the part-time tuition rate.

INTERNATIONAL STUDENTS

Antioch College looks forward to accepting students from other countries. However, for the time being we will be unable to accept international students.

LEAVES AND WITHDRAWALS

Personal Leave of Absence

Students who wish to pursue primarily non-academic activities away from Antioch College may apply for a Personal Leave of Absence through the Office of the Dean of

Community. Completed applications for leaves beginning the following quarter are due by Friday of the tenth week of the current quarter. Requests for extensions of personal leaves must be received by the same deadlines. Applications received after these deadlines will be given consideration; however there is a late filing fee of \$50.

Medical Leave Of Absence

Students who wish to take a leave from Antioch College for physical or psychological reasons may apply for a Medical Leave of Absence through the Office of the Dean of Community. Students applying for a medical leave must provide appropriate supporting documentation from a healthcare professional. Without documentation a student will instead be placed on personal leave. If a student is incapacitated her or his emergency contact of record can facilitate the application and provide the supporting documentation. Students who submit applications by 4:30 p.m. on the Friday before the quarter begins are eligible for a full refund of expenses.

Students may submit an application for medical leave at any time during a quarter. From the first day of classes through the end of the tenth week of classes, the student who is granted a medical leave will be withdrawn from all courses and W's will be recorded on his or her transcript. For information on refund of tuition and fees, please see "Annual Tuition and Fees" in this curriculum catalog. Students who submit applications for medical leaves effective for the current quarter from the first day of the eleventh week to the last day of classes have two options. First, if the student wishes to complete coursework, he or she can apply for Incomplete grades. (Please see "Grading" in this curriculum catalog.) In this case, the student will receive grades for all courses. The medical leave will take effect at the end of the current quarter, and the student will be on leave for the subsequent quarter. Second, if the student elects not to complete coursework, he or she will be withdrawn from all courses and W's will be recorded on his or her transcript. The medical leave will take effect immediately, and the student will be on leave for the subsequent quarter. Records for students taking a medical leave after the tenth week may be reviewed by the appropriate Academic Policy Review Committee and may be subject to academic standing action. Students who are granted medical leaves after the first day of the tenth week of classes are not eligible for a refund.

An application for a medical leave received on the last day of classes will be processed for the subsequent quarter; the transcript for the current quarter will include the grades assigned by the faculty, and cannot be expunged or altered in any way.

Withdrawal from the College

Students withdrawing permanently from Antioch College must apply through the Office of the Director of Community. All students who receive financial aid from Antioch College must consult with the Office of Financial Aid before withdrawing. Students who have withdrawn from Antioch College and seek readmission may not transfer credit for courses taken at other institutions while withdrawn.

Suspension and Dismissal

Students may be asked to leave Antioch College for academic or disciplinary reasons. Suspension is usually for a specified period of time and/or until specified conditions have been met. Dismissal is permanent.

Students who have been suspended and seek reinstatement may not transfer credit for courses taken at other institutions while suspended.

Reinstatement

In order to return to Antioch College, a student who has been withdrawn or suspended must submit a reinstatement form to the Office of the Registrar. Appropriate forms and materials must be received by at least one month prior to the first day of classes of the quarter for which the student seeks reinstatement. No exceptions are made. Relevant offices review the request for reinstatement and the student will be informed about the decision as quickly as possible.

A student in the Arts and Sciences who has been suspended must also complete an appeal process through the Office of the Dean of Community. The deadlines for this process are stated in the student's letter of suspension.

GRADUATION***Senior Review of Status toward Graduation or "Senior Check"***

As students progress through Antioch College they work closely with their advisors to review and revise their degree plan. This document helps to assure that students are achieving progress toward earning a Bachelor of Arts or Bachelor of Science. With the degree plan as a reference, all students are required to complete a "senior check" in the Registrar's Office by the end of their seventh study quarter. 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. 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 each term, and only students approved by the faculty will be permitted to participate in commencement and graduate during that year. Students who have not cleared outstanding financial obligations to the College may participate in the commencement ceremony but will not receive their diplomas or transcripts until the outstanding financial obligations have been met.

Graduation Rates

Graduation rates will be published annually after the first commencement ceremony.

**STUDENT RECORDS POLICY
AND DIRECTORY INFORMATION*****Student Academic Records Policy***

As a matter of course, Antioch College maintains educational records for each of its students. This information is used to document student enrollment, credits, degrees earned, and other matters pertaining to the student's academic progress at the College. It is the joint responsibility of the College and the student to ensure that records are complete and accurate. The Family Educational Rights and Privacy Act of 1974 (FERPA) provides access for students to information about themselves, permits students to challenge information maintained as education records by the institution, and limits the release of such information without the student's consent. The following will serve as a comprehensive statement of Antioch College policy about student records and Antioch College's implementation procedures.

Academic Records

The Registrar's Office serves as the repository for all official academic records for students at Antioch College. The Registrar's Office is authorized to issue official transcripts on behalf of Antioch College. It maintains the following types of academic records:

1. Degree plans or other documents setting forth comprehensive student learning objectives;
2. Reports - including grades, narrative evaluations and class lists reporting credit - which provide documentary support for the awarding of credits and degrees;
3. Transcripts of learning activities;
4. Correspondence relating to student records;
5. Summary biographical data in compliance with Federal and state reporting requirements;
6. Reports of committee or administrative actions regarding student status.

Other Student Records

The Admission and Financial Aid Office maintains data to ensure that admissions standards have been met and that students have been properly admitted. The office also maintains student and parental information relating to the application for and receipt of financial awards. The Department of Work maintains records pertinent to students' part-time and full-time work experiences.

Retention of Student Records

Student records will be retained for the following minimum period of time. Any documents not specifically noted below are retained in accordance with AACRAO records retention guidelines:

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

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 student identification 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 credit) and work portfolio 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, as applicable.
- Official transcripts will not be released if the student has not met financial obligations to the institution.

Access to Student Academic Records

As further described below, student records are accessible to the student and advisors and other faculty and staff who must have access to perform their jobs. Faculty may see the records of their own advisees and students, but no changes to the records may be made except through the Registrar's Office.

All current and former students have the right to inspect and review official academic records maintained by the College which directly relate to them.

Requests to inspect or review student records should be made directly to the Registrar's Office. This request should specifically identify the records sought for review. An attempt to provide access to these records will be made as soon as practicable, but not later than thirty days after the request has been made. In addition, the holder of the record will provide, at the student's request, an explanation or interpretation of any material contained in a student's file. Copies of any student records may be furnished to the student for a reasonable cost to defray the expense of duplication. Any inspection or review of student records must be made in the presence of Registrar's Office personnel. Students may not change or alter their records. Any

ORGANIZATIONAL CHART

Board Pro Tempore

President

Director of Admission	Director of Advancement	Director of Community	Dean of the College	Director of Work	Director of Finance & Operations	Director of Communications
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Areas of Responsibility

Recruitment	Alumni Relations	Community Governance	Curriculum Development	Employer Relations	Financial Planning & Reporting	Public Relations
Enrollment	Fundraising	Campus Life & Orientation	Faculty Hiring & Development	Co-op Advising	Personnel, Payroll & Benefits	Marketing/ Advertising
Financial Aid	Foundation Relations	Health Services	Records & Registration	Work Abroad Programs	Estates & Trusts	Publications
		Wellness & Recreation	Academic Advising	Campus Labor	Internal Audit	
		Residence Halls	Library & Information Technology	Career Development	Endowment & Investment	
		Student Development	Research & Assessment & Planning	Student Payroll & Benefits	Legal Affairs	
		Village Relations	Academic Enrichment	Volunteer Program	Public Safety	
		Post Office	Glen Helen		Insurance Liaison	
			Antioch Review		Property Management	
			Antiochiana		Student Accounts	

agreed-upon change will be made by the Registrar's Office. Students wishing to challenge the content of their records can do so, either informally with the Registrar's Office or formally through a "Challenge Hearing."

Hearing to Challenge Content of Student Records

Any student may choose to challenge the content of his or her Antioch College records, informally or through a hearing, if the student thinks the records are inaccurate, misleading, or otherwise in violation of the right to privacy of the student. The hearing serves as a formal opportunity to seek the correction or deletion of any such inaccurate, misleading, or other inappropriate data contained in the record. The student may also seek inclusion of explanatory information. Formal hearings will be conducted in the following manner:

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

The hearing request must:

1. Identify in specific terms the portion(s) of the record to be challenged;
2. 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:

1. The hearing will be conducted by the College President or his/her designee.
2. The hearing will be granted within a reasonable time, but no more than thirty days after the hearing request has been made.
3. Reasonable notice shall be given to the student and other necessary parties of the date, time, and place of the hearing.
4. The hearing shall be limited to a consideration of the specific portion(s) of the student's record being challenged.

5. The Registrar's Office will represent the challenged record at the hearing. Where practicable, the College will attempt to have a representative from the office responsible for the challenged record present at the hearing.
6. The student will have the right to be assisted by an advisor of his or her choice.
7. The burden of sustaining the challenge rests with the student.
8. Reasonable opportunity shall be provided for all parties to present evidence and witnesses directly related to that portion(s) of the record being challenged.
9. The student will be provided written notification of the disposition of the challenge (including the reason for such disposition).
10. The remedies available to the student as a result of a hearing are:
11. The record may stand.
12. The record may be corrected.
13. The record may be deleted.
14. Explanatory information, of a reasonable length, may be inserted in the student's record file.

Release of Student Records

Consistent with Antioch College policy to protect the privacy of students, access to or the release of student information or records, other than public or directory information, will not be permitted without prior written consent to any party other than to the following:

- Appropriate personnel and agents of Antioch College who have legitimate educational interest in seeing student records;
- Appropriate state and Federal agencies that, under law, are entitled to have access to 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 College compliance with that subpoena.

Under Federal law, the College is required to maintain a log of access to student records for all non-College personnel. This information is available to students, upon request, in the office where the student records maintained.

ACADEMIC HONESTY POLICY

A. Antioch Honor Code

Antioch College is a community dedicated to the search for truth, the development of individual potential, and the

pursuit of social justice. In order to fulfill our objectives, freedom must be matched by responsibility. As a member of the Antioch Community, I affirm that I will be honest and respectful in all my relationships, and I will advance these standards of behavior in others.

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

B. Academic Dishonesty Defined

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

- Cheating occurs when students do not do their own work in an academic exercise or assignment.
- Plagiarism occurs when students appropriate the work or ideas of another without acknowledgement, or the fail to correctly identify the source, whether it is done consciously or inadvertently.
- Fabrication occurs when students consciously create or change information to support their work.
- Examples include, but are not limited to, the following actions:
- Presenting and paraphrasing information and ideas from sources without credit to the source;
- Use of direct quotations without quotation marks and without credit to the source;
- Failure to provide adequate citations for material obtained through electronic research;
- Downloading and submitting work from electronic databases or websites as your own work or without citing sources;
- Participation in a group project which presents plagiarized materials;
- Submitting material created/written by someone else as your own, including purchased term/research papers;
- Copying from another student's examination;
- Allowing a student to copy from another student's examination
- Using outside materials on an examination that are not authorized for use during the examination;
- Collaborating on a project that was intended to be completed individually;
- Preparing or obtaining notes to take into a closed-book examination, for example writing on the hand or desk, preparing a crib sheet, or storing information in any other format for use and retrieval during the examination;

- Using written notes or information, or electronic devices, such as a laptop computer, phone, or calculator in an unauthorized manner to store, share, and/or retrieve information during an examination.
- Falsifying citations, for example by citing information from a non-existent reference;
- Listing sources in the bibliography that were not used in the academic exercise;
- Engaging another individual (whether a part of the College community or from outside of the College community) to complete the student's examination, to complete the student's academic exercise, or to write the student's paper.

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

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

C. Procedure

1. Before any formal action is taken, the faculty member(s) should meet with the suspected student to discuss the alleged act of academic dishonesty. In cases where academic dishonesty cannot be firmly established, the faculty member(s) is/are encouraged to meet with the student to obtain sources or to determine the student's familiarity with the material he or she submitted.
2. The faculty member(s) gather the evidence that confirms academic dishonesty (e.g., make copies of the assignment; get citations for, or copies of, the sources that were plagiarized)
3. The student attends a meeting called by the Registrar with the faculty member(s), and advisors to discuss the incident. In this meeting, the following should be addressed:
 - a) Describe the evidence that confirms that academic dishonesty occurred.
 - b) Listen to the student's response.
 - c) Review what academic dishonesty is, how it violates the Honor Code, how it is unacceptable in a scholarly community and how to cite sources properly.
 - d) Review the College's Academic Honesty Policy and procedures with the student.

- e) Inform student of what the consequences would be if this were first offense (see consequences of academic dishonesty below)
4. After this meeting, the faculty member(s), the student's advisors, the Registrar, and Director of Community determine the consequences and complete the Academic Dishonesty Report form. The Report and accompanying documentation is retained by all at the hearing.
5. If the student is found in violation of the Academic Honesty Policy, the Registrar reviews the student's record to confirm if this is a first or second incident.
6. If the records indicate that this is not the student's first offense, the faculty member will be contacted and the policy for the second offense (see consequences of academic dishonesty below) will be put into effect. Knowledge of a student's prior record should be used in determining penalties, but must not enter into the decision about the presence or nature of academic dishonesty.

D. Consequences of academic dishonesty

First offense: The student minimally receives no credit on the assignment or test in question and/or no credit for the course(s) where the offense transpired. The Academic Dishonesty Report and accompanying documentation is submitted to the advisors, Registrar, and Director of Community.

Second offense: The student is recommended for academic withdrawal from the college through the Registrar. Formal action is taken by APRC.

Appeal Process: By written petition to the Dean of the College.

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 an alleged wrong or injustice involving the assessment and evaluation of student performance in the classroom, work, 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 profes-

sor 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.

“Policy Documents and Reports.” Statement on Professional Ethics. Tenth ed. Washington: American Association of University Professors, 2006. 171.

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 responsibility of the faculty. The faculty member is the sole judge of student performance and only the faculty renders an evaluation of student work and progress in a course or work experience. Students who have reason to believe that a violation of professional ethics has occurred or that the assessment of their work was the result of error, capriciousness or evaluated by criteria other than those stated in the course syllabus or appropriate for the course or work experience have the right to file an academic complaint.

Simple disagreement with the professor’s professional judgment about the quality of the work does not constitute legitimate grounds for filing a complaint. Before filing an official complaint, students should speak with the faculty member to explore the rationale for the grade. This conversation will provide clarification and better understanding and may result in grade mediation and no need to file a formal complaint.

This 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

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 work or classroom faculty member to find a resolution. The student shall approach the faculty member no later than the fifth week of their next study term on campus. In the case of adjunct faculty, visiting faculty, or faculty no longer employed at the College, the student shall approach the faculty chair first.
2. If a mutually satisfying resolution is not found, the student shall make an appointment to speak to the faculty chair within two weeks. If the faculty chair is a party to the complaint, the next senior member of the department shall be contacted. The student shall present to the chair specific concerns and any supporting documentation. The faculty chair shall make every effort to resolve the complaint. The faculty chair may request the complaint in writing. The faculty 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 the College with a written report stating what was done and why the complaint could not be resolved at the faculty level.
3. If a mutually satisfactory resolution is not found at the faculty level, the student must make an appointment within two weeks to speak with the Dean of the College about the nature of the complaint and the efforts taken to resolve the complaint. A formal letter addressed to the Dean of the College with supporting documentation signed by the student shall be submitted prior to this meeting. The Dean of the College will contact the faculty member in writing and will expect a written response. At this step the complaint becomes a formal complaint. The Dean of the College 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 in-

volved in the complaint. Either party to the proceedings may respond in writing to this additional information. The Dean of the College 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 of the College to resolve the complaint will be communicated in writing to both the student and the faculty member. It is the Dean of the College's responsibility to assure that the complaints are followed to resolution.

- 4. If the complaint involves the Dean of the College in her/his role as a professor, a three member committee of faculty who serve on the Academic Program Committee will be selected by lot to review the complaint and will be empowered to function as the Dean's office would (see 3a,, b.).





THE ANTIOCH COLLEGE COMMUNITY

COLLEGE GOVERNANCE

Antioch College believes in democratic processes and their educational value. Governance is designed so that all voices in the community can be heard and considered. Students participate in a uniquely high level of decision-making concerning the governance and shaping of campus 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.

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

Antioch College will have a democratic community governance model wherein the entire community – faculty, staff, administrators and students – will be partners in developing the governance structure when the College reopens in 2011. This process may be done formally by way of class projects related to governance or informally through voluntary committees of people interested in reshaping Antioch College's governing bodies.

The governance structure most likely will be based on the long and successful history of Antioch College's past Administrative Council (decisions and policies affecting academics and administration of the College; advisory body to the President of the College) and Community

Council (decisions affecting policies that impact community members and deals with the community government budget, which pays for all non-academic activities at the College) and the various committees spun off from those governing bodies.

A task force of 12 people, including former community managers, emeriti faculty, individual members of the Board Pro Tempore and individual members of the Alumni Board, are busy collecting data from the community of alumni to see what qualities/values alumni cherished most in their Alma mater, what the problems were with governance and community at the College, and what lessons the alumni took away with them about community and community governance. Based on the data collected, the Task Force will offer suggestions to the new Antioch College community on what qualities and processes should remain as part of the College.

COLLEGE LEADERSHIP AND CURRICULUM DEVELOPMENT

As the leader, external representative, and chief executive officer of Antioch College, the president exercises broad responsibilities for all aspects of the academic, financial and administrative dimensions of the institution. Interim President Matthew A. Derr has served in this capacity since November 15, 2009. A national search has just been completed for a permanent president and CEO. On October 17, the Board voted unanimously to appoint Mark Roosevelt to the College Presidency, effective January 1, 2011.

Matthew Derr '89, Interim President

Term: November 15, 2009 – December 31, 2010

Matthew Derr was a member of the Antioch College Alumni Board and served on its Executive Committee. Prior to his appointment as the college's chief executive most recently was the vice president for institutional advancement at The Boston Conservatory. Prior to his work at the Conservatory, he held a number of positions at Walnut Hill School, an elite independent arts boarding school, including acting head of school and finally associate head of school. Prior to his post at Walnut Hill, he served as director of admissions and financial aid for the Jacobs School of Music at Indiana University; associate director of admission at Connecticut College; and as associate dean of admission at Earlham College. Derr is also credited with founding the Unified Application for Conservatory Admission and co-founding the Sphinx Performance Academy for African-American and Latino musicians. He earned his undergraduate degree at Antioch College in history in 1989 and studied fund-raising at the George Heyman Center for Philanthropy at New York University. Derr is a fellow of the Great Lakes Colleges Association.

Mark Roosevelt, President

Term: January 1, 2010 –

Roosevelt holds bachelor's and law degrees from Harvard and is a graduate of the Broad Urban Superintendent's Academy. He has taught political science at Brandeis, where he was also the director of the Gordon Public Policy Center, and taught a course on the intersection of American history and public policy at Carnegie Mellon University's Heinz Graduate School of Public Policy. As a Massachusetts state representative, Roosevelt chaired the Education Committee, where he guided passage of the Education Reform Act of 1993, legislation providing the equitable resources and accountability measures necessary for school improvement. He was also the lead sponsor of the 1989 Massachusetts Gay Rights Bill. In 1994, Roosevelt was the Democratic nominee for governor of Massachusetts. Superintendent of the Pittsburgh Schools from 2005-2010, he pursued aggressive reform and founded of The Pittsburgh Promise, an initiative that raised \$150 million to guarantee college scholarships to Pittsburgh students who earn a 2.5 GPA or better.

BOARD PRO TEMPORE

Nick Boutis, *Ex Officio*

Gregory M. Avis

Nancy Crow '70

Pavel Curtis '81, Secretary

Matthew Derr '89, *Ex Officio*

Allyn S. Hansson Feinberg '70

Atis Folkmanis '62

Tendaji Ganges '71

David Goodman '69

Frances Degen Horowitz '54, *Vice Chair*

Joyce Idema '57

Jay Lorsch '55

Lee Morgan '66, *Chair*

Rozell W. "Prexy" Nesbitt '67

Edward H. Richard '59

Barbara Winslow '68

CURRICULUM DEVELOPMENT TEAM

In the absence of a faculty, the college hired a Director of Work (Cooperative Education and Campus Work) and the Arthur E. Morgan Fellows to serve as scholars in residence.

This team was charged with writing the curriculum of the newly independent college.

Anne Bohlen

Arthur E. Morgan Fellow

B.A., Psychology, Edgecliff College, Xavier University

M.A., Interdisciplinary Film, American University

Anne has 20 years experience as an independent documentary filmmaker. Her film, *Blood in the Face*, produced and directed with Kevin Rafferty and Jim Ridgeway, premiered at the Sundance Film Festival, showed theatrically in over 40 cities and was broadcast nationally on the Discovery Channel. Bohlen received an Academy Award nomination as a Producer of *With Babies and Banners* (with Lyn Goldfarb and Lorraine Grey) and a National Emmy Award as a Producer of *The Global Assembly Line* (with Lorraine Grey & Patricia Fernandez Kelly). She is also a Producer/Director of the film *Reform on the River*, and *The Power and the Spirit*, a radio documentary that aired on NPR's *All Things Considered* (with Celeste Wesson). Anne's other film production credits include work on *Roger and Me*, *Muhammad Ali: The Whole Story*, *Rosie the Riveter*, *Seeing Red*, *Memorial*, *Earth and the American Dream*, and *Taken or a Ride*. Her films have been screened at film festivals, exhibited theatrically and broadcast on television internationally. She is an emeritus member of New Day Films, the independent documentary distribution co-operative. Currently she is working on *Toxic Tours: Nuclear Ohio*. At Antioch College for more than 16 years, Anne was Professor of Communication and Media Arts and she taught Film, Audio & Documentary Studies.

Susan J. Eklund-Leen

Director of Work

(Cooperative Education and On-Campus Work)

B.S., M.Ed., Ph.D., Kent State University

Susan is most excited to have rejoined Antioch College only a few weeks after it reopened as Director of Cooperative Education and Campus Work. She will lead the development of the relaunch and re-visioning of the cooperative education program and of a new on-campus work curriculum for Antioch College. Of course she has worked closely with the Arthur Morgan Fellows, alumni, advisors and friends of the College in the development of the curriculum and concept of Antioch College. Susan also participated in the development of a yearlong symposium program, devel-

opment of curriculum, and fund-raising outreach travel to alumni and friends of the College. Prior to the enrollment of students she will identify and recruit co-op employers and prepare them to receive their first co-op students in the spring of 2012. Upon the enrollment of students, the role for the Director of Cooperative Education and Campus Work will shift to that of a member of the faculty, including planning and evaluating the work experiences of students, and teaching skills and capacities associated with the cooperative education and work program. Prior to this, she worked as a cooperative education faculty member at Antioch College from 1991 until the closure in 2008. At that time she assumed a leadership role for the Nonstop Liberal Arts Institute with the ultimate hopes of returning to Antioch College. Susan has worked in higher education since 1978. Her interest in experiential education developed from her work with student organizations, her own involvement in community service and professional associations, and her doctoral dissertation research.

Jean Gregorek

Arthur E. Morgan Fellow

M.A., Early Twentieth-Century British Literature and Women's Studies, University of York

Ph.D., English, The Ohio State University

Jean Gregorek earned her Ph.D. in English from The Ohio State University, where she specialized in Victorian literature and literary and cultural theory, and her M.A. from the University of York, England, where she focused on early 20-century British literature and women's studies. Jean came to Antioch College in 1994, developing and teaching courses in literary and cultural theory, postcolonial literature and cinema, literature of imperialism, the nineteenth-century novel, detective fiction, literary modernisms, and American identities. At Antioch College, she was continuously involved in maintaining the Women's and Gender Studies major and in the Comparative Women's Studies in Europe study abroad program. Her numerous appointments at the College included chairing the Language, Literatures, and Cultures area and serving on the Faculty Personnel Review Committee for many years, four of them as chair. Her research agenda for the past few years has focused on the cultural history of British imperialism –

specifically, mid-nineteenth century conceptions of race in writings promoting the exploration of Africa. Her scholarly endeavors have been supported by the National Endowment for the Humanities and the American Philosophical Association, among others. Jean's publications include an essays in the collection *Delights, Desires, and Dilemmas: Essays on Women and the Media*; as well as essays in the journals *Nineteenth Century Studies*; *Academe*, *The Journal of Academic Freedom*, and *Works and Days*. In addition to being a Morgan Fellow, Jean recently served as program consultant to the Institute for Collaborative Research and Public Humanities at The Ohio State University.

Beverly Rodgers

Arthur E. Morgan Fellow

B.A., Sociology, Missouri Southern State University

M.A., Anthropology, The Ohio State University

Ph.D., Anthropology, The Ohio State University

Before entering college in 1990, Rodgers managed a retail music store, was the Executive Director of a county-wide chamber of commerce, marketing director for a home health-care firm and was director of a downtown revitalization and historic preservation project. Beverly was a lecturer in the Department of Anthropology at Ohio State University and an adjunct professor in the Social Sciences Department at Columbus State Community College. Rodgers came to Antioch College in the fall of 2002 as Visiting Assistant Professor of Cooperative Education. In the fall of 2005, Rodgers started teaching Anthropology as Associate Professor. In 2006 she served one term as Interim Director of the Coretta Scott King Center for Cultural and Intellectual Freedom. The majority of her work is tribally driven. Rodgers is a Miami by ancestry and culture, and applies her research skills in writing and answering important questions about issues relevant to the Miami Nation. Areas of specialization and interest: Cultural Anthropology; Original Peoples indigenous to the Great Lakes Region who were removed to northeastern Oklahoma; The Miami Tribe of Oklahoma; Contemporary lives of Original Peoples; Contemporary Indigenous Women; Decolonizing Methodology; The Anthropology of Space and Place; The Anthropology of Work. In November 2010, Beverly Rodgers accepted the position of Vice President for Academic and Student Affairs at Leech Lake Tribal College.

Scott Warren

Arthur E. Morgan Fellow

B.A., University of Virginia

M.A., Ph.D., The Claremont Graduate School

Scott teaches a wide range of courses in philosophy and political theory, including such topics as Classical Political

Philosophy, Critical Theory, Radical Political Philosophy, Epistemology, History of Western Philosophy, Contemporary Philosophy, Neo-Marxism, Phenomenology, Existentialism, Metaphysics, Legitimation & Capitalism, Revolutions, Feminism, Ecopolitics, Postmodernism, Critical Thinking and Logic, and Philosophy of Science. Scott is active as a scholar in the areas of contemporary Critical Theory and radical philosophy and politics. His book *The Emergence of Dialectical Theory: Philosophy and Political Inquiry* was re-published last year (2008) by The University of Chicago Press. He has also published numerous articles, essays, and reviews over the past 33 years. His new book, *The Successful College Student*, is forthcoming. Before coming to Antioch College, Scott taught philosophy and politics at Denison University, Pomona College, the University of Colorado, Boulder, the Otis-Parsons Art Institute, the Claremont Graduate School, and Occidental College. He was also an active member of the Nonstop Institute for the Liberal Arts, created to keep the spirit and soul of Antioch College alive pending its resurrection. Scott's primary interests in political philosophy focus on his concern for human liberation, radical democracy, and authentic community. He is happy to be back at the College!

CURRICULUM CONSULTANTS

Accreditation Consultant

Leonard W. "Len" Clark, B.A., Wabash College; M.A., Yale University; Ph.D., Yale University. Emeritus Provost and Academic Dean, Professor Emeritus of Philosophy, Earlham College

Arts Consultants

Jill Becker, M.A., Performing Arts, former Associate Professor and Director of the Dance Program at Antioch College, 2001-2008.

Michael Casselli, Antioch Alumnus, B.A. in Visual Art/Performance Theory; and an M.F.A. in Sculpture from the Rhode Island School of Design.

Dennie Eagleson, is an Antioch Alumna with a B.A. in Art/Ceramics (1971), and an M.F.A. in Photography from the University of Cincinnati, (1994) She was Associate Professor of Photography at Antioch College, in the Communications and Media Arts Department from 1987-2008.

Chris Hill has a B.A. Psychology with High Honors (Muenzer Award winner) from the University of Michigan and an MFA in Photography and Media from SUNY Buffalo. Hill was an Associate Professor

at Antioch College in the Communication and Media Arts department from 1997-2008.

Nevin Mercede, has a B.F.A. in Printmaking from the California College of Arts and Crafts and a Master of Fine Arts in Painting from The University of Montana. She is an interdisciplinary visual artist, writer and educator who has taught visual art at Maryland Institute College of Art, Washington University in St Louis, The University of South Florida, Ringling College of Art and Design and, from 1998- 2008, at Antioch College.

Louise Smith is an Antioch alumna with a B.A. in Theater, I.M.A. from McGregor School of Antioch University in Playwriting and an M.S. Ed. in Community Counseling from University of Dayton.

Humanities Consultants

World Languages Consultants

Timothy Bennett, B.A., German, Wittenberg University; M.A., Ph.D., German Literature, Johns Hopkins University. Chair, Department of Foreign Languages and Literatures, Wittenberg University. (areas of specialization: German literature, interdisciplinary language study, foreign language pedagogy and curriculum development).

Stephen Summerhill, B.A., Spanish, University of Toronto; M.A., Ph.D., Spanish Literature, University of Illinois. Former Chair, Department of Spanish and Portuguese, The Ohio State University (areas of specialization: Spanish literature, foreign language pedagogy and curriculum development, international study).

History Consultants

David Thelen, B.A., Antioch College; M.A., Ph.D. History, University of Wisconsin (Madison). Distinguished Professor of History, now Professor Emeritus, The University of Indiana, Bloomington. Former editor of *The American History Review*. (areas of specialization: U.S. History, theories of history, transnational approaches to history, public history).

Fred Hoxie, B.A., History, Amherst College; Ph.D., History, Brandeis University. Swanlund Professor of History and Professor of Law, The University of Illinois at Urbana-Champaign. Former Vice President for Research at the Newberry Library, Chicago. (areas of specialization: Native American History, ethnohistory).

Daniel Spock, B.A., Art, Antioch College. Director, The History Center Museum, The Minnesota Historical Society. (areas of specialization: public history, historical exhibition, exhibition design).

Julie Gallagher, B.A., Economics, Fordham University; M.A., Ph.D., History, University of Massachusetts (Amherst). Assistant Professor of History, Pennsylvania State University Brandywine. Former Associate Professor of History at Antioch College. (areas of specialization: Twentieth-Century U.S. History, women's history, African-American history).

Barbara Slaner Winslow, B.A., Antioch College; Ph.D., History, University of Washington. Associate Professor of Education and Women's Studies, The School of Education, Brooklyn College, The City University of New York. Director, Shirley Chisholm Project on Brooklyn Women's Activism 1945 to the Present. (areas of specialization: women's history, social history, secondary education curriculum development).

Literature Consultants

Marianne Whelchel, B.A., English, LaGrange College; M.A., English, Purdue University; Ph.D., English, University of Connecticut. Professor of Literature, now Professor Emerita, and Former Chair, Department of Literature, Antioch College. (areas of specialization: U.S. literature, poetry, women's studies).

Science Consultants

Stanley Bernstein, an organic chemist and chemical educator, received his B.S. from Queens College in New York City and his M.S. in Chemistry and Ph.D. (Chemistry) from the University of Michigan.

John F. Dawson is a Professor of Physics at the University of New Hampshire. He received his undergraduate degree from Antioch College in physics in 1958 and his Ph.D. in theoretical nuclear physics from Stanford University in 1962.

James David Irish, Ph.D., Oceanography, Scripps Institution of Oceanography, La Jolla, CA, 1971; Research Professor, Ocean Engineering Program, University of New Hampshire. Oceanographer Emeritus, Woods Hole Oceanographic Institution, Woods Hole, MA.

Aimee Lunde Maruyama, B.S., Environmental Science, Antioch College; M.E.M., Resource Ecology, Duke University. Maruyama worked in conservation planning for the Nature Conservancy and wrote undergraduate curriculum on Environmental Science for NIIT an information technology global education and training company headquartered in Gurgaon, India. Her main areas of research involved utilizing decision analysis as an analytical measure to evaluate plans for environmental stewardship and conservation. Maruyama is currently Director of

Foundation Relations and Senior Major Gifts Officer at Antioch College.

Peter H. Townsend, B.A., Williams College; M.S. University of Vermont. Townsend taught Environmental Science and Geology at Antioch College from 1971 until the College was closed by Antioch University in 2008.

Judith "Judy" Voet was educated in the New York City public schools, received her B.S. in Chemistry from Antioch College and her Ph.D. in Biochemistry from Brandeis University. Her main area of research involves enzyme reaction mechanisms and inhibition. She taught Biochemistry at Swarthmore College for 26 years, reaching the position of James H. Hammons Professor of Chemistry and Biochemistry before going on "permanent sabbatical leave."

Gary Richard Strichartz, B.S., Physics, Antioch College; Ph.D., Biophysics, University of Pennsylvania. Professor of Anaesthesiology (Pharmacology), Harvard Medical School.

Social Science Consultants

Adelbert Jenkins, B.A., Antioch College, M.A., Ph.D., University of Michigan. Jenkins is recently retired from New York University department of Psychology where he served as Associate Professor. While focusing on the nature of "agency" in human behavior, Jenkins has applied his work to the analysis of the psychology of the Black experience in America, as in his book *Psychology and African Americans: A Humanistic Approach*. Jenkins has served as President, Division 24, Theoretical and Philosophical Psychology, American Psychological Association, selected for the Golden Dozen, excellence in teaching, award at New York University and many other awards.

Nora S. Newcombe, B.A., Antioch College, Ph.D., Harvard. Professor of Psychology at Temple University. A nationally recognized expert on cognitive development, Newcombe's research has focused of spatial development and the development of episodic and autobiographical memory. She is also the principle investigator of the Spatial Intelligence and Learning Center headquartered at Temple and also involving Northwestern, the University of Chicago, and the University of Pennsylvania. She has authored numerous chapters and articles on aspects of cognitive development, and the author or editor of three books, including *Making Space: The Development of Spatial Representation and Reasoning*. Newcombe is currently the President of the Easter Psychological Association, received the G. Stanley Hall Award for Distinguished Contribution

to Developmental Psychology, elected to the American Academy of Arts and Sciences, Cambridge, MA., and many other significant awards.

CURRICULUM ADVISORY COUNCILS

Arts Advisory Council

Timothy Barrett, Research Scientist and Adjunct Professor, University of Iowa Center for the Book; B.A., Antioch College; 2009 MacArthur Fellow

Michael Casselli, Production Coordinator and Principle, Manic Design Studio; B.A., Antioch College; M.F.A., Rhode Island School of Design

Judith Church, Attorney, Debevoise & Plimpton LLP; B.A., Economics, Antioch College; M.A., University of New Mexico; J.D., Columbia University

Barbara Esbin, Attorney, Cinnamon Mueller; B.A., Antioch College; J.D., Duke University School of Law

Karen Shirley, Emerita Professor of Art, Antioch College 1968-1998; B.A., Antioch College; M.F.A., Mills College

Howard Singerman, Associate Professor and Chair, Department of Art and Art History, University of Virginia; B.A., Antioch College; M.F.A., Claremont Graduate School; Ph.D., University of Rochester

Louise Smith, Former Associate Professor of Theater and Performing Arts at Antioch College; B.A., Antioch College; I.M.A., McGregor School of Antioch University; M.S. Ed., University of Dayton

Science Advisory Board

Stan Bernstein, Emeritus Professor of Chemistry, Antioch College; B.S., Queens College; M.S., Ph.D., University of Michigan

Tom Blumenthal '66, Professor and Chairman MCD Biology, University of Colorado, Boulder; B.A. Antioch College; Ph.D., Johns Hopkins University

Pavel Curtis '81, Software Architect, Microsoft Corporation; B.A., Antioch College; M.S., Ph.D., Cornell University

John Dawson '58, Professor of Physics, Emeritus, University of New Hampshire; B.S., Antioch College; Ph.D., Stanford University

Masha Etkin '63, Physician, Clinical Instructor, OB/GYN, Harvard University Medical School; B.A., Antioch College; M.S., Ph.D., Yale University; M.D., Boston University School of Medicine

Ernest Fine '65, Microcomputer consultant; B.A., Antioch College

Alanah Fitch '75, Professor, Analytical Chemistry, Loyola University Chicago; B.A., Antioch College; M.S., University of Arizona; Ph.D., University of Illinois, Champaign-Urbana

Bernard Guyer '65; Zanyvl Kreiger Professor of Children's Health, Emeritus, Johns Hopkins Bloomberg School of Public Health, B.A., Antioch College, M.D., University of Rochester; M.P.H., Harvard School of Public Health

Andrea Gwosdow '75, President, Gwosdow Associates and Assistant Clinical Professor, Harvard Medical School; B.A., Antioch College; Ph.D., University of Florida

James D. Irish '67, Research Professor, Ocean Engineering Program, Chase Ocean Engineering Laboratory, University of New Hampshire; B.S., Antioch College; M.S., Ph.D., Scripps Institution of Oceanography, UC San Diego

Everett I. Mendelsohn '53, Emeritus Professor of the History of Science, Harvard University; B.A., Antioch College; M.A., The Marine Biological Laboratory; Ph.D., Harvard University

Andrew Oswald '92, Entrepreneur; B.A., Antioch College; M.A., M.A., Michigan University; M.S., Western Michigan University

Irwin Pomerantz '57, Retired Chemist, USEPA; B.S., Antioch College; Ph.D., University of Colorado, Boulder

David Scott, Professor, Departments of Surgery and of Microbiology & Immunology, University of Maryland School of Medicine; Non-grad, Antioch College; M.S., University of Chicago; Ph.D., Yale University

Eric Somberg '71, Co-chief of the Cardiac Surgery Section of the Department of Surgery, Hackensack University Medical Center; B.A., Antioch College; M.D., Albert Einstein Medical School of Yeshiva University

Hardy Trolander '47; Retired Founder and Chairman of

Yellow Springs Instruments Company; B.S., Antioch College; M.A., Antioch College; M.Ed., Antioch Putney Graduate School

Judith Voet '63, Emerita Professor of Chemistry and Biochemistry, Swarthmore College; B.S., Antioch College; Ph.D., Brandeis University

SENIOR COLLEGE ADMINISTRATION

Nick Boutis, Director of the Glen Helen Ecology Institute; B.A., Oberlin College; M.G.A., University of Maryland

Thomas Brookey, Director of Finance & Operations; B.S.B., Wright State University

Susan J. Eklund-Leen, Director of Work; B.S., M.Ed., Ph.D., Kent State University

Robert S. Fogarty, Editor of *The Antioch Review* and John Dewey Professor in the Humanities, Emeritus; B.S., Fordham College; M.A., Ph.D., University of Denver

Richard Kerns, Librarian/Head of Technical Operations, Olive Kettering Library; M.L.I.S., Kent State University

Thomas G. Kirk Jr., Interim Academic Administrator; B.A., Earlham College; M.A., Indiana University

Gariot P. Louima, Director of Communications; B.S.C., University of Miami; M.S., Nova Southeastern University; M.F.A., Bennington College

Kristen L. Pett, Admissions Consultant; B.A., Antioch College; M.A., Naropa University

Scott Sanders, Antioch College Archivist; B.A., Wright State University; M.A., Wright State University

**For a complete directory of College staff, please visit
www.antiochcollege.org**



APPENDIX I

CAMPUS MAP



- | | |
|---|---|
| 1 Antioch Hall | 14 Rockford Chapel |
| 2 South Hall | 15 Mills Residence Hall |
| 3 McGregor Hall | 16 Folkmanis House |
| 4 Spalt Residence Hall | 17 Birch Residence Hall |
| 5 North Hall | 18 Pennell House |
| 6 Olive Kettering Library | 19 Glen Helen Building |
| 7 Curl Gymnasium & Wellness Center | 20 Trailside Museum |
| 8 Sontag-Fels Building | 21 Performing Arts Complex |
| 9 Property Management & Security | 22 Amphitheater |
| 10 Coretta Scott King Center | 23 Art Annex |
| 11 The Units | 24 Art Building |
| 12 West Residence Hall | 25 Science Building |
| 13 Weston Hall | 26 Outdoor Education and Raptor Center |

26
Outdoor Education and Raptor Center first right off of State Route 343.

APPENDIX II

Fall Quarter 2011	
October	1 Residence Halls Open 2&3 Orientation 3 Convocation & Job Fair 4 Classes Begin
November	3&8 Block A Finals & Demonstrations 9 Community Day 10 Block B Begins 24&25 Fall Holiday
December	14&15 Finals, Demonstrations & Work Evaluations 15 Term Ends 16 Residence Halls Close
Winter Quarter 2012	
January	7 Residence Halls Open 8&9 Orientation 9 Convocation & Job Fair 10 Classes Begin 16 MLK Holiday
February	14 Block A Finals & Demonstrations 15 Community Day 16 Block B Begins
March	21&22 Finals, Demonstrations & Work Evaluations 22 Term Ends 23 Residence Halls Close
Spring Quarter 2012	
April	9 Full-Time Work Term Begins
June	29 Full-Time Work Term Ends
Summer Quarter 2012	
July	7 Residence Halls Open 8&9 Orientation 9 Convocation & Job Fair 10 Classes Begin
August	14 Block A Finals & Demonstrations 15 Community Day 16 Block B Begins
September	3 Labor Day Holiday 19&20 Finals, Demonstrations & Work Evaluations 20 Term Ends 21 Residence Halls Close