

Fall 2023 Special Course Descriptions

ANTC 170 Antioch Seminar: Global Studies & Engagement

This course offers an interdisciplinary introduction to Global Studies, with a focus on current issues of global impact and importance. After surveying the history of globalization, as well as the political-economic and social forces driving global change, we will engage with a range of current issues, which may include, but are not limited to: U.S. foreign relations with Russia and China, global political polarization, migration, sustainable development, and human rights. Students will have the opportunity to hear from Antioch faculty about their teaching and research in Global Studies & Engagement. Students will also learn about the global experiences Antioch students and alumni have had through our cooperative education program.

COOP 390 Co-op Field Experience III: Transformation at Work

This Co-op Field Experience course is intended to serve as a point of departure for co-op students who enter the workforce at a time when the introduction of Artificial Intelligence (AI) is transforming ideas about creativity, productivity, and professional engagement. Like all COOP courses, the purpose of this course is to amplify the co-op experience by providing a vehicle for students to document their contributions, reflect on what they are learning, and develop materials to showcase their achievements for a public audience. This particular course will also encourage students to experiment with new technologies in order to gain an understanding of how traditional work structures, roles, processes, and ethics are changing. This course is designed for students who are eager to reflect on their own personal transformations while they position themselves as informed and adaptable professionals who are developing a critical lens toward the future of work.

COOP 490 Co-op Field Experience Capstone: Connection, Commensality, & Place

The Co-op Field Experience Capstone course is intended to support students as they carry out fieldwork in support of their senior capstone projects, complete their language capstones projects, or otherwise carry out signature work during their final co-op. The course frames experiential learning as a co-constructed process that is realized through the promotion of student agency and the facilitation of engaged dialogue. It is based on best practices in experiential and participatory education as it integrates the fieldwork component of the Cooperative Education experience with intentional forms of reflection. This integrated course is intended to promote students' understanding of *social engagement* as it involves them in deep collaboration with co-op partners and mentors. It also helps students better understand forms of *deliberative action* as it leads them to participate in *dialogue*, engage regularly in the practice of *reflection*, and develop a sense of *inquiry* within their field—all fundamental organizing principles of effective field-based learning. Planned for fourth-year students as they prepare for their senior projects, participants are expected to imaginatively articulate and sustain focus on their individualized educational goals; to fully assert themselves professionally; to employ action-based methodological approaches as they shape their senior project plans; and to demonstrate a robust practice of communicating with colleagues within their discipline as well as within the diverse communities of practice in which they are engaged. This course balances real-world engagement with reflection as a central component of *integrative learning* that is carried out by cultivating the habits of thinking, writing, and engaging in forms of creative expression while immersed in serious experiential activity. Students are encouraged to make meaning out of their experiences in order to broaden knowledge of self and

others. As a vehicle for reaching these goals, students produce a field book that contains documentation of their field experiences and constitutes a record of their reflections on learning. The course introduces students to a variety of dynamic tools for self-expression and leads them to embrace a medium to communicate their experiences, reflections, and ideas. Students are encouraged to make connections between their immediate experiences and prior learning, while also encouraging them to develop new practices, set career goals, and identify self-defined pathways toward their life aims. Upon completion of the course, students evaluate their learning based upon their ability to express themselves as well as progress toward the goals, action steps, and benchmarks they set for themselves early in the term.

EXPR 140 The Antioch Harvest: Seed-Saving, Canning, Fermenting and Preserving

This course will utilize the Antioch Farm and surrounding environs to glean, forage, and harvest a variety of vegetables, fruits, grains, legumes and herbs and learn how to preserve the harvest, prevent food waste and explore community engagement and food justice. Students will learn about the importance of regional seed-saving and stewardship. We will press apples and make cider, can fruit and preserves, gather herbs and make teas and medicines, ferment vegetables, sauces and pastes, and learn about other forms of food preservation such as root cellars, dehydration and others. A portion of everything harvested and preserved will be donated to those in need.

FARM 101: Ecological Growing Practicum: Micro-Farm Fall Production

This course covers the foundational elements of a Micro-farm in the fall season with a focus on hands-on practical farm work. Students will gain direct experience with crop seeding, compost production, and application, as well as walk-behind tractor operation. These classes will explore topics of farm fertility, season extension, sound garden planning, and low-tech harvesting and preservation techniques.

HIST 334: History of a Person: Gandhi

This course will focus on the biographies, autobiographies, memoirs and other perspectives of a person who is considered to be historically significant. Students will explore the answers to the following questions: How do historians describe the life of a person? What documents do they use? How do they reach conclusions in assessing the life of a person? How do people construct histories of their own lives in autobiographies and memoirs? This course is repeatable with different persons as subjects. This quarter the subject will be Mahatma Gandhi. Gandhi's iconic status both in India and abroad owes much to his leadership role in the struggle for Indian independence from British rule. His own life was roughly coterminous with the Indian national movement, which in 1947 resulted in the creation of two nations, India and Pakistan. Gandhi's philosophy of non-violence, political morality, and critique of western modernity were developed in the context of and are inextricably linked to the history of the Indian nationalist movement. In the first part of this course we look at the origins and trace the development of an Indian national movement that was already half a century old when Gandhi came onto the scene. We then examine how under Gandhi's leadership the nationalist movement became a mass movement that culminated in both the tragedy of partition and the triumph of independence. Students will examine his enduring legacy through his influence on U.S. Civil Rights movement leaders such as Martin Luther King, Jr., the environmental and peace movements in various parts of the world.

LIT 230: Introduction to a Form: Poetry

“Poetry is not a luxury” wrote Audre Lorde in 1985, but instead, “a vital necessity of our existence.” For Lorde, poetry is light, and the “quality of light by which we scrutinize our lives” is what helps us survive, enact change, see beauty, and “pursue our magic” (“Poetry is Not a Luxury”). Lorde also wrote that poetry is the people’s form, because it can be done “between shifts, in the hospital pantry, on the subway, and on scraps of surplus paper” (“Age, Race, Class and Sex: Women Redefining Difference” 1984). In this course, students will explore what it means to see beauty and meaning through what Lorde called the most “economic” literary form in everyday life and lived experience. This course will be organized around the theme of the beauty of the quotidian—the everyday, the routine, the common or shared experience. Beginning with the assumption that poetry is for everyone, students will explore what it means to see meaning and beauty in everyday situations, relationships, and environments across time and space. By analyzing poetic devices like rhyme, meter, and poetic structure—the sounds, shapes, and rhythms of everyday life—students will also interpret how poetry allows us to articulate meaning, process life events, see beauty, pursue magic, and understand deep complexities across human experience.

PHIL 230 Special Topics in Philosophy: Philosophy as Therapies: Care for the Psyche

In this class we will consider the conception of Philosophy as a bios, or Way of Life, as put forward by Pierre Hadot, classical philosopher and historian of philosophy. As Hadot describes, 20 th and 21 st Century academic philosophy has lost sight of its original practices that were understood as spiritual practices, or practices of the psyche, or soul, including forms of dialogue, meditative reflection, and theoretical contemplation. Hadot argues that the goal of practicing philosophy was to cultivate a specific, constant attitude toward existence, cultivated through a rational comprehension of one’s true situation and the nature of humanity and its place in the cosmos. This required, specifically, that students learn to combat their passions and the illusory evaluative beliefs instilled by their passions, habits, and upbringing. In this class, we will read Hadot’s work which engages Ancient Western philosophical traditions. We will read some of these classical Western sources as well as Ancient non-Western sources that can give us insight into how living philosophically can help us today, both personally and socially, as both care and cure for the soul.

PSYC 395 Special Topics in Psychology: Theories in Counseling and Psychotherapy

This course provides an overview of the major theoretical approaches to psychotherapy, specific interventions related to these approaches, and the role of the clinician in psychotherapy. Students will analyze the historical and contextual foundations of major counseling and psychological theories and deconstruct these theories to explore their contemporary and cultural relevance and their practical application in clinical practice. Students will also develop a preliminary understanding of their personal theoretical orientation.

WELL 101 Wellness Education

This course is for students who wish to earn credit by engaging in weekly classes at the Wellness Center without a specific focus. Students may engage in any combination of weekly wellness classes with certified instructors, for a minimum of 25 clock hours (1500 minutes) per quarter. This class is limited to one credit per term. Students are also welcome to engage in Wellness Center classes without formally registering for a credit-bearing course. This course is repeatable for credit, but may not be taken more than once per term. **The TUES 7:00 AM time slot is used for attendance purposes only, the class does not actually meet at this time.** Visit wellnesscenter.antiochcollege.edu for weekly class schedule.