

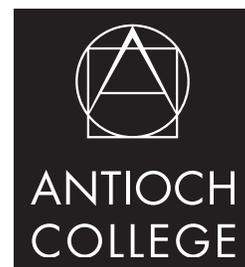


ANTIOCH
COLLEGE

**CURRICULAR
ADDENDA**

UPDATED: NOVEMBER 20, 2012

History Major Bachelor of Arts Degree



Curriculum Addendum July 23, 2012

The history major is intended to provide students with an understanding of the major events, forces, and principals of the past in order to gain an understanding of how societies and cultures change over time. History majors will learn to use a variety of sources of historical information including historical texts, visual documents, and oral histories to develop accounts of past events. History majors will also explore the complex ways in which the

past influences the present, as well as how the past persists into the future. They will cultivate such vital skills as writing, research, data collection and analysis, critical thinking, questioning, 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 a variety of audiences. This major is supported by the other humanities majors.

Beyond [General Education](#), [Language and Culture](#), and [Cooperative Education](#) requirements, history majors must complete the following:

Core Requirements 20 credits toward the major

LIT 210	Intro. to the Lit. Tradition in English (4 credits)
HIST 210	Afri Amer. Hist., Colonial – Present (4 credits)
PHIL 210	Philosophy and Literature (4 credits)
HUM 494	Senior Seminar in the Humanities (4 credits)
HUM 495	Senior Project in the Humanities (4 credits)

Foundation Course: Choose 1*

HIST 105	Cult. Imagination, Exchanges, & History (4 credits)
HIST 110	Ohio Stories (4 credits)

*Foundation Courses: Credits earned in foundation courses count toward the general education requirement.

Intermediate Course in History A: Choose 1 4 credits toward the major

HIST 220	U.S. History I, Colonial Period to 1877 (4 credits)
HIST 221	U.S. History II, 1877 to the Present (4 credits)

Intermediate Course in History B: Choose 1 4 credits toward the major

HIST 225	World History I, to 1500 (4 credits)
HIST 226	World History II, 1500 to the Present (4 credits)
HIST 231	Latin Amer. History, Colonial – Present (4 credits)
HIST 232	Native Amer. History, Asian Amer. History (4 credits)

Intermediate Course in History C: Choose 1 4 credits toward the major

HIST 220	U.S. History I, from the Colonial Period to 1877
HIST 221	U.S. History II, 1877 to the Present
HIST 231	Latin Amer. History, Colonial – Present (4 credits)
HIST 225	World History I, to 1500
HIST 226	World History II, from 1500 to the Present
HIST 232	Native Amer. History, Asian Amer. History (4 credits)
HIST 233	U.S. Women's History (4 credits)
HIST 240	Gender Expression and Sexual Orientation: A Global History (4 credits)
HIST 250	The Construction of Race and Ethnicity in North America (4 credits)

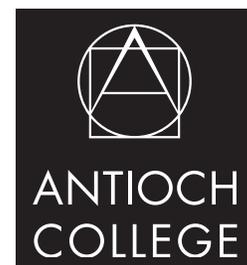
Advanced Courses in History: Choose 3 12 credits toward the major

HIST 330	The History of a City (4 credits)
HIST 331	The History of the American City (4 credits)
HIST 334	The History of a Person (4 credits)
HIST 335	The History of an Institution (4 credits)
HIST 370	Special Topics in U.S. History (4 credits)
HIST 470	Special Topics in the Practice of History (4 credits)

Advanced Courses in HIST, LIT, or PHIL: Choose 2 8 credits toward the major

HIST 330	The History of a City (4 credits)
HIST 331	The History of the American City (4 credits)
HIST 334	The History of a Person (4 credits)
HIST 335	The History of an Institution (4 credits)
HIST 370	Special Topics in U.S. History (4 credits)
HIST 470	Special Topics in the Practice of History (4 credits)
LIT 301	Adv. Ind. Study in Literature (4 credits)
LIT 310	Studies in Major Authors (4 credits)
LIT 320	Gender in Literature (4 credits)
LIT 321	Ethnicity in Literature (4 credits)
LIT 330	Lit. Movements & Moments I (before 1850) (4 credits)
LIT 331	Lit. Movements & Moments II (after 1850)
LIT 350	Advanced Creative Writing (4 credits)
LIT 351	Advanced Expository Writing (4 credits)
LIT 370	Special Topics: Advanced Theoretical Approaches to Literature (4 credits)
LIT 399	Advanced Independent Study in Literature (4 credits)
PHIL 310	Special Topics in Philosophy (4 credits)
PHIL 320	Special Topics in Philosophy (4 credits)
PHIL 330	Ancient Philosophy (4 credits)
PHIL 331	Medieval Philosophy (4 credits)
PHIL 332	Modern Philosophy (4 credits)
PHIL 335	Feminist Philosophy & Political Theory (4 credits)
PHIL 410	Special Topics in Philosophy (4 credits)
PHIL 440	Selected Topics in Contemp. Philosophy (4 credits)

Media Arts Major Bachelor of Arts Degree



Curriculum Addendum July 23, 2012

The media arts major at Antioch College is founded on the notion that media arts are inherently interdisciplinary, social pursuits. At every level, courses in media arts integrate history and theory, a critical engagement with existing artworks, and the range of technical skills necessary to make innovative, creative work. Though the media arts major does not track students into specialization, students can choose to emphasize any or all aspects of media arts taught at Antioch College: photography, video, sound, and new media.

Most media arts courses welcome students from other disciplines who have taken the appropriate prerequisites. In this way, among others, media arts courses draw from the intellectual and cultural assets of the entire College community.

Meanwhile, majors-only courses provide focus amidst the rigorous, broad, and deep media arts curriculum.

The media arts major is designed to emphasize the social aspects of media production and to foster critical reflection on the documentary encounter, on how media shape our individual and social identities, and on the myriad ways emerging media are transforming the nature of human relationships.

Additionally, the faculty in media arts have an active and fruitful partnership with Yellow Springs Community Television, which gives students practical experience, serves as a forum for distribution of student work, and functions as a laboratory for using media to foster community beyond the walls of Antioch College.

Beyond [General Education](#), [Language and Culture](#), and [Cooperative Education](#) requirements, media arts majors must complete the following:

Core Requirements 12 credits toward the major

MEDA 101	Media, Internet, and Society (4 credits)*
MEDA 102	Basic Media Production (4 credits) *
MEDA 340	Advanced Media Art (4 credits)
ARTS 494	Senior Seminar in the Arts (4 credits)
ARTS 495	Senior Project in the Arts (4 credits)

**Foundation Courses: Credits earned in foundation courses count toward the general education requirement.*

Foundation Course: Choose 1*

PERF 103	Voice and Speech (4 credits)
PERF 104	Presence of the Performer (4 credits)
VISA 101	2D Visual Language (4 credits)
VISA 102	3D Visual Language (4 credits)

** Foundation Courses: Credits earned in foundation courses count toward the general education requirement.*

Media Arts History or Theory Course: Choose 1 4 credits toward the major

MEDA 120	History of Photo (4 credits)
MEDA 220	History of Documentary Cinema (4 credits)
MEDA 330	Spectacle, Nation, and Identity: Pre-Histories of Contemporary Media (4 credits)

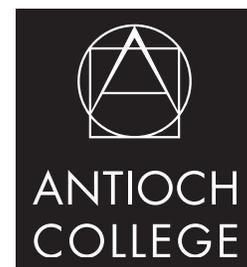
Introductory and Intermediate Courses: Choose 5 20 credits toward the major

MEDA 110	Media Arts on Location (4 credits)
MEDA 120	The History of Photography (4 credits)
MEDA 130	Practical New Media (4 credits)
MEDA 140	The Portrait (4 credits)
MEDA 141	The Photographic Series (4 credits)
MEDA 142	Capturing Science (4 credits)
MEDA 160	Sound Art (4 credits)
MEDA 220	The History of Documentary Cinema (4 credits)
MEDA 230	Cyborg Art (4 credits)
MEDA 250	Experimental Ethnography (4 credits)
MEDA 251	History, Memory, and the Cinematic Archive (4 credits)
MEDA 270	Special Topics in Media Arts with Resident Artist (4 credits)

Advanced Courses: Choose 4 16 credits toward the major

MEDA 330	Spectacle, Nation, and Identity: Pre-Histories of Contemporary Media (4 credits)
MEDA 340	Advanced Projects in Media Art (4 credits)
MEDA 350	Performative Documentary Cinema (4 credits)
MEDA 360	Art and Money (4 credits)
MEDA 440	Travel and Essay (4 credits)
MEDA 450	Fictions at the Fringe of Documentary (4 credits)
MEDA 470	Advanced Special Topics in Media Arts (4 credits)

Performance Major Bachelor of Arts Degree



Curriculum Addendum July 23, 2012

The performance major at Antioch College starts with the notion of the self as source and resource. Classes in theater, dance, and music are taught with an interdisciplinary approach that emphasizes the presence of the performer and the responsibility of the artist to the audience. Students are encouraged to develop physical, vocal, and narrative skills through courses in voice and speech, basic acting, movement, storytelling, and autobiographical performance.

Through the investigation of voice, body, story, text, and space, students come to understand the connection between their own experience as performers and their responsibility to

communicate to others. Students engage with generative and interpretive strategies, develop original works, and stage plays in order to reflect their learning as makers and scholars of performance.

As students progress they become familiar with history, contemporary practices, and theory through studies of interdisciplinary avant-garde performance, documentary theater and media, production classes, and site-specific collaborations with guest artists and community members. They come to understand the responsibility of the artist to take their art into the community as a transformative tool for themselves and others.

Beyond [General Education](#), [Language and Culture](#), and [Cooperative Education](#) requirements, performance majors must complete the following:

Core Requirements in the Major 20 credits toward the major

PERF 103	Voice and Speech* (4 credits)
PERF 104	Presence of the Performer* (4 credits)
PERF 120	Styles of Live Art (4 credits)
PERF 220	Performance History/Critical Studies (4 credits)
PERF 320	Performance Studies (4 credits)
ARTS 494	Senior Seminar in the Arts (4 credits)
ARTS 495	Senior Project in the Arts (4 credits)

* *Foundation Courses: Credits earned in foundation courses count toward the general education requirement.*

Foundation Course: Choose 1*

MEDA 101	Media, Internet, and Society (4 credits)
MEDA 102	Basic Media Production (4 credits)
VISA 101	2D Visual Language (4 credits)
VISA 102	3D Visual Language (4 credits)

* *Foundation Courses: Credits earned in foundation courses count toward the general education requirement.*

Additional Requirements in the Major

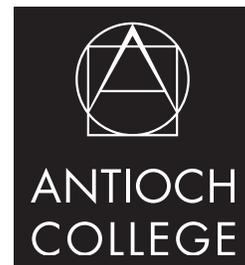
Introductory and Intermediate Courses Choose four 4-credit courses or a total of 16 credits

PERF 105**	Vocal Music Instruction (1-2 credits)
PERF 106**	Modern Dance (1-2 credits)
PERF 107**	Individual Instruction in Music (1-2 credits)
PERF 108**	Contact Improvisation (1-2 credits)
PERF 110	Performance on Location (4 credits)
PERF 140	Storytelling (4 credits)
PERF 150	Improvisation in Art and Life (4 credits)
PERF 230	Writing and Performing the Self (4 credits)
PERF 240	Site-Specific Performance (4 credits)
PERF 250	Rehearsal and Production (4 credits)
PERF 270*	Special Topics in Performance with Resident Artist (4 credits)

***These courses are recommended for performance majors. Please note that they count for only 1-2 credits. The Bachelor of Arts degree requires a total of 52 major-related credits.*

Advanced Courses: Choose 4 16 credits toward the major

PERF 320	Performance Studies (4 credits)
PERF 340	Rehearsal and Production Tutorial I (4 credits)
PERF 350	Documentary-based Performance (4 credits)
PERF 360	Advanced Topics in Performance (4 credits)
PERF 440	Rehearsal and Production Tutorial II (4 credits)
PERF 470	Advanced Special Topics in Performance (4 credits)
PERF 480	Independent Study: Performance (4 credits)



Curriculum Addendum July 26, 2012

Correction from the 2012-2014 Catalog: Each global seminar is worth 3 credits.

GS 110

Global Seminar: Water (3 credits)

While water is the origin and sine qua non of all life on Earth and, perhaps, of all possible life in the universe, Adam Smith was, in 1776, able to note the paradox that while water is invaluable, its ubiquity and plenitude makes it essentially valueless in the marketplace. While water has been taken for granted in the past, retrospect allows us to see the essential and irreplaceable role that water plays in both the development of civilizations and the functioning natural processes. In twenty-first century looming water scarcity, degradation, and emerging ideas about the management and value of water allow us to reassess the nature and value of water from a variety of perspectives and disciplines. In this Global Seminar we will broadly investigate the nature of the local, regional, international water systems, and we will examine the roles that water plays in sustaining life on Earth. By understanding the interconnections between the ecological, economic, agricultural, scientific, ethical and life-sustaining aspects of water, students will develop their ability to engage in interdisciplinary analysis of hydrological issues that are of both contemporary and perennial importance.

GS 120

Global Seminar: Food (3 credits)

Why do we eat what we eat? What are our food traditions? Where does our food come from and how is it produced? What are the institutions, policies, and cultural dynamics that shape our eating habits? What are the costs and benefits—human, environmental, social, economic, political—of food production and consumption today? Are our methods of food production and distribution sustainable? What are positive solutions to the global food crisis? This course introduces students to food in relation to culture, science, psychology, history, politics and socioeconomics. This global seminar will include national and regional guest speakers, documentary films, and experiential/service learning. The course is oriented around guest led topics and small group discussions. Student requirements will include reading, journal writing, and collaborative final projects.

GS 130

Global Seminar: Energy (3 credits)

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.

GS 140

Global Seminar: Health (3 credits)

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 150

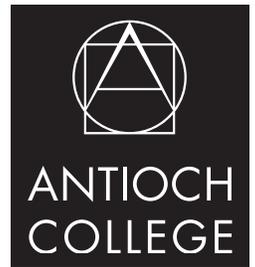
Global Seminar: Governance (3 credits)

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 the “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 160

Global Seminar: Education (3 credits)

What is the purpose of education? What does it mean to be educated? What knowledge, skills, abilities, customs, and values are deemed important enough to pass on from one generation to the next? What are the institutions, policies, and cultural dynamics that control the shaping of minds? In what ways do race, ethnicity, gender, culture, religion, geography, social desirability, access, costs, and benefits inform who is educated, and how? This course introduces students to education in an interdisciplinary context by exploring education’s relationship to culture, politics, socio-economics, social science, and/or practice. Students in this course will become familiar with basic theories and practices of education, varieties of learning styles/modalities, and be introduced to a range of educational systems in the U.S. and across the world.



Curriculum Addendum August 16, 2012

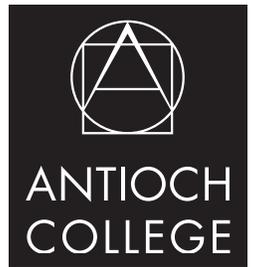
The following course description replaces earlier language appearing in the 2012-2014 Curriculum Catalog.

BIO 205

Genetics (4 credits)

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: C+ or above in BIO 105 and CHEM 160.

Senior Reflection Paper



Curriculum Addendum September 5, 2012

The following course description is an addition to the 2012-2014 Curriculum Catalog.

SRP 494

Senior Reflection Paper (1 credit)

During their last study term on campus, all students write a formal reflection paper about their educational experiences at Antioch College, in consultation with their faculty advisor(s) who formally evaluate this work. This paper focuses on the relationship and integration of the various elements of their education: classroom, co-op, and community. Students should consider how particular work, study, community, and language experiences worked together and built upon each other. Students may reflect upon specific assignments, texts, or projects, and upon various successes, failures, challenges, growth experiences, and, most importantly, continued questions and areas for future growth. Overall, students should contemplate the ways in which various aspects of their Antioch College education contributed to their overall development, their sense of themselves and their future goals, and their ability to be continuing and life-long learners. This course is writing intensive, and serves as one of the final samples of student writing. Prerequisite: Senior standing. Corequisite: registration for final term (work or study) at Antioch College.

**Self-Designed Major
Leading to the Bachelor of Science Degree**



**Curriculum Addendum
November 19, 2012**

The following clarifies major-related requirements for students with self-designed majors in the sciences.

The plan for a self-designed major leading to a Bachelor of Science degree must include at least 60 quarter credits, consisting of:

At least two but not more than four foundation courses

- At least two must be from the sciences division. These credits count for general education and not towards the major.

Thirteen courses in the major meeting the following criteria

Specifically addressed in the student's plan, clearly justified and articulated as a cohesive whole, which includes an explanation as to why the degree should be Bachelor of Science and not Bachelor of Arts

- At least seven must be from the sciences division
- At least four must be at the 100- or 200- level (not including foundation courses)
At least two of these must be from the sciences division
- At least four must be at the 300 or 400 level (not including the senior seminar or senior project)
At least two of these must be from the sciences division

A Senior Seminar

- SCI 494 Senior Seminar in the Sciences required

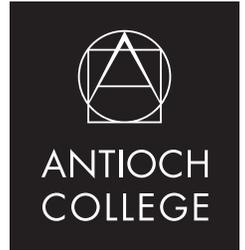
A Senior Project

- SCI 495 Senior Project in the Sciences required

A BS degree requires 16 disciplinary elective credits. This requirement is normally met with six 4-credit courses; these courses do not need to be justified or listed, but students are encouraged to do so, especially since this may further clarify the major and help the committee advise the student.

Students must declare the self-designed major within the sciences division.

Cooperative Education Program



Curriculum Addenda **November 19, 2012**

The following clarifies student financial responsibility during the cooperative education term.

While students are on work terms, they are responsible for their own expenses and budgeting. Students are also responsible for travel to and from their jobs, as is the case for travel between campus and home during breaks.