Community-Based Learning (CBL) Courses • Fall 2015

In addition to involvement through the BCSL’s numerous co-curricular programs, and thanks to our innovative faculty members, students at Oberlin College have the opportunity to experience community service and/or community-engaged research integrated with academically-rigorous credit-bearing opportunities through Community-Based Learning (CBL).

Community–Based Learning (CBL) courses bridge the gap between communities and colleges, and offer high quality learning experiences through increased interdisciplinary thinking and enhanced critical thinking skills. As students work in their local community, they also make personal connections, build workplace skills, explore possible careers, and reflect upon the numerous connections between curricular and co-curricular learning.

AAST 281 Practicum in Tutoring  
Mr. Booker Peek, Booker.Peek@oberlin.edu
Each student chooses the days, times, subjects, and age groups when she/he is available to tutor black and other children. They critique the professor’s demonstrations and analyze the Master Tutor Concept, which challenges the racist argument of black inferiority and examines the possibility that most children, regardless of race, are endowed genetically with the potential of doing ‘A’ work in school and scoring 2100 plus on the SATs. Tutoring transforms and empowers child/tutor.

CINE 284(F)/284(H) Apollo Outreach Initiative Workshop  
Ms. Rian Brown-Orso, Rian.Brown@oberlin.edu
Surrounded by computers, video games, and cell phones, children often have little chance to use media to express themselves or connect with their communities. Today's kids are tomorrow's storytellers, and to become responsible citizens in a digital age they need tools to communicate through text, image, and sound. We'll explore community outreach models and media education projects, lead a video poetry residency at Langston Middle School, and prepare the Apollo Outreach Initiative's Summer Media Workshop.

CRWR 450 Teaching Imaginative Writing  
Ms. Lynn Powell, Lynn.Powell@oberlin.edu
A course for writers and aspiring teachers who want to learn how to teach imaginative writing in meaningful and effective ways in the elementary and secondary classroom. In the first half of the semester, students will examine issues of poetics, community engagement, and pedagogy, while preparing and workshopping their own original lesson plans. In the second half of the semester, students will participate in residencies at Langston Middle School.

EDPR102 SITES: “Spanish in the Elementary Schools” Spanish Teaching Practicum  
Ms. Kim Tungseth-Faber, Kim.Faber@oberlin.edu
This co-curricular Spanish teaching practicum is offered for variable credits (1-2) to students who have successfully completed EDUA 101 and are approved to continue teaching in the SITES program. Every credit represents a weekly time commitment of approximately 3 hours (including 1 hour of teaching). Prerequisite: EDUA 101.

DANC 391(H)/(F) Dance Diaspora, Full and Half  
Ms. Adenike Sharpley, Adenike@Sharpley@oberlin.edu
This course emphasizes traditional West African Dance forms and other African Diasporic forms by acknowledging the spirituality, philosophy, and diversity of African Culture and its global presence. This is a community-based learning course, or CBL course, where students will be engaged with two communities through performance venues for both the Oberlin on-campus community as well as the greater African and African American community.

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1 Community-Based Learning (CBL) is defined by the Oberlin College General Faculty Committee on CBL as a pedagogy in which faculty members integrate community-based research and/or community service in guiding students to meet the academic goals of a course. (The committee also notes that the best practices of CBL include opportunities for orientation, reflection, evaluation and even celebration when possible.)
ENVS 101 Environment and Society
Section 1: Mr. Rumi Shammin, Rumi.Shamin@oberlin.edu
Section 2: Ms. Swapna Pathak, Swapna.Pathak@oberlin.edu

An interdisciplinary exploration of environmental challenges, causes, solutions and underlying power dynamics. This course provides an introduction to social, economic, and ecological perspectives on relationships between humans and the rest of the natural world. The course emphasizes design options to transition communities towards sustainability and resilience with respect to food, energy and shelter in the face of local and global change. ENVS 101 provides an introduction for non-majors and a foundation for Environmental Studies majors.

ENVS 301 Community Engagement and Public Humanities
Ms. Janet Fiskio, Janet.Fiskio@oberlin.edu

This course integrates discussion of methodologies and theories of environmental justice and public humanities with hands-on experience in the local community. Students will engage in fieldwork with a community organization and reflect on their experience through seminar discussion and weekly assignments as well as a final paper and public presentation. This course can be taken in conjunction with or after ENVS 219, 302, or 304. Field trips required.

ENVS 354 Practicum in Ecological Communication & Oberlin Project
Mr. John Petersen, John.Petersen@oberlin.edu, Ms. Deborah Roose, Deborah.Roose@oberlin.edu

Much is known about environmental problems and their solutions. Yet knowledge does not necessarily lead to action. How can information be obtained and delivered in ways that motivate pro-environmental and pro-community thought and action? Participants will apply insights from social psychology, communications and education theory to engage, solicit, deliver and assess effective message development within the larger Oberlin community – in public schools, businesses, neighborhoods, local government and non-profits. Environmental Dashboard – a visual communications technology being developed by Oberlin students and faculty – will provide the context for developing projects and building skills.

FYSP 093 Disability
Ms. Elizabeth Hamilton, Elizabeth.Hamilton@oberlin.edu

This seminar examines conceptual and historical models of disability, studying how, by whom, and under what circumstances any given definition of disability emerges. Natural science, social science, and the humanities all have different ways of understanding disability. We will analyze these approaches, paying close attention to authorship and agency. How do stories of disability change when people with disabilities hold the pen, the paintbrush, the microphone, or the senate floor?

FYSP 165 Feeding the World
Ms. Marta Laskowski, Marta.Laskowski@oberlin.edu

This course examines issues of population and food production. World population structure, the history of agriculture, global impacts of the green revolution, and genetically modified foods will be discussed. The intent of the class is to raise profound issues that we will study while practicing skills associated with research including interpreting and manipulating data. The results of these projects will be presented to the class through papers and organized discussions.

RHET 401 Teaching and Tutoring Writing Across the Disciplines
Section 1: Laurie McMillin, lmcmillin@oberlin.edu
Section 2: Mr. Len Podis, Len.Podis@oberlin.edu

A course in which students will tutor at the writing center or assist one of the writing-intensive courses offered in various disciplines while studying composition theory and pedagogy. In the process of helping to educate others, students work toward a fuller understanding of their own educational experiences, particularly in writing.

THEA 240 Arts Management I
Mr. Eric Steggall, Eric.Steggall@oberlin.edu

In this class students will be introduced to and develop an understanding of critical areas that comprise Arts Management including: Organization Structure, Management Theory, Budgeting and Fiscal Theories, Marketing and Audience Development. Students will begin to develop the ability to understand and navigate the challenges of competing priorities in today’s world. This will involve reconciling aesthetic, managerial and economic considerations. Via semester-long projects, students will gain practical experience in the development and leadership of an arts organization, from mission definition, strategic planning, organizational development, program development, and resource generation.

Additional opportunities may also exist for CBL in Anthropology, Comparative American Studies, Creative Writing, Dance, Sociology, and Theater. Know of any other courses that need to be added to this list? Have any questions? Please contact Beth Blissman, Director, Bonner Center for Service & Learning (BCSL), at beth.blissman@oberlin.edu, or Melissa Moore, Faculty Outreach Assistant, at mamoore@oberlin.edu.