What is ExCo?

The Experimental College is the largest student-run academic department in the nation. At Oberlin, it functions as both an accredited division of the college and a student organization. ExCo sponsors for-credit courses taught by Oberlin students, administrators, townspeople, and faculty. Run by a small committee of paid students, ExCo exists to give Oberlin College, and the larger Oberlin community, the opportunity to learn the invaluable skill of teaching and to push the boundaries of education in innovative ways.

ExCo also allows students to learn underrepresented and nontraditional materials, giving them a chance to broaden their horizons past the typical college academic experience. Since ExCo’s original charter in 1968, the ever-changing course catalog has served as a unique record of which topics Oberlin students are engaged with, interested in, or experts on. These courses reflect the current academic, cultural, social, political, and intellectual trends of the Oberlin community.
Goals of ExCo

- To provide the Oberlin community a space to share interests, knowledge, and expertise that Oberlin College curriculum does not or cannot cover.
- To validate a wide variety of interests and subject matter as academically enriching parts of the learning process.
- To allow students and community members to have a teaching experience through which they can learn about the academic environment from a new perspective and create their ideal classroom.
- To support the Oberlin community’s diverse skills and interests through institutional affiliation, financial support, and organization.
- To maintain a record of ExCo’s history at Oberlin and thus a record of Oberlin’s evolving interests as a greater community.
The ExCo Committee is made up of a small number of Oberlin College students. Members of the Committee perform a variety of functions to maintain the ExCo Program, including reviewing course applications and interviewing potential instructors; planning and hosting the ExCo Fair; allocating SFC funds to instructors; working with administration to affect policy; and helping instructors brainstorm any problems that might arise throughout the semester. The ExCo Committee also makes itself available to all students and community members taking an ExCo course. Anyone with questions or concerns regarding their ExCo may always meet with a member of the Committee to address their course and brainstorm potential solutions. The Committee meets once a week on Sunday afternoons, and each member holds an additional two hours of “office hours” throughout the week. These are listed on our website.

Kate Luke (she/her)
David Gudjonsson (he/they)
Olivia Wohlgemuth (she/her)
Sadie Wilson-Voss (they/she)
Adele Ross (they/them)
Sofia Chen (they/them)

Website: www.oberlinexco.org
Email: exco@oberlin.edu
The Fall 2022 ExCo Fair will take place on Tuesday, September 6th from 6:30–8:30pm in the Root Room in Carnegie.

Instructors scan here for a helpful guide, including ExCo Fair prep tips!

Follow us on Instagram @oberlinexco for updates & more!

Photo courtesy of Claudia Olaes
Students enrolled in the College of Arts and Sciences and/or the Conservatory of Music may receive academic credit for work in ExCo courses. Coursework requirements vary from course to course, as supervised by the Committee. **Up to eight credits of co-curricular courses** (ExCo, Athletics, LEAD, PAL, etc) **can be counted toward graduation.**

Most **ExCos are either 1 credit courses or 2 credit courses.** A “1 credit” class is the equivalent of 0.25 courses; a “2 credits” class is the equivalent of 0.50 courses.

*Instructors may receive credit for up to one credit more than the number for which the course is being offered.*
Please keep in mind that all students are held to the same standards, regardless of whether the course is listed on their transcript. That means students not taking the course for credit, often called “auditors,” are still expected to show up to class, participate, do the assignments, and be respectful of their classmates and instructor(s).

The integrity you as a student demonstrate in your ExCo course is part of what has helped this program survive 50 years.
ExCo is offering classes in three different modes: Remote, Hybrid, or In-Person, similar to other academic classes. ExCos meeting in-person will follow all social distancing requirements outlined in the ObieSafe guidelines. Additionally, as the college changes ObieSafe policies, ExCo will update our policies. Students who are not currently enrolled in classes may take and teach ExCos, but not for credit. Note that these students will also be considered as community members.
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Community & Society

ECVI ExCo
The ETHAN Project
OrganizeCo
BarbieCo
SexCo I

DoulaCo: Doula Work in the USA

RA= Remote Accessible
Ethan stands for Everyone Together Help Autism Now. The ETHAN Project ExCo has been beyond successful as it is one of the favorites here at Oberlin College and has a story like no other. It’s so powerful and defies the odds! Ethan is a symbol of hope and inspiration to many as his gifts built bridges and broke down racial, political, religious, and economic walls… So, are you in the Oberlin Conservatory and play an instrument? Are you an Oberlin College student athlete and play a sport? Anyone… in general, do you have a talent and want to share it? This successful class/program is open to Oberlin College’s diverse and talented student body to make an impact on individuals with disabilities in their community. Oberlin College stands for changing the world and we have already done that by creating this program like no other that you can be a part of! In 2015, the Oberlin College and Music Conservatory made history as the first College/University to be approved on Ohio’s Autism Scholarship Provider List. It is a state of the art, twice-exceptional program, with a customized curriculum implemented for the needs of a student with disabilities, which The ETHAN Project was expanded from. By further expanding this program through ExCo, you get the opportunity to make a difference by 1) teaching/helping others by using your gifts and talents (outside of class) and 2) learning the importance of disability inclusion and becoming a great advocate in your community (in and out of class). Each student will individually teach/work with an individual with a disability on one or more of their talents, whether it is an instrument, dance, a sport, acting, etc. You will learn through teaching that through hard work, love, courage, belief, compassion, empathy, and perseverance, you can do the impossible.

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Isabelle Olaes ↓ Claudia Olaes ↓
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Welcome to the El Centro Volunteer Initiative (ECVI) ExCo! El Centro de Servicios Sociales, INC is a non-profit organization that primarily serves the Latinx immigrant community in Lorain County. The ECVI, established in conjunction with Obies for Undocumented Inclusion (OUI) and El Centro, is comprised of students who develop curriculum, teach English Communication Classes (ECC) and Citizenship Classes at and fundraise for El Centro. This ExCo will serve as a way for participants to become active members of the ECVI and learn about issues in immigration while building teaching skills, forming personal connections beyond just “volunteer work,” and more. A key component to the ExCo is putting our skills into practice through teaching at El Centro at least 3 times in the semester (This semester, ECVI’s English and Citizenship classes will be held on zoom.) No Spanish-skills are required but an interest in community engagement, teaching and/or immigration is highly encouraged. Understanding that everyone is coming into the class with varying degrees of experience, we hope to establish a welcoming classroom environment and elevate the voices most affected. We acknowledge the limits of non-profit work and will approach the course as a means of problematizing current state structures. We are incredibly excited to learn and teach with you!

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Ariana Cervantes ↓
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[QR Code: Check the Syllabus]
[QR Code: Application]
With a resurgent labor movement sweeping the U.S., many are wondering how they can take part. From the Amazon Labor Union, Starbucks Workers United or many others, ask any union member and they’ll say the best way to support the labor movement is to join or form a union. Unionized workers are paid better, earn greater benefits, and have more job security than their non-union counterparts—while raising standards for everybody in their industry. Organized workplaces can get rid of bad bosses, discriminatory practices, and unsafe working conditions. In this course we will go over the basics of organizing and forming a union in the workplace, how to talk to your coworkers about unionizing, and how to get your demands met through focused, direct action campaigns. This course is a primer in labor activism and focuses on the groundbreaking work by primarily BIPOC and fem organizers in reviving U.S. organized labor into a progressive social movement fighting the rising tide of far-right extremism in the workplace and beyond!

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Sam Beesley
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Malcolm Margasak
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SexCo is not your high school sex ed. SexCo is a comprehensive sexual health education course taught by the Sexual Information Center (SIC), where we discuss consent, boundaries, anatomy, STIs, pregnancy, abortion, reproductive justice, sex toys, BDSM, sexual wellness and more. We cover basic sex ed info, while also critically examining these topics through the lens of privilege, power, and oppression. We encourage all students of all class years to apply but SexCo is open to Oberlin community members, alums and anyone interested in the material.

This course is offered for 0 or 2 credits. It is required (along with taking Counseling Roleplays) for students who wish to apply to become SIC Staffers in the future. SexCo is required to apply to work at the SIC.

This spring, SexCo will be a remote accessible, hybrid course. We are flexible to have some in-person, socially distanced classes as well as some zoom sessions. When applying, you can express if you’d prefer majority hybrid sessions or in-person sessions.

This is a discussion-based ExCo. All readings will be sent in pdf form ahead of time. For participation, a notebook/writing utensil or laptop to write down any thoughts or notes is encouraged! All accepted applicants will receive a notebook on the first day of class :)

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Ariana Leandry
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Tiffany Yuen
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The conversation around abortion and reproductive rights has existed for decades within this country and has been highly exclusive, centering middle and upper-class, cisgender white women. The women’s rights movement (including conversations around abortion) does not have the infrastructure to support people of color and other people within marginalized communities. The Reproductive Justice movement and general doula work envision a world where reproductive rights and bodily autonomy are taken seriously and people’s individual choices are valued; DoulaCo’s purpose is to reimagine the conversation around abortion and reproductive rights, centering the most marginalized.

Sadie Pasco-Pranger
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Ally Chase
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BarbieCo
Barbara Millicent Roberts: fashion icon, career mogul, international woman of mystery. But this cultural icon is more than just a pretty face. Barbie can be used as a lens to view societal views on race, gender, and bodies over the last six decades. Whether you grew up with hundreds of Barbies or none, this class is for anyone who wants to learn about the history of fashion dolls and what they say about the societies that produce and play with them.

Nora McIntyre
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Language, Culture, & Religion

GeoCo
AstroCo
Wolof & Senegambian Culture
HindiCo
Black Feminisms
Irish MythCo
Secret Jewish History

RA= Remote Accessible
Self-conscious about your lack of geographic knowledge? Do you want to know more about the world? GeoCo is a survey course of world geography as it is today. GeoCo aims to give students a broad knowledge of the world’s countries as well as the necessary geopolitical context. Knowing the world’s countries, their geopolitical histories, and geographic locations gives us the ability to infer more about their political, economic, linguistic, and cultural nuances. An understanding of geography gives us perspective on our own place in the world and how we fit into the rest of it. **Note:** This class is not designed to teach the normativity of current state recognition, just to offer students the basics of world geography as it is recognized by the UN. We will hold discussions on ‘debated’ states as a class, but our goal is to teach students about the current world order, not to offer our opinions on it.

Olive Badrinath  
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Claire Schmelzer  
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In this course we will explore the history, the development, and the tenets of Black Feminism, specifically in America, starting all the way back in the mid 1800s. The first half of the semester will be devoted to discussing Black Feminist theory and scholars. In the second half we will take a different approach—focusing more on Black Feminist art forms with the understanding that Black Feminist theory is fundamentally derived from Black women’s creation and creativity. People we will be studying include Angela Davis, Audre Lorde, bell hooks, Pauli Murray, the Combahee River Collective, Ntozake Shange, and so many more.

Clara O’Connell  
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In our current era of Co-Star, Astro Poets, and explore pages riddled with astrology memes, "star signs" have become an increasingly effective and widely-used method of compartmentalizing people. Through social media, your sign and other astrological terms, such as “Mercury retrograde” have become so common that it’s used in everyday life. We often hear people say “I’m not ___, I’m just a *insert sign*!”, but is that really why you may behave like that?

Astrology is much more complicated than one's "big three" sun, moon, and rising signs. In this course, we will uncover all of the elements of the circle "wheel" natal chart. First, the signs. You may be familiar with your own big three signs and maybe also your ex's sun sign, but what about that one sign you've never interacted with? We will begin the course by identifying the characteristics of each of the 12 signs, including their element, modality, and planetary ruler. Then, we will look at the planets and asteroids in a birth chart. Who are they, and what impact do they have on your life? Once we are familiar with the planets, we will look at how they are interacting with each other—what we call "aspects" in astrology. The natal chart is divided into 12 houses, not to be confused with the 12 signs. We will discuss what these houses represent, how they are placed, and what it means when planets are or aren't placed within them. Finally, we will look at how all of these aspects, placements, and more come together to form yourself and your complex relationships, events, etc.

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Nicolas Zamora
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Wolof, a language of the Niger-Congo family’s West Atlantic branch, is used in life, art, science, and faith across Senegambia (the Senegal, Sine, Saloum, Gambia, and Casamance river basins), used widely in the republics of Senegal, The Gambia, and Mauritania, as well as in West Africa, France, and global emigrant communities.

Sharing elements with languages used across the African continent, Wolof borrows extensively from Mande, Berber, Arabic, Portuguese, French, and English. Such exchanges, across centuries and spaces, have shaped Afro-Atlantic creoles such as Ḥassānīyyah, Berdiánu, Ayisyen, and AAVE. As such, Wolof and Senegambian culture contribute to lexicons of anti-imperialist, Diasporic, Pan-Africanist, and Afrofuturist world-building projects.

With a grammar manual as our foundation, we will explore connections between language and culture that include: 1) being-in-time and a verb system privileging aspect over tense; 2) eight noun classes—based on phonology, meaning, word origin, or number—shaped by and shaping cultural poetics; 3) phrasal emphases conveyed by syntax and social intersubjectivity rather than tone or volume.

This collaborative and remote-accessible course uses self-directed study, discussions, asynchronous exercises, to situate the language in historical and cultural context and improve grammar, oral expression, and aural comprehension across multiple media. At semester’s end, students will have a basic vocabulary, a command of fundamental grammar, and insight into the contexts in which Wolof is used.

Brandon County
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**HindiCo** 2- Credits | In-Person, RA

This course will provide students with a basic understanding of the Hindi language. In this class, we will learn the basic understanding of conversational Hindi, understand the history of the language, and how it related to the modern-day spoken language. The class will be in a low-stress environment, and no experience is needed!

Nevaan Bawa
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**Secret Jewish History**

This ExCo will introduce students to the beautiful, ornate, and complex world of Jewish history through the literature, music, language, dress, and food from different Jewish diaspora communities, and through conversations with living members of these Jewish communities and their non-Jewish neighbors.

We will discuss the meanings of assimilation, culture, heritage, authenticity, and will challenge misconceptions and generalizations, encountering some figures famous for better or worse.

Our learning will have a particular focus on lesser-known moments and figures from Jewish history – especially Jewish interactions over the centuries with Hellenism, Islam, Hinduism, and Eastern Christianity.

Theo Canter
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You might know about Zeus and Achilles, but what about Lugh and Cú Chulainn? Curious about what real-life druids were like? Don’t really know anything about mythology but would like to learn about an epic poem where an entire country goes to war over some cows? Irish MythCo is here for you! Taking this ExCo is an opportunity to become familiar with Irish heroic sagas and epics, as well as understanding the history that has influenced our understanding of Irish mythology. Strap in for some epic battles, godly drama, tragic romances and, of course, cows. We will be addressing two main questions in Irish MythCo: 1) What stories and characters compose Irish mythology? and 2) How has Irish history affected the preservation and understanding of Irish mythology? This ExCo will meet once a week in person (with the possibility of remote accessibility should the need arise) and will involve both reading/discussing mythological texts and learning about their historical influences. Assessment will be largely writing-based, with some flexibility.

Rose Rasor
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Computers, Math, & Science

300-399

ToadsCo
MothCo
The Science of Food

RA= Remote Accessible
The anurans (frogs & toads) represent one of the most diverse groups of vertebrates in the world, and they are essential indicators of ecosystem health. Because of their current precipitous declines, they are ideal study species for conservation biology, and their persisting role in literature and pop culture provides unique challenges and opportunities for protecting them. The class will meet once a week for two hours, with a lecture portion in the first hour and a laboratory portion in the second. During lecture, students will learn the basics of anuran biology and ecology, as well as how various cultures represent them through art and literature. During lab, students will go on nighttime "toad hunts" where they will be able to catch and identify frogs and toads in the field. Assessments will include frog/toad identification tests, a research project, and designing an anuran conservation plan. No previous science coursework required. For lab, students should bring flashlights and clothes that can get dirty.

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Ike Osenberg
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Georgia Creager
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This is your chance to learn about Lepidoptera - 180,000 species of insects accounting for 10% of the total living organisms on the earth. Discover local moths, butterflies, and their larval form (caterpillars) that live in and around Oberlin and the plants that host them! We’ll take field trips to local nature centers and arboretums, as well as put up some UV lights and check out what lives on campus. You’ll learn about the native host plants and trees that are home to your favorite pollinators. You’ll see how caterpillars are at the center of the food web with protein-rich bodies that are ideal for hungry birds and their nestlings. You’ll go “mothing” and learn how to pick up and photograph moths at several night viewings. You’ll learn tips and tricks to search for caterpillars at night on shrubs and plants. You’ll develop skills for tracking down and netting butterflies. You’ll gain the skills and knowledge to use iNaturalist and contribute to one of the world’s largest citizen science platforms. You’ll even take away plans for making your own pollinator garden or tree planting. This is a beginner level course for budding naturalists.

The class will meet twice a week for one hour, with a lecture portion one day and an optional field trip or outing in the afternoon or night. Assessments will include posting observations in iNaturalist, writing journal entries about observed species, and submitting a final observation list and portfolio of photographs of species encountered during the course. Students should bring headlamps and a camera with a flash. A list of optional equipment will be provided. Students must be able to take walks in uneven terrain, and stand for hour long periods of time in the dark.

My Trinh
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Syllabus
Application
Have you ever wondered why you can’t toast bread in a microwave? Is it possible to ‘unscramble’ an egg? Are sommeliers really experts in wine or are they faking it? Why does cooked meat taste so good, and how can meat alternatives replicate this? Is kombucha actually good for your gut? Well wonder no longer! The Science of Food is a class that explores how food works, and how we can use science to improve everything from our cooking game to our food system sustainability. Through research and weekly demonstrations, we’ll examine everything from food biochemistry to the art of molecular gastronomy, and investigate food from its most basic building blocks to its global impacts. No previous scientific knowledge is required, but any relevant knowledge you bring to the course may be shared with the class. The course will be taught in person but Zoom accessible, with optional socially distanced in-person engagements. Everyone is welcome (student or not)!

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Yuecheng (Emily) Shi ↓ Josh Holtzman ↓
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Syllabus Application
Media & Literature

MythCo
Fanfic-Co
YipYipCo
SwiftCo

Queerness in Fan and Fiction
SPNCo
Tolkien 101

The Science of Storytelling
Student JournalismCo
BadArtCo
Cult ClassixCo
CartoonCo
ComicsCo
CyborgCo

RA= Remote Accessible
Are you a fan of mythology? Studying tropes? Picking apart "children's" literature? Do you say "oh my gods," unironically? If you answered yes to any of these questions, MythCo is for you! MythCo is primarily about analyzing literary themes and evaluating Greek Mythology from The Percy Jackson books by Rick Riordan. It is a mix of Creative Writing, Classics, and English.

The main question we are going to be looking at is, “Does Rick Riordan effectively use old myths to tell a new story?” We will also be examining how close he stays to the original myth, and how he reuses quests completed by ancient heroes to further his new plot. In addition, the class will have a *weekly theme* that we will be looking at and discussing through the context of key characters, passages, etc.

The first class meeting of the week (or first half of class) will be lecture-heavy, with some short discussion at the end. It will comprise of mythology mentioned in the first five Percy Jackson books, The Lightning Thief through The Last Olympian. The second class meeting of the week (or second half of class) will be analyzing both Percy Jackson and the Olympians and the Heroes of Olympus series.

MythCo will be two credits, and held in-person. Meeting days and times are TBD depending on student & instructor schedules. Preferably you have read The Lightning Thief through Blood of Olympus, but it is not required. We will be reviewing the books and reading excerpts when necessary! Contact Kate with any questions you may have!

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Kate Luke
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Generation Z is well-known as the internet generation. We are constantly belittled for overuse of cellphones, memes, game consoles, and social media. However, these influences are some of the most important aspects of today’s youth culture. Much of internet culture stems from Tumblr and the presence of online fandoms and fanfiction. Fanfiction and other transformative works, such as fanart, cosplay, zines, etc., are the basis for the popularity of consumable media and can provide an important basis for one’s creative career. This course aims to educate others about the importance of the internet in popular culture by analyzing the history of fanfiction and fandoms and discussing the good and the bad of fandom culture.

Zoe Behnfeldt
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So Asiddao → sasiddao@oberlin.edu

This course’s purpose is to dive into the cultures of cult classics and the films that spark them. These movies, while often well known in niche communities in the world of film, have many intricacies that are seen intuitively, but are often difficult to explain. We hope to explore why and how specific cult classics became popular within particular niches, and what they have in common. Over the course of this class we intend to dive into a wide variety of cult classics such as The Room, Rocky Horror Picture Show, Candyman, Jennifer’s Body, and many more!

Fiona Martino
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Beanie Bedford-Panori
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The purpose of this course is to examine Taylor Swift’s life and work through a critical lens. Though she is one of the most famous celebrities in the world, and a certified music legend, there is still so much to learn about the intricacies of her personal life, her music and lyrics, and the way those two continuously intertwine. We will study her lyrics, compositions, music videos, aesthetic choices, interviews, and other related media to successfully determine what has made her so iconic, and what it is about her that continues to speak to people across generations and across the globe. 

Josie Rosman  
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Are you interested in the show Supernatural? Are you an avid watcher or are looking to learn more about the longest running CW show? Join SPNCO!! (Disclaimer: You do not need to have any prior knowledge of the show to join, but all knowledge-levels are welcome and encouraged to join)! A typical class day will consist of watching clips that relate to the theme of the week, and follow-up discussions-- both about the clip and about the theme as a whole. We will be primarily focusing on the first few seasons of the show, but will make reference to later seasons as well. We will have two modules to this course. In the first half, we will discuss broad themes of the show and the plot. In the second half, we will discuss the cultural impacts of the show. It will be in-person with a remote accessible option. We do not require a Netflix subscription.

Caroline Smith  
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Queerness in Fan & Fiction

In this course we aim to explore the relationship between queerness and fanfiction, starting by understanding the ways fanfiction and fandoms came to be and how different communities carried and continue carrying these spaces. We will also acknowledge the fetishization and whiteness that these stories and spaces hold. With most criticism (but not all) of fanfiction coming from misogyny, this course will dismantle the shame that comes with enjoying, reading, and writing fanfiction and instead will examine how fanfiction developed into what many readers read and write today.

Juju Gaspar
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Tolkien 101

This exco will explore the biography and scholarly field of J.R.R. Tolkien in relation to the world he creates in his most well-known saga, The Lord of The Rings. It is geared towards those who have a fair interest in Tolkien’s books or the movies. The Class will primarily be looking at the mythological world in relation to its Discover; a trained Philologist, Tolkien studied and knew many languages, and was an expert on numerous primary source-texts. How might the author’s history, environment, and scholastic background have informed his works? To answer this, we will read The Silmarillion, both enjoyably and critically; this text will found the first goal, to develop a strong level of understanding of Tolkien’s Legendarium, the mythology’s most decisive moments, and its impact on readers back then and today.

Wren House
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“There is only one plot—things are not as they seem.” - Jim Thompson

A lot of aspiring writers seem to think that writing a great story is a bit like shooting a gun blindfolded—you throw together a bunch of characters, some actions, some dialogue, and hope you hit the target. However, it doesn’t have to be that way. There is a method to the madness! The goal of this class is to introduce you to the most common story structure used in Western literature, the three-act story structure, using the Save the Cat framework created by master screenwriter Blake Snyder, as well as to other main building blocks of storytelling such as character development and scene structure. Students will learn about the fifteen major beats that almost every great story from Pride and Prejudice to Percy Jackson uses, how to structure individual scenes to make sure their story flows from start to finish, how to create characters worthy of a story, and we’ll even delve into a little bit of the brain science behind how and why stories work—and why some don’t.

By the end of the course, students should have a good understanding of the three-act story structure and other main building blocks of stories, how to analyze books and movies in light of these building blocks, and how to use these structures in their own stories. Because of this, this course will likely be of particular interest and usefulness to anyone interested in creative writing, screenwriting, or other forms of storytelling.

Elizabeth Martin
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Journalism has fundamentally changed over the past quarter century. Sound bites are shorter, cynicism is higher, and it’s more and more difficult to make a profit. With the thinning out of daily and weekly newspapers across the country, student journalists have begun to fill the gaps, doing important work in holding their community accountable, even if they’re only a part of that community for four years. In Oberlin, the only weekly newspaper is The Oberlin Review, after The Oberlin News Tribune closed its downtown office and merged with three other Lorain County newspapers a few years back. In this class, we will look at the unique challenges and advantages of student and local journalism, as well as trying our own hands at journalistic interviewing, writing, and story-finding. Whether you’ve written for the Review or another student publication in the past, or if you have zero journalism experience, this class will help you jump into local reporting and hone your journalistic instincts.

This class can also count toward the prerequisite to apply for the Community News Reporting course (RHET 320) taught by Professor Jan Cooper.

Kushagra Kar
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BadArtCo

BadArtCo is a class about the theory, history, and practice of horrible garbage art. Looking at varied forms from performance art to the TV movie, this class will interrogate what it means for art to be actually bad, as well as why the shitty stuff is still important to society. We'll also cover art movements that have been on the fringes of acceptability and the relationship between horrible art and horrible artist. Assignments will ask you to analyze the art we love to hate and produce your own original works of bad art. This course is light on readings but heavily discussion-based. No fees, no requirements.

Henry Wahlenmayer
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CartoonCo

Cartoons have been around for a long time, and most everyone can name at least one cartoon they grew up watching, but what makes them so fun to watch? This course is designed to give students a deeper understanding of storytelling through the medium of modern TV cartoons. What makes a cartoon good? How are they made? What kind of thought goes into the various aspects that a viewer might usually gloss over? All of these questions and more will be answered, and by the end of the course, the student will be tasked to pitch their own cartoon!

Zariya Johnson
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Sydney Fagerstrom
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CyborgCo  A human. A post. A duck-sized horse. Is this WestWorld? Maybe. In CyborgCo: Posthumanism, Selves, and the Anthropocene, we will explore what it means to be human—and potentially whether “human” still has any meaning at all. This seminar course will explore posthumanism—a word to describe this particular existential territory—through philosophy, theory, technology, art, and popular culture, including Donna Haraway’s feminist interpretation of the cyborg, popular movies and TV shows such as Akira & Black Mirror, and even poetry written by artificial intelligence. We will discuss questions such as technology’s impact on the self, human hubris & anthropocentrism, and whether we ourselves are still human—or whether it might be better to forget the word human altogether. Our goal is to enrich our knowledge of the current day and even the future, but student need no prior knowledge to enjoy the course—only a willingness to question everything. This class is in-person and largely discussion based with readings and artistic/written projects.

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Bella Clare Baily  
Joshua Reinier

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YipYipCo  A class about Avatar: The Last Airbender. Email for syllabus & application.

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Carolyn Leibovich  
LJ Templin

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Jaimie Yu

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Face front true believers! Have you ever wanted to start reading comics but didn’t know where to begin? Maybe you’re an MCU superfan, maybe you grew up on DC animated shows, or maybe you’ve only ever read a single strip of Garfield, no matter what your background with comics may be, this class offers a chance to read some of the all-time classics of comics, all while learning about the history, lore, and fan culture surrounding them! The course readings will include Watchmen, Fun Home, Maus, Batman: Year One and many, many more. This class aims to introduce students to comic book fandom spanning from DC and Marvel heroes to award-winning memoir comics. Comic books are a diverse medium with more content than any one class could ever reasonably cover. However, after this class students will hopefully feel familiar enough with the variety of comics and intricacies of fan culture in order to confidently explore the full extent of what comics have to offer as a new comic fan! Class will meet in person with a remote-accessible option. All class readings will be digitally accessible.

Trevor Smith

[QR Code: Syllabus]  [QR Code: Application]

tsmith2@oberlin.edu
Dance & Theater

500-599

Contact Improvisation
Bhangra/Bollywood ExCo
Beginning Swing
TapDanceCo
Girls in Motion

RA= Remote Accessible
Contact Improv

1- Credit | In-Person
501

This course will be an introduction to Contact Improvisation, a dance form in which contact between bodies is the basis for improvisatory movement exploration. This contact is often physical, but can also be visual, rhythmic, or communicative in other ways. We will focus on the acquisition of physical skills such as rolling, learning when and where not to give weight, how to receive weight, and how to fall softly. This class is open to any level of dance training because learning is maximized in groups of varying experience levels. The dance form is accessible to those of all abilities/disabilities. The only required material is a journal or notebook for writing weekly entries.

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Piper Morrison
pmorriso@oberlin.edu

Nina DiValentin
ndivalen@oberlin.edu

Bhangra/Bollywood ExCo

531 1- Credit | In-Person

This course will combine the more modern Bollywood dances with a traditional Bhangra style. Bollywood, a large part of South Asian culture, has changed drastically in response to several historical and current events. Bhangra is a folk dance style native to Punjab, South Asia. It developed in the mid 20th century and has played a huge role in the cultural aspects of Punjabi art and celebrations. In this class, we will learn basic steps, understand the cultural significance, and the overall context of both dance styles. In each class, we will learn a 30-second part of a song. This class is intended to be a fun introduction to Indian dance, with no prior experience to dance is needed.

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Arya Menon
amenon@oberlin.edu

Arohi Dandawate
adandawa@oberlin.edu
Rhythm tap dance combines music and movement in a uniquely American art form. With roots in jazz music, today’s rhythm tap community draws from traditional and contemporary musical genres. This class will teach the fundamentals of tap dance vocabulary and history, as well as dive deeper into more complex techniques, concepts, and choreography. We will focus on style, musicality, improvisation and performance, which are vital skills for all dancers. The class will include a performance at the Student Dance Showcase, a tap history presentation and a tap dance improvisation jam. Come make some music, learn some dance, join the tap dance community and have fun as we shuffle through the semester together!

Kat O’Melia
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Beginning Swing

The objective of this class is to give students experience with and basic knowledge of the fundamental dances of swing (East-coast, Lindy Hop, and Charleston), to teach good social dancing skills, and to introduce some basic understanding of musicality. No previous dance experience is required to take this class!

Miriam Cory
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Larisa Bushkin
lbushkin@oberlin.edu
Girls in Motion is a unique after-school program for girls at Langston Middle School that uses dance to build trust, collaboration, and body positivity. In after-school classes taught by Oberlin College student mentors, we introduce young girls to fun and integrative movement forms, including dance, improvisation, and theater games, as well as creative activities such as journal writing and arts and crafts. This ExCo course will prepare college students to be mentors in the program by helping to teach facilitation, lesson planning, and to consider the role of race, gender, class, and body diversity in an after-school dance program. This course will give you a practical and theoretical approach that can support you in future education opportunities, but no dance, theater, or education experience is required. The course requires just over 3 hours/week (1.5 hours in a weekly meeting of college students and 1.5 in the school itself). Regular and serious attendance is required.

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Ella Newcomb
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(720) 666-3424

Olivia Molina
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See Syllabus!  Apply!
Music

600-699

BeatlesCo
Introduction to Taiko Drumming
Steel Pan ExCo
CarnaticCo

RA= Remote Accessible
BeatlesCo

In 1961, The Beatles were born. The band brought together the four iconic names we know today: John, Paul, George, and Ringo. This ExCo will examine the history of this legendary band and explore the music that they created. We will follow The Beatles through their musical journey, listening to their music through a critical lens in order to understand their lives and relationships with the people and the world around them.

Cady Hurlbert
churlbert@oberlin.edu

Intro to Taiko Drumming

This class will teach the basics of taiko drumming and introduce its origins in Japan as well as its history in the United States. In its most basic description, taiko combines rhythm, movement, and choreography into an energetic group performance art. Students will learn 2-3 traditional pieces and one traditional dance. Students will also learn about the historical and cultural significance of taiko, and develop confidence and musicality as taiko drummers. The class includes one midterm and one final group performance, as well as smaller history lesson assignments over the course of the semester. For those who wish to join the Oberlin College Taiko ensemble, this class will function as the first part of the audition process along with a written application when students are eligible to apply. No previous taiko, musical, or martial arts experience is required for the course! All equipment will be provided throughout the course.

Megan Reilly
mreilly@oberlin.edu

Puck Hartsough
phartsou@oberlin.edu
**Steel Pan ExCo**

The Steel Pan ExCo will teach you how to play a new instrument in a fun ensemble setting! Steel pans are chromatically-pitched percussion instruments from Trinidad and Tobago, developed by many musicians over a long and fascinating period of musical ingenuity and social resistance. Pannists can play solo or in steel bands that range from small ensembles to groups of more than 100 pannists and percussionists. The students in this ExCo will form a steel band, jam out on some classic soca and calypso Trini tunes, and learn about steel pan's history, the instrument's invention, the origins soca and calypso music, and more! Students are expected to come to every class. They are also encouraged to come to the Panyard and practice on their own time or in sectionals. Students are required to do a midterm project on some aspect of steel pan history, which they will present to the class. *No musical experience is necessary: all are welcome!*

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Chudi Martin Jr.  
Hannah Behroozi  
Jack Egan  
cmartin3@oberlin.edu  
h behrooz@oberlin.edu  
jegan@oberlin.edu

**CarnaticCo**

The Indian Carnatic Violin is a style of the violin that originated in South India and follows the Carnatic system of music. During this twelve-week course, I aim to provide you with more insight into the basics of: technique, posture, basic ornamentation, and theory to a certain level. I hope that with this exco people get an idea of the rich culture of South Indian Music. I would like students to find a way to use this musical knowledge and apply it to their musical journey.

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Sangeetha Ramanuj  
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Arts, Crafts, & D.I.Y.

BeatCo
Modular Origami ExCo
ChainmailCo
POC Intro Pottery
Beginner Pottery
KnitCo

RA= Remote Accessible
KnitCo

KnitCo is a knitting community! The course is designed to teach complete beginners the skills to knit a simple project by the end of the semester, and be a space for intermediate or advanced knitters to expand on their skills. Beginners will learn how to cast on, a few different knitting stitches, and how to cast off. They will then choose a project like a scarf, hat, or other pattern to work on for their ExCo final! Experienced knitters will work with the instructors to complete a final knitting project of their own choosing.

Bridget Heinzerling
bheinzer@oberlin.edu
Gavin Cahill
gcahill@oberlin.edu

Intro Pottery

Wanna learn to throw? We know ya do! We'll teach you the whole process to turn a lump of clay into a lovely piece of fired pottery. Absolutely no experience required!

Sean Norton
snorton@oberlin.edu
Modular Origami ExCo

The Modular Origami ExCo will teach you the basics of modular origami and basic folding concepts/conventions. Together we will improve your origami prowess! While it is not a requirement, it is recommended that you already be familiar with origami to at least some extent: modular origami requires patience and precise folding. It is also worth noting that the time investment for this course is pretty high, seeing as there is a lot of repetative folding. No materials are required: I will provide paper, though you may of course acquire your own if you want to use sheets other than the 3in and 6in squares that I offer. Some models in the books for the course use rectangular sheets, for example, which you would be welcome to create for the class even though they are not ones that I will be teaching or providing paper for. In this course, you will learn how to fold at least six modular origami models.

Each week in class, I will teach the model/unit for the week provided that there is interest, and the remainder of each class will be structured folding time. Substantial time outside of class will be required, especially as models get more complex, though this time can be somewhat mitigated by folding units during lectures or while watching Netflix, which I find to be helpful for myself. I will also hold office hours throughout the course as needed.

It is possible that this class will be broken into two sections (such as introductory and advanced modular origami), which will be made clear by the time of the ExCo fair.

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Ryan Carwile
rcarwile@oberlin.edu
This is an introductory class for the making of chainmail patterns that can be used to make armor and jewelry. Students will be introduced to different styles of chainmail sheets, primarily European and Japanese sheets, as well as to the different styles of chains that one can make. There will be a few powerpoint presentations and lectures, but the emphasis is placed on the crafting, which will require a fair amount of time gripping pliers, staring at rings, and sitting at a table. No prior chainmail-making experience, or jewelry-making experience, is required. Students can bring needle nose pliers, a mat, and gloves, but none are necessary: materials will be provided. The class fee will be $2-10, but a student will not be barred from the class based if they are unable to pay.

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Val Kelner
vkelner@oberlin.edu
BIPOC Beginner Pottery

This course is the BIPOC section of the Pottery Co-ops beginner pottery ex-co course. The course is meant for students who have either no previous experience or a very rudimentary introduction to ceramics. You will be taught how to wedge, throw on the wheel, trim, glaze, and fire pieces. Students are encouraged to go to BIPOC office hours each week and must put time into their pieces outside of class hours. This is a safe, communal, and respectful space, but we are going to have some fun and create community. Outside resources and material are always welcome and the flow of our classes can be organized and decided by the participants through consensus. Through the students in the course, reclaiming material and craft will be at the center of our intentions and elements of ritual, worship, and any other ancentrial ceremonial practice is welcome as we create and foster community. At the end of course, students will have an option of showing their pieces as a collective in the ways that they decide whether that is during a dinner, bonfire, with oral storytelling, or a showcase.

*As a reminder, this ex-cop will be taught through the Pottery Co-op and as a Co-op space, students are expected to maintain warmth and cleanliness in the space. If you are unable to attend this Ex-co section, but wish to be involved in the collective of reclaiming intentionality within the practice, please contact Juliette at kgomes@oberlin.edu. Resources and collaboration are also always welcome*

Juliette Gomes
kgomes@oberlin.edu

2- Credits | In-Person | 750
Welcome to BeatCo! BeatCo is an inclusive space for makeup enthusiasts of all skill levels! This course is designed to teach complete beginners the skills to apply a full face of makeup by the end of the semester, and be a space for intermediate or advanced makeup artists to work on their skills, and maybe new techniques. This class meets for 2 hours weekly, and class time is spent on demonstrating skills and techniques, fun activities, and discussions about makeup and its relation to the world around us. We will be examining makeup in different sectors as well as looking at makeup through different lenses including colourism and sexism. If you are someone who has been doing makeup for years and wants a fun space to practice, or you are someone who is simply interested in learning the basics of makeup, or anyone in between, this is the class for you!

This class is designed to give an overview of some basic makeup techniques and products and to examine the history behind makeup and what the industry looks like now. We will learn basic skills like how to apply foundation and concealer, how to get the perfect lip shade, and how to apply false eyelashes, all the way up to more advanced techniques like cut crease eyeshadow and drag makeup. There is room in this class for all makeup artists of all skill levels, and more advanced students are welcome to use more advanced skills while demonstrating the techniques learned in the class.

We are looking to create a fun learning community of artists and we hope that you are as excited as we are to become MUAs for the semester!

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Osaruwa Nwokah
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Bour Opoku
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Physical Activities, Mindfulness, & Games

Aikido ExCo
FenceCo
Netball Exco
Introduction to Rock Climbing
Playing Card Games ExCo
DeceptionCo
TumbleCo
JuggleCo
Backpacking Basics ExCo
ChessCo
MineCo
Beginning Dungeons and Dragons
Advanced Dungeons and Dragons

RA= Remote Accessible
Aikido is a modern Japanese martial art, developed in the early 20th century by Morihei Ueshiba (1883-1969), who modified traditional combat techniques to create a form of self-defense with a unique goal: to defend oneself and resolve a violent encounter peacefully when possible and to minimize injury to the attacker. The Aikido Exco provides students with an introduction to the art and is designed for complete novices and experienced martial artists alike. The Exco course centers on developing basic techniques leading to a final test for 6th kyu, the first rank that can be achieved in our affiliated organization, Aikido Schools of Ueshiba (ASU), a national organization headed by Mitsugi Saotome Shihan, a student of the founder of aikido. Students have the option of registering and receiving official ASU rank certificate and ASU membership. The course will introduce safe falling and rolling techniques (ukemi), fundamental movements like entering (irimi), turning (tenkan), and a repertoire of throws, joint locks and pins done in paired practice. We will also introduce traditional Japanese weapons, the jō, a short staff, and the bokken, a wooden practice sword, in both solo and paired exercises. Evaluation is based on attendance and the final test. The ExCo introduces some of the basics of Aikido, and further study can be pursued in the Oberlin Aikido Club. The club, Oberlin Aikikai, was formed in 1974, and Oberlin College has the longest-running college aikido program in the US.

Nick Harris
nharris2@oberlin.edu
Netball ExCo

Netball is most similar to basketball but has also been compared to Ultimate frisbee, korfbal, and Handball. Netball is played on a court with two teams of seven players. Like basketball, each team tries to pass the ball down and score down the goal ring. The team with the most goals wins. However, unlike basketball, netball has specific positions which limit players' movement. For example, a GS (Goal shooter) will only play inside the attacking third of the court, making them one of two members allowed to score for their team. In netball, players are not allowed to dribble the ball or walk with it. Instead, players move the ball by passing it from one teammate to another, only holding the ball for a maximum of three seconds. Netball’s restricted movement and strict rules only make the sport more competitive. It allows players to be creative and increases hand/eye coordination and spatial awareness. Lastly, it builds fantastic teamwork. Like a train, netball needs each and every player to play their part in its overall performance. Although netball was originally played by only women, this class is open to any and all people.

Note/- Netball does not require any previous experience. Additionally, it is not a rigorous sport. All you need is a positive attitude and willingness to work with others.

Nyakwea Ndegwa
nndegwa@oberlin.edu

1-Credit | In-Person 816

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Application

Syllabus
The modern sport of fencing is wonderful exercise both for the body and for the mind. Our Beginning Fencing class is designed to help students gain an appreciation for the sport and art of fencing, a sport steeped in history and tradition. As a physical pursuit, it encourages strength, cardiovascular health, reflexes, awareness, and problem solving skills. Students will learn the basics of epee, foil, sabre and will have an opportunity to fence in and direct bouts.

Sam Tar star@oberlin.edu
Robby Taylor rtaylor@oberlin.edu

This course is a 1-credit practicum in tumbling and martial arts tricking at the introductory level. Tumbling (and tricking) is a highly energetic discipline combining power, flexibility, and creativity. This course will expose students to basic movements in tumbling and tricking, including (but not limited to) handstands, cartwheels, dive rolls, front flips, back handsprings, and more. Students will build up a vocabulary of movements from both tricking and tumbling that will allow them to produce basic tumbling passes and tricking combinations as well as developing their own personal tumbling/tricking style. Students will also have the opportunity to explore movements and skills based on their interests each class, in order to further develop their personal tumbling/tricking style.

NOTE: this is a physically demanding course, and athletic clothing/clothing you feel comfortable moving around in will be required to participate.

Joe Sangiolo jsangiolo@oberlin.edu
Intro to Rock Climbing

This ExCo seeks to introduce students to the sport, culture, and practices of indoor rock climbing. We will start from the very basics of climbing, including essential movement techniques in both the bouldering and top-roping disciplines, belaying and knots, with the eventual goal of introducing completely new climbers to advanced techniques and outdoor climbing. No movement or climbing experience is necessary for this course; enthusiasm and a willingness to try things that may result in (safe, controlled) failure are.

Cecilia Owen
Harry O'Neill
cowen@oberlin.edu honeill@oberlin.edu

Playing Card Games ExCo

Playing Card Games ExCo (CardCo for short) is for everyone who has an interest in learning the rules and strategy of games played with a 52 card deck! The course starts with the basic games like War and Gin, and will work our way up to more complex games like Poker and Cribbage. Our main method of learning is by playing with each other, making mistakes, asking questions, and playing another round. Making new friends through playing card games (in a casual, non-overly competitive setting) is a requirement of this course!

Sydney Garvis
Cec Ganz
sgarvis@oberlin.edu cganz@oberlin.edu
In DeceptionCo we will be teaching, playing, and analyzing games that involve deception. It will be a highly social environment, where students learn to pay close attention to those around them and pick up on subtle cues as to what others are thinking and intending, despite outward appearances. It will also allow them to learn to use their own telltale signs deliberately rather than unconsciously. We will engage in social deception games such as Secret Hitler, Coup, and One Night Werewolf to analyze the various dynamics and strategies at play.

Abigail Harris Crowne ↓ aharrisc@oberlin.edu
Marney Harris ↓ mharris4@oberlin.edu

If you have never camped or backpacked before but want to try it, here would be a good place to start! This ExCo aims to give a very general introduction to fire building, knots, wilderness first aid, and backpacking gear, food and shelter. We will also have an open discussion about the culture around and the concept of "the outdoors". Everyone is welcome, especially as the goal of this ExCo is to make backpacking more accessible and inclusive! There will be some physical activity like crouching and lifting, so please contact me if you see that being an issue and I'm sure we can figure something out :D

Ella Mattingly ↓ ematting@oberlin.edu
Juggling is a broad term used to define a wide range of skills involving object manipulation. The most well-known form is toss juggling, where more objects than manipulators are continuously tossed in the air and caught. However, there is a wide range of juggling forms, and more broadly, object manipulation forms, that are often forgotten about. In this class, we will be focusing on three primary types of juggling: toss juggling, devil/flower sticks, and diabolo (Chinese yoyo). In the first three weeks, we will be giving an intensive lesson on ball juggling. This generally brings students up to the level of ‘flashing’ (as many throws and successful catches as objects) three ball cascade. After the three introductory weeks, we will branch out and give one week each to diabolo and devil/flower sticks, and afterwards students will be given more freedom on what they practice and learn from us. If you already have juggling experience, I’ll be able to work with you personally at whatever skill you bring, and it’s always valuable to go back to the fundamentals. You will be evaluated not on how well you do, but on how you grow and put effort into the class. Have fun!

Thea Runge
trunge@oberlin.edu

An introduction to the fundamentals of chess. Will be fun, competitive, and exercising for the brain. All equipment will be provided. Open to all skill levels.

Zenya Hoff-Miyazaki
zhoffmiy@oberlin.edu
MineCo is meant to serve as a flexible experiential learning opportunity for students to familiarize themselves with playing and talking about the influential video game, Minecraft. The course covers in-game topics and cultural effects of Minecraft and serves as an opportunity for students to engage with video games as a medium of academic scrutiny, become more familiar with PC gaming technology and related computer literacy skills, and to build a community around a shared interest.

Marissa Collins
mcollin2@oberlin.edu

Advanced D&D

This class aims to introduce students to the mechanics of Advanced Dungeons and Dragons, also known as 2nd edition. We will play through an old school module, or pre-written adventure to get a feel for what people might have been able to expect while playing D&D in the 80’s. This class will meet for two hours weekly, with sessions starting an hour early that will offer a chance to practice, ask questions, and destress before entering the wild world of AD&D. People will be able to vote for which module they are most excited about playing: options include Castle Ravenloft, Temple of Elemental Evil, Tomb of the Lizard King, and more! Keeping in mind that 2nd edition is wildly different in both gameplay, character survival, and tone, this class is an excellent chance for RPG players to seek out a challenging adventure!

Isaac Richman
irichman@oberlin.edu
(978) 408-1338
This course introduces students to the fifth edition of Dungeons and Dragons. The course is designed for students who are totally unfamiliar or only loosely acquainted with Dungeons and Dragons with a campaign that introduces mechanics at an easy to pick up pace. Characters will gain a level or more at the end of every week: leveling stops at 10th level in order to give everyone a chance to practice before the final boss battle and free play sessions.

This class will meet for about three hours weekly, with office hours starting an hour early that will offer a chance to practice, ask questions, and gain in-game rewards.

Each class works like so: optional "office hours" followed by the beginning lesson presentation in which the students will be introduced to a new set of game mechanics and knowledge. Then students and instructors will split into predetermined groups who will then play through a new section of the story that will let players test their new knowledge.

Very little outside work is expected, but missed classes must be made up in order to keep your character adequately leveled. More than three missed classes, or more than one un-made-up class will result in automatic failure. If you are absent, please email one of the DMs or an instructor in order to meet with them. You will not be able to keep up with the new material if you do not make up classes, and this is unfair to the rest of the class that is depending on you.

This class will be primarily in person, however, remote lessons are an option for students if needed. Discord will be our class's primary method of communication, however, emails will be used if Discord cannot be used.

Steven O'Donohue
sodonohu@oberlin.edu
Gwyneth Crossman
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