Objectives:
This course engages students in exploring the history of Oberlin, Ohio, both for its uniqueness and for its reflections of broader trends in American history. It challenges students to (1) discover, understand and evaluate the past of this complex multicultural community in relation to the national narrative about struggles for human rights, racial equality and social justice. The course combines analysis of primary sources with secondary readings in order to equip students to do original research into the history of the town. We look into a variety of representations, including photographs and maps; and we probe the possibilities for working with both community history and community memory. In this way, we develop knowledge with which to construct, question, refine, and contest our understandings of our community and our nation.

This year, students enrolled in the course will focus their research projects on women as a force in our community, looking at how movements for racial and gender equality have engaged women, and how women in Oberlin have shaped those movements. This will not be a simple exploration of “women’s history,” nor will we neglect the intersectionalities of race, class, and gender. These research projects aim to enrich the experience of College students by placing them in a position to do “real” history in collaboration with stakeholders in that history—the members of the community for whom these histories are meaningful sources of contemporary understanding. Students are especially urged to take this class for four hours of credit, which will place them in partnership with students from Oberlin High School. Our work will also generate a significant resource for future historians and citizens.

Organization of the Course
Students may choose to take the class for three hours credit or for four hours credit.

For the first half of the semester, the assignments for all students will be the same. After Fall Break, students taking the course for different hours will have some different assignments.

Students taking the course for four hours credit will be placed in a partnership with students from the tenth grade American history course taught at Oberlin High School by Mr. Kurt Russell. Teams of high school and college students will work together for the second half of the semester. Final projects for students taking the course for four hours will involve coordinating research with their high school partners (as delineated below) and helping them assemble materials for a paper and a presentation. Grades for students taking the course for four hours will be based in part on their documented efforts to work with high school students to create the assigned paper and presentation.

Students taking the course for three hours credit will not be placed in a partnership with high school students. Nonetheless, they are expected to be aware of the meaning of their work to the broader Oberlin community. Their final project will be a paper on Oberlin history based on original research (as delineated below).

An Important Note on Readings Assigned for History 268
At this time, there are no required texts to be purchased for this course. All readings will be available either on the web at the class Blackboard site, or on other websites. Check your syllabus for the location of the assigned material.

You are encouraged to print out all readings, mark them up, and bring them to class.

The assigned readings will be discussed in class, and you will use them in your papers. You are required to bring to class some readings, indicated on the syllabus by **. You may print these readings out, or you can bring them to class on a laptop.

Some readings can be accessed online via urls supplied in the syllabus. Readings without urls are on the class Blackboard site under “Readings”.

You are expected to do all readings and assignments, and come to class prepared to discuss them.

Schedule of Classes

Tuesday, September 1
Introduction to the Course and Its Objectives:
What Does It Mean to "Do History"?
Oberlin: College and Community

Thursday, September 3
Local History, Public History: Constituencies and Engagements

Required Reading:
With high school

Thursday, October 29
Oberlin Politics, 1960-1965: Civil Rights and Social Justice?

Required Reading:
- Aaron Wildavsky, Chapters 1, 2, 3, 4, and 7, (pp. 3-15, 83-126 and 236-250) in *Leadership in a Small Town*

Questions: What sense did Wildavsky make out of Oberlin local politics? What importance did he accord race? How much power did he find among people of color in the community?

Tuesday, November 3
Meeting at Mudd with High School Students for 4th Hour Students.

Research Timetable for 4th hour students due Sunday, November 8 at noon.
No Class for 3 Hour Students: Submit a Research Topic and Prospectus by Wednesday, November 4 at noon, and schedule an appointment Friday, November 6

Thursday, November 5
Interpreting Local History: Buildings and Resources

Meet at 9:30 am at the Oberlin Heritage Center Monroe House Building (at the southeast corner of the Conservatory Parking Lot)

Tuesday, November 10
Meeting at Mudd with High School Students for 4th Hour Students;
Professor Lassner is Out of Town

No Class for 3 Hour Students, but note:

Three Hour Students: Research Outline Due by 10:50 today; schedule a meeting for Thursday November 12 or Friday, November 13

Thursday, November 12
Lincoln Street: An Oberlin Neighborhood of the 1930s and 1960s
Guest Lecture by Ms. Phyllis Yarbier Hogan

Tuesday, November 17
Meeting at Mudd with High School Students for 4th Hour Students;
No Class for 3 Hour Students, but note:

Thursday, November 19
High school oral history I
3 hr consultations scheduled

Tuesday, November 24
High school oral history II
3 hr consultations scheduled

Thursday, November 26: NO CLASS on THANKSGIVING

Tuesday, December 1
4th hour students complete outline and individual high school student assignments

Thursday, December 3
Al McQueen: The First Co-Op in Oberlin

Tuesday, December 8
4th hour students complete their projects with high school students

Thursday, December 3
3 hour students oral presentations
presentation itself). The PowerPoint slides will be submitted along with other materials.

You will meet with your high school students each Tuesday after Fall Break. **YOU** are responsible for working out **in advance** (with a college partner if you have one) the content, materials and goals for each work session with your high school students in order to achieve the goal for the session. **Be well prepared**, with readings, questions, alternatives if your plans fall flat. Leave your students with a clear understanding of what you expect them to do during their Thursday work session without you.

*At each Tuesday meeting of High School/College teams, high school students will receive an assignment that they will complete in class on the following Thursday (except Thanksgiving week). When they complete their assignments, they will email them to Mr. Russell and to college student partners. College student partners will return the assignment WITH CONSTRUCTIVE COMMENTS to students (with a copy to Mr. Russell) no later than Monday morning at 7 am.*

**COLLEGE STUDENT FINAL PROJECT SUBMISSIONS MUST INCLUDE:**

- Project completed by High School Students—as above, including graphics;
- Oral history materials (tapes/files, permissions, summaries of oral histories)
- A file including your email correspondence with your high school student partners and their responses (both sides)
- Your individual self-evaluation, 3-6 pages in length, in which you discuss your participation in the project, your own individual strengths and weaknesses, your particular satisfactions and challenges, and what you learned.

The Final Project, including the Self Evaluation are due at the time of the PowerPoint presentations, scheduled for the examination period for History 268: December 17 9-11 am