Course 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 discover, understand, and evaluate the past of this complex multicultural community in relation to the national narrative about struggles for civic society, 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 art, photographs, and maps, and probe the possibilities for working with both community history and community members. In this way, we develop knowledge with which to construct, question, refine, and convert our understandings of our community and our nation.

This year, students enrolled in the course will focus their research projects on the history of community civic culture, especially celebrations and public ceremonies. These explorations should help us better understand the changing ways in which narratives of our community are constructed, the meanings of civic participation and public celebration, and the creation of the identity of the town and of its inhabitants. College students will be undertaking "real" history research, but with a sensitivity to, and in collaboration with, stakeholders in this 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 of credit or for four hours of credit.

For the first half of the semester, the assignments for all students will be the same. After Spring Break, students taking the course for four 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 in the class Blackboard site or on the special websites linked in the syllabus. Check your syllabus for the location of the assigned material. Please let me know as soon as possible if there are problems with the readings.

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. If you have already printed out the class course readings, indicated on the syllabus for 2/24, you may print the ones not cut 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, February 7
Introduction to the Course and Its Objectives:
What Does It Mean to "Do History?"
Oberlin: College and Community

Thursday, February 9
History and Memory:
Constituencies and Engagements

Required Reading:

• John Boymann, “The Vietnam Veteran’s Memorial” and “The Memory Debate,” in *Revisiting American Public Memory: Commemoration and Patriotism in the Twentieth Century*. Questions: How does Becker define “History”? Do you find his definition distinctive? How does it compare to other definitions of “History” that you have seen? How do different views and definitions of memory shape our understanding of the Vietnam War? How do these memorials reflect the national political debate of the time?

**Required Blackboard Posting**

Remember to bring a copy of your posting with you to class.

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**Tuesday, February 14**

**Getting to Oberlin**

**Required Reading:**

- Thomas Sherman, *A Place in the Global Till*, selections
  - Introduction, pp. 3-6 (optional)
  - Chapter 2: People, pp. 57-84
  - Chapter 4: Western Reserve, pp. 85-109

- Robert Fletcher, *A History of Oberlin College*
  - Chapter 9: A Grand Scheme, pp. 83-92
  - Chapter 10: Oberlin Colony, pp. 102-116
  - Chapter 11: Oberlin Institute, pp. 117-128

- *Covenant of the Oberlin Colony***
  http://www.oberlin.edu/academics/100/loc.html (note that some excerpts from this document appear in Chapter 10)

- *Prospectus for the Oberlin College Institute***
  http://www.oberlin.edu/academics/100/loc.html (note that some excerpts from this document appear in Chapter 11)

**Questions:**

- What was the original relationship between the “colony” and the “Oberlin Institute”? What did you discover about the national context for the founding of Oberlin from your reading in Fletcher? How would you characterize the political, social and religious outlook of the founders? Why are the histories written by Sherman and by Fletcher so different? What are their various purposes? What are their sources? What strikes you as special or surprising in the Covenant or in the Prospectus?

**Required Blackboard Posting**

Remember to bring a copy of your posting with you to class.

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**Thursday, February 16**

**Oberlin’s Second Founding: The Commitment to Radical Racial Egalitarianism**

**Required Reading:**

- Robert Fletcher, *A History of Oberlin College*
  - Chapter 12: Immediate Emancipation, pp. 142-150
  - Chapter 13: The Test of Academic Freedom, pp. 151-166
  - Chapter 14: The Guarantee of Academic Freedom, pp. 167-178


- John Jay Shippee, *Pastoral Letter*, 1833**
  http://www.oberlin.edu/academics/100/loc.html

- Constitution of the Oberlin Antislavery Society, 1855**
  http://www.oberlin.edu/academics/100/loc.html

- *An Appeal on Behalf of the Oberlin Institute in Aid of the Abolition of Slavery***
  http://www.oberlin.edu/academics/100/loc.html

**Questions:**

- Why did the Oberlin College Institute accept students of color? How radical was the decision? What evidence do you have to support your point of view? Could you argue a different point of view?

**Required Blackboard Posting**

Remember to bring a copy of your posting with you to class.

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**Tuesday, February 21**

**Women and Gender at Early Oberlin**

**Required Reading:**

- Robert Fletcher, *A History of Oberlin College* (below is the suggested order for reading)
  - Chapter 24: The Joint Education of the Sexes, pp. 373-385
  - Chapter 25: Female Reformers, pp. 390-395


- Carol Larson and others, “How Did Oberlin Women Students Draw on Their College Experience to Participate in Antebellum Social Movements, 1831-1861?”
  - Introduction: http://www.oberlin.edu/academics/100/alison_clarke.html
  - Sally Reddy to Mary Caroline Rust, 1836
    http://www.oberlin.edu/academics/100/alison_clarke.html
  - Annual Report of the Oberlin Female Moral Reform Society, 1840
    http://www.oberlin.edu/academics/100/alison_clarke.html
  - Mary Sheldon, “Women and Politics,” 1848
    http://www.oberlin.edu/academics/100/alison_clarke.html

**Questions:**

- Were women and men treated “equal” at early Oberlin? Why did the college accept women? Why did women enroll? What did they hope to gain by attending Oberlin?

**Required Blackboard Posting**

Remember to bring a copy of your posting with you to class.
Thursday, February 23

The Evolution of Antislavery Activism in Oberlin

Required Reading:
  - Chapter 16: History of Abolitionism, pp. 239-255
  - Chapter 25: Free Soil and the Underground Railroad, pp. 395-400
  - Chapter 26: Higher Law, pp. 411-416
- *Women’s Rights and Antislavery: Antislavery in the Era of Emancipation*, Kathryn Kish Sklar and James Brewer Stewart, eds., Questions: Was antislavery a religious, social, or political movement in antebellum Ohio? What moments seem particularly important in its evolution? Why was the Oberlin Community such a hotbed of antislavery activism? What are the implications of the Oberlin-Wellington Rescue for our community today?

Required Blackboard Posting

Remember to bring a copy of your posting with you to class.

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Optional Extra Credit Blackboard Posting

Before Class on Tuesday, March 8, please post a reflection on how understanding visual and material culture might help us better understand Oberlin today. Describe a specific object you saw that helped you make connections.

This posting can take the place of another posting over the course of the semester, or can be posted for additional credit.

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Saturday, March 3: Special Session:

Monuments and Memory:

A Field Trip/Monuments Walk in Oberlin

Reading: Kurt Savage, *The Politics of Memory: Black Emancipation and the Civil War Monument* in *John Golbo, editor, Civilizations*

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Tuesday, March 6

Oberlin between Jubilee and Centennial: Temperance, Race, and Gender

- William Rigler Stone, *The Scene* and *The Cause*, pp. 1-12 and 77-101 in *Oberlin: From War to Jubilee*
- James Fairchild, “The Oberlin Temperance Pronouncement,” The Advertiser, February 16, 1882
- Excerpts from Secretary’s Book of the Ladies Temperance League of Oberlin, 1884

Optional

- Mark Twain, *The Man That Corrupted Hadleyburg* (1895), excerpt on Blackboard

Questions: What happened to Oberlin’s reform spirit after the Civil War? What are the similarities between temperance and abolition as social movements? What were the gender dynamics of temperance in Oberlin? What about the dynamics of race?

Required Blackboard Posting

Remember to bring a copy of your posting with you to class.

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Thursday, March 8

Did Oberlin Retreat from Reconstruction?

NIAGARA AND NEWSPAPERS

Meet in Mudd

Required Reading:
- Excerpts from W.E.B. Du Bois, On the Origins of the Niagara Movement, from *Autobiography*
• The Niagara Movement in Oberlin: A History in Newspaper Articles
  http://www.ohiobyonline.org/oberon/365/NiagaraMovement_Meagranian.htm

Q: Can you explain what the Niagara Movement was, and why it met in Oberlin in 1908?
A: What issues were controversial during the meeting in Oberlin? How did DePeshock see race
relations in Oberlin in this period?

**Required Blackboard Posting**
Remember to bring a copy of your posting with you to class.

**Tuesday, March 13**
Oberlin's Race Relations, 1920-1945

**Required Reading:**
- Oberlin's Summer Controversy: A History in Documents (see Blackboard)

**Special Assignment:** For this class, you will use the skills you learned about searching for articles in
Oberlin newspapers to find an article that reflects race relations in Oberlin for a time that will
be assigned to you during the period between 1920 and 1940. You may work in teams, so long as
each individual brings at least one article. You may choose to start your search with the online
index in Oberlin Newspapers at http://www.oberlin.edu/pls/libweb/obn/index.pl.

Bring newspaper article to class!

**Thursday, March 15**
Oberlin Politics, 1960-1965: Housing Controversy in a Small Town

**Required Reading:**
- Aaron Wildavsky, Chapters 1, 2, 3, and 4, p. 5-20 (pp. 5-20)
- Donald Ritch, "The Oberlin Fair-Housing Ordinance," in Law in the City: A Reader,

Quote: "What happened to the Black student who had been at Oberlin in the 1960s and 1970s?
A: What happened to the student who had been at Oberlin in the 1960s and 1970s?

Preliminary Research Prospectus: Assignment for 3 Hour Students
Write a prospectus for your final research paper. Your proposal should include:
1. The topic you want to research, a 2-3 sentence summary that states your research question and the
   scope of your project.
2. Your sources and literature review. This is not the final draft of your sources, but rather an outline of
   how you plan to organize your sources and texts.

Spring Break

**Tuesday, April 3**
Three Hour Students: Your assignment in Mudd with High School Students

**Thursday, April 5**
Three Hour Students: Your assignment in Mudd with High School Students

**Thursday, April 5**
Three Hour Students: No formal class, although you will be expected to sign in at
the library and use the time for reading and writing.
Tuesday, April 10
Four Hour Students: 9 am meeting at Model with High School Students
All Students: 10 am: Discussion of Oral History: Nuts and Bolts
In Library Room

Required Readings
- Linda Shopes, “What is Oral History?”

Thursday, April 12
Four Hour Students: 9 am meeting at Model with High School Students
All Students (tentative)
Ms. Phyllis Yarbrough Hogan: A History of Oberlin’s Lincoln Street

Tuesday, April 17
Four Hour Students: 9 am meeting at Model with High School Students
Three Hour Students: 10 am class in Library
Progress Report Due: Please describe what you have accomplished Being 3 copies of this report, and 3 copies of your Research Prospectus and Timeline to class
All Students: 10 am in Library: Oberlin’s Cooperative Heritage

Thursday, April 19
Four Hour Students: High School Oral History I
Three Hour Students: Consultations to be scheduled

Tuesday, April 24
Four Hour Students: High School Oral History II
Three Hour Students: No formal class, although you will be expected to sign in at the Library and use the time for research and writing.

Thursday, April 26
Four Hour Students: 9 am meeting at Model with High School Students
Progress Report due on Friday, April 27 at 4 pm
Three Hour Students: 10 am: review of presentation expectations and scheduling

Tuesday, May 1
Four Hour Students: 9 am meeting at Model with High School Students
Three Hour Students: No formal class, although you will be expected to sign in at the Library and use the time for research and writing.

Thursday, May 3
Four Hour Students: 9 am meeting at Model with High School Students
Three Hour Students: 10 am in Library/ Presentations
All students attend 10 am presentations

Tuesday, May 8
Four Hour Students: 9 am meeting at Model with High School Students
Three Hour Students: 10 am in Library/Presentations
All Students attend these presentations

Thursday, May 10
Final Class
Four Hour Students: 9 am meeting at Model with High School Students
Three Hour Students: 10 am in Library/Presentations
All Students attend these presentations

Thursday, May 17 at 9 am:
Examination Period
Four Hour Students: Final Presentations
At this time, project and self-evaluation due.
Three Hour Students: Attendance at these presentations is optional; ALL PAPERS AND FULL PROJECT DOCUMENTATION DUE AT 11 AM

GRADING INFORMATION
Grading is an art, not a science. To that end, I provide the following information on the weighting of each assignment. Please note that any written work, before the final project, may be required to improve your standing in the class. If you check with me in advance, any unexplained absence from class will lower your grade. Late work, including late postings, will be penalized, with penalties increasing for degree of lateness.

Grading Proportions: Four Hour Students
- General Class Participation: 10%
- Eight Blackboard Postings, for a total of: 25%
- Short Paper due March 2: 10%
- Newspaper Article for March 15: 10%
- Final Project: Research Prospectus and Timeline: 10%
- Final Project: Class Presentation: 10%
- Final Project: Package: 25%

Grading Proportions: Three Hour Students
- General Class Participation: 10%
- Eight Blackboard Postings, for a total of: 25%
- Short Paper due March 2: 10%
- Newspaper Article for March 15: 10%
- Final Project: Research Prospectus and Timeline for March 15: 5%
- Final Project: Revised Prospectus and Timeline for April 3: 10%
- Final Project: Class Presentation: 5%
- Final Project: Package: 25%

Expectations for Blackboard Postings:
The course Blackboard site has a section called “Student Posts on Reading.” It has a forum for each topic on a Blackboard posting is required or optional. You will add a posting at least eight times during the semester (this means you can miss one required posting). Your posting should engage one or more of the questions about the readings posed in the syllabus, and...
if you wish, it can engage with the reflection posted by other students. Postings should be clearly written, using standard spelling and grammar. They should demonstrate your comprehension of the readings. A posting should be at least one paragraph in length. Postings are due by 7 am on the day they are assigned — that is before class.

**What is a Research Prospectus?**

Describe your topic, and describe the kind of sources you expect you will use. Reference the ways in which others have viewed your topic, and how that has shaped your thinking. Go from your topic to more specific questions you want to ask; and, if you can, be more specific about your sources.

**What is a Research Timetable?**

Writing a research outline involves refining your conception of your project, assigning tasks and setting deadlines. At this point, you need to convince me that your project is focused and “doable,” and that you have identified good sources. You should be able to summarize the focus of your inquiry in two or three sentences. In addition, you will want to consider all the components you are expected to include in your final project, think about what each will entail, develop a schedule for the tasks involved, and, if you are working on a group project, assign responsibilities.

You may want to explore whether there are any related primary or secondary sources at the Oberlin Heritage Center or in Archives or Special Collections. To use materials at these locations, you will need to make special scheduling efforts. Your research outline should make clear how much time you think you will need to spend working with these sources, and may assign particular responsibilities to individuals.

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**Three Hour Students: Your Final Submission (due at 11 am on Thursday, May 17)**

must have these components:

- 10-12 page (max) Research Paper
- appropriate formal citation of materials used in the paper (footnotes or endnotes, using Chicago Manual of Style formatting)
- a formal bibliography, using separate categories for primary sources and secondary sources
- References to at least **three** appropriate secondary sources
- Evidence of significant use of a **substantial** number of primary documents. These can be documents within a single collection (perhaps 10 letters in a collection), or maybe one dozen newspaper articles or some mix of materials. The important point is that you want to demonstrate your use of a **substantial** number of sources. Papers that use fewer than 20 primary sources will not receive credit

You may use and reference (and they will be categorized as a primary source) notes:

- Each oral history should be accompanied by a signed permission.
- The final submission should include a transcript of your oral history permission forms.
- At least two photos or graphics. You may use more if you wish, but please, unless these visuals are critically evaluated as primary sources (and listed in your bibliographies), they will not count as primary sources.

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**Important Information for Fourth Hour Project**

You will meet with your high school students each Tuesday after Fall Break. **YOU** are responsible for working out an advance (with a college partner if you have one) the current 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 deliver during their Thursday work session without you.

**Mr. Russell expects each team’s projects to have the following components:**

- The overall paper will explore the history of some holiday/celebration in Oberlin.
- The paper will include both information and some reflection on what the meaning of the holiday has been to various parts of the community.
- It will include at least 2 pages of text written by each 10th grade student.
- Each member of the team will look at:
  - At least 3 appropriate secondary sources
  - Only ONE of these may be an encyclopedia and NOT Wikipedia; you may, however, use Wikipedia to find other sources.
  - At least ONE of these must be a primary source.
- At least 3 primary sources contemporary to the people and events on which you focus (newspapers, magazines, letters, flyers—this does NOT include your photos or oral histories)
- Each team will conduct at least 2 oral histories
  - **YOU** as the college students will be responsible for obtaining a signed permission for oral oral history;
  - **YOU** as the college students will be responsible for including a brief summary of the topic with your oral history submission;
  - **YOU** as the college students will be responsible for submitting appropriate permissions for the final project.
- Each team should have at least four photos or graphics.
- Each high school student must submit at least one graphic. Please have your high school students submit a written explanation (1-2 paragraphs) of why this visual is relevant to the project.
- At the end of the term, each team will make a 10-minute PowerPoint presentation in which each high school student takes a part in the presentation (you can each take a small part in the presentation too). The PowerPoint slides will be submitted along with other materials.

**FOUR HOUR COLLEGE STUDENT FINAL SUBMISSIONS MUST INCLUDE:**

- Project completed by High School Students (as above, including graphics)
- Oral history materials (transcripts, permissions, summaries of oral histories)
- A file including your email correspondence with your high school student partners and their responses (both sides)
- Your individual reflection; 2-3 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.
### History 268: Oberlin History as American History

#### Spring 2012 Schedule of Meetings for Four Hour Students

**Working with 10th Grade American History Class of Mr. Kurt Russell**

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<tr>
<th>Tuesday</th>
<th>Thursday</th>
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| April 3: Getting Started on Research  
At this session, you will brainstorm your topic, think about your sources, think about how to assign responsibilities, and think about your timetable for research.  
**GOAL:** Get each high school student to develop at least 3 questions related to your topic that can help them get started with research. Work together to identify several sources. College students should undertake "pre-search" so that they have accessible materials with which to begin. | April 5: Secondary Sources  
Bring selections from secondary sources to work on together with your team. Ask high school students to paraphrase what they are reading to get a sense of level of materials you will be using. Begin to assign responsibilities, and think about your timetable for research.  
**College Students:** Submit your research outline to me by Sunday April 8 at noon. (A research outline describes what you will do and when. This outline should carefully consider how you will use each of the sources you have with your high school partner. The schedule and points below may help.) |
| April 10: Mudd Research  
**GOAL:** College students should "pre-search" before class. You may want to use more selections of secondary materials, or you may want to move to primary materials. If college students want to use newspapers or magazines, for example, find examples of relevant materials BEFORE class. If you want to use Archival materials, you may have to get and photocopy these materials IN ADVANCE since the Archives does not open until 10 am.  
**College Students:** Make sure you have contacted your oral history interviewees and prepared for your interviews. Share with your students some relevant background materials. Brainstorm questions with your team. Each student should have at least one good question to ask. | April 12: Mudd Research  
**GOAL:** College students should "pre-search" before class. You may want to use more selections of secondary materials, or you may want to move to primary materials. If college students want to use newspapers or magazines, for example, find examples of relevant materials BEFORE class. If you want to use Archival materials, you may have to get and photocopy these materials IN ADVANCE since the Archives does not open until 10 am. |
| April 17: Prepare for Oral History  
**College Students:** Be sure you have contacted your oral history interviewees and prepared for your interviews. Share with your students some relevant background materials. Brainstorm questions with your team. Each student should have at least one good question to ask. | April 19: Oral History Session at the High School  
**College Students:** Be sure you have contacted your oral history interviewees and prepared for your interviews. Share with your students some relevant background materials. Brainstorm questions with your team. Each student should have at least one good question to ask.  
**GOAL:** College students are prepared with recording devices, and the knowledge of how to use them. Be ready to help your students. Think about how you want your oral history to proceed: what are you trying to learn? **GOAL:** Use your oral history interviews to help you better understand some aspect of celebrations and public culture in Oberlin. |
| April 24: Oral History Session at the High School  
**College Students:** Be sure you have contacted your oral history interviewees and prepared for your interviews. Share with your students some relevant background materials. Brainstorm questions with your team. Each student should have at least one good question to ask. | April 26: Mudd Research  
**College Students:** Prepare for this class by reviewing the components necessary for the final project.  
Submit a progress report by 5 pm on Friday, April 27. |

#### May

| May 1: Blocking out the writing  
Take stock of what you, as a team, know, and outline your group's paper. Assign particular 2 page sections to each student. **GOAL:** Identify the "big news" from your project: the most important or exciting things your group has learned. Set out the overall shape of your project and make sure everyone is clear about their contribution and responsibilities.  
| May 3: Getting it down on paper  
Work with students to make sure they have the sources they need to write their pages. If you have time, you might work with them on their writing. Give them a clear assignment for bringing 2 pages with them to the next class, that is Tuesday, May 8. |
| May 8: Work with students to revise their writing.  
| May 10: Crafting the presentation  
Draft slides for your final presentation. Add visuals.  
| Between May 10 and May 16, you may wish to schedule a meeting of your team  
**GOAL:** Put together a final version of the written portion of the project for submission and put together and practice your PowerPoint. Time your presentation: it should take no longer than 30 minutes. | May 17 at 9am:  
Team Presentations  
College Student Final Project due. |
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<td>Your Name</td>
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<td>2 pages of text by each student</td>
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<td>3 secondary sources</td>
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<td>(No more than one encyclopedia; no more than two online sources)</td>
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<td>1 photo/graphic from each student (with explanation of relevance)</td>
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<td>Team Paper</td>
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In addition to submitting the materials above, College Students need to submit:

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<td>Oral History materials</td>
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<td>Email between you and your high school students</td>
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<td>Your self-evaluation</td>
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