

**History 268  
Oberlin History as American History  
Fall 2014**

Tuesdays and Thursdays 9:00-10:50  
King 343

Professor Carol Lasser  
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Office Hours: Tuesday and Thursday, 1:30-3

Office: Rice 317  
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*Prospect School, Oberlin, Ohio 1905*

<http://www.pinterest.com/pin/330170216405276271/>

*Courtesy of Oberlin Heritage Center*

**Course Objectives:**

This course engages students in exploring the history of Oberlin, Ohio, as a unique location and in relation to broader trends in American history. It challenges students to (dis)cover, understand and evaluate the past of this complex multicultural community in relation to the national narrative about struggles for civic identity, 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. We thus develop knowledge with which to construct, question, refine, and contest understandings of our community and our national histories.

The course also promotes engagement with the local community by requiring students to conduct a research project in partnership with a class of Oberlin High School students, or an alternative public history project from the list of possibilities appended. In this way, we learn about the contested meanings of history and its multiple stakeholders. We understand the interaction of history and memory, and the different interpretations of representations by differently situated constituencies.

**Organization of the Course:**

For the first half of the semester, the course will explore history and resources in a relatively traditional academic format. We seek to understand sources, methods, themes, content, causality, and chronology.

During the second half of the semester, whenever possible, college students will be placed in teams working with students from the IB History of the Americas course taught at Oberlin High School by Mr. Kurt Russell. These Partnership teams will work together on projects and collections preidentified in the Oberlin College Archive that are relevant to the themes of their IB course, relating either to “Peace Peacekeeping and Peacemaking, 1918-1936,” “The Cold War, 1950-1989,” or “Causes Practice and Effect of Wars in the Twentieth Century.” Grades for College students in the high school partnership will be based in part on their documented efforts to work with high school students to stimulate interest and learning, and to complete the assigned paper and presentation. Please see the attachments to this syllabus that directly address the partnership.

If the Oberlin College class enrolls more students than can be accommodated in the Partnership teams, students will be placed in teams to work on public history projects that have been preidentified, with responsibility to collaborate with a community partner. All projects will involve teams and partnerships. If you have an idea about a topic relevant to a particular partner that you want to nominate for consideration, please be sure to make an appointment to meet with me no later than October 1.

### **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 at the class Blackboard site, or on the special websites cited 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 readings, mark them up, and bring them to class—or to do the equivalent work with documents online. The assigned readings will be discussed in class, and you will use them in your papers.

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

### **Required Postings**

You are required to complete at least **nine** postings over the first half of the course, including at least **three** of the first **four** postings. These postings are due before class; they should be entered on the appropriate date in the “Postings” of the class BlackBoard site, where they can be shared with me, and with other members of the class.

Postings are intended to help you organize your thoughts. Work done in the first four postings could help you to make progress on first paper even before you begin the formal drafting process. Later postings will help you think about how to present relevant materials to others, a skill that will be critical in your work with high school students or community partners.

Postings should be at least one paragraph in length, and probably between 200 and 500 words. Postings should be clearly written, using standard spelling and grammar. They should demonstrate your comprehension of the readings as they begin to suggest your interpretation of them.

## **SCHEDULE OF CLASSES**

**Tuesday, September 2**

**Introduction to the Course and Its Objectives:**

**What Does it Mean to “Do History”?**

**Oberlin: College and Community**

**Thursday, September 4**  
**History And Memory:**  
**Constituencies and Engagements**

REQUIRED Reading:

- Carl Becker, "Everyman His Own Historian," *American Historical Review*, 37 (January 1932): 221-236.
- Roy Rosenzweig and David Thelen, Chapter 1: "The Presence of the Past: Patterns of Popular Historymaking," pp. 15-36, in *The Presence of the Past*.
- Erika Doss, "Remembering 9/11: Memorials and Cultural Memory," *OAH Magazine of History* 25 (July 2011): 27-30.
- Linda Levitt, "Speaking Memory, Building History: The Influence of Victims' Families at the World Trade Center Site," *Radical History Review* 111 (Fall 2011): 65-78

You will also be assigned one of the following to read and report on (although you may read other articles if you are interested):

- Justin Davidson, "Getting to 9/11: How a Museum's Creators Memorialized Our Collective Agony," *New York Magazine*, May 14, 2014  
<http://nymag.com/arts/architecture/features/national-9-11-memorial-museum-davidson/>
- Edward Rothstein, "A Memorial to Personal Memory: Recalling Sept. 11 by Inverting a Museum's Usual Role," *New York Times*, May 22, 2014  
<http://www.nytimes.com/2014/05/25/arts/design/recalling-sept-11-by-inverting-a-museums-usual-role.html? r=0>
- Adam Gopnik, "Stones and Bones: Visiting the 9/11 Memorial and Museum," *The New Yorker*, July 7, 2014  
<http://www.newyorker.com/magazine/2014/07/07/stones-and-bones>

*Questions to Consider:*

- What does Carl Becker consider "history"?
- How do Rosenzweig and Thelen see people engaging in "making history"?
- Is there a difference between "history" and "heritage"?
- What about "memory"? Where does it fit (or not)?
- How do contests over history/heritage/memory play out? Whose history/heritage/memory is displayed at Ground Zero, and why? Who controls historical memory? And how does that control operate?
- According to the article you read, does the 9/11 Memorial and Museum "succeed"? What has it achieved? Where has it fallen short? Did it create unintended consequences?

**Posting Opportunity #1**

**Tuesday, September 9**  
**Getting to Oberlin:**

Required Reading:

- Thomas Sherman, *A Place on the Glacial Till*, selections
  - (Introduction, pp. 3-9 optional)
  - Chapter 3: People, pp. 57-84
  - Chapter 4: Western Reserve, pp. 85-109
- Robert Fletcher, *A History of Oberlin College*
  - Chapter 9: A Grand Scheme, pp. 85-92
  - Chapter 10: Oberlin Colony, pp. 102-116

- Chapter 11: Oberlin Institute, pp. 117-128
- Covenant of the Oberlin Colony\*\*  
[https://sites.google.com/a/oberlin.edu/oberlin\\_originals/documents/founding-documents](https://sites.google.com/a/oberlin.edu/oberlin_originals/documents/founding-documents) (note that some excerpts from this document appear in Chapter 10)
- Prospectus for the Oberlin Collegiate Institute\*\*  
[https://sites.google.com/a/oberlin.edu/oberlin\\_originals/documents/founding-documents](https://sites.google.com/a/oberlin.edu/oberlin_originals/documents/founding-documents) (note that some excerpts from this document appear in Chapter 11)

*Questions to Consider:*

- Why was Oberlin founded? What did you discern about the national context for the founding of Oberlin from your reading in Fletcher and/or Sherman? What were the local conditions?
- What was the original relationship between the “colony” and the “Oberlin Collegiate Institute”?
- 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?

**Posting Opportunity #2**

**Thursday, September 11**  
**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
- Geoffrey Blodgett, “Myth and Reality in Oberlin History,” in *Oberlin History: Essays and Impressions*, pp. 5-19;
- John Jay Shipherd, Pastoral Letter, 1835\*\*  
[https://sites.google.com/a/oberlin.edu/oberlin\\_originals/documents/abolitionism-at-oberlin-1835-to-emancipation](https://sites.google.com/a/oberlin.edu/oberlin_originals/documents/abolitionism-at-oberlin-1835-to-emancipation)
- Constitution of the Oberlin Antislavery Society, 1835\*\*  
[https://sites.google.com/a/oberlin.edu/oberlin\\_originals/documents/abolitionism-at-oberlin-1835-to-emancipation](https://sites.google.com/a/oberlin.edu/oberlin_originals/documents/abolitionism-at-oberlin-1835-to-emancipation)
- An Appeal on Behalf of the Oberlin Institute in Aid of the Abolition of Slavery\*\*  
[https://sites.google.com/a/oberlin.edu/oberlin\\_originals/documents/abolitionism-at-oberlin-1835-to-emancipation](https://sites.google.com/a/oberlin.edu/oberlin_originals/documents/abolitionism-at-oberlin-1835-to-emancipation)
- *Questions to Consider:*
- Why did the Oberlin Collegiate 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?

**Posting Opportunity #3**

**Tuesday, September 16**  
**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 21: Female Reformers, pp. 290-315
- Lori Ginzberg, "The Joint Education of the Sexes': Oberlin's Original Vision," from Carol Lasser, ed., *Educating Men and Women Together*, pp. 67-80
- Carol Lasser and others, "How Did How Did Oberlin Women Students Draw on Their College Experience to Participate in Antebellum Social Movements, 1831-1861?"
  - Introduction: <http://womhist.alexanderstreet.com/oberlin/intro.htm>
  - Sally Rudd to Mary Caroline Rudd, 1836  
<http://womhist.alexanderstreet.com/oberlin/doc3.htm>
  - Annual Report of the Oberlin Female Moral Reform Society, 1840  
<http://womhist.alexanderstreet.com/oberlin/doc6.htm>
  - Mary Sheldon, "Women and Politics," 1848  
<http://womhist.alexanderstreet.com/oberlin/doc5c.htm>
- Carol Lasser, "Enacting Emancipation: African American Women Abolitionists from Oberlin College and the Quest for Empowerment, Equality, and Respectability," *Women's Rights and Transatlantic Antislavery in the Era of Emancipation*, Kathryn Kish Sklar and James Brewer Stewart, eds.

Questions to Consider:

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

**Posting Opportunity #4**

**Thursday, September 18**

**"Race and Opportunity in Oberlin, 1850-1900"**

**Guest Lecture by Professor Gary Kornblith**

**Posting Opportunity #5:** This posting should be completed no later than Friday, September 19 at 5 pm.

**Your First Paper is due**

**Monday September 22**

**Topic: Utopians, Visionaries, Fanatics or Plain-Living Pioneers?**

For more than a century, Oberlinians and others have debated whether early Oberlin was an idealist communal settlement or an enclave of rigid and doctrinaire extremism. They have also argued about the degree to which early Oberlin achieved the ideals it laid out for itself. What's your take?

Please write a paper, 1,000-1,250 words in length (really—no more than 5 pages! Okay, you don't have to count your footnotes) putting yourself into the conversation on the early history of Oberlin (that is, from the founding through the beginning of the Civil War), and providing specific evidence for your answer. You will probably want to draw on some of the work you did for your earlier Blackboard postings.

Papers must be typed, double-spaced, with 12-point type. They should have a clearly stated thesis, make use of supporting evidence, and appropriately cite that evidence. The paper should be written with clarity. You may submit your paper electronically; if you choose to do so, please be sure to submit it in Word, pdf or rtf format and email it to me at [carol.lasser@oberlin.edu](mailto:carol.lasser@oberlin.edu).

***Don't forget to write and sign the Honor Code.***

**Tuesday, September 23**  
**"Seeing" Oberlin History**  
**Meet at the Allen Art Museum**  
**Students with last names A-K: 9:00 to 9:50**  
**Students with last names L-Z: 10:10 to 10:50**  
**Please be prompt.**

***The early group will enter the Museum via the walkway on E. Lorain Street that leads into the Art Courtyard; after leaving prohibited items in the lockers,***

#### **Important Rules for the Allen Memorial Art Museum**

1. Pencils only; no pens.
2. All jackets, hoodies, backpacks, purses, bags, umbrellas, hats, scarves, etc. must be left in the lockers provided by the museum.
3. Shoes and shirt must be worn.
4. Please do not touch the artwork.
5. No food or drink.

During your visit, you will use a worksheet to reflect on one of the works of art viewed .

**Your completed worksheet is due September 25 by 5 pm.**

**Thursday, September 25**  
**No Class**  
**Jewish New Year: Rosh Hashanah**

**Monday, September 29: Public Talk by Brent Morris**  
**4:30 Moffett Auditorium, Mudd Library**  
**You are expected to attend**  
**Posting Opportunity #6 (due before Tuesday morning class)**

**Tuesday, September 30: Brent Morris: The Evolution of Antislavery Activism**



Required Reading:

- Geoffrey Blodgett, "Oberlin Starts the Civil War," in *Oberlin History: Essays and Impressions*, pp. 55-60;
- Robert Fletcher, *A History of Oberlin College* (Blackboard)
  - Chapter 18: Hotbed of Abolitionism, pp. 236-253
  - Chapter 25: Free Soil and the Underground Railroad, p. 386- 400
  - Chapter 26: Higher Law, 401-416

*Questions:* Was antislavery a religious, social or political movement in antebellum Oberlin? What moments seem particularly important in its evolution? Why was the Oberlin Community such a hotbed of antislavery activity? What are the implications of the Oberlin-Wellington Rescue for our community today?

**Posting Opportunity #7**

**Thursday, October 2**

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



Required Reading:

- William Bigglestone, Chapter 1: "The Scene" and Chapter 5: "The Cause," pp. 1-12 and 77-101 in *Oberlin: From War to Jubilee*
- J.F. Brand, "Letter from Oberlin," *Western Christian Advocate*, September 28, 1881 [https://sites.google.com/a/oberlin.edu/oberlin\\_originals/documents/temperance-from-the-gilded-age-to-prohibition](https://sites.google.com/a/oberlin.edu/oberlin_originals/documents/temperance-from-the-gilded-age-to-prohibition)
- James Fairchild, "The Oberlin Temperance Pronouncement," *The Advance*, February 16, 1882; [https://sites.google.com/a/oberlin.edu/oberlin\\_originals/documents/temperance-from-the-gilded-age-to-prohibition](https://sites.google.com/a/oberlin.edu/oberlin_originals/documents/temperance-from-the-gilded-age-to-prohibition)
- Excerpts from Secretary's Book of the Ladies Temperance League of Oberlin, 1884; [https://sites.google.com/a/oberlin.edu/oberlin\\_originals/documents/temperance-from-the-gilded-age-to-prohibition](https://sites.google.com/a/oberlin.edu/oberlin_originals/documents/temperance-from-the-gilded-age-to-prohibition)
- "Why Did African American Women Join the Women's Christian Temperance Union, 1880-1900?" Document Project by Thomas Dublin and Angela Scheuerer, Introduction, Women and Social Movements in the United States website, <http://asp6new.alexanderstreet.com/was2/was2.object.details.aspx?dorpId=1000679650> <http://asp6new.alexanderstreet.com/was2/was2.object.details.aspx?dorpId=1000679650>

- Excerpts from Frances E.W. Harper, Superintendent of Colored [sic] Work, Women's Christian Temperance Union, "Work Among the Colored People," 1884  
[https://sites.google.com/a/oberlin.edu/oberlin\\_originals/documents/temperance-from-the-gilded-age-to-prohibition](https://sites.google.com/a/oberlin.edu/oberlin_originals/documents/temperance-from-the-gilded-age-to-prohibition)

Optional

- Mark Twain, *The Man That Corrupted Hadleyburg* (1899), etext 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?

**Posting Opportunity #8**

**Sunday, October 5 at 1pm**  
**Meet at the Bandstand in Tappan Square**  
**Special Session: Monuments and Memory in Oberlin:**  
**A Field Trip/Monuments Walk**  
**Reading:** Kurt Savage, "The Politics of Memory: Black Emancipation and the Civil War Monument" in John Gillis, editor, *Commemorations*  
**Posting Opportunity #9**

**Monday October 6: Revised Paper Due**

Now that you have read more, thought more, talked more, about the issues that you addressed in your first paper, please revise your paper to reflect ways in your thinking may have changed directions, deepened, or been otherwise informed as you explored new information and perspectives about the early Oberlin founders. Your paper should *still* be 1,000-1,250 words be typed, double-spaced, with 12-point type. It should *still* have a clearly stated thesis, make use of supporting evidence, and appropriately cite that evidence. Your paper should *still* be written with clarity. You may submit your paper electronically; if you choose to do so, please be sure to submit it in Word, pdf or rtf format. If you are using Word, please turn on the "track changes" function. Your paper will be graded in part for ways in which you present your reconsiderations and /or develop new evidence and/or new thoughts. Please email your paper to me at [carol.lasser@oberlin.edu](mailto:carol.lasser@oberlin.edu).

**Tuesday, October 7:**  
**Did Oberlin Retreat from Reconstruction?**





## NIAGARA AND NEWSPAPERS Meet in Mudd

### Required Reading

- Booker T. Washington, "The Atlanta Exposition Address," Chapter XIV in *Up From Slavery* (just to the end of the address)
- Excerpt from W.E.B. DuBois, On the Origins of the Niagara Movement, from *Autobiography*
- The Niagara Movement in Oberlin: A History in Newspaper Articles [https://sites.google.com/a/oberlin.edu/oberlin\\_originals/documents/the-niagara-movement-a-view-from-oberlin](https://sites.google.com/a/oberlin.edu/oberlin_originals/documents/the-niagara-movement-a-view-from-oberlin)
- David Diepenbrock, "Black Women and Oberlin College in the Age of Jim Crow," *UCLA Historical Journal* 13(1993): 27-51.

### Optional

- W.E.B. DuBois, "Of Mr. Booker T. Washington and Others" from *The Souls of Black Folks*

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

### Posting Opportunity #10

## Thursday, October 9: Oberlin's Race Relations, 1920-1945

### Required Reading:

- The Oberlin Barbershop Controversy of 1944: A History in Documents [https://sites.google.com/a/oberlin.edu/oberlin\\_originals/documents/the-oberlin-barbershop-controversy](https://sites.google.com/a/oberlin.edu/oberlin_originals/documents/the-oberlin-barbershop-controversy)
- 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 1930 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](http://www.oberlin.edu/cgi-bin/cgiwrap/library/ref/index.php?db=newsindex) to Oberlin Newspapers at <http://www.oberlin.edu/cgi-bin/cgiwrap/library/ref/index.php?db=newsindex>

*Assignment:* You will be assigned a newspaper article to locate and print out from the microfilm of the Oberlin newspapers. In addition, you will search the Oberlin Newspaper Index for a related article, and will also locate and print that article out.

**Please be sure to bring readable printed versions of newspaper articles, with the name and the date of each article, along with YOUR NAME, on the back. You will talk about, and read from your newspaper articles in class; you will then hand the articles in at the end of class.**

## Tuesday, October 14

### Oberlin Politics, 1960-1965: Housing Controversy in a Small Town

### Required Reading:

- Aaron Wildavsky, Chapters 1, 6, 7, 8, and 17, (pp. 3-13, 83-126 and 236-252) in *Leadership in a Small Town*
- Donald Reich, "The Oberlin fair-housing Ordinance " in Lynn Eley and Thomas Casstevens, ed., *The Politics of Fair-Housing Legislation* p.105-147

*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? What happened to Oberlin's Fair Housing initiative?

Class will include an exploration of doing history with maps.

### **Posting Opportunity #11**

#### **Two Special Speaker Opportunities:**

Wednesday, October 15 at 7:15 pm Historian Eugene D. Schmiel presents "Jacob Cox and the 'Oberlin Letter' - Military Hero and Controversial Politician," in Kendal At Oberlin's Heiser Auditorium, sponsored by the Oberlin Heritage Center;

and

Thursday, October 16 at noon: Gene Schmiel presents "Jacob Cox: Oberlin's Finest Civil War General," at the Oberlin Public Library, sponsored by the Oberlin Heritage Center

#### **Thursday, October 16**

##### **Partnership Discussion at Oberlin High School.**

High School Students and College Students will indicate their preferences for celebrations to research. Be sure to use time together to introduce yourselves, and to trade contact information.

##### **Reading Assignment:**

***Look at the following and discuss with your partner BEFORE you meet your students. Remember that you are NOT teaching these articles to them—but they can inspire your discussions.***

- John Bodnar, "The Memory Debate," in *Remaking America: Public Memory, Commemoration, and Patriotism in the Twentieth Century*
- Katharine Corbett and Howard Miller, "A Shared Inquiry into a Shared Inquiry," *The Public Historian* 28(Winter 2006): pp. 15-38.

Please also take time before class to study the possible research topics on the last page of this syllabus. Come to your session prepared to promote 3-4 of them as subjects that would be exciting to research.

**If you are not partnered with a high school team, please use this time to begin planning your project with your college partner and your public history constituency.**

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#### **COLLEGE FALL BREAK**

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#### **Tuesday, October 28: Archives Visit**

**9-9:40: All College Students:**

**All College Students meet at 9:50 am in Archives on Mudd 4<sup>th</sup> Floor**

##### **Required Reading:**

- Please browse the website of the Oberlin College Archive:  
<http://www.oberlin.edu/archive/>
- Please look in particular at a "Finding Guide," to be found as any of the highlighted files on <http://www.oberlin.edu/archive/holdings/finding/index.html>
- Post the name of the Finding Guide you explored before class.

Each High School Partnership Team must submit a ranked list of 3-4 topics of interest before leaving the Archives today.

#### **Thursday, October 30**

**9-9:40 All College Students: Q&A about your Research Prospectus and Timetable  
9:50-10:50 in the Oberlin College Archives, Fourth Floor, Mudd Library**

**High School Partnership Teams:**

**This will be the first meeting at which your team will be working on a specific topic.**

Be sure to bring with you a plan for your session that includes ways to: brainstorm your topic, think about sources, think about how to assign responsibilities.

<p><b>For ALL College Students Required assignment (to be handed in at the end of class) Preliminary timetable for research and writing</b></p>
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**Tuesday, November 4**

**All Students: 9- 9:50: Tentative: Ms, Phyllis Yarber Hogan: Oberlin's Lincoln Street**

**9:50-10:50: High School Partnerships Meet in Mudd**

**Thursday, November 6**

**All Students: 9:00-9:50: Tentative: Oberlin's Cooperative Heritage**

**9:50-10:50: High School Partnerships Meet in Mudd**

First Progress Report Due today. Please include:

- revised timetable
- statement of goal of research
- report on research accomplished to date

**Tuesday, November 11**

**All Students: 9:00-9:50: Discussion of Oral History: Method or Source?**

**Required Readings**

- Oral History Association, "Principles and Practices," at <http://www.oralhistory.org/do-oral-history/principles-and-practices/http://www.oralhistory.org/do-oral-history/principles-and-practices/>
- Linda Shopes, "What is Oral History?"
- Katherine Borland, "'That's Not What I Said': Interpretive Conflict in Oral Narrative Research," pp. 320-332 in *The Oral History Reader*, Robert Perks and Alistair Thomson, eds.

**9:50-10:50: High School Partnerships Meet in Mudd**

**Thursday, November 13:**

**9-9:50: High School Partnership Students: Logistics of Oral History**

**9:50-10:50: High School Partnerships Meet in Mudd**

**Tuesday, November 18:**

**9-9:50: High School Partnership Students: Troubleshooting Session**

**9:50-10:50: High School Partnerships Oral Histories**

**NONPARTNERSHIP PROGRESS REPORTS DUE**

**Thursday, November 20**

**9-9:50: High School Partnership Students: Troubleshooting Session**

**9:50-10:50: High School Partnerships Oral Histories**

**Tuesday, Nov 25**

9-9:50: High School Partnership Students: Troubleshooting Session

**9:50-10:50: High School Partnerships Oral Histories**

Second Progress Report Due today. Please include:

- revised timetable
- statement of goal of research
- report on research accomplished to date

**Thursday, Nov 27: NO CLASS—THANKSGIVING**

**Tuesday, December 2**

9-9:50: High School Partnership Students: Troubleshooting Session

**9:50-10:50: High School Partnerships Oral Histories**

**Thursday, December 4**

9-9:50: High School Partnership Students: Troubleshooting Session

**9:50-10:50: High School Partnerships Oral Histories**

**Tuesday, December 9**

9-9:50: NonPartnership Team Research Presentations

**9:50-10:50: High School Partnerships Oral Histories**

**Thursday, December 11**

**Final Class**

9-9:50: NonPartnership Team Research Presentations

**9:50-10:50: High School Partnerships Oral Histories**

**Friday December 19 at 9 am:**

**Final Examination**

**High School Partnership Team Presentations**

**At this time, project and self evaluation due.**

**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 rewritten 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.

**HIGH SCHOOL PARTNERSHIP PARTICIPANTS**

Nine Blackboard Postings, for a total of	18%
1 <sup>st</sup> paper	10%
Revised Paper	10%
Newspaper Article and Finding Guide (2 assignments)	4%
Preliminary Research Prospectus and Timeline	8%
First Progress Report: Revised Prospectus and Timetable	8%

Second Progress Report: Further Revised Prospectus and Timetable	8%
Final Project: Package	25%
General Class Participation	9%

#### NONPARTNERSHIP PARTICIPANTS

Nine Blackboard Postings, for a total of	18%
1 <sup>st</sup> paper	10%
Revised Paper	10%
Newspaper Article and Finding Guide (2 assignments)	4%
Preliminary Research Prospectus and Timeline	8%
Progress Report: Revised Prospectus and Timetable: DUE NOVEMBER 18	8%
Final Project: Package	34%
General Class Participation	9%

#### **What is a Research Prospectus?**

Describe your topic, and describe the kinds 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 your 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 “do-able,” 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.

#### **College Students in High School Partnership:**

**Your Final Submission (due at 11 am on Friday, December 19) must have these components:**

- 10-12 page (text) of research paper, primarily written by high school students, with your assistance;
- Appropriate formal citations of materials used in the paper (footnotes or endnotes, if possible using Chicago Manual of Style format);
- References to least **four** 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 secondary sources must be a traditionally *printed* item;

- Evidence of significant use of a **substantial** number of *primary documents*. These can be documents within a single collection or *newspaper articles*, or some mix of materials. The important point here is that you want to demonstrate your use of a **substantial** number of sources. Papers that cite fewer than 6 primary sources will not receive credit.
- A formal bibliography (Chicago Manual of Style format), using separate categories for primary sources and secondary sources (NOTE: keeping track of the sources will be the responsibility of the college students)
- Materials documenting at least ONE oral histories and/or interview with experts. Each oral history/interview should be accompanied by a signed permission.
- At least four photos or graphics (at least one for each high school student). You may use more if you wish (and you probably will use more for your presentation), but please, unless these visuals are critically evaluated as primary sources (and listed in your bibliography), they will not count as primary sources.
- A copy of your PowerPoint
- 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, your relationship to your public history constituency and what you learned.

### **College Student Teams in Other Public History Projects**

**Your Final Submission (due at 11 am on Friday, December 19) must have these components:**

- 12-15 page research paper with appropriate formal citations of materials used in the paper (footnotes or endnotes using Chicago Manual of Style format);
- I expect references to 4-6 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 secondary sources must be a traditionally *printed* item;
- Evidence of significant use of a **substantial** number of *primary documents*. These can be documents within a single collection or *newspaper articles*, or some mix of materials. The important point here is that you want to demonstrate your use of a **substantial** number of sources. Papers that cite fewer than 6 primary sources will not receive credit.
- A formal bibliography (Chicago Manual of Style format), using separate categories for primary sources and secondary sources (NOTE: keeping track of the sources will be the responsibility of the college students)
- You may decide not to do any oral histories, but if you do, each oral history/interview must be accompanied by a signed permission.
- At least two photos or graphics.
- 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, your relationship to your public history constituency and what you learned.

**History 268: Oberlin History as American History**  
**Fall 2014 Schedule of Meetings for Four Hour Students**  
**Working with IB History Class of Mr. Kurt Russell**

Tuesday	Thursday
<p><b>October 28: Rallying Around Topics</b>            After introductions to the Oberlin Archive by Mr. Ken Grossi and staff, you and your team will explore and rank your interest in topics  <b>GOAL:</b> Find several topics that seem to connect to your high school students' interests. Generate excitement</p>	<p><b>October 30: Getting to Work</b>            At this session, you will brainstorm your topic, think about sources, think about how to assign responsibilities, and think about your timetable for research. College students should undertake "pre-search" so that they have accessible materials with which to begin.  <b>GOAL:</b> Get each high school student to develop at least 3 questions related your the topic that can help them focus in on the topic and its context. Remember, your first Research Prospectus and Timetable is due after this meeting.</p>
<p><b>November 4: Digging in</b>  <i>You will have an appointment with a research librarian either November 4 or 6. S/he will help you identify secondary sources particularly relevant to your topic.</i>            At this session, college students should brush up on their understanding of the broader historical context for their research project. You may want to consult relevant material at  <a href="http://www.digitalhistory.uh.edu/index.cfm">http://www.digitalhistory.uh.edu/index.cfm</a>            Explore what your high school students know.            Bring in some primary sources and work on them together in 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 further about your timetable for research.            Assignment: Give your high school students a responsibility to be completed by the next meeting. Make sure the assignment is reasonable and exciting.  <b>GOAL:</b> Gain some new knowledge about or perspective on your topic.</p>	<p><b>November 6: Secondary Sources</b>  <i>You will have an appointment with a research librarian either November 4 or 6. S/he will help you identify secondary sources particularly relevant to your topic.</i>            As soon as you have had your research appointment, get busy looking for particular secondary sources. Bring some selections to class, but engage your students in the hunt as well.            If you have not yet had your research appointment, continue working on primary sources.            Refine the assignment of responsibilities to make sure that your high school students will make use of appropriate secondary material in a timely fashion.            Start thinking about your oral history.  <b>GOAL:</b> Gain some new knowledge about or perspective on your topic.  <b><i>First Progress Report Due today</i></b></p>
<p><b>November 11: Mudd Research</b>            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. College students</p>	<p><b>November 13: Planning Your Oral History</b>  <b>College Students:</b> make sure you have contacted your oral history interviewees and prepared for your interviews. Share with your students some relevant</p>

<p>should “pre-search” before class. You may want to use more selections of secondary materials, or you may want to move to primary materials.</p> <p>Important advice: 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.</p> <p>Remember, while you are working in teams, you may want to work in smaller units for some of this session.</p> <p><b>GOAL:</b> Have some new knowledge or a new interpretation to claim by the end of this session.</p>	<p>background materials. Brainstorm questions with your team.</p> <p><b>GOAL:</b> Have each member of the team develop at least one good question for each interviewee.</p>
<p><b>November 18 : Oral History Session</b></p> <p><b>College Students:</b> come 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; <i>what</i> are you trying to learn?</p> <p><b>GOAL:</b> use your oral history informant to help you better understand local engagement in issues relating to your topic.</p> <p><b>College Students Follow-up:</b> Listen to interviews and think about most relevant information. Transcribe 2-4 paragraphs, and to be ready to share with your students at the next Mudd Research meeting.</p> <p><b><i>If you are not doing an oral history today, continue with Mudd Research</i></b></p>	<p><b>November 20: Oral History Session</b></p> <p><b>College Students:</b> come 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; <i>what</i> are you trying to learn?</p> <p><b>GOAL:</b> use your oral history informant to help you understand local engagement in issues relating to your topic.</p> <p><b>College Students Follow-up:</b> Listen to interviews and think about most relevant information. Transcribe 2-4 paragraphs, and to be ready to share with your students at the next Mudd Research meeting.</p> <p><b><i>If you are not doing an oral history today, continue with Mudd Research</i></b></p>
<p><b>November 25: Last Full Mudd Research Session</b></p> <p>College Students: prepare for this class by reviewing the components necessary for the final project.</p> <p><b>GOAL:</b> Position your team for completion of the project.</p> <p><b>Your Second Progress Report is due November 26.</b></p>	<p><b>November 27: Thanksgiving. No Class</b></p>
<p><b>December 2: Blocking out the writing</b></p> <p>Take stock of what you, as a team, know, and outline your group’s paper. Remember, you can continue to research as you write. Assign particular 6-page sections to each student. You can work with your high</p>	<p><b>December 4: Getting it down on paper</b></p> <p>Work with students to make sure they have the sources they need to write their pages. Do more research if necessary. Make sure they understand how to cite their sources.</p>



<p>school students to break down the completion of the 6 pages into smaller components as appropriate.</p> <p><b>GOAL:</b> identify the “big news” from your project—the most important or exciting thing(s) your group has learned. Set out the overall shape of your project and make sure everyone is clear about their contribution and responsibilities</p>	<p>You may want to set up email exchanges about their work.</p> <p>If you have time, you might work with them on their writing.</p> <p>Give them a clear assignment for bringing partial drafts with them to the next class, that is Tuesday, December 9.</p>
<p><b>December 9: Work with students to revise their writing.</b></p> <p>If time, groups review their projects and add the visuals. Assignments for revision as needed.</p> <p><b>GOAL:</b> polish the coherence of your project and help fit the pieces together; Help your students understand what revisions they need to make.</p> <p>College Students may end up doing the bibliography for the project; be sure to categorize primary and secondary materials separately.</p>	<p><b>December 11: Crafting the presentation</b></p> <p>Draft slides for your final presentation. Add visuals.</p>
<p><b>Between December 11 and December 19, you may wish to schedule a meeting of your team</b></p> <p><b>GOAL:</b> put together a final version of the written project for submission and put together (and practice) your PowerPoint. Time your presentation; it should take no longer than 10 minutes! But EVERY member of the team should participate in a meaningful way in the presentation.</p>	<p><b>December 19 at 9am:</b></p> <p><b>Team Presentations</b></p> <p><b>College Student Final Project due.</b></p>

CHECKLIST OF MATERIALS FOR HIGH SCHOOL PARTNERSHIP PROJECTS

*Submit this checklist with your final project*

NAMES OF COLLEGE STUDENTS:

<b>5-6 pages of text by each HIGH SCHOOL student</b>	High School student names:
<b>4 secondary sources</b> (No more than one encyclopedia; no more than two online sources)	Source #1 Source #2 Source #3 Source #4
<b>4 primary sources</b>	Source #1 Source #2 Source #3 Source #4
<b>1-2 oral histories/interviews</b>	1. Name of informant : (attach <b>permission</b> ) 2. Name of informant: (attach <b>permission</b> ) Note: you may also attach tapes/files and/or summaries
<b>1 photo/graphic from each student</b> (with explanation of relevance)	
<b>Team Paper</b>	Please submit in hard copy; be sure you attach a formal bibliography
<b>Team PowerPoint</b>	Please copy your PowerPoint to a CD and attach to the packet.

In addition to submitting the materials above College Students need to submit:

<b>Email between you and your high school students</b>	
<b>Individual Self-Evaluation, 3-6 pages</b> 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 Fall 2014

Student Partnership Projects will explore at least one of these themes

- Peace, Peacekeeping and Peacemaking, 1918-1936
- Cold War, 1950-1989
- Causes, Practices and Effects of War in the 20<sup>th</sup> Century

Topics Possible for High School Partnership Projects and Oral Histories

- The Peace Movement in Oberlin in the 1930s
- Ernest Hatch Wilkins: Letters to Students in the military during WWII
- Impact of Navy V-12 unit at Oberlin College particularly Oberlin College football
- Oberlin College Choir visit to Russia in 1964, height of the Cold War
- John Service: Oberlin College graduate (1927) fired from State Department in 1950 for being a Communist who, according to Senator Joseph McCarthy, helped “lose” China. Reinstated in 1959; celebrated at Oberlin College with 1977 honorary degree
- Blacklisted entertainers who performed at Oberlin: Pete Seeger probably the best known;
- Town and Gown on Vietnam: Protest and Controversy
- Town and Gown responses to Kent State (May 4, 1970)
- Margaret Barnes (later Jones) African American female major during WWII
- Oberlin’s Nuclear Bomb Free Zone: Cold War Opposition to Nuclear Weapons

Topics for Possible Public History Teams (Remember, each team must have a “constituency”—that is, someone outside the Oberlin College class who has a stake in the way in which the history is presented).

- Oberlin High School’s Teams: from Indians to Phoenix
- The Evans Family of Oberlin, James Johnson, and the Music of Milt Hinton
- Laurence and Frances McDaniels: making peace in Turkey after WWI.
- Segregation in Oberlin’s Student Army Training Corps during WWI
- The military service of William K. Farquhar, WWII medic
- William and Eleanor Stevenson: From WWII Red Cross Volunteers in England to College Presidency
- The Robinson Family: from Fugitives to Town Luminaries

Checklist for *each* High School Student in Mr. Russell’s IB History of the Americas Course

Secondary sources; 3 for each student; <ul style="list-style-type: none"> <li>• no more than one encyclopedia</li> <li>• at least one must be a printed source</li> </ul>	1. 2. 3. 4.
Primary sources: at least 2	1. 2.
Participation in interview/oral history	Name of interviewee:
Graphic or Photo: describe briefly	1.
At least 5 pages of text for final paper	Please attach
Participation in Final Presentation	

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

- The paper will include both substantive information about the topic, and, if not implicit in the topic, some reflection on what the topic has been to various parts of the community.
  - It will include at least 5 pages of text written by each *high school* student
  - Each team will look at :
    - At least 4 appropriate *secondary sources* (at least 2 for each student)
      - 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 *printed* source;
    - At least 6 *primary sources* contemporary to the people and events on which you focus (at least 2 for each student)
  - Each team will conduct at least one oral history or interview with an expert
- Each team should locate 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 public PowerPoint presentation in which *every* high school student takes a part in the presentation (you can coach or take a *small* part in the presentation itself). The PowerPoint slides will be submitted along with other materials.