

## IDPT 101 - 19: Jane Addams, Philosopher and Social Activist

Fall 2009, The College of Wooster

**Professor:** Lee A. McBride III

**TAs:** Meghan O'Brien & Casey Henry

**Class Meets:** T, TH 9:30-10:50AM, Scovel 004

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**Office Hours:** W: 1-2PM, F: 1-2:30PM, & by appt.

### Course Description

Jane Addams (1860-1935) is an American icon – a social activist, a contributor to the theory and practice of democracy, and recipient of the 1931 Nobel Peace Prize. This writing-intensive seminar sets out to investigate several themes that run through Jane Addams's thought and action; such as: (i) the function of settlement houses (esp., Hull House), (ii) poverty and philanthropy, (iii) feminism, (iv) the integration of recent immigrants into American culture, (v) criticism of industrial capitalism, (vi) education as mode of social change, and (vii) pacifism and global citizenship. Material for discussion may include: Jane Addams, Democracy and Social Action; Jane Addams, Twenty Years at Hull-House; Jane Addams, "Women and Internationalism"; John Dewey, "The School as Social Centre"; Charlene Haddock Seigfried, Pragmatism and Feminism; and Marilyn Fischer et al. (eds.), Jane Addams and the Practice of Democracy.

### Course Goals & Learning Objectives

1) Students will demonstrate working knowledge of various fundamental intellectual skills.

Success in achieving this goal will be assessed by your ability to:

- Read a variety of texts with understanding and critical judgment.
- Understand the validity and uses of different kinds of evidence.
- Perceive, analyze, and value the perspectives of other thinkers, while recognizing and critiquing their own.
- Formulate meaningful questions and pose significant problems within the topic.
- Synthesize material from several sources to construct an argument and express ideas.
- Move, both in writing and in discussion, from the expression of opinion to the formulation and grounding of an argument.
- Write clearly, logically, and persuasively.

2) Students will be able to analyze and evaluate particular aspects of several themes that run through Jane Addams's thought and action.

Success in achieving this goal will be assessed by your ability to:

- Identify and critically evaluate the presuppositions that underlie Jane Addams's social action.
- Provide an analysis of poverty, industrial capitalism, and cosmopolitanism in light of pragmatist and feminist theories.
- Formulate and evaluate arguments for and against pacifism.
- Formulate a solution to a social problem (e.g., poverty and ignorance) and construct an argument supporting that solution.

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### Course Requirements and Methods of Assessment

**Class Participation** consists of both *active presence* and *classroom citizenship*. In this course, we will make use of a dialectical method, where students will be expected to actively participate in class discussions. You will be graded on the quality as well as the quantity of your contribution to the class.

**Attendance** is, thus, very important, for if you aren't in class, you can neither contribute to nor benefit from the class discussion. Each student will be afforded two absences (no questions asked). Each unexcused absence beyond two will knock two percentage points off your total course grade.

Students will also be expected to *attend each of the three lectures offered during this year's Wooster Forum (Global Citizens: Turning Passion into Action)*.

Various **Short Writing Assignments** will be assigned throughout the semester. These assignments will deal with the relevant reading material, and are meant to prepare the student for class discussion and sharpen his/her writing skills. Your responses are expected to be approximately one page in length, typed and double-spaced. Short writing assignments will be collected at the beginning of the next class. Late work will not be accepted. There will be no make-up assignments, unless written verification of serious emergency is produced by a physician, police officer, etc. Note: all students are required to write *one-page reaction pieces* responding to two of this year's Wooster Forum speakers. These reaction pieces will be collected at the beginning of the next class meeting and will count as Short Writing Assignments.

Students will be required to write **Three Papers** (approximately 3-6 pages typed). The papers will be on specific assigned topics, which will be handed out in class and subsequently posted on Woodle. Each paper must be typed and follow the format designated by the instructor. Late papers will not be accepted, unless written verification of serious emergency is produced by The Dean of Students Office.

### Grade Distribution

Class Participation (5%), Short Writing (25%), Paper #1 (20%), Paper #2 (20%), Paper #3 (30%)

### Required Materials

Addams, Jane, *Democracy and Social Ethics*. Urbana and Chicago: University of Illinois Press, 2002. (ISBN: 978-0-252-07023-5, list price: \$15) [DSE]

Addams, Jane, *Twenty Years at Hull-House*. Urbana and Chicago: University of Illinois Press, 1990. (ISBN: 978-0-252-06107-3, list price: \$19) [TY]

Fischer, Marilyn, Carol Nackenoff, and Wendy Chmielewski (eds.), *Jane Addams and the Practice of Democracy*. Urbana and Chicago: University of Illinois Press, 2009. (ISBN: 978-0-252-07612-1, list price: \$25) [JAPD]

Hacker, Diana, *A Pocket Style Manual (with 2009 MLA Update)*, Fifth Edition. Boston: Bedford/St. Martin's, 2009. (ISBN: 978-0-312-59324-7, list price: \$25) [PSM]

The texts are available at the Wilson Bookstore. Readings preceded by an asterisk (\*) will be available via Woodle (<https://woodle.wooster.edu/>).

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**Academic Honesty and the Code of Academic Integrity**

While you are a student at Wooster, you are expected to know and abide by the rules of the institution as described in *The Scot's Key* and The Handbook of Selected College Policies (<http://www.wooster.edu/policies>). The Code of Academic Integrity will be strictly enforced. Academic dishonesty in any of your academic work is a serious breach of the Code of Academic Integrity and is grounds for an "F" for the entire course. Such violations include turning in another person's work as your own, copying from any source without proper citation, and fabricating excuses and lying in connection with your academic work. If you are unsure as to what is permissible, please consult your instructor.

**Academic Resources**

The Learning Center (ext. 2595) offers services designed to help students improve their overall academic performance. Sessions are structured to promote principles of effective learning and academic management. Any student on campus may schedule sessions at the Learning Center.

The Writing Center (ext. 2205) exists to help students develop their reading and writing skills. Staffed by experienced professionals and trained peer tutors, the Center is a free resource for all Wooster students who seek assistance planning, writing, and revising their academic texts.

**Learning Disabilities and Academic Accommodations**

Any student with a documented learning disability needing academic accommodations is requested to speak with Pam Rose, Director of the Learning Center ([prose@wooster.edu](mailto:prose@wooster.edu)), and the instructor, as early in the semester as possible. All discussions will remain confidential.

**Conflicts with Academic Responsibilities**

The College of Wooster is an academic institution and its fundamental purpose is to stimulate its students to reach the highest standard of intellectual achievement. The College expects students to give the highest priority to their academic responsibilities. When conflicts arise between academic commitments and complementary programs (including athletic, cultural, educational, and volunteer activities), students, faculty, staff, and administrators all share the responsibility of minimizing and resolving them. As a student you have the responsibility to inform the faculty member of potential conflicts as soon as you are aware of them, and work with the faculty member to identify alternative ways to fulfill your academic commitments without sacrificing the academic integrity and rigor of the course.

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**TENTATIVE SCHEDULE**

WEEK #1	
T (08/25)	Introductions & Orientation { <b>Skim:</b> Hacker, "Clarity," "Grammar," "Punctuation," "Mechanics" [PSM]} <<< <b>Convocation -- McGaw Chapel, 11:05AM</b> >>>
TH (08/27)	Hacker, "MLA Papers" [PSM] & Hacker, "Glossaries" [PSM]
WEEK #2	
T (09/01)	Addams, "Preface" [TY] & Addams, "Earliest Impressions" [TY] & Addams, "Influence of Lincoln" [TY]
TH (09/03)	Addams, "Boarding-School Ideals" [TY] & Addams, "The Snare of Preparation" [TY]
WEEK #3	
T (09/08)	*Seigfried, "Jane Addams, 1860-1935" & Hacker, "Research," pp. 92-102 [PSM] <<< <b>Library Tutorial</b> >>>
W (09/09)	<<< <b>Wooster Forum: Tracy Kidder, "Mountains Beyond Mountains"</b> >>>
TH (09/10)	*Addams, "A Function of the Settlement"
WEEK #4	
T (09/15)	Addams, "First Days at Hull-House" [TY] & Addams, "The Subjective Necessity for Social Settlements" [TY]
TH (09/17)	Brown, "The Sermon of the Deed" [JAPD]
WEEK #5	
T (09/22)	Peer-Review (bring PSM) & Discussion <<< <b>PAPER #1 DUE</b> >>> <<< <b>Wooster Forum: Nicholas Kristof, "Half the Sky"</b> >>>
TH (09/24)	Addams, "Some Early Undertakings at Hull-House" [TY] & Addams, "Problems of Poverty" [TY]
WEEK #6	
T (09/29)	Addams, "Introduction" [DSE] & Addams, "Charitable Effort" [DSE] <<< <b>Wooster Forum: Wangari Maathai, "The Greenbelt Movement"</b> >>>
TH (10/01)	Addams, "Filial Relations" [DSE]
WEEK #7	
T (10/06)	<<< <b>FALL RECESS – NO CLASSES</b> >>>
TH (10/08)	Addams, "A Decade of Economic Discussion" [TY] & Addams, "Pioneer Labor Legislation in Illinois" [TY]
WEEK #8	
T (10/13)	Addams, "Industrial Amelioration" [DSE]
TH (10/15)	*Fischer, "Jane Addams's Critique of Capitalism as Patriarchal"
WEEK #9	
T (10/20)	Addams, "Political Reform" [DSE]
TH (10/22)	Addams, "Immigrants and Their Children" [TY] & Addams, "Tolstoyism" [TY]
WEEK #10	
T (10/27)	Addams, "Public Activities and Investigations" [TY] & Addams, "Civic Cooperation" [TY]
TH (10/29)	Nackenoff, "New Politics for New Selves" [JAPD]
WEEK #11	
T (11/03)	Peer-Review (bring PSM) & Discussion <<< <b>PAPER #2 DUE</b> >>>
TH (11/05)	Addams, "Educational Methods" [DSE]
WEEK #12	
T (11/10)	Addams, "Socialized Education" [TY] & *Dewey, "The School as Social Centre"
TH (11/12)	*Seigfried, "Learning from Experience: Jane Addams's Education in Democracy..." <<< <b>Lindner Lecture: Nancy Fraser</b> >>>
WEEK #13	
T (11/17)	*Addams, "The Revolt Against War" & *Addams, "Women and Internationalism"
TH (11/19)	*Addams, "Personal Reactions during War" & *"The Philosophy of a New Day" & *Dewey, "Democratic versus Coercive International Organization: The Realism of Jane Addams"
WEEK #14	
T (11/24)	Sarvasy, "A Global "Common Table"" [JAPD]
TH (11/26)	<<< <b>THANKSGIVING RECESS – NO CLASSES</b> >>>
WEEK #15	
T (12/01)	Seigfried, "The Courage of One's Convictions or the Conviction of One's Courage?" [JAPD]
TH (12/03)	Discussion & Conclusions
WEEK #16	
T (12/08)	<<< <b>PAPER #3 DUE (11AM)</b> >>>

\*Available on Moodle