AIM and FOCUS. Philosophical perspectives will be brought to bear on the multi-disciplinary subjects of home and homelessness. A variety of pluralistic sources will be used, including work in philosophy, art and video, public policy, social theory, and narratives. 410 students will write 3 papers and 510 students will work on one term paper. Both course groups will have the opportunity for their final papers to be posted on the website of the UO Philosophy Department’s Community Philosophy Institute’s project on homelessness. http://homelessness.philosophy.uoregon.

Course Objectives
- Acquire a familiarity with philosophical perspectives on the ideas of home and contemporary homelessness.
- Acquire a multidisciplinary perspective on the social problem and existential condition of homelessness in the United States and other parts of the world, at this time, and historically.
- Critically engage with theoretical analyses by applying them to historical and narrative accounts.
- Develop an understanding of how the ideas of home and homelessness are related and interconnected.

LEARNING OUTCOMES
- Knowledge acquired of a distinctive philosophical subject and its key figures.
- Exposition, Interpretation, and Criticism of the ideas of specific thinkers.
- Ability to contrast and compare different social perspectives.
Grading (also, PLEASE SEE APPENDIX, A-D.)

410 – three 5-page papers = 75%. Participation and attendance = 25%.
510 – one revised 15-20-page paper = 60%. Participation and attendance = 40%

410 and 510 students are required to attend the 4PM Public Colloquium on Nov. 6.

Required Readings

1. UO Philosophy Department Community Philosophy Institute website.
   http://homelessness.philosophy.uoregon.edu/
2. John Abbarno, Ethics of Homelessness: Philosophical Perspective
   (Google eBook) – articles as assigned.
4. Articles and book chapters on Canvas, as assigned in class schedule.
5. Nicholas Howe, Home And Homelessness In The Medieval And Renaissance World
   (Knight reserve.)

Supporting material (facts, studies, data). Students should be familiar with the broad facts and refer to these sources in papers.

American Mobility. Who Moves? Who Stays Put? Where’s Home?

Heather Bottorff et al., Prepared by: MASTER OF PUBLIC ADMINISTRATION CAPSTONE TEAM, “Homelessness in the Willamette National Forest: A Qualitative Research Project,” June 2012 (scan for gist of main claims.) (Canvas)

“How Many People Experience Homelessness?”
Published by the National Coalition for the Homeless, July 2009
http://www.nationalhomeless.org

US statistics on home ownership
http://www.census.gov/housing/hvs/

Statistics on Homelessness in Lane County
http://www.lanecounty.org/Departments/HHS/HSC/Pages/ONHC.aspx

Further References. It is not required but encouraged that you make use of some of this supporting material for class discussion and papers—especially the final paper.


Jeffrey W. Lucas and Jo C. Phelan, “Stigma and Status: The Interrelation of Two Theoretical Perspectives,” *Social Psychology Quarterly* 2012 75: 310 originally published online 8 November 2012 (Canvas)

Mayorga, (Linköping University) “Whoever Saves One Life Saves the World: Confronting the Challenge of Pseudoinefficacy,” 2013. (Canvas)


Alexis de Tocqueville’s Memoir on Pauperism translated by Seymour Drescher (Canvas)

Daniel Västfjäll, (Decision Research), Paul Slovic (University of Oregon) http://homelessness.philosophy.uoregon.edu/

**Optional Materials on Reserve, Knight Library.** Not required but encouraged.

Chinua Achebe, *Home and Exile*
Jeanne E. Arnold et al., *Life at Home in the Twenty-First Century: 32 Families Open their Doors* (photo journalism)
Greg Barak, *Gimme Shelter: A Social History of Homelessness in Contemporary America*
Lynn Blodgett, *Finding Grace: The Face of America’s Homeless* (photographs)
Tod Depastino, *Citizen Hobo: How a century of Homelessness Shaped America*
Leonard C. Feldman, *Citizens without Shelter: Homelessness, Democracy, and Political Exclusion*
Kim Hopper, *Reckoning with Homelessness* (ethnography)
Nicholas Howe, *Home And Homelessness In The Medieval And Renaissance World*
Ralph da Costa Nunez, *A Shelter is Not a Home . . . Or is it? Revisited* (shelters in NYC)
Peter H. Rossi, *Down and Out in America*
Leroy S. Rouner, *The Longing for Home*
Kevin Ryan and Tina Kelley, *Almost Home: Helping Kids Move from Homelessness to Hope*
Witold Rybczynski, *Home: A Short History of an Idea*
Rick Smolan, *America at Home* (photo journalism)
Steven Vanderstaary, *Street Lives: An Oral History of Homeless Americans*
Jason A. Wasserman and Jeffrey M. Clair, *At Home on the Street: People, Poverty and a Hidden Culture of Homelessness*

**SCHEDULE and assigned readings. All readings need to be completed before assigned class. Papers are on Canvas or in anthologies on reserve, as indicated.**

I. The meanings of Home and its built-in tensions
**Week 1**

**Mon.** Introduction


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**Week 2**

**Mon.** M. Heidegger, “Building Dwelling Thinking” (Canvas)

**Wed. 410- Read 2 of the 3 below/ 510 -Read all 3.**

- William Ian Miller, Home and Homelessness in the Middle of Nowhere” (Howe, reserve);
- Nicholas Howe, “Looking for Home in Anglo-Saxon England” (Howe, reserve)
- Philip Kasinitz, John H. Mollenkopf, and Mary C. Waters, “Worlds of the Second Generation” (Howe, reserve)

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**Week 3**

**Mon.** Pio Colonnello, “Homelessness as Heimatlosigkeif?” in Abbarno, ed. pp. 41-54.


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**Week 4**

**Mon.** Margaret Davies, “Home and State: Reflections on Metaphor and Practice.” (Canvas)

Student presentation of annotated chapter descriptions from Catharine Esther Beecher, and Harriet Beecher Stowe, *American Woman's Home, Or, Principles of Domestic Science.* (Google eBook)

**Wed. Note: 410 students will have 3 readings on Wed and 510 students will have 4.**

- 510 (both). David Maculey, “Hannah Arendt and the Politics of Place,” (Canvas);
- Both 410/510
- And
- Fa Lohng (Koro Kaisan) “The Tradition of Mountain Ascetic Zen” (Canvas) and Please scan Bottorff et. al.

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**II. Homelessness**

**Week 5 Paper due for 410.**

**Mon. PHIL 410, Paper no. 1, With reference to the assigned readings, write an essay in answer to this question: What are the main tensions within ideas of home?**

**Mon- readings-3.**

John Abbarno, encyclopedia article (Canvas)


**Week 6**

**Mon and Wed. Aesthetic Representations of Homelessness**

Arthur Kleinman and Joan Kleinman, *The Appeal of Experience: The Dismay of Images: Cultural Appropriations of Suffering in Our Times.* (Canvas)


Lorraine Young and Hazel Barnett, “Action Research with Kampala Street Children, 2001((Canvas)

**Artistic representations-electronic links**

Clip about “Out of Mind,” with Richard Gere


Satiric art about public spaces barring homeless

[http://www.fabianbrunsing.de/](http://www.fabianbrunsing.de/)

[http://www.insecurespaces.net/archisuits.html](http://www.insecurespaces.net/archisuits.html)

Homelessness fonts for sale


**Week 7**


And

Week 8

III. Final Reflections and Proposals
Wed. (week 8 continued).

Week 9
Mon. 410. Paper no. 2. Due. Note: This paper is meant to cover weeks 4 through Mon. of week 8. Based on your readings, write a balanced essay in response to this claim: “The condition of contemporary homeless people is unjust.” Include discussion of aesthetic issues in your paper. Use available and relevant sources.
Mon. 510. Draft of final paper due. You will need to read ahead in the reading for week 9 in order to write this draft. It is expected that this draft will be revised for the final paper, based on the comments on this draft.


Week 10
Presentations/discussions of final papers.

Final Papers – due by email to nzack@uoregon.edu

Final Paper Assignments EMAIL as a worddoc or pdf to nzack@uoregon.edu
DUE MONDAY, NOON, WEEK 11.

410. Begin by explaining contemporary homelessness and how it is a social problem. Discuss and analyze several claims about freedom, privacy, and the right to sleep, in terms of their connection with ideas of home. Refer to as many sources from the course as you find relevant to your essay. Do not use sources you have used in previous papers. (25 % of final grade) OR, same specifications. Write an essay that begins by explaining contemporary homelessness and offers one or more solutions. Do not use sources you have used in previous papers.
510. With reference to the course readings and additional sources from your own independent research, write an essay on how ideas of home and homelessness are connected and relate that connection to a philosophical analysis of proposed solutions to the problems of contemporary homelessness, as you have come to understand them. Note: You do not have to advocate any particular proposed solution but are instead encouraged to focus on the theoretical and philosophical assumptions underlying proposed solutions. Thus, the paper has these components: ideas of home, ideas of homelessness, their connection, proposed solutions, assumptions underlying those proposals. Approximately 15-20 pp., polished in final draft form. Paper should be revised according to comments on your draft. (60 % of final grade) Please indicate if you wish to submit your paper for publication on the website---you may be asked to make further final revisions, before publication.

Both 410 and 510> While you are not required to do so, you are encouraged to make use of the supportive material and further references on BB, and also the optional materials on reserve for the course in Knight Library. (See above.)

APPENDIX, A-D

A. Disability

Philosophy Department faculty and instructors do their best to comply with Disability Services policy and instructions, as follows. Please see no. 4 in particular.

At a minimum, Instructors have the responsibility to ensure Full access for students with disabilities by responding to a student's need or request for accommodations as outlined below.

1. If a student presents you with a notification letter from DS:
2. You have the responsibility to cooperate with DS in providing authorized accommodations in a reasonable and timely manner. The specific accommodation determines the amount of involvement required. Refer to the section below entitled “Examples of Shared Responsibility” for a description of your involvement in providing the most common accommodations.
3. If a student does not present you with a notification letter from DS:
4. If a student requests an accommodation without having presented you with the notification letter from DS, please refer the student to DS. If the student is already on file with DS, a request form just needs to be filled out. If the student is new to DS, the process to review documentation and meet with the student may take some time. If the disability is obvious and the accommodation appears appropriate, you may need to provide the accommodation while awaiting official notification. If you are unsure, please call DS for assistance.
5. If a student discloses a disability to you:
6. Ask to see the notification letter from DS. This letter describes the accommodations that the institution is legally mandated to provide. During an office hour or at another convenient time, discuss the letter and the accommodations with the student. Students MUST present a notification letter from DS to receive testing accommodations. If the student does not have a letter, please refer the student to DS. Appropriate accommodations will be determined after reviewing documentation of the disability and the student will be issued the notification letter.
7. If you have a question about the appropriateness of an accommodation:
8. Questions about the appropriateness of certain accommodations should be directed to the Director of DS.
9. If a disability is suspected:
10. Share your concerns with the student regarding his or her performance. If the concern seems disability-related, ask if he or she has ever received assistance for a disability. If it seems appropriate, refer the student to DS for further discussion and guidance. It is the student's decision whether or not to self-
identify to DS; however, to receive accommodations, disclosure to DS with proper documentation is required.

B. GRADES: U of O Philosophy Department Policy

What kind of paper deserves an “A,” “B,” etc.? The following reflects the general standards of the Philosophy Department at the University of Oregon.

A = excellent. No mistakes, well-written, and distinctive in some way or other.
B = good. No significant mistakes, well-written, but not distinctive in any way.
C = OK. Some errors, but a basic grasp of the material.
D = poor. Several errors. A tenuous grasp of the material.
F = failing. Problematic on all fronts indicating either no real grasp of the material or a complete lack of effort.

What counts as “excellent” or “OK,” for example, depends in part upon the nature and level of the class.

Discussion forms an integral part of the course, and your performance will be graded on the basis of the quantity and quality of your participation. You should arrive prepared to discuss the material and course assignments.

C. Academic Honesty

The stiffest punishments possible will be sought for those who plagiarize, fabricate, or cheat. (The usual punishment is an “F” for the course.) The following offers examples of academic dishonesty.

Plagiarism Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly among disciplines. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:
1. one quotes another person’s actual words or replicates all or part of another’s product;
2. one uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words;
3. one borrows facts, statistics, or other illustrative materials—unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

Fabrication Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or other findings with the intent to deceive.

Examples include, but are not limited to:
1. citing information not taken from the source indicated;
2. listing sources in a reference not used in the academic exercise;
3. inventing data or source information for research or other academic exercises.

Cheating Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise.

Examples include, but are not limited to:
1. copying from another student’s paper, computer program, project, product, or performance;
2. collaborating without authority or allowing another student to copy one’s work in a test situation;
3. resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor;
4. writing a paper for someone else or permitting someone else to take a test for you.

D. HOW TO WRITE GOOD PHILOSOPHY PAPERS. When you get your papers back, there will be comments on “track changes”—please make sure you turn it on.

1. CLARITY. Since this is a philosophy paper, make sure that you define your terms and give reasons for claims. All of your ideas should be explicitly stated and not left to the reader to infer. One difference between philosophy and literature is that philosophers spell everything out, while creative writers depend on the imagination of the reader.

2. PRECISION. Try not to make vague claims or general statements about the ideas in the readings. Be accurate in reporting the views of others and exact in stating your own.

3. ORGANIZATION. Organize the ideas in the paper into a few coherent paragraphs. Summarize the main claims of your paper in 2 or 3 sentences that you write after you write the paper, but put at the very beginning of the paper. This is an appropriate introductory paragraph for a philosophy paper, not a filler or a fluffy beginning.

3. WRITING MECHANICS. The mechanics include spelling, punctuation, syntax and complete sentence structure. Make sure that you already have these down or consult a source if you don’t. Highly recommended is Strunk and White’s The Elements of Style. This is available on line at www.bartleby.com/141/

4. ANALYSIS. Analyze claims. This means breaking your ideas down into their simpler components, and defining them. Do not start with or rely on dictionary definitions, but use your own words and cite the dictionary only if necessary. Dictionary definitions report usage, whereas a philosophical definition may be critical of current usage or find it vague. Examine the logical consequences of your claims and the claims of others.

5. CITATION. 433 you may cite the required readings this way in your text: (author’s last name, page no.) and provide an alphabetized list of references at the end of the paper. (It is important to do this to show you have done the required reading and are not just recycling notes from class or discussion group lectures. If you do use material from lecture, please make sure to cite that as well.)

510 Use standard endnote or footnote citations. A quick and accessible version of the Chicago Manual of Style is available at http://www.chicagomanualofstyle.org/tools_citationguide.html

6. QUOTATIONS. Quotations should be used to illustrate a claim that you are making about an author. They are not a substitute for explaining the author’s thought in your own words. A good strategy is to state the author’s ideas in your own words first and then “prove” your interpretation with a short quote.

7. DIRECT. Be direct. Make sure that you give a direct and focused answer to the question for the paper. This is the most important requirement for papers to reach the B and A range.