

Department of Philosophy  
The Colorado College &  
Associated Colleges of the Midwest  
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PHILOSOPHY 303 / HISTORY 200 / FEMINIST & GENDER STUDIES 206

*TOPICS IN PHILOSOPHY, HISTORY, AND FEMINIST & GENDER STUDIES:*

**PRAGMATISM, PROGRESSIVISM, FEMINISM:  
BIRTH OF AN AMERICAN CENTURY**

Course Description

This course investigates how influential intellectuals, political activists, and feminists responded to the challenges of polarization along the lines of class, religion, ethnicity, race, and sex in early twentieth-century America. Pragmatist philosophers re-conceptualized the human mind, encouraging Americans to become confident about their abilities to respond to and manage change. Progressive movements, meanwhile, organized cultural elites and common people, sometimes including and sometimes excluding poor ethnic and racial minorities, to modernize American life, which for some meant constraining the power of corporations, rejecting prejudices, and democratizing society and politics, and for others meant creating new hierarchies based on economic efficiency, social normalization, and effective political management. Both pragmatism and progressivism drew women into leadership roles in areas that had traditionally been patriarchal and male-dominated, driving men and women alike to begin rethinking sex roles and gender identities, with the resulting women's rights campaigns feeding back on the era's re-conceptualization of the mind and social and political organization.

Together these three interrelated movements helped transform the relatively closed Protestant, business-dominated, patriarchal order of the late nineteenth century, giving birth to an America that, at its best, aspired to embrace diversity, social and political inclusion, and sexual equality – though it too often settled for a managed order based on “modern” and “scientific” principles, the normalization and pacification of society marked by de facto as well as overt segregation, and the avoidance of hard questions about sexual and gender identities.

The first week or so of the course will introduce these intellectual and historical movements, providing students with theoretical tools to investigate them critically. Students will then use the rich holdings of the Newberry Library to develop research projects that assess these movements and their interactions, asking, for example, whether better understanding of these historic struggles may provide models for engaging the problems of the present era, or whether some of our current challenges may be rooted in problematic or incomplete achievements of these early twentieth-century innovators.

Course Goals

The primary aim of the course will be to introduce students to a historical era that may look like our own: one marked by seemingly intractable cultural and political divisions, a widening economic divide between rich and poor, and large-scale immigration, with change obstructed by ideological beliefs resistant to any sort of realism. A key part of our investigation will concern how, despite highly unlikely circumstances, very significant changes did occur – philosophically and psychologically, in the ways Americans understood themselves; socially, economically, and politically in how the United States was organized; and sexually, in manners in which Americans understood what it was to be male or female, masculine or feminine, and in how rights were accorded to women as well as to men. By bringing together perspectives drawn from philosophy, history, and feminist studies, our aim will be to understand and assess a key turning point in American history, one that to a significant degree helped prepare for the remarkable growth and innovation of the twentieth-century United States, while perhaps at the same time constraining prospects for more radical changes in philosophy, society and politics, and gender relations.

An equally important aim of the course will be to give students experience doing primary source research and turning the results of their research into a critical essay on a topic of their choice.

Finally, the course will also seek to develop students' ability to make judgments or develop interpretations on controversial issues, using philosophical and feminist perspectives in combination with historical evidence identified through research in primary document collections and secondary literatures.

### Course Requirements

*Reading.* This course will have a somewhat heavy yet quite rewarding reading list during the first week. Students will be expected to keep up with that reading. Plan to spend a fair amount of time reading *before* attending class and, at times, re-reading after class. In general, texts are to be brought to our meetings so that they may be referred to in our discussions. After the first week, students will be expected to spend a significant amount of time searching out, reading, and summarizing primary source materials and relevant secondary readings.

*Seminar Discussion and Writing Workshops.* Course meetings during the first week or so will consist largely of discussion. Students should expect to attend class meetings consistently and punctually; and to discuss the subjects and texts under investigation in a civil manner. Performance in discussions will largely determine the participation grade. In weeks two and three, students will be placed in small groups, in which drafts of project prospectuses and research papers will be circulated. Each small group will meet to discuss critically the drafts, and students will be evaluated on the verbal and written feedback they give to classmates.

*Writing.* Students will write a five-page prospectus and annotated bibliography by the start of the third week, and complete a research paper by the end of the block. Details on the assignment appear at the end of this syllabus.

### Required Texts / PROWL Readings

No books are required for purchase, though students might consider buying copies of Emma Goldman's *Living My Life*, vol. 1, and Jane Addams's *Twenty Years at Hull House*. We will be reading more than 100 pages from each of those texts. The excerpts we read are available in multiple file downloads on the course PROWL site, so there is no need to buy the text. However, reading on screen or printing all of those files may be inconvenient, when used copies of both books are available online for about \$5 each. Note that, in addition to the excerpts, complete versions of the text are also available in single large file downloads on the PROWL site.

Depending on their preferences, students may prefer to print the readings or read them on screen. Note that complete editions of the main works by James and Dewey are, like the Goldman and Addams books, also available on the PROWL site. I've made complete editions available for two reasons. In some cases, students may wish to read the complete works if, for example, their research topic requires it. In addition, I've set almost all of the PROWL readings to present two pages of text per printed page, in order to minimize paper used in printing. Also, for students who read on screen and have relatively wide screens, the two-page option may be good. However, some students may prefer to have files in which only one page appears per screen, which is the case with the complete works on the PROWL site.

The PROWL site may be found at: <https://prowl.coloradocollege.edu/course/view.php?id=2682>

### Additional Suggested Readings on PROWL

Over time, I will attempt to add to the PROWL site relevant additional digital background readings. These readings may prove helpful to some, when preparing for seminar discussions or exploring research topics.

### Grading and Attendance Policies

Grades will be assigned on an 100-point scale and weighted in the following manner:

1. Seminar participation	First six days	20%
2. Prospectus draft and meeting	Fri., 3 February	1%
3. Prospectus, bibliography, and workshop	Mon., 6 February	9%
4. First draft and workshop	Fri., 10 February	15%
5. Final paper (15-20 pages)	Wed., 16 February	<u>55%</u>
TOTAL:		100%

Regular, timely attendance and active participation in discussion are essential parts of the course – worth 20% of your final grade. Unexcused absences and regular tardiness will be noted and will affect grades negatively. If you have a good reason to be absent or late, notify me as soon as possible. Be sure to write a note (so that I remember!), as well as

to speak to me.

The schedule of assignments appears above and below. You will be expected to meet all of these deadlines. Exceptions will be made only in extreme and unavoidable circumstances. If you expect to submit an assignment late, contact me immediately. Either see me in my office, or give me a note or an e-mail message explaining your circumstances. If religious observances or other serious obligations conflict with the course schedule, let me know as soon as possible, and we can work out an alternate schedule for you.

Plan to attend class for the whole period, focusing on coursework throughout. If you have a good reason for arriving late or leaving early, please notify me in advance. ***As a courtesy to all, please turn off all electric devices while in class, except notebook computers or digital readers that you plan to use in class. If you use a computer or reader in class, please do not surf the web in class and please do try to make eye contact with the rest of us regularly.***

#### Honor Code

Students will be expected to abide by the Honor Code. Among other things, the Honor Code specifies that you will be responsible for producing all of your own work and that you will always cite the works or ideas of others used in your work. However, discussing your ideas and your writing with others is not a violation of the Honor Code. In fact, it is a good idea to compare your ideas and writings with those of others and to ask others for criticisms of your work. Using other people's ideas can also be a good idea – if their ideas are good and you credit the authors for developing the ideas.

#### Disability Accommodations

If you believe you are eligible for learning accommodations as the result of a qualified disability, please contact me privately. If you believe you may have a disability that impacts learning, and you have not identified yourself to the College's Disabilities Services Office, please do so immediately. I will make appropriate learning accommodations in accordance with the Disabilities Service Office's instructions. You may also contact the College's learning consultant, Jan Edwards, at the Learning Center, at 227-8285, or by visiting this site:

<http://www.coloradocollege.edu/learningcommons/academicsupport/disability.asp>

#### Office Hours/Communication

I will be available most days when class is not in session in my office at the Newberry Library, Room 446, from roughly 10 a.m. to 5 p.m. The easiest way to meet with me would be to make an appointment after class, or via e-mail (dennismc@coloradocollege.edu). In an emergency, try my cell phone: 719-232-8220.

#### Associated Newberry Library Support Staff

The Newberry Library has assigned a number of staff members and a librarian to support our work in the course. Here is contact information for them:

##### *Research and Academic Programs:*

Diane Dillon, Director, Scholarly and Undergraduate Programs (dillond@newberry.org)

Molly Fletcher, Program Assistant, Scholarly and Undergraduate Programs (fletcherm@newberry.org)

Anna Brenner, Program Assistant, Research and Academic Programs (brennera@newberry.org)

##### *Librarian Contact:*

Lisa Schoblasky, Access Services Librarian, General Reading Room (schoblaskyl@newberry.org)

#### Dinners and Events

We will have at least three class dinners, about one per week. In addition, we will have three field trips – to Pullman, the planned city developed by industrialist George Pullman and center of a major strike in 1894; to Hull House, the influential settlement house developed by reformer Jane Addams; and to the Chicago Architectural Foundation, whose bus tour of Chicago's architectural highlights we will take. Details appear below in the syllabus.

SCHEDULE OF MEETINGS, TOPICS, AND ASSIGNMENTS

Note: All assignments are to be completed *before* class.

*ALL reading are digital PROWL readings.*

***I. Introduction to Pragmatism, Progressivism, and Feminism in Early 20th-Century America***

Mon., 23 January

Introduction: America Divided – Conflicted Victorians and the Specter of Revolution

**READING:**

- a. David B. Danbom, “The Crisis of the Individual in Victorian America,” in *“The World of Hope”: Progressives and the Struggle for Ethical Life* (Philadelphia: Temple UP, 1987), pp. 3-37.
- b. Emma Goldman, *Living My Life*, vol. 1 (New York: Alfred Knopf, 1931), chs. 1-12, 23-25, 30, 34, 38, pp. 13-176, 321-60, 431-446, 499-508, 549-70.

**SCHEDULE:**

1. Morning: complete the Danbom reading and the Goldman selections. The Goldman selections are long (131 pages), but read very quickly. I suggest reading them ahead of time – they’re fun and crazy, and could be read easily while on break or travelling. If it turns out that you can’t complete them, it’s okay – the point is to have a sense of the background, particularly as affecting working class people, ethnic groups, and women, against which pragmatism, progressivism, and feminism took shape from 1895-1920, roughly. A quick and even partial reading should do that.
2. Afternoon: meet in the lobby of the Newberry Library (60 West Walton Street) at 1:45 to get your library IDs. We will review the syllabus and have seminar discussion of the readings from 2-4:45 p.m. in Room B-84.

**EVENING:**

Start your readings for Tuesday, as we will be busy all day Tuesday.

Tues., 24 January

Library Orientation and Pragmatism I: Logic in Motion

**READING:**

- a. Louis Menand, selection from ch. 9, “The Metaphysical Club,” and ch. 13, “Pragmatism,” in *The Metaphysical Club* (New York: Farrar, Straus and Giroux, 2001), pp. 221-30, 337-75.
- b. C.S. Peirce, “Illustrations of the Logic of Science. Second Paper – How to Make Ideas Clear,” *Popular Science Monthly* 12 (January 1878): 286-302.

**SCHEDULE:**

1. 9:30 a.m.–noon: Meet in the lobby of the Newberry for a general orientation to the library, followed by a building tour and an introduction to using the library’s resources with the librarians assigned to support the course.
2. 3-5:30 p.m.: Seminar discussion of the readings for Tuesday in Room B-84.

**EVENING:**

Complete your readings for Wednesday, as we will meet in the morning.

Wed., 25 January

Pragmatism II: Minds in Motion

**READING:**

- a. William James, “The Stream of Consciousness,” *Psychology* (New York: Henry Holt & Co., 1893), pp. 151-75.
- b. William James, “What Makes a Life Significant,” *Talks to Teachers on Psychology: And to Students on Some of Life’s Ideals* (New York: Henry Holt and Co., 1898), pp. 199-228.
- c. William James, “What Pragmatism Means,” *Pragmatism: A New Name for Some Old Ways of Thinking* (New York: Longmans, Green, & Co., 1909), pp. 43-81.

**SCHEDULE:**

1. 9:30 a.m.–12:30 p.m.: Seminar discussion of Wednesday’s readings in Room B-84.
2. Afternoon: Read for class on Thursday morning and begin thinking about possible research topics.

Thurs., 26 January

Pragmatism III: Society in Motion**READING:**

- a. Louis Menand, *The Metaphysical Club* (New York: Farrar, Straus and Giroux, 2001), pp. 285-333.
- b. John Dewey, “The Democratic Conception in Education,” *Democracy and Education* (New York: Macmillan, 1916, 1922), pp. 84-116.
- c. John R. Shook, “Dewey’s Vision of Equal Opportunity for Education in a Democracy,” in Bill E. Lawson and Donald F. Koch, *Pragmatism and the Problem of Race* (Bloomington and Indianapolis: Indiana UP, 2004), pp. 48-72.

**SCHEDULE:**

1. 9:30 a.m.–12:30 p.m.: Seminar discussion of Thursday’s readings in Room B-84.
2. Afternoon: Read for class on Friday afternoon and begin exploring resources for possible research topics.

**EVENING:**

6:30 p.m.: Class dinner at the Star of Siam restaurant, 11 East Illinois Street #11.

Fri, 27 January

Pragmatism, Feminism, Progressivism: Progress and Repression in Motion?**READING:**

- a. James West Davidson, William F. Gienapp, Christine Leigh Heyrman, Mark Lytle, and Michael N. Stoff, “The Progressive Era,” in *Nation of Nations: A Concise Narrative of the American Republic*, 2nd ed. (Boston: Overture Books, 1999), pp. 594-625.
- b. Charlene Haddock Seigfried, “Classical American Philosophy’s Invisible Women,” *Canadian Review of American Studies* 23 (special issue 1): 83-116.
- c. Charlene Haddock Seigfried, “Acknowledging Mutual Influences: The Chicago Years,” in *Pragmatism and Feminism: Reweaving the Social Fabric* (Chicago and London: University of Chicago Press, 1996), pp. 67-89.
- d. Eileen L. McDonagh, “Race, Class, and Gender in the Progressive Era,” in Sidney M. Milkis and Jerome M. Mileur, *Progressivism and the New Democracy* (Amherst: University of Massachusetts Press, 1999), pp. 145-91.

**SCHEDULE:**

1. Morning and early afternoon: Read for Friday’s class discussion and continue exploring resources for possible research topics.
2. 2-4:45 p.m.: Seminar discussion of Friday’s readings in Room B-84.

Sat., 28 January

Field Trip to Pullman**SCHEDULE**

1. Meet at the Millennium Station, 10:45 a.m. Depart on the Metra Electric District commuter train at 11:15 a.m. Arrive at 111th Street/Pullman stop at 11:46 a.m. Tour begins at the Visitor Center. Directions:

*Meet at Millennium Station. To get there:*

*Depart from Canterbury Court by 10:15-20 if taking the Red Line. Walk to the Clark/Division station. Take the Red Line toward 95th, and get off at Lake. Walk east on W. Randolph to the park. The station is in the park, a block and a half after Michigan Avenue. The 151 Michigan Avenue bus will also get you to Millennium Park, in about the same time. Walking via Rush Street and Michigan Avenue will take 35-40 minutes and probably would be a good way to go, if the weather cooperates.*

*Be on time – the train leaves at 11:15, and if you miss it, your only alternative will be an expensive cab fare!*

*After arriving at the 111th Street/Pullman station, walk through the station house and down the stairs. Walk east (right turn) to Cottage Grove Avenue (at the light – you will see the Clock Tower and the Hotel from here). Cross to the park and walk south (right turn) one block through the park to 112th Street. The Visitor Center will be located on your left (you will see the mural on the back side of the building), on the northwest corner of 112th and Cottage Grove.*

2. Guided tour of Pullman, noon – 2:15 p.m.
3. 2:20: Late lunch at the Cal-Harbor Restaurant & Lounge, 115th Street between Cottage Grove and Forrestville Avenue (price not included – but it is an inexpensive, good diner).
4. Return trip on Metra – leave 111th/Pullman at 3:36 and arrive at Millennium Station at 4:07 p.m.

Mon., 30 January

Pragmatic, Feminist Progressivism and Its Abandonment: Hull House versus Wilson

**READING:**

- a. Jane Addams, *Twenty Years at Hull House with Autobiographical Notes* (New York: Macmillan, 1910), chs. 1-6, 9-11, 13-14, 17, pp. 1-127, 177-258, 281-341, 400-26.
- b. Philip Ethington, “The Metropolis and Multicultural Ethics,” in Sidney M. Milkis and Jerome M. Mileur, *Progressivism and the New Democracy* (Amherst: University of Massachusetts Press, 1999), pp. 192-225.

**SCHEDULE**

1. 9:15 a.m. – noon: Seminar discussion of Monday’s readings in Room B-84.
2. 1 – 2:15: Lunch at Pegasus Restaurant and Taverna, 130 S. Halsted Street.  
Directions:

*Depart from the Newberry Library at noon for the Chicago-Red Line El stop. Take the Red Line to 95th. Transfer to the Blue Line towards Forest Park. Get off at the UIC-Halsted stop. Walk two blocks north to Jackson, then east two blocks to Halsted, then north one block.*

3. 2:30 – 4 p.m.: Guided tour of Hull House, 800 S. Halsted Street.
4. 4 – 5 p.m.: Return to the Near North Side via the Blue and Red Lines.

***II. Library Research***

Tues., 31 January -  
Thurs., 2 February

Researching Sources

- a. Individual research in the Newberry Library’s collections.
- b. Informal conferences to discuss your work throughout the week.

Fri., 3 February

Prospectus

- a. Draft Prospectus due at noon.
- b. Individual conferences to discuss draft prospectuses, 1-4:45 p.m.

- Sat., 4 February Modern Chicago: Architectural Bus Tour
- SCHEDULE:**  
 9:30 – 1 p.m.: Bus tour of Chicago Architecture and Robie House by the Chicago Architectural Foundation. Meet at 9 a.m. at the CAF Shop and Tour Center, 224 S. Michigan Avenue. Directions:
- Either walk down Rush and Michigan, about 40-45 minutes (2 miles); or take the Red Line from Division (toward 95th) and get off at Jackson. Walk east on Jackson to Michigan and turn north. The whole trip should take about 20 minutes, assuming good connections. Give yourself at least 30 minutes, since it will be Saturday and trains will be running a little less frequently.*
- Mon., 6 February Topics and Evidence
- a. Final Prospectus and bibliography due at noon.
  - b. Small group meetings to read and discuss prospectuses, 1-4:45 p.m. in Room B-84.
- III. Drafting and Revision**
- Tues., 7 February -  
Thurs., 9 February Continued Research and Paper Drafting
- Individual meetings throughout this period.
- Fri, 10 February First Draft Deadline
- a. Drafts due at noon.
  - b. Small group meetings to discuss drafts, 1-4:45 p.m in Room B-84.
- Sat., 11 February Class Dinner
- SCHEDULE:**  
 6:30 p.m.: Dinner at our place, 2107 W. Jarvis. Directions:
- Depart from the Canterbury Court by 5:30. Take the Red Line towards Howard (north), and get off at Howard (about 30 minutes). From the station, head southeast on N. Paulina. Turn right onto N. Rogers and walk about ½ mile. Turn right on N. Damen and walk two blocks to W. Jarvis. Turn left onto W. Jarvis and walk about 5 blocks to 2107 Jarvis. Buzz Riker/Dobson.*
- Mon., 13 February -  
Tues., 15 February Final Drafting and Revision
- Individual meetings to discuss drafts throughout this period.
- Wed., 16 February **FINAL PAPERS DUE AT NOON – Submit on PROWL.**

## RESEARCH PAPER ASSIGNMENT

### The Project

Students will research and write a 15-20 paper relevant to the general approaches and themes of the course. In terms of approaches, students may pursue projects that are primarily philosophical, historical, *or* feminist, though ideally the papers will integrate two or more of these disciplines or approaches. Concerning topics, the papers also may focus on pragmatism, progressivism, or early 20th-century feminism primarily, though, again, ideally, they will integrate two or more of these topics. The idea of the course is to introduce students to philosophical, historical, and feminist modes of thinking and to the particular aspects of philosophy (pragmatism), history (progressivism), and feminism (women's rights, gender/sex roles and identities in the U.S. from 1890-1930, roughly) relevant to our study. The projects students develop should draw upon our introductory discussions, but then be driven by the students' interests and the materials they locate in the Newberry's collections. So there is a great deal of leeway for students as they define their projects.

### Stages

All effective research projects develop in stages. Ours will work through five: general orientation from the seminar discussions; familiarization with the Newberry's resources from our support librarians; development of a prospectus and annotated bibliography; drafting and workshopping of the paper; and polishing and completion of the paper.

1-2. During the first week and a half, our seminar discussions will familiarize students with approaches and themes relevant to the course, as noted above. While reading and discussing these introductory works, students will also be working closely with the research librarian assigned to support the course, Lisa Schoblasky. She and her colleagues will familiarize students with the Newberry's collections, and help students to explore resources relevant to their possible projects. I will, of course, also consult with you along the way.

3. By the second Friday of the block, students should have developed a defined research topic and have a sense of what sorts of materials are available to support investigation of that topic. A two-page draft prospectus will then be due at noon on that Friday, 3 February. That prospectus should outline the following:

- What the general topic area of inquiry is, and how it builds on or contests the materials we discussed in our seminars. What kinds of questions may be explored within this topic area, and why these topics and questions are of interest to you. What exploring those matters would bring to readers.
- What kinds of materials are available to support this inquiry, both within the Newberry's collections and from other sources (Tutt Library databases, other Internet resources, books from outside the Newberry). What kinds of challenges you might face in acquiring relevant materials, if there might be limits on the materials available, or in narrowing your focus sufficiently, if there are many possible sources.
- How you are going to make use of philosophical, historical, or feminist approaches in your work. How you imagine a paper taking shape – how the paper might be framed, what parts of the paper might have.
- Bear in mind that the project should be based at least in part on materials in the Newberry Library's collections, although students are welcome to cite secondary literature and use sources not in the Newberry's collections, as appropriate to the topic under study.

On Friday afternoon, we will meet individually to discuss your draft. Submit a copy of the draft on the PROWL site and bring two printouts to our meeting. Based on our discussions, you will subsequently develop a polished version of the prospectus, supported by an annotated bibliography.



4. By noon on the third Monday (6 February), a complete five-page prospectus and annotated bibliography will be due. The prospectus should address the matters listed above, as refined in the course of our individual discussions, and then include a list of the primary and secondary sources (books, articles, collections, documents, artifacts) that you expect to use. Each item should be listed in bibliographical form in the University of Chicago Manual of Style, followed by a short paragraph explaining what the source appears to add to your project. You will have read some of these sources thoroughly and be able to be specific. In other cases, you will have only skimmed the source, and you will have to project what you believe the source will add to your project. In your bibliography, separate primary and secondary sources. (We will discuss the difference.)

During the afternoon of Monday, 6 February, students will meet with me in small groups of 3-4 to read and critically discuss the prospectuses. Submit a copy of the prospectus and bibliography on the PROWL site, and bring printouts for each workshop participant.

Grades will be assigned for steps 3 and 4 with a value of 10% of the course grade. Students who complete a solid draft prospectus on Friday will receive a grade for the full 10% (even if it turns out in discussion on Friday or Monday that the project requires significant revision). Incomplete drafts will result in a reduction of the value of this part of the course to something like 9 or 9.5%. In other words, the draft prospectus will be graded more or less pass/fail. Complete a draft and you will “pass,” making this part of the course worth up to 10% of the final grade. Fail to complete a draft, and this section of the course will be worth only up to 9%. The actual grade for the 10% will be a numerical/letter grade (i.e., 91/A-, 88/B+, etc.), and it will be based on the final prospectus and bibliography plus participation in the workshop.

5. By the last Friday of the block (10 February), a substantial draft will be due – that is, *at least* ten pages of fairly complete text plus a rough outline of the remainder. Complete drafts will, of course, be ideal. Drafts will be due at noon. During the afternoon, we will meet in small groups of 3-4 to read and critically discuss the drafts. Completion of the draft and participation in the workshop will be worth up to 15% of the course grade. Submit a copy of the draft on the PROWL site, and bring printouts of the paper for each participant in the workshop.

6. By the last day of the block, Wednesday, 16 February, a complete, polished paper with notes and a full bibliography following the Chicago style will be due at noon. Submit the papers on the PROWL site.

### Consultations

Throughout the block, I will be available in my office to consult with you. After the seminar portion of the course is over, I should be in my office by 10 a.m. each weekday. (The exact time of my arrival will depend on how I find the commute – it will be about an hour on the El from my apartment to the Newberry, so we’ll set the time based on experience, which can’t be certain now.)