

POLS 4930-03/5930-02 Friendship Among Citizens

In the first half of the course, we will examine insights of pragmatist thinkers into how to foster goal-oriented political friendships that can address “wicked” social problems. In the second half, we collaborate to propose inclusive, democratic approaches for addressing selected problems.

We begin our inquiry with the feminist **pragmatist** work of Nobel Peace Prize laureate Jane Addams, who co-founded Chicago’s Hull House settlement in a poor immigrant neighborhood and later led the women’s international peace movement. Addams facilitated political friendships among diverse unequal **groups** in Chicago, the U.S., and transnationally. In addition to Addams, students will examine approaches to **problems** of inequality and injustice advocated by historical and contemporary thinkers and activists such as Anna Julia Cooper, John Dewey, W.E.B. DuBois, Hannah Arendt, Nancy Fraser, Andre Lorde, Patricia Hill Collins, and Joan Tronto. Their **approaches** have wide-ranging local and global application to politics and policies in immigration, social work, education, health care, environmental sustainability, and other fields.

Goals



Writing Assignments. In addition to weekly journal reflections, writing assignments include a midterm synthetic essay, other short writing assignments if they seem to be needed, and individual contributions to a team research project.

Journal reflections.

Wynne Moskop, "Addams's Friendship Practices," Ch 2 in _____
_____ (2020). Plus Library ebook.

William James, "[What Pragmatism Means](#)" (1906)

Audre Lorde, _____ (1984/2007), Ch. 10 "The Master's Tools Will Never Dismantle the Master's House," and Ch. 11 "Age, Race, Class, and Sex: Women Defining Difference."

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John Dewey, _____ (1927), pp. 221-32.

Jody Williams and Stephen Goose, "The International Campaign to Ban Landmines," Ch 2 in _____, Cameron et al eds, (Oxford University Press 1998), pp. 20-47. Pius Library Eres.

Margaret Snyder, "Unlikely Godmother: The UN and the Global Women's Movement," in _____, ed. Ferree and Tripp (2006). Pius Library Eres.

Ethel Tungohan, "The Transformative and Radical Feminism of Grassroots Migrant Women's Movement(s) in Canada," in _____ 50,2 (June 2017) 479-494. Pius Library electronic journal.

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Patricia M. Shields & Nandhini Rangarajan, _____ : _____ (2013). Chps. 4 and 5.

A @ [Academic Integrity Syllabus Statement](#)

u @ [Title IX Syllabus Statement](#)

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All students experience stressors and challenges at some point, and seeking support is beneficial. Such challenges may be the result of academic concerns (such as those related to particular assignments or content in a course), or they may be more personal