

POLS 4930-03/5930-02 Friendship Among Citizens
Fall 2023

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Class meets T 4:15-7

Office hours:
T 2:15-3:15pm
W 3:30-4:30
R 2:15-3:15pm
& by appointment



Source : Jane Addams Papers Project, Digital Edition,
<https://digital.janeaddams.ramapo.edu/items/show/7766>. (Hull House 1912)

Course Description

Political friendships, unlike personal friendships, are goal-oriented friendships among people who do not necessarily know each other—people come to recognize that they are affected, often adversely, by the same pervasive problems, and who organize to address those problems. Because such problems affect persons who are unequal in power and resources, political friendships to address them necessarily include unequal parties. This course asks: How can we build political friendships that are just and fair across inequalities of race, gender, class and other social differences?

Such political friendships are important for addressing complex “wicked” problems in areas such as health care, immigration, education, and environmental justice. Wicked problems “are characterized by intense disagreement between fragmented stakeholders, multiple and often conflicting objectives, as well as high levels of uncertainty, variability, and risk” (Lake, 2014).

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

1. To understand the purpose and methods of pragmatist approaches to pervasive social problems, beginning with the late 19th century
2. To examine how different pragmatist thinkers, especially feminist thinkers, analyze and address problems of poverty and oppression experienced by women, racial and ethnic groups, and other marginalized social groups.
3. To work with a team of students to propose an inclusive democratic approach for addressing a selected “wicked” problem that affects diverse, unequal persons and groups.

Requirements

Class participation: Discussion and writing are the primary means through which we digest arguments in different primary sources. *Our first goal is always to understand any argument from the author’s perspective: What do they want us to learn? Why should that thing be important to us?* It is important to respect—to listen— our texts, just as it is important to listen respectfully to the views of each other. Only after that, can we be equipped to analyze, critique, and compare alternative arguments.

All students are expected to a) complete reading assignments prior to the class for which they are assigned, b) post weekly reflections on assigned readings in a continuing google doc journal, c) participate regularly and vigorously in class discussions, and d) present 2-3 individual or group oral reports on extra readings.) It is essential to have copies of assigned readings available to refer to in class.

During the first half of the semester, students will read, discuss, and reflect in your journal on readings by pragmatist thinkers. During the second half of the semester, students will collaborate in teams, using a collaborative pragmatist approach to investigate a “wicked problem” that interests them. At the end of the semester, each team will present their final project in an open class to which other interested students and faculty may be invited.

Attendance: Because the success of this class depends heavily on students taking responsibility for discussion, and because the seminar meets only once a week, attendance is required at every class session. If you have to miss a class, it is your responsibility to let me know in advance and arrange to make up the work missed. In most cases, this will mean turning in written responses to the study questions assigned for the missed class. In some cases, depending on the material missed, it may be important to meet with me to go over the material.

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. To develop your understanding of pragmatist theory and practice as a lens for your research project, it is important to reflect regularly in a journal. Each student should create a journal—labeled with your last name, in this folder, [Political Friendship journal reflections](#). Share the folder only with me, giving me “editor” permission so that I can comment occasionally. Each week, you’ll date your entry and outline one main reading; you can add your own reflections, following guidelines posted on Canvas. An outline of any reading may be revised and/or annotated as you think appropriate and consider useful. Annotations can help you to keep track of insights gleaned from readings and discussion and to express these in writing, starting from the beginning of the course. Following the outline, and separately from it, you can elaborate on ideas and questions from the readings that interest you; develop your own insights. What interests you? Why? You can start early in the semester to investigate what others have written about your interests and to think about how you might enter the discussion. This process will also prepare you to write the midterm synthetic essay; it provides practice writing concretely about abstract ideas and using specific information from relevant readings to clarify and support your arguments. I am glad to discuss your ideas, questions, and interests with you at any point. I will comment periodically on your journal entries. **Weekly journal posts are due on Monday by 11:59 pm.**

Team research project. The focus will be on a wicked problem—on defining the problem and proposing a collaborative approach that can address the diverse interests affected by the problem. The problem chosen will depend on students’ interests; there will be individual and group components to the project.

Grading

Grades are determined as follows:

- Class participation (including attendance, discussion, occasional written responses to study questions, presentation of assigned readings or extra articles, journal reflections - 30%
- Midterm synthetic essay – 20%;
- Final research project – 50%. Projects are developed in stages so that teams do not get behind. Since the final project is a team project, the project grade will combine a grade for each individual team member and a grade for the team as a whole.

Grades will be reported in terms of the College of Arts and Sciences grading scale: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D (1.0), F (0.0). However, grades given on assignments and the manner of calculating grades are up to individual professors. Students are expected to fill out a course evaluation at the end of the semester.

Communication. The easiest way to reach me is by email, wynne.moskop@slu.edu. Please email me with questions and concerns. I will answer within 24 to 48 hours. I’m glad to meet with you in person or via zoom. *I ask that every student make an appointment to meet with me during the third and fourth weeks of the semester.*

Office hours. My office hours are posted on the syllabus, but I’m glad to meet with you other times. Please feel free to ask for a time that works better for you. You are welcome to stop by my office to talk whenever I’m there.

Library Assistance. As noted, above, I encourage you to take advantage of the expertise of Professor

Rebecca Hyde, who is the reference librarian at Pius Library who helps political science students and faculty. She invites your questions and requests for assistance at any time. You can reach her at rhyde1@slu.edu or [314-977-3106](tel:314-977-3106). Ms Hyde's research guide for political science can be found at <http://libguides.slu.edu/polisci>.

Writing assistance and the Student Success Center

I hope you will take advantage of the Student Success Center's resources and services. [Student Success Center Syllabus Statement](#)

I particularly encourage you to take advantage of University Writing Services. University Writing Services offers one-on-one consultations with trained writing consultants who help with everything from brainstorming, outlining, and proposing research questions to documenting sources, revising, and implementing feedback. These consultations can take place in-person, asynchronously, or via Zoom and can be scheduled through EAB Navigate – Student. Getting feedback benefits writers at all skill levels on different writing projects (including but not limited to class assignments, conference papers, cover letters, dissertations, group projects, multimedia assignments, personal statements, senior capstone projects, short answer questions on applications, speeches, and theses). For additional information, visit <https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php> or send an email to writing@slu.edu.

Other University policy statements are provided at the end of this syllabus.

Tentative Outline

Detailed assignments—including readings, study questions, and reports assigned to individual students—will be posted on Canvas. Some longer sets of readings listed will be divided into individual or group reports. In addition to readings assigned to everyone each week, articles will be assigned as individual or group reports. Articles assigned as individual reports are recommended reading for the rest of the class. *The schedule below is tentative and may be revised according to needs of the class.*

Book available in Barnes and Noble campus bookstore: Jane Addams, *Democracy and Social Ethics* (University of Illinois Press). This text is also available online. However, because we will read most of the text, it will be useful to you to have a paperback copy that you can annotate. Other readings listed below are available online, on Pius Library Electronic reserve (ERes), or from the instructor. The password for Eres for this class is *friendship*.

8/29 Introduction: Addressing wicked problems at Hull House

Jane Addams, in [Twenty Years at Hull House](#) (1911). Read Ch. 6 “The Subjective Necessity for Social Settlements” and Ch. 13 “Public Activities and Investigations”

Residents of Hull House in [Hull House Maps and Papers](#) (1895). Read pp. 1-19 of Ch. 1 “Map Notes and Comments” by Agnes Sinclair Holbrook (To illustrate, view the [nationality maps](#) described on pp. 15-19; these color-coded maps are at the end of the Appendix). Also read Ch. 10 “The Settlement as a Factor in the Labor Movement” by Jane Addams

Danielle Lake, “[Jane Addams and Wicked Problems: Putting the Pragmatic Method to Use,](#)” *The Pluralist*, 9,3 (Fall 2014): 77-94. Pius Library electronic journals.

9/5 Political friendships with immigrants in Chicago

Jane Addams, [Democracy and Social Ethics](#) (1902), Chps. 2, 5, 6, 7 (Text is available in bookstore.)

Wynne Moskop, "Addams's Friendship Practices," Ch 2 in [Jane Addams on Inequality and Political Friendship](#) (2020). Pius Library ebook.

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

9/12 **Transnational Political Friendships**

Jane Addams, [Newer Ideals of Peace](#) (1906), Read end of Ch 1 (23-30) and Ch. 2. Read one other chapter in the book that interests you. (There are chapters on city government and immigrants, protection of children, industrial legislation, the labor movement, and women in city government.)

Jane Addams, "Women and Internationalism," in [Women at the Hague: the International Congress of Women and its results / by three delegates to the congress from the United States, Jane Addams, Emily G. Balch, Alice Hamilton](#) (1915).

John Dewey, "[Introduction](#)" to 1945 edition of *Peace and Bread in Time of War* (1922/1945), "Democratic versus Coercive International Organization: The Realism of Jane Addams," ix-xx.

Wynne Moskop, "Possibilities for Transnational Political Friendship," Ch 5 in [Jane Addams on Inequality and Political Friendship](#) (2020). Pius Library ebook.

[Individual student appointments this week and next week]

9/19 **Experience, belief, and goals in the formation of "publics"**

John Dewey, selection from [The Public and Its Problems](#) (1927). Read last paragraph on p. 34-through first paragraph on p. 39; 148-156; 179-184. (Page #'s are in right margin of text.)

Nancy Fraser, "[Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy](#)," *Social Text* 25/26 (1990): 56-80. Pius Library electronic journals.

Anna Julia Cooper, in [A Voice from the South: By a Black Woman of the South](#). Read "Womanhood a Vital Element in the Regeneration and Progress of a Race" and "The Gain from a Belief."

Jane Addams, [The Long Road of Woman's Memory \(1912\), Ch. 3](#) "Women's Memories: Disturbing Conventions"

C.S. Peirce, "[The Fixation of Belief](#)" (1877)

Patricia Hill Collins, [Black Feminist Thought](#), 2nd ed. (2002), ch. 9 "Rethinking Black Feminist Activism"

[individual student appointments]

9/26 **Race, gender, and wicked problems**

W.E.B. DuBois, [The Souls of Black Folk](#) (1903). Ch. 1 "Of Our Spiritual Strivings" and Ch. 10 "Of the Faith of our Fathers,"

Eddie S. Glaude, Jr., "Of the Black Church and the Making of a Black Public," in *African American Religious Thought: An Anthology*, Cornel West and Eddie S. Glaude Jr., eds. (2003), pp. 338-65. Pius Library Eres.

Evelyn Brooks-Higgenbotham, "The Black Church: A Gender Perspective," in *African American Religious Thought*, pp. 187-208. Pius Library Eres.

Bernice McNair Barnett, "Black Women's Collectivist Movement Organizations: Their Struggles during the 'Doldrums,'" in Feree and Martin eds., *Feminist Organizations* (1995), pp. Pius Library Eres.

Audre Lorde, [Sister Outsider](#) (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.”

10/3 Organization continued, **Transnational Political Friendships**

John Dewey, [The Public and Its Problems](#) (1927), pp. 221-32.

Jody Williams and Stephen Goose, “The International Campaign to Ban Landmines,” Ch 2 in *To Walk Without Fear: The Global Movement to Ban Landmines*, 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 *Global Feminism*, 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 *Canadian Journal of Political Science* 50,2 (June 2017) 479–494. Pius Library electronic journal.

10/10 **Class exercise: research question, literature review, method**

Patricia M. Shields & Nandhini Rangarajan, *A Playbook for Research Methods: Integrating Conceptual Frameworks and Project Management* (2013). Chps. 4 and 5. Pius Library Eres.

Assignment: Apply Shields and Rangarajan’s approach to one of the articles about political friendship assigned on 9/29 or 10/3. Details will be posted on Canvas.

10/17 **Justice and reciprocity in unequal political friendships**

Aristotle, [Nicomachean Ethics](#), Terrance Irwin trans. In Book 5 (about justice), read 5.3-5.5. In Book 8 (about friendship), read 8.1-8.3, 1158b 1-12, 8.7-8.12, 8.14.

Hannah Arendt, [The Human Condition](#) (1958/1998), pp. 22-38, 175-181, 199-206

Joan Tronto, [Caring Democracy: Markets, Equality, and Justice](#) (2013), Ch. 5 “Can Markets Be Caring: Markets, Care, and Justice.” Pius Library ebook.

Case study, TBD

10/21 Midsemester synthetic essay due

The next several class sessions—10/24, 10/31, 11/7, 11/14 will be devoted to collaborative investigation of how a political friendship can be developed to address the particular wicked problems selected by students. Assigned readings will vary, depending on the problems selected and the needs of the class. Projects will be developed in stages: selecting a problem and forming a group to investigate, reviewing relevant literature, refining the question to be addressed, outlining the project and assigning a role to each participant.

11/21 Class will not meet. Work on Projects.

11/28 Presentations and Critiques

12/5 Review

12/12 Final projects due

University Policy Statements for all syllabi:

Disability Services, and Academic Coaching. [Disability Accommodations Syllabus Statement](#)

Academic Integrity policy [Academic Integrity Syllabus Statement](#)

Title IX policy [Title IX Syllabus Statement](#)

Wellness

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 in nature (such as concerns related to relationships, mental health, loss, identities, alcohol or drugs, housing or food security, or finances, among other things). If you experience these or other difficulties, please consider seeking support from the resources available to you.

- For concerns related to this course, please contact me. I am invested in your success and will support your success in the ways I can.
- Additionally, you have access to the many resources SLU provides in support of your personal wellness. You will find a list of available resources on [the Well-being page of the SLU website](#).

Basic Needs Security

Students experiencing food insecurity, housing insecurity, and any other challenges that are impacting their personal and/or academic wellbeing are encouraged to contact the Dean of Students Office for support. Students can submit an [intake](#) form, email deanofstudents@slu.edu, or call 314-977-9378 to connect with their office. Students may also communicate directly with their instructors about any challenges they are experiencing to receive support and resource referrals.