

# COLLEGE 102: Citizenship in the 21<sup>st</sup> Century

Winter Quarter 2025

## Course Description

Citizenship is not just what passport you hold or where you were born. Citizenship, in the broader sense we focus on in this course, means participation in a large self-governing community, and this class takes as its subject matter all the ideas, practices, and systems that make that self-governance possible. While the class focuses predominantly on citizenship in a liberal democratic state, we also discuss other forms of self-governing communities, including cultural groups, activist movements, and universities. All these cases raise important, contested questions: Who is (or ought to be) included in citizenship? Who gets to decide? How can practices of citizenship respond to changing technological and economic conditions? How have people excluded from citizenship fought for, and sometimes won, inclusion? These debates have a long history, featuring in some of the earliest recorded philosophy and literature but also animating current political debates in the United States and elsewhere. Texts for the class include literary fiction, speeches, poetry, and journalistic accounts of current events, and one of the primary goals of the class is to learn through discussion and group work how to approach these different genres and media. Citizenship needs to be redefined and reinvigorated for each new era, and citizenship today is under stress from technological advances, political polarization, economic inequality, and other challenges. This class starts from the premise that students already are, and will continue to be, citizens of various communities throughout their lives, but the class itself also offers a chance to directly engage in the skills of citizenship: productive discussion across lines of political and personal difference; analysis of new and challenging ideas; and collaborative problem-solving.

## Course Goals

In this course, students will:

- Hone the skills of constructive dialogue and discuss questions of citizenship with other students and instructors on a basis of mutual respect and openness to differences;
- Learn some of the ethical theories, concepts, and methods necessary for working through political questions;
- Develop a historically grounded sense of where citizenship comes from and the main dangers confronting it;
- Gain confidence as active participants in ongoing debates about citizenship beyond the classroom.

## Ways of Thinking, Ways of Doing

This course may be used to satisfy either the Ethical Reasoning (ER) or Social Inquiry (SI) Way.

## Schedule

In addition to our two 80-minute sessions per week, please note that there is **one required in-person evening event**: Thursday, January 23, 6:30 - 8 pm, Memorial Auditorium - talk by Annette Gordon-Reed about *On Juneteenth*.

## Workload

[University policy](#) is for each credit unit to correspond to 3 hours of combined in- and out-of-class work per week. This 3-unit class is therefore meant to have 9 hours per week of combined in- and out-of-class work. With 3 hours of class per week, you should expect 2-3 hours of out-of-class preparation per session.

## Class norms on conversation and participation

Citizenship in the 21st Century is a discussion seminar. A discussion seminar is more than just a small class where people talk. It's a collective effort to create and discover knowledge. We need a strong set of shared norms to make this project work. Citizenship is also a deeply personal topic. Many of the issues we discuss in this course are highly charged and may be intensified by our own experiences: race, class, injustice, exclusion, and past and present fights for inclusion.

In our discussions, all of us should use these principles as a guide:

- Treat the ideas of our readings and discussions as open to debate, scrutiny, and new, potentially contradictory evidence;
- Be intentional in your use of language, especially on highly personal topics;
- Assume good intentions on the part of others.
- Avoid assumptions about any member of the class or generalizations about social groups. Do not ask individuals to speak for their (perceived) social group;
- You may encounter ideas in the course texts that you consider deeply wrong. The inclusion of a text on the syllabus does not mean that the COLLEGE program or your instructor agree with its message, and discussing a text does not oblige you to agree with it.

COLLEGE courses encourage the exchange of ideas in a rigorous and respectful way, as has long been a Stanford value. We will be guided in this by the ideals expressed in the [Fundamental Standard of 1898, as interpreted in 2023](#): "Students are expected to uphold the integrity of the

university as a community of scholars in which free speech is available to all and intellectual honesty is demanded of all.”

## Attendance

Given the discussion goals of this class, regular in-person attendance is a major expectation. We expect you to attend every session, except in cases of illness or other emergencies. Participation in class takes many forms and varies across sections, but always requires more than just showing up. Late arrivals or disruptive behavior during class will be considered in evaluating attendance and participation.

If you will miss class for any reason, reach out to your instructor, in advance when possible. Two absences can be made up for full credit. If you miss 4 or more sessions over the quarter, insufficient attendance may make it impossible to get credit for the course.

Overlapping classes and regular conflicts are not allowed. If you expect to miss 4 classes due to scheduled activities, please contact [collegereq@stanford.edu](mailto:collegereq@stanford.edu) to change to a section where you can fully attend. If you expect to miss multiple classes, usually because you are engaged in university-sponsored activities such as athletic competition, please share your schedule for the quarter with your instructor within the first week of class to develop an overall plan for the quarter, or contact the program at [collegereq@stanford.edu](mailto:collegereq@stanford.edu) to try to change to a section where you can be more fully present.

## Technology in the classroom

Instructors will set their class’s norms about use of technology in the classroom. Class norms may include avoiding screens entirely except as accessibility accommodations. Following your class’s norms about technology use is part of the class participation grade.

## Course materials

All readings will be available in the Canvas modules tool, with the exception of *On Juneteenth*, a hard copy of which will be provided by instructors. Do the readings in advance of class on the day they’re listed, and bring a copy of the day’s readings to class. A pdf course reader is available via Canvas for easy downloading and printing. Especially if your class has a no-screens policy, you may be expected to print the course readings. You can [print very cheaply here at Stanford](#): printing the entire quarter’s readings will cost only \$10.07. You can also [order a bound copy of the course reader](#) for approximately \$100 including shipping.

## Assignments and grading breakdown

For each assignment, you'll get more detailed instructions and a grading rubric once the quarter starts.

- **Weekly assignments: 70% of final grade in total**

Each week will have one assignment, assigned on Canvas in advance. Students are required to complete the weekly assignment each week. Some of these assignments allow you the option of choosing which day to complete the assignment, but assignments submitted via Canvas are always due by 11:59 pm the day before class.

The weekly assignments are as follows:

Week 1: Introductory Canvas post (5 points)

Week 2: Argument mapping on a text of your choice (5 points)

Week 3: Recorded partner conversation on texts of your choice (5 points)

Week 4: Conversation with instructor on Annette Gordon-Reed's *On Juneteenth* plus another text of your choice (15 points)\*

Week 5: Recorded partner conversation on texts of your choice (5 points)

Week 6: Hypothesis annotation on Thomas Hobbes's *Leviathan* (5 points)

Week 7: Recorded partner conversation on texts of your choice (5 points)

Week 8: Hypothesis annotation on Martin Luther King's "Letter from Birmingham Jail" (5 points)

Week 9: Argument mapping on a text of your choice (5 points)

Week 10: Synthesis essay (15 points)\*

\*The two assignments that are worth 15 points must be satisfactorily completed in order to pass the course.

- **Participation / attendance: 30% of final grade**

Participation can take a variety of forms: asking questions as well as answering them, responding to and furthering your classmates' points in constructive ways. See the section above on class norms for more details on effective participation.

## Contract Grading Policy

1. This course uses a form of assessment called "contract grading." The "contract" is quite simple: if you meet the expectations for an assignment as laid out in the instructions,

you earn full points. In other words, your work will not be qualitatively graded beyond whether or not it meets the expectations and is submitted on time.

2. The goal of contract grading is to shift the focus towards learning and away from grades. The goal of this class is to guide you through an examination of your ideas about citizenship. We want you to try on different perspectives, take intellectual risks, and ideally grow as an individual. Worrying about your grade, in this context, is distracting and counterproductive.
3. The point system for each major assignment is simple. If you complete an assignment satisfactorily, it earns full points. If your assignment does not meet expectations, it receives half credit, with an option to resubmit. If the assignment is not completed at all, it receives no credit.
4. Even though you will not get letter grades on your assignments, you will still receive feedback from your instructor. It is our hope that this feedback will be more substantial and meaningful than a simple grade.
5. In class participation for each of the course's 10 weeks is its own assignment, worth 3 points to make up 30 points total. Each week, you can earn 3 points for participation that meets expectations based on the norms discussed above and explained by your instructor, 1.5 points for partly meeting expectations, or 0 points for not meeting participation expectations at all. Note that except in cases of excused absences, participation scores cannot be made up or changed later, but you can use each week's score (including, if relevant, feedback from your instructor) to improve in future weeks.

At the end of the quarter, you will still get a letter grade as you would with a traditional grading system. Final letter grades will be calculated as follows:

A	95–100 points
A–	90–94 points
B+	87–89 points
B	83–86 points
B–	80–82 points
C+	77–79 points
C	73–76 points
C–	70–72 points
D+	67–69 points
D	63–66 points
D–	60–62 points
F	0–59 points

## Late work and extensions

Because the goal of the 5-point assignments is to prepare for class, they cannot be submitted late except in emergency cases, but some of them offer a choice about when to complete them.

If you need extra time on one of the 15-point assignments, contact your instructor in advance. Without an extension granted by your instructor, these assignments will lose 10% of points per day late. Very late work may not get credit at all.

## Course privacy statement

As noted in the University's [recording and broadcasting courses policy](#), students may not audio or video record class meetings without permission from the instructor (and guest speakers, when applicable). These policies protect the privacy rights of instructors and students, and the intellectual property and other rights of the university. Students who need further accommodations should contact the [Office of Accessible Education](#).

## Learning resources

In addition to in-class assistance, Stanford's academic resources include:

- [Hume Center for Writing and Speaking](#)
- [Academic Skills Coaching](#)
- [Tutoring for Student-Athletes](#)
- [Subject Tutoring and Language Practice](#)

If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. You can learn more about the broad range of confidential mental health services available on campus [here](#).

## Honor code

[The Stanford Honor Code](#) was composed by students in 1921 and updated in 2023. It expresses the university's expectations for academic integrity. Some key points:

- You may not submit the same written work for different classes.
- Plagiarism (copying passages from other people's work without attribution) is forbidden.
- Having someone else complete an assignment for you is forbidden.
- The use of [generative AI](#) will be treated analogously to assistance from another person. You may ask ChatGPT or similar tools about the course topics, though beware of AI's tendency to hallucinate facts. You may *not* submit any text generated by ChatGPT or any other similar technology as part of, or in place of, any written assignment for this course.

## Access and Accommodations

Stanford is committed to providing equal educational opportunities for disabled students. Disabled students are a valued and essential part of the Stanford community. We welcome you to our class.

If you experience disability, please register with the Office of Accessible Education (OAE). Professional staff will evaluate your needs, support appropriate and reasonable accommodations, and prepare an Academic Accommodation Letter for faculty. To get started, or to re-initiate services, please visit [oae.stanford.edu](https://oae.stanford.edu).

If you already have an Academic Accommodation Letter, we invite you to share your letter with us. Academic Accommodation Letters should be shared at the earliest possible opportunity so we may partner with you and OAE to identify any barriers to access and inclusion that might be encountered in your experience of this course.

## Academic continuity

Stanford as an institution is committed to the highest quality education, and as your teaching team, our first priority is to uphold your educational experience. To that end we are committed to following the syllabus as written here, including through short or long-term disruptions, such as public health emergencies, natural disasters, or protests and demonstrations. However, there may be extenuating circumstances that necessitate some changes. Should adjustments be necessary we will communicate clearly and promptly to ensure you understand the expectations and are positioned for successful learning.

# COLLEGE 102, Citizenship in the 21st Century

## 2025 Course Calendar

### Week 1, Session 1: Introduction

- [Fundamental Standard](#) (1896, interpretation from 2023) and [excerpt of Founding Grant](#) (1885)
- Anne Applebaum (2021) [“Democracies Don’t Try to Make Everyone Agree”](#)

### Week 1, Session 2: Listening

- Arthur Brooks, [“Please Disagree with Me!”](#) (from *Love Your Enemies*).

- Joy Harjo, "[This Morning I Pray for My Enemies](#)" (from *Conflict Resolution for Holy Beings*)
- Yehuda Amichai, "[The Place Where We are Right](#)"

### **Week 2, Session 1: Freedom of speech 1: Speech and truth**

- [J. S. Mill, \*On Liberty\*](#) (originally published in 1859, excerpts in Nigel Warburton, *Freedom: An Introduction with Readings*, 2001) Excerpts, including commentary.
- Jay Bhattacharya (2023), "[How Stanford Failed the Academic Freedom Test](#)"

### **Week 2, Session 2: Freedom of speech 2: Speech and offensiveness**

- Jenny S. Martinez (2023), [SLS Memorandum, following Judge Duncan incident at Stanford](#)
- Greta Reich, "[Judge Kyle Duncan's visit to Stanford and the aftermath, explained](#)" *Stanford Daily* (2023) [[optional link to Duncan video](#)]
- Clip from film "[The People vs. Larry Flynt](#)" (1996) based on Supreme Court case *Hustler Magazine v. Falwell* 1988
- Jeremy Waldron, [The Harm in Hate Speech \(2014\), Chapter 2, pages 27-33](#).

\*Civic Salon with Paul Brest on free speech, January 16, 6:00 - 7:30pm, Schiff.\*

### **Week 3, Session 1 (No class - Martin Luther King Holiday)**

### **Week 3, Session 2: Citizenship as a story**

- Annette Gordon-Reed (2021), [On Juneteenth. Preface, Chapters 1,2,4,5](#).

**\*Three Books Event with Annette Gordon-Reed, mandatory for all students,  
Thursday, January 23, 6:30 - 8 pm, Memorial Auditorium.\***

### **Week 4, Session 1: How does the story of citizenship change?**

- Annette Gordon-Reed (2021), [On Juneteenth. Chapter 6 and Coda](#).
- [Danielle Allen \(2004\), \*Our Declaration\*, Chapters on memos and patrimony and U.S. Declaration of Independence](#) (1776).
- [Seneca Falls Convention Declaration of Sentiments](#) (1848).

### **Week 4, Session 2: Immigration and the changing story of citizenship**



- [Edward Rothstein](#) (2006), ["Refining the Tests That Confer Citizenship," \*The New York Times\*](#)
- Hiroshi Motomura (2007), *Americans in Waiting: The Lost Story of Immigration and Citizenship in the United States*, [Excerpt of introduction](#)
- Tomás Jiménez (2017), *The Other Side of Assimilation: How Immigrants are Changing American Life*, [Excerpts from introduction](#) and [Chapter 5](#)

\*Civic Salon with Branislav Jakovljevic on immigration, January 30, 6:00 - 7:30pm, Burbank.\*

### **Week 5, Session 1: Placing Limits on Technology**

- Plato (circa 370 BCE), ["Phaedrus." Excerpt](#)
- Ashley Gilbertson and Kevin Granville (2017), ["In Amish Country, the Future is Calling." \*The New York Times\*](#).
- [Amy Gutmann and Jonathan Moreno](#) (2018), ["Keeping CRISPR Safe," \*Foreign Affairs\*](#).

### **Week 5, Session 2: Technology and Fairness**

- Langdon Winner (1986), [The Whale and the Reactor](#) (1986);, excerpts from chapters 1 and 2
- Karen Hao and Jonathan Stray (2019), [Can you Make AI Fairer than a Judge](#)
- Ella Koeze, Denise Lu, and Charles Smart (2022), [Can you Gerrymander Your Party to Power](#)

\*Civic Salon with Keith Winstein on technology, February 6, 6:00 - 7:30pm, Branner.\*

### **Week 6, Session 1: Hobbes's challenge: can we cooperate as citizens or just as subjects?**

- [Thomas Hobbes \(1651\), \*Leviathan\*, selections.](#)
- [Video lesson on cooperation problems](#), along with a scene [from \*It's a Wonderful Life\*](#), (1946).
- [Jane Mansbridge \(2014\), "What is Political Science For?" \*Perspectives on Politics\*.](#)

### **Week 6, Session 2: Cooperation is hard...and yet it happens! How societies make cooperation work: Shame, Solidarity, and Duty**

- [Plato \(c. 399 BCE\). "Crito."](#)
- [Ken Liu \(2013\), "Mono No Aware," \*Lightspeed Magazine\*.](#)

- [Tim O'Brien \(1990\), "On the Rainy River."](#)

*\*Civic Salon with Jay Hamilton on collective action, February 13, 6:00 - 7:30pm, Casa Zapata.\**

### **Session 7.1: No class - Presidents' Day**

### **Session 7.2: Institutionalizing democracy and democratic decay**

- [Sonia Mittal and Barry Weingast \(2013\), "Self-enforcing constitutions,"](#) p. 1-11.
- Steven Levitsky and Daniel Ziblatt (2018), *How Democracies Die*, [Chapter 1](#) and [Chapter 4](#).

*\*Civic Salon with Emilee Chapman on constitutions, February 20, 6:00 - 7:30pm, Larkin.\**

### **Week 8, Session 1: Ways of Responding to Injustice**

- [Handout on Albert O. Hirschman's "exit, voice, and loyalty."](#)
- Ursula K. Le Guin (1974), ["The Ones Who Walk Away from Omelas."](#)
- N. K. Jemisin (2018), ["The Ones Who Stay and Fight,"](#) *Lightspeed Magazine*.

### **Week 8, Session 2: Responding to Injustice in Historical Context**

- [Letter from Alabama Clergymen](#) (1963).
- Martin Luther King, Jr. (1963), ["Letter from Birmingham Jail."](#)
- Malcolm X (1963), ["Message to the Grassroots."](#)

*\*Civic Salon with Pam Karlan on responding to injustice, February 27, 6:00 - 7:30pm, Otero.\**

### **Week 9, Session 1: Multiculturalism**

- Will Kymlicka (1995), ["Multicultural Citizenship,"](#) excerpts.
- Susan Okin (1999), ["Is Multiculturalism Bad for Women?"](#) excerpts.

### **Week 9, Session 2: Economic Inequality**

- T. M. Scanlon (1996), ["The Diversity of Objections to Inequality,"](#) excerpt.
- Milton Friedman (1962), *Capitalism and Freedom*, [Chapter 10](#).
- Martin Luther King, Jr. (1967), ["The Other America"](#)
- [Video version of "The Other America" available [here](#).]

*\*Civic Salon with Jennifer Burns on economic inequality, March 6, 6:00 - 7:30pm, Soto.\**

**Week 10, Session 1: Open Day**

- Instructors choose the topic and readings for this session.

**Week 10, Session 2: Overlapping Citzenships**

- Sterling HolyWhiteMountain (2018), "[The Blackfeet Brain Drain](#)."
- Jennifer Morton (2019), [Moving Up Without Losing Your Way](#), Selections from Introduction.
- PBS News Hour (2017), "Brain drain and declining birth rate threaten the future of Greece" (transcript [here](#); video [here](#)).