

COLLEGE 102: Citizenship in the 21st Century

Winter Quarter 2023

[DAY & DAY, TIME]

[In person: LOCATION]

Instructor(s)

NAME, EMAIL ADDRESS

Title

Office hours schedule:

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Title

Office hours schedule:

Course Description

Citizenship is more than just the passport you hold or the place you were born. In the sense we use the term in this class, it's all the practices, ideas, and systems we use to make decisions together in a democracy. This class, part of a longstanding Stanford commitment to citizenship, explores the challenges that face democratic citizenship today. Is national citizenship still relevant in an era of global problems? How can we counter the rising threat of authoritarianism? Does social media threaten the interchange of ideas on which constructive problem-solving relies? The course is about learning and practicing the *skills* of citizenship: open and respectful debate across political and other lines; the use of history to inform present problem-solving; adaptation of old concepts to new social and technological conditions. We focus on the here and now: the United States in the 2020s, but we'll use case studies, insights, and texts from many times, places, and cultures. In the course calendar below, you'll find poetry, fiction, history, scientific studies, philosophy, even a play. This course is part of the university-wide COLLEGE program because citizenship concerns all of us, and making it work in today's world will require all our skills.

Course Goals

In this course, students will:

- Hone the skills of civil discourse 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 democracy 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 are two required in-person events over the quarter: an expert roundtable on “Is democracy in crisis?” on January 12 and a performance of *Julius Caesar* at the end of Week 9. See the course calendar for more details.

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 discussion

Citizenship is often a deeply personal topic, and many of the issues we discuss in this course are highly charged: race, class, injustice, exclusion, and past and present fights for inclusion. Our goal as instructors is to make this class a space defined by mutual respect as we work together through the topics of the course. In our discussions, students should use these principles as a guide to respectful interactions:

- 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.

Course materials

All readings will be available as links through this syllabus. Do the readings in advance of class on the day they're listed.

Assignments and grading

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

- 1. Eight discussion question responses (250 words each, 4 in Weeks 1-5, 4 in weeks 6-10, graded for satisfactory completion) (20% of final grade)**

Along with each day's readings, you'll find a link to a document with ~4 discussion questions that will help structure our conversation in class. Reading these in advance can help you get the most out of the day's texts by giving you a sense of what we'll focus on. In addition, on 4 days of your choice in Weeks 1-5 and 4 days of your choice in Weeks 6-10, you're asked to write a

~250-word response to one of the questions. These responses are due before class so that, on the days you choose to write, you'll be an expert on some aspect of the texts.

2. Annotations on readings (5 sets of 3 annotations, graded for satisfactory completion, 10% of final grade)

Two helpful strategies for reading difficult texts: write as you read, and read in conversation with others. For five of our course readings (Hobbes, Mill, Plato's *Crito*, Federalist No. 10, *Julius Caesar*), this short assignment asks you to read collaboratively with your classmates. You'll get these readings in a format that you can comment on and see your classmates' comments as well. For each of the five collaborative readings, everyone should write at least 3 substantive annotations before class, which can include questions about a passage, connections to another text or class topic, answers to someone else's questions, and so on.

3. Midterm paper: Intervention in a conversation: (750-1000 words, 25% of final grade, letter graded with optional rewrite)

- Partial draft due Sunday, Feb. 5
- Complete draft due Sunday, Feb. 19

The midterm paper will ask you to choose one issue we've discussed over the quarter on which reasonable people could disagree and explain at least two different perspectives from our readings, showing how they relate to each other and their main points of contrast. In addition to explaining the disagreement, you'll develop and argue for your own perspective on that argument. Detailed assignment instructions will come closer to the due date.

4. Final paper: (1500-2000 word essay, 30% of final grade, letter graded).

- Partial draft due Sunday, March 5
- Complete version due Sunday, March 19

The final paper will offer several prompt options, each of which will give you the opportunity to bring together ideas and texts from different parts of the quarter along with at least one outside source. Detailed assignment instructions will come closer to the due date.

5. Participation: 15% of final grade (includes punctual attendance)

This is a discussion-based class, and so regular attendance and participation are important. Participation can take a variety of forms: asking questions as well as answering them, responding to and furthering your classmates' points in constructive ways. Bringing in ideas from outside class, like insights from other courses, articles you've read, and your own experience, can also be excellent ways to contribute to our discussions.

Absence policy

If you'll miss class, reach out, in advance when possible. Making up participation credit for the day will involve writing a short make-up assignment to stay on track.

If you are heavily engaged in university-sponsored activities such as athletic competition, please share your schedule for the quarter within the first two weeks of class to develop an overall plan for the quarter.

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](#) tutors
- [Academic Skills Coaching](#) (time management, effective studying, etc)
- [Tutoring for Student-Athletes](#)
- [Support for Learning Differences](#)
- [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 expresses the university's expectations for academic integrity. Please read it [here](#). Together with the [Fundamental Standard](#), these documents lay out the rights and responsibilities of Stanford students, in particular with regard to their academic behavior. Some key points:

- Students cannot 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.

Academic 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.

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.

Course Calendar

Part 1: Introducing citizenship and its challenges

Week 1, Session 1: Introduction: What is citizenship? Why should we study it?

- [Edgar Robinson, “Problems of Citizenship.”](#)
- [Fundamental Standard](#) and [excerpt of Founding Grant](#)
- [Steven Levitsky and Daniel Ziblatt, *How Democracies Die*. Excerpt of Introduction.](#)

Week 1, Session 2: Can citizenship work in a divided society? How can we communicate across differences?

- [Anne Applebaum, “Democracies Don’t Try to Make Everyone Agree.”](#)
- Choose **3 of the 9 articles** in this [series of op-eds on polarization in *Stanford Magazine* by Stanford faculty](#).
- [Podcast Interview with Alice Siu on “America in One Room.”](#)

Thurs., Jan 12, 6 - 7:30 pm, Memorial Auditorium: Plenary session: expert roundtable on “Is democratic citizenship in crisis?” with Francis Fukuyama (Stanford FSI), Jonathan Holloway (Rutgers University, president), Pamela Karlan (Stanford Law), and Condoleeza Rice (Stanford, Hoover)

Week 2, Session 1: Martin Luther King, Jr. Day / No Class

- OPTIONAL: Speech by Dr. King at Stanford, “The Other America” [\[link\]](#)

Week 2, Session 2: How should we study citizenship?

- [Danielle Allen, *Our Declaration*, excerpt.](#)
- United States Declaration of Independence, text included in the Allen excerpt.

Week 3, Session 1: Monument or rough draft? (Re)reading a document of citizenship

- [Frederick Douglass, “What to the slave is the Fourth of July?”](#)
- Masshist.org: [Account of William Lloyd Garrison’s “Covenant with Death” speech.](#)
- [Tracy K. Smith, “Declaration.”](#)
- Steven Calabresi, [“On Originalism in Constitutional Interpretation.”](#)

Part 2: The challenge of collective action: Citizenship is hard but not impossible

Week 3, Session 2: Citizenship as cooperation: Hobbes's challenge and the dangers of freeriding

- Video module on cooperation problems [\[link\]](#)
- [Thomas Hobbes, *Leviathan* \(1651\), selections](#) (Annotation assignment #1)
- [Garrett Hardin, “The Tragedy of the Commons.”](#)

Week 4, Session 1: Three answers to Hobbes’s challenge: Change motives, change incentives, change the game

Everyone should read:

- [Plato’s *Crito*](#). (Annotation assignment #2)
- [Judith Shklar’s chapter on Crito in *On Political Obligation*, pgs. 39-49.](#)

Choose *at least one* of the following readings:

- [Jane Mansbridge, “What is political science for?”](#)
- [Elinor Ostrom et al., “Revisiting the Commons: Local Lessons, Global Challenges.”](#)
- [Ken Liu, “Mono No Aware”](#)

Week 4, Session 2: Institutionalizing citizenship: constitutions, norms, and rules

- James Madison, [Federalist No. 10](#) (Annotation assignment #3)
- Sonia Mittal and Barry Weingast, “Self-Enforcing Constitutions” (2010) [Excerpt.](#)
- Excerpt of [Ch 3 of Robert Dahl’s *How Democratic is the American Constitution?*](#)

*Partial midterm draft due Sunday, Feb. 5.

Part 3: Today’s public square

Week 5, Session 1: Free speech in divided societies

Everyone should read:

- [J. S. Mill, *On Liberty*, excerpts on free speech. \(Annotation assignment #4\)](#)
- Stanford University, "[Freedom of speech and the Fundamental Standard.](#)"

Along with the readings above, choose *at least one* other statement on campus free speech:

- [University of Chicago statement on free speech](#)
- [Marc Tessier-Lavigne and Persis Drell, "Advancing Free Speech and Inclusion."](#)
- [Gerhard Casper \(1995\), "Statement on Corry vs. Stanford."](#)

Week 5, Session 2: Technology and citizenship

- Langdon Winner, [The Whale and the Reactor \(1986\): Excerpts from Chapters 1 and 2.](#)
- Ashley Gilbertson and Kevin Granville, *NY Times* (2017) [[PDF](#)]
- [Amy Gutmann and Jonathan Moreno. "Keeping CRISPR Safe."](#)

***First four discussion responses must be completed by the start of class on Session 5.2.**

Week 6, Session 1: The digital public square

- [Shoshana Zuboff. 2021. "The Coup We're not talking about."](#)
- [Margaret Roberts. 2018. *Censored*. Excerpts.](#)
- Renee DiResta, "Democracy: Fixing It is Up to Us" [[video](#)]

Part 4: The boundaries of citizenship

Week 6, Session 2: Race and the contested boundaries of citizenship

- [Short excerpt from Josiah Ober, *Demopolis*.](#)
- [U.S. Constitution. Excerpts on definitions of citizenship.](#)

Three U.S. Supreme Court cases on boundaries of citizenship:

- [Dred Scott v. Sandford.](#)
- *Plessy v. Ferguson*. Excerpts from [majority ruling](#) and [dissent](#).
- [United States v. Wong Kim Ark.](#)

***Complete midterm due Sunday, Feb. 19.**

Week 7, Session 1: Presidents' Day: no class

Week 7, Session 2: Crossing boundaries: Immigration, naturalization, and taking on new forms of citizenship

- [U.S. Naturalization test guide](#)
- [Edward Rothstein \(*The New York Times*\) “Refining the Tests That Confer Citizenship.”](#)
- [Reihan Salam, *Melting Pot or Civil War*, Chapter 3: “Race to the bottom.”](#)

Week 8, Session 1: Citizenship, diversity, and culture

- Will Kymlicka, *Multicultural Citizenship* (1995), [selection](#).
- Susan Okin, “[Is Multiculturalism Bad for Women?](#)” (1999) Excerpt.
- [Wisconsin v. Yoder](#).

Part 5: Economic and political challenges to citizenship

Week 8, Session 2: Social class and citizenship

- [Anne Case and Angus Deaton. *Deaths of Despair*. Excerpt.](#)
- Sterling HolyWhiteMountain, “[The Blackfeet Brain Drain](#)” (2018)
- Jennifer Morton, *Moving Up Without Losing Your Way* (2019). Selections from [Introduction](#).

***Partial final draft due Sunday, March 5.**

Week 9: Session 1: Economic inequality and citizenship

- Debra Satz and Stuart White, “[Breaking the Civic Promise of Democracy: Why Economic Inequality Matters.](#)”
- N. Gregory Mankiw, “[Defending the One Percent.](#)”
- [Raj Chetty et al. Work on colleges and socioeconomic mobility - summary in the New York Times.](#)

Week 9, Session 2: The threat of authoritarianism

- [William Shakespeare, *Julius Caesar*. Act 3, Scene 2. \(Annotation assignment #5\)](#)
- [Coppélia Kahn. “A Modern Perspective: *Julius Caesar*.”](#)
- [Julius Caesar. Plot Summary.](#)
- [David Teegarden, *Death to Tyrants! Ancient Greek Democracy and the Struggle Against Tyranny* \(2014\) Synopsis.](#)
- [Timur Kuran \(1991\), “Now Out of Never.” Excerpts.](#)

End of Week 9: Students see TAPS performance of Shakespeare’s *Julius Caesar*.

Thursday, Friday, and Saturday, March 9, 10, and 11, at 8 pm, Memorial Auditorium.

The Stanford Theater and Performance Studies (TAPS) program will perform Julius Caesar at the end of week 9: all students and instructors will see the play. Tickets will be provided for students enrolled in Citizenship.

Week 10, Session 1: Responding to injustice: Civil disobedience, exit, and revolution

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

Week 10, Session 2: The possibility of global citizenship

- Martha Nussbaum, "[Patriotism and Cosmopolitanism.](#)" (2002)
- Richard Rorty, "[The Unpatriotic Academy](#)" (1994)

***Second four discussion responses must be completed by the start of class on Session 10.2.**

***Complete final paper due Sunday, March 19.**