Course Description
“The people” is an important but ambiguous concept within political theory. Democracy means, literally, rule of the people, and modern democracies often appeal to the people as the ultimate source of authority and as a unified political community: “We, the People.” Since ancient times, however, critics of democracy have also invoked the image of the people as a fickle mob or many-headed monster to discredit the idea of popular self-rule. In modernity, too, the idea of “the people” seems to be dogged by fear and loathing of “the masses” and “the crowd.” Moreover, “the people” can refer both to the whole of the community and to a part, the poor or common people.

This class will explore competing ideas and representations of “the people” in modern political thought. Broadly, we will explore four main images of the people: the people as mobile vulgus, the people as sovereign; the people “out of doors”; and the people as the masses. We will also examine the boundaries of “the people” and the association of the people with the nation. In the process, we will consider important questions about modern democratic politics: Who belongs to the people, and what binds them together? If democracy means the rule of the people, then how can or should the people act? What if anything distinguishes the people from the mob or the masses? Does “mass society” undermine democracy? To what extent do old anti-democratic fears about popular rule persist today? Can contemporary social and political movements help us to rethink the meanings and potential of “the people”?

Required texts
Make sure to use these translations and editions.

Course reader, must be purchased from Professor/Department.
Summary of Course Requirements and Key Dates

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<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Short Paper</td>
<td>15%</td>
<td>Mon. 2/25</td>
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<tr>
<td>Research Exercise #1</td>
<td>10%</td>
<td>Mon. 3/11</td>
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<tr>
<td>Research Exercise #2</td>
<td>10%</td>
<td>Wed. 4/3</td>
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<tr>
<td>Final paper</td>
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<tr>
<td>- Abstract and outline</td>
<td>5%</td>
<td>Mon. 4/22</td>
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<tr>
<td>- Final paper</td>
<td>35%</td>
<td>Mon. 5/6</td>
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<tr>
<td>Blog</td>
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<tr>
<td>- 2 blog entries</td>
<td>10% (5% each)</td>
<td>Sun., 6:30pm, _______ &amp;________</td>
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<tr>
<td>- 5 replies to other students’ entries</td>
<td>5%</td>
<td>By class time, 5 occasions</td>
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<tr>
<td>In-class participation</td>
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Course Format

This is an upper-level course in political theory. Previous background in philosophy or political theory is helpful but not required. This is a reading-, writing-, and discussion-intensive course. In class, we will focus on analyzing the course readings and on discussing and debating the key concepts, questions, and arguments they raise. It is thus essential that everyone comes to class prepared, having read the texts closely, carefully, and thoroughly, and ready to engage actively and thoughtfully in our discussions.

The readings are the heart of the class. Theoretical texts can be abstract, dense, and difficult. It is important to read slowly, carefully, and actively. Look up unfamiliar words; take notes about an argument’s key concepts, assumptions, claims, and implications; jot down your thoughts and questions about points that are interesting, provocative, problematic, or confusing.

Our readings and discussions will raise many questions, and will offer many competing perspectives, ideas, arguments, and answers. You will not always agree with the readings, and we will also find, in our discussions, that we do not always agree with each other about the texts or the issues they raise. It is crucial that we maintain a constructive and civil discussion, where we can debate – and disagree – thoughtfully and respectfully. Our discussions should be a safe space for all of you to try out ideas and debate them.

At the same time, one of the goals of this class is to further develop your skills of analytic thinking and scholarly argument. That means more than just having an “opinion.” It means developing considered, cogent, and well-supported arguments through careful analysis of the texts and ideas – both in our discussions and in your writing. So I will encourage you to examine and clarify your assumptions, to provide support for your claims, to weigh potential objections, and to consider the complexities and implications of the positions you take. Finally, this course also aims to develop your research skills, and you will conduct research on a historical primary text and on a contemporary example, one of which you will integrate into your final paper.

Course expectations in brief:

Before class:
- Carefully read all assigned texts, making notes of key themes, claims, and concepts, as well as points you find interesting, confusing, or otherwise noteworthy.
  - Read over any study questions provided by the professor, and jot down ideas, relevant page references, or other notes related to those questions.
- Read the blog posts for the day’s reading.
- Complete any other assignments or exercises required for the day.
In class:

- Attend all classes on time, barring illness, emergencies, or special circumstances.
- Always bring the readings and your notes.
- Participate actively, constructively, and respectfully in our discussion: e.g. answering questions; asking questions; pointing out passages relevant to the point being discussed; making an argument or disputing one; explaining a concept; etc.
- Listen attentively and respectfully to the contributions of others (professor and other students).
- Take notes: on key concepts introduced or discussed in class; on passages referenced or discussed; on points clarified or questions answered; etc.
- Do not use electronic devices (e.g. laptops, phones) in class, and avoid distracting or disruptive activities.

In your writing and research assignments:

- Complete all assignments on time.
- Carefully follow the instructions and guidelines for the assignments.
- In your essays, make a cogent, focused, and thoughtful argument, backed up by appropriate evidence, sound reasoning, and careful analysis of the course readings.
- Use sources appropriately and honestly.

Course Components

In-class participation
Your participation grade will reflect not simply how much you speak, but also the quality of your contributions, your degree of attentiveness and respect for others' contributions, and factors like improvement over the quarter. Regular attendance is necessary but not sufficient for a good participation grade. Active participation in discussions is crucial not only for your grade but also for your own understanding and analysis of the course materials. There are many ways to contribute: asking questions; pointing out passages relevant to the point being discussed; making an argument or disputing one; explaining a concept; and more. Often there will not be a single right answer, but there are always more and less thoughtful answers. I will be looking for evidence that you've done the readings and are thinking carefully about them. Being attentive and respectful means, among other things, that you are actively listening and paying attention when others are speaking, that you help ensure that everyone has an opportunity to speak, and that you help to keep discussions and debates (including disagreements) civil, and that you avoid noisy, distracting, or disruptive activities.

Electronic devices policy: Computers, cell phones, and other electronic devices may not be used during class; they must be turned off and put away.

Writing and research assignments
You will write one short essay, two research exercises, and a final paper. The short essay (4-6 pages) will focus on the concepts presented at the beginning of the semester. For the research exercises, you will prepare an annotated bibliography and brief analysis of (#1) a historical primary source and (#2) a contemporary example of popular politics, collective action, crowds, masses, or other relevant phenomenon. In your final paper (10-15 pages), you will connect that research to our course readings, and make an extended argument about a particular case and/or debate. You will also be required to submit an abstract and outline of the final paper ahead of time.
Submitting papers and written work: For most of your assignments, I will require both a hard copy and an electronic copy (submitted via Moodle). I will specify the submission instructions in class. I reserve the right to submit any submitted assignments to plagiarism-detection services, at my discretion.

Blog participation

1) Blog entries / Analytic reading responses (x 2) – due 24 hours before class
Over the course of the semester, each student will be required to write blog entries for two class meetings. I will distribute a sign-up sheet at the beginning of the semester. These blog posts should be 250-350 words (2-3 paragraphs, equivalent to about 1 double-spaced page). They should be focused, analytic responses to the assigned readings for the day (i.e. not a summary). The bulk of your post should analyze some point, idea, claim, or question in the reading that you find interesting or important, and you should conclude your post with 2-3 questions that we might discuss in class. Posts should demonstrate careful, thorough reading and thoughtful analysis. Blog entries are due 24 hours before the start of class (by 6:30pm, Sunday evening).

2) Blog comments / replies to other students' blog entries (x 5) – due by beg. of class
Each student will also be required to comment on other students’ blog entries, for five different class sessions of your choice. Comments (replies) should be 2-3 thoughtful sentences in response to the blog post, and they should demonstrate careful thinking and reading of the assigned texts for the day. Blog comments must be submitted by the start of class on the day we are discussing those readings.

Keep track of your blog entries and replies:

Your blog entries (sign up for specific dates/readings at the beginning of the semester):

<table>
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<tr>
<th>Reading</th>
<th>Class date</th>
<th>Blog entry due date (Sun. 6:30pm)</th>
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<td>2.</td>
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Your replies to other students’ blog entries (5 different days of your choice)

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<tr>
<th>Reply to (student's name, blog entry title)</th>
<th>Replied on (date)</th>
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<tbody>
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<td>1.</td>
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<td>4.</td>
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<td>5.</td>
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Intellectual honesty: I take intellectual honesty very seriously. As the Student Handbook explains: “Intellectual honesty assumes that students do their own work and that they credit properly those upon whose work and thought they draw” (p. 19). Plagiarism, cheating, and other forms of intellectual dishonesty will result in an F for the assignment, and may also lead to disciplinary hearings and failure of the course as a whole. All students are responsible for understanding what constitutes academic honesty and dishonesty, and for adhering to the Integrity Contract and the Student Handbook.

Deadlines, late penalties, and extensions: Late papers or research assignments will be penalized by 1/3 of a letter grade per 24-hour period. On rare occasions, I may grant extensions. However, extensions must be requested well before the deadline, and require proof of need (e.g., documentation of family or medical emergencies, other unusual circumstances). Late blog entries will lose a full letter grade per 12-hour period, and will not be accepted for credit after the relevant class session begins.

Attendance: Students are expected to attend class regularly and punctually, barring illness, emergency, or other unavoidable situations. Missing more than 2 class sessions for any reason will adversely affect your final grade. Students who anticipate absences due to religious observance or other circumstances should come see me at the beginning of the semester to make appropriate arrangements. If you do have to miss class for a legitimate and documentable reason:

- Let me know as soon as possible, preferably before class.
- Write a 1-2 page summary of the assigned readings, and hand it in to me at the next class meeting. This will help make up the missed participation component of the day; however, it will not prevent absences beyond two from hurting your grade.
- Get notes from a fellow student for the class you missed, since you are responsible for any material and discussion you missed. Once you’ve reviewed these notes, email or meet with me if you have any questions.

You are also expected to arrive on time and stay until the end of class. Repeatedly coming late or leaving during class will hurt your grade. If there is a rare occasion when you need to arrive late or leave early for a legitimate reason, you should inform me before class, and then come or go as unobtrusively as possible.

Course communications: I will regularly email the class with important class announcements, discussion questions, and information on assignments. You are responsible for the information in these emails, so make sure that you check your email regularly.

Accommodations and other circumstances: If you have a disability that requires accommodations, please come and see me at the beginning of the semester, either in my office hours or by appointment, and bring your official accommodations letter from Trinity College. Students must request accommodations from professors no later than 10 days before the accommodations are needed, but I strongly encourage you to come and see me within the first two weeks of class so that we can make arrangements as early as possible. For information on how to apply for accommodations at Trinity College, contact the Disability Coordinator, Lori Clapis, at Lori.Clapis@trincoll.edu or in her office at the Health Center, and see: http://www.trincoll.edu/StudentLife/DisabilityServices/students/Pages/default.aspx
Weekly Schedule
Readings are in the course reader unless otherwise specified. This schedule may be subject to changes during the semester; any changes will be announced in class.

Monday 1/28: Introduction

Monday 2/4: The Mobile Vulgus
Justus Lipsius, *Politica* (1589), Book 4, ch. 5 (only the English pages of ch. 5: 401, 403, 405, 407, 409)
Niccolo Machiavelli, *Discourses on Livy* (1517), selections chs. 53-55, 57-58

Monday 2/11: People and Mob
Edward Ward, “The City Mob,” in *The Reformer* (1701)
Daniel Defoe, “The Original Power of the Collective Body of the People of England, Examined and Asserted” (1702) and *A Hymn to the Mob* (1715)
Fielding, Henry. *The Covent-Garden Journal*, No. 47 (June 13, 1752) and No. 49 (June 20, 1752).

Monday 2/18: The People as Sovereign

Monday 2/25: Claiming the People
Note: Library session for first hour of class today (location to be confirmed)
Sieyès, Emmanuel Joseph. *What Is the Third Estate?* (1789), selections
Jefferson, Thomas. “Declaration of Independence” (1776)
“Declaration of the Rights of Man and Citizen” (1789)
De Gouge, Olympe. “The Declaration of the Rights of Woman” (1791)
** Short paper due: Monday, Feb. 25 **
Monday 3/4: Revolutions and the People “Out of Doors”
Jefferson, Thomas. Letter to Diodati (3 August 1789)
Burke, Edmund. *Reflections on the Revolution in France* (1790), selections
Paine, Thomas. *Rights of Man* (1791, 1792), selections

Monday 3/11: Claiming a Part for/in the People
*The People’s Charter* (1838)
*National Petition* (1839)
Selections from *The Chartist Circular* (1839, 1840)
Stanton, Elizabeth Cady, et al. “Declaration of Sentiments.” (1848)
Douglass, Frederick. “What to the Slave is the 4th of July” (1852)
** Research exercise #1 due: Monday, March. 11**

Recommended: Carlyle, Thomas. *Chartism* (1840), selections {on Moodle}

Monday 3/18: No Class – Spring Break

Monday 3/25: People as Nation?
Fichte, Johann Gottlieb. *Addresses to the German Nation* (1808), #8 and #13
Mill, John Stuart. *Considerations on Representative Government* (1861), ch. 16:“Of Nationality, as Connected with Representative Government.”
Renan, Ernest. “What is a Nation?” (1882)


Monday 4/1: Lost in the Crowd?
Gustave Le Bon, *The Crowd* (1895) [required book]
** Research Exercise #2 due: Wednesday April 3 **

Monday 4/8: Mass Man
Raymond Williams, “The Masses,” in *Keywords*, revised edition (Oxford University Press, 1983)
Ortega y Gasset, *Revolt of the Masses* (1930) [required book]

Monday 4/15: Masses, Mass Society, and Depoliticization
Hannah Arendt, *Origins of Totalitarianism* (1951), selections
Monday 4/22: People (and) Power
** Abstract and Outline due: Monday, March 22 **
Discussion of contemporary examples of people, masses, mobs, and collective action + discussion of student research. Readings to be announced

Monday 4/29: People (and) Power (cont.)
Readings to be announced

**Final paper due Monday, May 6**