

PRINCETON UNIVERSITY  
WOODROW WILSON SCHOOL  
OF PUBLIC AND INTERNATIONAL AFFAIRS

WWS 527D

**DOMESTIC POLICY ANALYSIS:  
POLITICAL LEADERSHIP FOR SOCIAL CHANGE**

Fall Semester, 2006  
Wednesdays, 1- 4 pm

Edwards

**COURSE DESCRIPTION:**

Courses in leadership often focus on the achievements, characteristics, and behaviors of men and women whom scholars and the lay public have come to acknowledge as "the great men and women of history" -- the various governors, military leaders, and lawgivers whose names fill our textbooks and whose statues fill our public spaces. Courses in history, sociology, and politics often focus instead on the zeitgeist (the spirit of the times) and the evolutions in thought and practice which have led, seemingly inexorably, toward significant social change.

This course takes a different approach; it focuses, instead, on the passionate undertakings of ordinary men and women who take it upon themselves to bring about a change in the societies they live in. Some of those men and women may, as a result of their work, come to be seen, eventually, as the great leaders of an age -- Martin Luther King, Jr., is a good example -- but that is a perception gained in retrospect: at the beginning, he was a young minister in one church in one mid-sized Southern city, holding no public office and unknown to many even in his own community. In a democracy, ordinary citizens have the power to ask themselves "what kind of a society do I want to live in? what kind of society do I wish to avoid?" and to help shape that community.

Is the United States of today more accepting than previous generations of differences in sexual preference? Are America's workers largely protected in their right to strike for higher wages or better working conditions? Have states enacted new laws to protect children, to combat the dangers that arise from the combination of alcohol and highways, to restrict smoking in public places? If your answer is 'yes', that is because at some point, Americans with no place in the official ranks of political power took it upon themselves to work for political change.

It is the purpose of this course to help students understand how American public policy has been influenced by the actions of unelected, unofficial, and self-empowered citizens. And for those interested in doing so, the course will, by examining how change was brought about, help students learn how they, too, can become leaders in bringing about political and social change.

### **COURSE REQUIREMENTS:**

This course will require active student participation both in discussion and in research. Students will be expected to study and evaluate specific campaigns for social change and to draw from

their study an understanding of the forces, strategies and tactics that have been proven to successfully affect public policy.

### **READINGS:**

Readings will be drawn from a number of texts, with no single text providing a disproportionate share of the materials to be studied. Therefore students will not be required to buy any books for this course; instead, students will be required to purchase a course packet containing the materials selected.

### **GRADING:**

Grading will be based on an in-class presentation (40 percent), a final paper (40 percent), and active participation in class discussions (20 percent). There will be no mid-term examination.

### **COURSE OUTLINE:**

*A man was starving in Capri;  
He moved his eyes and looked at me;  
I felt his gaze, I heard his moan,  
And knew his hunger as my own.*

-- Edna St. Vincent Millay  
from "Renascence"

*Take up the song; forget the epitaph*  
-- Edna St. Vincent Millay

(for the dedication of a statue in the United States Capitol honoring three leaders in the campaign for women's suffrage)

*There is properly no history, only biography* -- Emerson

## **First Class, Wednesday, September 20**

A matter of passion. Or, as Eldridge Cleaver once said, "you're either part of the solution or part of the problem". Exploring the motivation to change one's society. The decisionmaking, or decision-forcing, role of the "unofficial" society.

## **Second Class, Wednesday, September 27**

Who leads? And how. "Leadership" styles and opportunities.

For this class, read:

*"Creative deviance on the Frontline"*, Heifetz, pp 183-206.

Max Weber, in Gerth and Mills, pp 51-54, 245-252

*In this class, students will select a political movement for research and presentation.*

## **Third Class, Wednesday, October 4**

The elements of leadership strategy. Context, Framing, Coalitions, Goals, Tactics.

## **Fourth Class, Wednesday, October 11**

For this class, read:

*"When Women Lead"*, Rosenthal, pp 54-95

*"On Becoming a Leader"*, Bennis, pp 1-8

*"The Leader of the Future"*, Handy, pp 6-9

*"Built to Last"*, Collins and Porras, pp 22-42

### **Fifth Class, Wednesday, October 18**

The Campaign for Civil Rights

For this class, read:

*"The Autobiography of Martin Luther King, Jr."*, pp 50-82

### **Sixth Class, Wednesday, October 25**

For this class, read:

*"Political Process and the Development of Black Insurgency"*,  
McAdam, pp 117-180

*"Women in Politics"*, Lois Lovelace Duke, chapter 8

**PRINCETON UNIVERSITY RECESS PERIOD. NO CLASS  
ON NOVEMBER 1.**

### **Seventh Class, Wednesday, November 8**

Organized Labor

*"To protect the workers in their inalienable rights to a higher and better life . . . the right to be full sharers in the abundance which is the result of their brain and brawn" -- Samuel Gompers*

For this class, read:

*"The Brothers Reuther and the Story of the UAW,"* Reuther, pp 143-171

*"The AFL in the Progressive Era -- 1910-1915",* Foner, pp 214-225

### **Eighth Class, November 15**

The Campaign for the Equal Rights Amendment

For this class, read:

*"Why We Lost the ERA",* Mansbridge, Chapter 10

### **Ninth Class, November 22**

This is the night before Thanksgiving. It is not, technically, a part of the Thanksgiving school recess. If I hold a class this night, I suspect there may be a student mobilization demonstration resulting in my being harmed or at least pelted with abuse. I therefore take preemptive action in declaring this night, too, to be a recess. Eat heartily.

### **Tenth and Eleventh Classes, November 29 and December 6**

These classes will be devoted to student presentations