

PRINCETON UNIVERSITY
WOODROW WILSON SCHOOL
OF PUBLIC AND INTERNATIONAL AFFAIRS

WWS 527d

DOMESTIC POLICY ANALYSIS:
POLITICAL LEADERSHIP FOR SOCIAL CHANGE

Fall Semester, 2007
Wednesdays, 7-10 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 affect of 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 class participation (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 "Renescence"

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 19

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 26

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

For this class, read:

Leadership Without Easy Answers, Ronald A. Heifetz, "Creative deviance on the Frontline", Chapter 8, pp 183-206.

Collaboration, Reputation, and Ethics in American Academic Life, Hans H. Gerth and C. Wright Mills, Chapter 1, "Translated and Edited by Hans H. Gerth and C. Wright Mills: The Weber Project", pp. 13-37

Third Class, Wednesday, October 3

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

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

Fourth Class, Wednesday, October 10

For this class, read:

When Women Lead, Cindy Simon Rosenthal, Chapter 4, “The Components of Integrative Leadership: Motivation, Behavior and Style”, pp 54-95

Fifth Class, Wednesday, October 17

The Campaign for Civil Rights

For this class, read:

The Autobiography of Martin Luther King, Jr., Chapter 7, “Montgomery Movement Begins”, pp 50-82

Sixth Class, Wednesday, October 24

For this class, read:

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

Women in Politics, Lois Lovelace Duke, chapter 8

To Keep the Waters Troubled: The Life of Ida B. Wells, Linda O. McMurry, chapter 2, pp 18-31

Seventh Class, Wednesday, November 7

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, Victor C. Reuther, pp 143-171

History of the Labor Union in the United States, Volume V: *The AFL in the Progressive Era, 1910-1915*, Philip S. Foner, pp 214-225

Eighth Class, November 14

The Campaign for the Equal Rights Amendment

For this class, read:

Why We Lost the ERA, Jane J. Mansbridge, Chapter 10. "Ideology and Activism"

Ninth Class, November 21

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 28 and December 5

These classes will be devoted to student presentations

Final Class, December 12

Review