

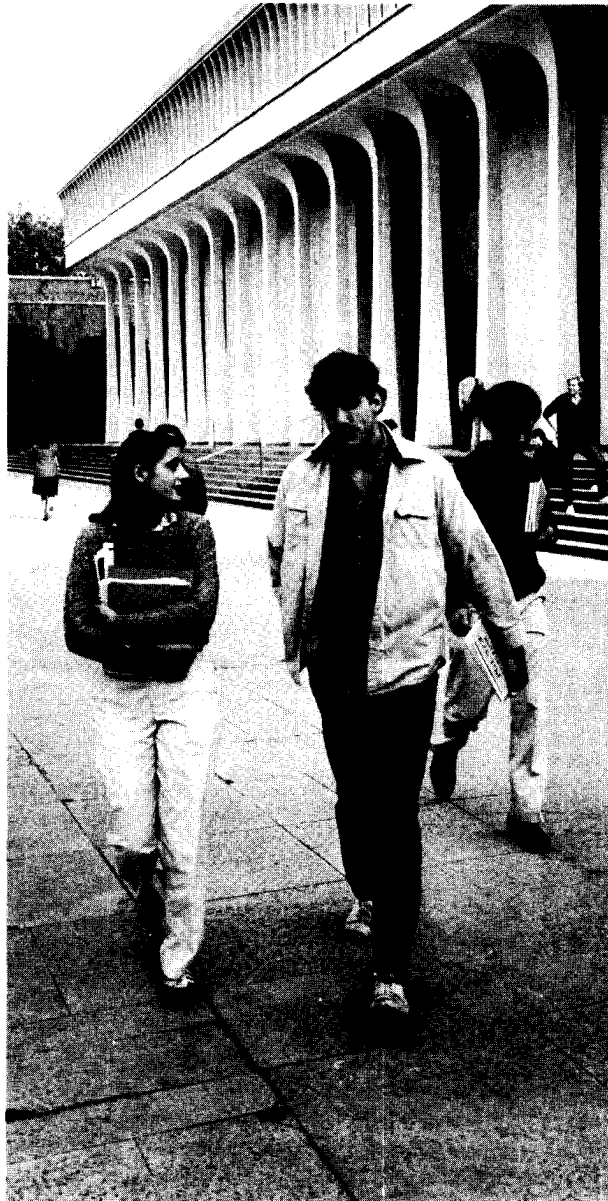
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**Woodrow Wilson
School of Public and
International Affairs
Princeton University**

Undergraduate Program



Undergraduate Program

The Woodrow Wilson School is Princeton's memorial to an alumnus and professor who became president of the University, then governor of New Jersey, then president of the United States. The purpose of the School's undergraduate program is to carry forward Woodrow Wilson's interest in preparing Princetonians for leadership as public officials or as private citizens with an active concern for public and international affairs.

The School was founded in the 1930s as a cooperative enterprise of the units that are now the Departments of Anthropology, Economics, History, Politics, Romance Languages, and Sociology. The underlying belief of that time still holds: We can best approach problems of public policy when we understand the historical roots of these problems as well as the interplay of the economic, political, and social factors involved. The undergraduate program is therefore designed to familiarize students with the disciplines that can be applied to the solution of public problems.

For purposes of major concentration in upper-class years, the Woodrow Wilson School is equivalent to a department of instruction.



Lowell Livezey, administrative director of the undergraduate program, meets with students from a policy task force on Public Interest Organizations and International Human Rights.

Plans of Study

Students select departmental courses to form an integrated plan of work within one of the School's four fields of study—Economic Problems and Policies, Government of a Democracy, International Affairs, or Urban Affairs. Students may combine these fields of study with a concentration in science or engineering, or with regional programs such as Latin American studies and Russian studies. Most courses are found among the offerings of the Departments of Economics, History, Politics, and Sociology. Special factors may make it desirable to take courses in other departments, such as Anthropology, Philosophy, and Statistics, or in the School of Architecture or the School of Engineering and Applied Science. Thus the policy with regard to course selection is one of focus with flexibility.

Further integration is gained through the student's independent work, which includes the policy conference, the policy task force, and the senior thesis.

The Policy Conference

The policy conference is one of the most distinctive features of the School's undergraduate program. The conference is designed to train students in the investigation of domestic and international issues of public policy, in methods of current bibliography and interviewing, in writing clearly under the pressure of a tight deadline, in public speaking and debate, and in the arts of group deliberation and decision making.

The topics of policy conferences change from year to year. Recent topics have included:

- Arms Control
- Federal Housing Policy
- America's Energy Supply
- The Future of Southern Africa
- Financing American Health
- Immigration Policy
- Urban Transport
- U.S. Policy Toward China
- School Desegregation
- Middle Eastern Oil
- Land-Use Policy in the United States
- North-South Trade
- The U.S. Automobile Industry



Former President Jimmy Carter discusses U.S. diplomacy with faculty and students. To the right is Professor Richard H. Ullman, faculty chairman of the undergraduate program.

Each junior is required to participate in a policy conference during the fall term. The conferences may also include seniors who have leadership responsibilities.

In policy conferences students work in groups of fifteen to twenty, first formulating the general problem, then engaging in individual research on particular aspects, and finally presenting their findings for discussion and debate. Seniors are assigned special responsibility for guiding the work of the group and synthesizing the results in a series of recommendations on the policy issues. Students are encouraged to seek information from a variety of sources and often conduct research outside the University. Invited guests—practitioners, political figures, and academic specialists—often address policy conferences.

The Task Force

The policy task force is smaller, less formal, and more narrowly focused than the policy conference. Like the conference, it challenges students to analyze public issues and to prepare recommendations for action. Recent topics for policy task forces have included:

- Data Banks and Privacy
- U.S. Policy Toward Korea
- The Media and Terrorism
- U.S.-Canada Relations
- Central City Decay
- Mass Media and Communications Policy
- Nuclear Nonproliferation
- Welfare Reform
- The World Food Crisis
- U.S. Policy Toward Cuba
- Federal Support for the Arts
- Meeting Japan's Industrial Challenge

The Senior Thesis

The senior thesis culminates each student's work in the School, and its preparation is a major project throughout the senior year. Woodrow Wilson School seniors normally choose a thesis topic related to their field of study. The topic should reflect some aspect of policy in the broadest sense and should encompass an interdisciplinary treatment of the issues under study.



Students plan public affairs internships with the help of Nancy Beer, associate of the School's Program for New Jersey Affairs.

Diversity in the School

Alumni and alumnae of the Woodrow Wilson School undergraduate program have demonstrated a variety of career interests. Many have entered government at the federal, state, or local level, sometimes holding elective office. The range of other jobs has been markedly varied. The list includes journalists, professors, lawyers, business executives, consumer advocates, doctors, planners, television figures, pollsters, clergy, and officials in international organizations and in voluntary groups. Members of the School have shown diversity both in their student interests and in their later contributions. The Admission Committee will attempt to assure that future Wilson School classes continue to be diverse in membership.

Scholarships for Travel and Field Research

The program administers several funds that finance thesis research by Woodrow Wilson School students and by concentrators in other departments. Some of these funds support thesis work between the junior and senior years on problems in international affairs and are available on a competitive basis to any Princeton junior. Other funds have been established for the field investigation of domestic policy issues. Limited financial support is also provided for field research in the junior year in connection with the policy conferences and task forces.



Laurel McFarland, a 1984 graduate of the School and a Rhodes Scholar, meets with Dr. Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, to discuss her summer work at the foundation.



Undergraduates meet informally with Professor Frank von Hippel, who specializes in science, technology, and public policy.

Admission

Students apply for admission to the Woodrow Wilson School during the spring semester of their sophomore year. The School's program and the procedures for admission are discussed with interested sophomores at a meeting held early in the spring term. Applications are reviewed by the Faculty Committee, and applicants are accepted on the basis of their scholastic records, their demonstrated experience and interests in community service, and other evidence of their capacity to benefit from the School's program. Beginning with the class of 1988, each class will consist of eighty students.

There are no fixed course prerequisites for participation in the School. However, the Admission Committee normally prefers that incoming students have completed about five courses from among those offered by the Departments of Anthropology, Economics, History, Politics, and Sociology, including courses in at least three of these departments. These may be taken in any term prior to the time of application.

Some knowledge of the history, political institutions, and social problems of the United States and other nations will be essential to a student of the Woodrow Wilson School, and it is strongly suggested that freshmen and sophomores take courses that provide such knowledge. Some comprehension of macroeconomics and of price systems will also be useful in policy research, and it is therefore suggested that students take courses in these subjects, such as Economics 101 and 102 or equivalent work. There is no set language requirement in the School, but effective work in public affairs (including comparisons of U.S. problems and solutions with those of other countries) will normally necessitate a working knowledge of at least one foreign language.

In general, freshmen and sophomores are advised to take a coherent set of courses, in any departments, that will prepare them to approach and solve public problems.

Woodrow Wilson School students are advised to take some electives outside of the social sciences. Many Princeton courses emphasize excellence in writing or in analyzing quantitative data, and these courses are highly relevant to the work of the School. It is important that Wilson School students show evidence of various talents and of willingness to use these talents in working with other people.

Further Information

For further information, contact the Administrative Director, Undergraduate Program, Woodrow Wilson School of Public and International Affairs, Princeton University, Princeton, New Jersey 08544, or phone (609) 452-4817.

Woodrow Wilson School of Public and International Affairs

Princeton University



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P O L I C Y C O N F E R E N C E

POLICY CONFERENCE MANUAL

PRINCETON UNIVERSITY

WOODROW WILSON SCHOOL OF
PUBLIC AND INTERNATIONAL AFFAIRS

Princeton, New Jersey

1986-87

Richard H. Ullman
Faculty Chairman

Donald E. Stokes
Dean

Lowell W. Livezey
Administrative Director

PRINCETON'S UNDERGRADUATE POLICY CONFERENCE

Since the School of Public and International Affairs was established in 1930, the Undergraduate Policy Conference has been its most distinctive feature. From the outset, the School's purpose has been to encourage students to apply social science research to current problems, and to prepare them for handling such problems later. Whether graduates enter government service, law, journalism, academic research and teaching, business, or other public service, they will need the skills which the Conference builds. The ability to focus on the essential facts about an issue of public policy, to see the larger issues and values at stake behind the rhetoric of current controversy, to reach responsible conclusions with a tight deadline and necessarily incomplete information, to present one's views effectively in both speaking and writing, and to reach agreement and accommodation in a group are all highly transferable qualities, essential in any public affairs career.

In purpose and form, the Undergraduate Policy Conference is different from a course, seminar, or independent work in other departments. The Conference normally deals with an unfinished question of public policy, often characterized by rapidly changing circumstances, and about which the available documentation will be both partial and partisan. This may require students to go beyond the library and to meet public officials or private experts who are actively concerned with the Conference topic.

In addition to its currency of topic and research, another distinctive aspect of the Conference is its collective, interactive nature. The group as a whole is charged with tackling a policy issue. Each research paper takes on one aspect of the larger problem. Because each student's effort has implications for other members of the Conference, students must read and react to each other's work.

After completing his or her own research, a student has the additional task of persuading colleagues of the aptness of his or her conclusions. In the late stages of a Conference, the members debate various recommendations which they might accept as a group.

This leads to a third distinctive aspect of the Conference: its emphasis on policy choice. The group works toward a set of recommendations on future policy behind which it can collectively stand. Individual students must go beyond dealing with what "is" in a given policy area, to confront what "should be." The Conference as a whole cannot evade the obligation to recommend a future course of action to decision-makers. Senior students take special responsibility for drawing together the group's findings into a series of Summary Reports and a Final Report. The Final Report may be sent to officials, specialists, and others involved with the policy issue.

The following pages describe the Conference format that has been most usual in the years since 1930. Individual Conferences may differ because the Program encourages experimentation in this form of teaching and learning.

CONFERENCE PROCEDURE

The Conference is a group of fifteen-to-twenty students who engage in cooperative study throughout a college term. Together they investigate some contemporary problem in public or international affairs, combining ~~information from individual research, guest speakers, field visits,~~ and group discussion with the object of arriving at a set of conclusions on the policy problem. Organization of the Conference is often modeled on the research staff of a presidential commission or other independent investigating group. Topics are selected for their timeliness, their suitability for research and Conference decision-making, and their public importance. They usually force a blend of domestic and international issues, economic and political aspects, ethical and positive approaches.

While details of the procedure may vary, a typical Conference includes an introduction and organization phase, an individual research and writing phase, a formal presentation and discussion phase, and a group decision-making and recommendation phase. A Conference Calendar, issued each year, suggests specific dates for the parts of these events, subject to modification within each Conference.

A. Introduction and Organization Phase

Charge, or Problem Sheet, or Prospectus. This is the directive for each Conference, distributed when it convenes or shortly in advance. It states the purpose of the Conference and the problem to be investigated. It may suggest tentative sub-topics, important background reading, and any anticipated departures from the standard Conference Calendar regarding deadlines.

Background Readings/Lectures. Introductory lectures by the faculty director and preliminary readings help to stake out some of the policy territories to be covered. Such reconnaissance is designed to give the student a general knowledge of the problem and its setting. This is essential if the student is to choose a research topic intelligently. In addition, the faculty member usually distributes a bibliography to guide students' search. These activities normally consume the first two weeks.

Organizing Session(s). Within the first two weeks, the Conference organizes itself by dividing the overall policy problem into as many sub-topics as there are juniors. Normally the director and senior officers will offer a tentative plan for organizing the Conference. The Conference as a whole can react to this plan, can modify, it and can have a hand in the establishment of the final sub-groups and individual topics. After these first two weeks, the Conference is almost entirely conducted by the students. A senior chairperson and several senior commissioners guide the work of the Conference and conduct subsequent meetings. They are selected for this responsibility on the basis of their interests in the topic, their performances in earlier Conferences, and the backgrounds and skills they bring to the task. The faculty Director continues to observe and advise participants in individual work.

Guest Speakers and Field Visits. During the term, guest experts may be invited to the School to discuss the Conference topic. Usually they are figures with public responsibility or other practical experience in the topic under study. Such visits often prove most useful before juniors are deep into their individual topics. Conferences also sometimes make field visits, to interview specialists or observe programs.

B. Individual Research & Writing Phase

Statement of the Problem & Research Proposal. Soon after the Conference has fixed its organization and after juniors have selected the particular topics they will research, each member submits a one-page memo. This Research Proposal is an opportunity for each student to offer his or her own definition of the problem, to identify some of the issues at stake, to sketch the relation of a sub-topic to the grand themes of the Conference, and to propose how to tackle it. In many past Conferences, these one-page statements have been copied and distributed, providing for everyone an early review of the Conference plan and each member's contribution to it. They can help reveal gaps and avoid duplication of effort. The faculty director and senior officers can offer timely comments on each proposal. If advisable, the scope or approach of individual research efforts can be altered or renegotiated at this time.

Working Bibliography. Within another week or so, each student draws up a bibliography on the sub-topic as it stands at this early point in the student's search. In most cases the bibliography will be based on a canvass of the library catalogue, any published bibliographies, indexes to periodicals, and lists of government documents. In some cases, it may also involve other materials such as data sets readable by the computer, documents known to be in distant archives, names of officials who might be interviewed, and so forth. In response, the faculty director can offer additional suggestions about potentially fruitful sources. When preparing bibliographies, all students should certainly consult the person who is likely to be of greatest help: the WWS Librarian.

Advanced Outline of Paper. Within another week or two (by about the 6th week of the term) each member produces an Advanced Outline, richer in detail than the earlier Research Proposal and close to the format and organization of the eventual research paper. This Outline is often several pages in length, and by this time the junior is likely to know more about the topic than anyone else in the Conference. This occasion offers another major opportunity for the faculty director and the senior officers to make comments--alerting juniors to important questions that seem to be overlooked, pointing out potential dead ends or blind alleys, and encouraging the researchers along the most auspicious paths they have opened so far.

Juniors' Position Papers. Each member presents the results of his or her research in a written report. This paper is submitted (usually to the faculty director's WWS secretary) on the date specified in the Conference Calendar, commonly the end of the 7th or 8th week of the term. Two copies go on reserve to be read by other members of the Conference and one copy is for the faculty director. Faithfulness in meeting the due date is absolutely essential to the progress of the Conference, because all remaining phases of Conference work depend on the timely availability of these papers.

Conference papers average 6000 words, usually about 24 pages of double-spaced typing. Excessive length is customarily penalized. The paper should be cogent, laying bare the nature of the particular problem, comparing alternative options and their implications, and marshalling evidence for policy recommendations. It is usually appropriate to begin each paper with a summary of principal findings, listing in explicit and concise fashion at the outset the major conclusions and recommendations that the body of the paper supports.

Copies of the rhetoric book, Elements of Style, are available to any WWS student on long-term loan at the Program Office. By all means pick up a copy -- and use it.

C. Formal Presentation & Discussion Phase

Juniors' Oral Presentations. The Conference comes to a climax in a series of formal sessions held during the last few weeks of the term. Each junior makes an oral presentation of the findings and recommendations that his or her research seems to justify. This statement is limited in time -- and it must be very well organized. It cannot detail all the contents of the paper or meet all possible criticisms, but it must single out a few significant points, making them with the most persuasive arguments and illustrations.

Discussion. Other members, having read each paper on reserve, then question the author on both the presentation and the paper. All participants must read all scheduled reports prior to each session. In many past conferences, members have exchanged written comments on each other's papers as a helpful form of feedback. The purpose of the question-and-discussion period is to clarify remaining ambiguities, to press the author about the implications of certain arguments, and to highlight remaining issues. The officers of the Conference, who ordinarily rotate in presiding at these sessions, have a major responsibility to guide discussion along constructive paths.

D. Group Decision-Making and Recommendation Phase

Commissioners' Reports and Debate. After these briefings and discussions, the commissioners report to the Conference. The reports are in writing, read by all conferees and often presented also in briefing form like the juniors' papers. A Commissioner's Report should review the problem faced by the small group, clarify the issues at stake, and summarize or crystallize the findings. The Commissioner writes this report on the basis of personal study, a reading of the individual reports of the juniors, and discussion in the plenary sessions and the commission's own caucuses.

The Commissioner's Report is generally limited to 2000 words or 8 double-spaced typewritten pages. It should be a synthesizing, original statement--not just a montage of the junior papers to which it refers. The Commissioner should endeavor to secure as wide agreement as possible within the commission and should make any dissenting views clear in the report. In especially controversial areas, the Commissioner should use the report to identify critical issues and sharpen them for further works.

After each Commissioner's report, debate and discussion are invited. Votes may be necessary to resolve thorny issues that remain after the Commission reports -- although in conferences, where members' premises have been thoroughly vetted and where the commission reports have distilled majority opinions and dissents particularly well, voting may hardly be necessary.

Chair's Conference Report, Recommendations, and Debate. Conference deliberations traditionally culminate in the Chair's Report, presented orally at the last formal session. The Chair distributes this report in advance of the meeting. It is based on personal study, a reading of all individual reports, the discussion in formal sessions, and the commissioners' reports. The Chair is expected to consult in advance with the Commissioners, to draft a report that will receive their concurrence or at least make clear the chief points of disagreement. After the presentation of the Chair's Report, debate is invited. The Conference may accept or reject the report or change particular sections.

The final Conference Report thus represents a group document. Where there is important dissent, either by juniors or seniors, this should be made clear in the final report. The Chair may prepare such a statement, or ask another senior to take the initiative, or call upon one or more minority members to write it.

The papers by the Commissioners and the Chair should not be mere summaries of the various position papers that have preceded them. They are intended to blend and distill the juniors' views and recommendations in a creative manner, but with as much faithfulness as possible to all positions represented in the Conference. They may attempt to show the interconnection of individual research projects or may concentrate on issues that cut across the juniors' papers. The seniors are charged with a duty to remain true to the evidence advanced by the juniors, but they also have the opportunity to push arguments to a more general level. They can re-emphasize some of the questions that brought students to the Conference in the first place. Such reports must be able to command majority support from the members.

Final Revision of Paper

Any paper may be re-submitted at the end of the term in revised form. This revised paper will enjoy the benefits of group discussion in the Conference, as well as detailed comments from the faculty director and senior officers. Normally a paper need not be re-typed in toto, but only a page re-typed here and there. Where pages are replaced, however, the student should re-submit the discarded pages, appending them at the back. This assists the faculty director in understanding the nature of the revision.

It may be possible in future Conferences to ask all students to use a single computer program when typing their papers. This would facilitate editing, would allow the conferences's final reports, to have a uniform format, and would have many other advantages. The final reports of a Conference are often shared with officials and specialists in the field, and they are kept in Princeton's Manuscript Library.

Grading

The traditional weights for grading are as follows:

Juniors--

Position Paper	60%
Oral presentation	15
Participation	25
in group work	

100%

Seniors--

Written Report	30%
Oral presentation	20
Participation	50
in group work	

100%

Each faculty director may announce some alteration of these weights. In particular, faculty differ in how they wish the paper to be apportioned as between the original and revised versions. The usual approach is for the original version to count most (e.g. 2/3), because all subsequent Conference activities depend on it. Faculty ordinarily do not return graded original versions of papers until the last week or so of classes, lest the collective spirit of the final weeks be sabotaged.

R. W. van de Velde Awards

The R. W. van de Velde Award goes to the junior in each Policy Conference who "has, in overall performance, done most to assure the success of that Conference as a unique and important form of learning." Collegial attitude is traditionally recognized by this award.

Class of 1924 Award

One award is given each year to a senior for the most outstanding performance in making a policy conference successful.

CHECKLIST OF QUESTIONS FOR POLICY ANALYSTS

1. Origin & Nature of the Problem: What is the problem? Is it, in your judgment, a "real" problem? Are there competing definitions of the problem? Would a new approach serve to clarify issues?
2. Values, Groups, or Institutions Affected: Why treat this issue? To whom is it a problem? Who is likely to benefit from action in this area? Who is likely to bear some costs? What values are at stake? Do some groups with interests at stake remain unaware or inactive?
3. Public Goals & Objectives: What are the announced objectives in this policy area? Are these objectives ambiguous or contradictory? Are there also "hidden" objectives that need to be made explicit? Are there clear public (rather than private) interests involved?
4. Current Policy: What is it? Is it a set of programs, not a unified policy? Is it implicit in ostensibly non-related programs?
5. Alternatives to Present Policy: What are some possible alternative courses that policy could take?
6. Probable Consequences; Costs & Benefits: What are the benefits and costs that might result from various alternatives? Do some outcomes remain highly uncertain? Do these involve money? the power of rival groups? the prestige of persons or organizations? What problems do you foresee in obtaining relevant data about the impacts of alternatives?
7. Feasibility & Implementation: Are political obstacles greater to the achievement of some outcomes than others? Whose cooperation will be essential? How will their interests be affected?
8. Other Considerations: Are there unspoken values underlying this policy area that need to be exposed? Is any essential information unavailable? How can models from academic disciplines help? Are there areas where more basic research is required for progress?
9. Recommendations: In accord with your answers to the above questions, what course of action can you recommend to policymakers? Why?

Note: This list draws on E. S. Quade in Analysis for Public Decisions and D. MacRae & J. A. Wilde in Policy Analysis for Public Decisions.

W. W. S. CONFERENCES

1930-31

Philippine Independence
Employee Stock Ownership
The Polish Corridor
Unemployment Insurance
Muscle Shoals

1931-32

Trade Relations with Russia
Revised Charter for the City of New York
Control of Production of Raw Materials (Valorization of Brazilian Coffee)
Implementation of the Pact of Paris
Regulation of Public Utilities (Municipal Power Plants)

1932-33

Philippine Independence
Compulsory Unemployment Reserves
War Debts
American Policy in Haiti
Stabilization of Industry

1933-34

Revised Charter for the City of New York
British Policy Regarding the Conflict in Manchuria
Higher Education for Negroes
Austria
Tariff-Making Through Reciprocity Agreements

1934-35

Administrative Reorganization of the State Government of New Jersey
Intervention by the U. S. in the Caribbean Area
Old Age Security
The Problem of Palestine
Federal Policy Respecting Transportation

1935-36

The Thirty-Hour Week
The Open Door in China
Canadian Reciprocity
The New England Cotton Textile Industry
The Tennessee Valley

1936-37

Negro Education in the United States
Puerto Rican Independence
Peaceful Change: Germany's Colonial Demands
Social Control of Radio Broadcasting

1937-38

Power Policies of the TVA
The Neutrality Policy of the United States
The Possibilities of British Action Looking Toward a Peaceful
Settlement in Europe
Farm Tenancy in the Cotton South

1938-39

Education of the Negro
United States Policy Regarding the Philippines
The United States and the Cuban Sugar Industry
The Provision of Medical Care

1939-40

Municipal Insolvency in New Jersey
National Defense
The Regulation of Large-Scale Enterprise

1940-41

Economic Problems in Inter-American Relations
The Work of the National Labor Relations Board
Public Relief in New Jersey
A Study of the World's Experience with International Organization in
the Period 1919-1939.

1941-42

Federal Regulation of Securities Markets
American Policy in the Philippines
Grand Strategy and National Security
Domestic Mobilization for War

1942-43

The Negro and the War
War Aims
The Problem of War Manpower
Brazil and the War

1943-44

Freedom of the Air
Peace Jobs for Ex-Soldiers
Reordering of Europe
King Cotton

1944-45

The Treatment of Germany
Post-War Shipping Policy
A Settlement for India

1945-46

Managerial Prerogatives and Foremen's Unions
United States Policy in Southeastern Europe
Mexico

1946-47

The Negro in Southern Politics
U. S. Policy Towards Japan
The U. S. and the Near East
Current Issues in Unemployment Compensation
The Political Status of Puerto Rico

1947-48 (Spring and Fall)

Control of Subversive Activities in the U. S.
U. S. Economic Aid to China
The Future of the American Farmer
U. S. Policy in Eastern Europe: Poland and Hungary
(Summer) U. S. Foreign Policy Towards Franco Spain

1948-49 (Spring and Fall)

An Armed Force for the United Nations
A National Policy for the Fuel Industries
U. S. Policy Towards Western Europe
More TVA's?

1949-50 (Spring)

A Policy for Non-Self-Governing Peoples
United States and Southeast Asia
(Fall)
Communism in Asia
Point IV in Latin America
World Resources and Population
Balancing New Jersey's State Budget
Government Control of Radio Broadcasting

1950-51 (Spring)

The U. S. and Western Europe: The Battle Against Communism
A National Policy for Education in War and Peace
(Fall)
National Labor Policy
U. S. and World's Food Problem

1951-52 (Spring)

Labor and the Mobilization Effort
U. S. and India
(Fall)
U. S. Policy on Foreign Economic Development - Point IV
Local Government Problems

1952-53 (Spring)

Corruption in Government
U. S. Policy and the Soviet Challenge
(Fall)
(Jr. & Sr.) U. S. Policy Towards Egypt and the Sudan
(Jr. & Sr.) The Arms Program

1953-54 (Fall)

The Problem of Emergency Labor Disputes
U. S. Policy Towards Communism in Asia
(Spring)
Loyalty and Security in a Democracy
The United States and Mexico: A Case Study of U. S. Diplomatic
Relations in the Western Hemisphere

1954-55 (Fall)

Defense Strategy in American Foreign Policy
Medical Health Insurance?
(Spring)
Juvenile Delinquency in New Jersey
Puerto Rico: Case Study of Population and Economic Development

1955-56 (Fall)

Security of the American Worker
American Policy in Western Europe: Next Phase
(Spring)
Population Trends and Food Resources
United States Aid to the Near East

1956-57 (Fall)

Metropolis in Motion
U. S. Policy in Regard to Sub-Sahara Africa
(Spring)
The U. S. and the Future of NATO
American Agricultural Policy

1957-58 (Fall)

The Role of the Federal Government in the Development of Nuclear
Power
International Cooperation in the Economic and Social Field
(Spring)
U. S. Relations with Eastern Europe
Money in Politics in the U. S.

1958-59 (Fall)

Trade Union Democracy
The U. S. and European Integration
(Spring)
Communism in France and Italy
U. S. Policy Towards North Africa

1959-60 (Fall)

Combatting Inflation in the Current American Economy
Social Change in Britain and the Labor Party
(Spring)
National Security and Individual Freedom
Soviet Objectives and Methods in Foreign Affairs and their
Implications for American Policy
Modern Egypt and U. S. Policy

1960-61 (Fall)

Ends and Means for American Education
The U. S. and European Integration
Control and Reduction of Armaments
(Spring)
U. S. Policy Towards Latin America
Declining Industries, Depressed Areas, and Public Policy
Political Parties and the Election Process

1961-62 (Fall)

Race Relations in the United States
Britain, The Arabs and the United States
(Spring)
U. S. Policy Toward Sub-Sahara Africa
The United States' Commitment in Korea: Of What? Why?
Regulation of the Domestic Airlines

1962-63 (Fall)

Federal Policy and the Metropolis
The Railroads and Public Policy
Soviet-United States Aid Competition in Underdeveloped Countries
(Spring)
United States Participation in the Internal Affairs of Foreign States
The European Economic Community and United States Policy
Federal Policy for American Education

1963-64 (Fall)

Chinese Challenge and American Response in Southeast Asia
The Abolitionist Movement--A Case Study of Reform in America
American Participation in Middle Eastern Development
(Spring)
U. S. Foreign Aid and Nation Building in Asia
Strategy, Arms Control, and Political Settlement in Western Europe
Federal Policy in the Antitrust Field

1964-65 (Fall)

The Negro and the Metropolis
American Foreign Trade Policy and the European Trade Economic
Community
The United States and the Arab World
(Spring)
Reconstruction and Civil Rights
The Challenge of Political Evolution in the Communist Camp Case
Studies in East Central Europe
Federal Regulation of Broadcasting

1965-66 (Fall)

American Foreign Economic Policy and Economic Relations Between the
Developed and Underdeveloped Countries
Nationalism, Revolution, and Reform in Latin America
The Negro in the South Today
(Spring)

Science and Public Policy
The Requisites of Democracy

1966-67 (Fall)

Protest Movements in Twentieth Century America
Police in an Urban Society
Congressional Control of National Security Policy
American Foreign Economic Policy and the Divisions of Europe
(Spring)
Great Power Intervention in Africa
State and Local Finance
American Policy in Modernization in the Near East

1967-68 (Fall)

The Foreign Policies of the U. S. and China
Conflict of Interests
Economic Reform in Eastern Europe and the USSR
The Alliance for Progress
(Spring)
Public Policy for Pollution Control
The Computer and Its Implications
Revolution and Modernization in Viet Nam

1968-69 (Fall)

The Problem of Governing the American City in Historical Perspective
Community Action Programs and Political Power
Revolution and Modernization in Developing Countries
Sources of Conflict and their Resolution in the Middle East
(Spring)
Improving Urban Education
Patterns of U. S. Response to Revolution in the Third World
The Protection of Civil Liberties in Criminal Law Issues

1969-70 (Fall)

The University in Society: The American Case
Arms Control and Disarmament
U. S. Foreign Policy in the 1970's
Poverty and Public Policy
(Spring)
Conflict Resolution Among Limited, Structured Societies
The U. S. and the Industrialized States of the West

1970-71 (Fall)

The Future of American Foreign Trade Policy
Civil Liberties and the Poor
American Foreign Policy Towards Nuclear Arms Control & Disarmament
Improving the Environment

(The Policy Task Force was introduced as a new form of independent work for the Spring term)

1971-72 (Fall)

The United States and the World Food Problem

Boundaries of Privacy in American Society
U. S. Policy in Western Europe
The Draft and Alternative Uses of Manpower
Financing and Organizing of Health Services in the U. S.

1972-73 (Fall)

Restructuring Local Government in New Jersey
Policy for Nuclear Arms Control and Disarmament
Manpower Training: Goals, Value, and Organization
Furthering Security in a Complex World: The Problem in Great Powers
Perspectives

1973-74 (Fall)

International Energy Problems
A United States Defense Budget
Migratory Agricultural Labor in the United States
Civilian Control of the Military

1974-75 (Fall)

Arms Control & Defense Policy
Shaping the Future of Southern Africa
U. S. & International Energy Problems
Federal Policy for Housing America's Poor

1975-76 (Fall)

The U. S. and Nuclear Energy Policy
A U. S. Policy on Detente with the Soviet Union
Coal, Energy, and Public Policy
Land Use and Environmental Quality in America

1976-77 (Fall)

Urban Transportation Policy
Economic Planning
Civilian Control of the Military
The Threat of Nuclear War

1977-78 (Fall)

Federal Income Tax Reform
Strategic Arms Control
Reforming the Federal Campaign and Election Process
U. S. Policy in the Middle East

1978-79 (Fall)

Energy Policy
Mass Media Issues & Communications Policy
Urban Redevelopment Policy
(Spring)
American Population Policy

1979-80 (50th YEAR OF CONFERENCES)

Chinese-American Relations (Fall)
Financial Support for Urban Arts (Fall)
Industrial & Technological Policies (Spring)
Discrimination in America (Spring)

1980-81

Exchange Rates and Monetary Policy (Fall)
North-South Trade Negotiations (Spring)
Mexican Migration and U.S. Policy Toward Illegal Immigrants (Spring)
Welfare Policy (Spring)

1981-82

U.S. Nuclear Weapons Policy (Spring)
School Desegregation: A Policy for Chicago (Fall)
Issue Strategies for the Political Parties (Fall)
Economic Sanctions in U.S. Foreign Policy (Spring)

1982-83

The Underclass (Fall)
U.S. Trade Policy (Fall)
American Health Care (Spring)
U.S. Policy in Central America (Spring)

1983-84 (Fall)

The Island Carribean
Energy Efficiency and the Future of the U.S. Automobile Industry
A Domestic Policy for Candidate "X"
U.S. Policy Towards the Soviet Union

1984-85 (Fall)

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APPENDIX:

FURTHER DETAILS ON THE
ROLES OF THE PARTICIPANTS

A. Role of the Faculty Director

- * Prepare a brief and preliminary statement of the purpose and scope of the Conference (submitted in previous spring for distribution to students).
- * Notify the WWS Librarian, as early as possible, of the essential required books to be placed on reserve.
- * Prepare a conference "charge," stating the problem to be investigated and giving suggestions on the way the director thinks the investigation could be approached (distributed at first meeting).
- * Prepare an initial reading list, indicating the required general background reading (for Week #1). The reading list should also include other materials the director wishes the WWS Librarian to place on the reserve shelf.
- * Appoint the Chair (with advice of the directors of the Undergraduate Program) and assign commissioners and commission topics.
- * Conduct the first plenary meetings of the Conference, giving background talks.
- * Assist in each commission's division of the topic into individual tasks. There should be enough overlap among tasks to avoid completely compartmentalizing students and thereby creating individual but isolated "experts," with whom peers feel incompetent to argue.
- * Consider and give individual comments on juniors' research proposals, bibliographies, and outlines.
- * Invite guest experts if desired; notify Program Office and request administrative assistance as needed. Arrange field visits, if appropriate.
- * Assist juniors in their research and writing as need arises and as they request.
- * Assemble the officers (seniors) as often as needed to direct their work with juniors during the research phase.
- * Call special plenary sessions whenever it becomes apparent, by talking with officers or juniors, that some common need is developing among enough members to make inconvenient its servicing by individual interviews.
- * Read juniors' position papers, give them comments for revision of their papers at last classes. Grade the original papers, but do not return these to authors until main discussion sessions are concluded. Advise them on their speeches as they request.
- * Grade the juniors on their oral presentations. The Undergraduate Program Office furnishes grade sheets to each Director.
- * Grade all the members on their participation generally in group effort, particularly during the formal sessions.
- * Grade the Commissioners also on their reports, oral and written.

- * Grade the Commissioners also on their individual roles as officers, in such matters as help given to juniors during research and writing, the amount, regularity, and quality of leadership in commission caucuses, as well as contribution to plenary sessions (including presiding roles in plenary sessions to which they may have been assigned).

- * Grade the Chair on the final report, the conduct of final plenary sessions, and skill as the senior officer of the entire undertaking.

- * Grade juniors' revised reports and furnish comments. This weighs in the final grade, and students often spend a great deal of time on these revisions.

- * Report grades to Program Office for each student. Write an evaluation paragraph on the work of each student. Make recommendations as to the potential of juniors for roles as senior officers in future conferences.

- * Assure that names and addresses are compiled for a mailing of the final report to relevant officials and specialists.

- * Assemble a complete set of students' papers, with list of commissioners, to be left in the Undergraduate Program Office. These are then sent to Mudd Library where they are bound together into one or two volumes.

B. Role of the Senior Chair

The Chair is the student leader of the Conference. He or she

- * Assists the Faculty Director in organizing the Conference, in allocating tasks, and in reporting on progress in the research and writing phases.

- * Coordinates work among commissions during the research phase by periodically meeting with the commissioners to determine gaps in the overall plan and to hold duplication of effort to desirable limits.

- * Makes sure that the commissioners are effectively assisting and guiding their juniors.

- * May conduct the formal sessions (or may rotate commissioners to preside at some early ones), according to parliamentary rules if needed. By recognizing would-be participants and by judiciously calling on non-volunteers, the Chair attempts to give each member of the Conference a relatively equal opportunity to express views and to contribute constructively to the common effort. It is the Chair's responsibility to keep the discussion useful by limiting excessive verbosity or purely rhetorical comments.

- * Writes a report which is the basis of discussion at the last session -- and rewrites it after those deliberations. The Chair should consult in advance with commissioners to gain support for the document. Where the entire Conference cannot agree on majority decisions, the Chair assigns the task of writing a minority report or clarifies the difference of views.

C. Role of the Senior Commissioners

A Commissioner is responsible for the progress of work among one group of juniors, but may on occasion also perform other functions such as that of roving consultant to all juniors. She or he

- * Assists the faculty director and the chair in organizing the Conference and in accepting commission responsibility for certain areas of the research task. He or she calls commission meetings at which the individual research tasks are developed and allocated.
- * Studies broadly the whole field of his or her commission and mediates differences within it when possible.
- * Assists the members of his or her commission in designing and pursuing their research, including suggestions as to useful sources and fruitful approaches.
- * Meets early in the Conference with members of his or her commission to plan the avoidance of gaps or of excessive duplication within the common research effort.
- * Meets the commission members either singly or collectively during the research phase, to determine progress or potential difficulties. The Commissioner keeps the director and the chair apprised of these matters and recommends their help when necessary.
- * Advises the members of the commission writing their reports and practicing their oral presentations. A commissioner may chair the conference on the day when his or her group is giving presentations.
- * Often conducts a final commission meeting (caucus) prior to the next-to-last formal session, in order to gain commission support on policy recommendations. This synthesizing of the findings of the various members provides the basis for the commissioner's report and oral presentation. It is incumbent upon the commissioner to attempt to reach consensus within the Commission, but not to stifle dissent and, if such does exist, to urge the dissenter(s) to prepare a minority view.
- * Prepares or assigns the member who will prepare any oral defense of the commission's position that he or she anticipates will be needed.
- * Assists the chair in the conduct of the formal sessions to the end that all views are considered, but that unnecessary or repetitious comments are held to a minimum. If voting is used in these last sessions, a Commissioner should actively discourage his/her own juniors from voting as a bloc unless their separate views clearly bring that result. Commissioners should see that the views of each Conference member are carefully considered.
- * Assists the chair, as requested, in the preparation of the latter's report prior to the last formal session, and in writing the Final Report of the Conference.
- * Revises his or her own Report and submits it in the Reading Period.

D. Role of the Conference Members (Juniors)

Each Junior enrolled in the Conference acts as a research staff member of one of the commissions. He or she

- * Undertakes research on a selected topic, which together with other staff papers will be the basis of the Conference's report on the issues under consideration.
- * Meets periodically with other commission members at the call of the commissioner, to discuss the progress of their research, to assist the commissioner in eliminating gaps or excessive duplications in the work of the commission as a whole, and to share with colleagues their findings and conclusions.

- * Confers on his or her own initiative with the director and the commissioner, to seek guidance on sources for research, on writings, and on the oral presentation.
- * Prepares a paper investigating a policy issue, analyzing the major alternatives and their implications, and arguing for particular policy options.
- * Prepares a brief formal oral presentation.
- * Reads and prepares comments on all other reports. In many Conferences, juniors exchange brief written comments on each other's papers.
- * Participates in the discussions at all plenary sessions.
- * Assists his or her commissioner in arriving at recommendations. If he or she cannot agree with the commission position, there is the alternative of preparing a minority report.
- * Revises his or her report for final submission.

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These role descriptions summarize the Conference form of teaching and learning as it has developed since 1930. They should be treated as advisory in nature, however. The Program encourages experimentation and continued development of the Conference format. No individual conference is likely to be described in full by this outline. Normally the faculty director will announce early in the season if there are to be major departures from this pattern or in the calendar.

PRINCETON UNIVERSITY: Woodrow Wilson School of Public and International Affairs

THE UNDERGRADUATE POLICY CONFERENCE

Fall 1986 Calendar

(Suggested)

Attendance at sessions is essential. Conference meetings normally take precedence over other commitments. The flow of events outlined below follows a pattern that has proven successful in past Conferences. Each Conference may deviate from it, but you should generally adhere to it unless special arrangements are announced by your Conference Director.

Week #1 Plenary Session #1 of each Conference. (The task of the (9/15-19) Conference will be discussed, tentative organization of sub-divisions, range of topics, and so forth.) Often another plenary session is held later in the same week, to get the project off to a good start. Juniors commence individual reading and research to determine their topics.

Week #2 Regular Meeting Day -- During the daytime, seniors may meet with the (9/22-26) Director at his call. Commissions are organized at earliest practical time.

7:30 p.m. Each commission caucuses to consider sub-topics, inter-relations, common themes. (Chair and Director may visit each briefly.)

8:15 p.m. Plenary Session: Organizing session and background lecture.

Friday - 26 September, 4:00 p.m. -- Juniors submit one-page statement of their problem and research proposal to their Director's WWS secretary by 4 p.m.

Week #3 Regular Meeting Day (or alternative time) -- Plenary session as scheduled (9/29- by the Conference Director. (The Director may also schedule individual 10/3) meetings with juniors this week, in order to discuss each research proposal.) Possible outside speaker.

Research continues. Director may meet with senior officers of the Conference.

Week #4 All Week. Bibliographies take form. Commissioners may have (10/6-10) meeting with their juniors, and chair may have a meeting with commissioners. Director is available to any student to help as needed. Juniors begin to consider off-campus interviews they may need to arrange. Likely outside speaker, on regular meeting day or at alternative time.

Tuesday - 7 October, 4:00 p.m. -- Each junior submits a single copy of a tentative bibliography to the Director's WWS secretary by 4 p.m. Director comments on these for individual students as he sees fit.

Regular Meeting Day (or alternative time) -- Plenary session may be scheduled to hear guest speaker or for other purpose.

Week #5 (10/13-17) All Week. -- Chair and commissioners may meet as a group with director at latter's call. Commissioners may meet with their own commissions at the seniors' call. Juniors call on Director individually for assistance or guidance as needed.

Regular Meeting Day (or alternative time) --Plenary session may be scheduled to hear a guest speaker or for other purpose.

Week #6 (10/20-24) MIDTERM TESTS - Monday - Friday, 20-24 October
All Week - Juniors draw up outlines of their papers. Commissioners meet individually and briefly, as exam schedules permit, with their commission members. Regular Meeting may also be held.

Friday - 24 November, 4:00 p.m. -- Juniors' advanced outlines including final titles and "statement of problem" are due by 4 p.m. with Director's WWS secretary. The final paper should reflect organization.

(10/25-11/2) MIDTERM RECESS. -- Interview trips may take place at this time.

Week #7 (11/3-7) All Week. -- Juniors draft their position papers. Commissioners complete their own research, check their individual juniors to help where needed. Chair completes own research, checks with commissioners to assure all work is progressing properly. Director remains available for assistance to any participant, as needed. Director and seniors may distribute a memo with tips on format and style of the paper due next week. Regular Meeting may also be held.

Week #8 (11/10-14) Monday - Thursday, 10-13 November -- Juniors finish their position papers and begin to consider their oral presentations

Friday - 14 November, 12 noon -- Juniors' papers are due with faculty director's WWS secretary by noon.

Week #9 (11/17-21) Juniors develop oral presentations, and practice them before going to plenary sessions. Commissions caucus at the call of the commissioners to check order of presentation, time limits for presentations, and tips on format and style. Senior officers meet with Director, at his call, to discuss arrangements for formal sessions. Juniors begin reading each other's papers.

* N.B. All members read all pertinent position papers prior to each session; this is an essential responsibility.

Monday - 17 November -- 1st Formal Session: Oral presentations, question period, and discussion.

Tuesday - 18 November -- 2nd Formal Session: Oral presentations, question period, and discussion.

Week #10 Conferences meet Monday, Nov. 24 through Wednesday, Nov. 26.
11/24/30) THANKSGIVING RECESS -- 26-30 November.

Week #11 All Week. -- Additional presentations as needed.
(12/1-5)

Week #12 Monday - 8 December, 12 Noon -- Commissioners' reports are due with
(12/8-12 Director's secretary. All members read these before scheduled
also 12-15) plenary session(s) which may be held this week and next.
Make-up Regular Meeting Day -- Penultimate Formal Session: Commissioners'
days for reports and discussion of issues or recommendations. All members read
Thanks- these prior to session. A special session may be held to decide any
giving remaining issues.

Monday - 15 December, 12 Noon -- Chair's report is due. All members
read this report between noon Tuesday, 16 December, and next regular
plenary.

Partial Week - Regular Meeting Day -- Last formal session: The Chair's
report (plus any minority report) and discussion.

CHRISTMAS RECESS - 4 p.m. -- 16 December - 4 January

January Wednesday - 7 January, 4 p.m. -- Juniors' revised papers due.

Tuesday - 13 January, 4 p.m. -- Seniors' revised reports due.

SUMMARY OF DUE DATES

(unless changed by individual Conference director)

Friday, Sept. 26, 4 p.m. -- One-page statement of problem and research
proposal

Tuesday, Oct. 7, 4 p.m. -- Tentative bibliography

Friday, Oct. 24, 4 p.m. -- Advanced outline of position paper

Friday, Nov. 14, Noon -- Position paper

Week of Nov. 17-21 -- Juniors' oral presentations

Wednesday, Jan. 7, 4 p.m.-- Revised position paper