History 2220: From the New Deal to the Reagan Revolution  
Spring 2017  
T/TH, 2:55-4:10, Goldwin Smith 160

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Office Hours: M/W 2:30-4:00 and by appointment

Course Description: History 2220 is a sophomore seminar that focuses on the crucial period of US History from the 1930s through the end of the twentieth century. The class will have two main components: 1) Reading about the rise, persistence and breakdown of the so-called ANew Deal Order@ and the crucial political shifts that we label the AReagan Revolution.@ with an emphasis on the years between 1960 and 2000. To this end, we will spend most of the first part of the course reading about this period, gaining a solid background that will help you with the other, research-oriented, part of the course. We will be reading a community study of Orange County, California (Suburban Warriors), one of the key places where modern conservatism was born; an analysis of the 1970a (Stayin’ Alive); an examination of how the women=s movement changed the United States (The World Split Open); and a survey of American political history from the mid-1970s through the 1990s (Age of Reagan). We will also read a number of primary documents from The Era of Franklin D. Roosevelt and the Rise of Conservatism. 2) Undertaking a major research project involving the use of primary sources. The idea is to offer a hands-on sense of what professional historians do how we find topics, conduct primary source research, place the topic in historiographical context. Although spend about three quarters of the course discussing and analyzing common readings, from the beginning of the course we will work on finding and researching great paper topics.


Attendance and Class Participation: Our class meetings will emphasize discussion of the required readings and of class research assignments. You are expected to read the assignments carefully prior to class on Tuesday and to participate in discussions knowledgeably and vigorously. You are also expected to participate in the discussion and critique of research topics and papers. Class attendance is required and essential both for your class participation grade and for doing well in the course.

Papers/Assignments: 1. Five two-page “reaction papers,” which record your thoughts on the week=s readings. I have some questions as prompts, but you should feel free to write about other aspects of the reading; 2. An in-class prelim on the course readings; 3. A research proposal, bibliography, outline, and rough draft; 4. A ten-to-twelve page research paper (plus
bibliography) based on primary source research.

**Grading** is on a 300 point scale.

- **Attendance and Participation** 25 Points
- **Reaction Papers** 100 Points total (20 Points each for the five that you choose to write.)
- **In-class examination** 50 points
- **Research Paper Assignments** 25 Points Total (5 points each for Proposal, Outline, Bibliography, Rough Draft, and Rough Draft Critiques)
- **Research Paper** 100 points

**Blackboard:** The syllabus (as well as occasional announcements and articles, if I assign any additional readings) will be posted on blackboard. Blackboard also provides a forum for comments, feedback, grades, and any changes in our class schedule.

**Class Schedule**

**Week 1: Introduction**
Jan 26 **Course Logistics and Themes**

**Week 2: Understanding the “New Deal Order”**
Describe some of the tendencies of liberalism and conservatism during the New Deal and beyond? What are some of the key economic, political, and cultural characteristics and transformations of the period? Based on the readings, what were some of the major elements and tensions in the conservative movement in the years before its triumph?
Jan 31 What was the New Deal?

**Feb 2** Discussion of the Required Reading:

Reaction Paper # 1 Prompt: **What was the New Deal? What role did Franklin Roosevelt play in constructing it? Describe how his relationships with the media and public affected its fortunes? How did he justify and explain the New Deal? How were the two biggest components of the New Deal—the Social Security Act and the National Labor Relations Act (or Wagner Act)—justified? How did the New Deal outlast Roosevelt? What was the New Deal Order?**

**Week 3: The Critical Reaction to the New Deal and Research at Cornell Libraries**
Feb 7 Understanding American Conservatism: discussion of the readings on anti-New Dealism and postwar conservatism.
Feb 9 Research Session with Virginia Cole, History Librarian Uris Library Classroom
Reaction Paper # 2 Prompt: Conservative thought is not monolithic and has many sources. Each of this week's readings represents a different strand of conservative thought. Describe the strand represented by each reading. Despite the different perspectives, do you find a unifying theme in modern American conservatism? If so, what is it? If not, why not?

Week 4: Understanding Postwar Conservatism/ Research at the Cornell Libraries?
Feb 14 Discussion on the rise of conservatism in Orange County, CA
Feb 16 Research Session w/ Virginia Cole, History, Uris Library Classroom
Reading: McGirr, Suburban Warriors; 3-146; Goldwater speech in Laurie and Story, Rise of Conservatism, 59-63.
Assignment: Think about a potential research paper, keeping in mind your interests, the sources you might use, and making sure your topic is circumscribed in time and focus so that you can do thorough research and prepare an original paper. Have some ideas that you can mention to Virginia during our session with her at Uris.

Week 5: Conservatism at the Grassroots
Feb 21 No Class—February Break
Feb 23 What Models and Topics Does McGirr Offer for Class Research Projects?
Reading: McGirr, Suburban Warriors, complete.
Reaction Paper # 3 Prompt: McGirr claims (p. 11) that we still lack a deep understanding of the men and women who built the [conservative] movement and of the communities from which they sprang. Describe the ways in which many of the citizens of Orange County became drawn to conservative politics. Do you think her community study could have been applied to another region in the country? What, if any, limitations do you see to this type of community study? What are some other ways of exploring this phenomenon?

Week 6: The 1970s as a Critical Decade
Feb 28 The long 1960s? The long 1970s? Which decade mattered more?
Mar 2 Research Paper Updates
Reading: Cowie, Stayin’ Alive, Book 1.
Assignment: Paper Proposal, a one-to-two-page description of your topic and source.

Week 7: The Politics and Culture of the 1970s.
Mar 7 Discussion
Mar 9 Discussion
Reading: Cowie, Book 2
Reaction Paper # 4 Prompt: What is Cowie’s main argument about the significance of the 1970s? How does the lens of working-class and cultural history shape our understanding of the political transformations in the modern United States?

Week 8: Was the Women’s Movement a “Revolution”?
Mar 14 Before the Feminine Mystique
Mar 16 Seeds of Discontent

**Week 9: Women’s History and Political History**  
Mar 21 Discussion/research project update  
Mar 23 Discussion  
Reaction Paper # 5 Prompt: *Rosen describes vast changes in the lives of American women in the last half-century. What in your view were the most historically significant? How did the change in women’s lives affect American politics? Did it bolster liberalism or conservatism? Or is the liberal/conservative spectrum the wrong way to look at the women’s movement?*

**Week 10: Economic and Business Conservatism**  
Mar 28 Discussion of Friedman, Gilder and Dorn  
Mar 30 The “Powell Memo” in Perspective  
Assignment: *Preliminary Paper Outline due*

**Week 11: Spring Break-No Class**

**Week 12: How Did American Politics Change in the Period between 1975 and 2008?**  
Apr 11 Discussion  
Apr 13 Discussion  
Reaction Paper # 6: *Why does Wilentz call the period beginning in 1974 and ending in 2008, the Age of Reagan? What aspects of Reagan=s politics and presidency shaped American history and helped characterize the era? What kind of figure is Reagan in Wilentz’s estimation? Was Reagan more political or ideological in Wilentz’s view, and what is the difference between the two?*

**Week 13: Review and Examination**  
Apr 18 Summary/Review of our Readings  
Apr 20 In-Class Examination  
Assignment: Bibliography due. It should be properly formatted with at least twenty-five primary sources and ten secondary sources.

**Week 14: Full-Steam Ahead on Research Papers**  
Apr 25 Discussion of Research Projects  
Apr 27 Research discussion continued.  
Assignment: Rough Draft Due

**Week 15: Research Papers**  
May 2 Rough Draft Critiques  
May 4 Rough Draft Critiques
Week 15: **The Home Stretch: Revising Rough Drafts**
May 9 Final Class

**May 16: Final Paper Due**

**Written Assignment Due Dates (Remember you need only complete five reaction papers.)**

Reaction Paper # 1 Feb 2

Reaction Paper # 2 Feb 9

Reaction Paper # 3 Feb 23

Research Paper Proposal Mar 2

Reaction Paper # 4 Mar 9

Reaction Paper # 5 Mar 23

Preliminary Outline Mar 30

Reaction Paper # 6 Apr 13

Research Paper Bibliography Apr 20

Rough Draft Apr 27

Rough Draft Critique May 2 or 4

Final Paper May 16
Writing a Research Paper

The Process
1. Choose a Topic
2. Do the research/take careful notes
3. Prepare a bibliography
4. Outline(s)—note the plural!
5. Rough Draft(s)
6. Final paper

Selecting a Topic: Your first and most important task is to choose a topic. You will get ideas from the class readings and discussion and you should feel free to check in frequently with the instructor about potential ideas. You may want to write about an election (the presidential election of 1952, the Democratic primaries of 1976, etc., an idea (“free enterprise”), an event (the “free speech movement at Berkeley”), a person, a social movement. It is best to avoid overly broad topics.

For example, say you are interested in anticomunism as a general issue. That is a great start. You could narrow it down further, for example, by focusing on liberal anticomunism. But even this is too big a topic. You might narrow it down further by selecting one liberal anticomunist organization, Americans for Democratic Action (ADA). But whole books have been written about this organization, so even this is far too big for a one-semester research paper. What could work might be a focus on the founding of the ADA or the role of the ADA in the 1948 presidential election.

Here are a few possible types of broad topics for you to consider framing.
* the history of the Humphrey-Hawkins full employment bill
* the reception of Disco
* the early years of National Review, the conservative magazine founded in the 1950s.
* the study of a significant campaign (such as Ronald Reagan’s 1966 Gubernatorial race)
* the idea of A free enterprise@ as expressed by business lobbyists
* the Afree speech movement@ at UC Berkeley
* deindustrialization in American cities
* a comparative study of Phyllis Schlafly and Betty Friedan
* Cornell and conservatism (Cornell and radicalism)
* The persistence of liberalism (Paul Wellstone, Elizabeth Warren, Barrack Obama)
* Ronald Reagan and the AID’s epidemic
* the Taft-Hartley Act
* Conservative responses to the New Deal
* Political visions of the future during World War II

Once you have selected a potential topic, there is no alternative to researching it as thoroughly as
possible what secondary sources are out there? Where are the possible primary sources? As a purely practical matter, your topic can only work if you have a sufficient number of primary sources available here on campus (including the library, electronic resources, and ILL).

**Research:** Gather as much factual date and as many opinions about what happened and why as you can. Primary sources are especially valuable. Your approach to the topic will only emerge after you have immersed yourself in primary source materials.

**Notetaking:** Develop a system to record full citations for every source you examine. And develop a notetaking system so that you can organize your research materials by theme and topic. Notes taken in the form of exact quotations are best when possible because they minimize the chance of mistakes or misunderstandings.

**Outlines:** Note the plural. You should expect to prepare revision after revision of your outline. Details outlines are necessary for a paper of this length. An outline lists the main ideas you will treat in the order you will treat them. This prevents you from getting mixed up and repeating yourself, or from digressing. A good outline makes writing the rough draft much less daunting. You should revise your outline every week, as the order and importance of material will inevitably change as you learn more.

**Rough Draft:** The rough draft should not be your first draft. A good final paper is the product of repeated bouts of editing, rewriting and reorganizing. It should contain at least twelve pages of polished prose, a persuasive argument, completely and properly formatted endnotes, and a complete bibliography. The rough draft should contain the following components:

1. Title page; includes title, your name, instructor’s name and date
2. Introduction, which contains your argument or thesis statement
3. Body of paper, which develops your argument
4. Conclusion
5. Endnotes
6. Bibliography
7. Format

2. Introduction: This sets the tone of the paper and tells the reader what the topic is. Every introduction should: a) identify the topic; b) state what your argument will be; c) explain how you will prove your thesis; d) tell the reader why the topic is important. In many cases, it will be a good idea to include a narrative opening as part of your introduction.

3. Body of Paper: This the main part of your paper in which you advance your evidence and prove your thesis. In includes the following elements:
   a) Definitions and identifications. Terms or concepts that are likely to be unfamiliar to readers should be defined as fully as necessary for understanding. All individuals and organizations should be identified. If a person or idea is important to your argument, it is worth your while to give the reader a substantial amount of information so that what you will later say the person or ideas seems convincing to the reader.
B) Paragraphing. Each paragraph should be a mini-essay that contributes an element to the development of your whole argument. The paragraph should begin with a topic sentence that clearly indicates what the paragraph will be about. The remainder of the paragraph should develop the point introduced in the topic sentence.

C) Argument. This is the most important part of your paper. It should be present in every paragraph, not just in the introduction and conclusion. Every statement you make, every piece of evidence that you introduce, should help to advance and prove your argument.

D) Quotations. Use quotations to support your argument and to give a flavor of the period, person, or idea you are writing about. Generally, secondary sources should not be quoted (although they should be cited if you are referring to an argument or fact) unless you want to draw attention to a historian’s opinion about a particular topic. Do not quote bland or readily available information. When you quote, you must be precisely accurate. Generally, it is best to avoid long quotations.

4. Conclusion: This reinforces and summarizes your argument. Perhaps you will want to save a particularly dramatic anecdote or quotation for this section.

5. Endnotes: You must note the following: a) quotations; b) statistics; c) any information or opinion which is not common knowledge.

6. Bibliography: Separate into primary and secondary source sections. It should be alphabetized. Single-space each entry and double-space between entries. Do not number each entry.

7. Format: please paginate (including endnotes and bibliography), double space, use a standard font, staple (or clip). Block quotations, if you use them, should be single-spaced with no quotation marks.
Guidelines for commenting on rough drafts.

Prepare a one-three page critique. **Two copies of your comments must be turned in**—one for the instructor and one for the author. The comments must be typed and turned in at the time of the rough draft meeting. You should evaluate the papers according to the following criteria, answering each question in a short paragraph.

I expect that you will be as helpful as possible to your classmates.

1. What did you like best about the paper?

2. In your own words, what is the author’s argument? How clear is the argument of the paper? Do you have any suggestions to make it clearer? How persuasive is the argument? Do you have suggestions for modifying it or making it work better?

3. Did the introduction clearly set up the paper? If not, how would you suggest changing it?

4. Is the paper well-written and easy to follow? Why or why not? Note places where you had difficulty understanding the paper.

5. Does the author use evidence well to back up her/his points? Are there places where more evidence is needed? Point out places where the author used examples well, as well as places where you think more evidence is needed?

6. Do you have any other comments or suggestions about organization? How can it be improved?

7. How well does the author use primary sources?

8. How well does the author situate the paper historiographically?