Course Description and Themes
This course explores the interplay of modern American liberalism and conservatism, the two ideologies/political worldviews that have defined U.S. politics since the 1930s. It is impossible fully to understand one without also studying the other. Modern liberalism became a political force during the presidency of Franklin Delano Roosevelt, while modern conservatism emerged as a viable movement during the early Cold War years. Looking at political thought, grassroots activism, and electoral politics, the course will trace the evolution of both political perspectives, along with their frequent intersections, from the New Deal years through the postwar and Reagan eras and up to the present. Students will engage recent scholarship along with numerous primary sources.

Required Books/Readings (Please purchase correct edition!)
- Materials posted on Blackboard course homepage in dated folders

Class Structure and Expectations
- Classes will integrate discussion and lecture, with a strong emphasis on discussion. Brief lectures outline critical themes, provide important factual information, and frame key questions for subsequent discussions. Fruitful discussion requires close engagement of the readings, listed just below each class date. Reflection assignments (see below) will complement the in-class material and facilitate in-class discussion.
- Since this is a once a week course, you are expected to attend every session. Please clear foreseeable excused absences in advance. In the event of emergencies—e.g., illness—please notify me of your absence as soon as possible.
- If you require accommodations for exams or for lectures, please contact Cornerstone: the Center for Advanced Learning (www.cornerstone.wustl.edu, 935-
Cornerstone serves as the official University resource for approving and arranging students’ accommodations. All information is treated as confidential. I will provide accommodations for which you qualify as long as I receive the appropriate documentation from Cornerstone.

- I encourage you to take advantage of the many resources offered by the Writing Center: www.artsci.wustl.edu/~writing, 935-4981, writing@artsci.wustl.edu.

**Assignments**

### #1 Participation (10% of final grade)  
- Quality participation reflects engagement with the assigned readings. Raising important questions represents one valuable way of contributing to discussions. The participation component may include extemporaneous in-class assignments.

### #2 Reading Responses (10%)  
- This assignment will involve written responses to most weekly readings. I will supply response prompts. This assignment serves as a starting point for discussion—that is, a first draft interpretation of readings that we will “unpack” together in class. Responses should be typed (approx. 2 pp.) and stapled.

### #3 Presentation and Reflection on Classic Text of Postwar Liberalism or Conservatism, 10/2 (15%)  
- This assignment will ask you to engage a text that influenced the course of postwar conservatism and/or liberalism. I will supply a list of possible works.

### #4 Midterm Take-Home Essay on *Lyndon Johnson and American Liberalism*, 10/16 (25%)  
- You will engage the book in light of course themes.

### #5 Reflection Essay on *The Reagan Revolution*, 11/20 (15%)  
- Was there a “Reagan Revolution”? You’ll be pondering that question.

### #6 Final Exam Take-Home Essay, 12/18 (25%)  
- This is your chance to advance and defend a major argument concerning the history of modern liberalism and conservatism.

**Grading Scale:**  
A, 93-100; A-, 90-92; B+, 87-89; B, 83-86; B-, 80-82;  
C+, 77-79; C, 73-76; C-, 70-72; D, 60-69; F, 0-59

**Academic Integrity and Plagiarism**  
Students at Washington University are expected to adhere to the highest standards of behavior. Plagiarism, copying from other students, and other forms of cheating will not be tolerated. It is dishonest and a violation of student academic integrity if you plagiarize, cheat on an examination, copy or collaborate on assignments without permission, fabricate or falsify data or records, or engage in other forms of deceit or dishonesty. Complete information about the University’s Academic Integrity Policy may be found at http://artsci.wustl.edu/~college/Policies/; click on “Academic Integrity Policy.” All violations of standard rules of academic integrity will be reported to and investigated by the
Dean of University College. If it is determined that you have acted dishonestly, or even if you have admitted the charges prior to a formal investigation or hearing, an appropriate sanction will be imposed, including automatic failure of the assignment or course, or in the case of serious or repeat violations, suspension or expulsion from the University. Withdrawing from a course will not prevent the Dean from imposing or recommending sanctions. If you observe another student violating this policy, you have a responsibility to confront the student, report the misconduct to the instructor, and/or seek advice from the appropriate dean or academic integrity officer. For additional information, definitions of plagiarism, guidelines for writing and research, examples of proper citation, and practical tips on avoiding conventional and Internet plagiarism, please visit the following Web sites: www.plagiarism.org and http://www.artsci.wustl.edu/~writing/plagiarism.htm. Note that citation standards apply as equally to Internet-based materials as to printed materials. Let me know if you have any questions about proper citation, attribution of sources, collaboration with other students, or any other related aspect of academic integrity and plagiarism.

Course Schedule

8/28  Putting Labels in Historical Perspective

9/4  The New Deal and the Old Liberals
     Eric Alterman and Kevin Mattson, from The Cause (2012)
     Kim Phillips-Fein, from Invisible Hands (2009)

9/11  Keynes, Hayek, and Postwar Prospects
     John Maynard Keynes, from The General Theory of Employment, Interest and Money (1936)
     Schneider, Conservatism, 5-8, 45-67, 91-94

9/18  Liberal vs. Conservative Anticommunism
     Arthur Schlesinger, Jr., from The Vital Center (1948)
     Conservatism, 131-148
     Robert Welch, from The Blue Book of the John Birch Society (1959)

9/25  Liberal “Consensus” and Conservative “Fusion”
     Godfrey Hodgson, from America in Our Time (1976)
     Conservatism, 169-179, 195-205, 229-230

10/2  Politics and Prose in the Postwar Era
     BOOK REFLECTION DUE

10/9  Rights, Civil and Otherwise
     Excerpts from Democratic and Republican Party Platforms (1960)
     Martin Luther King, Jr., articles in The Nation (1961, 1964)
     National Review, “Why the South Must Prevail” (1957)
     Conservatism, 207-225, 231-237
10/16  The Saga of Sixties Liberalism
Lyndon Johnson and Modern Liberalism
MIDTERM ESSAY DUE

10/23  Law, Order, and the Silent Majority
Bruce Miroff, “From Friends to Foes: George McGovern, Hubert Humphrey, and
the Fracture in American Liberalism” (2012)
Rick Perlstein, from Nixonland (2008)

10/30  The Pivotal Seventies . . . Gender and Family Values
Schulman, from The Seventies (2002)

11/6  Election Night Activity(TBA)

11/13  The Pivotal Seventies . . . Economics
Bruce J. Schulman, from The Seventies (2002)

11/20  A Reagan Revolution?
Conservatives in Power
Conservatism, 337-372
REFLECTION ESSAY DUE

11/27  Neoconservatism
Justin Vaisse, from Neoconservatism: The Biography of a Movement (2010)
Arguing the World (1997; on reserve, Humanities Digital Workshop)

12/4  Wars and Metaphors
Mark Lilla, “A Tale of Two Reactions” (1998)
David T. Courtwright, from No Right Turn (2010)
Conservatism, 395-399, 424-431

12/11  First Drafts of History: W., Obama, et al.
Michael Kazin, “From Hubris to Despair: George W. Bush and the Conservative
Movement” (2011)
Sam Tanenhaus, “Conservatism Is Dead” (2009)

FINAL EXAM ESSAY DUE 12/18