

HISTORICAL ANALYSIS – Cause & Effect... *The New Right*

Skill: Historical Causation (cause and effect/impact)

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

Proficient students should be able to ...

- Compare causes and/or effects, including between short-term and long-term effects.
- Analyze and evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

Skill: Historical Argumentation

Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a **clear, comprehensive, and analytical thesis**, supported by **relevant historical evidence** — not simply evidence that supports a preferred or preconceived position. In addition, argumentation involves the capacity to describe, analyze, and **evaluate the arguments of others** in light of available evidence.

Proficient students should be able to ...

- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Construct convincing interpretations through analysis of disparate, relevant historical evidence.
- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

Skill: Appropriate Use of Relevant Historical Evidence

Historical thinking involves the ability to **describe and evaluate evidence about the past from diverse sources** (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and requires the students to pay attention to the content, authorship, purpose, format, and audience of such sources. It involves the capacity to **extract useful information, make supportable inferences, and draw appropriate conclusions** from historical evidence, while also noting the context in which the evidence was produced and used, recognizing its limitations and assessing the points of view it reflects.

Proficient students should be able to ...

- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

From the Content Outline for Period 9

Key Concept 9.1: A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.

- I. Reduced public faith in the government's ability to solve social and economic problems, the growth of **religious fundamentalism**, and the dissemination of **neoconservative** thought all combined to invigorate **conservatism**.
 - A. Public confidence and trust in government declined in the 1970s in the wake of economic challenges, political scandals, foreign policy "failures," and a sense of **social and moral decay**.
 - B. The rapid and substantial growth of evangelical and **fundamentalist Christian churches** and organizations, as well as increased political participation by some of those groups, encouraged significant opposition to liberal social and political trends.
- II. **Conservatives** achieved some of their political and policy goals, but their success was limited by the enduring popularity and institutional strength of some **government programs** and public support for **cultural trends** of recent decades.
 - A. Conservatives enjoyed significant victories related to **taxation** and **deregulation** of many industries, but many conservative efforts to advance **moral ideals** through politics met inertia and opposition.
 - B. Although Republicans continued to denounce "big government," the size and scope of the federal government continued to grow after 1980, as many programs remained popular with voters and difficult to reform or eliminate.

Objective:

Analyze the causes and effects of the New Right.

Explaining Causation... *The New Right*

Directions:

1. Read the summary below. **Highlight your evidence for CAUSES** of the New Right forming.

There was nothing truly new about political and economic **conservatism** that led to the election of **Ronald Reagan** in 1980. **BARRY GOLDWATER** based his 1964 Presidential campaign on the premise that the **New Deal** should be reversed. He declared that big government was the greatest threat to American liberty. [Reagan later stated as much in his inaugural address.] According to conservatives, **social spending** and **welfare** needed to be cut to reduce the **tax burden** on individuals and families. **Federalism** needed to be restored as central **activism** in all three branches had not solved problems, only created new ones. And... Government **regulations** were inhibiting economic growth and personal freedoms. Goldwater lost, and LBJ was elected... and created an even bigger welfare state with his Great Society. Liberalism was at its height in the 1960s, but conservatives were slowly reorganizing and responding to the changes of the liberal era.

When **foreign competition** (Japan, Germany) made inroads against American corporations in the 1970s, many people began to believe **Goldwater** had been right. **Big business** wielded its financial resources as a backbone of the **NEW RIGHT MOVEMENT**. Also... Not everyone was happy with the social changes brought forth in America in the 1960s and 1970s. When *Roe vs. Wade* guaranteed the right to an abortion, a fervent **pro-life movement** dedicated to protecting the "unborn child" took root. **Antifeminists** rallied against the **Equal Rights Amendment** and the eroding traditional family unit. Many ordinary Americans were shocked by the **sexual permissiveness** found in music, counterculture, films, and magazines. Those who believed **homosexuality** was sinful lambasted the newly vocal **Gay Rights Movement**. As the **divorce and crime rates** rose, an increasing number of Americans began to blame the **liberal welfare establishment** for social maladies. A cultural war unfolded by the end of the 1970s. *Enter the New Right...* The **NEW RIGHT** was a combination of **Christian religious leaders, conservative business bigwigs** who claimed that **environmental and labor regulations** were undermining the competitiveness of American firms in the **global market**, and a few fringe political groups.

Another linchpin of the conservative backlash was the **CHRISTIAN RIGHT**. Since the 1950s, members of the evangelical Christian denominations increased fivefold. By the mid-1970s, over a quarter of adult Americans identified themselves as born-again Christians. Religious broadcasters in the late 1970s and '80s took advantage of the boom in cable and satellite television by creating stations and networks that reached more people than ever before. In the 1950s, when television first swept the nation and transformed American culture, Billy Graham entered people's living rooms. His publicized events continued into modern times, and he was joined by many others such as **FUNDAMENTALIST, JERRY FALWELL** who believed in a literal interpretation of the Bible. **Pentecostal PAT ROBERTSON** also claimed the Holy Spirit communicated directly with people on a regular basis. These two, among others, galvanized the New Right behind a general fear that America was experiencing a **moral decline**. They explained that **homosexuality** was a sin, and that a **traditional woman's role** should be protected for the best interest of children and

American values. They criticized the "**liberal**" **media** for corrupting America's youth. They chided the courts for taking religion out of the public schools (*Engle v Vitale*) and supported private Christian academies and homeschooling as alternatives.

Many **Catholic Americans** agreed with the sentiments of the **New Right**. The reforming spirit of the Catholic Church reached its high water mark in the 1960s with a convention called **VATICAN II**. Latin was dropped as a requirement for the mass. Lay people were given a greater role in Church services. Support was given for ecumenical outreach to other Christian denominations and Jewish synagogues. This liberalism also ended by the 80s, as social politics of the time forged connections between Catholic and Protestant leaders. Abortion and "**FAMILY RIGHTS**" were seen as areas of common ground. The appointment of the conservative **JOHN PAUL II** in 1979 marked an end to the reform spirit within the Church. Protestants and Catholics stood united as never before by the election of 1980.

New Right leaders were highly organized and understood the potential of mass telecommunications. **PAT ROBERTSON** formed the **CHRISTIAN BROADCASTING NETWORK** to send his message. The **PTL (PRAISE THE LORD)** Club led by **JIM BAKKER** transmitted faith healing and raucous religious revival to the largest viewing audience of any daily program in the world. They built massive databases containing the names and addresses of potential financial contributors and regularly solicited funds. In 1979, Jerry Falwell formed the **MORAL MAJORITY**, Inc. This group and hundreds of others raised money to defeat liberal senators, representatives, and governors. They sought to control school boards on the local level to advance their conservative agenda. **Ronald Reagan** freely accepted contributions from the **New Right** on his way to the Presidency in 1980.

Like most movements, the **New Right** contained an extremist element. Racial hatred groups like the **Ku Klux Klan** and the **AMERICAN NAZI PARTY** joined the outcry against American moral decline. **Ultra-libertarian militia groups** formed in many states dedicated to attacking the American government they believed had become far too invasive. They steadfastly supported the right to bear arms as a means to defend themselves from tyranny. Some groups began stockpiling arsenals. These organizations interpreted the term "**cultural war**" in the most literal, ominous sense.

In 1980, confidence in the American economy and government hit rock bottom. Looking for a change and the promise of a better future, voters turned to **RONALD REAGAN** for answers. His message was clear. **Government has become too big** and needs to be trimmed down to size. **Taxes are insanely high** and need to be cut to stimulate growth and investment. **Military spending should be increased** to fix the degenerating state of the **American war machine**. **Morality and character need to be reemphasized** in American life. The United States is still the largest superpower in the world with the best system of government. It's time to feel good about being an American again, and it's time to finally win the **Cold War**.

(source: ushistory.org)

Explaining Causation... *The New Right*

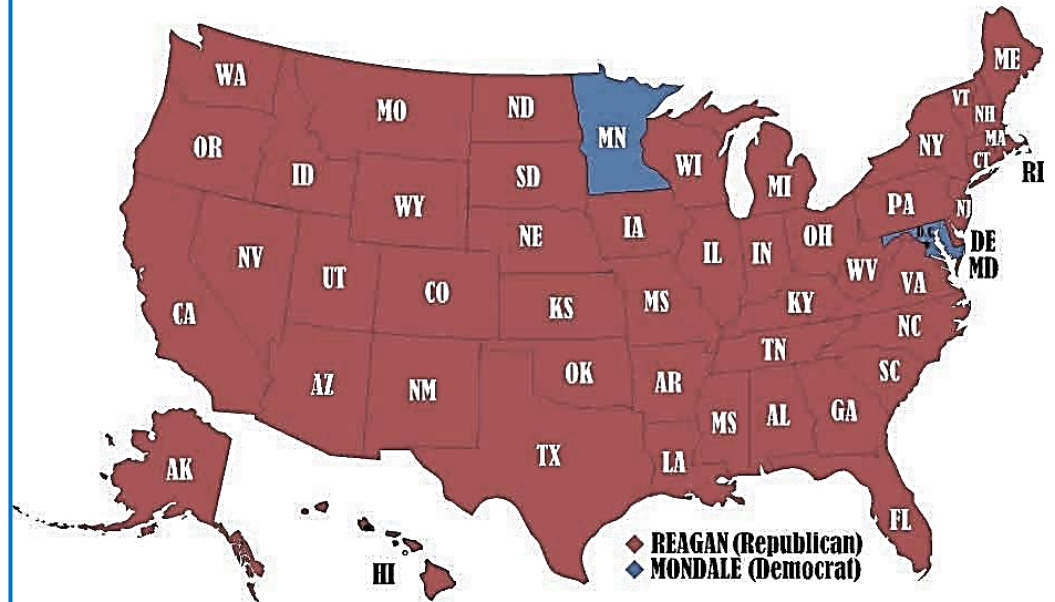
Directions Continued:

- Using your document analysis skills, explain the historical context and one of the following for each document: intended audience, author's purpose, or author's point of view. Record your notes in the spaces provided. Remember your purpose: *explaining causation*.

Document 1 "Corporate Profits" EdSteinink.com



Document 2 1984 Presidential Election Map (Mondale carried MN and DC only), historycentral.com



Explaining Causation... *The New Right*

Document 3 *Seattle Post*, "Red is Dead," 1991



Document 4 1991 Supreme Court Case, *PLANNED PARENTHOOD v. CASEY* summary, oyez.org

Facts of the Case --The Pennsylvania legislature amended its abortion control law in 1988 and 1989. Among the new provisions, the law required informed consent and a 24 hour waiting period prior to the procedure. A minor seeking an abortion required the consent of one parent (the law allows for a judicial bypass procedure). A married woman seeking an abortion had to indicate that she notified her husband of her intention to abort the fetus. These provisions were challenged by several abortion clinics and physicians. A federal appeals court upheld all the provisions except for the husband notification requirement.

Question --Can a state require women who want an abortion to obtain informed consent, wait 24 hours, and, if minors, obtain parental consent, without violating their right to abortions as guaranteed by *Roe v. Wade*?

Decision: 5 votes for Planned Parenthood, 4 vote(s) against **Legal provision:** Due Process

In a bitter, 5-to-4 decision, the Court again reaffirmed *Roe*, but it upheld most of the Pennsylvania provisions. For the first time, the justices imposed a new standard to determine the validity of laws restricting abortions. The new standard asks whether a state abortion regulation has the purpose or effect of imposing an "undue burden," which is defined as a "substantial obstacle in the path of a woman seeking an abortion before the fetus attains viability." Under this standard, the only provision to fail the undue-burden test was the husband notification requirement. The opinion for the Court was unique: It was crafted and authored by three justices.

Directions Continued:

3. On a separate sheet of paper, write a complete introduction & thesis Use your thesis formula, and include relevant historical context.

Explain the causes of New Right conservatives' social, economic, and foreign policy goals from the 1960s to the 1980s and assess the degree to which the Reagan and Bush administrations succeeded in implementing these goals. *(Prompt reworded from the 2014 College Board released exam to meet the format of the new framework)*