

United States History

Geography

Atlantic and Pacific Oceans mostly influenced U.S. foreign policy throughout the 18th, 19th, and 20th century. The oceans on the east and west coasts helped the U.S. maintain its foreign policy of neutrality during most of the 1800s.

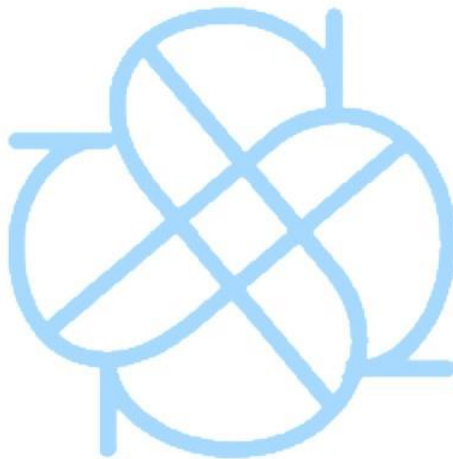
- Natural harbors
 - Contributed to the development of commerce.
- **Appalachian Mountains**
 - Served as the western boundary for British colonial settlements prior to the Revolutionary War.
- **Proclamation Line of 1763**
 - Border established by Great Britain in order to avoid conflicts between American colonists and Native Americans.

Early colonial settlements were similar in that each developed near the coastline. Eg)

Jamestown (1607), **Plymouth** (1620), **New Amsterdam** (1625)

- **New England Colonies**
 - Influenced by good harbors, abundant forests, rocky soil, and a short growing season.
 - Geographic factors influenced the economy of New England by promoting the growth of trade and manufacturing.
 - Developed villages with town-hall meetings.
 - Had small farms, commercial fishing, and the first American college.
- **Southern Colonies**
 - The climate and topography of the southeastern U.S. had a major impact on the history of the U.S. before 1860 because the region provided agricultural products that were processed in the North and in Europe.

- **Developed plantations** (large farms that used slave labor) because of fertile land and a long growing season.
- **Great Plains**
 - The relatively **flat, grassy region** of the U.S. between the Mississippi River and the Rocky Mountains is known as the Great Plains.
 - The states with the largest percentage of land used for agriculture are located in areas with relatively flat terrain.
 - Known for producing **grain crops**

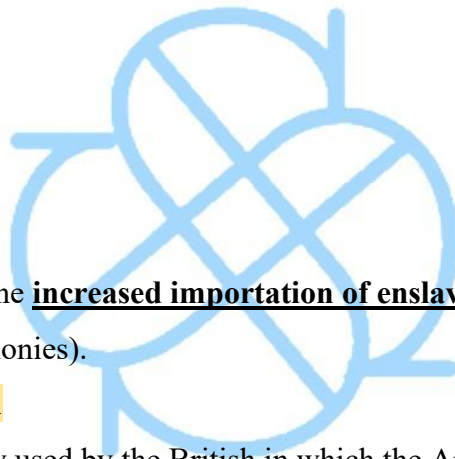


Colonial America (1607-1763)

The earliest colonies in North America were:

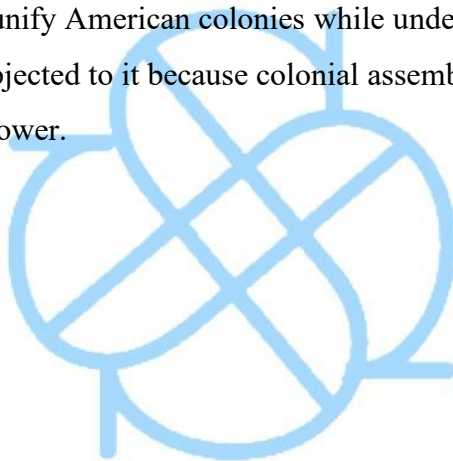
- **JAMESTOWN, Virginia** – settled by businessmen from England who sought to make money by growing and selling tobacco. The area had fertile soil and Virginia grew into a powerful colony of tobacco **plantations** (large farms where slaves did most of the work).
- **MASSACHUSETTS BAY** (sometimes called Plymouth) – settled by **Puritans** from England who were **seeking religious freedom** for themselves. They built towns with small farms on the outskirts.
- **NEW AMSTERDAM** – settled by Dutch traders who resided on Manhattan island. In the beginning, they mainly traded furs, and New Amsterdam was **renamed “New York”** after the British took over.

Each of these colonies was built on the Atlantic Coast **close to the water** (better for trade).



- **Triangular Trade**
 - Led directly to the **increased importation of enslaved Africans** to the Western Hemisphere (colonies).
- **British Mercantilism**
 - Economic policy used by the British in which the American Colonies served as a source of raw materials and a market to sell goods.
 - British bought raw materials from the colonies and sold them as finished products.
 - Had **limited manufacturing** in America, resulting in limited colonies' trade with other nations.
 - This policy would eventually become **one of the reasons for the American Revolution.**
- **Salutary Neglect**
 - The **British ignored the colonies** during this period of time, because they only wanted the economic prosperity of the colonies.
 - Led to the development of **independent** colonial trade practices.

- **French and Indian War (1754-1763)**
 - Caused by **disputed land claims** in the Ohio River valley between the French and the British (the French and Indians were on the same side).
 - War led to the end of the period of **Salutary Neglect**, because the British needed to tax the American colonists in order to pay for the war.
 - This **increase in taxes became one of the major causes of the Revolutionary War** (war for American independence from Great Britain).
- **Virginia House of Burgesses/Mayflower Compact/Town Hall Meetings**
 - Early colonial efforts in self-government.
 - They all contributed to the development of representative democracy.
- **Albany Plan of Union (1754)**
 - Early attempt to unify American colonies while under British rule.
 - Many colonies objected to it because colonial assemblies did not want to give up their individual power.



Declaration and American Independence/ Revolutionary War

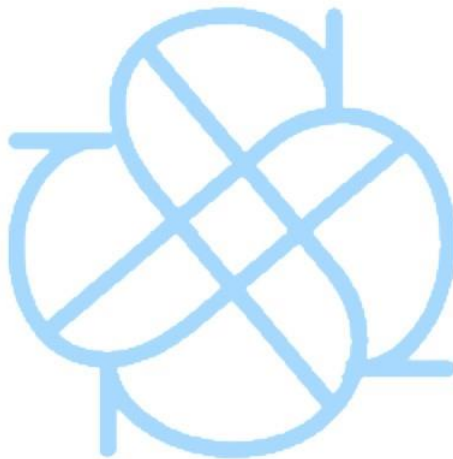
- **French and Indian War ENDED 1763**
 - A war between the **Americans and British against the French and Indians**. The Americans and British won, but the war had a negative effect on their relationship.

After 1763, the British **abandoned** their policy of salutary neglect. Since they felt that a lot of money was spent on the French and Indian War, the Americans should pay the costs. Thus, the British **implemented new taxes** on the Americans. (For example, the Stamp Act, the Sugar Act, and the Tea Act.)

- The American colonists thought the new British taxes were unfair because they had no one to represent them in the British government (“**No taxation without representation**”).
- The American colonists eventually were upset with the British taxes, so they began to **protest**. (Some examples: Stamp Act Congress, Boycott of British products, the Sons of Liberty, the Boston Tea Party, the First Continental Congress, the Second Continental Congress.)
- **The Second Continental Congress** decided that America should break away from England and become an independent country. They assigned Thomas Jefferson the job of writing a document describing the reasons for American independence (This document was called the Declaration of Independence.)
- **Declaration of Independence**
 - States the colonial grievances against British rule (a list of reasons for separating from Great Britain).
 - Written by **Thomas Jefferson** who was most influenced by the writers of the Enlightenment.
 - Described as a statement of democratic principles rather than a framework for government.
 - Takes ideas from **John Locke’s theory** of natural rights stating that the power to govern belongs to the people (“**consent of the governed**”).
 - Contributed to the political development of the U.S. by presenting a clear statement of the social contract
- Theory of government
 - The fundamental purpose of government is to **secure the natural rights of the people**.

- If a government denies its people certain basic rights, that government can be overthrown.
- Similar to the Bill of Rights because both documents support limitations on governmental power and stress the importance of individual liberty.
- **NO TAXATION WITHOUT REPRESENTATION**
 - Many colonists believed for British taxes to cease, because they had no representatives in the British government (meaning that the British did not have consent of the governed).
- **Thomas Paine**
 - Published **Common Sense**, which was influential in persuading American colonists to support colonial independence from Britain.
 - Convinced many Americans who had been undecided on declaring independence from Britain.
- Response to **Mercantilist Policies**
 - Committees of Correspondence/Non-importation Agreements/Boston Tea Party
First Continental Congress
- **Major Events Leading to Revolutionary War**
 - **Sugar and Stamp Acts**
 - tax foreign molasses and printed material.
 - **Quartering Act**
 - required colonists to house and feed British soldiers.
 - **Townshend Acts**
 - taxed imported goods and tea.
 - **Boston Massacre**
 - five people were killed by British soldiers.
- **Revolutionary War (1775-1783)**
 - began shortly after the Declaration of Independence became official.
 - American Colonies **won the war** and independence with the help of foreign aid (France).

- At the end of the Revolutionary War, the Mississippi became the western boundary of the U.S.



The Constitution (1787-1791)

After the American Revolution, the leaders of the new United States decided to set up a weak government, because they **feared a strong government.** The document that established the **new, weak government** was called the **Articles of Confederation.** The government of the Articles of Confederation had a **few important characteristics:**

- **First form of government** used by the U.S. after independence from Britain and the first union plan for the 13 original states.

- At this point, many Americans **distrusted** a strong central government because of their experiences under the rule of Great Britain.
 - They **wanted to limit the central government's opportunities** to infringe upon the people's liberties, so they established a **decentralized** (power is broken up and divided among many groups, not unified) political system in which the **state governments had all the power**.
- States had the power to collect taxes, coin money, and control trade.
- Success of the Articles:
 - It provided a system for governing the Western territories and a process for admitting new states to the union.
- **Reasons why the government was weak:**
 - There was **only one branch** called the legislative (Congress). Since there was **no executive branch** to enforce laws,
 - Congress had no power to collect taxes, therefore the government had no money 📉
 - The **states** had **most** of the power.
 - The government under the Articles of Confederation was unable to defeat **Shays's Rebellion (1786) without the financial help of wealthy Americans** 📉
- The one positive accomplishment of the Articles of Confederation was called the **Northwest Ordinance**
 - A law that defined the procedure for adding new states into the nation.
- **In 1787, American leaders decided to write a new document that would build a stronger government.**
 - The meeting where they wrote this document was called the **Constitutional Convention**; the document they wrote is the **Constitution**. Those who wrote the Constitution are called the **Framers**.

At the Constitutional Convention, there was a debate about representation in Congress (how many representatives each state would have in Congress).

- Large states wanted **proportionate representation** (where the number of representatives would be based on a state's population).

- The small states wanted **equal representation** (where each would have the same number of representatives).
- The small and big states reached a compromise known as the **Great Compromise (1787)**
 - Created a **bicameral legislature** (a two-house Congress) with a **House of Representatives** (proportionate representation) and a **Senate** (equal representation).

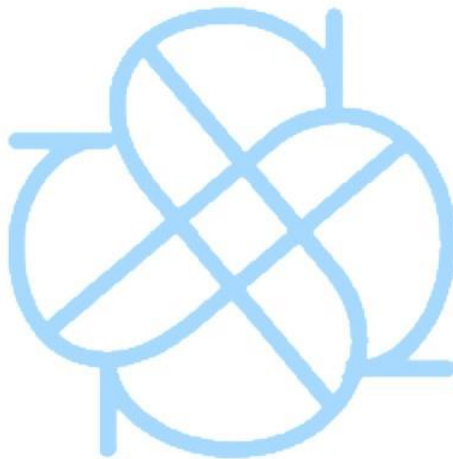
Another argument at the Constitutional Convention was over how much power the new government should have.

- One group called the **Federalists** wanted a **strong central government.**
- Another group (the **Anti-Federalists**) wanted a **weaker central government.**
 - The Anti-Federalists demanded that a **Bill of Rights** should be added to the Constitution to protect people against government abuse.
 - In the end, each side got what it wanted: the Constitution *did* create a stronger federal government *and* a Bill of Rights *was* added to the Constitution.

The Constitution has a number of important main ideas [make sure you study these!]:

- **Limited government**
 - **The idea that the government should not have too much power**
- **Flexibility**
 - **The constitution is adaptable to change.**
 - **Congress has the power to make laws about any issue it encounters as necessary.**
- **Federalism**
 - Power is **shared** between state governments and the federal government
- **Separation of powers**
 - there are three branches (executive, legislative, judicial)
- **Checks and balances**
 - each branch has the power to limit the power of the others
- **Three-Fifths Compromise**

- **Solution** to the problem of how to determine the number of representatives in the House of Representatives (branch of Congress) from states with large slave populations. Determined that **3/5 of the slave population** would be counted for representation in the House.
- Other Major Compromises
 - Slave Trade, Taxation, Election of President.



U.S. Constitution vs. Articles of Confederation

Differences:

The constitution...

- **strengthened** the power of the Federal (aka national) Government.
- **granted Congress sole control** over interstate and foreign commerce (trading between different states and trading with other countries).
- **created three** separate, **independent branches** of government.
- gave the Federal (national) Government the **power to collect taxes.**

Similarities

- provided a national legislature (lawmaking body) and some form of cooperation between states.

Federalists:

- Group that **supports ratification** (make into a law) of the U.S. Constitution.
 - Wanted a strong national government to provide order.
 - **Published the Federalist Papers** which encouraged ratification of the Constitution.

Anti-Federalists:

- Group that was **against ratification** of the Constitution.
- Believed it would **threaten** the rights of individual citizens.
 - **Did not want** the national government to have too much power.
 - **Only agreed to ratify the Constitution** after the addition of the **Bill of Rights** to the Constitution.

Bill of Rights (1791): **First ten amendments to the U.S. Constitution.**

- Main purpose is to **protect civil liberties** and protect the **people from government abuse.**
- Similar to the Declaration of Independence because **both** stress the **importance of individual liberty.**
- **Unreasonable Search and Seizure**
 - **Protects** U.S. citizens **from being jailed or searched** for no reason. This amendment was put in, because the British government used **writs of assistance against American** merchants during the colonial/Revolutionary War era.
 - The 14th amendment extends the protections of the Bill of Rights to include actions of state governments (states must also obey the Bill of Rights).
- Major Rights

- Right to **assemble** peacefully, **freedom of speech**, protection against **unreasonable search and seizure**, etc.
- Freedom of Speech 1st Amendment
 - John Peter Zenger
 - Arrested by governor of New York (1733) for printing an article that criticized the governor. Was found to be not guilty because the article was based on fact. Led to a strengthening of freedom of press.

Enlightenment Influence-

- Idea of sovereignty from **social contract philosophers** during the Enlightenment period. Sovereignty is derived from the consent of the governed (only the citizens give the government the power to rule).
- Consent of the governed concept comes from **enlightenment philosophers**.
- Limitations on the power of government were influenced by the ideas of John Locke and Baron de Montesquieu (checks & balances, three branches of government).
- **Democracy**
 - **A government for the people by the people.** A democracy must have citizen participation in government. Ex) the citizens of the U.S. choose their congressional representatives (House & Senate) through elections. The most essential feature of democratic government is a free and open election process.
- **Republican Government**
 - Described as one in which representatives are **elected by the people.**
- **Division of Power**
 - The framers of the Constitution included the concepts of federalism, checks & balances, and separation of powers in the document, because they **feared a government with unlimited power.**
- **Federalism**
 - **Division** of powers **between the national and state** government.

- A constitutional principle that **establishes limits on the powers of the government** (the state and Federal government share different powers so neither can become too powerful).
- **Reserved Powers**
 - Powers only granted to the **state governments** by the Constitution. Ex) Public Education
- **Delegated Powers**
 - Powers only granted to the **Federal and state governments**

Flexibility of Constitution: Amendments (changes to the constitution), the Elastic Clause, necessary and proper clause, unwritten constitution, and Judicial Review all allow for the Constitution **to meet the needs of a changing society** (adapt to changing times).

- The elastic clause has been used **primarily to broaden the power of Congress** (because it allows Congress to pass more laws).
- Examples- Pure Food and Drug Act (1906), Social Security Act (1935), Louisiana Purchase, creation of Federal Communications Commission (FCC), creation of Federal Reserve were all enacted using the elastic clause.

Unwritten Constitution: Practices of the U.S. government that are based on custom and tradition, but **not actually written** anywhere in the Constitution.

- Examples- creation of the presidential cabinet, political parties, committee system in Congress, Judicial Review, lobbying,
- **Limiting** the President's time in office to **two terms** was established under the unwritten constitution and **later included** in the written Constitution.



Early American Government (1792-1820)

- The early period of American government was a time when things that were left unclear in the Constitution began to be worked out.
- George Washington was the 1st president
 - GW said that the **foreign policy** of the US should be **isolationism** – that the US should **stay out** of the affairs of Europe (**remain neutral**) and **concentrate** on its **own problems.**
 - After two terms (8 years), GW stepped down from the presidency, even though he could have run as many times as he wanted. His action created a tradition that every president followed until FDR in 1940.
 - **A National Bank was created to help the US economy.**

- Also important during this time was the fight between **Alexander Hamilton** and **Thomas Jefferson**, who were Washington's closest advisors. Jefferson was a **strict constructionist**. He believed that the words of the Constitution should be followed very strictly (closely), and **feared** a government that was **too strong**. Hamilton was a **loose constructionist**. He thought the Constitution should be **more flexible** and **believed** in a **strong government**.
 - One example of their disagreement was the **creation of the National Bank**; Hamilton wanted it and Jefferson didn't (since it's not mentioned in the Constitution). **Hamilton won** that fight, thus the **National Bank was created**.
- The fight between Hamilton and Jefferson **caused the creation of the first political parties**.
- **Alexander Hamilton**- First Secretary of Treasury of the U.S.
 - **Proposed a national bank to improve the economic position of the U.S. government**.
 - Argued that the **government** has the power to **create a National Bank** based on the elastic clause of the Constitution.
 - **Established a sound financial plan** for the new nation.
 - Devised a plan to pay off U.S. debt.
 - Urged Congress to pass a **protective tariff (tax on foreign goods)** to encourage the **growth of U.S. manufacturing**.
 - Believed the government should exercise all powers necessary and proper to meet its responsibilities (**loose interpretation of the Constitution**).

Thomas Jefferson-

- **Opposed Hamilton's plan to create a national bank** because the plan depended on a loose interpretation of the Constitution.
- **Believed in strict interpretation** of the Constitution (you have to follow the Constitution exactly as it is written).
- Sought to avoid involvement in European affairs (**isolationist**).

- **Disagreement** between Hamilton and Jefferson over the interpretation of the Constitution **led to the development of the political party system.**
- **Authorized the Lewis and Clark expedition** in order to explore a route to the Pacific Ocean (helped lead to westward expansion).
- **Made the Louisiana Purchase while President of the U.S.**

Louisiana Purchase

- In deciding to purchase the Louisiana Territory, Jefferson had to **overcome the problem of contradicting his belief** in a strict interpretation of the Constitution.
- He used the **Elastic Clause** and implied powers to make the purchase.
- The purchase was made because he was **worried about a strong French and Spanish presence** and **wanted American control of New Orleans** which had a valuable port.
- **Secured U.S. control of the Mississippi River.**
- Farmers needed a water route to help ship their products to market.
- Farmers in the Ohio River Valley gained greatest economic benefit as a result of the purchase.
- **Focused the U.S. on westward expansion.**

Structure of the Federal Government:

- **Legislative Branch-**
 - AKA **Congress (House of Representatives and Senate)** Group of representatives from each state that **propose, write, vote on laws, approve treaties.**
- **Executive Branch-**
 - **The President of the U.S. and his cabinet.**
 - **Chief Legislator**
 - Ask executive department staff **to propose and support legislation.**
 - **Chief Executive**
 - The **highest military official** (Commander & Chief).

- **Chief Diplomat**
 - President meets and negotiates with other foreign rulers. Ex) Wilson at the Treaty of Versailles, Regan meets with Gorbachev, Jimmy Carter negotiates Camp David Accords.
- From time to time, the President must inform Congress and the nation about the state of the Union (condition of the country).
- **Judicial Branch**
 - **Federal Courts and Supreme Court.**
 - Marbury v. Madison (1803)
 - Heard under Chief Justice John Marshall
 - Established judicial review
 - Strengthened the Judiciary branch (Supreme Court) of the U.S.
 - First time a Federal law was declared unconstitutional by the Supreme Court
- **Electoral College**

The President of the U.S. is elected by **winning electoral votes from each state, not a popular vote**. The number of electoral votes a state receives is based on the size of its population.

- records population data to determine the number of electoral college votes from each state, as well as the number of members in the House of Representatives.
- Some presidential candidates skip campaigning in low population states.
- The winner of the popular vote can lose the election (happened in 1876 and 2000).
- This indicates that the authors of the original Constitution did not completely trust the common voter to make decisions.
- Ratification of a constitutional amendment is the only way to eliminate the Electoral College.

Westward Expansion (1800-1900)

Westward expansion refers to the time in the 1800s when the US territory spread from the original 13 states on the **East Coast all the way to the Pacific Ocean**. The idea of **manifest destiny** was **important in westward expansion** – this idea said that God had given the US the right to expand all the way to the Pacific Ocean, even if it meant taking the territory of other people.

- These are some of the most important examples of US territorial growth:
 - **Louisiana Purchase (1803)** – Thomas Jefferson bought a huge territory from France (it **doubled the size of the United States**). The US gained new territory and also **New Orleans** (an important **port** on the Gulf of Mexico), as well as control of the **Mississippi River** (important for the **transportation of goods and people**).
- **Texas Annexation (1845)** – Texas **broke away from Mexico** and was eventually annexed (added on to) the US.
- The **Mexican Cession (1848)** – As a result of the Mexican-American War (which the US won), Mexico was **forced to give up over 1/3 of its territory** (the modern-day states of California, Arizona, New Mexico, Nevada).

- Other important factors in territorial growth were: the **Erie Canal** (which connected the Hudson River with Lake Erie), Andrew Jackson's policy of "**Indian removal**," the **Homestead Act**, the **transcontinental railroad**, and the **California Gold Rush**.

You should be familiar with how each of these contributed to westward expansion. As the 1800s progressed, westward expansion eventually resulted in a growth in **sectionalism** (divisions between North and South) and **increased tensions over the issue of slavery** – the **North and South** began to fight more and more over whether or not to allow slavery in the new territories of the United States.

- **Gold Rush 1849**
 - **Resulted in an increase in westward migration** and led to the growth of the **populations of California** and western territories.
- **Homestead Act 1862**
 - Promoted development of western lands by **providing free land to settlers**.
 - Demonstrated the federal government's commitment to the settlement of western territories and most directly affected the Great Plains.
 - **Pacific (Transcontinental Act) Railway Act 1862**
 - In the second half of the 1800's, the federal government **encouraged the building of transcontinental railroads** by giving land to the railroad companies.
- **Manifest Destiny**: Idea that the U.S. should have the entire continent.
 - Used to **support westward expansion** of the U.S. to the Pacific Ocean.
 - Used as an **excuse** to expand into lands claimed by other nations.
 - Led to the annexation of Texas, and the Mexican War.
- During the 1840's **abolitionists** (**people who wanted to make slavery illegal**) opposed annexation of new western territory because they **feared the admission of new slave states**.
- **Major Abolitionists**
 - **William Lloyd Garrison, Harriet Tubman, Harriet Beecher Stowe**
- Territorial expansion led to increased tensions over slavery (should the new territories be open to slavery?).
- **President James Polk**

- Policies involving Texas, California, and Oregon Territory were all efforts to **fulfill the goal of Manifest Destiny.**
- **Missouri Compromise 1820/Compromise of 1850/Kansas-Nebraska Act**
 - **Missouri Compromise:** Missouri would be entered as a slave state and Maine as a free state. Any states **above north of the 36° 30' would be barred from slavery.**
 - **Compromise of 1850:** Allowed the US to expand by accepting California as a free state. The **Fugitive Slave Act** was amended and **slave trade in Washington D. C. was abolished.**
 - **Kansas- Nebraska Act 1854-** All were efforts to settle disputes over the spread of slavery to the western territories. The debate was whether new states admitted to the union would be **free or slave states**, and rapid migration caused by the **discovery of gold in California led to the Compromise.**
 - **Bleeding Kansas**
 - Phrase used to describe **clashes between proslavery and antislavery** groups in Kansas.
- **Popular Sovereignty**
 - The idea that settlers had the **right to decide whether slavery would be legal** in their new territory or not.
 - **Set up** by Kansas-Nebraska Act
- **Dred Scott v. Sanford 1857**
 - Supreme Court decision which ruled that Congress **could not ban slavery in the territories.**
 - Ruled that **Missouri Compromise was unconstitutional**
- **Plantations**
 - Large farms in the south that used slave labor.
 - **Slavery became more widespread in the South** than in the North because **geographic factors** contributed to the **growth** of the southern plantation system. Slavery expanded in the South in the first half of the 1800's because **new inventions led to an increase in cotton production.**
- **Uncle Tom Cabin**

- A book written by Harriet Beecher Stowe that described slavery contributing to the start of the Civil War by intensifying Northern dislike of slavery.
- **Underground Railroad**
 - A secret network supported by many abolitionists that aided slaves in escaping slave-owners and reaching free states.

U.S. Civil War

Abraham Lincoln was elected during this time, and the Southern states seceded (leave or break away) from the Union, **causing a war between the North (Union) and the South (Confederate States)**. **The two major issues dividing the North and South were states' rights and the status of slavery.**

- **Reasons for Secession of Southern States**
 - Increasing sectionalism
 - Disagreements over states rights issues (The South felt that the Federal Government did not have the right to abolish slavery in their states.)
 - Breakdown of compromise led to failure of the Compromise of 1850, 1820, and Kansas Nebraska Act.
 - Election of Abraham Lincoln in 1860 (Lincoln made it very clear that he opposed slavery in the new territories.) Southerners wanted slavery extended to the new territories, so the South could keep enough strength in the Senate to protect Southern interests (slavery).

Abraham Lincoln

- Believed that sectional differences threatened to destroy the Union. **“A house divided against itself cannot stand.”**
- As the Civil War began, Lincoln stated that his primary goal was to preserve the Union (states remain united).

- Claimed that the **government** was a **union of people and not of states.**
- Lincoln justified the war by stating that his oath of office required him to defend and preserve the Union.
- **expanded Presidential powers during wartime**
- Suspended the **writ of habeas corpus** (law that **prevents a person from being held in jail** without just cause) during the Civil War.
- **Arrested and jailed anti-Unionists** without giving a reason.
- **Increased the size of the army** without congressional authorization.
- Censored some anti-Union newspapers and had some editors and publishers arrested.
 - This demonstrates that restrictions on people's rights may occur during wartime.
- **Emancipation Proclamation-** Order issued by President Abraham Lincoln in 1862 (effective Jan. 1863) that **declared slaves free in the areas still held by the Confederates.** The major purpose was to **help the North win the Civil War, because it helped keep England from siding with the South.**

Reasons for North (Union) Victory

- The North was better prepared **economically** to fight the war and **had more human resources and war materials.**

Results (U.S. Civil War)

- Power of the **central government (aka Federal Government)** was strengthened over the power of the States.
- The passage of the **13th, 14th, and 15th amendments** all led to **greater Federal supremacy over the states**
- Secession was **no longer regarded as an option** to be exercised by States. (States can't try to leave the U.S.)
- The **North** underwent **rapid economic growth and industrialization**, because it was stimulated by increased government demand for many products in order to fight the war.

Post-Civil War/ Reconstruction Era

The **Reconstruction Era** was a time period following the Civil War when the Southern States were reorganized and reintegrated back into the Union.

- Marked by the **military occupation of the South, attempts to remove a President, and major constitutional amendments.**
- Withdrawal of federal troops from the South marked the end of Reconstruction in the U.S.

Lincoln's Plan for Reconstruction

- **Primary goal was to restore Southern representation in Congress.**
- The Union should be restored as quickly as possible. (Which could only happen if.....)
 - The former Confederate States were treated as if they had never actually left the Union.
 - The idea of harsh punishments was rejected for the South.
 - The Southerners were forgiven and welcomed them back into the Union.

Radical Republicans

- Group of Republicans that wanted harsh punishments for the South.
- Opposed Lincoln's plan for Reconstruction, because the plan offered **amnesty** (official forgiveness) to nearly all Confederates who would swear allegiance to the U.S.
- Believed that Reconstruction should be used to force political and social reform in the Southern States.
- **A major goal was to gain voting rights for the newly freed slaves.**

- Did not want to readmit Southern States into the Union **unless they ratified the 14th amendment.**

Solid South

- Nickname given to the **former Confederate States after Reconstruction,** because they consistently supported (voted for) the Democratic Party.

Lincoln's assassination: Lincoln's death **allowed the Radical Republicans to control Reconstruction policy.**

President Andrew Johnson: took over for Lincoln after his assassination.

- Supported **Lincoln's policy of Reconstruction** which wanted the **Southern States** to **reenter the nation** as quickly as possible (wanted Southern States back in Congress).
- The Radical Republicans in Congress disagreed with Johnson about how to handle Reconstruction, which led to the impeachment of Johnson. **Johnson was officially impeached** because he fired the Secretary of War, Edwin M. Stanton, without Senate approval. (A violation of the Tenure of Office Act.) **However, the impeachment failed,** and Johnson remained in office.

Industrialization (late 1800s-early 1900s)

These were the main reasons (causes) for industrial growth in the late 1800s:

- The US **population was increasing** rapidly and was helped by the agricultural revolution. Thus, it produced more food for more people and led to an increase in population.
- The economy got stronger as the **demands for products increased.**
- **Advances in transportation:** The canal system was built first, then, the railroads and automobiles. (These were especially **important** for trade.)
- **Advances in communication:** The telegraph was invented first, then the telephone enabled long distance communications faster and easier.
- **New sources of energy:** such as oil and electricity made **new kinds of factory production** possible.
- The **rise of corporations:** huge groups of companies with lots of money; some became **monopolies**.
- The government's **open immigration policy**, which **fed the industry's need for labor.**

Two important IDEAS associated with industrialization were:

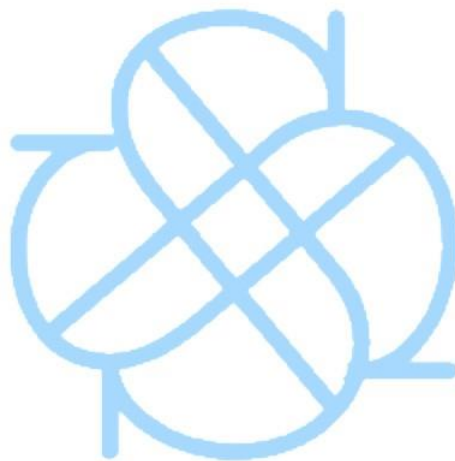
- **Laissez-faire capitalism:** The idea that the government **should not interfere in business.** In other words, the government **shouldn't make a lot of regulations (rules) for businesses to follow.** This idea allowed businesses to pretty much do whatever they wanted; including forming monopolies, using child labor, giving workers low pay and dangerous conditions, and selling unsafe food and medicine to the public.
- **Social Darwinism:** also known as “**survival of the fittest.**” This idea said that the rich were rich because they **deserved to be rich** (they were the “fittest”), while the poor were blamed for being poor (**it was their own fault**). Social Darwinism **was used to justify large economic inequalities (big differences between rich and poor).**

- One important result of Laissez-faire was the growth of **monopolies** and **trusts** and led by business leaders such as Andrew Carnegie and John D. Rockefeller. Some people called these business leaders **robber barons** because of their **unfair business practices**.
- Workers who **suffered during industrialization** eventually formed **labor unions**: organizations of workers who unite in order to have more power to fight the bosses. This led to strikes and violence. (Examples: the Railroad Strike of 1877, the Haymarket Riot, the Homestead Strike, and the Pullman Strike.)
- The **Populist Party** rose in the 1890s **mainly to protect the interests of farmers** who were **economically hurt** by the railroad monopolies and corrupted bank practices.

Most industrial workers were “**new immigrants**” (people from Southern and Eastern Europe). They were **culturally different** from “**old immigrants**” (mostly people from Northern and Western Europe), and **suffered a high amount** of **nativism** (prejudice against immigrants). The worst example of anti-immigrant was the **Chinese Exclusion Act of 1882**, which outlawed all immigration from China for reasons of race.

The Progressive Era (1890-1920)

- **Progressive Movement:** A movement to **correct the economic and social abuses of industrial society**. It supported consumer protection, women's suffrage, secret ballot, income tax, direct election of Senators, and prohibition.
- **Progressives:** Believed the government **needed to regulate big businesses to protect consumers and workers**. They **opposed the Laissez-faire policy** during the late 19th century. The **progressive movement was a response to the industrialization and urbanization of the U.S.**, because these factors led to poor, unsafe living conditions and abusive big businesses.
- **Jane Addams:** **Established settlement houses** that provided assistance to the poor.
- **Robert M. LaFollette:** Progressive reformer who wanted to start a **civil rights movement for African Americans (was unsuccessful)**. He also promoted the **Wisconsin Idea**.
 - **Wisconsin Idea:** Greater government intervention in the economy while relying on experts.
- **W.E.B. Du Bois:** Formed the **National Association for the Advancement of Colored People (NAACP)** in order to **end segregation and win equal rights**. He thought that **racism was the cause of slavery** and the reason why African Americans were forced into slavery. He supported the idea of "Talented Tenth" and wanted an immediate change in the society.
- **Booker T. Washington:** Believed that **African Americans should pursue education** as the key to improving social status. He **founded a vocational training institution** in the late 1800s to improve economic opportunities for African Americans. (Different from W.E.B. Du Bois in the ways in which African Americans could effectively achieve equality.)
- During this era, states **established public schools and passed compulsory education laws**. **Reformers** argued that an **educated, literate** population was necessary for a **successful democracy**.



Progressive Era Political Reform

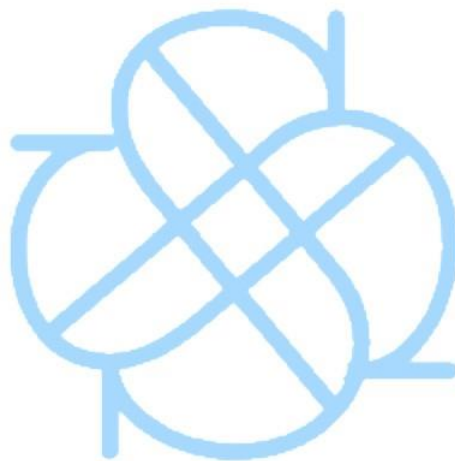
Laws such as **initiative, referendum, recall, direct primary, and secret ballot** progressives **attempted to increase participation in government by citizens and to involve voters more directly.**

- **Direct Election of Senators:** Established by the **17th amendment**. Citizens **directly voted on who would represent them in the Senate** in order to make the Senate more responsive to the people.
- **Civil Service Exams:** Laws were passed **requiring individuals to pass tests before obtaining government jobs** in order to **eliminate patronage** and corruption in government hiring (prevent the people in the government from hiring their friends or accepting bribes). This was a reaction to the **Spoils System** (officials rewarding their supporters with government jobs).

Progressive Labor Movement/Union

- **Labor Union:**
 - An **organization of employees** formed to bargain with the employer in order to get certain things such as **better working conditions, benefits, and pay.** Business leaders opposed the efforts of Labor unions to organize and improve conditions. The **Clayton Antitrust Act** made unions legal.
- **Collective Bargaining**
 - **Discussions** between **labor union leaders and management** (owners/bosses) to agree on a contract for workers.
- **Wagner Act (1935)**
 - **Legalized** collective bargaining.
- **Triangle Shirtwaist Company Fire**
 - Tragedy in which many women workers were killed in a factory fire and **drew national attention** to protect the **safety of workers.**
- **Samuel Gompers**
 - **Organized workers into unions** in order to strive for better conditions and better pay.
- **American Federation of Labor**

- The **first long-lasting, successful labor union** in the U.S., because it fought for the rights of skilled workers, focused on gains in **wages and working conditions**, and was organized on a **nationwide** basis.
- **Pure Food & Drug Act (1906)**
 - Law that **provided federal inspection of meat products** and forbade the manufacture, sale, or transportation of unsafe food products and poisonous medicines. It **resulted from demands for direct consumer protection**, so the federal government was able to pass it.
- **Meat Inspection Act**
 - **Created sanitary standards** established for slaughterhouses and meat processing plants. It passed as a **result of writings of muckrakers**, and the publication of The Jungle by Upton Sinclair led congress to pass the law.
- **Muckraker**
 - Writers during the progressive era that **exposed social ills of inner cities, factory conditions, and political corruption**. They focused on issues including the monopoly of Standard Oil, cattle processing, meat packing, child labor, and wages. (Examples: Upton Sinclair, Ida M Tarbell, Lincoln Steffens, Jacob Riis.)
- **Populist Party**
 - A **political coalition** of farming interests directed against banking and railroads.
 - A third party that **eventually disappeared** but proposed ideas that later became law.
 - Expressed the discontent of many farmers with their ongoing economic problems.
 - **Proposed the national income tax**, free and unlimited coinage of silver, direct election of senators, government ownership of railroads.
 - **Supported antitrust laws**.
 - **Similar to the Progressive Party** because both opposed the strict laissez-faire attitudes of the federal government and wanted the use of Federal power to correct social and economic problems.
- **Granger Movement:** wanted to force railroads to lower freight rates and to pass laws by increasing federal regulation of monopolies. It was supported by farmers in the west.



American Imperialism & World War I (late 1800s-1920)

Because of industrialization in the late 1800s, **US demand for raw materials and new markets to sell products increased dramatically.** Additionally, the **growing military power** of the US led the government (especially Teddy Roosevelt) to **seek new sites for military bases.**

These factors led to the rise of **imperialism** as the new US foreign policy.

- The **Monroe Doctrine (1823)** was the US telling Europe to stay out of the Western Hemisphere. The **Roosevelt Corollary** (“**Speak softly and carry a big stick**”) added on to this, saying that the US had the right to be the “**policeman**” in the Western Hemisphere. (In other words, the US gave itself the right to interfere in the affairs of Latin American and Caribbean countries.)
- In 1898, the US went to war with Spain called the **Spanish-American War**. Spain was defeated quickly and the US gained the territories of Puerto Rico, Guam, and the Philippines, as well as control of Cuba. This began a long period of US intervention in Latin America. (For instance, the US took over Panama in order to build the **Panama Canal**.)
- When World War I broke out in Europe in 1914, the US tried to stay out of it by declaring a policy of **neutrality**. However, the US eventually drew into the war due to british propaganda, the German **submarine warfare** (sinking of the ship *Lusitania*), and the **Zimmerman Note**. (Be familiar with how these events led the US into involvement in World War I.)
- During and after World War I, the US government restricted the civil liberties of citizens (took away some of their rights). (For example, laws such as the **Espionage Act** and the **Sedition Act** made it illegal to publicly criticize the government.) In the **Schenck v. United States** case, the Supreme Court said that speech could be a crime if it presented a “clear and present danger” to national security.

The Roaring Twenties (1920s)

The 1920s, also known as the **Roaring Twenties**, was a period of great change in America; the time when America became a truly “modern” nation. Initially, many new, modern ideas came into conflict with traditional ideas. (Some examples: **jazz music** was seen by many people as a kind of evil, especially the dancing. The **flapper** was a symbol of freedom for many young women, but other people saw the flapper as a sign that America was headed down the wrong road.)

- The **Scopes Monkey Trial** was a symbol of the battle between science and religion in the US. New scientific ideas (like “**evolution**”) challenged traditional religious beliefs (like “**creation**”).
- The failure of **Prohibition** (the 18th Amendment): banning liquor was supposed to “clean up” America; instead, it created problems (e.g., the rise in organized crime).

The 1920s are known as a time of an “**economic boom**”: a strong economy fueled by developments such as **Henry Ford’s innovations in factory production (the assembly line)** and the tremendous growth in the market for new consumer products.

- The 1920s are also remembered as a period that saw an increase in **nativism** (prejudice against immigrants). (Examples: the rebirth of the KKK, the Sacco and Vanzetti Trial, the Red Scare, and the Immigration Acts of 1921 and 1924.)
- The **Harlem Renaissance** was a movement of African American arts and culture. The center of this movement was in Harlem, where many African American writers, artists, musicians, and actors came to live and work. Langston Hughes and Duke Ellington were the main figures.

The Great Depression

- The main causes of the Depression were:

- **Overproduction of consumer goods:** By the late 1920s, people weren't buying as many toasters, washing machines, cars, etc. anymore. However, the factories kept on making them in high numbers, so many companies went bankrupt (out of business).
- **Overproduction of farm crops:** As Europe recovered from WWI, they didn't need food from the US anymore. However, US farmers kept growing many crops; this led to an oversupply of farm crops and very low prices. (Many farmers had trouble surviving.)
- **Too much credit:** Many people and businesses were buying the new consumer products on credit. So, when the economy slowed, many couldn't pay their debts.
- **Speculation on the stock market:** People got rich in the 1920s buying risky stocks "on margin" (with credit). So, when the stock market crashed, many lost their life savings.

President Herbert Hoover did not respond well to the Depression and kept ignoring people's suffering by telling the country that things would get better soon. Homeless people built villages of shacks they called "**Hooverville**." Sometimes newspapers were called "Hoover blankets" since people who couldn't afford blankets used newspapers instead.

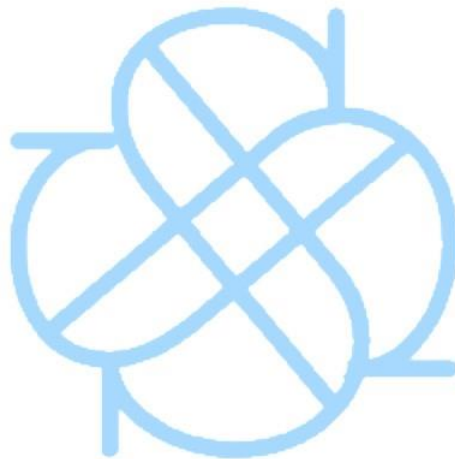
Here are some other important effects of the Great Depression:

- Many people were hungry, so they did not have money for food. **Bread lines** formed in order to feed people.
- Thousands of **hobos** roamed the US, wandering from city to city by hitching on railroad cars and searching for food and work.
- In the Great Plains, **drought (no rain)**, combined with over farming, led to the **Dust Bowl** (when the sky of the Great Plains was filled with so much dust that many farmers had to leave their farms and flee (many went to California)).
- The **Bonus March: WW I veterans marched on Washington**, demanding the bonus that the government had promised them. They camped out in city parks and eventually, military troops chased them out. The violence used against the Bonus Marchers was seen by many Americans as wrong, another bad mark for Hoover.

Franklin Delano Roosevelt was elected President in 1932, the worst year of the Depression.

He began the **program** known as the **New Deal**: a combination of **work relief** (jobs in public works projects), **direct relief** (money, such as the Social Security program), and **bank reform** (improvements in the banking system, such as FDIC insurance of savings accounts).

- FDR's New Deal is remembered as a **big success in helping the US survive the Depression.**
- The one negative for FDR in the '30s was the **court-packing scandal** (when FDR tried to increase the number of Supreme Court justices from 9 to 15). He wanted to appoint new justices who would be more friendly to his New Deal programs, but Congress stopped him.



World War II (1941-1945)

When WWII broke out in Europe in the late 1930s, the US maintained a policy of **neutrality.** Congress passed a number of laws called the **Neutrality Acts** which said the US **couldn't take sides in the war.**

- However, slowly the US **began to take the side of England against Germany**. The **Lend-Lease Act**, “cash and carry,” the **Atlantic Charter** were all signals that the US was **moving away from neutrality**. FDR said the US would be the “**arsenal of democracy**” [arsenal = weapon supply].

The US officially entered the war after the Japanese attack on Pearl Harbor in 1941.

- These are the important things that happened inside the US during World War II:
 - In order to build the first atomic bomb, the government **pursued a top-secret program** called the **Manhattan Project**: the **first A-bomb exploded in 1945**.
 - Japanese-Americans were placed in **internment camps** during most of the war; the Supreme Court ruled that this was **legal** in the **Korematsu v. United States case (1944)**.
 - Wartime industries **employed many women** (since many men were away at war).
The symbol of the woman wartime worker was **Rosie the Riveter**.
- In order to support the war effort, Americans at home followed a **rationing** program: **which produced much more food for more people** so that there was **more for soldiers**. People also showed support by buying **war bonds** and planting **victory gardens**.

WWII ended when the US dropped atomic bombs on Hiroshima and Nagasaki in 1945.

After the war, the US government helped US veterans with the **GI Bill**: A law that gave **veterans a free college education and money towards buying a house**.

- (Also important after the war: The **Nuremberg trials** of Nazi War criminals and the creation of the **United Nations**)

The Cold War (1945-1991)

At the end of WW II there were two superpowers: the US and the Soviet Union. The **USSR** was a **communist dictatorship**, while the US was a **capitalist democracy**. **The Cold War involved these 2 countries competing to see whose way of life would rule the world.**

- During the Cold War, the main US foreign policy was called **containment**: Its goal was to **stop the spread of communism**. (Some examples of how containment was used are: the **Marshall Plan**, **Truman Doctrine**, **Berlin Airlift**, **Korean War**, **Bay of Pigs**, **Cuban Missile Crisis**, **Vietnam War**. Be sure to review details of these examples!)
- During the Cold War, the US and USSR were involved in an **arms race** and a **space race**. After the USSR launched the **first satellite (Sputnik)**, the **US** was determined to be the **first to the moon**, which happened in 1969.

Inside the US, the Cold War was a time of fear, and the two main fears were:

- **Fear of communism: McCarthyism**
- **“Witch hunt”** for communists inside the US (people who were called **subversives**) It illustrated that sometimes **fear can lead to the violation of people’s rights**. The **fear of atomic war**: the US was **obsessed with atomic war**, so people built bomb shelters in their backyards and schoolchildren were told to **“duck and cover.”**

Besides being remembered as a time when the Cold War was at its height, the 1950s are also **remembered as a time of economic prosperity; automobiles** became even **more important** after a **US highway system** was built. Many people from the cities moved out to newly constructed **suburbs**.

Civil Rights Movement (1950s-1960s)

The 14th Amendment was very important for the civil rights movement because it guaranteed African Americans **equal protection of the law**.

- In the **Plessy v. Ferguson** case in 1896 the Supreme Court had ruled that **segregation** was legal (mentioned that “**separate but equal**” facilities were constitutional). However, this ruling was overturned (reversed) by the **Brown v. Board of Education** case which made **school segregation illegal**.

After the **Brown** decision, the movement for African-American rights gained strength and Martin Luther King, Jr. emerged as a leader. He promoted tactics of **civil disobedience** and **nonviolence**. Events such as the **Montgomery Bus Boycott**, **Freedom Rides**, and the **March on Washington** are important examples of civil disobedience.

The two main issues for the civil rights movement of the late 1950s and early 1960s were desegregation (getting rid of segregation) and voting rights.

- The three major laws that were made because of the civil rights movement were:
 - **Civil Rights Act of 1964**: made **segregation** everywhere officially illegal
 - **Voting Rights Act of 1965**: made **literacy tests** and other voter restrictions illegal
 - **24th Amendment**: made the **poll tax** illegal

As time progressed, the civil rights movement became somewhat **divided** between those who followed **MLK’s ideas of civil disobedience and nonviolence** versus those (such as Malcolm X) who **promoted black power**: The idea that African Americans should be more forceful in demanding equality and **maybe even use violence as a means of self- defense**.

- One lasting effect of the civil rights movement is **affirmative action**: The legal program that **sets aside educational and job positions for minority groups** as a way of making up for past inequalities.

The 1960s

The 1960s (similar to the 1920s) were a time of great change in the US. (For example: The government became **more active in citizen’s well-being**, President Lyndon)

- Johnson’s **Great Society** program aimed to make a “**War on Poverty**”, with results like **Head Start, Medicaid, Medicare, housing projects**.

- **Women's rights** movements **became active again**, and the idea of **women's liberation** led to events such as the formation of the **National Organization for Women (NOW)**, the movement to pass an **Equal Rights Amendment (ERA)**. The **Roe v. Wade** decision **legalized abortion**, and other groups also **began to demand equality**, such as the Chicanos/Latinos led by Cesar Chavez.
- The Supreme Court of the 1960s made decisions on many cases where **people's civil liberties [rights] were expanded**: **Mapp v. Ohio; Engel v. Vitale; Gideon v. Wainwright; Miranda v. Arizona; Tinker v. Des Moines** [see handout: "Landmark Supreme Court Cases"].
- The **Vietnam War** was a major part of the 1960s. Here are the main facts: the US government said the war needed to be fought to **stop the spread of communism** (containment, the **domino theory**), and over 50,000 Americans died.
- Many people inside the US were **against the war** (the **peace movement**), however, protests against the war often became violent (usually by the authorities). This resulted in people having **less trust in the government**.
- Other important results of the Vietnam War were: the **26th Amendment**, the **War Powers Act** of 1973, and the **New York Times v. United States** Supreme Court case.