

This document, written 15 November 2018, consolidates the notes I took during my history classes during the 2016-17 school year with one of my favorite teachers, NR. The textbook we used is called *The American Vision*. I have marked words spelled incorrectly with (sic), but I have largely left incorrect grammar intact. All other miscellaneous mistakes remain for historical accuracy. Finally, I have included all the essays I wrote for the class, along with dates, at the bottom of the document.

Notebook

1) Olmec Mask

What was the object?

The object was a small face probably worn on a necklace around a king.

What was its role in its culture?

The mask's role in Olmec culture was one of power and beauty (sic). A king most likely wore it as a symbol of beauty (sic) to embellish whatever else he was wearing. As well as the looks, the cheeks of the mask have "four elements, probably the directions." This is meant to represent the king as a figure of power; as the "pivotal axis in the world centre."

What does it tell us about the civilization it was from?

The serpentine mask of the Olmecs represents that the Olmec civilization admires beauty (sic) and the representative power of the art they create. The serpentine mask represents the fine thinkers and craftsmen of the Olmec civilization.

2) Mexican Codex Map

What is this object?

This object was a codex map of a province of indigenous people who eagerly joined the Spaniards to defeat the Aztecs.

What was its role in its culture?

While the codex map isn't directly tied to the culture, it does reflect that in this area at least, the indigenous people embraced the Spaniards arrival. The people married and adopted the religion of the Spaniards. While this map represents the marriage of the two cultures, not all places were the same.

What does it tell us about the civilization it was a part of?

The Mexican codex map shows us the remains of a great civilization Spaniards built over. The deep-rooted culture never truly (sic) faded away. Though the map shows churches and land owned by both Spaniards and natives, the native religion only merged with Catholicism.

Homework

- 1) Aztec religion held that history was cyclical and punctuated by disasters that would end with a massive apocalypse. How did Aztec priests prevent this?
 - a) Aztec priests sacrificed (sic) to the gods to appease them. Their thinking was that if the gods are fulfilled then they won't cause terrible disasters.
- 2) What's surprising or unique about the Aztec capital city of Tenochtitlan?
 - a) One thing I found surprising, was that like Venice, Tenochtitlan was built along canals with floating gardens. So instead of sidewalks Tenochtitlan would of (sic) had canals.
- 3) When the Spanish arrived in 1532, how big was the Inca population?
 - a) In 1532 the Inca population was somewhere around 4-6 million people, aka huge!
- 4) Why did South America natives maim their children?
 - a) The natives would sometimes maim their children to save them from the horrors of working in a silver mine.
- 5) Between the 16th and 18th centuries (sic), how much silver did the Spanish mines in America produce?
 - a) Between the 16th and 18th centuries Spanish mines produced about 150,000 tons of silver.
- 6) What happened between the Spanish and English in 1588?
 - a) In 1588 there was a huge war between the Spanish and the English (and Dutch with England). With huge amounts of silver to use, the Spanish thought to use it for this war. They ended up losing, with a large factor being winds.
- 7) In the early part of the Chinese Ming Dynasty, how were taxes paid? What changed over time?
 - a) In the early days of the Ming Dynasty, taxes were paid in goods, grains, and labor for example. As time went by, they shifted to paying taxes in silver. This meant that Chinese people switched to jobs that provide silver, primarily silk weaving. This, however, had lasting ripple-effects on the Spanish and Chinese economies.

New Spain

- Reflected Feudal system at home country
 - system based on land grants and loyalties
 - King grants land to lords and nobles. Nobles pledge fealty to the king.
 - Lords/Nobles grant land to knights, who pledge fealty to their lords.
 - Peasants work tracts of land owned by lords and pay tribute to the land.
 - Encomienda system provides opportunity for second and third sons of aristocratic families or degenerate aristocrats to get land grants for themselves.
 - depended on Native American labor for farming and mining
 - Development (sic) of class system based on "race or origin".
 - Peninsulares - born in Spain

- Criollos - born of spanish parents in America
- Mestizos - mixed spanish and indian parenthood
- Native Americans - made up most of the population
- Repartimento
 - Spanish government establishes greater control over colonies
 - Trying to ensure greater stabilities in relations between colonists and natives.
- Natural rights theory
 - Theologists in Spain establish that the natives are creatures of god and thus deserve to be treated as human and not sub-human.

New France

- Canada, Acadia, Louisiana
- First settlers are the fur trappers (vagabonds of the forest) and missionaries.
 - highwaymen (criminals)
 - sick people (including insane people with mental illness)
- French crown asserts control over these colonies to make them a “royal province”.
 - Send more settlers, including women to marry and reproduce.
 - Establish feudal structure
 - landowners with land grants from the French crown
 - Clergy occupying land owned by the Church
 - Tradesmen serving as a middle class
 - Farmers farming land owned by nobles
 - Fur traders
- Central role of catholic church
 - All settlers must be catholic!!
- Construction of forts along the entire region of New France.

Homework

Explain the significance of:

Henry Hudson

Henry Hudson, while sailing discovered a huge bay, now called Hudson Bay.

John Cabot

John Cabot discovered an area of Newfoundland which was useful for future English colonies in the area.

~~Giovanni da Verrazzano~~

3)

- a) The English, French, and Dutch were searching for the Northwest Passage on their early voyages.

- b) The English defeated the Spanish Armada by using much more mobile ships that shot deadly cannonballs into the slower Spanish Galleons.
- c) Both the French and Dutch settled in the northeast of America.
- 4) England founded colonies later than Spain because England's government didn't give any money towards the cause. Only individuals were able to fund their own missions, and this proved to be a huge bottleneck obstacle.

Jamestown

- King James in 1606, awards a royal charter to the Virginia Company to occupy 6 million acres of land
 - Joint Stock Company
 - a way of spreading risk and raising amount of capital.
 - many families or individuals contribute (hold stock) rather than one individual/family
 - 1st expedition
 - 144 settlers
 - 35 die en route
 - arrive in 1607 and build fort Jamestown in marshy area on coast.
 - By 1608, due to disease (malaria) and famine, only 38 survive.
 - To make a profit, the instruct settlers to find gold
 - blow glass
 - raise silk
 - make wine
 - These efforts fail and settlers relied on indians for food for their initial years
- 10) If I were to write a historical account of these events, how would I go about doing so?
- a) First I would gather as much information as I could.
 - b) Secondly I would read and try to figure out bias and weed it out, and intuitively grasp what happened.
 - c) Thirdly I'd try my best to write an organized, unbiased account of the events.
 - d) Note: Being organized and unbiased may be hard...

What caused the "starving time" in Jamestown is a mystery because there are many possibilities. The first possibility I'll give is simply that the settlers of Jamestown were gentlemen. They had little or no experience farming and surviving. When the Powhatan ceased providing them with food, they simply may not have known how to support themselves. The other very interesting option is arsenic poisoning. It certainly poses an intriguing possibility.

I felt there was enough information to write a fairly correct paragraph about the "starving time". As for a question, why didn't the English just pillage food from nearby indians (with guns)??!

Jamestown

- 1624: converted into a royal colony
 - Virginia company is dissolved
 - shocking mortality rate
 - lose some 160,000 pounds!
- Allow Jamestown to current government: House of Burgess (sic)
 - First est. in 1618 - settlers elect an assembly to the house to govern the colony
- The crown appoints a royal governor
- New economy
 - Tobacco becomes first profitable export.
 - Tobacco is labor intensive
 - Labor for tobacco comes from England, Scotland, and Wales (sic)
 - Headwright (sic) System
 - Provides 50 acres of land to anyone who can pay for passage
 - Indentured servitude
 - landowners pay passage to the colony to individuals to trade their labor for generally 4 to 7 years
 - 40% die before their indenture is over
 - between 15 and 26 years old

Aristocratic Society

- Aristocracy
 - Wealthy individuals/families with large land holdings
 - Pass down wealth and land through generations
 - May feel an inherent (sic) right to their elite status.
- Merchant/Artisan classes
 - rarely escape their middle class position
- Farmers
- Poor laborers

Democratic Society

- Greater access to different trades and equality of opportunity
- Greater social mobility
- Possible less wealth inequality

Proletariat

- refers to the poor or enslaved laborers who's (sic) work underpins the economy in which they labor
- they have limited or no political rights
- Note: usually a society has a proletariat group

Development of Slavery

- African slaves initially treated like indentured servants

- could gain freedom and buy land.
- 1660's being black increasingly becomes a mark of inferior social status, and slavery becomes a lifelong condition
- slaves are treated like property

Bacon's Rebellion

- By the 1670's the Virginia colony is divided between land owners (planter elite), and landless settlers (mostly freed servants)
- As mortality rates decline
 - more tobacco is produced, lowered the price of tobacco, lessening the poor's ability to generate income
 - more freed men looking for land; more competition
- Freed men seize land from indian tribes in the western reaches of the Virginia Colony.
 - indians attack the men
 - freed men appeal to the government for help.
 - government doesn't want to break their fragile peace with the indians
- Nathaniel Bacon aids free men in the fight against the indians
 - free men succeed
- Bacon and his free men, confident in their victory march upon the capital
- They fail. Duh. Bacon is executed.
- Battle was close enough that the aristocrats started thinking differently about indentured servants.
 - their thinking was the import more slaves as they won't expect land.

British Political Traditions

- 1215 - Magna Carta
 - Group of barons gets king to sign a contract before receiving funding to support his war
 - illegal to punish a noble without due process, ei, a fair trial
 - illegal for king to arbitrarily seize property or money
 - limiting absolute power for the king
- Increasing influence in government by sectors of society beyond the monarch
 - House of Lords
 - nobles and high officers of the church
 - House of Commons
 - fairly wealthy citizens
 - elected by subjects who meet a property qualification
- 1660 - Petition of Right
 - refutes the king's "divine right" to rule
 - monarchs are equally subject to the laws
- 1689 - English Bill of Rights
 - the king cannot contain a standing army during a time of peace

- cannot change or abolish laws on their own, they must work with parliament
- Grant citizens the right to petition the king

Religion Reformation in England

- 1530 - Henry VIII will break from the catholic church and establish the Church of England
- other religious movements
 - Puritans
 - Purify the church of England of any remaining Catholic influences
 - reform the church
 - limit church membership to those who have undergone a “conversion experience”
 - Pilgrims
 - seperatest (sic) group: rather than attempt to reform the church of England, they want to seperate (sic) from it
- church is too corrupt!

Homework

A steward is someone appointed to supervise arrangements or keep order at a large public event. John could have held stewards as an important concept because of how he believed the rich should live: “... so this great king will have many stewards ...”.

Winthrop’s view of social order is one where everyone is a brother to everyone else. In his view their (sic) are rich and poor, and they each would live differently. Rich people, for example: “all such as are able to live comfortable by their own means duly improved ...”.

John Winthrop (sic) means “banding together and giving everything you have” when he says the word charity.

John Winthrop calls the Puritans project a “city on a hill”, because he believes that all eyes will be on them, and they have to set a good example. (You would be visible if you were a huge city on a big hill!)

Pilgrim Exodus

- faced persecution in England and went to the Netherlands
- 1620: negotiate with the Virginia Company to settle an area just North of Virginia
- settled at the Plymouth Plantation in 1620
- Mayflower Compact
 - contract signed by all of the Pilgrims (men) on the Mayflower
 - more democratic!
 - establishes mode of self government among Pilgrims
 - creates rules for the colony
 - declare support for King James

- Plymouth Colony
 - 24 families (102 settlers)
 - fewer than half survive the winter
 - they benefit from strong leadership
 - William Bradford
- Interaction with Native Americans
 - Squanto
 - interpreter
 - learned English by being captured and taken to Europe
 - provides assistance and teaches them about the local environment and farming techniques (corn and squash)
 - negotiates agreement with the Massasoit
 - Massasoit
 - Wampanog (sic) leader: tribe that controls area where Plymouth Plantation is located
 - sign treaty with Pilgrims
 - 1621 - fabled day that Pilgrims celebrated their first harvest (Thanksgiving)

Puritans

- The Great Migration
- 1625 Charles the First assumes the throne and persecution of the Puritans increases
- Most relocate to the Caribbean colonies, other settlers in New England
- By the 1700 population is 93,000
- other factors motivating resettlement include
 - decline in real wages in England
 - Population is increasing in England while available land is decreasing
 - result of Enclosures Movement

Homework

- 4) Puritanism affected the development (sic) of New England Society and government by shaping it around their beliefs. The Puritans focused society on the town, and its government was democratic in some sense, with elected governors.
- 5) The geography contributed to the Northeast and middle colonies' economic development (sic) by sparking industries that were in high demand, fish for example. The geography of the region made fishing (and whaling in some places) very profitable
- 6) Wheat Farming: Effects
 - a) Many new settlers
 - b) Prices wheat more than doubled
 - c) Some farmers became super rich
 - d) Promoted diversity of profession
 - e) New group of capitalists (sic) with investing power

Theocracy

- Government founded on religious principles and governed by religious figures
- John Winthrop
 - Serves as both the governor of the colony and as the minister of the church
- Official religion--Congregationalism is the only recognised religion.
 - not very tolerant of other religions
- taxes go to the church
- Blue Laws
 - set of regulations on behaviour
 - requires to attend church
 - no drinking
 - no cards--no public kissing

Homework

- 1) Mercantilism is the belief that for a country to become rich and powerful, it had to accumulate silver and gold. These ideas were popular in the 1600s and 1700s.

Natural rights are rights you have simply because you are human. These rights include the right to life, liberty, and the right to property.

- 3) England's Glorious revolution influences the colonies through not only changing policies as they did, with Massachusettes (sic), being combined with Maine and Plymouth colony into the royal colony of Massachusettes (sic), and giving them the freedom to elect governor's councilors (sic), but also in the short term, as it gave Boston the change to finally overthrow the terrible Governor-General Andros.
- 5) John Locke's ideas fueled the ideas about the American Revolution, because so much of what he said was true, and had been true for a long time, but no one had put them into words as he had. This allowed people to internalize and use and think about the ideas.
- 6)
 - a) Benefits for England:
 - i) Accumulation of gold and silver
 - ii) England could "set prices" for the colonies
 - iii) Lots of raw materials at hand
 - b) Benefits for the colonies
 - i) Reliable buyer of raw materials
 - ii) Eager supplier of manufactured goods
 - iii) No worries (if they had gold) about getting goods

Mercantilism

Favorable balance of trade.

Britain	Colonies
Manufactured goods \$\$\$	raw materials \$ Gold + Silver \$

- Wealth is scarce (limited supply)
 - only so much gold & silver
- gather as much gold and silver as possible
 - take it
 - set up complex trade agreements
 - mine (not so effective)
- Imperialist strategy
 - Protect and support domestic industry
 - create a market for finished goods

John Locke

- Empiricist
 - knowledge comes or should come from sensory experience
- Writings on government
 - state of nature
 - social contract
 - rational agreement between people that benefits everyone
 - divine right
 - the right to rule comes from God
 - monarch is apparent (sic) and the subjects are the children
 - If people are rational, they must consent to their government. Their government must be democratic.

Homework

1)

- a) The Enlightenment was a period when many thinkers attempted to define the natural laws that explain many fields, such as politics and economics, through logic and reason.
- b) The Great Awakening was a renewing of Christian faith. It was in part spurred by the ideas and the decline of religious practice that came with the Enlightenment.
- c) Rationalism is the idea that to uncover the natural laws that govern everything, there must be an emphasis on logic and reasoning.
- d) Pietism was the religious movement that emphasized individual piety.
- e) Large public meetings for prayer and preaching, spread throughout the colonies through ministers were called revivals, as they reinvigorated many people's religious beliefs.

2)

- a) Cotton Mather helped inoculate Boston citizens to protect them from Small Pox.
 - b) The Pennsylvania Dutch were a group of German immigrants who immigrated to Pennsylvania and founded Germantown. These immigrants became quite prosperous farmers.
 - c) The Stono Rebellion was a group of around 70 slaves who rebelled together in an attempt to get to Florida, as the Spanish had offered them a place amongst them, in an attempt to weaken South Carolina.
 - d) John Locke was a thinker in the Enlightenment and he revolutionized how we think about governments.
 - e) Montesquieu suggested, and in doing so laid the foundation for our constitution, his ideas about government and how there should ideally be three branches: judicial, legislative, and executive.
 - f) Jonathan Edwards argued for people needing to have a conversion experience, in an attempt to revive England's religious intensity.
 - g) George Whitefield gave emotional and inspirational (sic) speeches about religion, and these, to an extent, kickstarted the Great Awakening.
- 3) The Great Awakening and the Enlightenment both served to influence the colonies by stressing individualism through rational thought and religious faith. Both contributed to the will for independence from England, and fueled the fire that was the American Revolution.

Locke's Major Ideas

- people are rational
- people are moral (they have a conscience (sic))
- people have natural right
 - right to property
 - right to life
 - right to liberty
 - rights are inalienable and universal. They can't be taken away--they are God-given.
 - governments can refuse to recognize these rights, but the rights are always there.

Homework

The Salem Witch trials were a terrible period from the beginning of 1692 to early autumn 1692. During this period, Salem had a "witch craze", in which many people accused and were accused of being a witch. The Salem witch trial's occurrence (sic) was a combination of many factors including the frontier war, economic conditions, and the jealousies of poor people to the more wealthy. In the primary source document the examination of Sarah Good (law2.umkc.edu/faculty/projects/ftrials/salem/ASA_GOOX.HTM), it is clear that the accusers are adamant in their opinions. The believed in what they said as they didn't stop questioning. People would be hanged after insisted that they were innocent. Especially in George Burrough's

case, where he successfully recited the Lord's Prayers, something a which (sic) supposedly couldn't do. In spite of this evidence that he wasn't a witch, he was hanged. Jealousy may also be the answer to the Salem Witch craze, as it has been shown that most of the accusers were poorer people from Northern Salem, whereas (sic) the wealthier Southern Salem residents were mostly accused. The reasons for the Salem witch craze laid out explain people's reasons for accusing others. Their reasons were relating to economic jealousy, wars on the frontier, superstitions and perhaps just a desire to excite a dull year. These are some of the reasons for the Salem Witch Trials.

Enlightenment in America

- Rationalism
- Anti-Church and Anti-Superstition
- Support a secular democratic politics
- Belief in Natural Rights
- Common Sense Philosophy
 - working in a group insures (sic) that that group will arrive at the best conclusion, so long as everyone concedes to the best argument.
 - the jury system for example
- Deism
 - Belief in one specific version of God
 - The belief that God began the universe (set it in motion), much like setting a clock in motion, then he leaves. We can understand the clock's parts, however.
- spread of Enlightenment comes through broad circulation newspapers
 - Pennsylvania Gazette (Ben Franklin)
 - American Philosophical Society

The Great Awakening

- Jonathan Edwards
- 1730s
- Focus on conversion experience
- Drew on contemporary philosophy and science in his ministry

Great Awakening

- Evangelist
 - One who spreads a particular message or creed through words or actions.
- Evangelical (Great Awakening)
 - A reformist who wants to use their beliefs as a basis to change society

General Effects

- big increase in church membership
- greater representation of women in church
- created divisions between "old lights" and "new lights"--more conservative and evangelical Christians

- Creation of universities: Princeton, Brown, Dartmouth

Georgia Colony, 1732

- Created by a British Philanthropist
 - love + human--loving men
 - Plan to buy Georgia and give away land to the "industrious poor".
- Alcohol (sic) and slavery is prohibited in the colony.
- Problem: half of the colonists die in their first year
- Colonists protest to use slavery to grow rice and indigo
- 1752 British crown takes back Georgia. The philanthropist's experiment comes to an end, having failed.

Homework

- 3) The Stamp Act Congress argued that the political representatives of colonists, not Parliament, had power over the colonists' taxes. The Parliament deciding to tax them, then, goes against this clearly.
- 4) I think that the reason that the British were willing to tax colonists, even when so clearly against their will, was their international power. The British had been very powerful for a long time, but they were pressed for money. This is why, in my opinion, the British taxed the colonists. They were scrambling to find a way to pay off their debt, and the new world, simply, was the easiest answer.
- 5) Acts ---> Colonists' reaction
 - a) Proclamation Act ---> Angered western farmers.
 - b) The Sugar Act ---> Merchants complained that it hurt trade, and angered others because it "defied traditional rights."
 - c) Curruncy (sic) Act ---> Angered artisans and farmers.
 - d) The Stamp Act ---> Many colonists came together to protest it, and many colonists ended up boycotting Britain.
 - e) Townshend Acts ---> Infuriated colonists. Many protests came, and a boycott is what finally stopped it.

Direct Representation

- You elect the representative who represents your interests in the legislature

Virtual Representation

- There are elected representatives whom you may or may not have voted for, who nonetheless represent your interests in the legislature.

Albany Conference

- discuss protection of the colonies and relation with western Native Americans (Iroquois).
- all dealing with same problem--expanding population.
- Natives come together. (Iroquois Confederation) -new!!!
- Albany Conference says that the colonies must unity to communicate with the new unified Native Americans
 - proposed by Ben Franklin

- a president, a general, a grand council, raise soldiers, build forts, levy taxes, regulate Indian trade, buy land from Indians, and supervise western settlers.
- only attendees are New York, New Jersey, Rhode Island, and Connecticut
- each colony rejects the Albany Plan

Homework

2)

- a) The Boston Tea Party was the colonist's reaction to the Tea Act of 1773, which allowed tea to be sold directly to consumers, bypassing the role of merchants.
 - b) The Intolerable Acts consisted of the Coercive Acts and the Quebec Act. The Quebec Act gave a lot of land to Quebec, and the Coercive Acts essentially buckled down on Massachusettes (sic) and "shut down" Boston until they payed (sic) for the tea they destroyed.
 - c) The Second Continental Congress was planned to be held May 1775, during the First Continental Congress, if the Intolerable Acts hadn't yet been resolved.
 - d) The Battle of Bunker Hill was when an American Force beat the British. The British defeat helped to show that Britain wasn't unbeatable.
 - e) The Declaration of Independence was the product of many preceeding (sic) events, such as the refusal to read the Olive Branch Petition, and Common Sense, which, along with many others, fueled the fire of the American Revolution.
- 3) Despite Britain's violence, John Dickenson wrote the Olive Branch Petition, which he sent to King George. The Olive Branch Petion (sic) suggested to call of the violence until the situation could be worked out in peace. However, when the Olive Branch Petition arrived in England, King George refused to read it. This confirmed for the Continental Congress that King George would accept no comprimises (sic). This set the Congress to become more and more independant (sic) with time. The Continental Congress, in becoming independant (sic), sent off people to negotiate with Natives, created a navy, and siezed (sic) British Merchant ships.
- 4) The committees of Correspondence helped to organize meetings, and were always fast to learn of and spread news. They alerted the colonists when tea was coming, and organized the first Continental Congress. The Committees of Correspondence structured protests and organizes the Colonies in a way that allowed the fire of the revolution to glow brightly.

Homework

- 3) At first the French sent only supplies secretly, because they were doubtful of an American victory. When a victory became a more viable option, however, France sent many troops.
 - 4) From the beginnings of the war, France and Spain had both secretly given supplies to the US, which helped them throughout the war. France and Spain both went further, sending troops to aid the US, that, in many cases, were crucial to the victory over Britain.
- 5)

Provisions of Treaty of Paris, 1783	Britain gave Florida back.
The US became a recognised country by Britain.	France was given colonies that had been siezed (sic) from them in 1763 by the British.

Homework

- 3) Three features set up after the Revolutionary war were the ideas of being a republic, the idea of freedom of religion, and the three branches of government, proposed by John Adams, the executive, legislative, and judicial branches.
- 4) After the Revolutionary War, new "American" culture emerged. Many American painters created patriotic pieces of great battles and great warriors. The education system was reformed, including new "American" textbooks, in part to show the new independence from Britain, and history of the Revolution was taught.
- 5) Nationalist feelings emerged from the victory of the Revolutionary War. The Revolutionary War catalysed the creation of an American culture and identity, which they, now citizens of the US, could connect with. Every citizen had the British for an enemy, and a culture to connect with, so it is clear how patriotic, nationalistic feelings would arise from these conditions.

Nation

Country is a geographical territory: a place

A Nation is the **People**.

State Constitutions

- Written constitutions vs. common law constitutions
 - Historically a new development to write a constitution
 - A common law constitution refers only to collective decisions of government and the creation of government institutions (sic).
- Virginia state Constitution
 - Provide powerful legislature
 - Chooses a governor
 - Introduce a Bill of Rights, drafted George Mason.
 - List of rights that the state government cannot infringe upon.
- Massachusetts (sic)
 - Residents of western Mass. insist on drafting a constitution represents their interests
 - John Adams drafts a new constitution that every Mass. citizen agrees with.

Stamp Act Crisis

- Tax on printed documents

- legal documents
- newspapers
- Direction Tax: Tax paid directly by the colonist (unlike indirect taxes that were the effect of mercantilist policies)
- Colonists thought this was unfair: being taxes but not having direct representation.
- The British argue that the colonists should be content with virtual representation.
- In response, some courthouses and printers shut down.
- In some cities, especially Boston and Newport, violent mobs attacked Stamp Act Officials.
 - The Sons of Liberty, for example.
 - Militias would not punish them.
- Merchants adopted non-importation agreements.
- The British repeal the Stamp Tax, showing the colonists that, with a combined effort, they could affect the British.

Confederation Congress

- Established 1781 under the Articles of Confederation
- All states have 1 vote
- Continental Army
- Make requisitions of the individual states
 - requesting money
 - cannot levy taxes
 - request \neq command
- Can't regulate trade
 - British refuse to accept state's exports.
 - hurts farmers especially
 - C.C. can't organise anti-import boycotts of British goods.
 - John Adams tries to negotiate with the British, but can't reach an agreement.'
- Goals of John Adams' negotiation
 - end trade war
 - exit of British soldiers from western territories
 - British say they will leave when the C.C. pays back loyalists for destroyed and seized property.
- Negotiation was a failure and John Adams was humiliated.
- John Jay's negotiation with Spain
 - He has to make the Spanish agree to let farmers use the Mississippi to get their crops to market.
 - Spanish don't want Americans putting anti-colonialist ideas into their colonists.
 - Agree to share access to river. (1806)
 - agree to settle the border between Georgia and Florida
 - Treaty is truck down in a vote at the CC.
- Western Land Policy

- 1787 Northwest territories act.
 - Creates a process for the admission of new states
 - Territories begin by appointing a governor (sic)
 - Once there are 5,000 residents, they can elect an assembly
 - Once reaching 60,000 free male inhabitants, they could create their own constitution
 - Finally, when the constitution is ratified, the territory becomes a state.

Shay's Rebellion

- Economic difficulties for farmers in Massachusetts (sic)
 - No longer a guaranteed (sic) buyer in the British for their crops
 - Mass. state government raises taxes to pay war debt
 - More crops and lower demand mean you can't sell crops for much \$\$\$.
 - Many farmers fail to pay back their loans, falling deeper into debt.
 - Foreclosure of farms and placing of farmers in debtor's (sic) prison.
- A former commander from the continental army, general Shay, organises farmers in western Mass. to resist foreclosures.
- Travel western Mass. shutting down courthouses and liberating debtors (sic) from prison.
- Shay declares an intention to march on Boston, take over the State Government.
- Elites in Boston paid soldiers to increase the ranks of the Mass. State Militia.
- Shay is defeated before reaching Boston.

Constitutional Convention

- James Madison and Alexander Hamilton call for a convention in Philadelphia (sic) to discuss changes to the Articles.
- 1787 the confederation agrees and all states, except Maryland, send delegates.
- The intention is to fix problems with the articles. Not to create a new constitution.
- Delegates from different states present different plans.
 - Virginia Plan
 - drafted by James Madison
 - Bicameral legislature
 - two houses
 - Representation in both houses is based in state population
 - favored the legislature, because the legislature chooses the executive and the judiciary
 - laws passed by the legislature override the state laws.

Homework

- 4) The most flawed part of the Confederation Congress was that it couldn't regulate trade. because of this, the congress couldn't stop the flood of British manufactured goods, which devastated the economy, especially farmers. The instability of the Nation's early

economy troubled many people, which left many people doubting the stability of the economy in the future, and allowed the British to continue to flood the market.

- 5) The problems that our modern government face that the Confederation Congress also had were in declaring war and peace, managing an economy, and dealing with foreign affairs. These were capabilities that both governments had. The modern government, for example, has to keep an eye on the National Debt. And the Confederation Congress had to, with limited power, try to stop the flood of British goods, and implement paper money.

Constitutional Convention

- New Jersey Plan
 - Proposed (sic) by Gov. of NJ, William Patterson
 - Gives existing Confederation Congress the power to do the following:
 - Levy tax duties (tariffs)
 - Regulate trade between states
 - Impose a Stamp Tax
 - Should be able to use force to collect delinquent (sic) requisitions.
 - Each state retains one vote in the Confederation Congress

Three Three Paragraph Essays

- Structure:
 - First Paragraph
 - What is it?
 - Second Paragraph
 - What motivated it?
 - Third Paragraph
 - What were its effects?
- Three topics:
 - The Stamp Act Crisis
 - Debate over direct vs. virtual representation
 - Mercantilism

The Stamp Act Crisis

The Stamp Act Crisis was the effect that the Stamp Act had, once the colonists heard of it. The Stamp Act was the first direct tax placed upon the colonists. The colonists thought that this was extremely (sic) unfair, because they had no representation in the government.

Taking care of the Colonies, protecting them, fighting wars, was expensive! The British thought it would be fair if the colonists pay taxes to compensate for how expensive they were. Taxing the colonists made sense, also, because they paid much less than the average Englishman, only about 1/20 as much!

The effects of the Stamp Act Crisis were massive. Many printers and clerks just walked away from their job, to avoid to tax. As well as this, the colonies formed a Stamp Act Congress, which was able to send representatives to England to request it be abolished. When the Stamp

Act took effect, the colonists ignored it and began boycotting British goods, which took a huge toll on many British workers. Finally, Britain repealed the Act. Colonists realized that, through working together, they could defeat the British. This mindset largely influenced the Revolution, because the colonists knew that they had beaten the British once, they could do it again.

Debate over Direct vs. Virtual Representation

The debate over direct vs. virtual representation was focused on whether or not virtual representation was really representing the colonists. The British argued that yes, it did fairly represent the colonists just as well as it did any Englishmen. The colonists, on the other hand, believed that virtual representation did *not* fairly represent them. They argued that they were already paying Britain a great deal, through their trade being regulated, and through British mercantilist beliefs. On top of that, they feared that without direct representation, the British could, over time, load on tax after tax, shifting taxes from themselves to the colonists, and the colonists would have no say in it. This was the heart of the debate over direct vs. virtual representation.

The Stamp Act was the main motivation for this debate, because, for the colonists, it called in question their rights as British citizens. The colonists considered it unthinkable to be taxed without representation. Then again, the colonists couldn't suggest a better alternative. The debate, then, was motivated by a colonial belief that "taxation without representation" was wrong.

Because of this debate, many colonials took action. A group called the Sons of Liberty was formed, and the colonies formed a Stamp Act Congress. When the Stamp Act took effect, the colonies ignored it. The effects of the debate over virtual vs. direct representation were widespread, from creating one of the first groups of patriots, the Sons of Liberty, to convincing enough colonists it was unfair for a boycott.

Mercantilism

Mercantilism is a theory about the economic relationship between a country and its colonies. The goal in mercantilism is to have your country accumulate precious metals, such as gold and silver. In order to gain these precious metals, according to mercantilism, your country should set up colonies for raw materials, then trade them manufactured goods in return.

Mercantilism was motivated by the belief that your country should accumulate precious metals. The book says nothing about the motivation for mercantilism.

Mercantilism had many effects, especially for the colonies. The British traded their manufactured goods for the colonist's raw materials. This was good, in that the colonies could always sell everything they produced. It was bad, however, when they wanted to buy manufactured goods, because they had no gold to pay the British, and the British, being mercantilists, wanted gold. This forced some materials into triangle trade, so they could get necessary gold. The British also began more tightly enforced mercantilist policies, beginning around the 1660's, when Charles II assumed the throne. Mercantilism had far reaching effects, and influenced much of American history before the revolution.

The Great Compromise

- Bicameral Legislature
 - House of Representatives
 - Proportional representation
 - Senate
 - Equal representation (2 per state)
- Refining the System
 - Term lengths (reelection occurrences (sic))
 - 2 years for the house of reps.
 - 6 years for senators
 - no term limits (you can serve FOREVER!)
 - Reps are elected directly (house of reps.)
 - Senators are elected by members of the state's legislature (changed by 17th amendment, in 1912)
 - President
 - first election took place during 1789
 - George Washington elected!
 - served 4 year terms
 - No term limits
 - Elected by Electoral College
 - Electors are the number of senators + reps.
 - Additional critical compromises
 - 3/5's compromise
 - Enslaved Africans count as 3/5 of a person.
 - Powers of Congress expand to include the following:
 - power to tax
 - regulation of foreign + interstate commerce
 - "Necessary and Proper" clause.

Homework

- 3) The delegates of the Constitutional Convention came from every state, so many different people with different goals were present. The delegates probably tried to represent their state's people's best interest, knowing what happened with Shay's rebellion. It is likely that some small groups of people weren't properly represented in the convention, but, for the most part, people were represented.
- 4) The founders made the process of amending the Constitution difficult, and they were right in this. Maybe occasionally there is some change that has to be made, and fast, but even in that, if its (sic) urgent, it won't have any trouble getting passed. Imagine if it were easier to make amendments. It would be a disaster. Within two weeks everyone would be wearing purple socks, dancing with ice-cream on the head on every Tuesday, because one member of senate thought it would be funny.

Federalism

Federalist form

- separate (sic) powers, without explicit hierarchy

Federal Gov. []		States -[]-[]-[]-[]-
National Security Tax Foreign trade Immigration	<--- DIFFERENT --->	Penal code Tax Education Elections

They both have power, however the power, for the most part, does not overlap.

Anti-Federalists

- Iron law of Oligarchy
 - The Federal Government will inevitable become a tyrannical body in which its members seek to consolidate power.
 - A house divided--all states will vote against each other
 - Alienation from government--uneducated voterbase can't vote well. Government will be an abstract entity.

Homework

- 3)
 - a) Those who believed the Constitution needed a bill of rights.
 - b) Some western farmers thought the Constitution could remove their independence by benefiting wealthy folks.
- 6) To insure (sic) the ratification of the Constitution, Federalists persuaded some states to ratify it. In Massachusettes (sic), Federalists promised to add a bill of rights, and this wayed many voters. Enough to win the vote from Massachusettes. It took a while, but eventually many states beyond predicted states voted for ratification. This served, as well, to pressure the few remaining states into voting for the Constitution.
- 7) Factors working against antifederalists
 - a) More organised, with many newspapers supporting them.
 - b) Many people with power were in support of Federalism.
 - c) Federalists provided real, possible, answers, so were hard to compete with.
 - d) People did agree that a stronger central government was needed, for the most part, people just didn't like the implementation.
 - e) Didn't provide a real answer, simply fought against an answer.

Anti-Federalists

- Bill Of Rights
 - Arguments against
 - The Constitution already protects the rights of citizens
 - specific provisions
 - Habeus Corpus (sic) means you can't arrest citizens without charges (bring them to court!)
 - No bills of attainder
 - Can't hold someone without promise of a trial
 - No ex post facto laws
 - No laws punishing acts that have already occurred
 - Separation (sic) of Powers
 - If we make a list of rights, the government will ignore any unlisted rights
 - Go for generality, or try to make a Bill of Rights have no "holes".
 - Arguments for
 - Constitution doesn't clearly limit the powers of government.
 - All rights not listed won't be respected.

Federalists

- Federalist papers
 - a collection of editorial essays written and published in the New York newspapers written by: James Madison, Alex Hamilton, and John Jay.
 - Federalist 10
 - authored by James Madison
 - Answers question: How to deal with the problem of factions
 - a group that in pursuing its interests violates the rights and interests of another group.
 - Try to find unbiased people. Problem: everyone's part of a faction.
- America has some advantages regarding factions
 - It's a large (geographically) republic
 - critical mass of factions: no one faction can gain dominance
 - More likely to find good selfless representatives.
 - Because of geographical size, it would be difficult for factions to coordinate across large distances.

Creation of the Bill of Rights

- James Madison
 - introduces 12 amendments to the first congress of the US
 - based on the Virginia BoR
 - 10 out of the 12 are approved for ratification by the states

Homework

1)

- a) Cabinet: the group of department heads that also act as supervisor to the president.
 - b) Bond: an "I owe you" bit of money.
 - c) Speculators; those who bought bonds discounted, hoping government would refund bond-holders
 - d) Enumerated powers: government powers stated specifically in the Constitution
 - e) Implied powers: government powers implied by the Constitution, and necessary for a functioning government.
 - f) Agrarianism: the belief that the United States holds strength in independent, land owning, farmers, who will willingly fight to defend their property and, by extension, nation.
- 2)
- a) The Tariff of 1789 required importers and shippers to pay an amount, proportionate to the value of their goods, to the US.
 - b) The Bank of the United States would be a national bank. It would have the ability to issue paper money, manage debts, and control interest rates. The bank notes would also create a national currency.
 - c) The Whisky Rebellion was a rebellion in response to a tax placed on the manufacture of whiskey. After years of complaints, rebellion erupted. Washington made the decision to send an army of 15,000 to squash the rebellion.
- 3) The intended purpose of the National Bank was to collect taxes, regulate trade, debts, and interest rates, and to provide paper money. Paper money could help to promote trade, thereby stimulating the economy.
- 5) Paying the national, domestic, and state debts was important to Hamilton because he believed that by paying them it would pace trust in the US government as an entity that can pay bank debt. This would encourage future loans. The Government would be trustworthy.
- 6)

Political Party	Supporters	Issues Supported
Federalists	Manufacturers, merchants, artisans, bankers, and urban workers.	<ul style="list-style-type: none"> - Hamilton's financial plan - strong central government - commerce and trade
Republicans (sic)	Southern and western people, regionally	<ul style="list-style-type: none"> - Against Hamilton's financial plan - agriculture and independent farmers.

Assumption of State Debts by the Federal Government

- Hamilton's argument
 - debt is attractive to creditors

- bind wealthy Americans to the government
- Opposed by southerners
 - concerned that northern financiers might gain control in the government.
 - unfair that all states had to pay equally for what was mostly northern debt

National Bank

- Constitutional Debate
 - Interpretation of “necessary and proper clause”
 - Hamilton: necessary to carry out Congress’s powers
 - J + M not covered. No discussion of an entity managing the debt of the government.

Homework

- 1)
 - a) Most-favored nation: the nation’s merchants were to treated as equals with other merchants.
 - b) Aliens: immigrants, or people residing in the US who aren’t citizens.
 - c) Sedition: rebellion or going against the government.
 - d) Interposition: the ability for the people to stop an unconstitutional act committed by the government.
 - e) Nullification: the ability for states to invalidate an unconstitutional law passed by the government.
- 2)
 - a) Jay’s Treaty was a treaty meant to avoid war with Britain. Britain agreed to give the US the most-favored nation status, in return for Britain’s right to sieze (sic) ships headed to French harbors, and to not compensate for already siezed (sic) American goods.
 - b) Pickney’s Treaty was a treaty meant to appease Spain. The Spanish allowed the US to make use of the Mississippi River to ship goods to New Orleans. This was popular among western farmers.
 - c) The Quasi-War was an unofficial war fought between the US and France. The US navy captured armed French ships and Congress suspended trade with France. Despite the fighting, the war was never officially declared.
 - d) Washington’s farewell address was a message to all Americans of warning to the future. He cautioned to avoid sectionalism: dividing.
 - e) The Alien and Sedition Acts were put in place in an attempt to weaken immigrant power and to prevent rebellion. They prevented immigrants from voting until they had lived for 14 years in the US, because many immigrants became republicans. Anything “false, scandalous, and malicious” was deemed illegal by the Sedition Act.

- 3) The Alien and Sedition Acts interfered with American citizen's lives by taking away their right to free speech and to criticize (sic) government. Many people who faced this restriction were Republican newspaper editors.
- 4) American neutrality (sic) was tested by Great Britain and France many times. Britain began seizing (sic) neutral (sic) American ships, after Washington stated that the US was "friendly and impartial". The French began intercepting and stealing American goods heading to Britain. Many called for war at this point. Although no war was officially declared, France and the US fought an undeclared war over those issues, eventually coming to an agreement in 1800.

1793 France goes to war with Britain

- US has a treaty with France
- US is economically dependent on England

Federalists

- Increase power of the executive
- standing army
- National Bank, tax and borrow
- Maintain close ties with Britain

Republicans

- state's rights
- state's militias
- Pay debts without incurring new ones.
- Against taxation
- defend liberties

Alien and Sedition Acts

- Wartime powers passed by congress during Quasi-War with France
- Alien act
 - extends period of naturalization: 5 years ---> 14 years
 - exec may deport aliens deemed dangerous without trial
- Sedition Act
- Jail terms and fines for criticism of the government

Homework

- 1)
 - a) Judicial review is a power that the Supreme Court holds that enables them to decide if a law passed by Congress is Constitutional or not. If it isn't constitutional, they had the power to remove it.
 - b) Impressment is a legal form of kidnapping. The British government allowed it for a while as a means of acquiring (sic) sailors for their navy.

- c) The embargo was a ban on trade with other countries. Jefferson chose to pause trade because of wanting to not get involved in the European fighting.
- 2)
- a) John Marshall the Chief Justice of the United States for 34 years. He was the primary cause for the Supreme Court gaining power, and eventually becoming an independent branch of government.
 - b) The Louisiana Purchase was a deal struck by Robert Livingston with the French government, which at that point was low on funds. The solution the French government came to was to sell the large section of land, including the Mississippi, to the US government for \$11.25 million. It was also agreed that the US would take on the approximately \$3.75 million owed by French citizens to Americans, meaning the US would pay their citizens rather than the French. This totalled the cost of the Louisiana Purchase to around \$15 million. Despite its high cost, it won an overwhelming majority of Senate votes to ratification.
 - c) Meriwether Lewis was Jefferson's private secretary. He, along with William Clark led a secret expedition for Thomas Jefferson to trace the Mississippi to find its connection to the Pacific. Their expedition ended up allowing them to explore and map out much of the Louisiana Territory, and vastly improved the knowledge of the geography of the US.
 - d) William Clark was the younger brother of George Clark, a hero of the Revolutionary War. He accompanied Lewis on their adventure to trace the Mississippi.
 - e) Sacagawea was a Shoshone woman (sic) who Lewis and Clark encountered. She joined them and served as an interpreter and guide.
 - f) Zebulon Pike expedited in 1805 and explored similar regions to Lewis and Clark. He mapped much of the Great Plains and Rocky Mountains. Mt. Pike's Peak is named after its discoverer, Zebulon Pike.
- 3) The Supreme Court Decision in *Marbury v. Madison* strengthened the Federal Judiciary because it demonstrated the ability of judicial review. Judicial review allows the Supreme Court to deem laws unconstitutional and strike them down. The case of *Marbury v. Madison* demonstrated this by Marshall showing that the basis for Marbury's complaint was unconstitutional, thus deeming it invalid.
- 4) Thomas Jefferson's presidency was similar and different in many aspects to Washington's and Adams' presidency. First and foremost, Jefferson was a republican, whereas (sic) Washington and Adams were Federalists. However, they were very similar in foreign affairs. Each president backed away from war, from the complicated European world of politics. Coming into office, Jefferson's goals were different than Washington's and Adams'. Jefferson helped to limit the size and power of government. He had agreed not to dismantle the Federalist framework, but rather to integrate republican ideas into it. Jefferson also sought to have being a president be more informal: he would ride on horseback rather than in carriages, and he preferred smaller, more intimate dinners over formal receptions.
- 5) Causes and Effects of the Embargo Act of 1807:

<ul style="list-style-type: none"> - A British warship, the Leopard, attacked and (sic) American warship, the Chespeak (sic), enraging the public. - President Jefferson wished to avoid war. 	<ul style="list-style-type: none"> - A government ban on trade. - The US economy dried up as demand plummeted. - The US economy was hurt more than France or Britain. - Jefferson won a bad reputation.
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National Security and Individual Rights

- Alien + Sedition Acts
 - immigrants
 - barred from voting
 - prolongs period of naturalization
 - Arguments
 - US is at war
 - protect security, immigrants who could threaten the US would be deported/controlled.
 - The Press
 - imprisons or fines individuals speaking out against the government.
 - Arguments
 - US is at WAR!
 - criticism (sic) of government weakens its ability to defend against foreign nations
 - Government need the support of the people while at war

Homework

- 1)
 - a) The War Hawks were those Congressmen who voted in favor of war in 1812.
 - b) Nationalism is a patriotic feeling; a feeling of national pride.
- 2)
 - a) The Non-Intercourse Act was an attempt to avoid war and to keep economic relations with France and England healthy. It made illegal any trade with France and Britain, but under the agreement that whoever removed the US restriction to trade first would have trade with them made legal.
 - b) Tecumseh was a Shawnee leader and believed that the Native Americans had to come together to fight, to insure (sic) that their homeland could be preserved. He was opposed by Indiana's governor. Their forces fought, but Tecumseh lost. Despite the American victory, it proved that the Native Americans were being supplied by the British. This was the final straw before war.
 - c) William Henry Harrison was the governor of the Indiana territory. He lead the resistance against Tecumseh that resulted in his victory.

- d) Oliver Perry was a Commodore. After 3 losses, he was the first to score a victory against the British. Perry did so by secretly constructing ships on the bank of Lake Erie. He turned the fleet on the British and fought a difficult battle, eventually emerging victorious (sic)!
 - e) The Hartford Convention occurred out of Federalist opposition to the war. Those who went discussed plans they could execute, independent of the US. They turned down the possibility of seceding from the US, and came to the agreement that the New England region needed more political power. This eventually failed.
 - f) The Treaty of Ghent was a peace treaty that began development (sic) in the city of Ghent before the major victories of 1814 occurred. It ended the war of 1812 and restored prewar conditions and boundaries. The war of 1812, although short, instilled a deep sense of nationalism and squashed the Federalist party.
- 3) Oliver Perry's victory was important for the United States, because it let Americans control Lake Erie. This control allowed General Harrison to take back Detroit and fight in Canada. It also broke the spell of defeats, which would have beat hope in the hearts of Americans.
 - 4) Tecumseh's death spelled the end of indian control in the North-West territory.
 - 5) The War of 1812 affected the US greatly. Many battles were fought, won, and lost. By the end, a national pride had been instilled, and relations with foreign nations, specifically France and Britain, greatly improved.
 - 6)

Region	Position on War	Reason for Position on War
West	For the war	<ul style="list-style-type: none"> - trade restrictions - violent indians
North	For the war	<ul style="list-style-type: none"> - trade restrictions
South	Against the war	<ul style="list-style-type: none"> - should be a private war (M.M's W) - didn't want to become involved

The Louisiana Purchase

- ≈5 million Americans
 - half west and half east of the Apalachin (sic) mountains.
- Jefferson vision: Yeoman Society
 - Every citizen owns land and is independent
- Delegation goes to France to see if Napoleon would sell the US New Orleans, for the port. (\$2,000,000)
 - Napoleon offers the US the SNTIRE Louisiana Territory for 15 million dollars.

The War of 1812 Campaign for Canada

- More Canadian troops than expected
- Militarized the citizens of Canada: uses the Canadians in their army.
- Weakness and disorganization of States Militias
 - state's didn't work together to organize their militias.

Missouri Compromise

- passed in 1820
- Missouri enters as a slave state
- Northern countries of Mass. form Maine, a free state, to balance them.
- Thomas Proviso: New States admitted above the 36 30' line will be free states and below it will be slave states.

The Panic of 1819

- Causal Factors
 - The recovery of European agriculture after the Napoleonic Wars.
 - Revolutions in Latin America cut off the flow of precious metals: gold and silver.
 - Debt-ridden: European Governments hoarded their gold and silver.
 - American Banks extend credit and issue bank notes to make up for the lack of gold and silver.
 - There's corruption from within the National Bank: people working in the NB. printed money for their friends.
 - New Bank President requires all old and new loans to be paid back in gold and silver.
 - Leaves people in massive debt, which leads to layoffs. Bad for the economy! Unemployment skyrocketed! :(
 - Mass resentment at the bank.
 - Andrew Jackson took advantage of this for his campaign, portraying himself as an enemy of the Bank.

1824 Election

- Jackson wins a surprise victory over John Quincy Adams and Henry Clay.
- Jackson benefits from state laws giving votes to a larger portion of the population by removing property qualifications.
- Jackson does not capture plurality of electoral votes. The vote went to the H of Reps. Who controled (sic) the House? Henry Clay!
- Corrupt Bargain: allegedly, Clay offers to swing the vote to whoever agrees to make him the Secretary of State.
- Jackson refused, John accepted; John became president; Clay became the Secretary of State.

War and Expansion

- By 1860, nearly 300,000 people had gone west

- Mexico tried to settle more land in the present-day US.
- Mexico banned further immigration to Texas when too many Americans settled there.
- Slavery had been abolished in Mexico for some time, but American immigrants were allowed to keep slaves.
 - Some Mexican elites wanted slaves, but one general took it even further, gathering an army and turning it into a war for independence.
- The Mexicans won, but soon decided to join the US.
- Texas wanted to be a slave state, but then a new non-slave state would have been created.
- Even though Texas was turned down, when a slave-holding president (James Polk) came into office, Texas was annexed.
- Britain agreed to divide the Oregon territory into two to restore the balance to the senate.
- Polk wanted California.
 - Mexico didn't sell it, so Polk did it the hard way.
- Polk intentionally provoked Mexico, and when fighting broke out, he declared war.
- The US routed Mexico, even capturing Mexico city when it proved necessary.
- A peace treaty was signed in 1848, confirming the annexation of Texas, Calif., and some other territories.
- Even after the treaty was signed, trouble brewed.
- Mexicans were viewed as inferior, and were Catholic.
- California's population was dominantly Spanish speaking, until the GOLD RUSH of 1848.
- By 1852, the non-indian population of CA had grown 13-fold (13x, about)
- The ratio of men to women around 1870 was 3:1.
- Should California be a free state or a slave state? Indians were being sold as slaves, but they were... indians. Did they count?
- In 1850, California became a free state, not a slave state.
- To settle the dispute, the Compromise of 1850 was proposed by Henry Clay, stating 4 things:
 - California would be a free state
 - D.C. would outlaw slave trade
 - SUPER HARSH law for slave fugitives
 - Popular Sovereignty
- The idea was for the local (white) population of the remaining Mexican territory to be able to choose whether to be a slave state or not when they applied for statehood.
- Huge debate over the bill, but eventually the compromise was passed.

- In the end, the US hadn't extended liberties to Native Americans, Mexicans, or slaves, resulting in the Civil War between the North and South.

Jackson--Post Election of 1824

- Jackson begins to write "memoranda" on the corruption (sic) and decline of the Republic
- Establishes his Populist vision
 - Belief that government is being controlled by a small, corrupt, elite group
 - The remedy is to return the power to the People.
 - Representing the interests of the people over and against the elites.
 - Represent the interests of the Majority.
 - People are the majority.

John Quincy Adams

- Adams-Onis treaty
 - Makes Florida a US state
 - re-defines US-Spanish border in the West
- Monroe Doctrine
 - Reognises (sic) newly independent Latin American govs.
 - Declare opposition to European imperialism in the western hemisphere.
 - Reserves right to annex new territories for the US.

Election of 1828

- Jackson as a Jeffersonian Republic
 - Limited Federal Gov.
 - States' rights
 - Linked to majoritarian democracy

Jackson's Presidency

- Reform the civil service / beaucracy (sic) of the Federal Government.
 - Remove the "career polititions (sic)", and replaces them with the "spoils system".
 - Fills the offices with his cronies/supporters.
- Indian removal
 - Georgia, Alabama, and Mississ. attempt to extend state authority over Indian lands within their borders.
 - Jackson supports the 1830 Indian Removal Act to remove tribes from the states.
 - Supreme Court supports Cherokee challenge to this law.
 - Jackson ignores the Supreme Court Ruling, which results in the trail of tears (1838).
- Nullification Crisis!
 - Jackson's VP publishes a pamphlet declaring that Southern states can and *should* declare nullification on Federal tariffs to protect their economy.

- When South Carolina calls for a convention on nullification, Jackson asks to pass the "Force Act" authorizing the use of the military to oppose "illegal and treasonous acts".
- Results in new "compromise tariffs"

The Panic of 1837

- Jackson revokes the National Bank's charter, disbanding it.
- Foreign countries cut off credit to companies trading with the US.
- Reduces demand for cotton and causes prices to plunge.
- Wipes out speculators.
- Destroys banks lending to speculators
- Results in depression: 30% to 50% unemployment in major cities.
- A new National Bank was established, separate (sic) from the Federal Govt.

Homework

- 3) The dispute between Mexico and the US stemmed from a disagreement over Texas' borders. Mexico deliberately did not even recognise it as American territory. Outrage welled in Mexico when the US annexed Texas, which Mexicans believed was a false claim. Mexico only agreed to cede Texas once they surrendered to the US in war.
- 4) Gaining new land isn't an easy process. Keeping peace in those new lands can be even harder. When the US gained control of previously Mexican territories, debates popped up over whether to allow slavery in the new states. This proved to be an exceptionally delicate matter, however. California was a prime example; half of California was over the 36°30' line, rendering it useless. This was one of the bases of the a new, bloody conflict.
- 5) The US's military strategy against Mexico consisted of three parts. The first was for the original force past the Nueces River to continue the southerly march. The second was the capture one of Mexico's major trading hubs, Santa Fe. Thirdly, a large force would take Mexico city, forcing Mexico into defeat. The plan worked well, though the third part was, unfortunately, necessary, because Mexico refused to surrender until Mexico City was taken, even after so much of Mexico had been won.
- 6) Treaty of Guadalupe Hidalgo:

Mexico's Provisions	US's Provisions
Cede 500,000 sq mi of land that would become CA, UT, and NEW, just to name a few.	Pay Mexico \$15 million dollars in exchange for the land.
Recognise the Rio Grande as Texas' southern border, rather than the Nueces River.	Take over \$3.25 million dollars of Mexican debt to US citizens.

Homework

- 3) Popular Sovereignty drew mixed feelings from Americans. Those who outright opposed slavery, for immorality, pointed out that Popular Sovereignty still denied African American input. However, many northerners argued for it, because they believed the population of the territories would be mostly Northern anyway, resulting in no slavery.
- 4) The war with Mexico and the California Gold Rush played **significant** roles in disturbing the delicate balance of power between slave states and free states. The Mexican-American war, however, didn't single-handedly disrupt the system. Rather, it set the stage for another event to destabilize the system, by abruptly annexing all of the new territory. That disruption came from the Gold Rush. The Gold Rush resulted in California's population ballooning, quickly allowing it to apply for statehood, unsettling the balance of power.
- 5) Zachary Taylor won the Election of 1848, because the Whig party had split, pro-slavery "cotton whigs" breaking apart from anti-slavery "conscience whigs", who joined with the abolitionist Liberty Party and antislavery democrats to create the Free-Soil Party, who's (sic) slogan was "Free soil, free speech, free labor, and free men." The split weakened both Martin and Lewis, allowing Taylor to win the election.

Homework

- 3) The transcontinental railroad intensified the slavery issue, because each side of the issue had ideas about where the eastern boarding point would be. Southerners wanted it in the South, which would result in it passing through Northern Mexico. The US purchased the strip of land necessary to build the railroad. However, Stephen Douglas wanted the eastern terminus to be in Chicago. To do this, Douglas had to organize the territory that would become Nebraska and Kansas. Whether or not Kansas or Nebraska would be free states was a matter of heated debate.
- 4) Antislavery activists justified disobeying the Fugitive Slave Act by saying that Southern violence and mistreatment of slaves was immoral. The activists used Henry David Thoreau's essay "Civil Disobedience" to justify their actions. Civil Disobedience suggests disobeying immoral laws, and Northerners certainly began transgressing, at once!
- 5) "Bleeding Kansas" was the result of Stephen A. Douglas's persistent (sic) effort to create Kansas and Nebraska into states, so that the eastern terminus of the transcontinental railroad could be in Chicago. By pushing to create Nebraska and Kansas, Douglas brought the question of if they would be free states or slave states to the center stage. Once Kansas and Nebraska were annexed, however, Kansas became a bloody battleground due to outraged Northerners, who in turn attracted Southerners who were outraged by the Northern disruption. Thus, Kansas came to be known as "bleeding Kansas," because of the bloody conflicts that raged within.
- 6) The Fugitive Slave Act
 - a) Inspired Harriet Stowe to write Uncle Tom's Cabin, which radically changed how slavery was viewed by Northerners.
 - b) Outraged Northerners, hurting the Southern Cause.
 - c) The Underground Railroad was created to help combat it.

- d) Many Northerners turned to violence, intensifying issues such as the Kansas-Nebraska Act.

Nativists

- Sharp increase of immigration in 1840's
 - mostly from Ireland and German (sic).
- Many of the immigrants are unskilled or semiskilled
- Mostly side with Democrats (anti-black rights)
 - Democrats tolerated the immigrants
 - Competed with urban blacks for jobs
 - See democratic as being on the side of working class whites
- Most were Catholic

Homework

- 3) "... African Americans were not citizens and therefore could not sue in the courts."
"It is the opinion of the court that the Act of Congress which prohibited a citizen from holding and owning [enslaved persons] in the territory of the United States north of the line therein mentioned is warranted by the Constitution and is therefore void."
- 4) The intention of the Republican Party, to quote the book, is to "... revive the spirit of the American Revolution." The intentions and goals of the American, or better known as the Know-Nothing, Party was to rid the Nation of immigrants, specifically catholic immigrants, who, many believed, would take away their jobs.
- 5) Americans reacted to John Brown's raid differently. If *Americans* are grouped into Northerns and Southerns, however, distinct and clear feelings become visible. Northerns hailed Brown as a defender of their cause, and as someone willing to sacrifice himself. Southerners, contrastingly, viewed Brown dangerously: as a sign of what might lie ahead, and as a warning that Northerner's (sic) were, as the textbook states it, "actively plotting the murder of the slaveholders." In leading the raid at Harper's Ferry, John Brown pulled hard on the already unraveling thread that tied the North and South together, prolonging the inevitability of civil war.
- 6) Growing Tensions
 - a) The Dred Scott ruling *enraged* Northerners, dividing them from Southerners.
 - b) The two opposing Kansas groups battled politically for statehood, divided over the issue so much that they delayed becoming a state for two years.
 - c) The creation of a powerful, organized political force opposing slavery.
 - d) John Brown's unsuccessful raid that prompted Southerners to take up a defensive stance.
 - e) Lincoln and Douglas' debates brought slavery "even closer to center state."

John Brown Student Exercises

- 1) There were many factors in John Brown's life that affected his decision to attack Harper's Ferry. his childhood and early life were dominated by dismal failures, but still Brown

didn't waver in his stance. Slavery, especially, held a place in his heart where he never failed to make clear his beliefs. His raid was a way for him to express and impress his beliefs about slavery to others.

- 2) John Brown planned for his raid obsessively (sic). He chose an ideal military center with weapons production facilities. He discussed strategy, read books on the slave revolts of history, and poured (sic) over maps, endlessly.

The raid itself went fine until Brown's side fired shots that resulted in the town rousing. The local militia plus the president's personally dispatched team of 100 marines. With his attempted insurrection squashed, Brown was taken to trial for treason and attempting a slave revolt.

However, John's influence only grew after his capture. He became a hero in the eyes of many Northerners by standing nobly in the face of his inescapable demise, defending his cause. He stood tall with enough courage and dignity to impress even the governor of Virginia, the state he was held in. His unwavering determination put him in angelic opinion for many Northerners, earning for his cause their admiration, loyalty, and guns.

- 3) John Brown's raid at Harper's Ferry was as justified as a collection of murders can get. Although he did take lives, it was for a cause that he, with foresight, and I, with hindsight, believe is justified: the ending of slavery. And, in the end, he played his instrumental part in slavery's undoing well and courageously. A less violent measure could have perhaps been taken, but I can't see how, considering that the most influential and far-reaching part of his raid was his courage, dignity, and eloquence (sic) after capture for a violent raid that attempted insurrection, killing many.

Homework

- 3) Crittenden's Compromise stated that slavery was to be guaranteed where it already existed, and the Missouri Compromise would no longer be void, now extending west through California.
- 4) Lincoln prevented Kentucky, Missouri, and Maryland from seceding. To stop Kentucky from seceding, Lincoln provided Federal troops to them when the Confederacy invaded their south-west corner. Kentucky's government's rage prompted them to join the union, fighting the Confederacy. Missouri was split, with both pro and anti secession people. With Federal forces to hold them together, Missourians stayed with the Union. Maryland remained with the Union by martial law being established in Baltimore. Lincoln was justified in bringing Federal forces into play, because without the border states the war could be much harder to win. As Lincoln said, the South brought the war on itself. The North was prompted to fight, and thus was doing so in self-defense.
- 5) Northerners didn't expect the Upper South to secede, so, naturally, when Virginia, followed by Arkansas, North Carolina, and Tennessee seceded, the North was surprised.
- 6)

Party	Candidate	Position
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Northern Democratic	Douglas	Pro popular sovereignty
Southern Democrat	Brickinridge	Pro Dred Scott ruling. Pro federal slave code.
Constitutional Unionist	Bell	Pro union. Pro constitution.
Republican	Lincoln	Pro transcontinental railroad. Pro higher tariffs. Pro new homestead law. Anti John Brown. Pro southern preservation of slavery, as to not alienate them.

Interpretations of the Constitution

- Union
 - The Constitution, once ratified, is the law of the land. It may be amended, but it otherwise cannot be subject to further revision or supervision.
- The Confederacy
 - The Constitution is a contract between the Federal Government and the states.
 - If the Federal Government doesn't uphold the contract, i.e. following the Constitution, the states don't are no longer bound by the Constitution.

Homework

- 3) The South had difficulty getting supplies from foreign nations, because those nations didn't want to support either side before they had a clear advantage. Specifically, the British wanted to see the clear advantage, whereas France decided to help the Confederacy if Britain did too.
- 4) The Southern favoring of states' rights hampered their war efforts, because it imposed unnecessary challenges to Davis' commanding ability. Davis couldn't control the South as well as Lincoln could control and rally the North.
- 5) The North had the economic upper hand for many reasons. First, aside from agriculture, the South's economy was tiny. All the North had to do was blockade their export locations to cripple them.
The North also had baseline industry advantages, such as their number of manufactured goods and large banks, that dwarfed Southern economies.
- 6) The South resorted to printing money, because it was unable to fund itself sufficiently only by taxing trades and the people. Due to the weaker southern banks, the South's economy experienced a crippling 9000% inflation during the war due to their printed money.

7) Military Innovations

- a) Defenders utilized trenches and barricades for protection as they fired at the enemy.
- b) Conoidal bullets increased the accuracy range of rifles.
- c) The Anaconda Plan and a defensive war of attrition both utilized attrition, or wearing down the other side until they submit.

Homework

2)

- a) "Stonewall" Jackson became famous when he brought reinforcements to retreating Southern troops and stood, his troops holding the line like a stone wall, unwavering.
 - b) Irwin McDowell, a Union general, led the troops that were forced to retreat back from Confederate general Stonewall Jackson.
 - c) David G. Farragut was a hero in the North after his bold command at the battle for New Orleans. His decision was to lead his naval forces upriver, into the fire of Confederate attack. His ships made it upstream relatively unharmed and continued on to New Orleans where they made victory for General Butler possible.
 - d) Ulysses S. Grant led the Union campaign to capture two rivers that would be crucial to the Union's strategy: the Cumberland River and the Tennessee River.
 - e) George B. McClellan was a Union General tasked with capturing Richmond. Unfortunately, McClellan was too slow and cautious and gave General Joseph E. Johnston an opportunity to attack his forces. Johnston was injured so Robert E. Lee took his place. Lee inflicted crippling casualties in the Seven Days' Battle. McClellan was ordered to retreat by Lincoln.
 - f) The Emancipation Proclamation declared that every slave in a state still part of the rebellion by January 1st, 1863 would be freed. Cleverly not targeting (sic) the Union border states, the Proclamation also refers to the Confederacy as a rebellion, denying it the recognition of a country.
- 3) David G. Farragut was considered a hero in the North because of his bold decision to sail his ships straight upriver, a decision that contributed to General Butler's ability to take New Orleans.
- 4) Union control of the Mississippi would slice the Confederacy in half, preventing internal trade. The Union's navy prioritised the strategy because of how crippling it would be. Each side of the Confederacy would wither away on its own. That was the plan.
- 5) The Union's draft for soldiers, like any other draft, was unfair. All of a sudden, you have to fight and have a 20% chance of dying. However, the North was also united over the common want to see the Union reunite with the Confederacy and/or see slavery abolished. A draft is a negative, but a draft for a worthy cause is less negative. I wouldn't want to have been drafted in 1862, but no other solid methods for winning the war

existed so Lincoln, in my opinion, was justified.

Note: my opinion would differ if I was writing this in 1862.

6) The Emancipation Proclamation

Reasons	Effects
The Proclamation represented a way for Northern loss to be "payed for", a reason that it would be "worth it."	Transformed the War of Preservation to the War of Liberation.
Many Northerners wanted slavery to end.	The Proclamation reenergized tired troops.
Without ending slavery, more diabolical revolts would be inevitable. Ending slavery would stop the cycle!	Abolitionists rejoiced.
Ending slavery would inspire weary troops near the end of the war to fight them!	

Modern War

- New rifles and bullets that were mass produced.
- After the Industrial Revolution
- Better weapons
- New transportation (trains) and communication (telegraph)

Strategic differences between the North and South

- The North has countable advantages whereas the South has uncountable advantages (pride, survival, skills)
- Both sides believe in the righteousness of their cause and that boosts fighting spirit.

Specific Battles

- Bull Run
- Antietam

Homework

- 3) The two factors that contributed to food shortages in the South were the lower-than-typical manpower for running farms and the Union's disruption of the South's food distribution systems. Each factor combined and resulted in a severe lack of food.
- 4) The Emancipation Proclamation affected African Americans by letting them join into the military. Thousands joined and fought heroically (sic), serving an important part of the Union's military campaign.
- 5) Because women fought so courageously and valiantly (sic), even if not with rifles, people's opinion that women were weaker and less capable than men faded away.

During the Civil War, women earned a new name for themselves as strong, able human beings.

- 6) Women's contributions to the Civil War
 - a) Managed families and farms for men while they were away.
 - b) Served the army at battles by serving as nurses--a previously men-only job.
 - c) Women worked to manufacture necessary supplies for war, such as bullets, bandages, food, and medicine.

Hoplite Democracy

- A Hoplite Democracy requires that one risks their life defending the city/state in order to be included in the lottery of government positions and to be a citizen with basic rights.
- A lingering belief in a Hoplite system says that if black people can risk their lives to defend the Union, they can gain rights and citizenship, ceasing to be the slave/second class citizen, becoming the master. If you fight, you get rights.

Homework

- 3) General Grant conducted the Confederate surrender graciously, offering, for example, to let the Confederates take a horse home to help their families survive the winter. Grant and Lee alike hoped the this kindness would work towards reconnecting the North and South.
- 4) In the final part of the Civil War, with General Ulysses S. Grant commanding the Union army, Northern military strategy was focused on pressuring Confederate General Robert E. Lee into surrender. Relentlessly attacking Lee's forces, Grant finally secured a surrender from Lee, winning the Civil War, on April 9th, 1865.
- 5) Farragut's blockade on Mobile completed the union's Southern blockade, totally preventing all blockade runners from the Gulf of Mexico. Absolutely sealed off, it was as if the entire South was under seige (sic). No contact or support could be had with foreign nations anymore. (If any, very little, especially east of the Mississippi River.)
- 6) Union March on Atlanta

Purpose	Effects
<ul style="list-style-type: none"> - Destroy some of the last rail infrastructure in the South. - Show citizens the "hard hand of war" 	<ul style="list-style-type: none"> - General Hood chose to evacuate Atlanta to not be trapped. - 1/3 of Atlanta burned.

Reconstruction

- Two main phases
 - Presidential reconstruction
 - 1865-1867
 - Lincoln's original plan for reconstruction
 - 10% Plan

- 10% of eligible voters in each state must pledge loyalty to the Union.
- States would have to abide by anti-slavery laws
- High Confederacy Officers must seek a presidential pardon to avoid imprisonment and to participate in political life again.
- Andrew Jackson
 - Adds to Lincoln's plan that Southerners with wealth exceeding \$20,000 must seek a presidential pardon to have rights restored and be able to seek public office.
- Radical Republicans
 - Remake the culture and society of the South to create full equality between whites and blacks.
 - Immediately extend the right to vote, whereas Lincoln and Johnson proposed gradual extension at this right
 - Both Lincoln and Johnson's plans were neither harsh nor radical enough.

Homework

- 3) Efforts to provide African Americans with their own land failed, because many made the case that confiscating, essentially stealing, land from planters was a violation of property rights. Even though plantation owners were a central cause of the Civil War, light sympathies protected them from absolute abuse of rights.
- 4) The Freedmen's Bureau provided freed slaves and Southern war refugees with food, clothing, education, and work. After the war, the abundance of leftover food and cloth was utilized to accomplish food and clothing goals. Northern charities closely collaborated with the Bureau to pay teachers and build teaching colleges. Finally, deals were negotiated (sic) for the hours and pay that newly freed slaves would receive, if they chose to continue work on a plantation. Impactful work was done by the Freedmen's Bureau.
- 5) For a government, the Wade-Davis Bill would have two benefits. The first benefit comes from the Bill's goals. It requires a majority of potential voters to have sworn loyalty to the Union, which would ensure that, upon reintegration of the Southern states, they would not immediately gain political traction. The second benefit for the government would be the popularity gain in the North. The majority of Northerners would have enjoyed watching those who had fought and hurt them for years writhe and suffer in pledging allegiance or in deprivation of political power.

However, There was one looming drawback that was Lincoln's justification for his veto. For there to be any hope of reuniting and forming a true new bond with the South and not alienating them, Lincoln understood that he could not over-punish the South. The war had already drained the South of men, supplies, and infrastructure. Thus, Lincoln vetoed, because he believed that the further cripple the South would render them irrecoverable.

- 6) The Civil War's effects on the South

- a) Destruction of most infrastructure, from cities to railroads.
- b) Crisis of refugees resulted from freed slaves.
- c) Devestation (sic) of land and farms.
- d) Broken wartime economy
- e) Injured or wounded men incapable of work.

14th Amendment

- 1866
 - Equal protection before the law.
 - There can be only one law for all citizens.
 - Birthright citizenship
 - Repudiates Confederate war debts
 - Determines which ex-Confederates will be disenfranchised/seek public office.
- Congressional Reconstruction (1866 -)
 - Radical Republicans gain $\frac{2}{3}$ veto-proof majorities in both houses.
 - Reconstruction Acts
 - 1st Act
 - Divides the South into 5 military districts
 - 2nd Act
 - Each district is governed by a general and occupied by a military force.
 - 3rd Act
 - General will supervise the election of delegates to the states' constitutional conventions.
 - Set up registration boards to monitor (sic) loyalty oaths taken by Southern voters.
 - 4th Act
 - Requires a majority approval of any new Constitution

The Impeachment of Andrew Johnson

- Johnson's endless attempts to veto congress's reconstruction acts provoke impeachment proceedings
 - The actual charges were quite technical and obscure
- The vote impeach is lopsided 140 to 40
- Ultimately, senate votes to not remove Johnson from office.
 - Would create a radical Republican monopoly of power.

The Election of 1868

- Grant v Seymour
- Grant wins the election
- Immediately began dismantling radical reconstruction

- “Let us have peace” - wants to end military occupation and allow for reconciliation.

What do the freedmen own?

- Their bodies
 - Their labor

What do the freedmen not own?

- Human capital: education, literacy, specialized skills.
- Physical capital: money, tools, land
- The effort of the state governments and the white supremacists (sic) was to prevent freed slaves from gaining human capital or physical capital.

Efforts by Fed Govt. to assist freedmen

- Freedmen’s Bureau attempted to redistribute land
- Thaddeus Stephens proposes a bill to provide 40 acres and \$50 to all freedmen. This bill fails.
- Frederick Douglass proposed a freedmen’s loan agency. Does not pass.
- Freedman’s Bank (1865 - 1874)
 - 61,000 depositors (sic)
 - Provides some small loans
 - ultimately fails due to lack of federal funding

Sharecropper/Tenant Farming

- Cash poor economy: wages rarely paid in cash.
- Get your own (rented) land, control your own labor, must supply your own tools, seed, etc.
- After the harvest you pay your rent: half of what you have grown.
- Hopefully, you can sell half of what you have grown to get capital.

Essays

Essay On John Locke’s State of Nature, November 2016

How to Deduce Our Rights

How do we know what our rights are? One way to figure this out is to imagine, as John Locke did in 1690, a world without government. John Locke created a thought experiment, called the State of Nature, in which he considered men in their natural state. The State of Nature made clear the natural rights of all men.

The State of Nature has no central government, and Locke considered that all men within it were rational and equal. John Locke published his *Two Treatises on Government* in 1690, during the Enlightenment, a period when people explored the use of reason to explain all aspects of life. John Locke states: “The state of nature has a law of nature to govern it, which obliges every one: and reason, which is that law, teaches mankind, who will but consult it, that being all equal and independent ...” (sect. 6). Being able to reason effectively was a fundamental property assumed of those in the State of Nature. The other fundamental assumption was that all men within it were equal. John Locke emphasized the importance that reason and rationality play in the State of Nature. Using these fundamental rules allowed John Locke to discover the natural rights.

Every man in the State of Nature is bound to preserve himself. If others aid you in this effort, it is your full responsibility to aid them, and the rest of mankind, in their efforts to preserve themselves. Locke explains that one, “... may not, unless it be to do justice on an offender, take away, or impair the life, or what tends to the preservation of life, the liberty, health, limb, or goods of another” (sect. 6). With the goal of self-preservation, one must work with others to ensure this. This involves not impairing another’s life or goods. However, if one chooses not to work with others, then that criminal must be stopped, for by not aiding humanity, he is actively threatening humanity’s preservation as a whole. All men, must then work to prevent this criminal from gaining more resources, by punishing him: knowingly impairing the preservation of his goods, and sometimes life. Thus, we have deduced the three natural rights through the State of Nature.

The natural rights are necessary for a functioning society: the right to life, to property, and to punishing. John Locke demonstrates this by considering a criminal, one who has broken the natural laws: “In transgressing the law of nature, the offender declares himself to live by another rule than that of reason and common equity, which is that measure God has set to the actions of men, for their mutual security; and so he becomes dangerous to mankind, the tie, which is to secure them from injury and violence, being slighted and broken by him” (sect. 8). The natural rights are the rules God set in place for mankind’s security. In breaking them, not only would the offender be defying God’s will, but he would be threatening the safety of his species. This is why, in the interest of the preservation of humanity, every man has the right to punish any offender who has defied the will of God through breaking the natural rights.

Hence, through considering the State of Nature, John Locke was able to deduce the necessary rights for a society to function, the natural rights. He did this through first, defining the State of Nature as a government-less land, where all men are rational and equal. Second, he explored the need for members of the State of Nature to come together and aid each other in their efforts for self-preservation. He considered the punishing of a criminal, to stop that offender from breaking the natural rights of another. Lastly, John Locke reasoned that in order for society to function, when a man intentionally breaks the natural rights of another, all men have the right to punish him, for he is threatening the safety of mankind, and straying from God’s will. John Locke’s radical ideas about rights quickly spread throughout the colonies of the New World, and were very popular. His ideas helped kindle the fire of the American Revolution and influenced the Founding Father’s writing of the constitution. Without John Locke’s work, who knows where we might be?

Essay on Donald Trump's Constitutional Infringement, January 2017

The Emoluments Clause and Donald Trump

Donald Trump is set to infringe upon the Constitution, come January 20th, as soon as he's inaugurated. He'll be colliding with a rather obscure part of the Constitution: the Emoluments Clause. What is the Emoluments Clause, and what even is an emolument? An emolument is a salary or profit from employment. The Emoluments Clause states that: *"No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State."* This clause is in place mostly as a barrier to bribery that could occur. Bribery can lead to a conflict of interest, which is not ideal when in a position of power.

Donald Trump is a billionaire. He owns businesses that span internationally. According to the Emoluments Clause, no person holding any office can be granted emoluments or any presents from foreign nations, without congress allowing it. But, being a billionaire, he will be dealing with large sums of money both domestically and internationally. Considering the complex web of financial connections Trump's business creates, it's bound to be involved with both domestic and foreign governments in some way or another. This is a clear violation of the Emoluments Clause! Or is it? Some would argue that the Emoluments Clause doesn't apply to presidents, as it's not specifically stated that it does. These people would say that because Trump is the president, he can continue to head his company during his presidency. Others, however, strongly believe that it applies to presidents, and therefore to Trump. Does Trump have to abide by the Emoluments Clause?

I believe he does. Consider President Obama: in 2009 he was awarded the Nobel Peace Prize for his "extraordinary efforts to strengthen international diplomacy and cooperation between peoples" (Nobel Foundation, 2009). Before Obama accepted the prize, he consulted the U.S. Department of Justice to be sure he could accept this prestigious award, along with the approximately \$1.4 million that came with it. The Department of Justice allowed him to accept the prize, because they came to the conclusion that the Nobel Committee didn't qualify as a government, nor was it closely tied to any government, so the Emoluments Clause didn't apply. Despite Obama's pass, he still had to ask, which is a strong suggestion that the Clause applies to presidents. Thus, I believe that the Emoluments Clause does apply to Mr. Trump.

If the Clause does apply to him, how can he avoid violation of the Constitution? The obvious solution is to simply sell his assets, his shares in the company, and resign. This solution has significant downsides, however. For one, the company relies heavily on him for its brand, so completely disinvesting could cripple it. He has also stated that he will not sell his shares. The plan he released on January 11th, during a press conference, is to resign from all positions within the company and to place his assets into a blind trust controlled by his children. A blind trust means he will hand over the business to his sons, and they would run it. The important aspect of this would be that Trump would be blind to any dealings that occur, until they are

released to the public. In this way, Trump couldn't be bribed, as he would know only as much as any informed American citizen about his business. So far, however, most people are dissatisfied with this option. It would be nearly impossible to keep a blind trust with your own children, and they're close enough to him to create a potential conflict of interest, even if Trump doesn't directly own the business. So how will Trump deal with this clause, and will it even affect him? Only time will tell, and we don't have to wait long.

Essay on Political Parties in the Early 1800s, February 2017

Political Parties Deepen National Divisions

The 1790s was a time of great conflict within the United States' borders due, mainly, to political parties. The two parties were called the Federalists and the Democratic-Republicans, or just the Republicans. These parties emerged naturally from divisions over issues regarding fundamental problems the new country faced. The political parties divided the Nation because many of the issues they debated were polarizing. Polarizing issues were in no shortage in the 1790s, ranging from Hamilton's economic plan to support for the French Revolution to the Alien and Sedition Acts. These were issues that split the Nation.

In 1790, Alexander Hamilton requested of Congress that the United States government fully assume the monstrous war debt accumulated during the Revolutionary War. He believed that government having debt was a good thing, in moderation, because it would build financial stability. Many people disagreed. The Southerners were against it, and their critics provided two main reasons, both under the same theme: it was unfairly biased in favor of the Northerners. Northerners owned most of the bonds that would be repaid. On top of this, many Southerners with bonds had sold them to speculators at a huge discount, not believing that the government could repay them. Finally, a deal was made between Jefferson, Madison, and Hamilton, stating that Jefferson and Madison would influence Southern Congressmen, as to ensure the approval of Hamilton's plan. In return, Hamilton agreed to move the capital of the United States from New York City to present day DC, in an effort to reduce Northern strength in Congress.

Though an agreement was reached, the debate over Hamilton's plan had divided Congress in two. One half, led by Hamilton himself, called themselves the Federalists, and the other half, led by Jefferson and Madison, called themselves the Republicans. This marked the political parties' rise beyond simple Southern and Northern feuds.

During the French Revolution, French Revolutionaries replaced the existing French Government. They also declared war on Britain. When the United States decided to remain neutral, the French began seizing American vessels headed to Britain, and the British did the same with American vessels headed to France. The United States was put into a tight position, because although they had a military treaty with France, much of their economy depended on the British. Who would they support? The United States couldn't afford to remain neutral any longer, lest their economy would dry up by lack of trade. Republicans wanted war with Britain, sympathizing with the French, who had been key in their own revolution to independence. Federalists were strongly against going to war with Britain. Ever interested in trade, the

Federalists pointed out that going to war with Britain would be disastrous for the economy. What ensued was what came to be known as the Quasi-War with France: an undeclared war fought only through occasional skirmishes.

The Quasi-War with France marked another major conflict between the parties. After the French had begun seizing American ships, many people, specifically Federalists, called for war with the French. While the public anger lasted, the Federalists passed four laws that came to be known as the Alien and Sedition Acts.

The Alien and Sedition Acts did three things: they gave the president the power to deport any alien, or noncitizen, without trial; they attached a necessary period of waiting before any alien could vote; and they made it illegal to criticize the government by saying or writing anything “false, scandalous, or malicious”. Although the reasons given for these laws by the Federalist were mainly related to national security, there were other benefits for the Federalists woven into these laws. They reduced the power of the Republicans, who had many immigrant supporters, and made it illegal to question or speak out against anything the government did, including the Alien and Sedition Acts themselves. Jefferson and Madison criticized this by passing resolutions stating that, because the states created the Constitution, the states could declare a law unconstitutional and invalidate it. This theory was called nullification. The Republicans declared that the Federalists, through the Alien and Sedition Acts, were taking fundamental freedoms from the people, such as the right to free speech and a fair trial.

Each of the three issues explored showed the clash between the different political parties, both with their different beliefs and opinions. The Nation was divided under the two parties. Hamilton’s economic plan created some of the first divisions with his controversial ideas on the Nation’s debt. Next, the French Revolution and the Quasi-War with France sparked debates over whether or whether not to go to war with France. Finally, the Alien and Sedition Acts spurred fighting between the parties regarding what was constitutional. Although political parties can divide people, it is issues like Hamilton’s economic plan that deepen existing divisions, such as those between the North and South, enough to create political parties themselves. Where there is no intrinsic division, political parties cannot stand.

Essay on Bleeding Kansas, March 2017

The Road to Civil War

Who were the people and what were the ideas that led to Bleeding Kansas? Northerners affected by Uncle Tom’s Cabin’s display of slavery’s moral evil and western farmers’ desire for western territories to be organized, coupled with Stephen Douglas’ push to organize that land for the transcontinental railroad, resulted in Bleeding Kansas. But what was Bleeding Kansas? Newspapers dubbed Kansas “Bleeding Kansas,” because, soon after it became a state, it turned into a battleground: an unofficial territory of civil war. Northerners and Southerners alike poured into the new state, armed with guns. “Large numbers on both sides...” wrote abolitionist John Brown, “... & some anticipate a Bloody fight.” Two capital cities were developed, and two state constitutions were drafted, one pro-slavery, the other antislavery.

Harriet Beecher Stowe's novel Uncle Tom's Cabin was a key ingredient of Bleeding Kansas. It was Uncle Tom's Cabin that showed Northerners the inescapable moral evil that was slavery. Connecting and relating slavery to the Ancient Hebrews and their bondage in Egypt, Uncle Tom's Cabin prompted Northerners to take the fateful step from complacent dislike to active disgust. It was for that reason that, when western farmers itched for land, and when Stephen Douglas made the uncalculated decision to deliver it to them, Northerners acted with guns slung on their shoulders.

The land west of Missouri had similarly rich soil that was perfect for farming. Unfortunately, this land wasn't surveyable nor settleable, because it was still unorganized territory. An unorganized territory was land that hadn't yet been structured into states by the Federal Government. In fact, what would become the Kansas and Nebraska territories had already been set aside as Indian reservations. Nevertheless, western settlers and spectators yearned for the land so, when Stephen Douglas organized the territory into Kansas and Nebraska, they were ready to move in.

To understand Douglas' decision to organize the territory into Kansas and Nebraska, one must first understand what was happening at the time. The California Gold Rush had peaked a couple of years prior, which resulted in a massive influx of settlers to California and Oregon, states which had been recently admitted to the Union. Because of the vast waves of settlers migrating westward, there was near unanimous agreement that a transcontinental railroad that could cut weeks of uncertain travel to four days of relative comfort would be a necessary development. The question was where the eastern terminus would be.

Southerners wanted the starting point in the South and Northerners wanted it in the North. While the South was planning New Orleans to be the starting point, Stephen Douglas had other plans. His dream, being a Northern Democratic Senator, was for the eastern terminus to be in his home state, Illinois, in Chicago. But, just as southerners would have to purchase a strip of land from Mexico in order to complete a southern route, if Douglas wanted Chicago to be the transportation hub of his dreams, he would have to organize the territory west of Missouri and Iowa.

After a failed attempt to organize the territory into a new Nebraska Territory, Douglas realized that Southern senators would only go along if he allowed slavery in the new Territory, which would require him to repeal the Missouri Compromise, something he knew would outrage many and likely divide the Nation. After another failed attempt to slyly sidestep this by proposing to allow Popular Sovereignty in the region, he ultimately decided to press onwards. He revised the bill to call the Missouri Compromise "null and void". Despite backlash from Whigs, Free-Soilers, and Northern Democrats, the Kansas-Nebraska Act passed, declaring Kansas and Nebraska states.

The stage was set. Uncle Tom's Cabin had cultivated deep feelings of disgust towards slavery and southerners with slaves; western farmers itched for the land west of Missouri; and Stephen Douglas provided the land that would soon become the bloody battleground of Bleeding Kansas. These were the people and ideas that set the Nation on the road to Civil War.

Essay on the Emancipation Proclamation, May 2017

Internal Controversy and the Emancipation Proclamation

During the heart of the Civil War, President Abraham Lincoln declared, “I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free.” The Emancipation Proclamation, delivered by Lincoln on the first of January, 1863, freed every slave in the Confederacy. It would be wrong to think, however, that the Proclamation was widely supported, even in the North. Union citizens of all ranks, from soldiers to publishers, had opinions about it, and not all of these were positive.

At the time of the Emancipation Proclamation, the Civil War had been fought for just under two years, and both the Union and the Confederacy had already suffered major losses. These losses not only related to the war, but also to the economies of the North and especially of the South. Based mainly in agriculture and without the cushion of large banks that the North possessed, the Southern economy was adversely affected by the naval blockade the Union imposed on the South. The blockade thoroughly prevented the South from selling their main cash-crop, cotton, which weakened their already disadvantageous economic position. Searching for an alliance to give them the upper hand, the South turned to the then cotton-starved European countries of France and Britain for military support.

One of the tactical benefits of the Emancipation Proclamation was that it reframed the purpose of the Civil War from that of the preservation of the Union to that of the abolition of slavery. Though France and Britain were in a position to enter the war when the Proclamation was delivered, they weren’t soon after. They backed away from the prospective alliance with the South, because European countries had already abolished slavery long before the Civil War; to join the war against the Union, then, would be to declare a love of slavery, whereas, before, to join the conflict would have been to declare a love of cotton. Lincoln skillfully wove into the words of the order the necessary political repellent of fighting for slavery to lever Europeans out of deals with the South, even cotton-starved as they were.

Another military benefit was that the Proclamation boosted morale in the North, while withering it in the South. Many Northern soldiers no longer saw themselves merely as preservers of the Union, but as armed liberators, ready to finally tackle the institution of slavery, the ultimate cause of the war itself. Yet, just as the order healed Northern morale, it diseased the Southerners’ morale. This was because, on top of the multitude of issues already facing the South, for many Confederates, the thought alone that their slaves might believe that they were free, and even try to act accordingly, was terrorizing. Compounding the weakened Southern economy, frequent food shortages due to constant Union disruptions of the Southern transportation and food distribution systems, and the severely diminished chance of positive European intervention, the Emancipation Proclamation dealt a calculated and crippling blow to the South.

Yet, despite the military advantages of the order, many Northerners did not approve of it. For some, the thought of fighting to abolish slavery was not appealing. A soldier from the 12th Vermont Militia commented, “Many are sick of fighting if is purely on the Negro question and now that really seems to be made the whole question.” Others who were fine with fighting for Negroes didn’t want to fight with them. Understanding this requires knowing that, in addition to

freeing all slaves, the Proclamation also declared that blacks could participate in the military. Although recruiting Negroes was necessary to fill Union ranks, many, such as Joseph M. Maitland, a pro-Union Democrat, disliked the notion of fighting alongside or commanding African Americans. Maitland, a Union private, wrote, “[F]or my part[,] if I could not command a Co[mpany] of white men, I would not command any.” Most Union citizens with negative opinions of the Proclamation, including Maitland, would have favored fighting with white men over fighting with Negroes. These preferences stemmed from racism.

Northerners from all walks of life had opinions, for different reasons, about the Emancipation Proclamation. Rufus Blanchard, a Northern publisher from Chicago, Illinois, for example, commented favorably on the Proclamation in a footnote on one of his public broadsides from 1863. It’s interesting to note that Blanchard, though thoroughly employing pathos in his vivid descriptions of a future with freed slaves, only cursorily discussed the military aspect of the Proclamation. It can be observed that those involved with the army tended to focus on the military value of the Proclamation, whereas those not in the army, intellectuals like Blanchard, for example, tended to gloss over this aspect of the order.

The language of Blanchard’s piece was meant to appeal to a refined subset of the literate population. Being printed in a small font as the footnote of his broadside, Blanchard’s audience only consisted of those who both saw the paper and walked up close enough, through jostling crowds, to see it. He was appealing to people who already had strong, formed opinions, and, as such, wanted to be particularly persuasive, as to both reinforce the ideas in line with his own and to sway those that weren’t. To achieve this, after starting with his claim, he used a plethora of words that invoke powerful emotions. Notice the emotion-evoking language of the final lines of the footnote, in which Blanchard states, “Labor will be rewarded, justice fulfilled, and the Old Ship of State will again sail majestic o’er the unrippled waters of Liberty and Peace. Confusion and shame rest upon those who fight against a free government, and songs of thankfulness and love glorify its defenders.”

However, also in 1863, Joseph M. Maitland, introduced above, wrote negatively of the Emancipation Proclamation in a letter to his brother. Maitland’s letter is brief. The second half of the document is as follows, “I believe in arming and equipping them and making them fight for their freedom, but I would rather be excused from having anything to do with them, there are enough of Abolitionists to do that.” Maitland states his feelings towards the Proclamation: he is in favor of equipping African Americans and enlisting them into the army, but he would be against fighting alongside them. Note that Maitland uses the word “them” in the place of the word “Negroes”. Because this letter is to his brother, it is implied that Maitland assumes he will understand his meaning, as they agree about race relations.

Reading between the lines, Maitland’s letter suggests that opinions about the Proclamation and race relations may have been clustered around social connections: if one’s friends and family disagreed with the Proclamation, one was more likely to as well. Recall that it was hypothesized that those involved in the military tended to discuss it with regard to the Proclamation more than intellectuals. Extending this using a sample of people from across the North, those not only involved with the army, but fighting in it, had more critical views of the order than those not fighting. With this observation, it can not only be conjectured that one’s

view of the Emancipation Proclamation was affected by the opinions of others in one's social group, but also that one's position was dependent on one's involvement with the military.

This conjecture is supported by more than just two people. A Union soldier from Vermont follows the same pattern. Writing negatively of the order, the soldier notes that "[The soldiers] unanimously want to go home and let the Southern Confederacy, Negroes, our own administration, and all go to the devil together." Fighting in the army produced a more critical view of the order, a view similar to those held by the soldier's social group: other troops in the 12th Vermont militia. Thus, it's apparent that one's opinion of the Proclamation and the consideration one gave to the tactical side of the order varied with respect to both one's social connections and to one's involvement in the military. Put simply, where an intellectual might speak of the joys of liberation and of how negroes in the army would strengthen the Union cause, a soldier might grumble, pointing out that he would have to risk his life to free slaves, and that he wouldn't like to fight alongside negroes, because he's a bit racist.

It's clear that Northerners did not unanimously support the Emancipation Proclamation. Though the order had the power to disengage European spectators who were considering joining the war, to further destabilize Southerners and their economy, and to transform the grounds upon which the war was fought to those of liberation, every Union citizen had a different opinion about it. What cannot be denied, however, was the significance of the order. It fueled the North while sapping the South. It was critical, too, that the North be revitalized, because the Southerners were uncompromising in their defense of slavery. In a letter to his nephew, Northerner Amos Lewis described the unyielding Southerners: "Through fields of Hope and carnage, something in death groans, for the rebels will never surrender their long loved institution only at the cannon's mouth and the point of the bayonet."