

AS3238/HY3238
The Political History of the U.S.

Week 6 (Governing Others)

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The Expansion of Voting Rights

- ▶ Men who did not meet the property requirements to vote argued that they were equally qualified to enjoy political rights.
- ▶ States granted voting rights to a greater number of white males by eliminating property requirements (by 1840, over 90% of adult white men were entitled to vote).
- ▶ More territories became states = more eligible voters
- ▶ Changes in party politics: the death of the Federalist Party

Agenda for Today

- ▶ Reconstruction
- ▶ Continental Expansion
- ▶ The Age of Imperialism

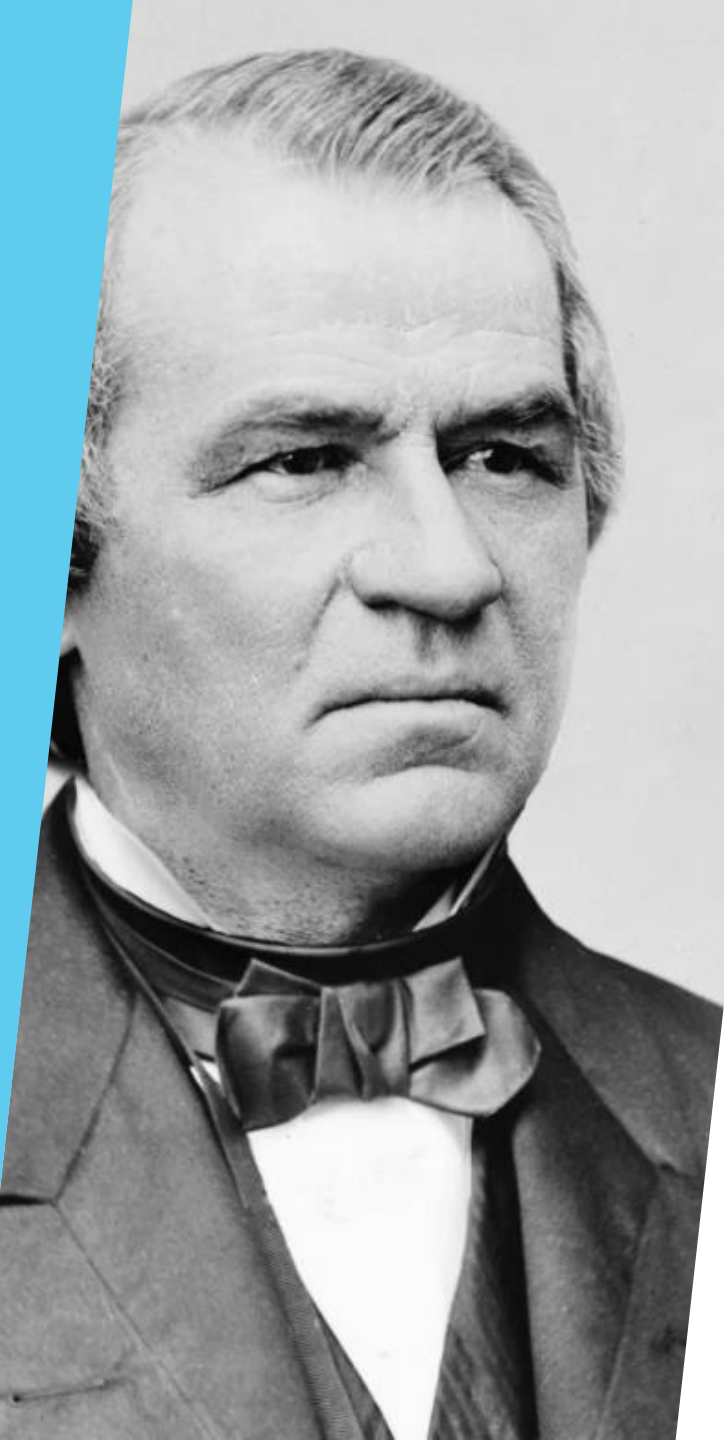
How did the United States become an empire?

Reconstruction, 1865-1877

- ▶ The rebuilding of the South (physically & socially)
- ▶ “What is freedom?”—the status of not being chained? civil rights? voting rights? property rights?
- ▶ The centrality of political freedom: “Slavery is not abolished until the black man has the ballot.” (Frederick Douglass, 1865)
- ▶ In the eyes of white Southerners, the former slave was “*free*, but free only to labor.” (a KY newspaper)



Atlanta, ca. 1866, <https://www.loc.gov/pictures/item/2008679857/>



Andrew Johnson (17th President: 1865-1869)

- ▶ Born in NC, politician in TN.
- ▶ A southern Democrat but loyal to the Union=the only senator from the seceding states to remain in his post.
- ▶ 1864: RP nominated him for vice president to demonstrate their commitment to unity.
- ▶ Pardoned white Southerners who took an oath of allegiance to the Union.
- ▶ A firm believer in states' rights=granted white Southerners free hand in recon.

Sharecropping

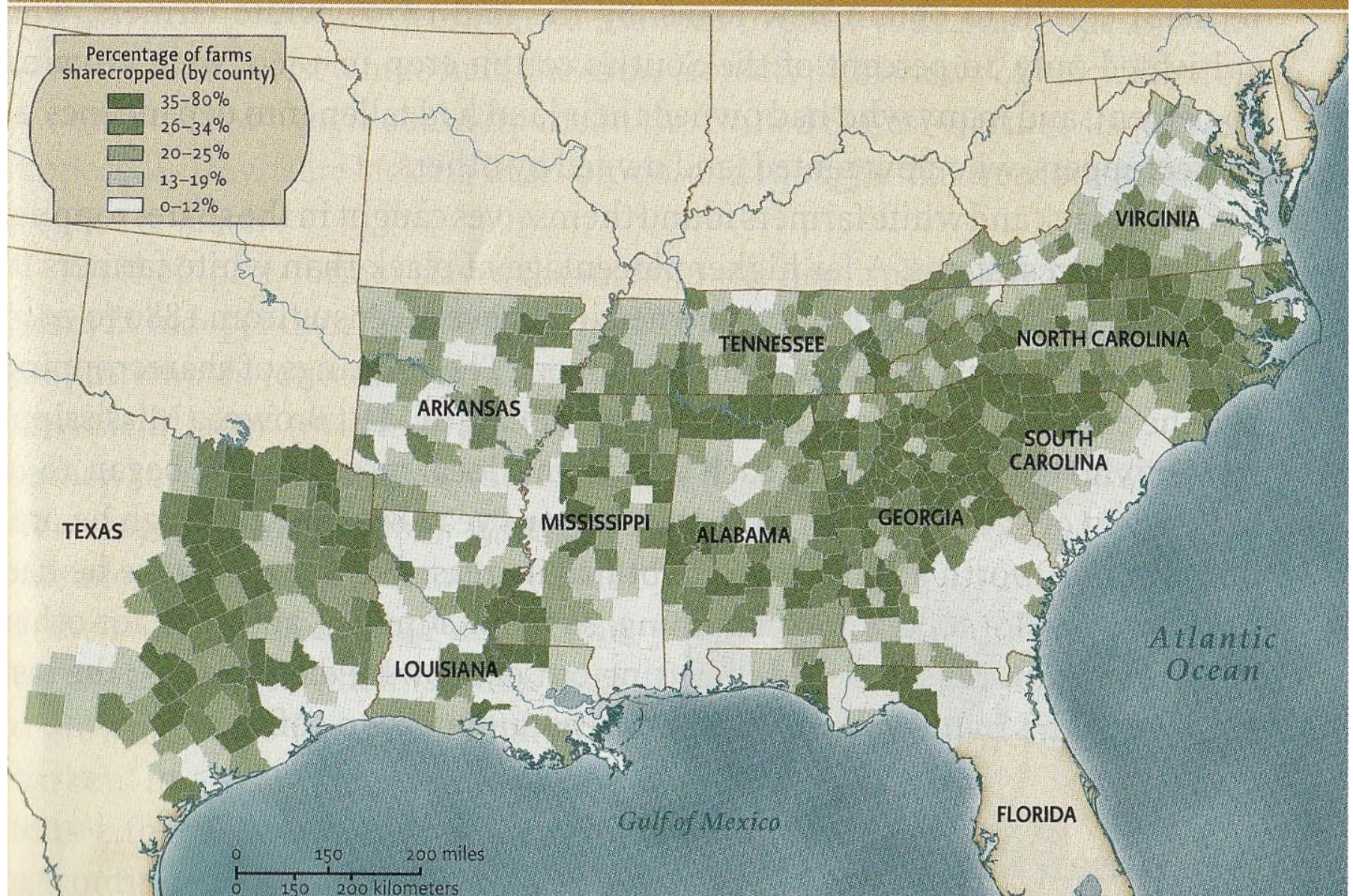


- ▶ Emerged as a compromise between planters' demand for a stable labor force & black people's desire for land and work.
- ▶ Ex-slaves confined to farm work and remained poor, often working for their former owners.
- ▶ The unwillingness of political leaders of the South to face the reality of emancipation (the passage of "Black Codes").

[Sharecropper Sam Williams with family members and laborers in cotton field] c. 1903

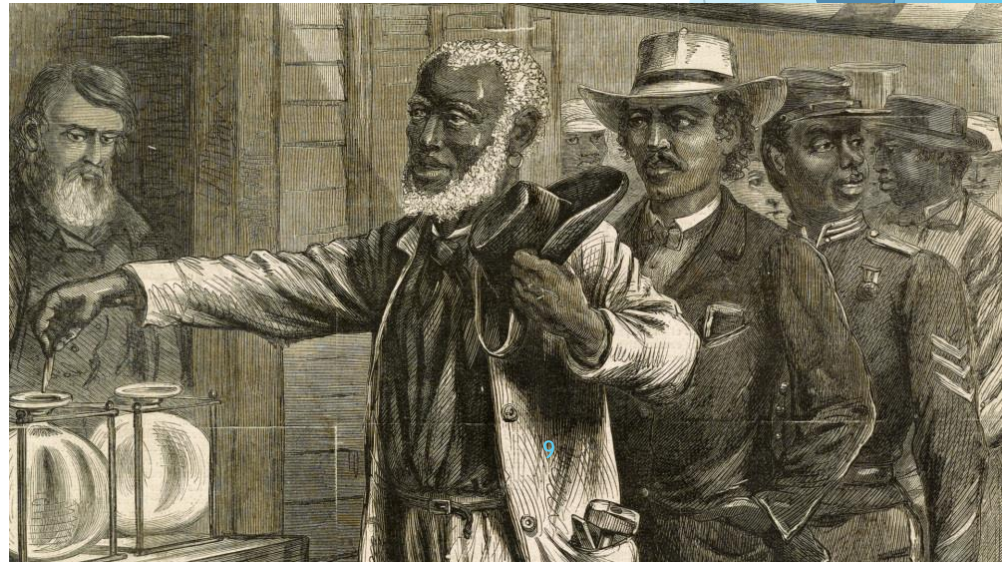
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SHARECROPPING IN THE SOUTH, 1880



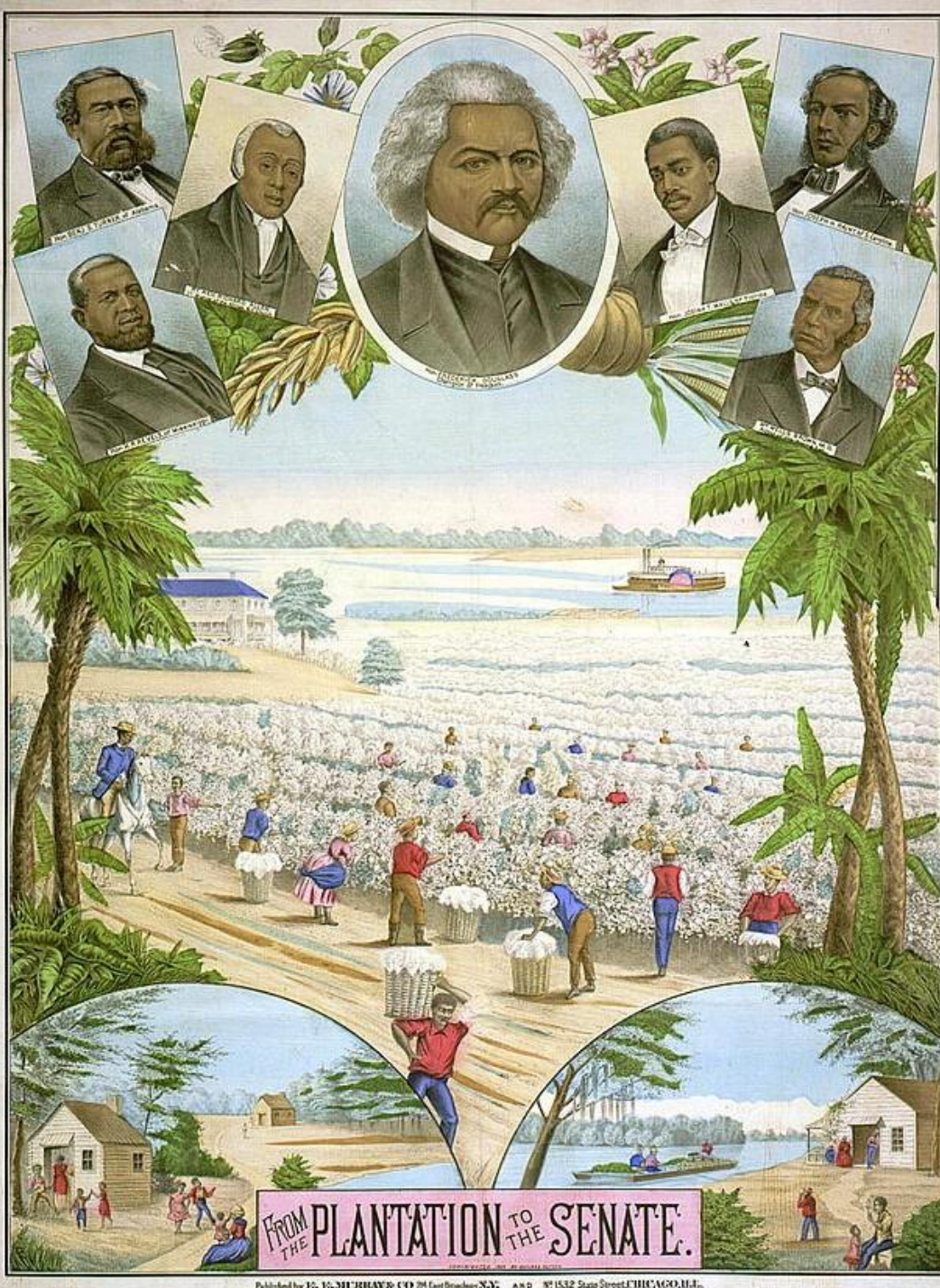
Radical Reconstruction (1867-77)

- ▶ June 1866: Congress approves the 14th Amendment (the principle of birthright citizenship)
- ▶ March 1867: Congress passes the Reconstruction Act (overriding J's veto), requiring Southern states to ratify the 14th amendment, granting voting rights to black people, and abolish Black Codes before rejoining the Union.
- ▶ Feb. 1869: Congress approves the 15th Amendment (voting right)

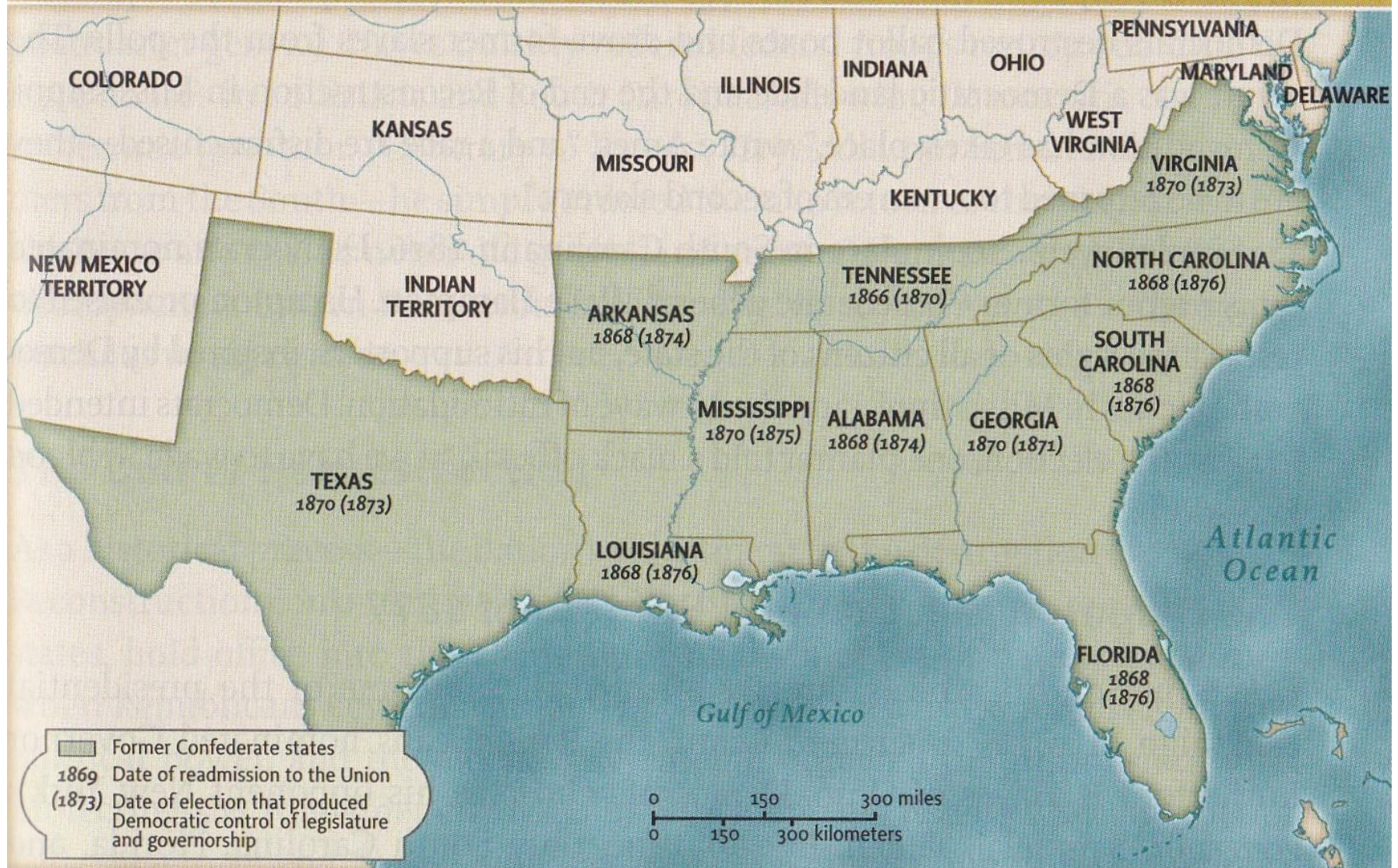


The Retreat of the North

- ▶ Northern enthusiasm for Reconstruction had diminished by the mid-1870s (the replacement of Radical Republicans by legislators less interested in Reconstruction, racism, economic depression, etc).



RECONSTRUCTION IN THE SOUTH, 1867-1877



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Westward Expansion in the 19c



U.S. Exceptionalism

- ▶ “City upon a Hill”
- ▶ European imperialism;
American innocence



Manifest Destiny



Monroe Doctrine

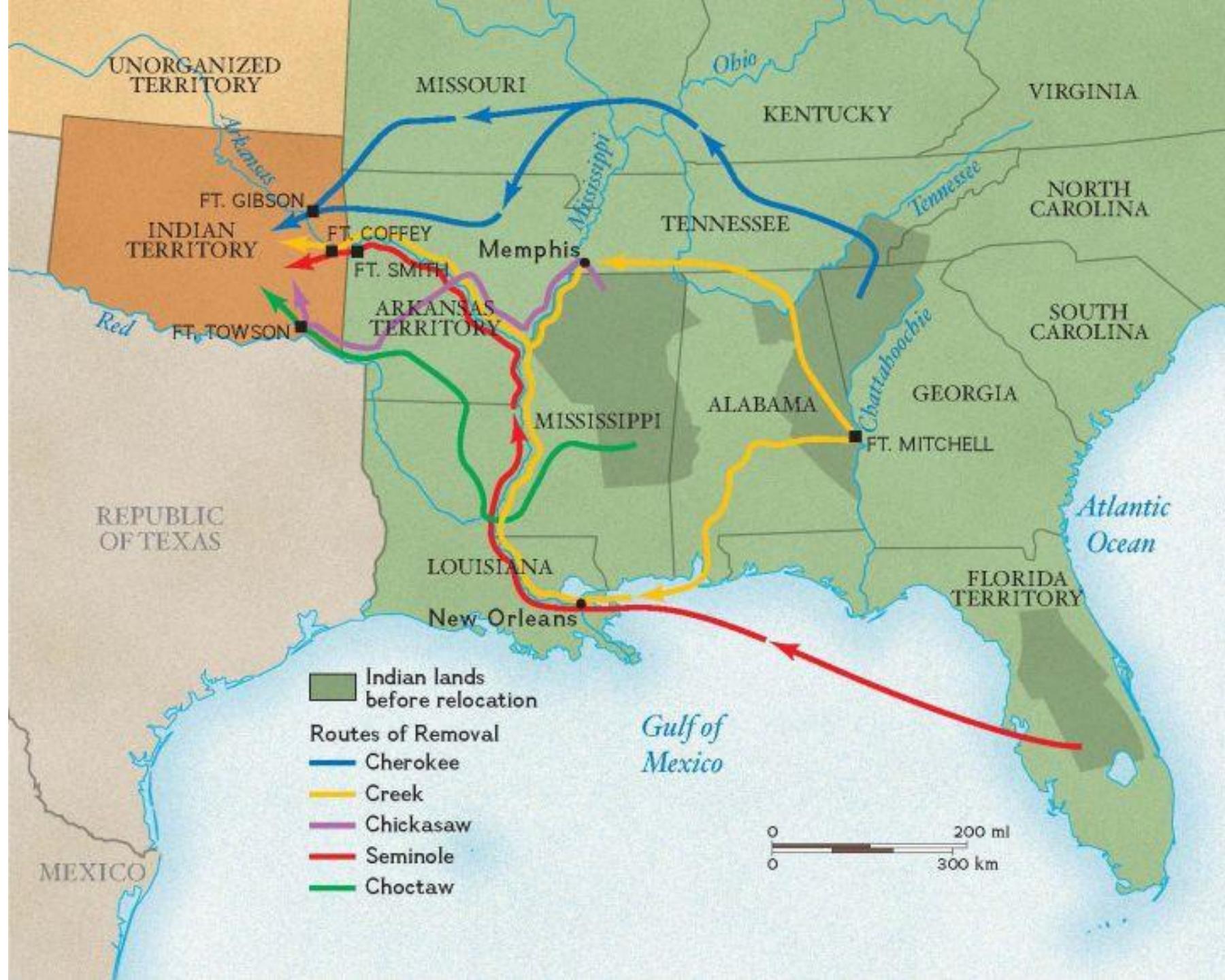


- ▶ Articulated in 1823 by James Monroe (5th US President, 1817-1825).
- ▶ 1810s-1820s: Spanish colonies in Latin America rebelled and proclaimed independence; the US was concerned that Spain would attempt to reclaim its colonies.
- ▶ Declared that the U.S. was opposed to any European intervention in the Western Hemisphere.

Indian Removal

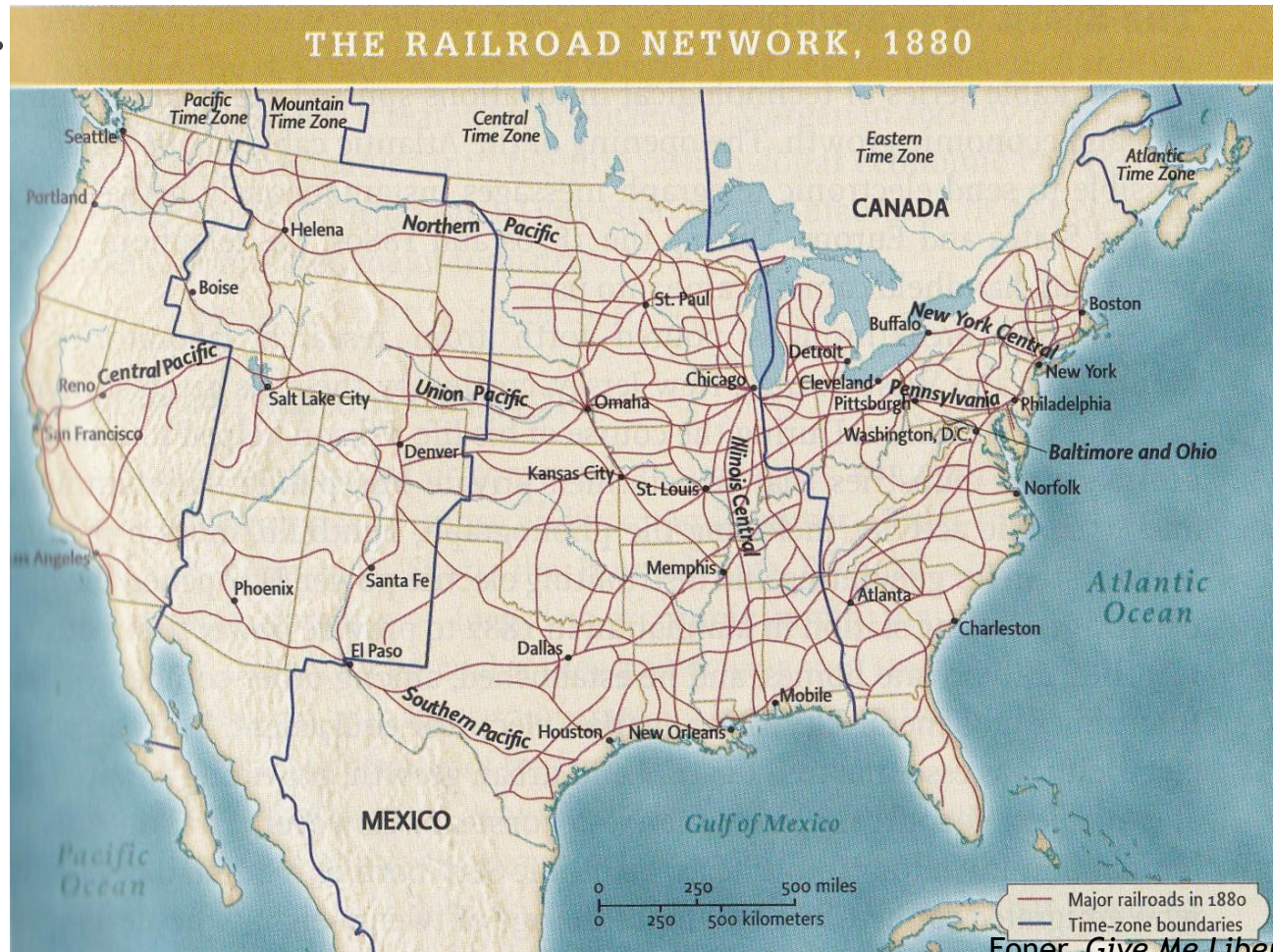
- ▶ The Indian Removal Act (1830, Jackson): uprooted Native Americans on the east of the Mississippi River, repudiated the idea that “civilized” Indians could be assimilated into American society.





Industrialization

- ▶ Factors: natural resources, an ample supply of workers, a growing market for manufactured goods.
- ▶ By 1913, the US produced 1/3 of the world's industrial output.



Conquering the West

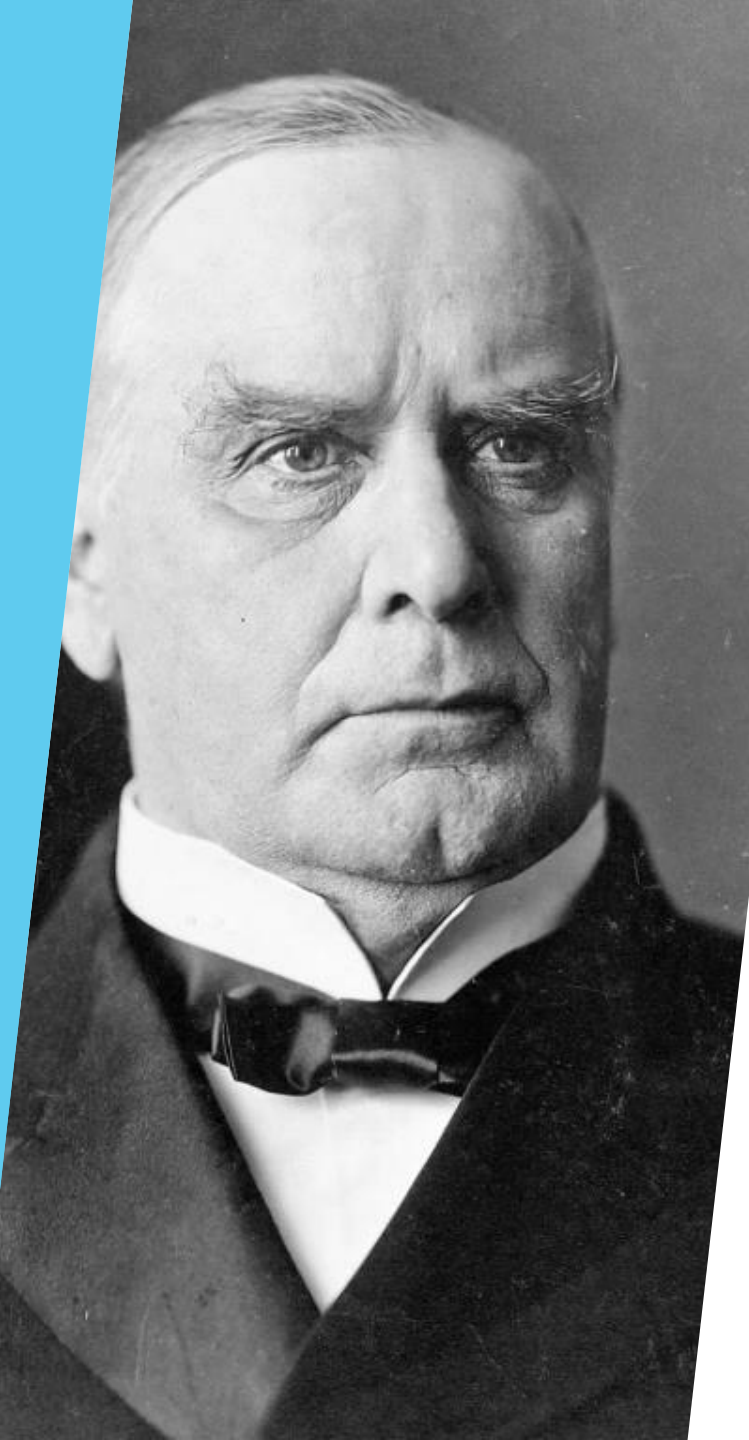
- ▶ In the years following the Civil War, the federal government redoubled its efforts to remove Native Americans from their ancestral lands; by 1890, most Native Americans had been relocated to reservations in the west.
- ▶ According to one estimate, the US acquired over 1.5 million acres of land from Native Americans between 1776 and the present (an area 25 times the size of Great Britain).
- ▶ A children's book about Native Americans published at the turn of the 20c: "The Indian pictured in these pages no longer exists."

“Civilizing” Native Americans



The U.S. Involvement in the Pacific World



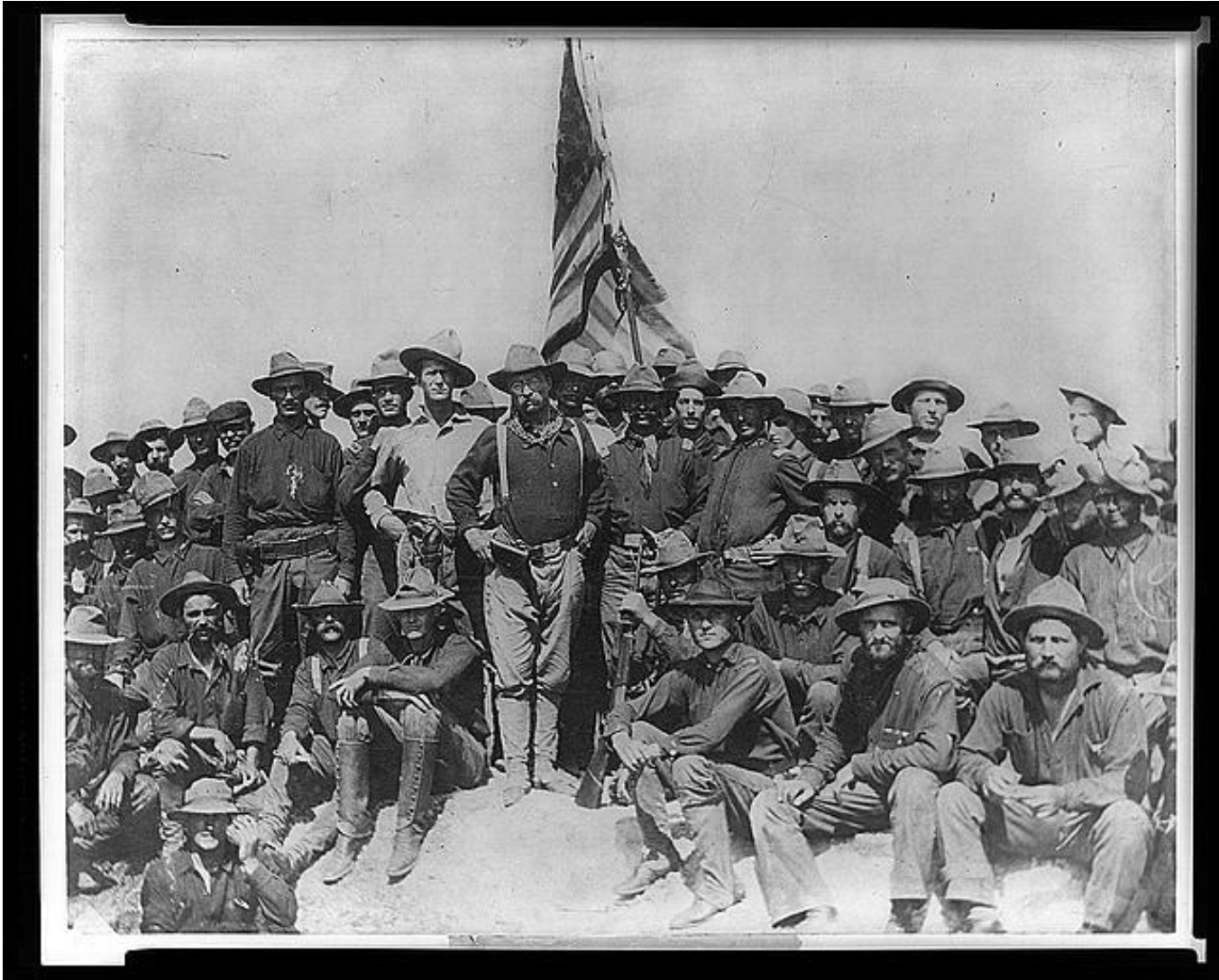


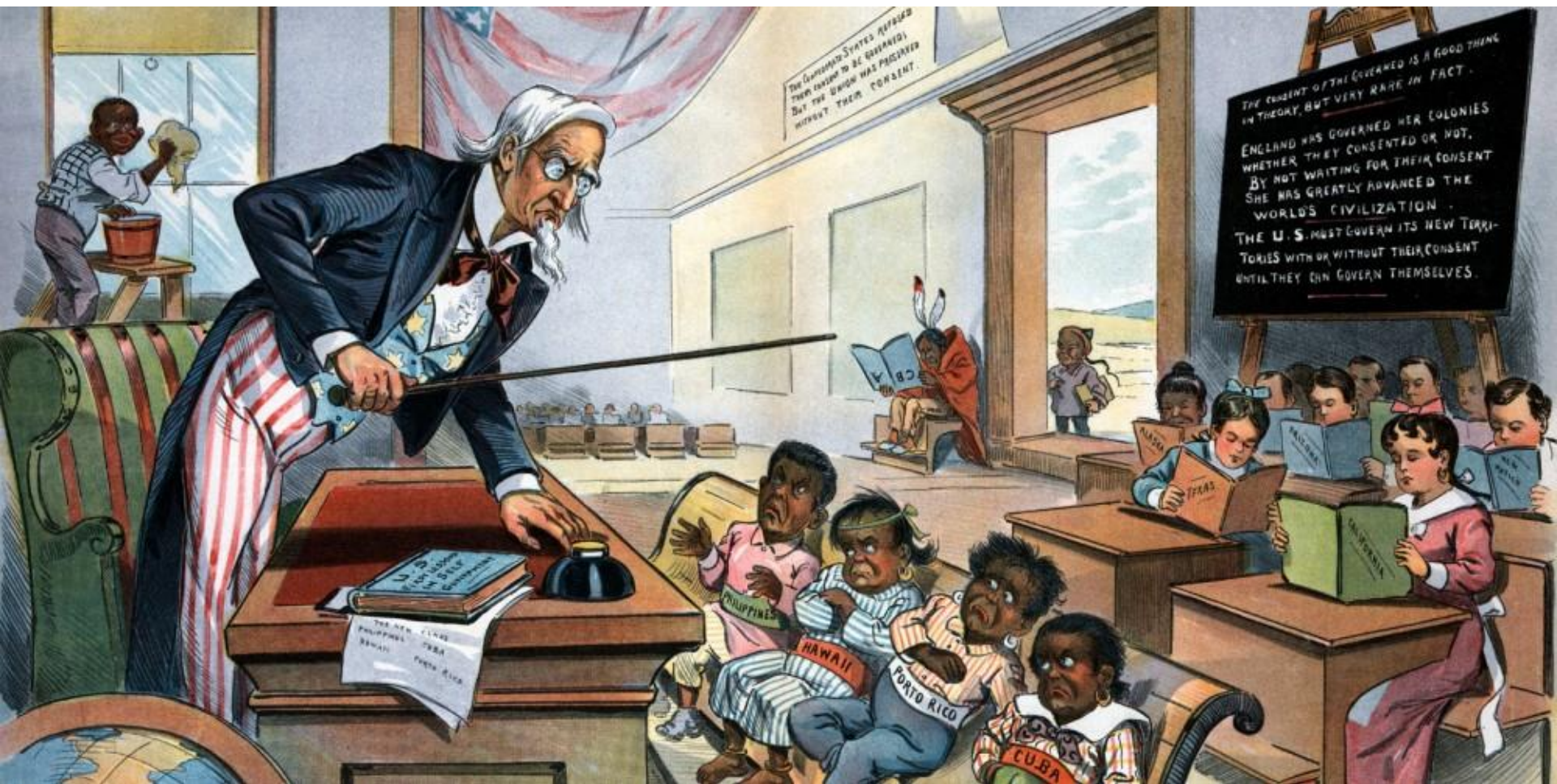
Spanish-American War (1898)

- ▶ Cubans rebel against Spain
- ▶ Feb 1898: U.S.S. Maine explodes in Havana Harbor
- ▶ April: McKinley (25th President, 1897-1901) asks Congress for a declaration of war.
- ▶ The US acquired the Philippines, Puerto Rico, and Guam (+made Cuba a protectorate).
- ▶ Massive Filipino resistance persisted.

Theodore Roosevelt

- ▶ How did masculinity function in the age of imperialism?







Conclusion

- ▶ The reconstruction as an “unfinished revolution.”
- ▶ The westward expansion of the US was supported by moral, economic, and racial convictions, which in turn justified the killing and removal of Native Americans.
- ▶ The year 1898 was a watershed moment in the history of US geographical expansion.

Tutorial:

Please come prepared to offer two discussion questions.

Mid-term essay question:

Historians struggle with the question of whether history is made by individuals or social forces. Did presidents create history or did they respond to events that occurred in larger contexts? Discuss your thoughts using the sources we've covered in class and citing specific examples. You may focus on a single president or mention two or more.

Smaller questions to think about while you write: How much did the outcome of a certain event depend on the president's personal attributes, political choices, or ideological preferences? How much did it depend on situational circumstances such as the political mood in which it occurred or events that happened just before or at the same time?

Grading standards:

A-range grades are anticipated for essays that provide a persuasive response to the essay question based on a deep comprehension of the course content, are backed up by specific examples, and are polished and error-free.

Whether or not the essay is analytical will be a primary focus of attention throughout the evaluation process.

Essays with B-range grades exhibit a reasonable comprehension of the essay question and course content but are less analytically sophisticated. These essays typically summarize the text(s) and lack rigorous explanatory analysis. Essays that barely meet the requirements of the assignment are graded in the C-range.