

HY2237 week 7 readings.

- Chap 21
The Progressive Era
1895-1920
- progressive reforms and class lines
 - impulse to improve society differed between the different classes.
 - educated professionals sought to apply techniques of various professions (e.g. law, engineering, medicine) to end abuse of power & inefficiency in business government, protect welfare of all classes, unify society through education and Americanisation for Native and new immigrants.
 - journalists exposed corruption and wrongdoings
 - e.g. Upton Sinclair's exposé of the meatpacking industry (Hedda Hopper), but prompted government reforms on food regulation.
 - workers pressed for improved safety, ~~working~~ working, compensation for injuries on the job
 - protestant ministers who sought to counter impact of negative capitalism with Christian salvation.
 - government and legislative reform.
 - progressives of the belief that government had obligation to improve society, protect people/families by restricting behaviour, i.e. more powerful government
 - push to adopt regulations which would end labour abuses via factory inspection laws to end labour abuses (e.g. compensation for injuries, child labour laws, work hours for women)
 - support for women's suffrage
 - focus on ending vice
 - banning manufacture and sale of alcohol, which was attributed to accidents, poverty, poor productivity
 - passing of Mann Act by congress in 1910, which prohibited interstate/international transportation of women for immoral purposes → nearly every state had outlawed brothels & solicitation of sex by 1915.
 - progressive education reforms.
 - arose from increasing concerns regarding the social impact of industrialisation
 - John Dewey's desire to ensure children were exposed to age-appropriate materials, teaching them to use ingenuity to solve real world problems
 - shift of college curriculum from near exclusive focus on a few professions (law, medicine) to learning that kept pace with technological and social changes
 - athletics identified as crucial to a student's growth, becoming a permanent feature.
 - increased number of colleges, including all-black land grant colleges and women's colleges
 - women's quest for equality in early 20th century.
 - undecided between focusing on shared humanity with men ~~versus~~ vs focusing on unique female qualities in pursuit of equality and new social roles.
 - adoption of feminism after 1910 encompassing rights to citizenship and self-development.
 - moderate and radical movements surfaced, but all saw voting as vital first step to influence laws affecting them
 - participation in ^{war effort} showed their ability/fitness/gender to serve their country, making it impossible for legislators to deny them the vote (ratified in 1920)

- Theodore Roosevelt and the revival of the presidency - was Roosevelt a trust buster?
 - believed government should guide national affairs and economic development, and determine when business was a positive or negative force.
 - but also thought business consolidation and mergers could aid economic progress
 - urged Bureau of Consolidation to assist businesses in this regard.
 - Roosevelt also willing to step in when consolidation led to corruption & market manipulation
 - e.g. urged Justice Department to use anti-trust laws to prosecute railroad, meatpacking, and oil trusts
 - supported breakup of J.P. Morgan's Northern Securities Company, but did not break up huge U.S. Steel Corp, even allowing it to acquire additional companies during 1907 economic panic.

Woodrow Wilson and extension of progressive reform

- first term:
 - disheartened by corporate merger movement that seemed to weaken fair business competition
 - increased government regulation of business sector, supported "Clayton Antitrust Act" and establishment of Federal Trade Commission to ensure fair business practices and protect labour
 - established banking regulation with Federal Reserve Act of 1913, supported tariff reform and farm loans
 - first central banking system
- second term:
 - sought greater cooperation between public and private sector to aid in mobilisation for war.
 - businesses agreed to submit to Federal War Industry Board directives in exchange for promise of profits.
 - Wilson dropped farm supports, high taxes, and collective bargaining for labour following the war, resulting in new era of big business.

Clayton Antitrust
- outlawed price discrimination and interlocking directorates

Chap. 22
<The Quest
for Empire>
1865-1914

- Motivations for U.S. expansion overseas in late 19th century.
 - leaders' belief that nation's future prosperity and security depended on greater U.S. investment and influence
 - belief that foreign trade could prevent future economic downturns (increasing concern with 1890s depression) by shipping surplus overseas.
 - economic ties could also allow political influence to spread overseas, spreading American way of life, such as capitalism
 - embraced notion of American exceptionalism that the U.S. was unique & superior to other regions because of heritage and God-favoured prosperity
 - nationalism, capitalism, social darwinism, paternalistic racism provided rationales for expansion
 - justified to themselves that they were helping to bring prosperity & liberty to weaker peoples when colonised.
- Seward's vision of an American empire. (Secretary of state)
 - longed for empire that would extend frontier to include Canada, Caribbean, Cuba, Central America, Mexico, Hawaii, Iceland, Greenland, Pacific Islands
 - felt these areas would gravitate naturally to US, and eventually being enveloped by U.S.
 - anticipated these developments will be accelerated by foreign trade and infrastructure developments e.g. transcontinental railroad, canal across Central America, telegraph system.
 - most of his vision never materialised
 - blocked by anti-imperialists, political foes, failed schemes
 - did manage to chase French puppet government from Mexico (1866), Alaska purchase (1867), claiming Midway Islands
 - dealings with Hawaii and Venezuela - "typical imperialist" notions.
 - Hawaii annexed despite objections of its queen and people
 - seen as strategically and commercially important to the U.S.
 - served as way-station during Spanish-American War (to Asia and Philippines)
 - Venezuela sought U.S. assistance on border dispute with Britain over boundary of British Guiana
 - anglo-american arbitration board divided up the territory, which was rich in gold and provided commercial gateway to South America, but with no input from Venezuela.
 - anti-imperialist arguments against U.S. annexation of the Philippines after Spanish-American War.
 - seemed hypocritical to fight a war for Cuban liberation, only to acquire another small nation.
 - argued that it violated fundamental right of people in self-determination they embraced in Constitution, independence declaration of
 - prominent women (e.g. Jane Addams) felt imperial zeal corrupted American character, cited children playing war games
 - racists saw annexation of nonwhite nation as a potential threat to anglo-saxon purity / supremacy
 - labour leaders feared colonists might become cheap labour force which drives down American wages.

- Open Door policy.

- originated as ~~solution~~ in late 19th century as a solution to US trade difficulties with China.
- called for nations with spheres of influence in turbulent China to respect principle of equal trade opportunity
- when US became preeminent trader in the world after 1900, policy became a tool for US to open new markets and dominate them.
- ~~basic~~ tenets: America's economy required strong exports, trade abroad could be interrupted unless the US intervened, any effort to keep US citizens, products, ideas from other regions threatened US survival.

- Solidifying of US-Britain ties heading into WWI

- Shared language, respect for private property rights
- both concerned about growing Japanese influence in Asia
- US investment in Britain, with increased trade, strengthened bonds
 - British support for Roosevelt Corollary to Monroe Doctrine (granted US hegemony in Western hemisphere), England's respect for US' growing status as superpower, withdrawal of British ships from Caribbean
- increased ~~Germany and~~ tensions between Germany and England.
 - British support for 1898 Spanish-American war
 - increased cooperation ensured many Americans would take England's side.

- viability of US neutrality during the war
 - embraced neutrality initially, and even took pride in it.
 - eventually became less viable with the belief that German victory would end the enterprise and rule of law
 - difficult to claim neutrality when US dependent on Allied nations to end recession, together with the fact that American banks made extensive loans to Britain and France and sold arms to the allies.
 - US already engaged in the war indirectly even before entering the battlefield.
- the Zimmerman telegram and the abandon of neutrality.
 - month Germany had launched submarine attacks on warships and commercial vessels regardless of stated neutrality for months in early 1917.
 - Arthur Zimmerman = German minister in Mexico
 - Zimmerman telegram intercepted by British intelligence, which promised to help Mexico to regain territories lost to the US in 1848 if Mexico united with Germany against US → bringing enemy into US' backyard.
 - Mexico refused.
 - telegram released to public by Wilson, increasing anti-German sentiments.
 - increase cries for war following sinking of American ships, leading to Wilson asking Congress to declare war.
- impact of modern trench warfare.
 - increased risk of casualty and fatality, and mentally debilitating
 - from charging into enemy trenches facing machine gun fire, poison gas
 - survivors suffering from shell shock: paralysed limbs, PTSD, screaming, nightmares, etc.
- creation of new opportunities for American workers from wartime labour shortages.
 - full employment economy during the war increased salaries, but also meant workers could leave jobs with low salaries and harsh conditions for something better.
 - worker shortages allowed women to move into higher paying, formerly male jobs
 - trading domestic service for factories, shift from clerking to stenography/typing, textile mills to firearm plants
 - war pushed black migration to northern cities, leaving sharecropping and tenant farming for better wages in railroad yards, shipyards, steel mills, coal mines
- challenge of civil liberties: free speech.
 - passage of Espionage Act (1917) and Sedition Act (1918) empowered federal government to arrest its critics (almost 20k prosecuted), with others intimidated into silence.
 - arrest of Socialist Party leader Eugene V. Debs by Federal agents when he spoke about socialism, freedom of speech to criticize Wilson's move to war.
 - professors articulating pacifist views fired or forced to resign
 - labour union quashed
 - ultranationalistic groups who burnt textbooks mentioning Germany, and bullying people to buy war bonds

- the red scare and dashing of hopes for a more egalitarian postwar America.
- fear of communist invasion began with Bolshevik Revolution, and the Communist Party's promise to spread its message worldwide.
- nationwide crackdowns against radicals (especially labour), with increased membership in Socialist and Communist Parties
- passage of 19th amendment granting women the right to vote proved to be rare exception for postwar social improvement.
- violations of Bill of Rights and freedom of speech combined with unemployment, inflation, resurgent racism (KKK) dampened hopes for a more promising egalitarianism postwar America.
- US' non-participation in the LoN.
 - League promised more stable world based on collective security, but Wilson's notion of collectivity was problematic for a people used to operating independently in world affairs.
 - critics on the left feared the League would perpetuate empire
 - conservative critics feared LoN would limit American's freedom to act as it saw fit in world affairs, block US expansion, intrude on domestic concerns.
 - critics feared being compelled to participate in collective action deemed necessary by the League.