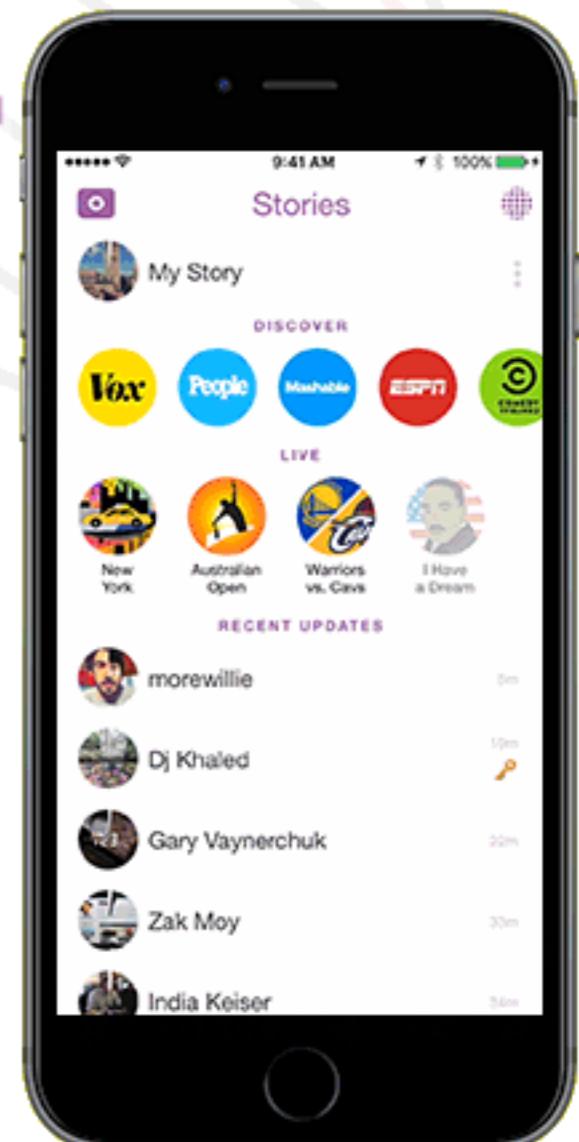
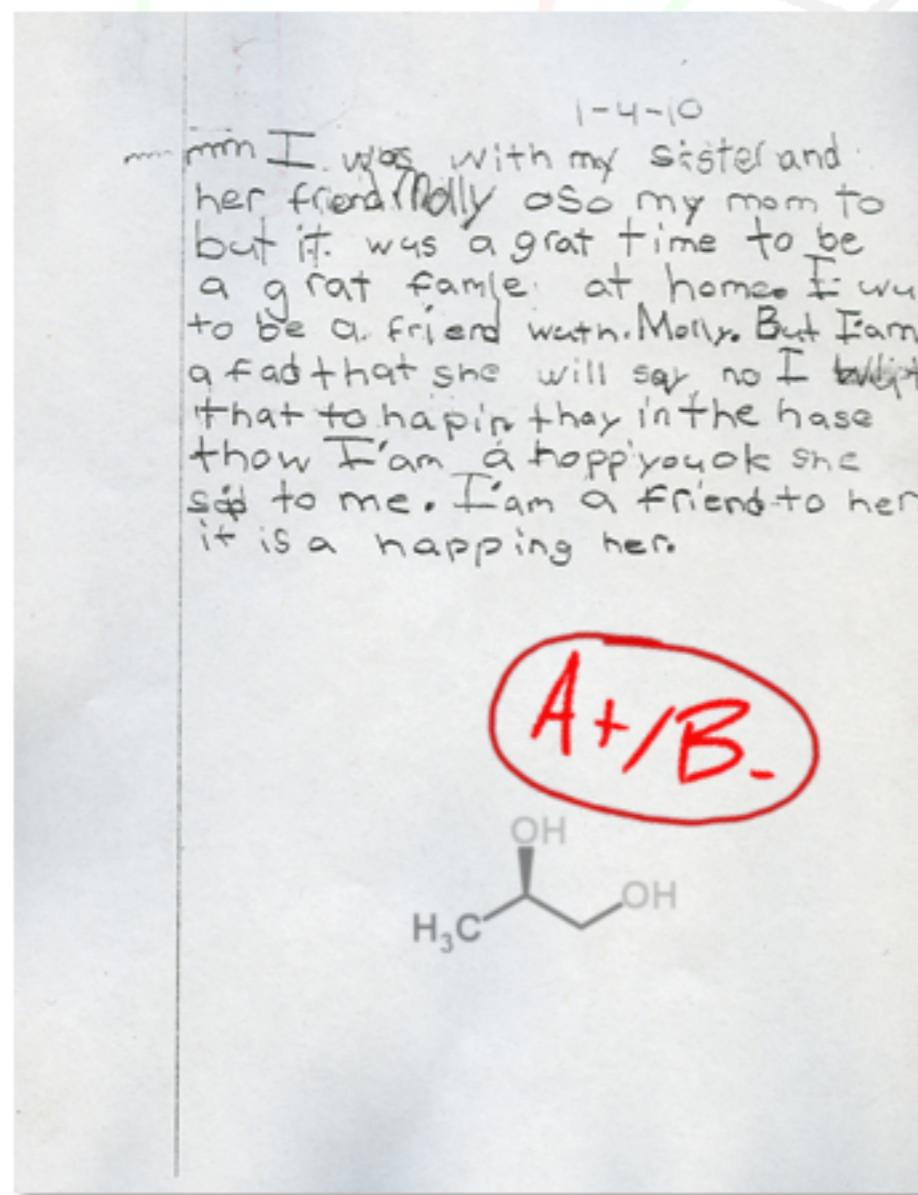


90 Th 232.0	68 Er 167.2	63 Eu 151.9
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53 I 126.9	16 S 32.06
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6 C 12.01	2 He 4.002	12 Mg 24.30	53 I 126.9	16 S 32.06	22 Ti 47.86	37 Rb 85.46	39 Y 88.90
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63 Eu 151.9	23 V 50.94	68 Er 167.2	39 Y 88.90	74 W 183.8	2 He 4.002	75 Re 186.2
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Research Questions and Hypothesis

Research Questions

What are the symptoms and causes of edema, especially those that might be related to food?

↳ From edema research, I found that limiting salt (i.e., sodium) in foods is a lifestyle change to avoid edema. Therefore, the following question arose:

How will limiting sodium in the cookie affect the cookie: its texture, taste, and any other internal chemistry?

Hypothesis

If the table salt (NaCl) is removed from the recipe, then the cookie will be drier, denser, and smaller (in height and diameter) due to the lack of salt's ability to retain water and strengthen gluten bonds (which better contain carbon dioxide and therefore increase cookie volume).

(Sodium is present mainly in two ingredients: table salt (NaCl, ~5g) and baking soda (NaHCO₃, ~5g), as well as much smaller amounts in butter (~2mg), egg (~62mg) and nuts (~7mg, but it depends on the nut and whether there is added salt). However, because they are both already in small concentrations, because baking soda is more important to the chemistry of baking, because the concentration of sodium in salt is constant compared to some of the other substances such as eggs and nuts, and so as to avoid manipulating two variables, I focused my hypothesis solely on eliminating table salt to attempt to create a more directed, more reproducible experiment.)

Background Research

Research

(underlined notes probably are most relevant to Cookie Project)

Edema

- Edema is the medical term for swelling from injury or inflammation by fluid; ranges from a small area to the entire body
 - Usually has underlying causes, not a medical condition in and of itself, needs separate treatment
- Limiting sodium intake can help reduce swelling, but it likely will not stop the underlying problem

"Edema." Mayo Clinic. Mayo Clinic for Medical Education and Research., 2016. Web. 19 Jun. 2016.

<<http://www.mayoclinic.org/diseases-conditions/edema/basics/definition/con-20033037>>.

“Edema Overview.” *WebMD*. WebMD LLC., 2016. Web. 19 Jun. 2016.
<<http://www.webmd.com/heart-disease/heart-failure/edema-overview>>.

Salt's Effects on the Cookie

- Salt slows down the rate of expansion by strengthening the gluten bonds, thus controlling the rate of bubbles forming and lowering the possibility of holes to form. This means that less gas will escape, so that the dough will be fluffier
- Salt is also hygroscopic, which means that it will keep water in the cookie, increasing the moisture and improving the texture of the cookie
- When yeast is used (it is not in this recipe), adding salt can be used to control the rate of yeast fermentation (more salt = less fermentation, and vice versa). Slowing down yeast fermentation also increases amount of sugar left over, which allows for more Maillard reaction and more browning and aroma
- (Non-chemical importance: it adds to the flavor, not letting the baked goods taste as bland)

“Ask the Experts ... About Salt.” *Home Baking Association*. Home Baking Association, N.d. Web.
26 Jun. 2016. <<http://www.homebaking.org/foreducators/askexperts/salt.html>>.

“How Salt Affects Baking.” *Progressive Baker*. Cargill, Incorporated, 2016. Web. 26 Jun. 2016.
<http://www.progressivebaker.com/tips_tools/salt_affecting_baking.html>.

“Salt.” *King Arthur Flour*. King Arthur Flour Company, Inc., 2016. Web. 26 Jun. 2016.
<<https://www.kingarthurlflour.com/professional/salt.html>>.

Cookie Project Part 2

Materials and Procedure

Previous steps

1. [Preliminary Research](#)
 2. [Project Variable \(Accomodationg Edema\)](#)
 3. [Hypothesis, Questions, and Directed Research](#)
-

Materials

The Recipe**

- 532mL (2 1/4 cups) all-purpose flour
- 2.46mL (1/2 teaspoon) salt*
- 4.93mL (1 teaspoon) baking soda
- 237mL (1 cup (2 sticks)) butter, softened
- 177mL (3/4 cup) granulated sugar
- 177mL (3/4 cup) packed brown sugar
- 4.93mL (1 teaspoon) vanilla extract
- 100g (2) large eggs
- 473mL (2 cups (12-oz. pkg.)) Nestlé Toll House Semi-Sweet Chocolate Morsels
- 237mL (1 cup) chopped, unsalted* walnuts****

- 1 measuring cup
- 4 bowls (2 large, 2 small)
- 1 hand whisk***
- 1 ice cream / cookie scoop
- 2 ungreased baking sheets

* note the halved amount of table salt and unsalted nuts

** Ingredients and recipe from [Very Best Baking](#)

*** [Anolon brand hand whisk](#) used in my experiment, due to a lack of electronic mixers

**** Only walnuts were used in this experiment to maintain consistency and clear ambiguity of "nuts" present in original recipe.

The Experiment

- 1 (millimeter) ruler
 - 1 (gram) scale
-

Procedure

Recipe modified from Very Best Baking to make two half-batches of cookies:

1. Gather materials.
2. Preheat oven to 191° C.
3. Mix with whisk half of flour (1 1/8 cups) and half of baking soda (1/2 teaspoon) in small bowl.
4. Mix with whisk half of butter (1/2 cup), half of granulated sugar (3/8 cup), half of brown sugar (3/8 cup), and half of vanilla extract (1/2 teaspoon) until creamy for 2 minutes in large bowl.
5. Add one egg, mixing well.
6. Mix in flour and baking-soda mixture slowly with whisk.
7. Mix in half of chocolate chip morsels (1 cup) and nuts (1/2 cup) with whisk.
8. Measure out 30g of batter. Mold it into a round shape using the ice cream / cookie scoop and put onto baking sheet.
9. Label the sheet as the experimental group.
10. Repeat steps 3 through 9, this time adding all of the salt (1/2 teaspoon) and putting the cookies on a different sheet labeled as the control group.
11. Bake all cookies for 10 minutes.
12. Remove from oven and leave out for 10 to 20 minutes until entirely cooled.
13. Clean up materials and wash utensils.

Measuring Size and Density Differences

14. Take ten cookies from each group (experimental and control).
15. Measure the height and diameter of every cookie. Record in the chart below under “Cookie Height” and “Cookie Diameter.”
16. Calculate and record the approximate* cookie volume using the formula for the volume of a cylinder:

$$V = \pi r^2 h$$

17. Measure the mass of every cookie. Record in the chart below under “Mass.”
18. Calculate the density of every cookie. Record in the chart below under “Density.”

* Approximate volume calculated because more exact measuring methods such as water-displacement might be destructive to the cookies (which are necessary in the next step) and would be difficult with the materials I have at hand. The volume is calculated as a cylinder, which is closest to a cookie's shape.

Measuring Moisture Levels

(Use the same 20 cookies from the previous section)

17. Dehydrate all of the cookies by putting them back in the oven at 66° C (or, if not applicable, its lowest setting) for 6 hours.*
18. Let cookies cool for 10 to 20 minutes until entirely cooled.

19. Measure the mass of every cookie again. Record in the chart below under “Dehydrated Mass.”

20. Calculate the percent mass of water in each cookie. Record in the chart under “% Water.”

The formula for percent water is:

$$\% \text{ mass}_{H_2O} = \frac{\text{initial mass} - \text{dehydrated mass}}{\text{initial mass}} \times 100\%$$

* Dehydration recommendations from [here](#).

Data Table Layout

Experimental Group Data

Cookie	Height (mm)	Diameter (mm)	Approximate Volume (mm ²)	Mass (g)	Density (g/mm ²)	Dehydrated Mass (g)	Percent Water
EXP1							
EXP2							
EXP3							
EXP4							
EXP5							
EXP6							
EXP7							
EXP8							
EXP9							
EXP10							
Average							

(Make a copy for the control group, but with “CTL[ID]” format for the “Cookie” field instead.)

Points of Comparison

Hypothesis:

If the table salt (NaCl) is removed from the recipe, then the cookie will be drier, denser, and smaller (in height and diameter) due to the lack of salt’s ability to

retain water and strengthen gluten bonds (which better contain carbon dioxide and therefore increase cookie volume).

As per the hypothesis, compare the following fields between the two groups: volume, % water, and density, with an expected decrease in the former two and an increase in the latter of the mentioned fields from the control group to the experimental group.

Trial	Cookie	Height (mm)	Diameter (mm)	Approximate Volume (mm^3)	Mass (g)	Density (g/cc)	Dehydrated Mass (g)	Water Percent Composition
Control Batch 1	C1	20.0	61.0	58400	28.3	0.485	25.5	10.0%
	C2	20.0	63.0	62300	28.3	0.455	25.5	10.0%
	C3	21.0	62.0	63400	28.3	0.447	25.5	10.0%
Control Batch 2	C4	14.0	79.0	68600	25.5	0.372	25.5	0.00%
	C5	15.0	82.0	79200	28.3	0.358	25.5	10.00%
	C6	15.0	80.0	75400	31.2	0.414	31.2	0.00%
Control Batch 3	C7	17.0	77.0	79200	28.3	0.358	28.3	0.00%
	C8	13.0	84.0	72000	31.2	0.433	31.2	0.00%
	C9	14.0	90.0	89100	28.3	0.318	28.3	0.00%
	Avg.	16.6	75.3	71956	28.7	0.404	27.4	4.4%

Experimental Batch 1	E1	23.0	60.0	65000	22.7	0.349	19.8	12.5%
	E2	24.0	59.0	65600	25.5	0.389	25.5	0.00%
	E3	26.0	55.0	61800	25.5	0.413	25.5	0.00%
Experimental Batch 2	E4	18.0	65.0	59700	22.7	0.380	22.7	0.00%
	E5	20.0	64.0	64300	28.3	0.441	25.5	10.00%
	E6	18.0	66.0	61600	25.5	0.414	25.5	0.00%
Experimental Batch 3	E7	20.0	69.0	74800	31.2	0.417	28.3	9.09%
	E8	18.0	66.0	61600	28.3	0.460	25.5	10.00%
	E9	19.0	69.0	71000	25.5	0.359	25.5	0.00%
	Avg.	20.7	63.7	65044	26.1	0.402	24.9	4.6%

P-Values	0.468	0.017	0.034	0.104	0.130	0.453	0.443
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(↑ p-values generated by independent t-test between both groups)

General Observations The control group cookies were flatter, shorter, more brown, and more consistent (the experimental group was more varied). The batters between a control/experimental batch pair were visually similar (could not pick out differences). The cookies and batter from the first group (control and experimental) were noticeably harder than those from the second group. There was no noticeable difference in the tastes between the two types of cookies.

Cookie Project Data Analysis

(Data is located [here](#).)

According to the data table, the control batches had an average of 16.6mm height, 75.3mm diameter, 28.7g, and 27.4g when dehydrated. This gave an estimated 73800mm^3 volume per cookie, 0.404g/cm^3 density, and 4.4% water composition.

The experimental data, had very similar results, having an average of 20.7mm height, 63.7mm diameter, 26.1g, and 24.9g when dehydrated. This gave an estimated 65800mm^3 volume per cookie, 0.402g/cm^3 density, and 4.6% water composition.

This means that the experimental data cookies were on average taller, smaller in diameter, and had a slightly greater water composition. They were also observed paler in color, while the control group cookies were browner. They also were more uneven in texture, with the chocolate chips and walnut chunks more extrusive, while the cookies from the control group had a more flat, even texture.

There were many possible sources of error in the experiment. Several have been listed above regarding the data values and calculations that should not be used in the analysis. In the experiment, most instruments were common kitchen equipment with limited precision. The tool used to measure the volume in teaspoons was a little cup with measurements with precision $\pm 0.5\text{tsp}$. The tool used to measure the volume in cups was a measuring cup with measurements with precision $\pm 0.25\text{cup}$. The tool used to measure height was a common millimeter ruler, with precision $\pm 1\text{mm}$. The tool used to measure the masses was a US Postal Office weight scale, measured in ounces, with precision $\pm 0.1\text{oz}$. Out of these instruments, the largest sources of error were likely from the cup measurement (for the recipe), because of the small precision, and with the scale. The scale measured in tenths of an ounce, which were not very precise; as a result, many of the cookies reported having no change in mass when they could very possibly have had a change in mass that was under one-tenth of one ounce and therefore was undetected by the machine. Dimension measurements were taken to the highest point for height and the smallest diameter, in order to maintain consistency and provide a middle ground for the volume calculation; however, this may have lost accuracy as well. Out of the cookies, the first batch (control and experimental groups 1) were noticeably taller and less wide than those of the following batches; these values may all be outliers. Lastly, it is important to note that I, the baker, have never baked cookies before, and that my limited experience may have made errors unknown to myself along the way.

In general, the data was statistically unimportant. As determined by an independent t-test, the height, mass, density, dehydrated mass, and the water percent composition had p-values of 0.468, 0.104, 0.130, 0.453, and 0.443, respectively — greater than 0.05 (the chosen significance level). This means that the data supports the null hypothesis: the differences are not significant and likely due to error. Only the diameter and approximate volume metrics had p-values lower

than 0.05 — 0.017 and 0.034, respectively. Even though these had low p-values (and therefore a high statistical significance), their accuracy is not guaranteed — the volume was calculated on the premise that the cookies were highly cylindrical, which they proved not to be. This affected the subsequent density calculation, which is highly unlikely (according to the data, on average they are less than half the density of water, when they would be roughly the same density as water).

Cookie Project Conclusion / Future Investigations

(Data analysis is [here](#).)

The experiment did not provide strong evidence to show the hypothesis that the elimination of table salt (sodium chloride) in the cookies would decrease the size of the cookies, increase their densities, nor would it make the cookies more dry (smaller percent water composition). Although the control batch (with the table salt) was larger in volume on average, the control group also had a slightly greater density and a slightly lower percent water composition on average. This was also made statistically insignificant by high p-values (over 0.05) on most of the data sets (height, mass, density, water composition) and a high potential for inaccuracies for the volume calculation.

Although this experiment did not seem to yield much significant data, it would likely do so if the instruments were more exact. As previously stated in the data analysis portion, low precision on the instruments used leave wide margins of error ($\pm 0.10\text{z}$ rather than $\pm 0.01\text{g}$ that can be obtained with a centigram scale for volume and $\pm 0.25\text{cups}$ rather than $\pm 0.1\text{mL}$ that can be obtained with a graduated cylinder for volume in a laboratory setting). A more controlled laboratory setting would be the first step to producing significant results.

For future investigations, testing volume via a water displacement method may be a more accurate method to calculate volume due to the non-regular shape of the cookie. This may reduce inaccuracies in the volume and density calculations (also mentioned in the data analysis), and again make the data more significant.

Another interesting variable to test would be to eliminate baking soda (sodium bicarbonate) from the cookie. There is a similar amount of sodium in sodium bicarbonate as there is in sodium chloride in the cookie, and the sodium is the primary reason that the table salt was eliminated in the first place (sodium being a contributor to edema, which was the initial affecting factor of the entire experiment). Sodium bicarbonate has important properties in baking (especially dough leavening during the baking process), so this would likely greatly affect the cookie in interesting ways.

Glow Stick Lab Write-Up

Data Table

Sample	Observations
Glow stick at room temp.	<p>The glow stick appeared to be bright and still very luminous after 30 minutes. However, it did appear to dim as time progressed. This appeared to happen uniformly throughout the stick.</p> <p>This stick's brightness remained in between the submerged portions of the hot and ice water glow sticks.</p>
Glow stick in hot water (partially submerged)	<p>The portion of the glow stick submerged in the hot water was brighter when compared to the other two glow sticks. After 30 minutes, the submerged portion was still very bright and relatively brighter than the other two.</p> <p>The portion that was unsubmerged was relatively the same brightness as the stick at room temperature and was dimmer than the submerged portion but brighter than the submerged portion of the ice water stick.</p> <p>As the glowstick dimmed it did not do so uniformly since only part of it was under the water.</p>
Glow stick in ice water (partially submerged)	<p>Glow stick did not appear to get incredibly bright. It was dimmer than the other two sticks as well. The bottom of the glow stick's luminous interior was very shriveled. After 30 minutes the stick was still dim at the submerged portion with the unsubmerged portion remaining much brighter</p> <p>The unsubmerged portion was brighter than the portion in the water and was more spread out within the glow stick's tube.</p> <p>The submerged portion was dimmer than the room temperature stick and the hot water stick when compared side by side.</p> <p>As time progressed the stick got dimmer, however not uniformly as the submerged portion was dimmer than the unsubmerged portion.</p>

Conclusions

We noticed that the appearance of the glow sticks varied between the samples of our lab. For instance, we noticed that the bottom of the glow stick inside of the cold water bath looked "shriveled." In the hot water, the glow stick was quickly brightened, and the stick remained the brightest of the three throughout the trial period. From these observations, it appears that a larger percentage of the particles of the glow stick over the hot plate were above the energy threshold (the activation energy of the glowing chemical reaction) for a longer period of time than the other glow sticks at lower temperatures. To add

on to this, the glow stick under the hot plate appeared to illuminate faster than the other two glow sticks. This is due to the variable of temperature, where this variable causes the particles in a reaction to move around more with an increased amount of kinetic energy; therefore more particles can collide with each other to form products. As according to the collision theory, chemical reactions occur when molecules (reactants) collide with a sufficient amount of energy. When the temperature is increased, the kinetic energy of the molecules overall has increased as well, so the product can be produced at a faster rate. This statement can provide an explanation for why it took a shorter amount of time for the glow stick submerged in the hot water to glow intensely compared to the other two glow sticks under room temperature and cold temperature. As for the rationale for why the brightness may have lasted the longest for the glow stick in the hot water, this can also be explained by collision theory. The collision theory shows that particles will react under certain conditions and sufficient energy. This means that during this brightness, more particles have the potential to react unlike the particles in the cold water glow stick where there are less collisions, so it is much harder to maintain a long brightness in this scenario. The increased kinetic energy for the glow stick submerged in hot water would make collisions in general more probable to occur in a longer period of time, so this is why the illumination of this glow stick appears to be very long-lasting.

Errors and Validity

The glow sticks were not submerged to an equal depth in the water baths, meaning that the temperature changes induced by the water temperature may not have been too consistent between the samples. Furthermore, the sticks were only partially submerged so only the submerged sections could be compared and it was not the entire glow stick that was affected and was observed. We also could not quantify the light being produced and the data was therefore subjective. This could lead to differences and issues solely based on perception and human error.

Other factors also affect the reaction such as pressure and concentration of the reactants. We did not control nor measure these variables, but they may have played a role in why the differences in the brightness of the glow sticks. The water or the air could have changed the pressure of the stick, making the reaction change. Concentration was also unquantifiable in this lab, which is potentially valuable information left out. Being able to measure numerically the concentration of a reactant or a product would give us more quantitative results regarding reaction rate.

Hot Air Balloon Lab

Background Information

According to Charles' Law, gases that are heated will have a greater volume, and therefore a lesser density. This is because a higher temperature means a greater kinetic energy of the gas particles, which move with greater speed and try to spread themselves out greater. With enough hot air, a hot air balloon will have a density low enough compared to the ambient air that the density difference will allow the balloon to rise into the air. This effect can further be augmented by heating gases that are less dense than air, such as hydrogen or helium.

In regular hot air balloons, a large, fire-proofed canvas is used as the balloon, along with a wicker basket for the people with a propane burner as the heat source. In our experiment, the hot air balloon will be made with tissue paper and tape alone and will be unmanned.

Safety Considerations

Tissue paper is flammable. Keep away from open flame or excessive heat.

When using the scissors, be sure to keep the cutting edge away from skin or clothing.

Difference Between Balloons in *Around the World in 80 Days* and *Up*

In *Around the World in 80 Days*, a hot air balloon was used. In *Up*, helium balloons were used. In both cases, the balloons were less dense than air, which displaced more air and allowed them to float up. In a hot air balloon, heat is applied to the particles so that they move faster and create more volume; the same mass per a larger volume means a lower density. In a helium balloon, since there are the same number of moles of any gas at the same temperature and pressure conditions, there are the same number of helium atoms as there would be oxygen molecules in the same volume; however, because the helium atoms have a much lesser mass per the same volume, it has a lower density as well.

Project Progress Report

Background Research

Hot air balloons fly because they are less dense than air. To be less dense than air means that there is a greater volume than air compared to its respective mass. Hot air is less dense than air because the particles are moving faster and want to spread out more, and thus occupy more volume. This is known as Charles's gas law: a greater temperature with a constant pressure corresponds with a greater volume of air. A similar effect can be created by using gases that are less dense than regular air at room temperature; helium and hydrogen, for example, much less dense than air and can be used to fly a balloon. However, because hot air balloons use an open flame, hydrogen is generally not a good choice of gas to use because, although very light, it has the tendency to ignite and cause damage to the balloon and to the passengers.

One factor to continue was whether or not to use tape or glue to bind the different sections together. We chose tape because it would better seal holes fully and is more convenient to use. It also is applied evenly, does not have a drying time, and can resist heat better than glue. Glue, however, is lighter, but is worse than tape in the aforementioned ways. Another factor to continue when making the balloon was the shape of the balloon: some shapes, such spheres, would have a larger volume per amount of tissue paper (more volume per mass) than other shapes, such as most platonic solids. Constructing a cylindrical shape and a cone or hemispherical top would be difficult, however; a simple square and pyramid would be much easier to design and assemble, while not losing too much volume. Similarly, the overall size was something to consider: it had to fit the size dimensions, and we had unlimited amount of tissue paper. Theoretically, it is possible to create a balloon of a very great width and therefore contain a significantly greater volume, but it is impractical to do so. Simply making a balloon one panel wide (50cm) and four panels tall (approximately 2m) is a simple approach that fits the size requirements.

Diagram (on right)

Timeline

< 10/4

- Research balloon designs and why it floats (kinetic molecular theory)

10/4, 10/5

- Begin construction of balloon (determining dimensions, drawing, cutting, and beginning to tape)

10/7

- Complete construction of balloon (taping and checking for holes)
- Begin calculations for packet

10/8-10/10

- Finish calculations
- Begin drafting responses for poster

10/13

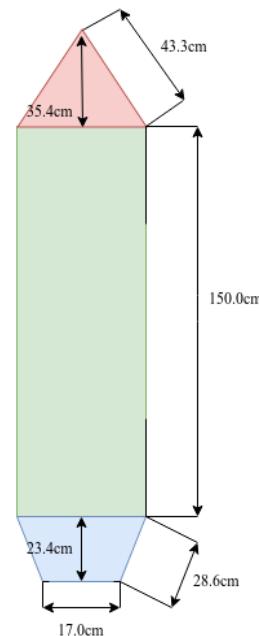
- Meet during study to plan poster

10/17

- Print out poster requirements and complete poster

10/18

- Poster due. Hand it in



Materials

The materials used in this project were 50.8cm x 50.8cm tissue paper and Scotch tape. The tape was used to connect the tissue paper into the shape of the balloon in the diagram. We chose tape over glue because of its convenience and because of its better ability to cover holes. We decided that having tape visibly cover the seams would be more reliable for air-trapping than glue. Glue also takes time to set, which would reduce the efficiency of our project and make it more difficult to finish on time.



Assembly

When connecting the pieces of tissue paper, 0.8cm of the sheet was overlapped on either side in order to hide the 0.8cm margins and fit the 50cm dimensions. We first assembled the side panels by taping three sheets of tissue paper together. To assemble the balloon, we then assembled the top pyramid because we thought that would be the most difficult shape to assemble. Then, we taped the side body panels to the bottom of the pyramid. To hold our balloon up while taping each of the sides together, we taped a hoe and a long cardboard tube together so that the balloon would be extended

fully, making it easier to connect the pieces. Lastly, we attached the truncated bottom pyramid by taping it to the bottom of the body of the balloon.



Theory

According to Charles's Law, one of the laws of the Kinetic Molecular Theory, gases that are heated will have a proportionally greater volume, and therefore a lesser density. This is because a higher temperature (average kinetic energy) of the gas particles with a constant pressure and number of moles of gas means that the particles will attempt to spread themselves out further. Because the balloon is flexible (the volume is not fixed) and the pressure stays constant (at room temperature), the gas expands to a larger volume, thus inflating the balloon. By increasing the volume with the same moles and mass of gas, the density is decreased. With a high enough temperature, a hot air balloon will have a density low enough compared to the ambient air that the density difference will allow the balloon to rise into the air. This is because substances or objects (in this case, the balloon with the hot air inside it) that have a lighter density than the fluid around them (the ambient air at room temperature and pressure) displace enough of the fluid and therefore are buoyant enough to float. This principle can be seen with boats and submarines; if their density is lower than water (if they displace more water for their respective masses) they will float, and will sink if their density is too

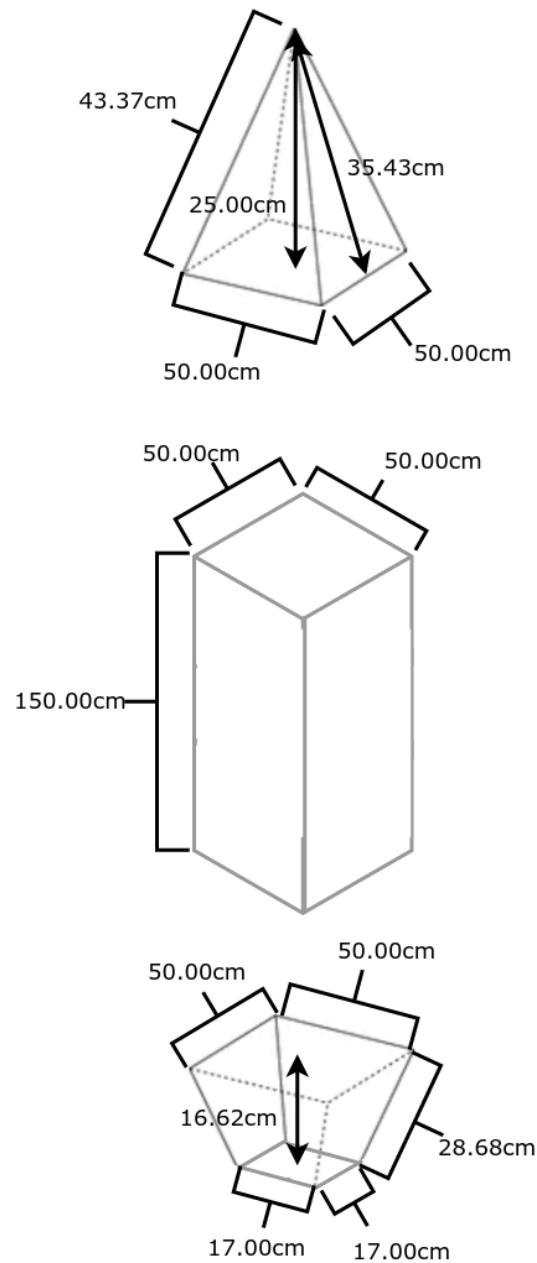


low; the same is true for the hot air balloon, in which the balloon must be less dense than air in order to float.

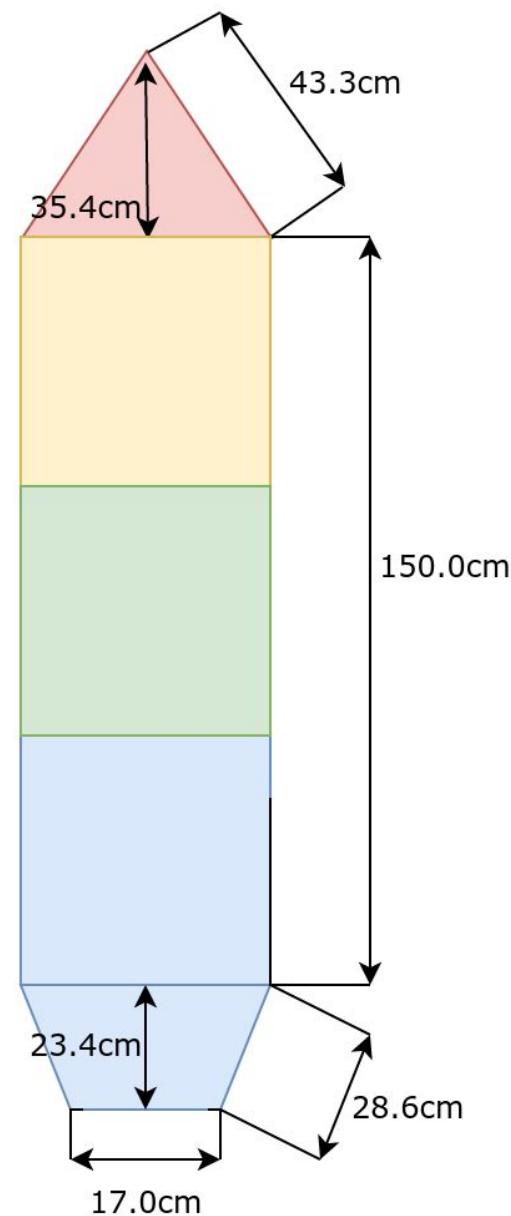
Novelty Information

- The first passengers in hot air balloons were a sheep, a duck, and a chicken.
- Hot air balloons were the first air travel mankind developed.
- The highest height a balloon has reached is 21000 meters and additional oxygen is needed from the 5000 meter mark and up — this is the “flight ceiling,” which is the general limit for safe ballooning in terms of temperature (before it gets too cold) and oxygen (before it gets too scarce).
- Richard Branson has the record for farthest flight in a hot air balloon, traveling from Japan to Canada and also flying the fastest balloon at 245 mph.
- It’s impossible to fly a hot air balloon in the rain because the heat from inside the balloon can make the rain falling on it to boiling temperature, thus destroying the balloon fabric.
- There is a hot air balloon tradition that includes sharing a bottle of champagne that originated from farmers thinking that the balloons were dragons and in order to appease these farmers, the pilots of the balloons shared a bottle of champagne with them.
- Any hot air balloon requires a chase crew that drives a “chase vehicle” that follows the hot air balloon in flight and has to be big enough to carry the balloon, the basket, and the passengers aboard the vehicle.
- The first pilot to fly in a hot air balloon was also responsible for the first air related accident. He used 50% regular air and 50% hydrogen gas in his balloon, this resulted in an explosion that killed him and his copilot within 30 minutes of flying.

3D Deconstructed Diagram



Flat Panel Diagram



Volume of the Balloon

$$V_{pyramid} = \frac{1}{3}bh = \frac{1}{3}(50.00\text{cm} \times 50.00\text{cm})(25.00\text{cm}) = 20833.33\text{cm}^3$$

$$V_{body} = lwh = (50.00\text{cm})(50.00\text{cm})(150.00\text{cm}) = 3750000\text{cm}^3$$

$$\begin{aligned} V_{truncated\ pyramid} &= \frac{1}{3}(b_1h_2 - b_1h_2) = \frac{1}{3}((50.00\text{cm} \times 50.00\text{cm})(25.00\text{cm}) - (17.00\text{cm} \times 17.00\text{cm})(8.50\text{cm})) \\ &= 20014.5\text{cm}^3 \end{aligned}$$

$$\begin{aligned} V_{balloon} &= V_{pyramid} + V_{tube} + V_{body} + V_{truncated\ pyramid} = 20833.33\text{cm}^3 + 3750000\text{cm}^3 + 20014.5\text{cm}^3 \\ &= 415848\text{cm}^3 = 4.16 \times 10^5\text{cm}^3 \end{aligned}$$

Molar Mass of Air

$$\begin{aligned} M_{air} &= \sum(M_{gas} \times RA_{gas}) = (28\text{g/mol} \times 0.7808) + (32\text{g/mol} \times 0.2095) + (44\text{g/mol} \times 0.0004) + \\ &\quad (40\text{g/mol} \times 0.0093) = 28.956\text{g/mol} = 29\text{g/mol} \end{aligned}$$

Density of Air

$$D_{air} = \frac{PM}{RT} = \frac{(101.3kPa)(28.956\text{g/mol})}{(\frac{8.314kPa \times L}{mol \times K})(273K + 20K)} = 1.204\text{g/L} = 1.2\text{g/L (at } 20^\circ C)$$

$$D_{air} = \frac{PM}{RT} = \frac{(101.3kPa)(28.956\text{g/mol})}{(\frac{8.314kPa \times L}{mol \times K})(273K + 75K)} = 1.014\text{g/L} = 1.0\text{g/L (at } 75^\circ C)$$

$$D_{air} = \frac{PM}{RT} = \frac{(101.3kPa)(28.956\text{g/mol})}{(\frac{8.314kPa \times L}{mol \times K})(273K + 81.7K)} = 0.9947\text{g/L} = 0.99\text{g/L (at } 81.7^\circ C)$$

Moles of Gas in Balloon

$$PV = nRT$$

$$4.16 \times 10^5\text{cm}^3 \times \frac{mL}{cm^3} \times \frac{L}{1000mL} = 4.16 \times 10^2\text{L}$$

$$(101.3kPa)(4.16 \times 10^2\text{L}) = n(\frac{8.314kPa \times L}{mol \times K})(273K + 75K)$$

$$n = \frac{(101.3kPa)(4.16 \times 10^2\text{L})}{(\frac{8.314kPa \times L}{mol \times K})(273K + 75K)} = 14.565\text{mol (at } 75^\circ C)$$

$$(101.3kPa)(4.16 \times 10^2\text{L}) = n(\frac{8.314kPa \times L}{mol \times K})(273K + 81.7K)$$

$$n = \frac{(101.3kPa)(4.16 \times 10^2\text{L})}{(\frac{8.314kPa \times L}{mol \times K})(273K + 81.7K)} = 14.290\text{mol (at } 81.7^\circ C)$$

Mass of Air in Balloon

$$m_{balloon\ air} = 14.565\text{mol} \times \frac{28.956\text{g}}{\text{mol}} = 422\text{g (at }75^{\circ}\text{C)}$$

$$m_{balloon\ air} = 14.290\text{mol} \times \frac{28.956\text{g}}{\text{mol}} = 414\text{g (at }81.7^{\circ}\text{C)}$$

Mass of Balloon

$$m_{balloon} = 85.04\text{g (measured)}$$

Density of Balloon with Air

$$D_{balloon} = \frac{422\text{g} + 84.04\text{g}}{4.16 \times 10^5 \text{cm}^3} \times \frac{\text{cm}^3}{\text{mL}} \times \frac{1000\text{mL}}{\text{L}} = 1.22\text{g/L (at }75^{\circ}\text{C)}$$

$$D_{balloon} = \frac{414\text{g} + 84.04\text{g}}{4.16 \times 10^5 \text{cm}^3} \times \frac{\text{cm}^3}{\text{mL}} \times \frac{1000\text{mL}}{\text{L}} = 1.19\text{g/L (at }81.7^{\circ}\text{C)}$$

Notes on Diagrams

- There are four identical panels that follow the diagram above.
- The body section is composed of three sheets of tissue paper.
- All edges are taped together.
- 35.4cm and 23.4cm are the *slant heights* of the top and bottom pyramids, respectively. The *altitudes* (true heights) of the top and bottom pyramids are 25cm and 16.6cm, respectively. This can be seen on the 3D diagram.
- Perspectives may not be correct on 3D diagram

Flying and Calculating the Density of a Hot Air Balloon

(The Story Behind *Rainbow Pop*)

Jonathan Lam, David Landry, Taylor Macchia, Luca Cerbin

AP Chemistry Midterm Study Guide

Chapter 1: Matter and Measurement

- **Chemistry:** the science that seeks to understand the behavior of matter by studying the behavior of atoms and molecules
- Scientific method:
 - **Hypothesis:** a tentative interpretation or explanation of observations; should be falsifiable
 - **Experiment:** a controlled procedure to generate observations to support or refute a hypothesis
 - **Scientific law:** a statement that explains past observations that can be used to predict future ones
 - e.g., **law of conservation of mass:** matter neither created nor destroyed in chemical reaction
 - **Scientific theory:** a model to help explain nature and made up of multiple well-established hypotheses, laws, and/or other theories
 - e.g., **atomic theory:** explains law of conservation of mass and proposed that atoms were small, indestructible particles
- Classification of matter:
 - **Matter:** something that occupies space and has mass
 - **Substance:** a specific instance of matter, classified by state and composition
 - **Pure substance:** substance made of only one particle, fixed composition
 - **Mixture:** matter composed of different types of particles, varying composition
 - **Heterogeneous mixture:** when the composition varies from one section to another; components can be physically separated
 - **Homogeneous mixture:** when the composition is uniform throughout
 - **Solution:** a liquid homogeneous solution
 - Methods of separating mixtures
 - **Decanting:** method of separation of heterogeneous solution of an insoluble solid and a liquid (pouring the liquid off)
 - **Filtration:** method of separation of heterogeneous solutions of an insoluble solid and a liquid (sieving the liquid through)
 - **Distillation:** method of separation of homogeneous solutions by utilizing different boiling points
 - **Element:** a pure substance that cannot be broken down smaller
 - **Atoms:** the building blocks of matter, the smallest particle that has all the properties of that element
 - **Compound:** a substance composed of multiple atoms joined together chemically
 - **Molecules:** the combination of atoms by covalent bonds
 - **Formula units:** the unit that expresses the ratio of atoms in an ionic compound
- **States of matter:**
 - **Solid:** atoms vibrate but do not shift past one another; fixed volume and shape

- Amorphous (unstructured) or crystalline (structured in repeating pattern)
- Liquid: atoms move past one another freely but are packed together; fixed volume but not shape
- Gas: atoms move past one another freely and occupy all free space; free volume and shape
- Physical and chemical changes:
 - Physical changes: changes altering state or composition of a substance, but not composition
 - Chemical changes: changes that alter composition of a substance, usually through a chemical reaction
- Physical and chemical properties:
 - Physical property: a property that is displayed without changing a substance's molecular composition
 - Can be intensive (not based on amount of substance, e.g., density) or extensive (based on amount of substance, e.g., mass) properties
 - Chemical property: an intensive property that is displayed only when changing a substance's molecular composition (i.e., an observation relating to a chemical change)
- Volatility: property of a substance indicating its ability to boil (easy to boil = low boiling point = volatile)
- Energy: the capacity to do work
 - Work: the action of a force through a distance
 - Energy of a substance is sum of kinetic energy (energy of movement) and potential energy (stored energy associated with position or composition) associated with object
 - Thermal energy and movement are examples of kinetic energy
 - Chemical potential energy and position are examples of potential energy
 - Law of conservation of energy states that energy can change from one form into another, but cannot be lost—total amount in the universe is constant
 - Systems tend to move from high energy to low energy; high-energy systems are unstable
- International Standard of Units (SI) system based on metric system (as opposed to English system)

- Unit multiplier prefixes:

Prefix	Symbol	Multiplier	
exa	E	10^{18}	1,000,000,000,000,000,000
peta	P	10^{15}	1,000,000,000,000,000
tera	T	10^{12}	1,000,000,000,000
giga	G	10^9	1,000,000,000
mega	M	10^6	1,000,000
kilo	k	10^3	1,000
hecto	h	10^2	100
deka	da	10^1	10
deci	d	10^{-1}	0.1
centi	c	10^{-2}	0.01
milli	m	10^{-3}	0.001
micro	μ	10^{-6}	0.000,001
nano	n	10^{-9}	0.000,000,001
pico	p	10^{-12}	0.000,000,000,001
micromicro	$\mu\mu$		
femto	f	10^{-15}	0.000,000,000,000,001
atto	a	10^{-18}	0.000,000,000,000,000,001

- Significant figures are a system of preserving precision of data through measurements and calculations
 - They are measured so that every digit is estimated, except for the last (measurement plus guessed digit)
 - Exact (counting) numbers have infinite sigfigs, never lose precision
 - Multiply / divide → answer has # sigfigs of the multicand/multiplier/dividend/divisor with least sigfigs
 - Add / subtract → answer has precision to multicand/multiplier/dividend/divisor with least precision
- Precision “refers to how close a series of measurements are to one another or how reproducible they are”
 - Systematic error gives biased probability of too high or too low; higher precision but lower accuracy
- Accuracy “refers to how close the measured value is to the actual value”
 - Random error gives equal probability of too high or low; higher accuracy but lower precision
- Dimensional analysis is a method of converting between units by using conversion factors

Chapter 2: Atoms, Molecules, and Ions

- Scanning tunneling microscopy (STM) allows for the imaging of and moving of individual atoms and molecules
- Law of conservation of mass states that matter is neither created nor destroyed in a chemical reaction
- The atomic model developed through multiple scientists
 - Democritus (ancient Greece) thought that atoms were indestructible, tiny particles

- Dalton built upon the recent ideas of other scientists (such as Copernicus, Kepler, and Newton) to form a more modern atomic theory
- Law of definite proportions states that “all samples of a given compound, regardless of their source or how they were prepared, have the same proportions of their constituent elements”; ratio of elements in compound always the same
- Law of multiple proportions states that “when two elements (call them A and B) form two different compounds, the masses of element B that combine with 1g of element A can be expressed as a ratio of small whole numbers”
- J.J. Thomson discovered the electron, a negatively-charged subatomic particle
 - Cathode rays were shot from one side to another in a cathode ray tube and composed of electron particles
 - Electrons have electrical charge, which create an electric field
- Robert Millikan discovered the charge of an electron using the oil drop experiment, which suspended oil drops based on their charge and size
- Rutherford discovered the nucleus and the proton, which formed the dense, positively-charged center of an atom
 - Chadwick discovered that there were also neutrons in the nucleus
- The atomic mass unit (amu) is a common unit for measuring the mass of subatomic particles
 - 1/12 of the weight of a C-12 atom
- Elements are characterized by atomic number (Z) (number of protons in nucleus) and chemical symbol (1-3 letter representation, first letter capitalized)
 - Elements can vary in number of neutrons; isotopes have same # protons but varying neutrons
 - Natural abundance is the percentage of a certain isotope in a natural sample of an element
 - Sum of neutrons and protons = mass number (A) (approximately equal to atomic mass)
 - Isotopes can be represented like so: $^{12}_6C$ (for carbon with six neutrons) (mass number superscript, atomic number subscript, chemical symbol on right)
 - Isotopes can be represented like so: carbon-12 or C-12 (for carbon with six neutrons) (element name or formula and then mass number)
 - Isotopes only vary in nuclear stability; chemical and physical properties do not change (dependent on valence electrons and bonding)
 - Elements can vary in number of ions; ions have differing number of electrons and are charged accordingly
 - Positive ions (less electrons than protons) are called cations
 - Negative ions (more electrons than protons) are called anions
- Dmitri Mendeleev ordered the elements according to the periodic law, which states that elements arranged by increasing mass would have recurring (periodic) chemical patterns
 - Moseley later changed periodic law to order by increasing periodic number
- Atomic mass is the weighted average mass of the isotopes of an element based on their relative abundances

- Mass spectrometry involves the ionization of atoms and then shooting them in a trajectory altered by a magnet into a detector; the heavier particles are affected least and vice versa for the lighter particles
 - A mole (mol) of a substance is Avogadro's number of it
 - An atom's molar mass is numerically equal in grams per mole as amu per atom (atomic mass)
-

Chapter 3: Mass Relations in Chemistry: Stoichiometry

- Compounds are very different than their component pieces
 - Empirical formula is a chemical formula with the lowest ratios of elements
 - Always the case for formula units (ions)
 - Molecular formula is a chemical formula that actually occurs for molecules
 - May be the same as the empirical formula
 - Structural formula shows bond angles (similar to Lewis structure)
 - Ball-and-stick model shows bonding of particle and shows shape
 - Space-filling model shows approximate proportions of atoms and how it would look in real life
 - Atomic elements (e.g., Na) vs. molecular elements (e.g., BrINClHOF diatomics or S₈)
 - Common names (e.g., water) vs. systematic names (e.g., dihydrogen monoxide (??))
 - Mass percent composition is percentage of mass of element to mass of compound
 - Combustion analysis is used to calculate empirical formulas of substances
 - H → H₂O
 - C → CO₂
 - O → H₂O and CO₂ (subtract sum of masses of Hs and Cs from original)
 - Organic compounds mostly carbon and hydrogen (especially as hydrocarbons), sometimes N, O, S
 - Carbon always forms four bonds (i.e., not substances like CO₂ w/ double bonds)
 - Hydrocarbons can have functional groups such as hydroxyl (-OH) groups
 - Hydrocarbons with same functional group form a family
-

Chapter 4: Chemical Quantities and Aqueous Solutions

- Reaction stoichiometry
- Limiting reactant, theoretical yield, and percent yield
- Solution concentration, molarity
 - Stock solutions are highly-concentrated solutions from which to make laboratory solutions of different concentrations
 - Use $M_1V_1 = M_2V_2$ to convert to lower molarity solution
- Electrolytes are substances that dissolve in water and conduct electricity as an aqueous solution
 - The better they dissolve, the stronger they are and the better the electricity they conduct
 - Often ionic compounds are good electrolytes
- Precipitate reactions happen when two solutes react to form a precipitate (an insoluble solid)
 - Molecular equations are the full equation

- Complete ionic equations have each aqueous compound as ions
 - Net ionic equations have reacting elements only (i.e., without spectator ions)
 - Acid-base and gas-evolution reactions
 - Oxidation-reduction reactions
 - *Lab:* Gravimetric Analysis of Calcium and Hard Water
-

Chapter 5: Gases

- Measurement of gases
 - The ideal gas law
 - Boyle's Law (P-V), Charles' Law (V-T), Guy-Lussac's Law (P-T), Avogadro's Law (n-V)
 - Gas law calculations
 - Dalton's Law (sum of partial pressures = total pressure)
 - Mixtures of gases and partial pressures
 - Stoichiometry of gaseous solution
 - Kinetic Molecular Theory (KMT) of gases
 - Volume of gas particle is \propto
 - Average kinetic energy is proportional to temperature in kelvins
 - Kinetic energy = $\frac{1}{2}mv^2$
 - Collision of particles is elastic
 - Mean free path, diffusion, and effusion of gases
 - Use root mean square velocity for velocity of gases
 - Mean free path decreases with pressure and particle size
 - Graham's law of effusion
 - Real gases: the effects of size and intermolecular forces
 - At high pressures, volume is greater because of particle size and vice versa
 - At low temperatures, pressure is lower because of high intermolecular forces and vice versa
 - *Lab:* Molar Volume of a Gas
 - *Interactive:* PhET Virtual Lab-Gas Laws
-

Chapter 6: Thermochemistry

- First law of thermodynamics
- Heat, work, pressure-volume work
 - Heat: flow of energy through a distance
 - Transfer of energy between system and surroundings until it reaches thermal equilibrium
 - Internal energy (E) = KE + PE
 - E is a state function
 - Pressure-volume work: work is done when pressure or volume increases
 - There must be a change in temperature for this to happen
- Calorimetry and heat

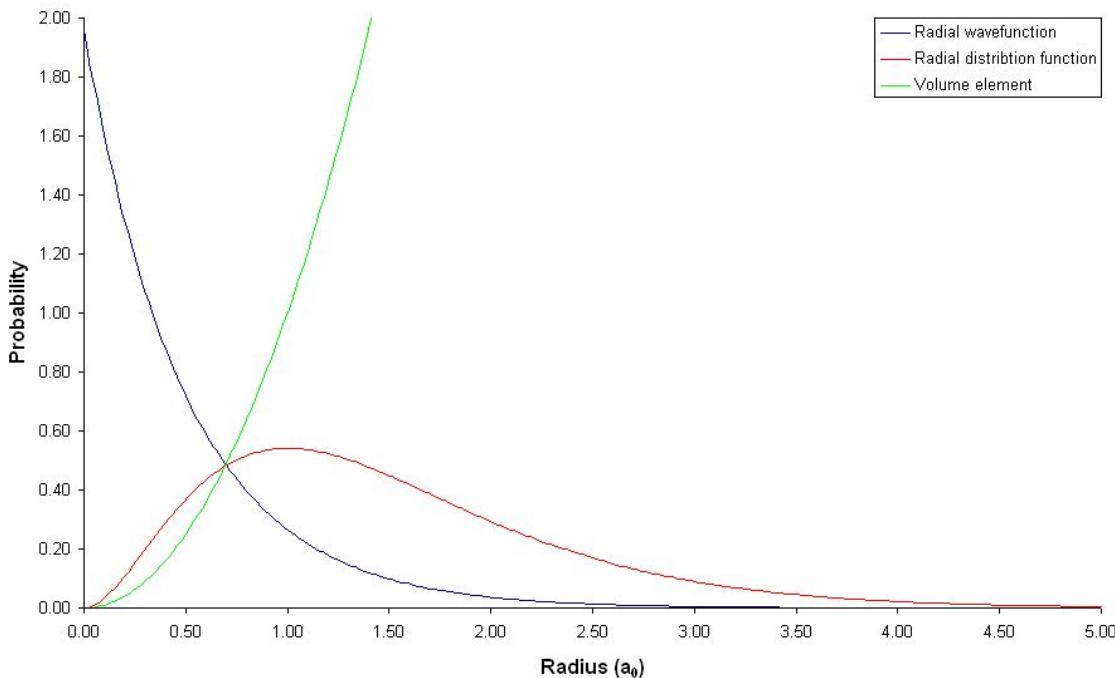
- Enthalpies
 - Enthalpy (H) = $E + PV$
 - $\Delta H = q$ (change in enthalpy = heat, pressure-volume work is cancelled out)
 - Thermochemical equations
 - Hess's Law: adding and subtracting thermochemical equations and enthalpies of reactions
 - Standard enthalpy of formation: heat of forming one mole of compound at standard state (kJ/mol)
 - Standard state: 1atm and 25°C
 - Relationship between heat and other forms of energy—measurement of first law of thermodynamics
 - *Lab*: Designing a Hand Warmer
 - *Lab*: Enthalpy of Reaction and Hess's Law
-

Chapter 7: The Quantum-Mechanical Model of the Atom

- Schrödinger's cat
 - Presents the quantum-mechanical model of the atom, which presents light and particles as both particles and waves
- Light, photon energies, and atomic spectra
 - Light is electromagnetic radiation, with certain properties:
 - Amplitude (intensity)
 - Wavelength (λ) = c/v (color)
 - Frequency (v) = c/λ (color)
 - Speed (c) = $v\lambda$
 - Electromagnetic spectrum contains all wavelengths/frequencies of electromagnetic radiation
 - Energy comparison (greater to lesser)
 - Gamma ray
 - X-ray
 - Ultraviolet ray
 - Visible light
 - Infrared waves
 - Microwaves
 - Radio waves
 - Photoelectric effect shows the particle nature of light
 - Light is made up of photons, bundles of light energy
 - Photons are quantized, with distinct amounts of energy
 - $E = hv$
- Atomic orbitals: shapes and sizes
- PES (photoelectron spectroscopy)
 - Atomic spectroscopy: study of electromagnetic radiation absorbed and emitted by atoms
 - Emission spectrum is unique to every element

- Bohr created a model of the atom with quantized energy levels
 - Quantization of electrons shows wave nature
 - $\Delta E = -2.18 \times 10^{-18} \left(\frac{1}{n_f^2} - \frac{1}{n_i^2} \right)$
- de Broglie equation for the wavelength of particles
 - $\lambda = \frac{h}{mv}$
- Uncertainty principle: never observe both wave and particle natures of matter or light
 - This is the nature of the particle-wave duality
 - Particle nature and wave nature are complementary properties
- Quantum numbers: notation to indicate an electron's position in an atom
 - Principle (n): energy level (1 to 7)
 - Angular momentum (l): sublevel (0 to (n-1))
 - Magnetic (m): orbital position within sublevel (-n to n)
 - Spin (m_s): electron spin (+½)
- Orbital: probability map for up to two electrons, defined by Schrodinger's wave function
- Probability density: probability per unit volume of finding electron in space
- Radial distribution function (total radial probability): represents total probability of finding electron within spherical shell at distance r from nucleus

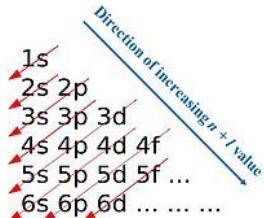
Graph of wavefunction and distribution function



- Lab: Discharge Lamps and Flame Tests
 - See atomic spectroscopy / photoelectron spectroscopy
- Lab: PES
 - See atomic spectroscopy / photoelectron spectroscopy

Chapter 8: Periodic Properties of the Elements

- Periodic table history
- Electron configurations and orbital notation
 - Electron configuration organized by aufbau principle (increasing energies)

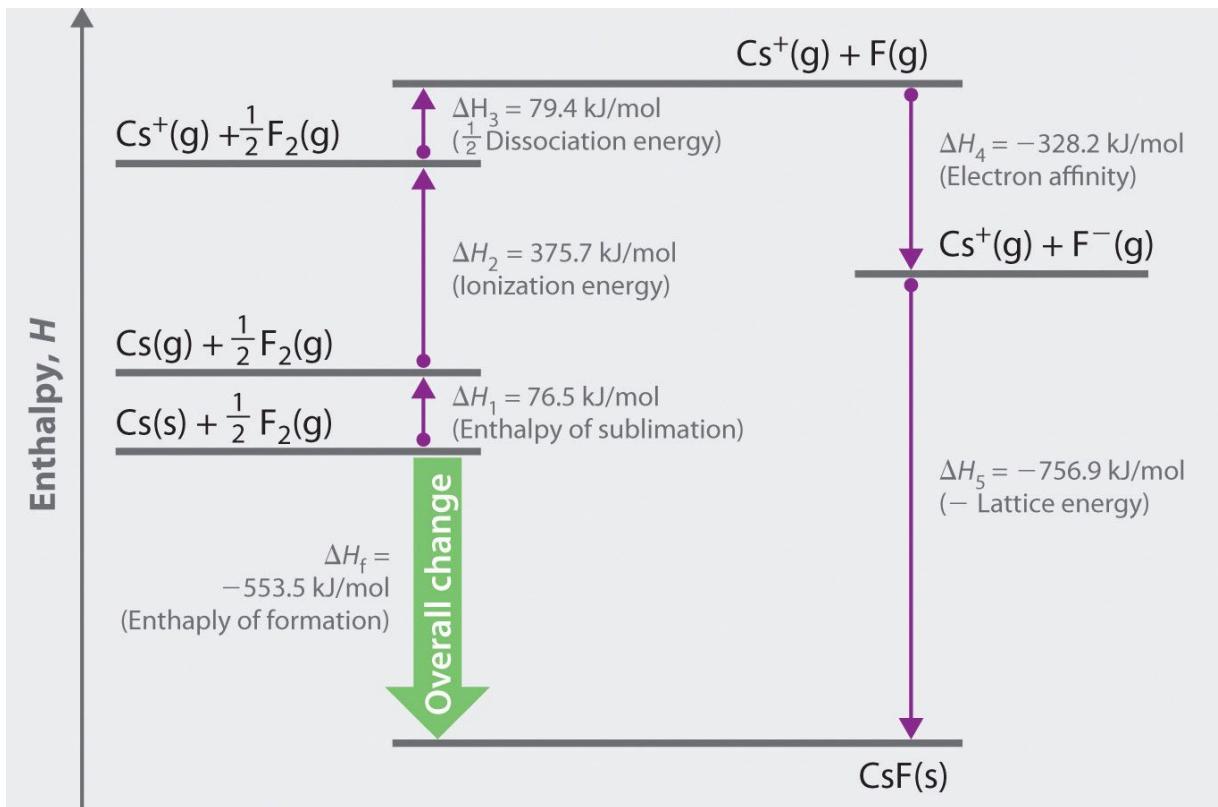


- Pauli exclusion principle: no two electrons can have the same four quantum numbers; two electrons in same orbital must have opposite spins
- Hund's rule: orbitals in the same sublevel must fill themselves singly before filling doubly
- Energy levels in H are degenerate (have same energy); in other atoms, sublevels are degenerate
- Periodic trends: size and effective charge
 - Coulomb's law: $E = \frac{kq_1q_2}{d^2}$
 - Directly proportional to charge and inversely proportional to distance
 - Helps explain most of the periodic trends
 - Electron shielding leads to effective nuclear charge
 - ENC = total nuclear charge + charge of shielded electrons
 - Penetration decreases shielding
 - Nonbinding atomic radius (Van der Waals radius): half distance between two adjacent atoms
 - Binding atomic radius (covalent radius): half distance between two bonded atoms
- Ions: ionic radius and ionization energy
 - Electrons are lost based on distance from nucleus (energy level), not necessarily reverse aufbau
 - Atoms are either paramagnetic (odd # electrons) or diamagnetic (even # electrons); ions usually diamagnetic (with stable, even # of electrons)
 - Exceptions in ionization energy when moving from s to p sublevels (p is further away, easier to take away even though it has more protons and electrons)
 - Electron affinity: energy change associated with gain of electron
- Metallic character

Chapter 9: Chemical Bonding I: The Lewis Model

- Bonding theories are different chemical models of atoms
 - Lewis structures are a bonding theory that represents molecules with dots, dashes, chemical symbols, and brackets (for ions)

- Valence bond theory is another bonding theory that treats an atom more in its quantum-mechanical state
- Molecular orbital theory is the third bonding theory that treats an atom and its electrons in the quantum-mechanical model
- Chemical bonds form because they lower the energy of a molecule and thus are more stable
 - A chemical bond is “the sharing or transfer of electrons to attain stable electron configurations for the bonding atoms” (according to the Lewis model)
- Ionic bonding and lattice energies
 - Ionic bond is when an atom is ionized by another and the two atoms attract one another according to Coulomb’s law
 - Ions can be represented in the Lewis model by brackets with the charge indicated, like so: $[\text{Na}]^+ [\text{Cl}]^-$
 - Lattice energy is the energy associated with the formation of the crystal lattice structure of an ionic compound
 - The creation of an ionic compound is always exothermic because it releases a lot of energy and becomes very stable as a crystal lattice structure because of the many nondirectional charges
 - The stronger the charges or the smaller the ionic radii, the stronger the lattice energy (according to Coulomb’s Law)
 - High lattice energy of ionic compounds accounts for ionic compounds’ high melting point, inability to conduct electricity as solids, and tendency to conduct electricity in solution
 - The Born-Haber Cycle can be used to calculate this
 - Heat of formation of the gaseous metal + the heat of formation of a single anion (if applicable, from diatomic molecule) + the ionization energy of the cation + the electron affinity of the anion + the lattice energy of the ionic compound = the heat of creation of the ionic compound



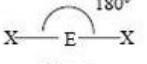
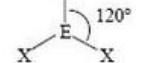
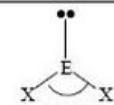
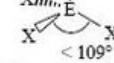
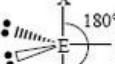
^ The Born-Haber Cycle for CsF (used for calculating lattice energy) ^

- Covalent bonding: Lewis structures
 - Covalent bond is when two atoms *share* electrons
 - A shared pair of electrons in a covalent compound is called a bonding pair
 - A bonding pair can be represented as two dots or a line
 - An unshared pair of electrons in a molecule is called a lone pair
 - A double-bond is when two atoms share four electrons; a triple-bond is when two atoms share six electrons; in both cases, the electrons count towards the octets of both atoms
 - The greater number of bonds, the stronger (more bonding pairs = more charge = higher Coulombic attraction) and shorter (also according to Coulomb's law) the bond
 - Bond attractions are directional (in contrast to nondirectional ionic bonds)
 - This means that there is less attraction and easier bonds to break between molecules, leading to low boiling points
 - The Lewis model consists of Lewis (electron dot) structures, which have atoms represented by their chemical symbol and with their valence electrons represented as dots
 - Examples: chlorine: $\ddot{\text{Cl}}$; oxygen: $\ddot{\text{O}}$
 - It has a high predictive power as to what is and is not likely to be a compound

- Eight valence electrons forms an octet, which is usually very stable, hence the octet rule
 - Octet rule has exceptions with odd numbers of electrons (free radicals), incomplete octets (such as BF_3 or H_2), and expanded octets (such as SO_3)
- Metallic bonding and the sea of electrons
 - Metallic bond forms between atoms of a metal and happen when the metals give up electrons to become cations and the electrons hold the metal together
- Electronegativity and bond polarity
 - Electronegativity is the “ability of an atom to attract electrons to itself in a chemical bond”
 - A higher electronegativity in one atom in a covalent bond than another can leads to a polar covalent bond
 - Polar covalent bonds lie between pure covalent and ionic bonds
 - H-Cl is a polar covalent bond: ; the arrow points towards the more electronegative, and the delta-positive/delta-negative can also indicate the more electropositive or electronegative of the two, respectively
 - Electronegativity increases moving up and right in the periodic table
 - Dipole moment is when there is a difference in positive and negative charge
 - Percent ionic character is the “ratio of a bond’s actual dipole moment to the dipole moment it would have if the electron were completely transferred from one atom to the other”
 - Over 50% percent ionic character (electronegativity difference > 1.7) means ionic
 - Less than 50% percent ionic character (electronegativity difference < 1.7) means covalent
- Resonance and formal charge
 - Resonance happens when more than one valid Lewis diagram can be drawn for a molecule
 - A resonance hybrid is an average, actual structure of a resonant molecule
 - Formal charge is “the charge [an atom] would have if all bonding electrons were shared equally between the bonded atoms”
 - $\text{FC} = \text{VE} - \frac{1}{2}\text{BE} - \text{LE}$
 - Distinguishes between multiple valid Lewis structures or resonance structures to find the most likely one
 - The lower the formal charge, the better; on an ion, formal charges should sum to the overall charge of the ion; if charges are necessary, the most electronegative atom should hold the negative charge(s)
- Polarity of molecules
- *Lab:* What's in a Bottle?

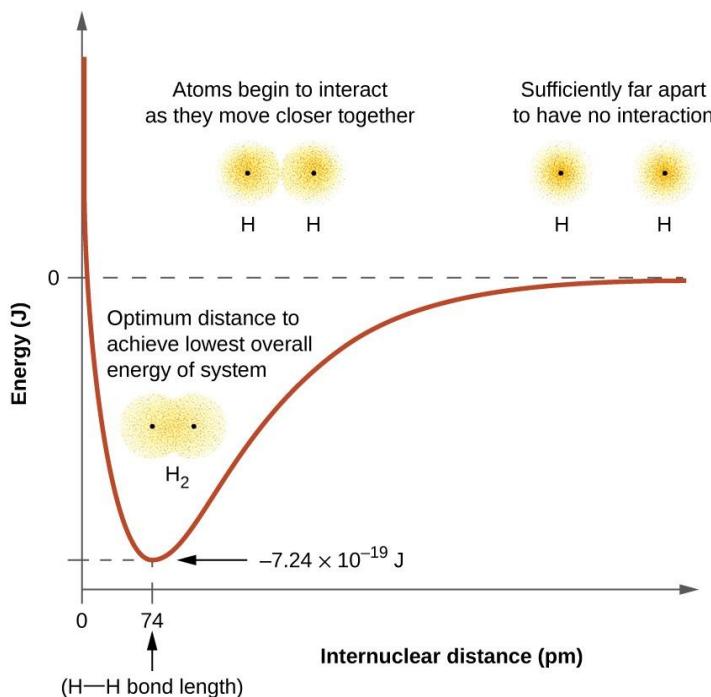
- VSEPR theory: the five basic shapes

- Valence Shell Electron Pair Repulsion (VSEPR) theory is based off the idea that electron groups repel themselves through coulombic forces
 - Lone pairs occupy more space (more repulsion) than bonding pair
- Electron geometry based on all electron groups; molecular geometry based on bonded groups
 - They are the same when all electrons of atom involved in bonds (○ lone pairs)

Steric No.	VSEPR Geometries				
	Basic Geometry 0 lone pair	1 lone pair	2 lone pairs	3 lone pairs	4 lone pairs
2	 Linear				
3	 Trigonal Planar	 Bent or Angular			
4	 Tetrahedral	 Trigonal Pyramid	 Bent or Angular		
5	 Trigonal Bipyramidal	 Sawhorse or Seesaw	 T-shape	 Linear	
6	 Octahedral	 Square Pyramid	 Square Planar	 T-shape	 Linear

- Lone pairs
- Molecular geometries
- Shape and polarity
 - If polar bonds and unsymmetrical, probably polar
- Hybridization
- Valence bond theory: theory based on the idea of electrons in quantum-mechanical orbitals

- Lowest interaction energy (potential energy is at certain distance with substantial overlap but without too much nuclear repulsion)

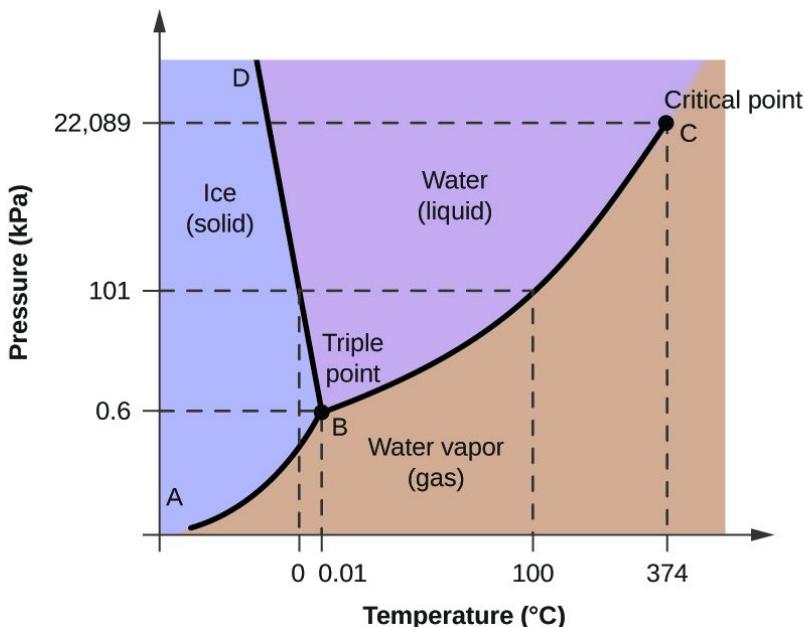


- Two half-filled orbitals overlap to form bond
- Hybridization: degenerate “hybrid” orbitals
 - Minimizes energy by maximizing overlap
 - Depends on number of electron groups (not bonding pairs):
 - Two electron groups: sp
 - 3: sp^2
 - 4: sp^3
 - 5: sp^3d
 - 6: sp^3d^2
 - Rotation of double or triple bonds will break molecular geometry, not allowed
- **Molecular orbital theory: electron delocalization**
- *Lab*: Molecular Modeling

Chapter 11: Liquids, Solids, and Intermolecular Forces

- Solids (crystalline)
- Liquids
- Gases
 - This state can be induced by pressure changes (lower pressure) to solids or liquids, and vice versa
- KMT
 - See [Chapter 5](#)
- Phase changes

- Vaporization and melting (fusion) are endothermic
- Vaporization continues until dynamic equilibrium is reached
 - Vapor pressure is pressure exerted by vapor of liquid at dynamic equilibrium
 - Vapor pressure correlates exponentially with temperature
 - Clausius-Clapeyron equation: $\ln(P_{vap}) = -\frac{\Delta H_{vap}}{R}(\frac{1}{T}) + \ln(\beta)$
 - System attempts to keep equilibrium
- Critical point is when supercritical fluid exists
 - Over critical temperature and critical pressure
- Sublimation is direct phase change from solid to gas (and vice versa with deposition)
 - Happen even below boiling point, but often slowly
- Phase diagram represents phase changes at different pressures and temperatures
 - Example:



- Water's phase diagram is unique because of the positive slope of the liquid/solid line because the liquid is more dense
- Surface tension, capillary action, viscosity
 - Surface tension: the “energy required to increase surface area by a unit amount”
 - Viscosity: ability of liquid to flow
 - Measured in poise (P)
 - Increased by higher intermolecular forces, longer or less regular molecular shape, lower temperatures
 - Capillary action: movement of a liquid up a narrow tube
 - Requires higher adhesive forces than cohesive forces
 - Rises until cohesive and adhesive forces are balanced by gravity
 - Rises higher in a narrower tube
- Intermolecular attractions

- Because of Coulomb's law, greater distance between molecules than between atoms of molecule make intermolecular attractions much weaker than intramolecular attractions
- X-ray diffraction uses trigonometry and an interference pattern from atoms to determine space between planes
 - Bragg's Law calculates distance between layers using specific wavelength of light and angle
- Regular arrangement of atoms in crystalline solid = crystalline lattice
 - Crystalline lattices can be represented by a unit cell, a repeating structure of a few atoms

	SIMPLE CUBIC	BODY-CENTERED CUBIC <u>BCC</u>	FACE-CENTERED CUBIC <u>CCP</u>	HEXAGONAL <u>hcp</u>
# atoms/cell	1	2	4	6
Coord #	6	8	12	12
P.E. (%)	52	68	74	74

- Packing efficiency is percentage of total space that the atoms occupy
 - Hexagonal closest packing (in hcp and ccp) is the highest packing efficiency
 - Used in hexagonal cubic cell and face-centered (which is like a diagonal hexagonal closest packing) (face-centered is cubic closest packing)
- There are different types of crystalline solids
 - Molecular solids (e.g., ice)
 - Ionic solids: maximize coordinate # and accommodate charge neutrality
 - Usually the more disproportionate the sizes of the ions, the lower the coordination number
 - Atomic solids:
 - Non-binding atomic solids (only noble gases in the solid phase)
 - Metallic solids

- Network covalent atomic solids (e.g., diamond or graphite)
 - Band theory: a solid bonding model
 - Electrons are delocalized over the entire crystal (not just atom or orbital)
 - Electrons form a band known as the valence band
 - There is also the conduction band formed of the unfilled, higher-energy orbitals that electrons can use to freely move around the crystal
 - The band gap is small in metals, medium in semimetals, and large in nonmetals
 - In semimetals, the band gap can be controlled using doping
 - Elements with more valence electrons can be doped as impurities to create n-type semiconductors (negative charge because more electrons in conductive band), and vice versa for p-type semiconductors
 - Different semiconductors can be combined to form p-n junctions, which are common computer components
 - P-n junctions can act as diodes or amplifiers in electronics
 - *Lab: Clausius-Clapeyron Equation*
-

Formulas

- Heat of Reaction Shortcuts:
 - Using Hess's Law: $\Delta H_{rxn}^{\circ} = \sum n_p \Delta H_f^{\circ}(products) - \sum n_r \Delta H_f^{\circ}(reactants)$
 - Using bond energies:
$$\Delta H_{rxn}^{\circ} = \sum(bond\ energies\ of\ reactants) - \sum(bond\ energies\ of\ products)$$
- Formal charge: $FC = VE - \frac{1}{2}BE - LE$
 - FC = formal charge
 - VE = valence electrons
 - BE = bonding electrons
 - LE = lone electrons
- Enthalpy: $H = E + PV$
 - H = enthalpy
 - P = pressure
 - V = volume
- Pressure-Volume Work: $w = -P\Delta T$
 - w = work
 - P = pressure
 - T = temperature
- Ideal Gas Law: $PV = n \times RT$
 - P = pressure (atm)
 - V = volume (L)
 - n = moles

- R = gas constant ((0.08206 L*atm/mol*K)) - depends on which units you use, affects other units in equation for other variables
- T = temperature (K)
- Van der Waals Equation: $(P + a(\frac{n}{V})^2)(V - nb) = nRT$
 - a, b = constants dependent on substance
 - (rest of constants same as ideal gas law)
 - Know the concept about how real gases compare to ideal (write how here, and why)
- Combined Gas Law: $\frac{P_1 V_1}{T_1} = \frac{P_2 V_2}{T_2}$
 - P = pressure (any unit)
 - V = volume (any unit)
 - T = temperature (K)
- Root Mean Square Velocity: $\mu = \sqrt{\frac{3RT}{M}}$
 - μ = root mean square velocity, used to find velocity
 - R = ideal gas constant
 - T = temperature (K)
 - M = molar mass
- Dipole Moment: $\mu = qd$
 - μ = dipole moment
 - q = charge
 - d = distance
- Probability density: $\psi^2 = \frac{\text{probability}}{\text{unit volume}}$
 - Ψ = probability density
- Radial distribution function: radial probability at radius r = $\psi^2 \times (\text{volume of shell at } r)$
- Coulomb's Law: $F = k \times \frac{q_1 q_2}{r^2}$
 - F = electromagnetic attraction between particles
 - k = Coulomb's constant
 - q_1 and q_2 = (signed) charges of particles
 - d = distance between particles
- Change of Molarity Function: $M_1 V_1 = M_2 V_2$
 - M = molarity
 - V = volume

Constants

- Ideal gas constant (R)
 - $R = \frac{0.08206 \text{ atm} \times \text{L}}{\text{mol} \times \text{K}}$
 - $R = \frac{8.314 \text{ J}}{\text{K} \times \text{mol}}$
- Joule (J)
 - $J = k \times \frac{\text{m}^2}{\text{s}^2}$
- Avogadro's constant (N_A)
 - $N_A = 6.022 \times 10^{23}$

- Planck's constant
 - $6.626 \times 10^{-34} \text{ Js}$
- Speed of light
 - $3.00 \times 10^8 \text{ m/s}$

Other things to know

- How to calculate specific heat, or use it
 - Also know other aspects of calorimetry such as c_{cal} (how to calculate?), q_{cal} , etc.
- Basic elements and symbols
- Polyatomic ions

TABLE 2.5 Common Polyatomic Ions

Ion	Name	Ion	Name
Hg_2^{2+}	Mercury(I)	NCS^-	Thiocyanate
NH_4^+	Ammonium	CO_3^{2-}	Carbonate
NO_2^-	Nitrite	HCO_3^-	Hydrogen carbonate (bicarbonate is a widely used common name)
NO_3^-	Nitrate	ClO^-	Hypochlorite
SO_3^{2-}	Sulfite	ClO_2^-	Chlorite
SO_4^{2-}	Sulfate	ClO_3^-	Chlorate
HSO_4^-	Hydrogen sulfate (bisulfate is a widely used common name)	ClO_4^-	Perchlorate
OH^-	Hydroxide	$\text{C}_2\text{H}_3\text{O}_2^-$	Acetate
CN^-	Cyanide	MnO_4^-	Permanganate
PO_4^{3-}	Phosphate	$\text{Cr}_2\text{O}_7^{2-}$	Dichromate
HPO_4^{2-}	Hydrogen phosphate	CrO_4^{2-}	Chromate
H_2PO_4^-	Dihydrogen phosphate	O_2^{2-}	Peroxide
		$\text{C}_2\text{O}_4^{2-}$	Oxalate

- Solubility rules

TABLE 3.1 Solubility Guidelines for Common Ionic Compounds in Water

Soluble Ionic Compounds	Important Exceptions
Compounds containing NO_3^-	None
$\text{C}_2\text{H}_3\text{O}_2^-$	None
Cl^-	Compounds of Ag^+ , Hg_2^{2+} and Pb^{2+}
Br^-	Compounds of Ag^+ , Hg_2^{2+} and Pb^{2+}
I^-	Compounds of Ag^+ , Hg_2^{2+} and Pb^{2+}
SO_4^{2-}	Compounds of Sr^{2+} , Ba^{2+} , Hg_2^{2+} and Pb^{2+}
Insoluble Ionic Compounds	Important Exceptions
Compounds containing S^{2-}	Compounds of NH_4^+ , the alkali metal cations and Ca^{2+} , Sr^{2+} and Ba^{2+}
CO_3^{2-}	Compounds of NH_4^+ and the alkali metal cations
PO_4^{3-}	Compounds of NH_4^+ and the alkali metal cations
OH^-	Compounds of the alkali metal cations, and NH_4^+ , Ca^{2+} , Sr^{2+} and Ba^{2+}

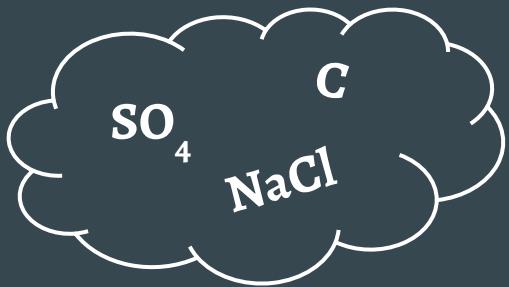
- How to calculate empirical formulas
- How to balance a chemical reaction

- Systematic and hydrocarbon nomenclature

Novel Method to Determine the Total Lasting Albedo Effect of Aerosol-Seeded Clouds based on Aerosol Particle Type

...

Jonathan Lam



Mount Pinatubo (1992 eruption)

- 0.5°C*

20 Mtons SO₂
A few weeks

vs.

Global Warming

+ 0.82°C**
30 years



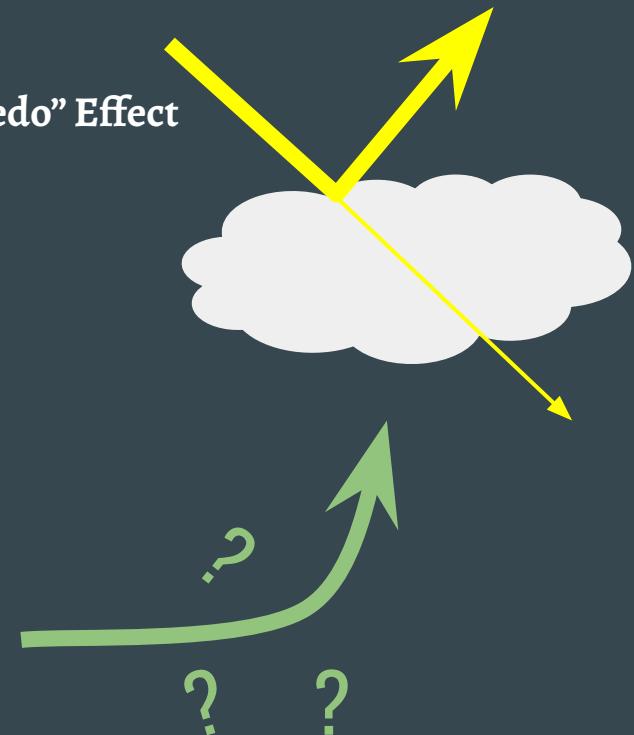
* estimated temperature change in the northern hemisphere

** estimated global temperature change according to the IPCC

Rationale



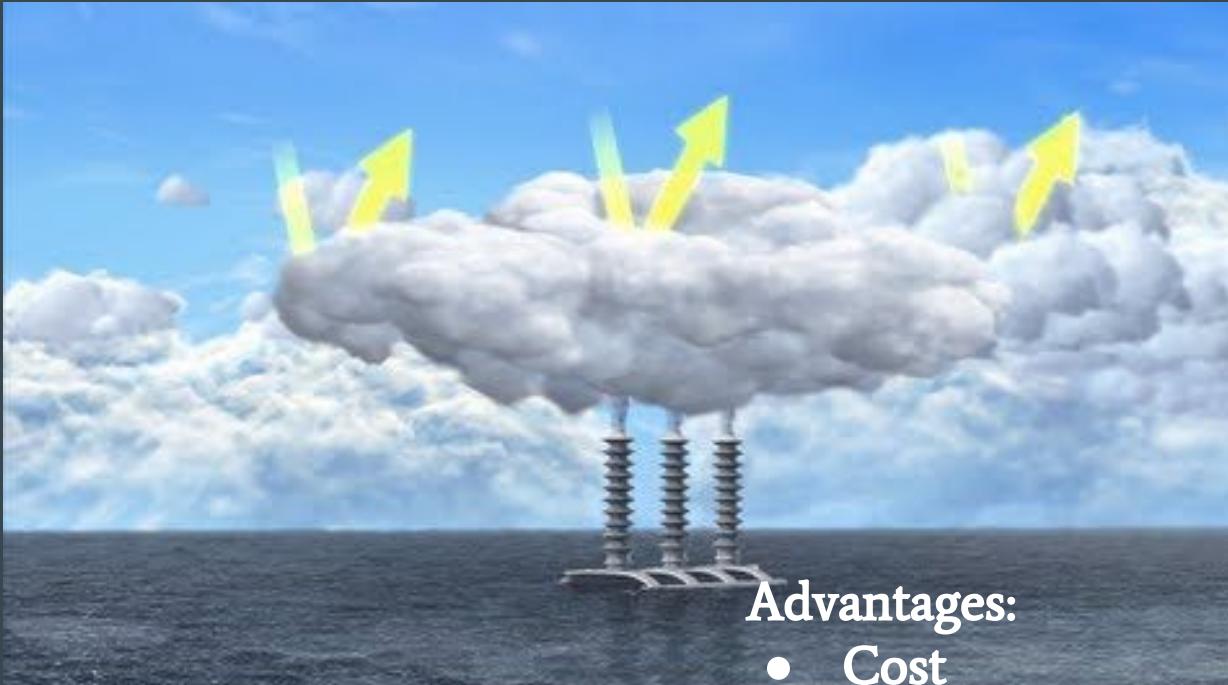
“Albedo” Effect



Aerosols and Cloud Condensation Nuclei (CCN)

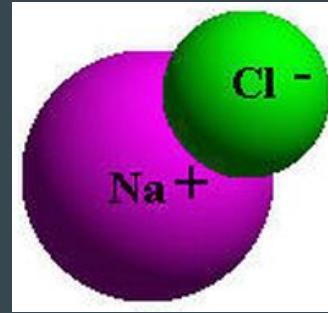
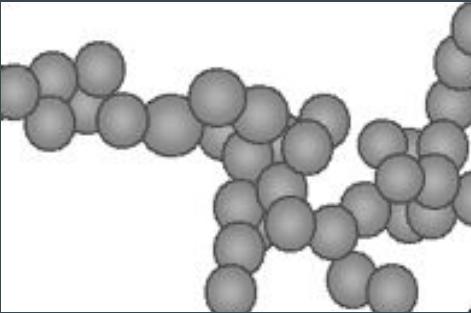
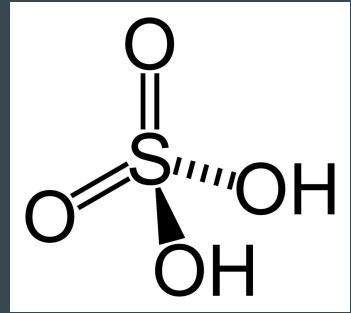
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MCB: Marine Cloud Brightening Model



Advantages:

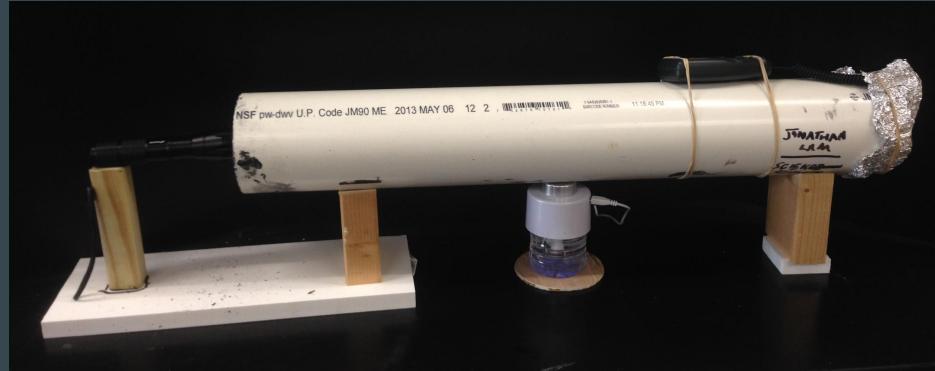
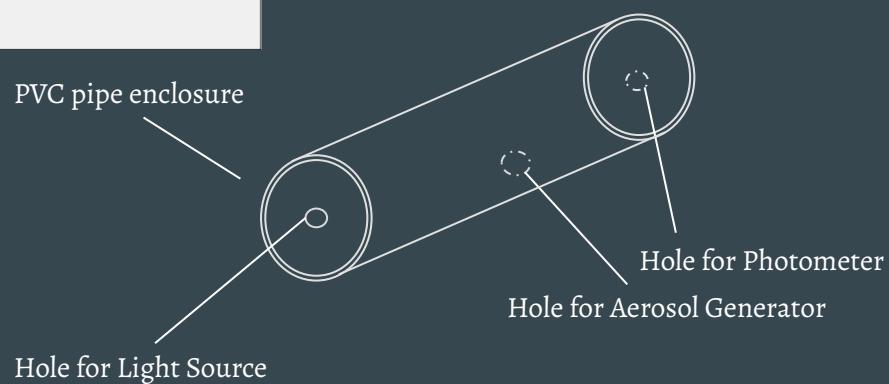
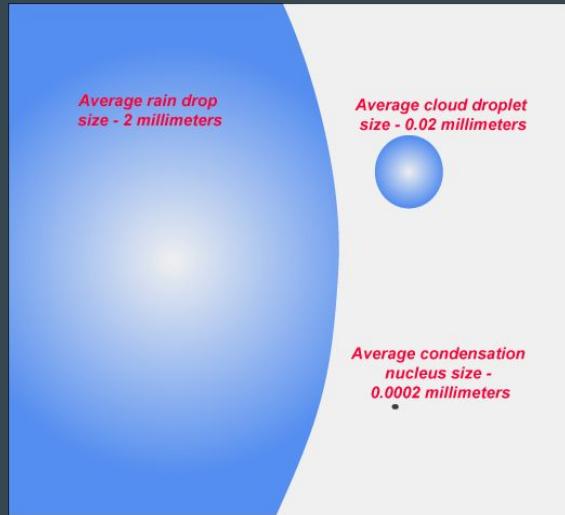
- Cost
- Unlimited source of aerosol
- Harmless aerosol



Hypothesis & Question

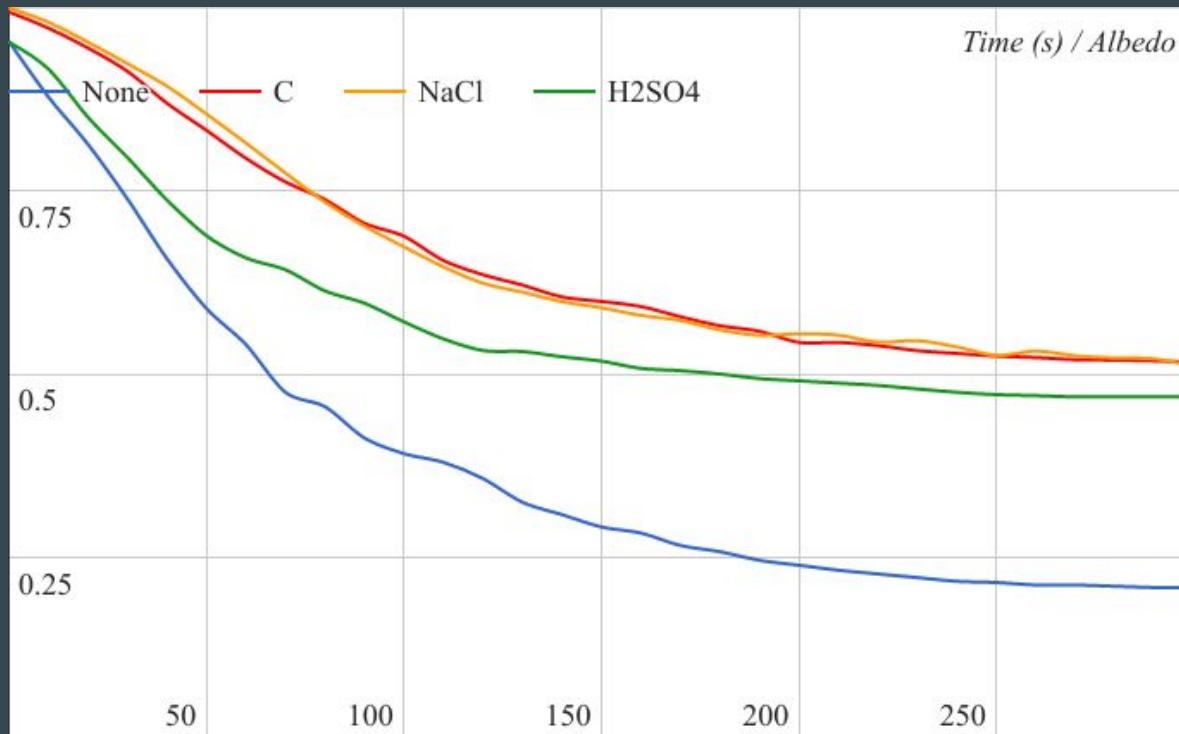


Experimental Design



Data Analysis

Average albedo vs. time for different aerosols



$$a = \frac{b_{total} - b_{measured}}{b_{total}}$$

Table 5. Albedo vs. time trend lines

Aerosol	Equation of Best Fit Line	Correlation Coefficient
None (control)	$y = 0.794(0.987)^x + 0.188$	$r = -0.875$ $r^2 = 0.766$
H ₂ SO ₄	$y = 0.514(0.985)^x + 0.464$	$r = -0.846$ $r^2 = 0.715$
NaCl	$y = 0.569(0.990)^x + 0.480$	$r = -0.909$ $r^2 = 0.827$
C	$y = 0.558(0.990)^x + 0.473$	$r = -0.922$ $r^2 = 0.851$

Potential Errors, Conclusions, and Future Investigations

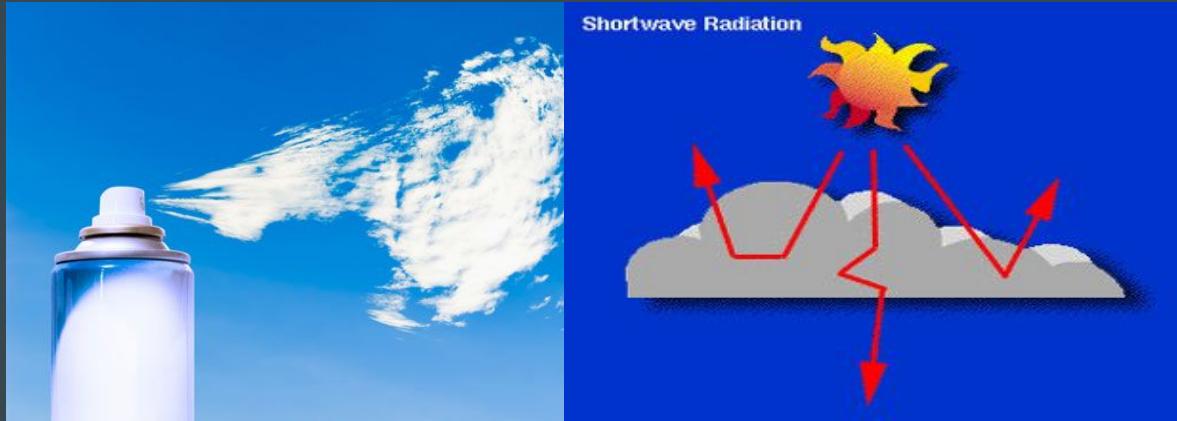
- Precise calculations (small r coefficients for data)
- $\text{NaCl}, \text{C} > \text{SO}_4^{2-}, \text{H}_2\text{O}$
(assuming model is accurate)
 - Thus MCB > sulfate model



>



Thank you! Are there any questions?



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Novel Method to Determine the Total Lasting Albedo Effect of Aerosol-Seeded Clouds based on Aerosol Particle Type

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Keywords: global warming; environmental management; aerosol generation; albedo; cloud condensation nuclei; marine cloud brightening model

Cloud albedo (reflectivity) is a natural phenomenon that has recently gained much interest because of its potential to initiate rapid global cooling that can reverse anthropogenic warming effects. Cooper et al. (2013) and Crutzen (2006) have proposed multiple methods to artificially seek the skies with aerosol to create clouds and an albedo effect. There has been research on the reflectivity of particles dependent on size by various studies such as Salter et al. (2008), but there has been no definitive research on the effect of cloud duration and the overall albedo of particles over the lifetime of a cloud. This experiment attempts to create a model that simulates a cloud with an aerosol suspension to quantify the overall effects of different common aerosols by measuring the total percentage of light that is reflected before the aerosol deposits for a fixed amount of each solution, aiming to discover trends and deriving formulas based on the results if they are consistent. The model created in this experiment is novel but aims to give realistic values and be scalable to larger cloud volumes. The data collected from three aerosols of interest — a sulfate, carbonaceous, and sea-salt based aerosols — provides evidence that the sea-salt and carbonaceous aerosols have a higher albedo over time than sulfate aerosols and solutions without an aerosol and that this model can be used in a laboratory setting with precise results.

I. INTRODUCTION

Global climate change is perhaps the factor that has the greatest potential to impact the future of the biosphere negatively. With the rate that greenhouse gases (GHGs) are produced and natural systems of recycling carbon dioxide are reduced as forests are cut down, global warming is a significant problem that has steadily grown in the last few decades with the increased consumption of natural gas and oil, as discussed in Wallington et al. (2013). With global warming comes many drastic side effects, many of which are unpredictable and likely will negatively affect ecosystems globally, as Tylianakis (2008) researches. If continued, this will surely cause massive detriment to humankind in general, and this has been the focus of massive focus and research recently.

Some environmentalists suggest that governmental policies should be the solution to the increasing problem. As the government has the authority to regulate industrial activity and business in general, this would seem a possible cause. However, with the great amount of lobbying and the general delay caused by interactions with a bureaucratic giant such as the United States government, other ecologists have opposed this view, deeming it too impractical and gradual to be realized effectively enough to slow or stop global warming.

Social concern over artificial intervention in the environment is another factor to consider when implementing scientific changes to the environment. Any technological solutions to global warming must first overcome societal concerns, such as those considering lasting effects or unintentional side-effects. A solution that will be supported by the common people has to be well-tested to provide just the right degree of global cooling to provide balance without affecting other environmental factors—i.e., negatively affecting the

global climate in a different way—and without throwing the Earth into an excessive trend of global cooling or even another ice age.

One interesting solution to the prospect of resolving global climate change is the idea of increasing cloud albedo, or reflective ability, through the use of “stratospheric sulfur injections,” as proposed by Crutzen (2005). Crutzen discusses the impact of inserting an aerosol into the atmosphere as CCNs to manually increase cloud density with decreased particle size. The decreased particle size would greatly increase the “Twomey effect” as described in Twomey (1977), in which cloud cover with the same density but smaller particle sizes increases albedo. Crutzen also discusses the better efficiency that this system would have compared to the current political system, in which stabilization of CO₂ would require “a 60–80% reduction in current anthropogenic CO₂ emissions, worldwide they actually increased by 2% from 2001 to 2002 (Marland et al. 2005)” (Crutzen 2005).

Crutzen suggests the use of sulfate aerosols (SO₂) into the atmosphere. A significant degree of global cooling is associated with violent volcanic eruptions in which large ejections of sulfate have stayed suspended in the air and diffused globally. For example, the earth cooled on average of about 0.5 °C globally after the eruption of Mount Pinatubo in 1991 (Crutzen 2005). This half of a degree Celsius may not seem much, but it may offset a considerable amount of the global warming (a temperature increase of 0.85 °C since 1880 has been attributed to global warming (Stocker et al. 2013)) that has been caused.

However, sulfuric aerosols were not the only item considered for the task. In Leaitch et al. (2010), the use of carbonaceous (carbon-containing) aerosols was tested and received favorable results, with an albedo comparable to that of sulfur. In Cooper et al. (2013), Salter et al. (2008),

and Bower et al. (2006), the use of the Marine Cloud Brightening (MCB) model was researched. In these studies, the potential for more practical methods of creating a spray that uses sea salt as the CCN via the deployment of specially outfitted ships. All of these three are tested in this experiment.

Another problem with the introduction of aerosols is not only the dynamic nature of the clouds, but also the inconsistencies of the terrain underneath. The same cloud seeded with an aerosol may provide cooling effects on darker colored, more absorptive geography; but over a patch of glistening ice the same cloud may actually produce a warming effect because it absorbs more light and reflects less than the land below it (Bounoua 2002).

Salter et al. (2008) estimates that only £30 million (\$39 million) will be required to create the tools to create the ships necessary for his model—in the scale of global economies, this is a very small number. According to the study, changes are estimated to happen relatively quickly, regulating the global environment perhaps even in a decade from when the spray is initiated.

Another environmental concern is the introduction of anthropomorphic aerosols into the atmosphere. Anomalies like the large volcanic eruptions may have temporarily cooled the Earth's atmosphere, but continuous, large-scale introduction of sulfate and similar aerosols may eventually lead to a source of pollution that will result in environmental harm.

These irregularities and dangers of excessive aerosol usage prompt the need for this experiment. This experiment aims to assess the total albedo effect of multiple types of aerosols over time, which takes into account reflectivity and total lasting time. Knowing to what extent the particles will cool over an extended period of time—rather than simply measuring the albedo in one instant as previous studies have done. Salter et al. (2008) states that the conclusions of the study are based on estimates in fields that have not been researched, one of which is “drop life and dispersion,” which is the focus of this study. Because aerosols have a multifaceted influence on cloud physics, such as by changing the microphysics, radiative properties, lifetime and extent of clouds, according to Huang et al. (2007), experimentation is preferred over mathematical calculations based on the aerosol properties.

In Cooper et al. (2013), several methods are discussed to create sufficiently small aerosols as CCNs, using the baseline of $0.8\mu\text{m}$ in diameter, which was the size proposed by Salter et al. (2008), such as commercial nozzle sprayers, toroidal cone sprayer with electrical charging, colliding-jets spraying, ultra-high pressure jet spraying, raleigh-jet spraying through small apertures, electro-spraying from cone-jets with air assist (the same method of spray used in Salter et al. (2008)), and Taylor cone spraying from suspended droplets. However, none of these methods, save the Taylor conejets, were considered practical methods to generate sufficiently

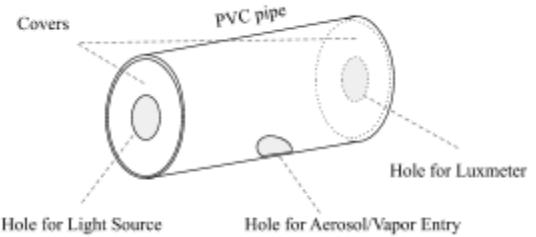
small particles. The Taylor conejets are a relatively new method, the study also warns against its usage, citing that no array of the conejets sufficient to create the necessary aerosol spray has ever been created, and that much research is needed in their assembly. Salter et al. (2008) agrees that “the design of an efficient spray generator” is one of the top scientific developments necessary for the MCB to work. As a result, this experiment will use a commercial atomizer that can create particles from equimolar solutions of different aerosols in solution that are approximately $2\mu\text{m}$ in diameter. While this does not reach the $0.8\mu\text{m}$ recommended by Salter et al. (2008), Salter mentions that the number of drops matters more to the albedo effect than the mass of the water, and the approximate size should be small enough to generate reasonably-sized, suspendable particles.

II. MATERIALS / METHODS

Device

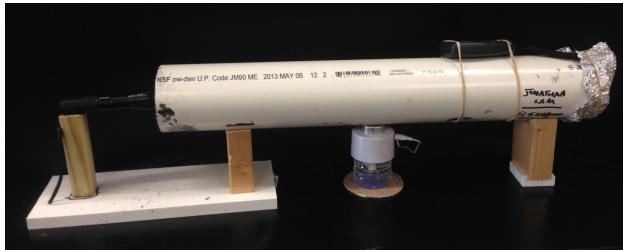
The experimental design was mainly constructed of a large-diameter PVC pipe with holes cut to a snug fit for the devices required. A representation of the design is shown in Figure 1.

Figure 1. Diagram of experimental design



The experimental design was constructed, with two wooden circular covers with diameter 10.2cm cut to fit snugly inside the 11.4cm diameter, 70.0cm length PVC pipe on the ends, and 5.0cm and 5.5cm diameter holes were cut in the centers of these covers: one for the light source and for the luxmeter, respectively. The light source used was a Prosvet XML-T6 tactical flashlight, the luxmeter was a HongYan LX1010BS 100000 Lux Digital Luxmeter Light Meter, and the humidifier was an ultrasonic Water Bottle Humidifier from WinnerBin. Another 1.0cm diameter hole was cut through the bottom of the PVC pipe in order to allow the entry of the atomized aerosol solution. A stand for the apparatus was constructed to keep the pipe from rolling and to provide proper elevation for the aerosol generator to fit underneath. The cover with the light source was permanently secured with glue to prevent any light from entering. The cover for the luxmeter was removable to allow for cleaning and be covered with a layer of aluminum foil to prevent ambient light from entering. The hole for the aerosol entry had a wax paper lining that could be secured to the nozzle tightly with a rubber band. A photograph of the apparatus is displayed in Figure 2.

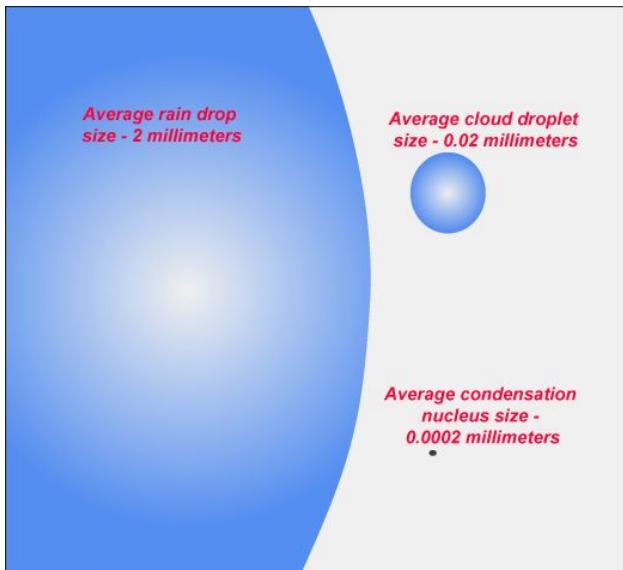
Figure 2. Photograph of experimental design



Solution Preparation

The solutions were prepared for the aerosol suspensions. Since true, dry aerosol particles could not be generated by accessible tools, a mist containing an appropriate ratio of aerosol to water was created. The appropriate ratio of diameters of a cloud droplet size and the condensation nucleus size are 0.02mm:0.0002mm, or a ratio of 100:1 (Atkins), and are represented visually in Figure 3.

Figure 3. Visual comparison of raindrop, cloud droplet and CCN sizes



(Image source: <http://apollo.lsc.vsc.edu/classes/met130/notes/chapter5/ccn.html>)

The ratio of the radii are equal, according to the following calculation:

$$r_{\text{droplet}} : r_{\text{CCN}} = \frac{1}{2}(100) : \frac{1}{2}(1) = 100 : 1$$

The volumes are different by a factor of 100^3 .

$$V_{\text{droplet}} : V_{\text{CCN}} = \frac{4}{3}\pi(100)^3 : \frac{4}{3}\pi(1)^3 = 1000000 : 1$$

By using the known density values of water and the aerosols, the molarity of H_2SO_4 and the masses of the dry aerosols per liter of solution were calculated. For this experiment, a sulfuric acid (H_2SO_4) stock solution, sea salt (NaCl), and a carbon powder (C) served as the base of the aerosol solutions.

Per every 1.00L of solution, droplet concentration is

$\frac{1}{1000000}$ of that volume, which is $1.00 \times 10^{-6} \text{ L}$.



$$1.00 \times 10^{-6} \text{ L} \times \frac{184 \text{ g } \text{H}_2\text{SO}_4}{\text{L } \text{H}_2\text{SO}_4} \times \frac{\text{mol } \text{H}_2\text{SO}_4}{98.08 \text{ g } \text{H}_2\text{SO}_4} = 1.88 \times 10^{-6} \text{ M}$$

$$\text{NaCl}: 1.00 \times 10^{-6} \text{ L} \times \frac{216 \text{ g } \text{NaCl}}{\text{L } \text{NaCl}} = 2.16 \times 10^{-4} \text{ g L}^{-1}$$

$$\text{C}: 1.00 \times 10^{-6} \text{ L} \times \frac{225 \text{ g C}}{\text{L C}} = 2.25 \times 10^{-4} \text{ g L}^{-1}$$

The solutions were prepared using the standard experimental procedure of dilution. For the sulfuric acid, use the equation $M_1 V_1 = M_2 V_2$ to prepare a $1.88 \times 10^{-6} \text{ M}$ solution from the stock solution. For the dry solutions the respective masses of solution were placed in a volumetric flask and the flask was filled up with water to the 1L mark. However, because the average cumulus cloud density is approximately 0.5 g m^{-3} (Perlman) and approximating the suspension density to be equal to that of water (1 g cm^{-3}), the total volume of the aerosol suspension should be:

$$1 \text{ L cloud} \times \frac{\text{m}^3}{1000 \text{ L}} \times \frac{0.5 \text{ g suspension}}{\text{m}^3 \text{ cloud}} \times \frac{\text{cm}^3 \text{ suspension}}{\text{g suspension}} \\ \times \frac{\text{L}}{1000 \text{ cm}^3} = 5 \times 10^{-7} \text{ L suspension}$$

Therefore, $5 \times 10^{-7} \text{ L}$ of each aerosol suspension were created to simulate the conditions of a cumulus cloud per liter of cloud (volume of container). Multiply this number by the volume of the apparatus. The volume of the apparatus was calculated using the formula for the volume of a cylinder:

$$V_{\text{container}} = \pi r^2 h$$

The solutions were thoroughly mixed.

Data Collection

For the control value, or the total flashlight luminosity, the flashlight was shone directly into the apparatus without aerosol and its brightness was recorded in luxes under "Total flashlight brightness." This is the total amount of light reaching the light sensor, and would be analogous to the sun shining on the Earth without any aerosol suspension (cloud) to reflect light back into space.

Beginning with the sulfate solution, all of the prepared solution was placed into the aerosol generator the spray generator was turned on. When all of the solution was atomized, a timer was started, the light source was turned on, and the brightness of the reflected light was immediately measured. This number was subtracted from the total flashlight brightness to get the reflected brightness of light. The difference was divided by the total flashlight brightness to get the albedo value. A formula is shown below.

$$a = \frac{b_{\text{total}} - b_{\text{measured}}}{b_{\text{total}}}$$

(such that b_{measured} is the measured brightness in luxes for the experimental trial, b_{total} is the total flashlight brightness, and a is the albedo.)

This process of measuring the reflected light at regular ten-second intervals was repeated until the reflected light has become negligible (within 10% of the control), and results were measured in the sulfate table under the respective elapsed time.

The procedure of measuring the reflected light was repeated with two more identical sulfate samples for trials 2 and 3 for sulfate.

The top panel was removed and the inside of the apparatus rinsed out with water and a wet cloth, before being dried with water. This was performed under a fume hood and carefully to avoid coming in contact with sulfuric acid.

The procedure of measuring the reflected light for the sulfate solution and the cleaning of the container were repeated with the sea salt and carbon aerosol solutions.

A scatter plot of time versus albedo (ratio of reflected light versus total flashlight brightness) was graphed for each material, and an exponential best-fit equation was calculated. Although the results followed a trend that seemed to evidence the data, the data points between trials were prone to large random error (i.e., due to equipment problems). With better equipment, this model and the data collected with this model can be improved upon by other scientists to collect data in a laboratory rather than in the stratosphere, which may be damaging to the environment.

Table 1. Raw Control data (H_2O only)

Time since beginning (s)	Measured Albedo		
	Trial 1	Trial 2	Trial 3
0	0.9502	0.9552	0.9577
10	0.9005	0.8408	0.8942
20	0.8408	0.7861	0.8148
30	0.7960	0.6915	0.7302
40	0.7413	0.6020	0.6296
50	0.6965	0.5323	0.5397
60	0.6418	0.5025	0.4762
70	0.5920	0.4627	0.3704
80	0.5572	0.4279	0.3810
90	0.5174	0.4030	0.3175
100	0.4776	0.3731	0.3228
110	0.4627	0.3682	0.3069
120	0.4428	0.3483	0.2804
130	0.4080	0.3284	0.2381
140	0.3831	0.3184	0.2222
150	0.3632	0.2985	0.2116
160	0.3483	0.2935	0.2063
170	0.3184	0.2886	0.1905
180	0.3035	0.2886	0.1799
190	0.2836	0.2836	0.1693
200	0.2687	0.2836	0.1640
210	0.2587	0.2786	0.1587
220	0.2488	0.2786	0.1534
230	0.2388	0.2736	0.1534
240	0.2338	0.2687	0.1481
250	0.2289	0.2687	0.1481
260	0.2239	0.2687	0.1429
270	0.2239	0.2687	0.1429
280	0.2239	0.2687	0.1376
290	0.2189	0.2687	0.1376
300	0.2189	0.2687	0.1376

Table 2. Raw H_2SO_4 data

Time since beginning (s)	Measured Albedo		
	Trial 1	Trial 2	Trial 3

III. RESULTS

CHARTS

0	0.9956	1.000	0.8636
10	0.9476	0.9950	0.8068
20	0.8952	0.9300	0.7273
30	0.8472	0.8750	0.6648
40	0.8035	0.8300	0.5795
50	0.7817	0.7850	0.5000
60	0.7598	0.7500	0.4659
70	0.7424	0.7300	0.4545
80	0.7031	0.7000	0.4375
90	0.6681	0.6900	0.4318
100	0.6419	0.6400	0.4318
110	0.6288	0.6000	0.4148
120	0.6070	0.5800	0.4091
130	0.6070	0.5700	0.4148
140	0.6114	0.5500	0.4091
150	0.5983	0.5450	0.4091
160	0.5895	0.5300	0.4034
170	0.5852	0.5250	0.4034
180	0.5764	0.5200	0.4034
190	0.5677	0.5100	0.4034
200	0.5633	0.5050	0.4034
210	0.5590	0.5000	0.4034
220	0.5546	0.4950	0.4034
230	0.5502	0.4850	0.4034
240	0.5415	0.4800	0.4034
250	0.5371	0.4750	0.4034
260	0.5328	0.4750	0.4034
270	0.5328	0.4700	0.4034
280	0.5328	0.4700	0.4034
290	0.5328	0.4700	0.4034
300	0.5328	0.4700	0.4034

Table 3. Raw NaCl data

Time since	Measured Albedo

beginning (s)	Trial 1	Trial 2	Trial 3
0	1.0000	1.0000	1.0000
10	0.9820	0.9674	0.9918
20	0.9660	0.9139	0.9801
30	0.9427	0.8665	0.9622
40	0.9187	0.8190	0.9128
50	0.8880	0.7685	0.9087
60	0.8547	0.7151	0.8764
70	0.8187	0.6677	0.8372
80	0.7873	0.6202	0.7967
90	0.7500	0.5816	0.7740
100	0.7200	0.5519	0.7493
110	0.6940	0.5193	0.7253
120	0.6740	0.4985	0.6992
130	0.6487	0.5045	0.6820
140	0.6313	0.4955	0.6696
150	0.6273	0.4866	0.6573
160	0.6167	0.4748	0.6484
170	0.6000	0.4748	0.6442
180	0.5887	0.4629	0.6291
190	0.5627	0.4629	0.6326
200	0.5720	0.4718	0.6209
210	0.5647	0.4718	0.6223
220	0.5560	0.4570	0.6174
230	0.5587	0.4510	0.6264
240	0.5533	0.4421	0.6154
250	0.5353	0.4362	0.6044
260	0.5400	0.4451	0.6085
270	0.5253	0.4421	0.6071
280	0.5273	0.4362	0.6016
290	0.5233	0.4451	0.5934
300	0.5213	0.4273	0.5824

Table 4. Raw Carbon data

Time since beginning (s)	Measured Albedo		
	Trial 1	Trial 2	Trial 3

0	0.9829	1.0000	1.0000
10	0.9593	0.9878	0.9698
20	0.9309	0.9675	0.9372
30	0.8984	0.9418	0.9000
40	0.8512	0.9188	0.8395
50	0.8122	0.8863	0.8000
60	0.7683	0.8620	0.7535
70	0.7317	0.8390	0.7163
80	0.7041	0.8268	0.6837
90	0.6821	0.7889	0.6465
100	0.6593	0.7794	0.6256
110	0.6350	0.7348	0.5953
120	0.6171	0.7172	0.5721
130	0.6081	0.7118	0.5442
140	0.5927	0.6928	0.5302
150	0.6065	0.6766	0.5140
160	0.6049	0.6712	0.5000
170	0.5943	0.6563	0.4837
180	0.5772	0.6482	0.4721
190	0.5683	0.6414	0.4651
200	0.5553	0.6252	0.4488
210	0.5553	0.6252	0.4488
220	0.5504	0.6211	0.4442
230	0.5447	0.6157	0.4349
240	0.5463	0.6076	0.4302
250	0.5431	0.6022	0.4279
260	0.5407	0.6008	0.4256
270	0.5358	0.5995	0.4233
280	0.5366	0.5995	0.4209
290	0.5382	0.5968	0.4186
300	0.5374	0.5940	0.4163

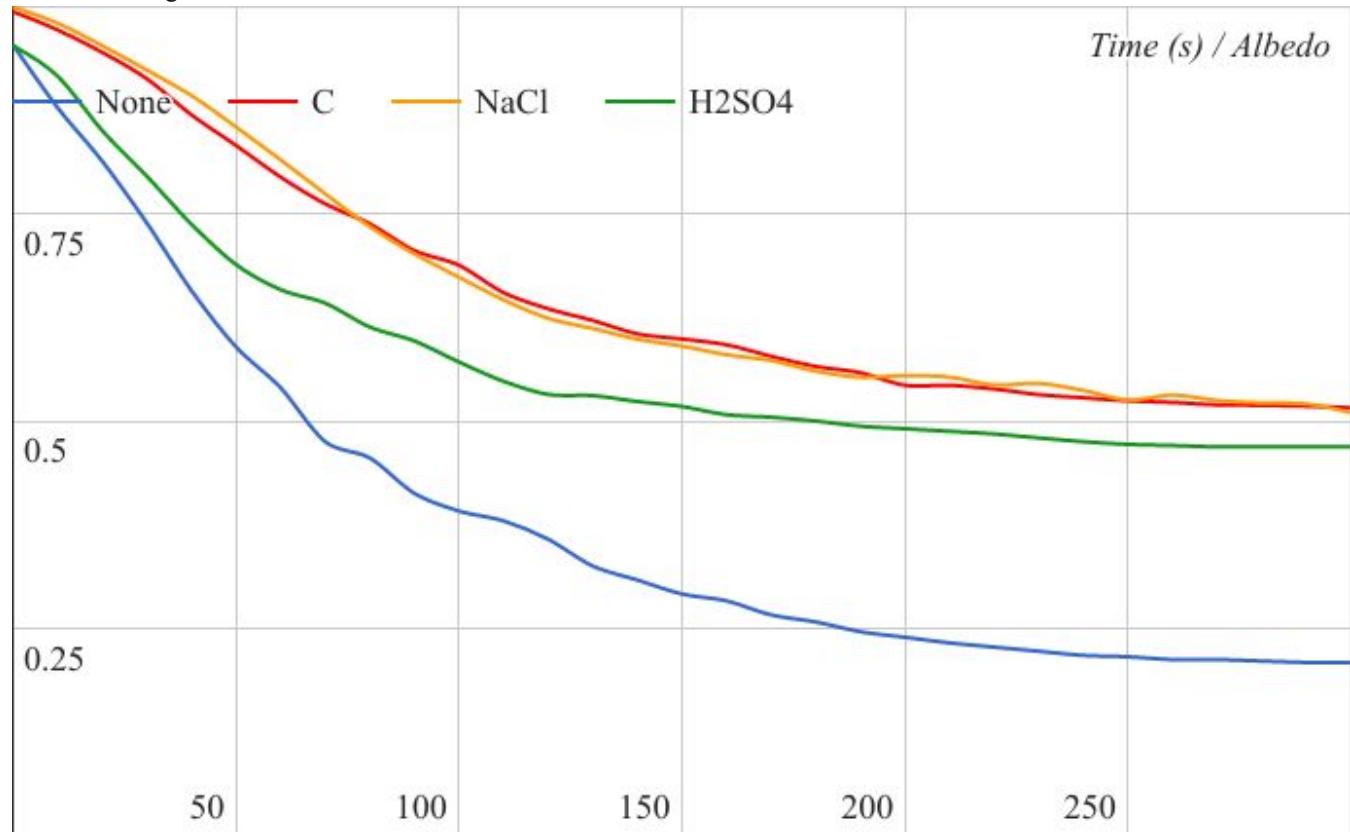
	Line	Coefficient
None (control)	$y = 0.794(0.987)^x + 0.188$	$r = -0.875$ $r^2 = 0.766$
H_2SO_4	$y = 0.514(0.985)^x + 0.464$	$r = -0.846$ $r^2 = 0.715$
NaCl	$y = 0.569(0.990)^x + 0.480$	$r = -0.909$ $r^2 = 0.827$
C	$y = 0.558(0.990)^x + 0.473$	$r = -0.922$ $r^2 = 0.851$

Table 5. Average Albedo vs. time trend lines

Aerosol	Equation of Best Fit	Correlation

CHARTS

Chart 1. Average albedo vs. time for different aerosols



IV. DISCUSSION

The data shows consistent data that models a smooth curve for every albedo. An exponential equation (in the form $y = ab^x + c$ to model each curve is shown to have a high correlation coefficient ($|r| > 0.8$ in for each model in Table 5), thus evidencing the precision of this model. While this does not give evidence toward the accuracy of the model—with no comparable data of these albedos in a similar environment available—it supports the idea that this experiment can be utilized to provide reliable data for researchers with adjustments and better equipment to match existing data.

The data evidences that sea-salt and carbonaceous aerosols (see Tables 3 and 4, respectively) perform better in terms of overall albedo than the control (no aerosol) and sulfate aerosols (see Tables 1 and 2, respectively). This can be visually seen in Chart 1, in which the NaCl and C average albedos for each time interval are noticeably higher than the control and H₂SO₄ albedos at the same intervals. The data for the C and NaCl aerosols are very similar for all time intervals. The rate of decline of the H₂SO₄ interval is very similar to that of the NaCl and C aerosols, as can be seen by their similar common ratios in their equations ($b \approx 0.5$ for all three graphs) (Table 5). However, it has a lower beginning and final

albedo. The control has a much lower initial and final value than all of the solutions with an aerosol.

Some factors that may have affected the validity of the data are the integrity of the batteries in the flashlight, the amount of solution atomized, and the temperature of the system. There was a slight difference between the flashlight's initial brightness and its brightness after every trial; this effect was noticeable after several trials, when the brightness of the flashlight became significantly lower. Such a decrease in brightness would cause a calculated decrease in transmittance, which would thus raise the calculated albedo fraction. While this effect was mitigated by measuring the brightness of the flashlight before every trial to have a more recent "initial" flashlight value, the decrease in flashlight brightness *during* the trial may still have been significant, and should be measured at the end of the trial and taken into consideration in the measurements.

Another factor that may have been inexact in this experiment was the amount of aerosol emitted by the humidifier. Because the humidifier was not a scientific instrument and meant for commercial, household usage, the volume and droplet sizes of the aerosol was approximated. Because the calculated aerosol volume to match the density of a cloud is very small, the droplet density may have been too great and increased the measured reflectivity and calculated albedo.

Another potential source of error was that there was an assumption that all of the light energy would have been either transmitted or reflected. However, much as the case with real clouds, some of the light energy may instead be scattered to the side (not directly reflected back nor transmitted linearly toward the photometer) or converted to kinetic (thermal) energy stored in the cloud. Because there was a slight but noticeable temperature increase in some of the trials, especially the trials involving the carbon aerosol, the calculated albedo might have been higher than the actual albedo. This makes sense because carbon (in the form of black carbon, or soot) is known to be a pollutant and a cause of global warming, absorbing much heat rather than reflecting much light. Thus the temperature of the air inside the apparatus must be something to be taken into consideration as well, with a thermometer to measure the temperature change and appropriate calculations to measure the total energy exchange to take into consideration into the transmittance and albedo calculations.

V. CONCLUSIONS

The high correlation coefficients provide evidence for the precision of this model. Assuming this experimental method was accurate as well as precise, and if all of the light was either reflected or measured by the luxmeter, the NaCl and C aerosols produced a much higher albedo than the control and the H₂SO₄ in terms of albedo maintained throughout the experiment, which directly refutes the hypothesis that the H₂SO₄ would reflect the most light (have the highest albedo) and the C would reflect the least.

Future experimentation would scale the data to the real-world proportions of clouds, which would be the next step in actually utilizing this data in the world. Also, it would likely take into account the thermal effects of the gas with a thermometer to exclude aerosols that would have more a greenhouse gas effect on the atmosphere than a radiative cooling effect through cloud albedo.

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ABBREVIATIONS

CCN, cloud condensation nucleus.
MCB, marine cloud brightening.

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Novel Method to Determine the Total Lasting Albedo Effect of Aerosol-Seeded Clouds based on Aerosol Particle Type

Jonathan Lam

ABSTRACT

Cloud albedo (reflectivity) is a natural phenomenon that has recently gained much interest because of its potential to initiate rapid global cooling that can reverse anthropogenic warming effects. Cooper et al. (2013) and Crutzen (2006) have proposed multiple methods to artificially seek the skies with aerosol to create clouds and an albedo effect. There has been research on the reflectivity of particles dependent on size by various studies such as Salter et al. (2008), but there has been no definitive research on the effect of cloud duration and the overall albedo of particles over the lifetime of a cloud. This experiment attempts to create a model that simulates a cloud with an aerosol suspension to quantify the overall effects of different common aerosols by measuring the total percentage of light that is reflected before the aerosol deposits for a fixed amount of each solution, aiming to discover trends and deriving formulas based on the results if they are consistent. The model created in this experiment is novel but aims to give realistic values and be scalable to larger cloud volumes. The data collected from three aerosols of interest — a sulfate, carbonaceous, and sea-salt based aerosols — provides evidence that the sea-salt and carbonaceous aerosols have a higher albedo over time than sulfate aerosols and solutions without an aerosol and that this model can be used in a laboratory setting with precise results.

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Keywords: global warming; environmental management; aerosol generation; albedo; cloud condensation nuclei; marine cloud brightening model

I. INTRODUCTION

Global climate change is perhaps the factor that has the greatest potential to impact the future of the biosphere negatively. With the rate that greenhouse gases (GHGs) are produced and natural systems of recycling carbon dioxide are reduced as forests are cut down, global warming is a significant problem that has steadily grown in the last few decades with the increased consumption of natural gas and oil, as discussed in Wallington et al. (2013). With global warming comes many drastic side effects, many of which are unpredictable and likely will negatively affect ecosystems globally, as Tylianakis (2008) researches. If continued, this will surely cause massive detriment to humankind in general, and this has been the focus of massive focus and research recently.

Some environmentalists suggest that governmental policies should be the solution to the increasing problem. As the government has the authority to regulate industrial activity and business in general, this would seem a possible cause. However, with the great amount of lobbying and the general delay caused by interactions with a bureaucratic giant such as the United States government, other ecologists have opposed this view, deeming it too impractical and gradual to be realized effectively enough to slow or stop global warming.

Social concern over artificial intervention in the environment is another factor to consider when implementing scientific changes to the environment. Any technological solutions to global warming must first overcome societal concerns, such as those considering lasting effects or unintentional side-effects. A solution that will be supported by the common people has to be well-tested to provide just the right degree of global cooling to provide balance without affecting other environmental factors—i.e., negatively affecting the global climate in a different way—and without throwing the Earth into an excessive trend of global cooling or even another ice age.

One interesting solution to the prospect of resolving global climate change is the idea of increasing cloud albedo, or reflective ability, through the use of “stratospheric sulfur injections,” as proposed by Crutzen (2005). Crutzen discusses the impact of inserting an aerosol into the atmosphere as CCNs to manually increase cloud density with decreased particle size. The decreased particle size would greatly increase the “Twomey effect” as described in Twomey (1977), in which cloud cover with the

same density but smaller particle sizes increases albedo. Crutzen also discusses the better efficiency that this system would have compared to the current political system, in which stabilization of CO₂ would require “a 60–80% reduction in current anthropogenic CO₂ emissions, worldwide they actually increased by 2% from 2001 to 2002 (Marland et al. 2005)” (Crutzen 2005).

Crutzen suggests the use of sulfate aerosols (SO₂) into the atmosphere. A significant degree of global cooling is associated with violent volcanic eruptions in which large ejections of sulfate have stayed suspended in the air and diffused globally. For example, the earth cooled on average of about 0.5 °C globally after the eruption of Mount Pinatubo in 1991 (Crutzen 2005). This half of a degree Celsius may not seem much, but it may offset a considerable amount of the global warming (a temperature increase of 0.85 °C since 1880 has been attributed to global warming (Stocker et al. 2013)) that has been caused.

However, sulfuric aerosols were not the only item considered for the task. In Leaitch et al. (2010), the use of carbonaceous (carbon-containing) aerosols was tested and received favorable results, with an albedo comparable to that of sulfur. In Cooper et al. (2013), Salter et al. (2008), and Bower et al. (2006), the use of the Marine Cloud Brightening (MCB) model was researched. In these studies, the potential for more practical methods of creating a spray that uses sea salt as the CCN via the deployment of specially outfitted ships. All of these three are tested in this experiment.

Another problem with the introduction of aerosols is not only the dynamic nature of the clouds, but also the inconsistencies of the terrain underneath. The same cloud seeded with an aerosol may provide cooling effects on darker colored, more absorptive geography; but over a patch of glistening ice the same cloud may actually produce a warming effect because it absorbs more light and reflects less than the land below it (Bounoua 2002).

Salter et al. (2008) estimates that only £30 million (\$39 million) will be required to create the tools to create the ships necessary for his model—in the scale of global economies, this is a very small number. According to the study, changes are estimated to happen relatively quickly, regulating the global environment perhaps even in a decade from when the spray is initiated.

Another environmental concern is the introduction of anthropomorphic aerosols into the atmosphere. Anomalies like the large volcanic eruptions may have temporarily cooled the Earth’s atmosphere, but continuous, large-scale introduction of sulfate and similar aerosols may eventually lead to a source of pollution that will result in environmental harm.

These irregularities and dangers of excessive aerosol usage prompt the need for this experiment. This experiment aims to assess the total albedo effect of multiple types of aerosols over time, which takes into account reflectivity and total lasting time. Knowing to what extent the particles will cool over an extended period of time—rather than simply measuring the albedo in one instant as previous studies have

done. Salter et al. (2008) states that the conclusions of the study are based on estimates in fields that have not been researched, one of which is “drop life and dispersion,” which is the focus of this study. Because aerosols have a multifaceted influence on cloud physics, such as by changing the microphysics, radiative properties, lifetime and extent of clouds, according to Huang et al. (2007), experimentation is preferred over mathematical calculations based on the aerosol properties.

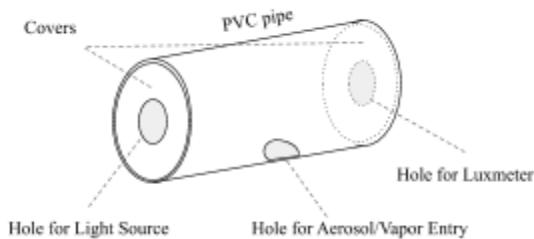
In Cooper et al. (2013), several methods are discussed to create sufficiently small aerosols as CCNs, using the baseline of $0.8\mu\text{m}$ in diameter, which was the size proposed by Salter et al. (2008), such as commercial nozzle sprayers, toroidal cone sprayer with electrical charging, colliding-jets spraying, ultra-high pressure jet spraying, raleigh-jet spraying through small apertures, electro-spraying from cone-jets with air assist (the same method of spray used in Salter et al. (2008)), and Taylor cone spraying from suspended droplets. However, none of these methods, save the Taylor conejets, were considered practical methods to generate sufficiently small particles. The Taylor conejets are a relatively new method, the study also warns against its usage, citing that no array of the conejets sufficient to create the necessary aerosol spray has ever been created, and that much research is needed in their assembly. Salter et al. (2008) agrees that “the design of an efficient spray generator” is one of the top scientific developments necessary for the MCB to work. As a result, this experiment will use a commercial atomizer that can create particles from equimolar solutions of different aerosols in solution that are approximately $2\mu\text{m}$ in diameter. While this does not reach the $0.8\mu\text{m}$ recommended by Salter et al. (2008), Salter mentions that the number of drops matters more to the albedo effect than the mass of the water, and the approximate size should be small enough to generate reasonably-sized, suspendable particles.

II. MATERIALS / METHODS

Device

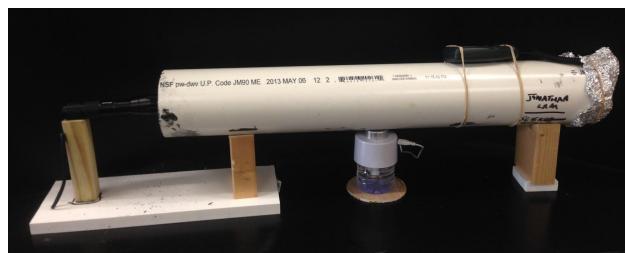
The experimental design was mainly constructed of a large-diameter PVC pipe with holes cut to a snug fit for the devices required. A representation of the design is shown in Figure 1.

Figure 1. Diagram of experimental design



The experimental design was constructed, with two wooden circular covers with diameter 10.2cm cut to fit snugly inside the 11.4cm diameter, 70.0cm length PVC pipe on the ends, and 5.0cm and 5.5cm diameter holes were cut in the centers of these covers: one for the light source and for the luxmeter, respectively. The light source used was a Prosvet XML-T6 tactical flashlight, the luxmeter was a HongYan LX1010BS 100000 Lux Digital Luxmeter Light Meter, and the humidifier was an ultrasonic Water Bottle Humidifier from WinnerBin. Another 1.0cm diameter hole was cut through the bottom of the PVC pipe in order to allow the entry of the atomized aerosol solution. A stand for the apparatus was constructed to keep the pipe from rolling and to provide proper elevation for the aerosol generator to fit underneath. The cover with the light source was permanently secured with glue to prevent any light from entering. The cover for the luxmeter was removable to allow for cleaning and be covered with a layer of aluminum foil to prevent ambient light from entering. The hole for the aerosol entry had a wax paper lining that could be secured to the nozzle tightly with a rubber band. A photograph of the apparatus is displayed in Figure 2.

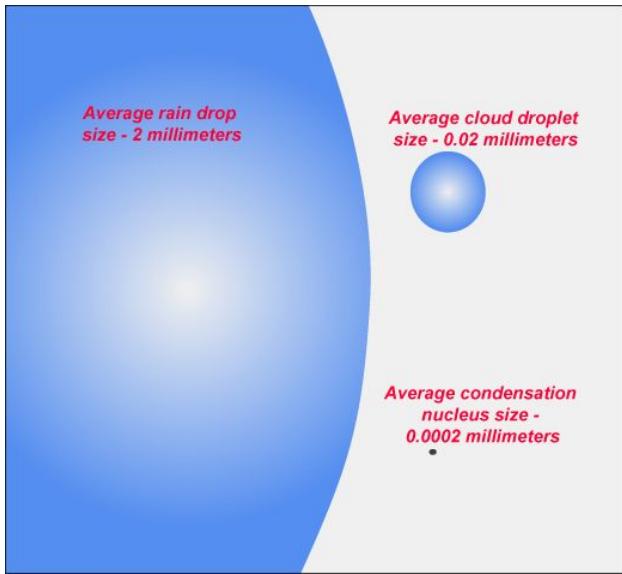
Figure 2. Photograph of experimental design



Solution Preparation

The solutions were prepared for the aerosol suspensions. Since true, dry aerosol particles could not be generated by accessible tools, a mist containing an appropriate ratio of aerosol to water was created. The appropriate ratio of diameters of a cloud droplet size and the condensation nucleus size are 0.02mm:0.0002mm, or a ratio of 100:1 (Atkins), and are represented visually in Figure 3.

Figure 3. Visual comparison of raindrop, cloud droplet and CCN sizes



(Image source: <http://apollo.lsc.vsc.edu/classes/met130/notes/chapter5/ccn.html>)

The ratio of the radii are equal, according to the following calculation:

$$r_{droplet} : r_{CCN} = \frac{1}{2}(100) : \frac{1}{2}(1) = 100 : 1$$

The volumes are different by a factor of 100^3 .

$$V_{droplet} : V_{CCN} = \frac{4}{3}\pi(100)^3 : \frac{4}{3}\pi(1)^3 = 1000000 : 1$$

By using the known density values of water and the aerosols, the molarity of H_2SO_4 and the masses of the dry aerosols per liter of solution were calculated. For this experiment, a sulfuric acid (H_2SO_4) stock solution, sea salt (NaCl), and a carbon powder (C) served as the base of the aerosol solutions.

Per every $1.00L$ of solution, droplet concentration is $\frac{1}{1000000}$ of that volume, which is $1.00 \times 10^{-6}L$.

$$H_2SO_4: 1.00 \times 10^{-6}L \times \frac{184g H_2SO_4}{L H_2SO_4} \times \frac{mol H_2SO_4}{98.08g H_2SO_4} = 1.88 \times 10^{-6}M$$

$$NaCl: 1.00 \times 10^{-6}L \times \frac{216g NaCl}{L NaCl} = 2.16 \times 10^{-4}gL^{-1}$$

$$C: 1.00 \times 10^{-6}L \times \frac{225g C}{L C} = 2.25 \times 10^{-4}gL^{-1}$$

The solutions were prepared using the standard experimental procedure of dilution. For the sulfuric acid, use the equation $M_1V_1 = M_2V_2$ to prepare a $1.88 \times 10^{-6}M$ solution from the stock solution. For the dry solutions the respective masses of solution were placed in a volumetric flask and the flask was filled up with water to the $1L$ mark. However, because the average cumulus cloud density is approximately

0.5 g m^{-3} (Perlman) and approximating the suspension density to be equal to that of water (1 g cm^{-3}), the total volume of the aerosol suspension should be:

$$1 \text{ L cloud} \times \frac{\text{m}^3}{1000 \text{ L}} \times \frac{0.5 \text{ g suspension}}{\text{m}^3 \text{ cloud}} \times \frac{\text{cm}^3 \text{ suspension}}{\text{g suspension}} \times \frac{\text{L}}{1000 \text{ cm}^3} = 5 \times 10^{-7} \text{ L suspension}$$

Therefore, $5 \times 10^{-7} \text{ L}$ of each aerosol suspension were created to simulate the conditions of a cumulus cloud per liter of cloud (volume of container). Multiply this number by the volume of the apparatus. The volume of the apparatus was calculated using the formula for the volume of a cylinder:

$$V_{\text{container}} = \pi r^2 h$$

The solutions were thoroughly mixed.

Data Collection

For the control value, or the total flashlight luminosity, the flashlight was shone directly into the apparatus without aerosol and its brightness was recorded in luxes under “Total flashlight brightness.” This is the total amount of light reaching the light sensor, and would be analogous to the sun shining on the Earth without any aerosol suspension (cloud) to reflect light back into space.

Beginning with the sulfate solution, all of the prepared solution was placed into the aerosol generator the spray generator was turned on. When all of the solution was atomized, a timer was started, the light source was turned on, and the brightness of the reflected light was immediately measured. This number was subtracted from the total flashlight brightness to get the reflected brightness of light. The difference was divided by the total flashlight brightness to get the albedo value. A formula is shown below.

$$a = \frac{b_{\text{total}} - b_{\text{measured}}}{b_{\text{total}}}$$

(such that b_{measured} is the measured brightness in luxes for the experimental trial, b_{total} is the total flashlight brightness, and a is the albedo.)

This process of measuring the reflected light at regular ten-second intervals was repeated until the reflected light has become negligible (within 10% of the control), and results were measured in the sulfate table under the respective elapsed time.

The procedure of measuring the reflected light was repeated with two more identical sulfate samples for trials 2 and 3 for sulfate.

The top panel was removed and the inside of the apparatus rinsed out with water and a wet cloth,

before being dried with water. This was performed under a fume hood and carefully to avoid coming in contact with sulfuric acid.

The procedure of measuring the reflected light for the sulfate solution and the cleaning of the container were repeated with the sea salt and carbon aerosol solutions.

A scatter plot of time versus albedo (ratio of reflected light versus total flashlight brightness) was graphed for each material, and an exponential best-fit equation was calculated. Although the results followed a trend that seemed to evidence the data, the data points between trials were prone to large random error (i.e., due to equipment problems). With better equipment, this model and the data collected with this model can be improved upon by other scientists to collect data in a laboratory rather than in the stratosphere, which may be damaging to the environment.

III. RESULTS

CHARTS

Table 1. Raw Control data (H₂O only)

Time since beginning (s)	Measured Albedo		
	Trial 1	Trial 2	Trial 3
0	0.9502	0.9552	0.9577
10	0.9005	0.8408	0.8942
20	0.8408	0.7861	0.8148
30	0.7960	0.6915	0.7302
40	0.7413	0.6020	0.6296
50	0.6965	0.5323	0.5397
60	0.6418	0.5025	0.4762
70	0.5920	0.4627	0.3704
80	0.5572	0.4279	0.3810
90	0.5174	0.4030	0.3175
100	0.4776	0.3731	0.3228
110	0.4627	0.3682	0.3069
120	0.4428	0.3483	0.2804

130	0.4080	0.3284	0.2381
140	0.3831	0.3184	0.2222
150	0.3632	0.2985	0.2116
160	0.3483	0.2935	0.2063
170	0.3184	0.2886	0.1905
180	0.3035	0.2886	0.1799
190	0.2836	0.2836	0.1693
200	0.2687	0.2836	0.1640
210	0.2587	0.2786	0.1587
220	0.2488	0.2786	0.1534
230	0.2388	0.2736	0.1534
240	0.2338	0.2687	0.1481
250	0.2289	0.2687	0.1481
260	0.2239	0.2687	0.1429
270	0.2239	0.2687	0.1429
280	0.2239	0.2687	0.1376
290	0.2189	0.2687	0.1376
300	0.2189	0.2687	0.1376

Table 2. Raw H₂SO₄ data

Time since beginning (s)	Measured Albedo		
	Trial 1	Trial 2	Trial 3
0	0.9956	1.000	0.8636
10	0.9476	0.9950	0.8068
20	0.8952	0.9300	0.7273
30	0.8472	0.8750	0.6648

40	0.8035	0.8300	0.5795
50	0.7817	0.7850	0.5000
60	0.7598	0.7500	0.4659
70	0.7424	0.7300	0.4545
80	0.7031	0.7000	0.4375
90	0.6681	0.6900	0.4318
100	0.6419	0.6400	0.4318
110	0.6288	0.6000	0.4148
120	0.6070	0.5800	0.4091
130	0.6070	0.5700	0.4148
140	0.6114	0.5500	0.4091
150	0.5983	0.5450	0.4091
160	0.5895	0.5300	0.4034
170	0.5852	0.5250	0.4034
180	0.5764	0.5200	0.4034
190	0.5677	0.5100	0.4034
200	0.5633	0.5050	0.4034
210	0.5590	0.5000	0.4034
220	0.5546	0.4950	0.4034
230	0.5502	0.4850	0.4034
240	0.5415	0.4800	0.4034
250	0.5371	0.4750	0.4034
260	0.5328	0.4750	0.4034
270	0.5328	0.4700	0.4034
280	0.5328	0.4700	0.4034
290	0.5328	0.4700	0.4034

300	0.5328	0.4700	0.4034
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Table 3. Raw NaCl data

Time since beginning (s)	Measured Albedo		
	Trial 1	Trial 2	Trial 3
0	1.0000	1.0000	1.0000
10	0.9820	0.9674	0.9918
20	0.9660	0.9139	0.9801
30	0.9427	0.8665	0.9622
40	0.9187	0.8190	0.9128
50	0.8880	0.7685	0.9087
60	0.8547	0.7151	0.8764
70	0.8187	0.6677	0.8372
80	0.7873	0.6202	0.7967
90	0.7500	0.5816	0.7740
100	0.7200	0.5519	0.7493
110	0.6940	0.5193	0.7253
120	0.6740	0.4985	0.6992
130	0.6487	0.5045	0.6820
140	0.6313	0.4955	0.6696
150	0.6273	0.4866	0.6573
160	0.6167	0.4748	0.6484
170	0.6000	0.4748	0.6442
180	0.5887	0.4629	0.6291
190	0.5627	0.4629	0.6326
200	0.5720	0.4718	0.6209
210	0.5647	0.4718	0.6223

220	0.5560	0.4570	0.6174
230	0.5587	0.4510	0.6264
240	0.5533	0.4421	0.6154
250	0.5353	0.4362	0.6044
260	0.5400	0.4451	0.6085
270	0.5253	0.4421	0.6071
280	0.5273	0.4362	0.6016
290	0.5233	0.4451	0.5934
300	0.5213	0.4273	0.5824

Table 4. Raw Carbon data

Time since beginning (s)	Measured Albedo		
	Trial 1	Trial 2	Trial 3
0	0.9829	1.0000	1.0000
10	0.9593	0.9878	0.9698
20	0.9309	0.9675	0.9372
30	0.8984	0.9418	0.9000
40	0.8512	0.9188	0.8395
50	0.8122	0.8863	0.8000
60	0.7683	0.8620	0.7535
70	0.7317	0.8390	0.7163
80	0.7041	0.8268	0.6837
90	0.6821	0.7889	0.6465
100	0.6593	0.7794	0.6256
110	0.6350	0.7348	0.5953
120	0.6171	0.7172	0.5721
130	0.6081	0.7118	0.5442

140	0.5927	0.6928	0.5302
150	0.6065	0.6766	0.5140
160	0.6049	0.6712	0.5000
170	0.5943	0.6563	0.4837
180	0.5772	0.6482	0.4721
190	0.5683	0.6414	0.4651
200	0.5553	0.6252	0.4488
210	0.5553	0.6252	0.4488
220	0.5504	0.6211	0.4442
230	0.5447	0.6157	0.4349
240	0.5463	0.6076	0.4302
250	0.5431	0.6022	0.4279
260	0.5407	0.6008	0.4256
270	0.5358	0.5995	0.4233
280	0.5366	0.5995	0.4209
290	0.5382	0.5968	0.4186
300	0.5374	0.5940	0.4163

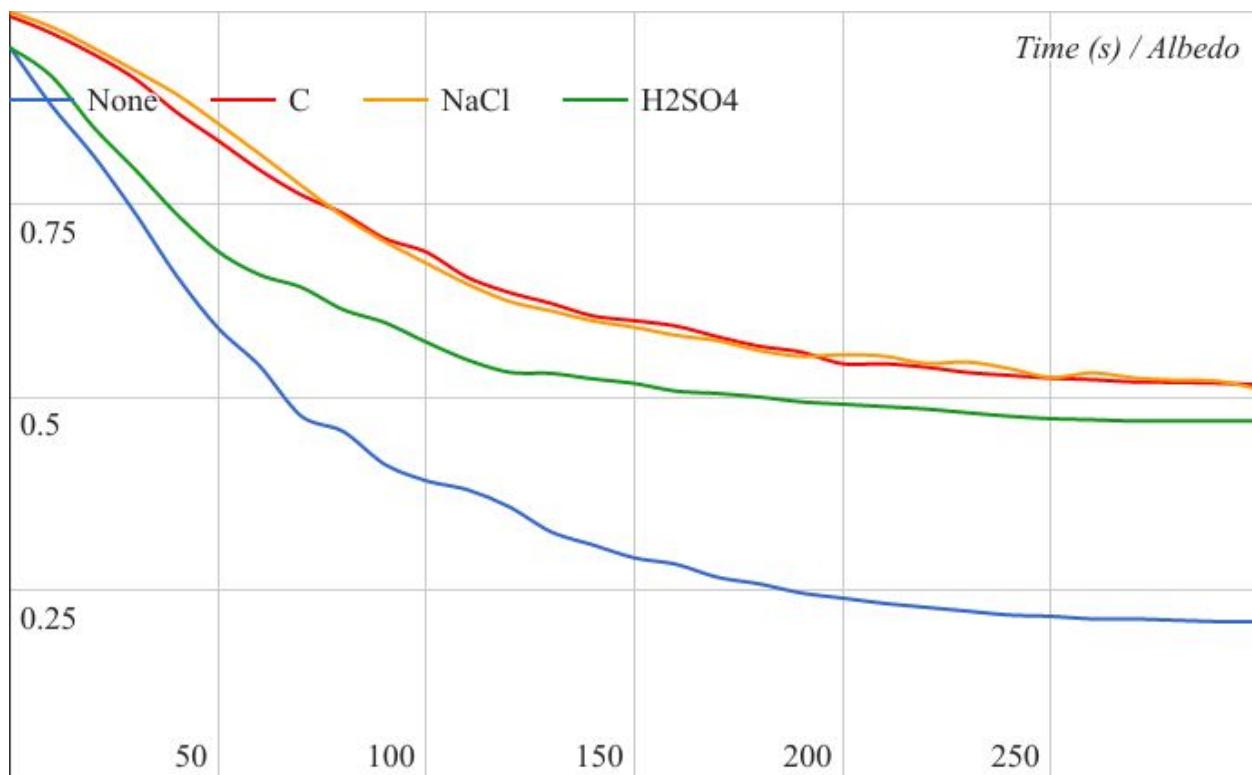
Table 5. Average Albedo vs. time trend lines

Aerosol	Equation of Best Fit Line	Correlation Coefficient
None (control)	$y = 0.794(0.987)^x + 0.188$	$r = -0.875$ $r^2 = 0.766$
H_2SO_4	$y = 0.514(0.985)^x + 0.464$	$r = -0.846$ $r^2 = 0.715$
NaCl	$y = 0.569(0.990)^x + 0.480$	$r = -0.909$ $r^2 = 0.827$

C	$y = 0.558(0.990)^x + 0.473$	$r = -0.922$ $r^2 = 0.851$
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CHARTS

Chart 1. Average albedo vs. time for different aerosols



IV. DISCUSSION

The data shows consistent data that models a smooth curve for every albedo. An exponential equation (in the form $y = ab^x + c$ to model each curve is shown to have a high correlation coefficient ($|r| > 0.8$ in for each model in Table 5), thus evidencing the precision of this model. While this does not give evidence toward the accuracy of the model—with no comparable data of these albedos in a similar environment available—it supports the idea that this experiment can be utilized to provide reliable data for researchers with adjustments and better equipment to match existing data.

The data evidences that sea-salt and carbonaceous aerosols (see Tables 3 and 4, respectively) perform better in terms of overall albedo than the control (no aerosol) and sulfate aerosols (see Tables 1 and 2, respectively). This can be visually seen in Chart 1, in which the NaCl and C average albedos for

each time interval are noticeably higher than the control and H₂SO₄ albedos at the same intervals. The data for the C and NaCl aerosols are very similar for all time intervals. The rate of decline of the H₂SO₄ interval is very similar to that of the NaCl and C aerosols, as can be seen by their similar common ratios in their equations ($b \approx 0.5$ for all three graphs) (Table 5). However, it has a lower beginning and final albedo. The control has a much lower initial and final value than all of the solutions with an aerosol.

Some factors that may have affected the validity of the data are the integrity of the batteries in the flashlight, the amount of solution atomized, and the temperature of the system. There was a slight difference between the flashlight's initial brightness and its brightness after every trial; this effect was noticeable after several trials, when the brightness of the flashlight became significantly lower. Such a decrease in brightness would cause a calculated decrease in transmittance, which would thus raise the calculated albedo fraction. While this effect was mitigated by measuring the brightness of the flashlight before every trial to have a more recent "initial" flashlight value, the decrease in flashlight brightness *during* the trial may still have been significant, and should be measured at the end of the trial and taken into consideration in the measurements.

Another factor that may have been inexact in this experiment was the amount of aerosol emitted by the humidifier. Because the humidifier was not a scientific instrument and meant for commercial, household usage, the volume and droplet sizes of the aerosol was approximated. Because the calculated aerosol volume to match the density of a cloud is very small, the droplet density may have been too great and increased the measured reflectivity and calculated albedo.

Another potential source of error was that there was an assumption that all of the light energy would have been either transmitted or reflected. However, much as the case with real clouds, some of the light energy may instead be scattered to the side (not directly reflected back nor transmitted linearly toward the photometer) or converted to kinetic (thermal) energy stored in the cloud. Because there was a slight but noticeable temperature increase in some of the trials, especially the trials involving the carbon aerosol, the calculated albedo might have been higher than the actual albedo. This makes sense because carbon (in the form of black carbon, or soot) is known to be a pollutant and a cause of global warming, absorbing much heat rather than reflecting much light. Thus the temperature of the air inside the apparatus must be something to be taken into consideration as well, with a thermometer to measure the temperature change and appropriate calculations to measure the total energy exchange to take into consideration into the transmittance and albedo calculations.

V. CONCLUSIONS

The high correlation coefficients provide evidence for the precision of this model. Assuming this experimental method was accurate as well as precise, and if all of the light was either reflected or measured by the luxmeter, the NaCl and C aerosols produced a much higher albedo than the control and the H₂SO₄ in terms of albedo maintained throughout the experiment, which directly refutes the hypothesis that the H₂SO₄ would reflect the most light (have the highest albedo) and the C would reflect the least.

Future experimentation would scale the data to the real-world proportions of clouds, which would be the next step in actually utilizing this data in the world. Also, it would likely take into account the thermal effects of the gas with a thermometer to exclude aerosols that would have more a greenhouse gas effect on the atmosphere than a radiative cooling effect through cloud albedo.

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ABBREVIATIONS

CCN, cloud condensation nucleus.

MCB, marine cloud brightening.

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Sonnet About Experiment

Global warming is a problem today
and greenhouse gases aren't going away.
Society, politics, have failed thus far
to create regulations up to par.
Some scientists have looked at clouds for help
to reflect light so the ice caps won't melt.

"aren't" → "arn't"
"Society" → "So-cie-ty"

One major factor is the aerosol,
which absorbs and reflects but that's not all—
the length of time that they spend in the air
are, for this experiment, all I care.
Carbonaceous, sulfate, and sea-salt trials
were studied but none made the extra mile.

The carbon and sea salt performed the best;
Sulfates and water reflected much less.

Abstracting Chaos: A Universal Goal

My math teacher is in the habit of declaring at regular intervals throughout the course: “If God exists, then he must be a mathematician.” I personally believe in the related, God-involving “clockwork theory”—that some supernatural force, God or otherwise, must have created the universe as we know it, and let its creation govern itself with a carefully-defined set of mathematical laws. Everything is based on mathematics—it is the purest science, the basis of physics, which in turn is the basis of chemistry, and then biology, psychology, and the psyche all in turn. And from the psyche stems the soul and mind and spirit and whatever else we consider the “humanities.”

As a result, we human beings are carefully-calibrated biological masterpieces of billions of years of evolution, and the Earth, the solar system, the galaxy, and the galaxial superclusters all arrange themselves out of the most natural and fundamental forces.

The second law of thermodynamics invites increasing entropy, or disorder; the anarchy of human destruction, as well as the increasing complexity from increased “order” both increase the overall chaos. Love is a hormonal matter, our DNA is our programming language, and reproduction stems from that fundamental existential urge: to *survive*. Numbers—from grades to number of Facebook friends to years of experience—guide human existence. Even literature, a form exemplary of the humanities, should have some degree of scientific knowledge incorporated in: renowned novelist Vladimir Nabokov writes that “a good formula to test the quality of a novel is, in the long run, a merging of the precision of poetry and the intuition of science” (Nabokov 3), arguing that the best formula for literature involves both the writer’s invention and real-world aspects. Nature—in its persistent, logical manner—is everything.

Eventually, the reasoning behind concepts of a fourth dimension or traversing time or skipping space or the ultimate origins of the universe will be unearthed. Anything that we can still attribute to a God for our lack of sufficient scientific knowledge will be explained. Murphy’s Law states that “anything that can go wrong will go wrong,” given the premise that there are an infinite possibilities of existence and an infinite number of things that can go wrong; by this same proposition, anything that can go right will go right. Anything that can be discovered will be discovered.

By mathematics. By science. But not by words.

Silvia Jones argues in her article “Unspeakable Things” that there are certain types of “ineffable” knowledge, namely phenomenal (sensory) and indexical (deictic) knowledge. But this knowledge is simply outside the scope of ordinary language as we know it; it’s only too easy to express this with the language of mathematics that too few human beings are fluent in (myself included, of course). That “red” that is described by mention of roses or blood or strawberries is actually an electromagnetic wave with a 675 nanometer wavelength (that’s 0.00000675 meters) and a 444 terahertz frequency (that’s 444,000,000,000,000 cycles per second).

Amazing, right?

The answer is yes. It’s a dazzling display of scale. A difference in magnitude of twenty: millions of millions compared to thousandths of thousandths of thousandths. Traveling at the speed of light (which is an interesting phenomenon in itself, a constant speed regardless of the observer’s speed), these wondrous numbers combine to form *red*. A drab three-letter, one-syllable word. Color-seeing people take it for granted, and English speakers don’t see a problem with it being one letter away from spelling (T.) “rex,” “led,” “read,” or “bed.” Nothing there indicates the awesome level of detail there. Of course, etymology or pictographic languages add some level of meaning to language but language is often inadequate to capture an idea.

In programming, the word is *abstraction*. The process of turning a complex conglomerate of physical science principles to form the electromagnetic radiation in the correct frequency to the simple concept “red.” What is, in computing, a series of ones or zeroes (known as machine language, binary, bytecode, etc. depending on the context) can be simplified into *higher-level* commands. Handling of

Abstraction: a detached perspective



Source: "Abstraction." <https://xkcd.com/676/>

that binary is simplified with the use of Assembly. Then, commonly-grouped Assembly commands are turned into a single function in a higher-level language called C, such as memory allocation into the single statement “`malloc()`.” Then, in a language based off of C known as Java, even more complex tasks such as the expression “`new Console()`” establishes a much more complex I/O system that would, in all of the entirety of the console class, have filled dozens of lines in C or hundreds in Assembly. And so on and on.

Eventually a level is reached in which complex algorithms are simplified into very simple and terse statements in higher-level languages, causing not only convenience to the programmer but also a loss of control and lower performance. The result is something that resembles the original task not at all. Take Ruby, for example.

```
> if is_readable? "this code" then print "Yup 'tis Ruby" end  
=> "Yup 'tis Ruby"
```

Yup, that's valid Ruby. And yup, that has its roots back to ones and zeroes. There's much more than meets the eye. Ruby was designed by Yukihiro Matsumoto, a programmer who conceived Ruby as “a genuine object-oriented, easy-to-use scripting language” (Maeda) that wasn't Perl or Python. To create a complex but easy-to-use language is no small feat, and it involves sacrifice of some of the pinpoint precision of abstracted tasks and the lightning-speed of low-level languages such as Assembly that don't have so many built-in abstractions.

What I mean to say with this CS101 knowledge is that our lives are already incredibly abstracted. We humans are highly-advanced creatures based on beneficial combinations of atoms, molecules, cells, and smaller organisms. That fickle, crawling force we call evolution, the progeny of Dalton who was the progeny of evolution itself, gives way to increasingly complex beings.

Self-consciousness. We designate other organisms of the Kingdom Animalia “beasts” and “animals” and “pets.” We see them as inferior and jejune, while we ourselves are the “chosen ones” among animals designed to lead, change, invent. But the other animals are already much more complex than bacteria, which themselves are more complex than organic molecules, which are more complex than inorganic substances and then the pure elements and then hydrogen and then subatomic particles and then sub-subatomic quarks and then the energy that (presumably) created all the matter in the universe. And that does not even deal with other dimensions of the universe besides energy and matter, such as the forces (which abstract from gravity, electromagnetism, the weak nuclear force, and the strong nuclear force) and time of the universe. The latter is perhaps the most interesting, giving existence an infinity of permutations as a movie gives its characters a plot through frames. The universe as it is known comprises all of these minutia and titans to form everyday existence. Everything from the planet we call Earth to the neighborhood labeled “home” to the bowling pins scribbled onto my desk are items abstracted from fundamental matter. Then, on top of the physical world, psychological, economic, and political models abstract away the details even further.

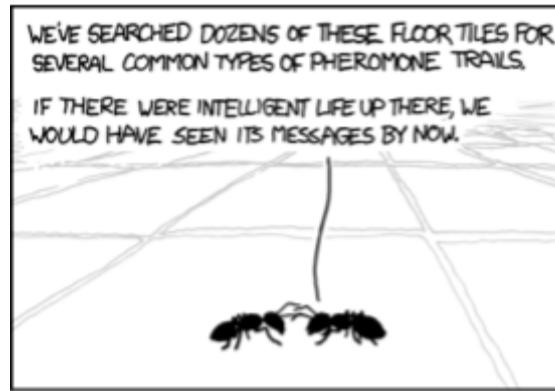
And we can still be satisfied calling the color red “red.” We humans can still believe that our emotions are more than the physiological changes drawn by a sexual urge created by a compulsion to survive. Love is driven by sex is driven by dopamine is driven by a positive mental response. We still can fool ourselves that we are special creations with a God that is of a manly-form and that any extraterrestrials are like humans but with elongated heads and photosynthetic-green skin. We separate “artificial” or “man-made” objects and effects from “natural” effects, as if humans were freak shows with supernatural beginnings. In his essay, “The American Scholar,” Ralph Waldo Emerson summarizes this view: “It is one of those fables ... that the gods, in the beginning, divided Man into men, that he might be more helpful to himself ... Man is thus metamorphosed into a thing, into many things” (Emerson 1)—unfortunately, this “thing” of Man is more perfect in concept than in its jealous, unsatisfied, violent reality.

We give ourselves the misconception that Earth is special because it is the only *known* planet to be viable, even though we know by intuition and fundamental mathematics that in the infinity of the universe there must also be an infinity of planets and in those infinity of planets there must be an infinity of planets in the habitable zone of their respective stars and in the infinity of habitable planets there must be other planets that harbor something we would deem “living.” (Here lies a variant of Murphy's Law.) But even then, that supposition is based on what we consider “life.” From these biased notions arises a “superficiality often consumes us, deters us from introspection and critical thinking, and keeps us ... distracted from the truth that lies under the surface” (Moshfegh). Perhaps the universe is living, and we fail to see it as bacteria in our gut fail to see the conscious brain only a meter above. Perhaps the origin of the universe, the Big Bang, is the end of our sight because it is the birth of its consciousness and we are only a figment of its imagination. Perhaps we are just insects, scuttling around on a two-dimensional floor and losing the depth of the universe in all its depth because we don't know what to look for.

For all we know, some uber-intelligent form, living or not, has dismissed earthly life as simple, stupid, animalistic. But this is all relative.

It probably isn't God as the Abrahamic religions believe it. That God is too brittle, too inflexible, too human-based. One biblical text asserts that "Dominion and fear *are* with [God], he maketh peace in his high places.

An insect's perspective on greater intelligence



Source: "The Search." <https://xkcd.com/638/>

Is there any number of his armies? and upon whom doth not his light arise? How then can man be justified with God?" (Job 25:2-4). It seems counterintuitive, at least for me with my non-religious upbringing, that people should adhere to a punitive God. As Bruckner remarks in his essay, "The Art of Suffering," "We still need to distinguish [ordeal] from penitence ... One has to have very little love for humanity to think that it is by being shattered that a life progresses." (Bruckner 3).

Before I more or less subscribed to the clockwork theory, I believed at one point, in all seriosity, that our realm was just some science experiment. Not God, but some more-intelligent form — aliens, I suppose — had a third-grade laboratory assignment to create some form of life. Each being could be its own "God," as every scientist is the God of his simulation. But the one to create Earth and our universe would receive a fail grade, because the humans would keep fighting and end up destroying the Earth and never making it past its climate-based test.

Either the being was doing poorly in the class or felt

destructive in a third-grader way, not realizing the consequences to the life within. Only then would it be justified to deem existence a failure, and, in the words of Anne Dillard, regard the universe as "a monster that does not care if we live or die ... [and] is fixed and blind, a robot programmed to kill. We are free and seeing; we can only try to outwit it at every turn to save our skins" (Dillard 179).

But even in this conjecture, "third grade," "laboratory assignment," and even robotic Terminator-like monsters are human concepts that limit the scope of my imagination. And it's easy to blame people (or other beings) higher on the social (or existential) ladder. The universe can not and should not be considered as humans consider themselves, as we *homo sapiens* do not lie at the center of the universe. I guess it can be called a superiority complex. We have what philosopher Arthur Schopenhauer calls "B-perception" — will-filled, biased thoughts — but we need a more mindful, will-less outlook.

Occasionally, however, there is some sound connection between people and the universe. Nabokov argues that "the writer of fiction only follows Nature's lead" (Nabokov 3) — often there is no disconnect between good writing or art and what is perceived as the truth, because the best writing is simply a permutation of human knowledge; an alternative world with slight parametric tweaks on the known world. In the movie *A Fault in Our Stars*, the protagonist Hazel Lancaster states in her eulogy of her love Augustus Waters that "some infinities are bigger than other infinities ... I cannot tell you how grateful I am for our little infinity" (Green). While it may seem mathematically inaccurate to say that any quantity is greater than infinity, the concept of multiple infinities is actually a well-accepted idea in the mathematics world, and therefore Hazel touches upon the mathematical knowledge base to make the plot the more enticing and powerful.

As the adage goes, the more you know, the less you know. This is the purest knowledge — to understand the extent of one's existence and nothing further. To know how great, how infinite one's life is already but also how its is never the greatest. And it's much easier to understand better the extent of the universe with the power of science, which by nature attempts to qualify, quantify, and discover the purpose of our being.

As a result, it's no wonder so many people are scrambling to the STEM side nowadays. The modern discovery that technology — the practical application of the maths and sciences combine — can be a potential gateway to existential knowledge (as well as to personal entertainment, which lures the hedonists as well) attracts people more than the apparently fruitless acts of fantastical arts, voodoo, religion, or other ambiguous practices. If humans can harness the power of flying (which had previously been attributed only to birds and the *wingardium leviosas* of wizards) as they now can with planes and helicopters and hoverboards (like the ones from *Back to the Future*, not the modern ones that don't hover), what can't they do? Fermilab and CERN and the LHC are particle accelerators that reach ever closer to the defining fabric of the universe, recently touching upon the fundamental

Higgs Boson particle, and LIGO is an observatory that can even confirm the existence of once-conceptual gravitational waves.

Why even bother to leave anything to imagination, when we can realize it?

Of course, there are limits to this scientific method. A common opposing view is that human emotion is a much more powerful force than can be accounted for. By words, by mathematics. Surely that's what Jones argues in "Unspeakable Things": that emotions cannot truly be captured in words, nor in any other form. And, surely, the hormonal changes and physical symptoms of feelings, whether they be so obvious as the signs of heartbreak, anxiety, embarrassment, cannot truly embody the sense of the emotion. Who can truly express Lyudmilla Ignatenko's pain as she recalls, "Often they die. In an instant. They just drop—someone will be walking, he falls down, goes to sleep, never wakes up. He was carrying flowers for his nurse and his heart stopped. They die, but no one's really asked us" (Alexievich 7)? They just die, they just fall, they drop like flies, they are no longer part of this world, they were once the ones she loved, they lose everything and she loses everything! That account is noticeably different than another description of the same situation: "Today, one of every five Belarusians lives on contaminated land. This amounts to 2.1 million people, of whom seven hundred thousand are children" (Alexievich 1). Human life only constitutes momentary specks on the band of time — "a long, curved band of color" (Dillard 142) that exists like "a woman's tweed scarf; the longer one spot [is studied], the more dots of color [are seen]. There was no end to the deepness and variety of the dots" (Dillard 142). But these same humans, just like every one of our ancestors or evolutionary predecessors, or even every atom and fundamental force and dimension, make up existence as it is now known, and no piece of it is less important than another.

Everything should coexist, has to coexist. And the fundamental beauty in the universe, besides its infinity, is exactly that it is the sum of its parts. Everything, with its infinity of defining aspects, able actions, and possible futures are just smaller infinities within a larger one. The universe is interdependent on all its parts — it has to be. Abstraction only works when the foundation is sound, just as any skyscraper cannot be built on a shifting base lest the engineers care to engineer another Leaning Tower of Pisa. Mathematics too, from complex statistical probabilities to the conceptual string and set theories, are all made up of arithmetic at its core. Taking out human emotion would wreak the universe. The heartless desires of industry, for example, currently dissolve the Earth's biospheric health with anthropogenic global climate change. As Mark Slouka puts it in his essay "Dehumanized:"

"The humanities, done right, are the crucible within which our evolving notions of what it means to be fully human are put to the test; they teach us, incrementally, endlessly, not what to do but how to be" (Slouka 6).

Of course, when humanities are "done right" is debatable amongst different fields of study. In general, however, the humanities are not there to tell human beings where we are in the universe, who God or others exist; they are to tell us who we are and what we should do.

Now then. I'm sure everyone gets it to some degree. The world is ruled by, predicated on, limited by a set of objective rules that no one can converse. Everything supernatural eventually gets explained with the use of science, and the worlds of Jesus and Harry Potter shrink by the day. Emotions are important but minuscule. People are infinite yet infinitesimal. Anything can be explained by either a logical paradox or a logical, almost-tautological description.

Zeno's paradoxes and chain escape puzzles are wonderfully ordinary inexplicables. Have you ever studied how a Rubik's cube (formerly known as the "Magic Cube" for its ingenious construction) works? How about its larger counterparts, the "Rubik's Revenge" 4x4x4 or the "Professor's Cube" 5x5x5? I can assure you that they are very different from the original Magic Cube, which might seem odd at first considering their similarity, but also seem very logical because of the much greater complexity of a larger cube unit. It is similar to the elementary school teachers asking their second-graders to estimate the answers of operations: 31 times 29 is somewhere around 30 times 30 is somewhere around 900, they would say. But is it above or below? At first glance there could be equal justifications for either side, but they never go beyond that estimate, that first glance.

That estimate is a good analogy for the majority of human progress. There's always a "good enough" point, which ranges from levels "slacker" to "perfectionist." Believe it or not, a perfectionist *has to stop somewhere*, even if he argues that *nothing is perfect* and he *has to* finish the job — or else he dies with the project. Mathematics is the language of perfection, and something that humans will never speak fluently. The current human view of mathematics is that of a baby: inconstant, shifting, never aware of the true forms behind the incoherent blurs. A baby always learns, and then it grows into that "good enough" stage in adolescence, when consolidation and pruning occur in the brain. That practical side, losing and hardening brain cells to optimize thought, is *science*.

Science is the language of imperfectability. If science teachers ever taught about significant figures, they are teaching the art of being “good enough.” Practical. But not perfect. What is necessary for life is never perfect, and scientists realize, experimentally, that there is always more to learn. That anything can happen, probabilistically. That matter can go right through matter on a microscopic level due to superposition, that one cannot both observe the position and velocity of a particle simultaneously due to the Heisenberg Uncertainty Principle, and that the speed of light is somewhat of a speed limit for matter strictly enforced by the universal policing forces.

“Science” is, simply stated, the science of knowing when to stop.

The second law of thermodynamics states that the amount of entropy, or chaos, of the universe is always positive or increasing. By this fundamental pillar of science, the universe simply becomes more and more disordered and hectic ever since its genesis; however, there is also always increasing order in the form of solar systems and planets and life. In his TED talk, “The history of our world in 18 minutes,” Ted Christian attempts to answer this apparent paradox:

“... The universe can create complexity, but with great difficulty. In pockets, there appear ... "Goldilocks conditions" — not too hot, not too cold, just right for the creation of complexity. And slightly more complex things appear. And where you have slightly more complex things, you can get slightly more complex things. And in this way, complexity builds stage by stage. Each stage is magical because it creates the impression of something utterly new appearing almost out of nowhere in the universe. We refer in big history to these moments as threshold moments. And at each threshold, the going gets tougher. The complex things get more fragile, more vulnerable; the Goldilocks conditions get more stringent, and it's more difficult to create complexity” (Christian).

Christian’s philosophy personifies the universe, as if it were trying to find meaning or if the Goldilocks conditions were universal epiphanies. The moment when energy first fused to form matter. When life (as we know it) first began. When humans began the search for their origin, their sense of purpose. Who is to say that the universe is any different? The phenomenon that Christian describes brings up the notion of neuroplasticity, the fact that “the brain can be altered by experience in fundamental ways” (Begley 3), and a well-documented property of intelligent life. We may be those bacterium in the universe, trying to find the way out from a dark and dank gut, or we may be a neuron, and the Big Bang the mitosis that created the neuron. Perhaps finding the origin of the universe is equally difficult as trying to remember what it felt to first be conceived as a zygote: impossible.

And perhaps it is best to look not at where we began, but where we will end up. Just as children learn to move away from their mothers, assess their situation as part of the world, and then find their destinies.

What difference does it make if the clockwork theory or God or some scientific anomaly created the universe? From wherever its origins lie, the current state of the universe begs only one direction: forward in time. There’s only looking back to see farther forward.

Do we *really* have to know that 29 times 31 equals 899 as a second-grader? As an engineer it makes more sense, but not as a toddler. The judging of emotions is another science: to what degree does Hazel’s “smaller infinity” outweigh practical mathematics, and when does emotional tampering get in the way of logic?

Where does this fit in the scheme of the universe? Is it necessary? Is it *optimized*?

The only way to tell is what “you can call ... foresight, or innovation, but beyond that, what [is necessary for invention] is tremendous imagination” (Ouellette 1). Education cannot be geared at knowing *everything*, but some tangible goal by means of this “tremendous imagination.” Even Descartes wrote that “I only follow this road [of finding understanding] until I have met with something which is certain, or at least, if I can do nothing else, until I have learned for certain that there’s nothing in the world that is certain. Archimedes ... demanded only that one point should be fixed and unmovable” (Simic 137). Even the great philosophers of old learned to focus their minds on finding *truth* at all, at only “one point,” instead of trying to find truth in everything or a holistic truth. As long as a will-less, D-perception is achieved, without with pride for the human race but without prejudice against all

others (as Oliver Goldsmith alludes to in his essay, “On National Prejudices”), the human limit should be truth. By mathematics. By science.

Because the universe is written in mathematics, but science is the language of the intelligent mind. That’s the challenge.

Electromagnetic radiation is surely a phenomenon that can be measured in numbers of great and tiny magnitudes, but the human ability to condense that feeling into the word “red” is an immeasurable feat. Humans don’t *need* to know what goes into red light, as the toddlers of this infinite universe. Only through trial and error were language, culture, social norms brought about. Only when the “good enough” threshold is achieved can humans move on.

This is the only unifying factor: the imperfection. The ideas of abstraction, optimization, the universe, multiple infinities, science, and human education and intuition all lie on the premise that there’s a lack of precision, that there’s a process from fundamental to complex. The fundamental forces dictate that chaos will always grow as complexity increases. One exemplar implementation would be “machine learning,” whose fundamental principle is to randomize the input parameters of a long-winded, complex equation and slightly tweak the parameters until they provide the desirable output. The equation with all of its terms are provided in Nature — it’s up to sub-universal objects and beings to adjust those coefficients, to optimize the equation and simplify and reduce, to be the lexicographers of the mathematical language that defines the universe.

Human beings act as pawns to the universal scheme of finding meaning of itself, for itself—what better than randomized living actions to increase the known permutations of the universe? There are human Dumpster divers, to whom “almost everything [they] have has already been cast out at least once” (Eighner 8), and to whom it “is outside work, often surprisingly pleasant” (8). Then there are human entrepreneurs such as Bill Gates, who said that “I choose a lazy person to do a hard job because a lazy person will find an easy way to do it.” And there are humans that find revelation in “the pleasures of reduction” (Simic 141). The miracle of life and evolution has created a great diversity of humans and human perspectives that cause such motivation to work to solve the universal puzzle of existence.

In “The American Scholar,” Emerson portrays the scholar as the “designated intellect. In the right state, he is Man Thinking” (Emerson 1). The scholar is to Man as Man is to the Universe: open-minded, persevering. Thus Man is the Universe Thinking — that is its goal, our purpose.

But there’s always an end. Time is, inevitably, limited in current knowledge, but existence is indefinite. Murphy’s Law is invariably true in the case of death, so that no amount of philanthropy or achievement can stop death. In a world of infinities, choosing one’s ends, circumscribing the human shape onto an infinite space, is more difficult than it might seem.

But no human is perfect. There is certain degree of mortality to every person no matter how strong their resolve; by plain force, such as by interrogation, it has been shown that “Human beings able to resist any amount of physical pressure do not exist” (102). Nor do human beings who have a perfect intelligence and can discover the meaning of the universe exist. And we don’t have to be perfect. Because when the next level of intelligent being arrives, which it undoubtedly will, we will be a little more perfect than the first humans were.

And they will be more perfect than us. And their posterity more. And more. And more.

The first step is to accept this fact and move on. How can we begin to prepare for them? What will we contribute as a step in the assembly-line of universal abstraction?

Machine learning: microcosm of universal learning



Source: "Machine Learning." <https://xkcd.com/1838/>

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Death Of the People, By the People, For the People

Jonathan Lam APRIL 15, 1965

Perry Smith and Richard Hickock, two young men convicted for the murder of four members of the Clutter family of Holcomb, Kansas, were put to death early yesterday morning, ending an uneasy five-year period of a localized terror and thousands of man-hours of investigation and trial.

According to Smith's confession, the crime began when Hickock heard a rumor from a cell-mate in prison about a safe with large sums of money in the Clutter family. Hickock formed plans to make a robbery and leave "no witnesses" when he left prison. Smith, also on parole, was informed of the plan, and they committed the tying up and shooting each of the four inhabitants of the Clutter house through the head at point-blank range, even though they harbored no money and had pleaded for their safety.

A difficult investigation ensued, headed by Kansas sheriff Alvin Dewey. Multiple false leads were discarded before the inmate who had first introduced the Clutters to Hickock stated that they were the likely suspects. A quick investigation and multiple retrials saw them guilty under the law, finally culminating in their deaths on Wednesday.

During the long months of the initial confusion, a winter descended upon Holcomb; a cold, hostile environment that keeps people inside and away from each other, worried about catching a deadly from suspicious neighbors-turned-strangers. Visitors even reported seeing "fully clothed people, even entire families, who had sat the whole night wide awake, watchful, listening." Fear ran high and trust ran low, and this volatile situation held the town in paralysis until the two murderers were condemned to death.

Despite the terrible fear inflicted upon Holcomb, doomsayers and capital-punishment adversaries alike speculate that their deaths may not be the end of the trial.

Perhaps death can do nothing to heal a society; the murders of four Walker family members followed three months later, an unsolved mystery eerily similar in procedure to that of the Clutters. Years cannot clean the blood of the innocent. People can fade, but remnants of a frightful anomaly cannot.

Some have suggested improving access to education. This seems reasonable: Smith was ripped off his education after the third grade, and Hickock was denied a college education for lack of money.

The problem with education is that although humanity might be learned via social interaction, but ethics are not taught; they're implied and learned through experience. Lowell Lee Andrews, a man previously on the death row, was "an honor student majoring in biology" at the University in Kansas. He was well-educated and wealthy — an indication that schooling does not equate to moral rectitude. In cases such as these, even the most sweeping policy changes — governmental amendments which also have a complexity and sluggishness beyond the scope of this article — cannot help the ill-minded.

Hickock stated prior to his execution that "Revenge is all [capital punishment] is, but what's wrong with revenge? Well, I can see ... they're mad 'cause they're not getting what they want—revenge." Although it cannot affect the crime, one criminal is eliminated. Out of the picture. As with a squashed bug, there is a certainty that there will be no harm done—a fact, a peace of mind, a comfort.

The death penalty is yet another example of the "mob mentality" of society versus man, such as the case with Socrates. It is also arguable, then, that this display of popular opinion makes us ever more democratic — a nomocracy based solely on majority opinion—and therefore more American.

The death penalty is a sociopolitical compromise, a sacrifice for the greater good. They violate the natural right to life. And, as Andrews had pointed out, there were "fourteen [murder victims] and five of [the murderers]" — punishing the perpetrators of atrocious crimes like these do not even satisfy the age-old dictum of justice: "an eye for an eye."

The above statistic also hones in on the reasoning behind the death penalty: it was created as a horrifying punishment for terrible crimes. These people command fear in their cruelty; the government commands fear in them with its iron fist. It is a fair system in light of our current political ideals, reassuring society and allowing it to move on. And this is what Holcomb needs the most: to wipe its tears, get back up again, recover, heal, reform, progress, learn to laugh again.

History for the People. By the People.

Donald Trump, widely denounced by pro-Democrats to be a racist, misogynistic, and politically-incompetent politician, has become president-elect despite the strong odds against his victory.

Sixtus Leung and Yau Wai-ching, two recently-elected Hong Kong legislators were ejected from the government after sparking independence protests that angered the strong central Chinese government. Serving on the legislative bodies for only twelve days as part of the Youngspiration party, this pair of legislators was formally removed from Hong Kong government.

Both of these events seem to be steps backward for democracy. Un-progress for society. Being the child of two immigrant parents who sought out America for its democratic, all-inclusive ideals of equality and opportunity, Trump's election and this restriction of opposition in China were slaps in the face. How could things go so wrong?

Actually, nothing went wrong. Nothing is backwards about it.

Considering the history of democracy, nothing here is unacceptable. Caught up in the excitement of the Twitter battle between Trump and Ted Cruz about each other's wives and in Trump's questioning of President Obama's American citizenship and in Hillary's email and Benghazi scandals, we lose sight of the past. And History patiently waits to consult Man, to reassure and to guide him. Its promises a more positive outlook.

The balance of political parties was established when differing views between the Federalists and the Democratic-Republicans emerged, and each party has been checking the other's power. And China acted no differently than the U.S. had before the Civil War. The South had repeatedly hinted at breaking free from the North due to economic and social differences, but was often not allowed to do so: President Jackson used the U.S. military to occupy the rebellious state of South Carolina to force its connection to the Union, no questions asked. But when President Buchanan decided to allow South Carolina to officially secede from the Union, all hell broke loose. National security was threatened because Buchanan had taken the non-provocative approach, whereas Jackson broke any sense of constitutionality and peace to preserve his ideals. Likewise, the Chinese government unilaterally dismissed these statesmen in order to keep the nation together.

But whether it's justified or not is a different story. Only when looking back at the anti-secession motion by Jackson can we see that that nation blossomed as a single piece.

Our vision in the present is cloudy. Society, an ancient being, is far-sighted, both in wisdom and in vision. But it lacks the notion of spectacles that can tangibly be fitted to a person; rather, it scrambles around in the foggy present and only learns lessons from the visible past.

As a result, any form of political speculation is biased and openly challengeable. The victor writes history; Trump and his victorious Republican party are at the liberty of praising their party in any which way because they have the power to do so. History is made relative to the strongest, the survivors; for all we know, should North Korea or ISIS prevail in anti-Americanism in the distant future, our Western identity would be butchered and maligned and slandered beyond recognition.

But is this okay? The paradox of "if a tree falls in a forest and no one is around to hear it, does it make a sound?" plays a large role here. History history constitutes not of what actually happens, but of what we observe and believe. Rather than being simple facts in a clear-cut world, history is dynamic and conforms to society's perspective. Just as numbers and math are man-made concepts designed to solve practical problems, history is an artificial entity comprising our strongest beliefs and judgments. No matter how biased a historical stance is made out to be, it's not.

History is not observed. It's made.

Hence the issue with Trump or the Chinese legislators. They had their rationale for their actions, and societal will forever gain from the set precedents. And while their actions and behavior may of present seem detrimental to a democratic idealism, only time can tell the outcome.

Man will work the effects of current day into the history books. For now, all we can do now is to wait and see. The world is developing, growing, aging before our very eyes.

Driving School of Knowledge

Three summers ago, my dad forced my older sister and I to watch college courses by the Great Courses. Sure, they were taught by renowned professors who often doubled as physicists, philosophers, and mathematicians. But they were *boring*. Not only did they lack in interactivity—no instructor could transcend the glass barrier of the 24-inch flat-screen CRT TV to physically reach out to us, of course—but they were also college-level and given in a lecture-hall format.

One of these courses was “How to Become a SuperStar Student” by Professor Geison, who had been awarded the National Teacher of the Year in 2008. An exciting title for the professor of a lecture that would excite me so little. I can’t remember a single thing from that series, save from that one video.

We happened to be watching that lecture on our newer 40-inch LCD TV. We sat in the living room, my sisters, dad, and me. Professor Geison described in detail the Cornell note-taking method.

At the time, I was taking notes on this system to take notes with simple bullet points. I hadn’t considered the possibility nor the need to change my current, working system of notes. The Cornell system is a two-pass system, requiring more thought and effort and time. Meanwhile, I meticulously copied a diagram of this method onto my notes. A drawing and scribbles amongst bullet points.

Afterwards, my dad encouraged me to use it but I stubbornly refused. The Cornell method was essentially an organized combination of note-taking, highlighting, and summarizing; I already had working systems of note-taking, highlighting, and summarizing. I didn’t need another method.

My grades were top-notch prior to that summer. But a new time crunch situation entered my life with the introduction of high school and its sports. Like the Great Courses, my teachers coaxed me into trying different methods to study, such as with “q-notes” in chemistry. All around me, teachers urged and urged to urged us to change what we did to study to avoid habits such as cramming and take to heart new methods of “good studying,” such as these note-taking strategies. I realized that teachers tried to bring us out of the “comfort zones” and into dangerous, foreign land. I realized that many of my peers were stressed by these changes and didn’t follow the studying recommendations. I realized that not putting the time into actuating these suggestions allowed for ease on my part.

What I didn’t realize was my naiveté.

Why would teachers have bad intentions? They come here to teach, and are rewarded by the school for educating and by the students whom are grateful for passing. Better education is in the best interests for everyone for all parties. So I realized that these study strategies are only meant to help.

Moreover, I realized that I had been using the fundamental Harvard style of note-taking, the name given to a simple hierarchical bullet point method. It was a named method just as much as the Cornell method. It dissolved the presentiment that established systems were overcomplicated and unnecessary. People use what works.

The idea of using multiple systems to study goes along with the idea of flexibility. A car’s transmission properly adjusts the gear ratio from the engine to the wheel to maximize fuel efficiency and minimize engine exertion. To switch gears, one lets go of the accelerator briefly to allow the flywheel to free-fall as it connects to the correct gear. In a manual transmission, the driver directs the flywheel to gear. In the more complex automatic transmission, however, there is fluid that automatically changes gear when the torque is too high or low: this mechanism only works because of the flexibility of the fluid.

In many ways, our mind is like a car’s transmission. High school minds gallop ever faster, requiring a higher gear of higher-order thinking such as the Cornell method. But no less necessary is the reliable but less efficient Harvard system—the low gears. The transitions the teachers offer are the slight decelerations from the release of the accelerator; the free-fall of the flywheel is the leap of faith from one system to another. And while we people are not born flexible as automatic engines, we train ourselves to switch back and forth between these different modes as necessary in as smooth a manner as possible.

This is the reason we go to school or look for educational models. Teachers give us the motivation to move past gear one. To be flexible. Dynamic. Ready to graduate from local roads of undergraduate knowledge and race on the highways of higher learning.

Mind of Action (Assertion Journal 1)

I see it in flashes. Pain racking my body. Panting, ragged and toilsome. Sweat on the trampled grass. Falling into a stampede of spiked feet. I'm already on the starting line, warmed up and dressed in uniform, but the phantom pains I foresee are almost too great to handle. I want to freeze, to avoid as much as possible, to ensure my own safety. But the whistle sounds. Go.

Staring at the piano, at the sheet music for Chopin's Étude op. 10 no. 5 "Black Keys," at my fingers ambivalent on what to practice, I feel queasy. In a month, I would perform at Carnegie Hall, a dizzying expectation. What to practice? But my sister yells at me to practice, so I start playing from the beginning.

The my teammates are asleep now, but I sit there with the dim, flickering light across my face. I haven't slept for almost twenty-four hours. I'm stumped and weary—my mind screams to stop. But despite the drooping of my eyes, I continue to add, debug, refactor, test, upload; I repeat these tasks for the next few hours, dragging through dawn, nearing those precious hours when I can finally nap.

The mind is a glorious ally and a frightful enemy. A character in the world of the mind named Misgiving is a cunning nemesis that can slide past Reason's defenses with little problem; soon it eases itself into the throne of the mind, and its advisor Doubt brings the system to a grinding halt. Either the mind has to leave the degrading city or let itself to its destruction. Either way, the damage is done.

Action, on the other hand, has a radical approach to this problem: build a new city free of corruption beforehand and move out on any skittish impulse. It is proactive, predictive, promotive of a lifestyle that keeps one on his feet—the very opposite of doubt and its effects. Corruption can take the cities of old, but where the mind is will never be lost to doubt or suspicion.

Every time I begin to run, my mind flees from the "can'ts" and "don'ts" and "nos"—it is at the destination already, waiting for me to finish triumphantly. When I play piano, the "what?"s and "how?"s disintegrate into the truths of the moment; what were worries seconds ago are worries of the past. At the hackathon, my mind sits on the prospect of the shiny prizes, the heap of gadgets at the finish line. Each of these situations could easily have been halted instead had I not taken the initiative to continue, to persevere. The nagging of Doubt is tossed into the dungeons of the forgotten by its archfiend Action.

The method of loci, a memorization technique based on the visualization in the mind of a recognizable place as a reference point, has shown its efficiency from the speeches of Cicero of the Classical Age to the mind-palace of detective Sherlock Holmes in the BBC show. My mind is always active, always situating itself away and away. Like the method of loci, it is a form of "mind-forcing" in that it compels the mind—and, in effect, the body—towards definitive action, but it is different in that it is also incited by decisive action. The maxim by philosopher Laozi goes, "a journey of a thousand miles begins with a single step"—here the "step" is not ineffectual. It is, to say the least, a clear movement forwards and away from the start that catalyzes the other "thousand miles" of journey. No amount of contemplating, of pacing, of reasoning will be able to bring the mind that physical distance, that material motivation; often, from the assailment of an AP Language class' on one's nerves to the perilous decisions of a midlife-crisis, something, *anything* should be done to get that first step in.

As Nike or Shia LaBeouf would say, *Just do it!*

It seems ridiculous to assert that to place the mind somewhere and recklessly plod along towards it—mindlessly, in its most literal sense—is the best instruction, especially if there exist grave consequences. However, especially for the scholar or philosopher who has mind enveloped in sophistications of thought, perhaps it is the best solution to gain some space away, some breathing space. In "The American Scholar," Emerson states that "the final value of action, like that of books, and better than books, is, that it is a resource." A resource for inspiration. Every act in and of itself is a miracle, if one should choose to consider it so. And action gives an alternate venue in perceiving it differently.

Most every adversity in life comes from some sort of indecision or halt; a barrier blocking the way to success. But one needs simply act, and the rest will fall in place. My mind waits at the goal past every obstacle—of education, family, life—and I have to rummage around to locate it.

And all I have to do is try.

Rules are rules are rules. Are rules?

This is a fire drill. Please walk quietly and calmly to the nearest exit.

Yes, this is a fire drill. We are walking to the nearest exit; the students are in high spirits, the staff unfazed. We march out and without alarm—those are the rules.

But this is a fire *drill*.

If the tone of the announcement during a raging fire matched the students' sentiment, it would likely go along the lines of: *Get out as fast as you can! Trample as many people as necessary to get out! Use the windows or kick down the doors. There's a FIRE and you're gonna survive it, dammit!*

Fact 1: Rules are made for *smart* people. People who know what is best for their own good.

But it would seem that the makers of such rules have portentous consequences and impractical solutions in mind. Who of us, no matter how normal or intelligent, truly follows all the rules that pass by us? It is understandable that the procedure for a fire drill is meant to prevent stampeding and collateral damage; however, no student with a inferno on his or her heels will walk quietly and calmly out of the building at the expense of his or her life for the benefit of others. Likewise, the most safety-conscious will someday break the speed limit or jaywalk or take a call while driving. As for me, against Goldstein's will and the rules in the Learning Commons, I've played computer games (but only once) and broken the quiet with a chatty crowd of chemistry classmates cramming for a test and forgotten to sign in or out.

Can one be blamed for such usually undisruptive, usually productive disobedience? Yes.

Fact 2: Rules should not be considered guidelines that can be broken out of convenience. Otherwise they would be denominated "guidelines."

Though a school fire would be localized and inconsequential, a global situation would be catastrophic and uncontrolled. In the case of a false positive of an alien signal in 1997, the news triggered a global chaos in which the researchers hastily made an attempt to publish the rumors without boiling it down to hard evidence, thus breaking SETI's (Search for ExtraTerrestrial Intelligence) protocol for such occurrences. Had it not been for the quick discovery of the source of the signal—a NASA satellite—the ensuing conspiracies and chaos may well have consumed the globe. And as an astronomer at SETI noted, if the rules were broken so easily then, "there's no hope that if a signal were detected today you'd be able to confirm it first and *then* announce it. Not in the age of social media."

Fact 3: Some rules are meant to be broken. *Artfully*. Not only in English class.

Although it seems to contradict all that has been stated and all that makes sense about rules, it is sometimes desirable to break the rules. Grammatical rules are some of them. The rule that all rules are rules are another. And then, in all paramount cases of global change in history, some sort of illegal boycott or violence or assassination has been committed.

Another interesting case of this would be the precedence of conflicting laws. National law may declare the smoking of marijuana illegal, but individual states may assert its legality, citing its economic benefit and its freedom for the individual. It is also interesting that while murder is an international crime, the global community has deemed death on the battlefield of clearly-defined nemeses as lawful. In either situation, a subsequent rule naming an inconsistency or deficiency in a previous law brings to question the immutability of true law. Which brings up the last point.

Fact 4: Rules are dynamic.

This is true even in science, which is perceived as set-in-stone. No scientific theory or law can be considered "proven," because true science has no such concept. Rather, everything is to be evidenced as a potential truth; if it gets refuted by subsequent findings, then it is replaced. As science is the language of Nature, Man should follow its example: everything is falsifiable.

When intuition and education plays to the side of the rule, it should be followed. But when it is really necessary to play the role of the revolutionary—that is, when there is a clearly discernible flaw or when it can be advantageous and tactical to deliberately do so—the lines are arbitrary for a reason.

Rules are rules are rules. It's up to oneself to follow them.

Random Permutations of Imperfection

When doing math, the blind are seeing, and the seeing are blind.

In a recent study at John Hopkins University, scientists discovered that blind people used a part of the brain usually reserved for visual processing for doing mathematics. And sighted people, using the same part of the brain for sight only, can utilize some brainpower from parts of the brain dedicated to senses other than sight, according to a different study by the *Proceedings of the National Academy of Sciences*. Quite an interesting trade-off.

It's like the option to turn a thumb drive into virtual RAM. You either have more storage or more power to run applications. Or perhaps it's like the choosing of classes. Should you spread out in more, average classes, or would it be better to take multiple classes focused in the same field?

But we have the choice in real-world problems; the math-solving brain is rigidly hard-wired. No amount of fiddling with combinations will be able to make optimizations such as the mind could. Who knew that the brain in a blind person would find use in mathematics? Why didn't the brain just give up on that region, forsake it for its lack of normal function, turn it into a mass of atrophic refuse?

Why even try?

Yet Evolution has thrown its creativity for a whirl and given this part of the brain a different function. Another chance.

But life doesn't seem so simple. While the switch in the mind to use that part of the brain is simply incited by mathematical action—a simple yes-or-no condition—the decisions in people's lives have many more levels of complexity. Presumably, it took at least a few thousand years for the brain to generate the simple redirection of brainpower into that extra part of the brain; an individual human, however, cannot undergo evolution in a lifetime, so one has to do his or her best through learning. What is not Nature is Nurture, and the latter can be quite substantial.

To look at what one can do to change via Nurture, it is imperative to first view the laws of Nature. The brain is an amazingly intricate, dense glob of nerve matter. Electrical signals govern our every thought and memory; men are computers with biological hardware. In this hardware comes a layer of software, the artificial intelligence of the Creators. Within it, there are many optimizations, nuances that take care of life essentials from breathing to defecating, that makes the life of Man easier. Like any code, this is simply a production version, susceptible to bugs and viruses—here lie the imperfections of men, the egoism and avarice that can spark violence and unease. On the brighter side, however, any super user can increase the efficiency the software further to create a well-oiled, well-customized, and well-optimized automaton of a person.

This optimization is learning. But not quite.

The reason why intuition—the preloaded software—is relatively flawless and optimized from birth is because of Nature's infinite permutations. The saying goes, "Failure is the mother of success"; yet no human being will be able to encompass all of the different combinations of failures. Neither does the collective knowledge of mankind, for there really is no limit to the possibilities.

Homo sapiens are built on trillions upon trillions of the lives and deaths of organisms from billions of years ago, but modern Man is built on a quantifiable number of laws and scientific theories and mathematical derivations. There simply is no comparison.

And yet the systems of mankind are structured and exact. Nature is imperfect. And yet men are civilized and attempt to benefit the lives of each other. Nature is barbaric and takes life without reason. And yet Man has learned to present himself more stately and neatly than its animal neighbors. Nature still dines voraciously with hands and sans handkerchief, messy everywhere. Yet it rules us.

Perhaps the eye of Man is staring transfixed—at the wrong location. Our surroundings have everything anyone might need as a random possibility. The unused seeing part of the brain in the blind—a faulty bit of hardware—discovered mathematics. Who says that potential is lacking in ordinary people, for whom Nature might, on a whim, also decide to give a second chance?

Advancing to Anarchy

Picture this. Green lasers pointed in a complex matrix across the dimly lit surface. A constant drone of blades toting a fine layer of dust and a faint, sporadic beeping. Shadows providing the outline of a machine, finely intricate and futuristic, while white-coated scientists with delicate tools hover around the apparatus.

These researchers are not making rocket science or holographic technology or instant teleportation. They are developing a quantum computer. While it is capable of hacking modern encryption systems—which protect most private digital data globally—with ease and making calculations exponentially quicker than modern computers, it has a much greater potential. It is fundamentally different, and its great technological innovation will drive society to new extremes. These new quantum computers reinvent the old. *Threaten* the old.

And that's no light matter.

These computers are the epitome of 20th-century science fiction movies, with fully-clad scientists wearing glasses and lab coats stooped over a delicate creation of bleeding-edge technology. Bleeding-edge and dangerous. The melding of physics and computer sciences, of fundamental Nature and sophisticated Man, of power and discipline, of matter and thought. Atomic bombs that left two metropolises devastated in bitter plumes of toxic smoke were simple chains of spontaneous, uncontrolled nuclear reactions, but what if these same nuclear reactions could be understood, minimized, *controlled*? What unearthly powers would such a development harbor?

Such is the prospect of quantum computing: a supervised microcosm of Hiroshima. Harnessing subatomic particles moving near the speed of light, they can measure and manipulate the quantum properties of the particles, allowing for extremely quick computing on a miniature scale.

The novelty of these new computers revolutionizes science itself as well as computing. Imagine Newton's apple falling up or hovering. Imagine magnets separating, water ionizing, matter existing in two places at once. Imagine bitter candy, visible sound, solid gas. Everything unnatural, cropped, crafted, twisted, tainted.

Imagine the sunset, once adorned with the warm glow of a giant fiery ember smoldering into the sky-blue trails of clouds, now become a wasteland of angry lights wanting to transmit a signal, wires that simply do as told. The scent of the evening breeze is gone, to be replaced by the smell of hot electronics; the only thing to hear, anywhere, is the quiet hum of the machinery.

Anything and everything can change. Nature loses. Man loses.

Is this what is to become of civilization? It seems that books—those obsolete collections of paper that are slowly disintegrating into unhappy piles of dust—are the only refuge of knowledge, when the staple medium of digital data becomes highly vulnerable to attack. Life will become the repercussions of technological improvement, the hellfire of our own progress.

It's funny, the way Man progresses. He focused first on the hallmarks of survival: the thrashing, helpless fish with the iridescent blue scales that looks at the sky, contemplating its death by his consumption; the downing of the tree, its sandy bark and tart sap stripped to become the next piling for his shelter; the inner feathers torn from the bloody bodies of birds slaughtered for food as a pillow—for *comfort*. And yet he obtains this all from the generosity of Nature, but without realizing that the situation is as volatile as that of the cod-swarmed waters of the Cape: abundant at first with fish, only to be hunted to near-extinction. And industrial Man certainly has overfished.

In the case of quantum computing, people have become determined enough to exploit Nature at the most fundamental level that is understood, down to mind-boggling sizes. These quantum computers are no more than repackaged physics towards destructive ends. Man simply repeats himself: innovating but stealing from Nature, growing but debasing its provider. With every creation comes an expense in this costly relationship.

Nature is an unlucky street vendor plagued by Man's raids. It's time Man turned himself in.

Too-Tight Fit

The high school stereotype that popular media broadcasts is that either a student is an eccentric outcast in a normal community, or an eccentric community outcasts a normal student. There's always the dichotomy, the typical coming-of-age story that involves coming to terms with society via some sort of dramatic clash.

But what if fitting *in* wasn't the problem, but standing *out*?

I've always been at peace, even very comfortable, with the school community—I don't hold grudges against my classmates, and (hopefully) neither do they to me. There is a sense of stability in the Barlow community that comes with the three years' time of my education there. I participate in class, do my homework, study for tests. I run cross country and track, bowl on the school team, compete with the mathletes. People recognize me for who I am and what I do, and therefore I am established into the school community.

But I'm really too comfortable.

It started to become clear when I filled out the application for the National Honor Society that I needed to be more of a leader. I had service roles in community, and I had not infringed school rules or broken the peace. But when the leadership section of the form came up—this section the NHS officers emphasized—I found nothing for myself. The only "leadership" roles I had considered myself a part of were the ones that they discounted: helping others study and "leading by example." It was quite disappointing: three years of school and nothing I took leadership of. Nothing I did to take control. Despite all the effort I had spent on trying to get ahold of my scholastic life and become a part of the community, I had taken no thought into the idea of instigating anything for myself.

I realized that I was exemplary at the ordinary. An exemplary ordinary, but not an ordinary exemplar. I was Auden's "Unknown Citizen," the one to do everything right and do nothing at all. I had tried so hard just to fit in and continue fitting in; my mind was Greg from *Diary of a Wimpy Kid*, looking to find comfort in the familiar. But the battle had not been won, my mind was not at peace, not even a resolution so cheesy and simple as that of Greg's diaries could be discovered in the dark misgivings of my subconscious.

This knowledge only gave the impression that, although ostensibly the opposite, I was exactly what I thought I was least: struggling in vain to catch the train of society. Although not in the traditional sense of fitting into the social norms and customs of a high school community, my thoughts were the battlefield of my identity. I was different because I was trying to be different, distancing myself from the others, who found safety as a homogeneous group.

But this wasn't quite the kind of "different" that I was looking for. I was hoping to become some inspirational, angelic superhero to my people—that is, to epitomize the spirit of a specific club or group at school. To be the one that teammates can look up to and call "captain" with surging pride, and whose opponents would recognize as formidable in his prowess. Although this view is the sensationalized view I hold in my head, I also picture the captain of any team or club in a similar, albeit reduced, manner. While I haven't attempted to achieve the prestigious rank of captain yet, I have been an active member to the full extent: a leader in all but name.

Thus, by my own contradiction, the problem was resolved. I fit in, but I stand out. Just as a lottery winner might feel wealthier if he had previously been homeless, or as an immigrant might feel if he had previously been a refugee of national crisis, I was aware of the problems that I faced, and thus felt more relief when I realized my differences.

Reading the essay "I Am Awesome" has helped offset some of these fears. It observes that we dwell on our inadequacies, with "humble" inaccuracies considered socially acceptable—but it argues that this is wrong, allowing our own deceitful thoughts to control our action. The situation here is reversed: the shortcomings of my action is propelling the doubt in my thought.

It appears that the entire struggle to fit in or stand out is really a struggle in vain. There is always a blend of the two—superficially or not, deliberately or not. Beginning by thinking or doing will already trigger the cycle in "I Am Awesome" or its inverse. The wheels are also turning. Just think positive!

Practice Makes Progress

From ripped jeans to bound feet to powdered wigs, fashion throughout history has always puzzled and amazed me. Remember those Silly Bands in fourth grade? Or when our parents dyed their hair with Kool-aid? Or when people don full coats of animal fur, taking lives for a luxury?

These fashion fads vex me. But what confuses me the most is an obsession with fashion. Sure, being a sports fanatic or a political junkie is understandable: sports and politics are two well-defined, well-organized aspects of life. But fashion is defined by its very defiance of societal ideas of right and wrong—it seems that there is no sense of ethics or order. It is school without rules, society without government, life without morals. Even politics, with its heated nature, has developed the idea of “political correctness” to define what should and shouldn’t be said; fashion has nothing of the sort.

I recently read the article, “Amsterdam to Antwerp: Culture Guide of Two Cities United by Creativity” by Francesca Soler. And Soler fulfills her duty as a tour guide of the two cities, focusing in on fashionable points of focus. How she stays interested, I do not understand: while she may enjoy the impractical wonder of a three-roomed hotel at Antwerp’s “Room National” or the single-room “Graanmarkt 13,” I gawk at its entrepreneurial impracticality.

I know I sound harsh. The problem is that art—and especially fashion—often doesn’t seem to have any discernable meaning. The brain is a wonder in terms of pattern recognition, and from that we discover with innocent wonder the marvels of math and science. But human nature—bleh. I look at art and find nothing, no meaning, no reason. It’s an unpredictable mess.

Nature, on the other hand, is a wonderful role model. Not only does Man derive all his knowledge from it, but he also finds that Nature is always evolving, progressing. The universe is infinite—and therefore Nature never ceases to amaze. The fact that every living organism on Earth is different, whether it is a stripe of a zebra, the fingerprint of a human, or a mutation of a bacterial cell. The fact that stars grow, die, are reborn from their own ashes as if they were Dumbledore’s phoenixes. The fact that time and space are indefinite, as well as dimensions and universes we might never discover. The fact that Nature is dynamic, innovating, forever; and though quantum mechanics states that there is a fundamental probability in everything, patterns are much more defined and what is healthy is naturally beautiful. This is art, a natural radiance that stems from the order of the universe.

Unlike ripped jeans.

Perhaps the problem is that people are trying *too hard*. It brings to light the strangely negative high-schooler view of the “try-hard” student—perhaps some of the fashion artists of today are simply working too much when attempting to impress, to create, to redefine the old. But little is coming out of it. I see a one-roomed hotel. A three-roomed hotel. Instead of the intricate face of a chipmunk, every whisker an emphatic line against the golden sun in the background.

Or perhaps people are focusing on the wrong subjects. There is too much attention on what already exists. To flare-up already flared-up items, or gild already gilded surfaces. It is just reinterpretation that gets redundant and loses its meaning, repeating what should not be restated.

The two cities Soler describes have some mention of this innovative beauty. Soler points out enthusiastically that a new museum is positioned on the same block as a building from the 1890s, forming a controversial choice that emphasizes the dynamism of Amsterdam culture. She also mentions that in the Amsterdam was the richest city in Europe during the sixteenth century. To see the city changing, bustling, still *alive*, is art to me. To put the old next to the new and see the difference, is art to me. To know that the *spirit* of fashionable extravagance is still there, is art to me. That is natural, that is progression, that is patterns and beauty. The minutia, the obsession, the overcommitment loses meaning to me.

Nature taught us beauty, and yet people are becoming ever more distracted from it. Societal standards move farther away every day, and fashion is becoming drained of originality to boot. Beauty should be natural, not conjured. People just need to go with the flow. To learn to let go and move on.

Optimism, Deported by Trump

Wall building. Sexist remarks. Political incorrectness.
This is Donald Trump, and only the beginning. It only gets worse.
Despotic rule. Nuclear war. Widespread racism.

Luckily, Trump's campaign is a self-destructive one. There's his broken history with six major separations, both monetary (four bankruptcies) and familial (two divorces). His forceful and impractical intentions of enforcing flawed nuclear weapon policy and racial discrimination. His empty excuses of rigged polls and blaming of Hillary and Obama for crimes imagined. As *Time* magazine put it, he is now in "Total Meltdown." The nation is leaning away from the hot-headed populist leader for the more moderate Hillary.

But in a recent article titled "Trump to Voters: If You Want Chaos, Vote For Me" by Stephen Hayes, the real concern to Americans is emphasized. "Trump's biggest challenge since winning the Republican nomination was to [make major reforms] without imperiling the system itself," said Hayes. *Imperiling*. Endangering the political system, a dynamic structure much greater than himself. During the election process and the presidency itself, society and entertainment will distract from the main impact Trump's leadership will have: not his current problem-solving, but his *legacy*. Hayes suggests Trump's malignity in his closing statement: "Trump is making sure that his damage to the Republican party lasts a lot longer than he's been associated with it." It is the precedent of Trump's rude embellishments and that he is setting, in all its ugly glory, that will long outlast Trump.

Scrutinized by hundreds of millions of his subjects and checked by the government, the President will undoubtedly stay true to his goals. But as the presidency becomes senescent with unpopularity, what is left is a broken system dribbling black blood from bruises, with ideals and practices having to be approved and renewed by the next leader. It's a mess, and it's the reason why people fumble and blame during the elections and why the candidates are so invective of each other.

Rather than the presidency itself, this anarchy of change and clean-up is the most feared. However, Americans ought to be looking in a more positive direction.

Consider a bothersome fly. The insect buzzes like the drone of presidential policies. When the time comes, the bug is swatted; the presidency ends. But as it dies, there's the process of moving it—legs haphazardly dangling, bodily organs convulsing, ruined wings twitching—to the trash. This messy cleanup, the reluctant withdrawal from power—and not the death itself—is the least appealing. But the fly is already dead, the danger and annoyance over, a brighter future on the way.

But for the presidential candidates to keep true to their word is something quite disastrous. Right now, their ideas are amorphous and their plans vague. It is necessary for practice, not theory, to figure out exactly what will work for the people: how effective will building a wall *really* be? The experimentation, the beta-testing of new policies will lead to unpopularity, a swat and a death.

Of course, this is not always the case—Democrats and Republicans have supported their party leaders, and many have noted the decline in unemployment and the extraction of soldiers in recent years. But there is an overwhelming consensus on the mistakes of past presidents. The popular trickle-down economics' \$2.9 trillion debt increase with Reagan. The broken promise of no new taxes by H. W. Bush. The Lewinsky Scandal with B. Clinton. The Iraq and Afghanistan Wars with Bush Jr.. The rise of terrorist groups in the Middle East under incumbent President Obama. Now the election resembles more a battle of lesser evils than that of greater benefits. It is a sad state of affairs.

We Americans are always in a hurry, stuck in the present; the future is ahead of us, yet it shouldn't elude us. Legacy is a perspective of the future. We can only view the candidates as impartially and rationally as possible in order to lessen the societal fears of chaos and decline.

Trump's campaign slogan, "Let's Make America Great Again," is all a matter of perspective. Trends point towards mistakes and broken promises, but America is the land of hope and freedom.

It is okay to admit it, Mr. Trump: America is great already.

Playing at Work: A New Productivity

Twice this year, I have fallen asleep doing homework.

More than twice this year, I have endangered my health.

Almost constantly, I am sleep-deprived and inefficient.

The time I spend doing homework certainly doesn't seem justified. Like the majority of high schoolers in the U.S., I have not nearly enough sleep—according to the National Sleep Foundation, 85% of high school students also don't receive the 8½ hours of necessary sleep a night. Sleep deprivation breaks the circadian rhythm, endangers the immune system, jeopardizes the physical health of a student; yet here I am, still going to sleep at 1-4:00a.m., not getting the breaks I need.

I'm a wreck of a high-schooler, the mid-secondary-school crisis. And from this wreck came an onslaught of the symptoms. Acne. Fatigue. Drowsiness sneaking into my life without warning.

When my parents picked up on these issues, they jumped on the obvious problem: a lack of sleep. My dad told me to "wing it" and my mom proposed that I drop classes, but I told them I didn't think I could give up this rigor with which I worked. My struggles, my toils, my pains—they're a part of me and can't simply be taken.

I recently read an article, "Is it dangerous to sleep with your smartphone?" that brings up excellent advice about the risks associated with smartphone usage in bed. According to Chad Ruoff, a clinical assistant professor and a doctor at the Stanford Center for Sleep Sciences and Medicine, "[smartphones] provide too many opportunities to stimulate the mind around bedtime. We should not be performing stimulating tasks close to bedtime, regardless of whether or not we are in the bed. We should strive to keep a buffer zone between daytime activities and sleep." While I am not a heavy smartphone user, the idea of destimulation stimulated my mind. I try to keep my mind active at all times. According to Ruoff, too much so—the time just before bed is the most stimulating time for me, the time to finish up studying and try to fit everything into my head to get processed in the next REM cycle. I program computers to keep my mind constantly active; if I don't have enough time to code an entire project on a computer, then I bring around my Rubik's cube. On a regular school day, my life is a cycle of eating, sleeping, moving, studying.

But this method of studying doesn't seem right. It seems increasingly true that mental relaxation—which seems to be the opposite of stimulation—plays an increasing role in productivity as well. And this doesn't only mean going to bed earlier and having a nicer, cozier sleep; this should be true for all life as well.

The difference between the two is mostly in connotation; the underlying fundamentals of both are the same. Stimulation differentiates mostly from relaxation in terms of the rigor of the subject at hand; a relaxing action can be of the same topic, but simply without the same intensity of study. I can relax learning calculus or running ten miles or debugging code, so long as it's not so hard as school.

In fact, because rigor and difficulty are highly subjective and may vary from person to person based on one's skills, the difference between the two is mostly titular. To approach a test with the confidence of achieving a full score is an entirely different task than to feel afraid, even if equipped with the same knowledge. Likewise, to treat work as play, or vice versa, can greatly affect the way a task is approached and achieved. For the former, there is a stricter sense of time and accomplishment, but pressure puts one on edge; the latter gives room for creativity, albeit without the practical sense of time management.

This relaxed play is necessary for the imagination and innovation that drives every creative part of a person's life. To sit at a blinking cursor for half an hour is nothing like finding inspiration in the mathematical wonder of a Rubik's cube.

They say that you can only focus for 45 minutes at a time on a certain topic before your mind drifts off. I say that if you spend those 45 minutes and find yourself drifting off, mindfully embrace those few distracted moments. For it is not only distraction, but a different idea and a different perspective. And who doesn't like to have a little fun here and there?

Mirhashem, Molly. "Is it dangerous to sleep with your smartphone?" *Hopes&Fears*. Hopes LLC, 4 Jan. 2016. Web. 27 Oct. 2016. <<http://www.hopesandfears.com/hopes/now/question/217105-is-it-dangerous-to-sleep-with-your-smartphone>>.

The Art of Procrastination

It's inevitable. We've all done it. Just as everyone breaks the law at some time or another by jaywalking or speeding or what have you, everyone procrastinates. And for high school students, it's more than something we *might* do—we just *have to* do it, squeezing a few drops of relaxation out of our busy, working lives.

And with this period of relation in procrastination comes an interesting mixture of stress. If the task is a one mile time-trial, the well-trained runner who has to get under six minutes for a tryout gets an even one-and-a-half minutes per lap on the track or quicker; the procrastinator, equally determined to finish in the provided time, walks the first two laps in five minutes, looks at his time, and then runs a record-shattering one-minute half-mile to finish the time. In terms of average rate, a procrastinator—who will henceforth be known as “the high schooler”—performs just as much work as a well time-managed person—who will be known henceforth as “Joe”—in the same time. The average intensity should be the same as well.

But not all statistics are born equal; look at the average energy spent, and the high schooler is far higher in energy consumption than Joe. With the same amount of determination going into the time-trial, the high schooler has the leisure of two laps of walking; Joe spends four laps running in pain. The high schooler only has to focus on work for a quarter of the total time; Joe works through it slowly. The high schooler has half of the distance to contemplate or relax, which may in turn boost his morale and determination; Joe’s steady pace slowly grinds him down.

In other words, it is the ultimate rendition of the tortoise and the hare—except that this fable’s hare does not have the tendency to oversleep. Had the hare not underestimated the tortoise’s steadfastness and overestimated the length of his nap, it would have captured an easy victory, and had the ability to take a brief, refreshing nap.

But it isn’t my place to challenge this twenty-five century-old allegory; the tortoise definitely has its merits. Because it is already traveling near its maximum speed, there is little more to ask of it. Likewise, the high schooler’s extreme performance for the last minute of his run (when he travels at 120mph to achieve the goal) makes the analogy illogical; there is a physical limit to the rate at which a person can achieve. Similarly, a steady pace is easier to maintain, something that puts less wear and tear on a person. A slow tortoise lives dozens of times as long as the eccentric hare, and procrastinating high schoolers consider themselves burned out and infected with “senioritis” after only four years of their youth, even before the tortures of college or a mid-life crisis.

But the inherent limitations and risks of procrastination should not undermine its positive effects, among which are an efficiency achieved by little else. Only a burning passion—such as that which powers a computer programmer to debug or a competitive soccer player to practice footwork for hours on end—can surpass its efficiency, but passion is a personal metric and is prone to distraction. Procrastination, however, is universal so long as there is a deadline that the high schooler feels the need to complete; the feeling of “I *have* to get this done” that is fueled by the 2:00a.m. adrenaline and the motivation of high grades and a better future are too good to pass off.

If done correctly, it can almost be an art.

This art would be those adrenaline boosts and a sense of obligation to finish. But like any art, many decisions are left to the artist, and a master comes only with practice. If the stress is unbearable, it won’t work. If there is too much time given for the task, it won’t be effective. If the assignment is something that the high schooler is passionate about, it wastes the passion’s increased effects. And even with too much practice, the procrastination’s degenerative effects take a toll on quality of life.

Therefore, like any art, procrastination requires temperance and some lucky experimentation.

I hate to call procrastination an art. Something so foul, so detested by Wellness teachers trying to benefit our time-management and well-being. Something that creates pockets of unproductivity and wasted time. But it’s there, and it’s a reality. The average Joe would want to follow runner Joe’s example, but he is really a high schooler at heart. Steady working is a virtue, but it’s unideal. Even the ugly can be beautiful sometimes.

CHAPTER I

◆

DURING MY CHILDHOOD I had always trusted myself. In my head I was always righteous, and righteous-ness was the currency of the universe, and to-morrow was always ever brighter and merrier than to-day. I maintained this supercilious, majestic air throughout my youth, even despite the bullies who jeered back with supercilious mimicry. I had always thought it odd that these long-lost enemies had imitated the same hellish mannerisms they so condemned, and so I thought little of them. Only much later did I realize the true evil in my attitude—it was no simple childhood fun in my personality, but rather a heavy flask of poison for all those who loved me.

* * *

My focus was on taking the most roundabout way to the apartment. The morning was spent meandering about the city and bathing in the unheard laughter from the couple at the corner, and in the men in stiff suits anxious to arrive promptly at work, and the cacophony of angry taxicabs and angry drivers. My family had lived in this vivacious city for many years, descending from my resourceful great-grandfather Irishman Aedan Moore who looked to escape the potato blight. Sixty-seven years later, potatoes were still the only staple my parents could muster to feed my seven living siblings and I. Two more siblings—one brother and one sister—had died in infancy. But my family survived because the currency of smiles kept our domicile economy prosperous with jubilance.

That was before the War. The draft had taken millions of brave young men to their gloriously miserable deaths, and my father was one of them. The day the soldier in uniform with the face that told of my father's demise approached the foyer in that winter of nineteen-fifteen, my world splintered apart and sank.

The world couldn't sleep with the intensity of my screams, and that night I was gone.

The plan to avoid a direct route was foiled by a mischievous thunderclap and the trillions of raindrops that followed its lead. The earth drank a long draft of water, and water raced down the roof tiles of the train station and plunged to the ground like boys at a ledge over a water-hole.

The locomotive halted. The indistinct chatter of those leaving the train was gravely felt against the cave-like silence when I entered. Some of the smokestack's exhaust rained down as soot onto the windows, but not enough to spare me from the electrifying reflection of myself. A gaunt face and tear-streaked eyes. The river of tears seemed to be surfacing from the pores lining my face, pouring out of everywhere and nowhere at once, draining the sentiment out of my body along with my strength. I retreated from this vicious image to the safety of closed eyelids, and sleep rescued me.

The train stopped at the Gun Hill Road station and I jolted awake at the sudden deceleration. Back in the rain, I lost my sense of urgency and stood motionless, letting the fine mist of the drying clouds soak my braided hair. Only when the rain from the sky ended and the rain from my saturated hair began did I begin to travel again.

But I paused again. The cartoonish characters detailed in chalk and blurred by the precipitation pierced my fragile body. This primitive graffiti was not at all uncommon in this area of the Bronx—in fact, I was a major proponent of the trend as a juvenile. Looking at that colorful face gnarled by concrete and trodden on by hundreds of unassuming pedestrians, I saw myself, trodden on and gnarled not by people, but by my own adolescent years.

My only home lay at 355 West Gun Hill Road, only two blocks from the station. I could call no other location of my wandering era so dear as this one. Even so, I couldn't bring myself to step through that doorway again and face my history, to regret that history of mine that had thrown everything away and received nothing back in return.

KITCHEN AND EGGPLANT Annotations

Commentary from the Producers

Our *Bel Canto* scene interpretation took over twenty hours to brainstorm, film, and edit. Every camera angle and prop was thought out intensely and intentionally. We chose the kitchen scene because it gave us the opportunity to examine the stark contrast in maturity and age between the teenage captors and the adult hostages that is portrayed as a theme throughout Patchett's text. In this particular scene, Beatriz and Ishmael show themselves to be emotional and immature— Ishmael can be seen at the edge of laughter throughout the entirety of this scene. On the other hand, Thibault, Gen, and Ruben are seen as unflappable in the face of what they deem to be childish threats. They are unfazed by the captors, taking them and their weapons as a joke. In some perverse form of Stockholm Syndrome, in which captives feel trusting or affectionate towards their captors, they see their young captors almost as their own children. Our interpretation of the kitchen scene from *Bel Canto* is meant to satirically display the discord between the innocent childishness of the young terrorists and the apparent ferocity determined by their role as terrorists through their juxtaposition with the clearly more-mature adult captives.

Ambiguity and Risk-Taking

We took our scene literally, almost verbatim. However, our risk-taking and ambiguity lies in our dramatization and exaggeration of certain motifs and emotions. For example, Ishmael's giggle after Thibault jokes about the hostages' lack of ability to handle knives is exaggerated into uncontrollable laughter. This highlights the teenage silliness and goofiness in Ishmael, a contrast to what his terrorist "occupation" requires him to be.

The onion was one of the objects that we decided to exaggerate, to opera-tize. We included an extended segment of Thibault and Beatriz tossing the onion back and forth, both from a side angle and from the perspective of Beatriz, enhancing the playful, teasing, even daring, tone of Thibault, and Beatriz's rebellious, stubborn, almost childish response ("fine" is spoken with incredible angst).

We used camera angles to draw a parallel between Ruben and Thibault. When Beatriz talks back to Ruben the camera is looking over her shoulder. When Beatriz is holding Thibault at gunpoint, the camera is in the same position. Both Thibault and Ruben have fatherly instincts towards the other people in the house. Ruben cleans up the mess that the others make and Thibault teaches young Ishmael how to peel the eggplant.

We highlighted the difference between the expectation of the weapons to be real and deadly and the true childish nature children in the scene when the knife drops, in which we altered the sound of the collision of the knife with the floor. The knife, being a silly, malleable cardboard knife, makes the sound of metal on tile when it hits the floor. It is similar to the image no the right, in which the cat sees the lion that he wishes to be. The children believe that they wield the ability to kill like a lion (hence the brash noise of the metal) but in reality they are children like the domestic cat with no real intention to kill (hence the true nature of the knife as cardboard). This shows our risk-taking to subtly demonstrate the theme of the absurdity of the children acting like adults with a single sensory detail change.

Another example of our interpretation of Patchett's ambiguity is in the watermelon-smashing scene. Although the book skimmed over the idea of the Thibault's thought about the multitude of potential weapons, such as shards from broken glassware, we decided to emphasize that fact. The elongated scene of



Thibault's realization — with the twiddling around with the cutting board, the focusing in and out on his eye, the smashing scene, and the metal rock music — emphasize this scene. The emphasis on this scene in turn adds more ridicule to the idea that the adults were not to handle knives because of the presence of so many potential weapons.

Language

Although our group took language from our chosen scene very literally, it is in the manipulation of camera angles, tone, and facial expression that our language is artistically, operatically, enhanced.

For example, in consideration of camera angles, when Beatriz questions whether or not she can shoot Thibault and Gen, it is seen in the perspective of Thibault and Gen. The audience is facing the barrel of the gun. We also used camera focus here to emphasize the gun and then Beatriz's face. This emphasized the impact of the weapon on the tone of the scene, while also stressing the absurdity of a moody tween holding a firearm and a man's life in her hands.

Also, when Beatriz asks, "I can shoot you?", it is much softer than her nasty replies to the hostages' questions. This contrast in tone puts an emphasis on her innocence, on her reliance on permission. She likes to act tough, as if she is prepared to shoot anyone at any time. But when given the opportunity, the side of her that is still a little girl needs permission and persuading to actually pull the trigger.

Manipulation of Roles

Thibault: Our interpretation of Thibault has a specific emphasis on his struggle with the temptation to attack his captors while still feeling like a father-figure to them. The chaos of the watermelon-smashing scene conveys the inner-chaos Thibault feels in regards to freeing himself: possible but with lots of strings attached, such as the guilt of harming children. And the very act of teaching Ishmael how to peel an eggplant was a fatherly gesture in a way, though we made sure to include the gap between the two characters by including Ishmael holding a "gun" to Thibault's head and Thibault expressing some frustration at Ishmael's reaction to the lesson. The conflict between Thibault and the rest of the characters carries the particular tension between and among the hostages and captors that the entire scene was meant to capture.

Beatriz: We attempted to highlight Beatriz's immaturity. She cries over the onions, she fights with adults, and she gets nasty when she is called away from the television to do chores— and when it comes down to it, she can't walk the walk, she can't pull the trigger. She is also prone to mood swings and incapable of complex reasoning, as shown through her soft response of "I can shoot you?" to Thibault's negotiations of peeling lessons. She has an innocence to her that her tough girl act cannot hide. The fact that she is the only one with a "real" weapon is meant to highlight the absurdity of the entire scene: an unstable and upset teenager should be the last person with a firearm in hand, especially one with authority issues like Beatriz has.

Ishmael: In our artistic portrayal of Ishmael, we wanted to emphasize his out-of-place teenage immaturity. Throughout the film he is on the verge of laughter, as if guns being pointed at humans is somehow an amusing prospective. It's almost the equivalent to teenage boys playing shooting video games; the gun isn't real to him, so it is portrayed as so in the scene (hence the banana gun). He does show irritability after the lesson from Thibault, but he is a layered character. In Patchett's original text Ishmael has an internal reflection in which he thinks about his lack of parents and how he must cook for himself. This internal discussion is a trait that most young children don't have and can be considered unique to these

captors. We showed this depth of character through Ishmael's insistence of learning how to peel while still delivering the lines in an aggressive manner.

Gen: Gen's role in our scene is similar to Thibault's, a mature voice in a sea of immaturity. However, Thibault takes the situation in a more humorous way than Gen, and he even authorizes the girls to shoot Gen just for "credibility." The contrast in reaction to potentially being shot at between Gen (horror) and Thibault (indifference), emphasizes Thibault's lighthearted confidence and Gen's seriousness of the situation. While Thibault knows that the girls will not shoot Gen, the latter is especially scared of anything threatening the delicate balance between the restrictions of the generals and the laxation caused by the bored children terrorists that exist that allow him and Carmen to exist together. Hence Gen demonstrates the other, more conservative side of maturity that represents the adult captives.

Ruben: Ruben's appearance is limited, similar to his appearances in Patchett's version of the scene. Ruben's role in the scene is mainly playful, emphasizing the lack of seriousness in the face of a hostile situation, as seen in his placing the watermelon in the microwave. He is seen continually serving as a waiter of the house, the servant at the extended party, not really absorbed in the main conflicts of the scene. While Thibault is almost shot at, Ruben simply exclaims, "Jesus!" and returns to his work shortly thereafter; when Gen is accused for interrupting Beatriz's television show, Ruben asks if they know how to cook, a practical question. Ruben is simple, down-to-earth, knowing what needs to be done to maintain a group of people practically — another form of maturity that clearly distinguishes the adults from the children.

Weapons: We chose to use mock weapons with one notable exception. Beatriz, arguably the most immature of the two captors in this scene, carries a "real" gun. The gun is the first indicator of a serious conflict. The audience has been looking at clearly fake weapons for the beginning of the film so when the real gun comes on the harsh contrast is made even more obvious. All the other weapons are silly, like Ishmael's banana gun and the cardboard knives. This is to play to the recurring motif of the absurdity of the scene.

#The #End

Conclusion

Job is the one to bring up this question, and it was essentially his claim when he was lost. How could God allow *him* to suffer? *Him*, who was so righteous? Where he had gone wrong? His wife gave him a first possibility; that it was a sign that Job's time was come, but Job dismissed this as an unfaithful idea, and her view is disregarded for her lack of faith in God. Job's friends come to try to help him, but they focus too much on God's fury and punitive nature, which misrepresents God. Job complains in vain and becomes increasingly assertive, and a young Elihu answers with a young and temperate heart that it's humility that Job lacks. God is almighty and omniscient while Job is mortal and insignificant, a fact that the latter seems to forget. God echoes Elihu's thought, and Job is humbled and suffers no more.

The lack of faith in God, as with Job's wife, or the misjudgment of God's intentions, as with Eliphaz and Bildad and Zophar, or an undeserved arrogance, as with Job, lead to the "unrighteousness" that justifies God's punishment. It is not that only simple "righteousness" that exempts a person from suffering; according to the Book of Job, it is a mix of faith and fear (of God's Almighty). Elihu exemplifies the perfect believer in God, one who will never suffer because he believes in God and believes that every blip is part of a greater godly plan. Job's lack of faith in God and his humility, as well as his friends' incorrect interpretations of God, were righted when God appeared before them and spoke with them, and thus they all lived freely and peacefully for the rest of their long and idyllic lives.

Satan also plays a role in this question. Satan was the instigator of Job's suffering, pressuring God into letting him do evil on Job. God only allowed the righteous Job to endure the pain (but not death) as a test of faith, to show that Job would still not curse God despite the circumstances. Thus, God may let injustice reign on righteous individuals, but only for the good cause of testing faith.

Therefore, **God allows the righteous to suffer only as brief tests of faith, and only if they believe in Him and His greatness.**

Rise of the Little Americas

“Zoo-boon-too.” Not “ex-uh-bun-too.” *Xubuntu*. A flavor of Ubuntu. Not so tasty as Android “Kitkat” or “Jellybean,” but still technically a “flavor.” When I first encountered it as a middle-schooler, my digital self underwent a culture shock. Where are the executable files? What is this “terminal” that I have to use? Where has the start menu gone? And I stuck to using Windows 7.

I have the right to the choice of operating system, the choice between Windows or Mac OS or Ubuntu. The inalienable right to liberty is one of America’s defining principles. But how much of this freedom is the liberty of choice, and how much of it the liberty from cost?

Freedom from financial frets would eliminate immeasurable stress and greatly ease living. In the ideal world of infinite incomes and negligible inflation, the poor would maintain equal rights to the wealthy. People could own anything they wanted and live contentedly alongside one another. The world would be liberated from the needs of the poor, the sick, the wounded, and money could be fed into whatever field people wished.

But the world is in no position to achieve financial equity currently. Nor would it result in anything other than a the tyrannical disarray of unmotivated citizens that appeared in the Marxist Soviet Union and People’s Republic of China. No, the *process* of reaching equality, that democratic moment of embracing economic and social diversity, is the ultimate goal. And we’re getting there.

With the focus of American society moving away from the strict political goals of democratic ideals, a new focal point lies in the advancement of math and the sciences, or the two collectively in their combined, practical application: technology. Society is relatively stable and static, but the digital world of the Internet is surely dynamic; billions of people surf the web and form complex online communities and manage the software behind these machines every day.

Most of this software nowadays remains proprietary, owned exclusively by a for-profit company. These are the programs with a price. Notable examples include Microsoft Windows and Apple’s Mac OS.

But among the best-maintained software are the open-source software (OSS) projects. The Chromium browser and the Chromium operating system are OSSes, as are Ubuntu and the Apache HTTP service. Open source means that a software is open to contribution by anyone, and the code is available to everyone; edits only have to be tested and approved by a product’s company, such as Google for the Chromium or Canonical for Ubuntu.

The public availability of the code opens up a range of new effects that proprietary software cannot engender. The first, and the most distinctive feature of OSS, is that the software becomes freeware. If any company tries to profit from it, another group can simply reproduce the project for free and attract all of the consumers. This attention, this public appeal, is key to its success: people salivate at the prospect of monetarily “free” gizmos. While our government bestows freedom upon the people, there is no tangible effect; the folded money in a person’s pocketbook securely held away from the grasp of a corporate monopoly, however, is a physical reminder of the free-ness of OSSes. There is no need for cost analysts for the OSS company or anxiety over bank-breaking—whatever should want the software should receive it. Anybody and everybody can use it.

Hence the birth of a communal equality. Equality is the foundation of democracy. Democracy guarantees freedom to all. This freedom is discussed by Ubuntu’s informational page:

“Free software gives everyone the freedom to use it however they want and share with whoever they like ... We are able to give access to essential software for those who couldn’t otherwise afford it – an advantage that’s keenly felt by individuals and organisations all over the world” (“Our Philosophy | About Ubuntu”).

The right of accessibility for *all* people, which in turn grants representation of *all* people, is fundamental to this idea of OSS. If software favors one group of people to form a digital oligarchy, a software's audience is too limited to be practical.

At the time Google Chrome came out eight years ago, the “bruising browser wars,” as Google CEO Eric Schmidt put it, were already over a decade long. The world had recently emerged from the fierce ‘90s wars between Internet Explorer and Netscape Navigator, with the former victorious. Eight years ago, Internet Explorer had over sixty percent of the global browser usage. Now, Chrome has over half of the global browser usage and over sixty percent of the total desktop usage. And it did so in less than a decade and in a much more competitive market with Safari and Firefox as additional players.

How? It’s open source, of course. Firefox also is open source and has settled into a comfortable third place for global usage. People didn’t want to spend hundreds or thousands of dollars to get a PC in order to use Internet Explorer or a Mac in order to use Safari; they wanted to browse the web. Free of cost.

It’s truly amazing what this type of product can accomplish. I use both of these for the majority of the time I spend on a computer; yet they don’t cost a *cent*; you could get an infinite copies of this operating system and of this browser for a four-hundred dollar license to MS Office Pro. Or an app for a five bucks on the App Store. Or even a ninety-nine cent song in the iTunes store. Nothing with a price tag can compare.

Then it seems somewhat communistic. Everyone can own the same share of these products as they would like, and no one benefits more or less than anyone else. But this is false—OSS is not static, but highly dynamic. The users have the ability to change the software as they wish. It is not a company in the lead, changing elements to their best interests—it’s the people. It is, in the modern sense, a system *for* the people, *by* the people, *of* the people.

If a duplicitous, closed source company decided to deliberately create flaws so that they could earn extra money from repairs, nothing is stopping them. Likewise, if a company is profitable enough to stop a breakneck pace of development, they are at their leisure to do so. The motivation to appease *others*—as in the case for a company developing software for *consumers*—is very different than *self-interest*—which drives OSS. The developers of Ubuntu and Chrome work fervently to have better software mainly for *themselves*—who wouldn’t want the best software?—and this leads to the pleasant benefit of helping out everyone else as well.

But while this is all so optimistic—if only our natural rights and civil virtue could be embodied in a virtual, digital world—there are inevitably downsides to OSS. Companies of this sort do not gain much money from their products. Rather than earning money directly from sales of a product—the major source of income for paid-software—the profit for the small teams managing the OSS have to depend on money from support teams and special customizations. And, of course, free code means a higher vulnerability to hacking. Wikipedia is similarly susceptible to malicious or misinformed edits. However, considering that Wikipedia’s information is generally reliable and Ubuntu arguably even more secure than Windows or Mac OS, the number of good-samaritans who patch up vulnerabilities in OSS far outnumber the malevolent hackers seeking to destroy others’ information. That being said, the high pay and private code of Apple’s or Microsoft’s employees offer as much extra “security” as would closing America’s doors to Muslims to stop terrorism, as some have suggested—little or none at all. Even this ostensible negative of payless work benefits by building selfless goodwill and, surprisingly, security.

To be open source means a specific subset of freedoms: Ubuntu’s page on open-source specifically states that “the term open source was coined in 1998 to remove the ambiguity in the English word ‘free’” (“Our Philosophy | About Ubuntu”). Thus, “opensourcedom” is a subset of what we call “freedom.” Free from monetary concerns, from despotism, from lack of representation, from insecurity. Innovative, self-sufficient, daring. As our ties to America’s revolutionary roots and to the humanities

slackens, the democratic potential of modern technology becomes ever closer in likeness to what Americans believe. America fostered these technological creations, but in each one there is a reflection of American beliefs. These technological products are the little Americas of the future.

"Our Philosophy | About Ubuntu." *Ubuntu*. Canonical Ltd., 2016. Web. 13 Nov. 2016.

Opensourcedom: The Rise of the Little Americas

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But the world is in no position to achieve absolute equality right now. Nor would it want complete equality, as that would likely manifest itself into a dreaded communism and the resulting despotism—a diversity, of the process of reaching equality, is the ultimate goal. And we’re on the way.

With the focus of American society moving away from the strict political goals of democratic ideals, a new focal point lies in the advancement of math and the sciences, or the two collectively as their practical application: technology. Society is stable, but the digital world of the Internet is surely dynamic; billions surf the web and form complex online communities and manage the hardware behind the machines.

The best maintained of these are the open-source software (OSS) projects. Chrome the browser and Chrome OS (OS for “operating system”) is an OSS, as is Ubuntu OS or the Apache HTTP service. Open source means that a software is open to contribution by anyone, and the code is available to everyone; edits only have to be accepted and tested by a parent company, such as Google for Chrome or Canonical for Ubuntu.

The public availability of the code opens up a range of new effects that proprietary software cannot engender. The first is that the software becomes freeware. If any company tries to take ownership and profit from it, another group can simply reproduce the project for free and attract all of the consumers. This attention, this public appeal, is key to its success: people’s eyes light up at the word “free,” especially monetarily. Whereas our government bestows freedom upon the people, this is not something that can be tangibly felt; the roll of money in your pocketbook, rather than being transferred that of a tech company’s, is cozily kept in your possession. There is no need for cost analysts and profit predictors—whoever should want the software should receive it. Anybody and everybody can use it.

Hence the birth of a communal equality. Equality is the foundation of democracy. Democracy guarantees freedom to all. This freedom is discussed by Ubuntu’s “Our Philosophy” page:

“Free software gives everyone the freedom to use it however they want and share with whoever they like ... We are able to give access to essential software for those who couldn’t otherwise afford it – an advantage that’s keenly felt by individuals and organisations all over the world” (“Our Philosophy | About Ubuntu”).

The right of accessibility for *all* people, the equal representation of *all* people is fundamental to this idea of OSS. If software favors one group of people, such as the wealthy class who alone have the ability to buy the high-end closed-source software such as Autodesk’s AutoCAD. If regular people do not have the ability to pay for it, then it’s too expensive to be practical.



The Xubuntu Logo, Americanized

At the time Google Chrome came out eight years ago, the “bruising browser was,” as Google CEO Eric Schmidt put it, had long begun. The world had recently emerged from the fierce ‘90s wars between Internet Explorer and Netscape Navigator, with the former victorious. Eight years ago, Internet Explorer had over sixty percent of the global browser usage. Now, Chrome has over half of the global browser usage and over sixty percent of the total desktop usage. And it did so in less than a decade and in a much more competitive market with Safari and Firefox as additional players.

How? It’s open source, of course. Firefox also is open source and has settled into a comfortable third place for global usage. People didn’t want to spend hundreds or thousands of dollars to get a PC for Internet Explorer or a Mac for Safari; they wanted to browse the web.

It’s truly amazing what this type of product can accomplish. I use both of these for the majority of the time I spend on a computer; yet they don’t cost a *cent*; you could get an infinite copies of this operating and of this browser for a four-hundred dollar license to MS Office Pro. Or an app for a five bucks on the App Store. Or even a ninety-nine cent song in the iTunes store. Nothing with a price tag can compare.

Then it seems somewhat communistic. Everyone can own the same share of these products as they would like, and no one benefits more or less than anyone else. But this is false—OSS is not static, but highly dynamic. The users have the ability to change the software as they wish. It is not a company in the lead, changing elements to their best interests—it’s the people. It is, in the modern sense, a system *for the people, by the people*.

If a duplicitous, closed source company decided to deliberately create flaws so that they could earn extra money from repairs, nothing is stopping them. Likewise, if a company is profitable enough to stop a breakneck pace of development, they are at their leisure to do so. The motivation to appease *others*—as in the case for a company developing software for *consumers*—is very different than *self-interest*—which drives OSS. The developers of Ubuntu and Chrome work fervently to have better software mainly for *themselves*—who wouldn’t want the best software?—and this leads to the pleasant benefit of helping out everyone else as well.

But while this is all so optimistic—if only our natural rights and civil virtue could be embodied in a virtual, digital world—there are inevitably downsides to OSS. Companies of this sort do not gain much money from their products. Rather than earning money directly from sales of a product—the major source of income for paid-software—the profit for the small teams managing the OSS have to depend on money from support teams and special customizations. And, of course, free code means a higher vulnerability to hacking. Wikipedia is similarly susceptible to malicious or misinformed edits. However, considering that Wikipedia’s information is generally reliable and Ubuntu OS arguably even more secure than Windows or Mac OS, the number of good-samaritans who patch up vulnerabilities in OSS far outnumber the malevolent hackers seeking to destroy others’ information. That being said, the high pay and private code of Apple’s or Microsoft’s employees offer as much extra “security” as would closing America’s doors to Muslims stop terrorism—little at all. Even this ostensible negative of payless work benefits by building selfless goodwill and, surprisingly, security.

To be open source means a specific subset of freedoms: Ubuntu’s page on open-source specifically states that “the term open source was coined in 1998 to remove the ambiguity in the English word ‘free’” (“Our Philosophy | About Ubuntu”). Thus, “opensourcedom” is a subset of what we call “freedom.” Free from monetary concerns, from despotism, from lack of representation. Innovative, self-sufficient, daring. As our ties to America’s revolutionary roots and to the humanities slackens, the democratic potential of modern technology becomes ever closer in likeness to what Americans believe. America fostered these technological creations, but in each one there is a reflection of American beliefs. These technological products are the little Americas of the future.

“Our Philosophy | About Ubuntu.” *Ubuntu*. Canonical Ltd., 2016. Web. 13 Nov. 2016.

Agree or Die: A World of Few Words

The First Hearing of Koestler's novel *Darkness at Noon* is a study in a dictatorial world of strict party systems. The people cannot express their opinions freely against their opposition, nor can they argue against their own party's principles. In the mind of Rubashov, the main character and a person of high political importance in the Party, political opinions for and against his party are fixed; he flatly refuses the requests of subordinate members to logically reason an alternative and removes any dissenters from the Party. However, around Rubashov are a wealth of dynamic people who change to societal situations, such as these dissenters with their more liberal views and his friend Ivanov. With the book told from Rubashov's perspective, it is only the main character that is in the right; other values are expressed, but they are not correct. These fixed opinions, in the mind of Rubashov and Koestler, should not be tolerated to change—as Didion had suggested—but instead handled with an iron fist when one is in the power to do so; this policy governs the way Rubashov acts.

Despite desperate attempts to stay loyal to the Party, slight deviations from the Party's principles lead Rubashov to flush out the nonconformists. When Rubashov consulted with Richard, a young member of the Party, he coldly rejects Richard's pleas to stay in the Party after he expressed dissenting views. Richard pleads to Rubashov that “[Richard is] not an enemy of the Party ... You c-can't throw me to the wolves, c-comrade” (47). Richard's slight deviations from mainstream Party guidelines simply materialized as changed posters: he still believes strongly in the party, but even this slight difference of opinion makes his stance intolerable.

This stance is viewed even more strongly in the case of Little Loewy, a well-established official in the Party. Rubashov first perceives him as “not odious and detestable” (62), a kind man; however, the quick rejection of his shipping idea to the leaders of the docks of the Party led to the removal of all three of them from the Party. Little Loewy had been the most compliant and accepting of the three, saying that “what [Rubashov] said is also my opinion” (75), but he appears “pale” (75) and reveals his reluctance to the decision. As a result, he hangs himself a few days later.

Both of these dissenters hold conventional ideas that aim to preserve the original meaning of the Party: Richard through his reluctance to adopt the new principles that falsely advertise the Party's well-being, and the Party leadership at the docks for their intruding inquiries into the new shipping business. Had Didion's claim been supported by Koestler, these men would have provided a diverse backdrop for the Party. Rather than being kicked out of the Party, these members—still avid supporters of the Party's cause—would provide a different perspective for the rest of the Party. This could be especially important if that different opinion is more practical or appeals more to people or the truth

than the central authorities rule. But in Koestler's novel, this is not the case: opposing arguments cannot and do not exist after Rubashov deals with them.

But to these dynamic people, the opposite must be true. Rubashov is wrong, Rubashov was always wrong, Rubashov's fixed opinions cannot be tolerated. Richard begs for mercy; Loewy hangs himself.

But another interesting case is Ivanov. He gives the first hearing of the novel, in which he sets a light tone and points out after-the-fact that there is "no stenographer present" (93). He was Rubashov's colleague, and through the struggles of war he became a member of the opposition. Now, with power over Rubashov, he decides the outcome of the conversation; in other words, he sets the conditions that Rubashov should be obliged to follow. In his pretending to be an examiner, he asserts that Rubashov is incorrect and decides to create a better opportunity for him to escape from jail rather than being condemned to death. His tone during the interrogation was crude as if he were a true prosecutor; after the trial, although his words were softened and his intention clear, still had a point of asserting his words' truth on Rubashov. When Rubashov tries to deny Ivanov's help, the rejection is anticipated and Ivanov says that "I have no doubt that you will send [a written declaration]" (96). With so much conviction, he is not has not "come ... to tolerate many ... fixed opinions" such as his friend's: it is his beliefs that are in the right.

As Benjamin Franklin said in his final speech at the Constitutional Convention, "few express it so naturally as a certain French Lady, who in a little Dispute with her Sister, said, I don't know how it happens, Sister, but I meet with no body but myself that's always in the right." It cannot be less true in *Darkness at Noon*, in which opposition is met and crushed. With others, Rubashov either agrees, forces people to comply if he is in power, or is sidelined if his opinion does not match that of his superiors. With himself as well, there are no intersecting thoughts, misgivings, or doubts. This creates an amazing efficiency in Rubashov, a cold and calculating mindset that prevents setbacks when he indirectly condemns others to their deaths by evicting them of the Party and keeps himself alive during trying trials and imprisonment.

This extends to the scope of the entire novel as well, a national sense as well as the personal one. The Party only exists to exert its own opinion in a nation where any opposition is ruthlessly crushed. Richard mentions that "[the opposition] beat the Party to shambles" (41) for the differences in their ideologies; both parties are working against each other, asserting their own position, not letting the other yield. This is Didion's reference to the "national piety": the party in power is the one to be respected, and all else will be wiped out. There is no tolerance here.

Koestler's work draws striking connections to Orwell's *1984*, or the world of any dictatorship. What is powerful is justifiably correct; any opposition is simply wrong. Even the first assumption of Didion's claim is reduced in Koestler's novel: there are few dissenting opinions, the majority being conformist agreements to previous Party beliefs. In a not-so-ideal world such as that of Rubashov, Didion's idealistic view of differing opinions blending harmoniously and being tolerated gently is rejected by Koestler, describing the inconsequential laziness that comes with modern American politics; Koestler demonstrates the hellfire that words and opinions can produce in a stricter world.

Any agreement, a dissonance, an action can be a cause for war and death.

"If free play is essential for kids to become free agents with autonomy, who know they deserve a voice in public decision making, then we may be in serious trouble," he said, pointing to "a new kind of tyranny where people are more and more willing to let authorities make decisions for them." The public reaction—or lack thereof—to government wire-tapping and surveillance are, he believes, early warning signs of this increasing apathy and compliance. "People are willing to let the government spy on them and monitor their calls and emails because they can't think of any other way to stay safe. Fundamental issues of privacy and individual rights are really changing. Maybe that's inevitable. But I hope not."

Human nature seems almost to require that every generation bemoan the attitudes and prospects of younger generations. Even so, to think that the relentless pace of change in the last century will not have serious effects is naïve.

From, "The Death and Life of the American Imagination" by Jeannine Ouellette

Consider the implications of the above statement. Then, in a thoroughly developed post, argue for or against the position offered by the quotation; support your argument with appropriate evidence from *The Second Hearing of Darkness at Noon*.

HER POSITION:

Society becoming more compliant, fundamental issues of privacy and individual rights are really changing.

To think that the relentless pace of change in the last century will not have serious effects is naive

In Arthur Koestler's *Darkness at Noon*, there exists a strong contrast between the older, political generation and the younger, more carefree generation that describes the concern expressed in Jeannine Ouellette's essay, "The Death and Life of the American Imagination." Rubashov, his colleagues, and his opponents, comprise a group of aging revolutionaries and counterrevolutionaries from an era of Civil War; the common, peasant class whose simplistic motives are revealed by Gletkin make up the majority of the population. Ouellette's claim that as society ages and moves away from the conflicts of its inception the people tend to become less politically involved and more compliant proves very true in the dictatorial world of Rubashov.

Gletkin's interrogations reflect a more cynical view of the people. He says that "human beings able to resist any amount of physical pressure do not exist. [He has] never seen one" (102)—this means that, given enough pressure from the government, people will comply, leading to the "increasing apathy and compliance" that Ouellette is concerned about. However, Ivanov points out to Rubashov that "[Gletkin] is used to dealing with peasants" (150), which limits this claim to the common people. This claim is further emphasized by Rubashov's observation of the dilapidated state of their society:

"Our engineers work with the constant knowledge that an error in calculation may take them to prison or the scaffold; the higher officials in our administration ruin and destroy their subordinates, because they know that they will be held responsible for the slightest slip and be destroyed themselves; our poets settle discussions on questions of style by denunciations to the Secret Police, because the expressionists consider the naturalistic style counter-revolutionary, and vice versa" (162).

In this thought, it is clearly shown that ordinary people ("our engineers," "the higher officials," "our poets") succumb to the power of the government for fear of personal harm if they dissent. Although this does not directly relate to wire-tapping or government surveillance, as Ouellette mentions, it does have to do with the restriction of individual rights that result from a rule by fear. In other words, the ordinary, less political people simply desire a lifestyle unaffected by political oppression; the path of least resistance materializes as this increased compliance. The people choose to have their individual rights diminished in order to live more peacefully.

On the other hand, Ivanov, who knows Rubashov personally as a previous colleague, sees Rubashov as a man of higher moral virtue than the ordinary people. He says that, "when Rubashov capitulates, ... it won't be out of cowardice, but by logic" (102). Logic is what propels Rubashov to question and not sit well with the current way of being. Logic is what propels Ivanov to reason with Rubashov rather than resorting to the demeaning methods that Gletkin proposes. Logic is the only reason that Rubashov is different from the masses and the reason that this story can be told. Rubashov is unlike Richard or Little Loewy or Arlova, more ordinary-minded citizens who hold a bias towards looser, more practical ideals, such as Richard's cries for immorality of the Party's lies to Little Loewy's suspicion of the secret fleet. These people are seen as weaknesses, as deviations, in the strict-minded reasoning of Rubashov; they are the ordinary people that comply to the government's power. Rubashov, however, considers himself as high-minded, unchangeable figure that would not give in to the governmental suppression that Ouellette mentions. Rather, that "government wire-tapping and surveillance" that Ouellette worries that the younger generation inspires Rubashov to be as revolutionary as he is. As for the "increasing apathy and compliance" that Ouellette sees, this too is absent in Ivanov's and Rubashov's conversation. Ivanov says that "One may not regard the world as a sort of metaphysical brothel for emotions" (155), citing the useless endeavors of revolutionaries weeping over the the cons of society, supporting the use of reason as an ultimate doctrine. Thus, not everybody reacts passively to the tyranny of the government; there are still some resistant stumps that look to change society, not surrendering to the pull of society.

These two intellectuals deign to stoop to the level of the ordinary people, and therefore refuse to lower themselves to the conveniences and consequences that the commoners subject themselves to in exchange for an easier living. Specifically, he mentions that "to turn up one's eyes and humbly offer the back of one's neck to Gletkin's revolver—that is an easy solution. The

greatest temptation for the like of us is: to renounce violence, to repent, and to make peace with oneself" (156). Even the act of death for a virtuous cause (i.e., martyrdom) is seen as a weakness, an act of the common people. As Ivanov puts it, "If you deny [agreeing to my proposition], it's just moral cowardice. Moral cowardice has driven many to martyrdom" (166). To him, martyrs are not heroes—they're cowards. It is more of a matter of choice to defy the government, albeit with great effort, than a simple matter of absolute compliance.

By dissociating themselves from the commoners is not to say that they do not care. Rather, to support Ouellette's other claim that "to think that the relentless pace of change in the last century will not have serious effects is naive," Rubashov toils for years on end for the survival of the Party for the good of the people. He just needs to be on a moral pedestal to lead them, from which stems his looking-down on others.

For the most part, Ouellette's beliefs stands true with Koestler's words in *Darkness at Noon*. The citizens live under a tyrannical rule, cowering and submitting to pressures imposed by government, exactly as Ouellette predicted. But hidden in the folds of society are a few intellectuals who hold themselves to standards higher than that of the ordinary people, refusing to let themselves become disillusioned or suppressed. People of the like of Ivanov and Rubashov and even the mysterious No. 1 are actually empowered by this suppression, revolutionaries in a mob of complacency. An aging and weak member of the Party, Rubashov demonstrates that even in the most trying times, and even as society advances as Ouellette says towards oppression and despotism, there is always some hope left. Rubashov is that last hope.

In his essay “Dehumanized,” Mark Slouka’s claim that “we are more nurture than nature” suggests that people are dynamic and open to change. Rather than having inherent or inherited personalities, a person is born with a blank slate of a mind. Secondly, his argument that “what rules us is less the material world of goods and services than the immaterial one of whims, assumptions, delusions, and lies” claims that people are governed by emotional values more so than physical ones. In the third hearing of *Darkness at Noon* by Arthur Koestler, all of the characters demonstrate a change in personality under extreme mental conditions, thus supporting both of Slouka’s arguments.

Unsurprisingly, the greatest emotional changes happen in the protagonist, Rubashov. Prior to the third hearing, Rubashov is a man of extreme devotion to his Party morals through an infallible faith in the Party. Slight doubts in the Party by Little Loewy and Richard—also dutiful members of the Party—brings Rubashov to evict them from the Party, the ultimate punishment. When he was still an active member of the Party, Rubashov expressed to Richard that “The Party can never be mistaken ... He who has not absolute faith in History does not belong in the Party’s ranks” (43)—that only mentally rugged men who could endure the peaks and troughs of history such as himself were the ones worthy of being part of the Party. But as Rubashov writes in his journal and philosophizes, he discovers the wrongs in his philosophy. Rubashov begins to feel almost regretful, and capitulates—a reaction completely opposite that of his earlier pro-Party stance. Neither his moral nor his surrendered self were innate to Rubashov; many years of revolution and civil war led to the former, and jail time led to the latter. Rubashov observes this as well: “The most productive times for revolutionary philosophy had always been the time of exile, the forced rest between periods of political activity” (182)—this “forced rest” is a mental stimulus, allowing Rubashov to idly speculate and therefore develop his revolutionary ideals. The other side is demonstrated by the extreme mental handicap Rubashov faces of lack of sleep. Rather than being able to reason his point as he did as a counterrevolutionary figure, Rubashov’s priority of sleep and rest often outweighs his need to keep fighting for his Party: he knew that “each new duel [questioning session] would end in a new defeat and that there could be no possible doubt about the final result” (226). He signs everything and simply asks to sleep as his final request. He becomes a primitive human being rather than a political theorist; the hard, moralist Rubashov is no more, is lost in the duress of interrogation.

Even the examining officer, Gletkin, shows a shift in personality as he too faces the lack of sleep that Rubashov does. Rubashov notices “a certain change occur during this unbroken chain of days and nights ... gradually, bit by bit, the brutality faded from his voice, in the same way as, bit by bit, he had turned down the shrill light of the lamp, until it had become nearly normal” (227). He is a man of utmost values as well—values of discipline, not morals as is the case with Rubashov. These values are also shaped by the environment Gletkin forces himself to; in his case, it was the interrogations with peasants that gave him the knowledge of rugged

interrogations as the most effective. But while he is hardened up from experience, the trying sleeplessness has the opposite effect. Like with Rubashov, he is softened up. There is almost intimacy in their shared physically torturous experience, despite their initially different views; this demonstrates Slouka's thought that it is environment and experience more than previous behavior and knowledge that shapes a person.

The minor character Hare-lip shows an unexpected change: the transition to traitor. While his mellifluous voice had convinced Rubashov of his sincerity, it seems that mental torture had forced Hare-Lip to the side of the enemy. Rubashov notes Hare-lip's dilapidated appearance—of which his “deep, melodious voice” (201) he felt out of place—and a sense of “fraternal trust and the dumb reproach of the helplessly tormented” (202). Rubashov remembers him as the son of his good-natured and honest friend Kieffer, but Hare-lip betrays guilt when Rubashov accuses him of lying and relief when Gletkin protects his argument. He too is affected by the torture of physical needs, and his genuine friendly nature is lost.

Even the most stubborn, clear-headed individuals have developed their theories from experience, starting from birth. Everyone has the capacity for change and emotions; it so happens that these two are deeply intertwined, with emotional stresses leading to mental change. In the cases of all the characters of Koestler's third hearing section, the characters were broken down into miserable husks by the power of mental torture. They are, as Slouka puts it, subject to change and “not minted in the womb.” People are people, not machines—adapting and sometimes surrendering to environmental stimuli is their blessing and curse.

Death to Killers or Death to Justice?

APR. 15, '65—Imagine that you are a mother to four. Your two younger children, your husband, and yourself are sleeping on an ordinary Sunday evening, only to be awakened by thieves. They demand money, but you plead innocent of having much. Regardless, you are tied up and sit in sickening horror as you hear screams and gunshots throughout the house. Then they come for you.

This is the true story of Bonnie Clutter, who was murdered in her home in Holcomb, Kansas along with her daughter, son, and husband. Perry Smith and Richard Hickock, the men convicted for the crime, went to the gallows early yesterday morning. Their executions ended a five-year period of a widespread terror and many hours of investigation and trial, a well-deserved relief for the devastated community.

According to a confession by Smith, the crime began when Hickock heard a rumor in prison about a large sum of money hidden in the Clutter household. Hickock formed plans to make a robbery and leave "no witnesses" when he left prison. Smith, also on parole, was the designated assistant, and they together committed the murder: tying up and shooting each of the four inhabitants of the Clutter house, even though they carried no money and had pleaded for their safety. A difficult investigation led by sheriff Alvin Dewey ensued. The inmate in prison with Hickock revealed them as likely suspects; a quick investigation and multiple retrials after their arrest saw them guilty under the law, resulting in their deaths yesterday.

During the long months of the initial confusion, a winter descended upon Holcomb; a frosty, hostile environment that keeps people inside and away from each other, worried about catching a deadly cold from suspicious neighbors. Visitors even reported seeing "fully clothed people, even entire families, who had sat the whole night wide awake, watchful, listening." Fear ran high and trust ran low, and this volatile situation held the town in paralysis until the murderers were in custody.

Now imagine the sleepless night of a worried citizen, wondering if his or her family were to survive the night; multiply that by a few thousand for the sentiment of all of Holcomb. Such a horrific act—murder of four and dread for thousands more—cannot be tolerated. The death penalty is extremely effective in such situations: it is brutal and final, just like the crimes it punishes. A suitable match.

Some have suggested improved education is a better, alternative answer. This seems reasonable: Smith and Hickock had a primary and secondary school education, respectively, due to lack of money.

But humanity and morals cannot be taught: they are experienced. Lowell Lee Andrews, also condemned to death, was "an honor student majoring in biology" at the University of Kansas. He was well-educated and wealthy, yet killed his family in cold blood—indicating that schooling does not equal moral rectitude. Even the most sweeping policy changes—never mind their convolution and crawling speed—cannot help such ill-minded people.

Critics also suggest that death can do nothing to heal a society; the following murders of four Walker family members were eerily similar to that of the Clutters. Perhaps years cannot clean the blood of the innocent. People can fade, but scars of a catastrophe cannot.

Hickock himself stated that "Revenge is all [capital punishment] is, but what's wrong with revenge? Well, I can see...they're mad 'cause they're not getting what they want—revenge." Although it cannot affect the crime, one criminal is eliminated. Out of the picture. As with a squashed bug, there is a certainty that there will be no future harm done—a fact, a peace of mind, a little comfort. Hickock is right—nothing in the past can or will change, but the future can be affected.

It is a sociopolitical compromise, a sacrifice for the greater good. There were "fourteen [murder victims] and five of [the murderers]"—punishing the perpetrators of atrocious crimes like these do not even satisfy the age-old dictum of justice: "an eye for an eye." Protecting capital punishment preserves the core element of the democratic and judicial systems—the majority opinion—along with order and calm.

The above statistic also hones in on the reasoning behind the death penalty: it was created as a terrifying punishment for terrible crimes; this crime violates Man's fundamental right to life. These people command fear in their cruelty; the government commands fear in its iron fist. It is a fair system in light of our current political ideals, reassuring society and allowing it to move on. And this is what Holcomb needs the most: to mourn, reflect, recover, heal, reform, progress, learn to laugh again.

Wrapped in Simplicity

In his essay “Dehumanized,” Mark Slouka plays the risky role as a supporter of the humanities in a world increasingly ruled by STEM fields—but this position comes at a price. From his description of math and science as one entity (Slouka coins the creative term “mathandscience” (38) to describe this phenomenon) to the economics being a greedy monopoly to the humanities’ own degeneration, the argument against the well-established STEM fields is inevitably provocative and complex—perhaps excessively so. To the average, non-scholarly reader, such a claim would be too monotonous and tedious to read, if not for Slouka’s artful use of sentence variety that clarifies and switches up the tone amidst his reasoning. Slouka successfully claims that math and the sciences dominate schools and argues the importance of the humanities by employing short, declarative sentences in order to introduce and summarize key points of his argument, as well as to clarify embedded nuances for increased understanding.

Short sentences are the key to clearly separate main ideas. They act as signposts in their ability to indicate movement in the piece, but without the explicitness. When he exclaims, “Look at us!” (40), for example, the focus of the article clearly changes from a discussion of math and science to an illustration of the current state of the humanities. While it is part of a slow transition into the counterclaim—that the humanities are not only being pushed out by the non-humanities but are also falling apart by themselves—this sentence switches the reader’s mind to his point. *Look at you!* It’s the spoken disapproval of a mother berating her child for playing in the mud. *Look at us!* yells Slouka, and the reader looks expectantly; and then he describes the weaknesses of his own side, and the reader vividly sees the dilapidated field of the humanities cowering in the corner of the room.

Sometimes the short sentences are used to indicate a change not of idea, but tone. When Slouka diverges from his main argument to describe the idealism of perfect teaching, the subsequent paragraph begins with: “I’m joking, of course” (34). Joking? This transforms the tone of innocent ignorance about teaching to one of the pitiful reality that he wants to introduce. This sentence nullifies the previous one—which exists simply for rhetorical effect as the unrealistic counterpart to juxtapose against—and resumes the initial doomsday tone. This more complex chain of reasoning forces the reader to understand the meaning behind Slouka’s “joking” words and realize that he is simply describing what teaching is *not* before he illustrates what teaching *is*. This thus provides the reader with both an unideal realism and the unreal idealism that explains the inevitability of sub-ideal education, which supports his main argument that education is unfairly biased towards “mathandscience.” This understanding is facilitated solely by this short signpost, the clear indicator that Slouka deliberately distinguishes falsity from fact.

But Slouka's use of short sentences as introductory phrases are overshadowed by the ones used for summary—those which enforce every idea in his complex argument. He places these liberally to expand upon the claim with a touch of his voice to conversationally synthesize previously-presented data or a claim. Slouka introduces the claim that “[the humanities] are being forced to account for ourselves in [math and science's] idiom” (33), but this statement can have multiple implications. Does this force the two sides to work together? How does this interaction affect the relationship between STEM fields and the humanities, and how does it affect the reader? Slouka clarifies: “It's not working” (33)—the readers' questions are not left to chance, and the implied negativity is brought out explicitly with layman's terms. The previous sentence describes the issue; this sentence describes the effect.

Slouka uses a multitude of these summarical sentences for a similar emphasis on explicit implicitness. When he states, “It's a neat trick” (33) when referring to the market's hold on education for profit, the reader notices the duplicity of the industry from the word “trick.” Or when he answers his own rhetorical question about the call for business' accountability, he appends, “And that's it, more or less” (36), declaring that there is no better alternative. Or when he clarifies the effect of the humanities on a dictatorship, he follows up with the aphorism-like statement: “Dogma adores a vacuum” (38), reinforcing the direct relation between despotism (“dogma”) and the lack of the humanities (“vacuum”).

Visually as well as logically do these briefer sentences appeal to a broader audience. Long sentences bore, drone, and drag, while shorter sentences offer a convenient “go-to” for information and a visible contrast from long statistics and logic. This is most common with Slouka's use of hypophora—in other words, directly answering a question that already implies an answer. The bane of concision, yet the epitome of Slouka's rhetoric. “No doubt” (38), Slouka says to his own question, affirming that he feels unjustly oppressed by the profit-begetting monopoly of education by business. But is this not Slouka's claim for the entire article? It seems a bit redundant, doesn't it?

But also when there are very long sentences, no matter how enticing their rationale, there arises the need for attracting attention back to the article through the use of redundancy with short sentences. Slouka argues in one sentence that:

“One might assume that in an aspiring democracy like ours the answers would be equally straightforward: We teach whatever contributes to the development of autonomous human beings; we teach, that is, in order to expand the census of knowledgeable, reasoning, independent-minded individuals both sufficiently familiar with the world outside themselves to lend their judgements compassion and breadth (and therefore contribute to the political life of the nation), and sufficiently skilled to find productive employment” (34).

—a goliath of a sentence, encompassing twelve lines of the article, and easily losing the attention of the reader. The following sentence is simply: “In that order” (34). Seventy-four words, and then three. The latter simply reinforces a claim of the former, that an ideal education would place democratic value over economic profit; this statement is not necessary from a logical point of view, but very favorable if Slouka hopes to project the complex views of the former without boring the audience. This redundancy is also supportive when it comes to hypophora, forcibly emphasizing Slouka’s claim.

While the content of “Dehumanized” holds the majority of the argument, language itself—with Slouka’s use of sentence variety artfully acting solely as a method of rhetoric and persuasion—demonstrates the claim to the necessity of the humanities. The great contrast between adjacent sentences shows the effect of literature. He is promoting the art of persuasion, of rhetoric and of the humanities, through his own persuasion, rhetoric, and knowledge of the humanities. The employment of short, directed sentences scattered throughout Slouka’s essay are details comprising the “play” (32) of the collapse of humanities that Slouka considers himself a part of; he is an actor of the losing side, desperately redeeming his art through the use of radical but artful sentence variety.

A champion of the humanities in both knowledge and skill, Mark Slouka’s rhetorical skill with short sentences in “Dehumanized” provides the reader both a thorough understanding of the debate over the teaching of the humanities and STEM in school as well as a working example in support of the humanities. By themselves, these brief sentences have the ability to introduce, describe, and conclude; together with more complex sentences and ideas, they emphasize, clarify, and stimulate. Slouka argues against the incumbent ruler of the school—“mathandscience”—with a claim that is unpreventably long-winded, but to the reader these core ideas are wrapped in the comfortable simplicity of emotionally-charged, horizontally-challenged, period-separated phrases.

They’re everywhere in Slouka’s piece. They’re assertive. They’re simple.

And they work.

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On Teaching the Universe

In many a religious speech, the secular life of a person matters little to the orator. And few of those ecclesiastical compositions continue logically—the Bible is the textbook, ethics the subject.

Simple. And boring.

But transcendentalist Ralph Waldo Emerson effectively effects more effective preaching by welcoming nonreligious members of society and by building up a climactic effect to direct the audience's thoughts. In his speech, "The Divinity School Address," Emerson incorporates schemes of balance and repetition that either appeal to a larger audience or build a literary climax in order to better instill his moral beliefs on his listeners.

Emerson casts a wide net for the audience when he considers the broadest, deepest questions of human existence. "What am I? What is?" (Emerson 1), he asks—these questions are not limiting, not imposing, not condescending, but just curious. "What is?" is so open-ended, so philosophical, inviting the reader from any background and any disposition to assemble for the grand cause of answering it. What is it? What is it? Perhaps too grand for anybody to know. Specifically, Emerson addresses "the planters, the mechanics, the inventors, the astronomers, the builders of cities, and the captains" (1) of society, clear evidence of the diversity of his audience. By listing these different occupations coordinately—by placing educated, renowned "builders of cities" on the same level as the more lowly "planters"—Emerson reflects his impartiality on his audience.

But this isn't an indifferent impartiality. It stems not from lack of care, but from an excess of it. Who to address first? The aforementioned questions are too immense to be tackled by any single person, and Emerson places them all together. Farmer amongst prime minister amongst laborer. A giant think tank of everybody.

This straightforward acknowledgement of the global audience he speaks to opens a link between author and listener, a strong ethos. Although he talks of Man and its very essence—its tendency to move toward the "sentiment of virtue" (1)—there is a personal connection. Because he knows *who* he is talking to—everybody—he knows *what* to talk about. He teaches a Morality 101 class, assuming no prior knowledge, inviting everyone to his ideas.

While Christianity and the Christian God form the religious basis of the speech, it serves merely as an exemplar rather than an assertion. Emerson is not stating that Christianity is the only form of finding moral value—in fact, he modifies some of its principles considered by him to be faulty. Arguably, his claim extends to people of all religions: he uses the examples "of Moses, or of Zeno, or of Zoroaster" (8) as moral models for society. The other forms of worship "are like the zodiac of Denderah, and the astronomical monuments of the Hindoos" (6), considered favorably to Christianity. No, in the mind of Man, there is no correct religion—"all the expressions of this [virtuous] sentiment are sacred and permanent" (3), including all religions. And Emerson expresses that this occurs not only in Europe with Christianity, but "in Palestine, ... in Egypt, in Persia, in India, in China" (3). The "zodiac of Denderah" and "Moses" originate from Egypt and the "Hindoos" from India—yet Emerson shuns the difference, pushing people of all kinds side-by-side.

Certainly this creates a global awareness that indicates that anybody in these countries may relate to his speech. The sense of equity between these coordinate elements again place no emphasis on one country or religion over another, praising everyone but slighting none. If it were possible to please everybody at once, Emerson does so.

This use of repetition in the form of lists, especially mixed in with polysyndeton in the former, gives the sequence of examples a sense of flow that reinforces a main idea. The latter comes with asyndeton, which gives the list an unfinished, endless feel, bringing together all of the nations, included or not in his list. How many people, places, pieces of property could one uncover in the detail of non-Christian worlds? How many other religions could have been made an example in place of Christianity? Alas, Christianity is the main focus of Emerson's religion, but solely for his

convenience—his primary audience was a group of graduate students from a Christian school. Nonetheless, he toils to explicate its nuances such as the misconceptions of Jesus and the modern sermon. Thus Emerson gives a great range of option, expanding the world to the unknowable infinity of religious choices.

Second to the list elements themselves, what is more important than order? Emerson is a master of the art of manipulation—with bait. The frivolous and suspenseful come first; the crucial and momentous last. Should it beckon towards the positive? The pessimistic? As if directing a suspenseful movie, Emerson lays down hints in an order of increasing relevance and importance, building up to a great excitation—or dread, if he so chooses. When he describes the fall of society as faith disintegrates, for instance, it is not such a simple step; it is a smooth degradation, graceful in the eyes of the Devil. “Then falls the church, the state, art, letters, life” (3), he specifically writes instead of a blunt, dystopian generalization. Loss of religion would affect the daily routines of billions. Collapse of a government would mean anarchy and fear. But then the lack of art, which many people consider the most human form of expression, would degrade people to the level of beasts; the absence of the precious letters which hold Man’s collective knowledge, as had happened in the novel *Ella Minnow Pea*, would destroy its collective memory and basic communicational needs; and then the loss of life itself. By then, life would not be worth living; Emerson steals the essence out of it; the order, combined with a sense of urgency by the asyndeton, leads to an accelerated tumble, the wretched demise of society. The rush messes with the sense of time and scope: could it be in a century? A decade? A year? Confined to American borders? Around the world?

Or perhaps today? Across the entire universe? Beginning with you, right here?

Such is also the case in the positive. Emerson writes that a child plays with “the action of light, motion, gravity, muscular force” (1) and lives in a playpen of “human life, love, fear, justice, appetite, man, and God” (1). He plays an interesting game here: the first list travels from the abstract to the concrete, from the wonders of light and motion to the everyday feelings of gravity and muscular force. The next clause, however, travels in the opposite direction: from down-to-earth life to the supernatural God. This pattern is repeated in the sentence: “[virtue] will I serve, day and night, in great, in small, that I may be not virtuous, but virtue” (1); day is greater than night, “great” greater than “small,” but the act of being virtuous lesser than virtue itself. This creates a valley, a single half-wavelength, and the asyndeton adds a rush that shoots the listener into the fold: down, up, out. What editorials take pages of anecdotes to achieve, Emerson does in a sentence or two. Commas and the loss of smooth conjunctions accelerate this to an otherwise-unachievable level.

The point of Emerson’s speech is to demonstrate the importance of moral education, an issue demonstrated by his alluring persuasion and effective listing. If he needs to show the effect of the opposite cause of destruction to juxtapose his, so be it; Emerson is elegantly ruthless with repetition.

Emerson is especially clever with his usage of apposition similar to Queneau’s “double-entry” approach in his book, *99 Exercises in Style*. The more significant always follows. The second is an afterthought, superfluous in *understanding* the text; however, it is necessary in *teaching* the morals by reinforcement. When he says that “to the good, to the perfect, [Man] is born” (1), he emphasizes the fact that Man is born not only from good intentions, but from the *perfect*—the perfect, that which we always seek, is innate. Virtue is attainable, perfection is not—thus, Emerson builds up with what one is, a crescendo of a person. For a man cannot be perfect without first being good; but once the good is reached, perfection is the next step; like so, Emerson forces the listener into believing.

To create a sense of rhythm, Emerson also repeats some words. Aphoristic sentences such as “If a man dissemble, deceive, he deceives himself” (2) and “The man who renounces himself, comes to himself” (2) give logical order to otherwise brief, unmeaningful sentences. To repeat the idea of deception in the first gives a negative, cautionary tone; the repetition of “himself” gives the image of the Self, the great truthful entity that gives a positive impression. Simply choosing the word exemplifying

the tone and duplicating it in a subsequent clause becomes a powerful and simple method to change the tone of the piece and direct it like the lists do.

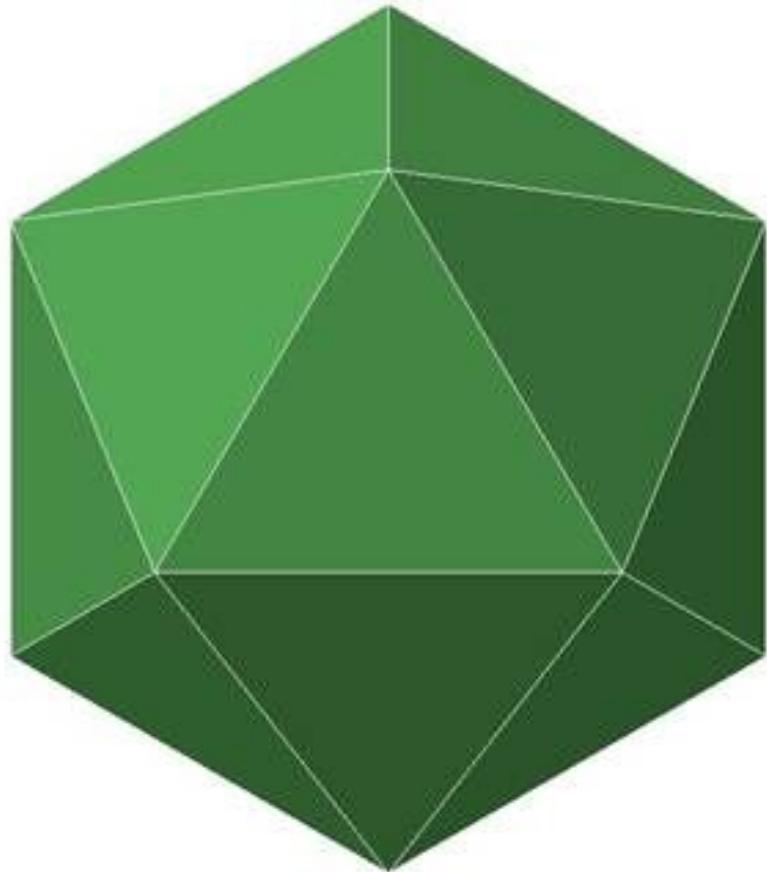
Sentence structure sometimes follows a pattern to create flow as well. The same rule of climax applies; now entire thoughts can be conveyed as each unit of the pattern. Emerson states that a just man is essentially “God, the safety of God, the immortality of God” (2). There is a clear emphasis on God, God, God; again, the asyndeton crumples it into a jiffy of a thought. Emerson wants to show Man as God when he is righteous, and the listener only hears and sees God. And God is Man. Now that Emerson has established a person on moral grounds about the perfection of Man, he then builds up the person as God. All in patient, timely, logical order.

Mission accomplished.

How do teachers teach? Teachers teach with repetition, redundancy, reiteration. Students listen for patterns, tone, argument—accordingly. To be cemented to the dynamic nature of the mind, Emerson follows this fundamental of teaching. He is the chemist who has boiled it down to a science; he is the lobbyist who speaks with the intent of communicating; he is the scholar who has inspired his pupils. And his words will live on—more influential and everlasting than those of ordinary writers—because he writes to give, bestow, teach.

Emerson whispers into the open ear of the universe, again and again and again. Men listen; Man learns; God smiles.

Emerson, Ralph Waldo. “The Divinity School Address.” Harvard Divinity School Graduation, 15 Jul. 1838.



appreciating abstraction

a visualization by Jonathan Lam

“In software engineering and computer science, abstraction is a technique for arranging complexity of computer systems. It works by establishing a level of complexity on which a person interacts with the system, suppressing the more complex details below the current level. The programmer works with an idealized interface (usually well defined) and can add additional levels of functionality that would otherwise be too complex to handle.” (“Abstraction (software engineering),” Wikipedia)

Modern living is abstracted to a tremendous degree, fundamental universal forces constantly optimizing life and existence. Simplicity is built upon complexity, compromising control and performance for convenience. Invention can take root from the foundation, such as the discovery of the elementary Higgs boson particle, or it can stem from the highest branches of developed human thought, adding to complex theories such as quantum mechanics and string theory.

Have a look at the varying levels of abstraction shown in the model. Where do you find yourself going to first? Where would you start?

Dear Assessors,

Like any hormonal adolescent, I'm fueled by compulsion. Bowling one season. Cross country the next. Oh, here's a Rubik's cube! (Look, a Megaminx, too!) There's some code. Mmm—apple pie!

But rarely do I say, Oh goody, an English paper to write! That part is unfortunate.

Unfortunate because I waste time impassioned by the baubles and trinkets of life—the shiny, irresistible, and pointless. Unfortunate because I procrastinate until the last moment. Unfortunate because the only thing that will engross me in an essay, aside from passion—which inexplicably goes missing every time I attempt a literary synthesis or rhetorical analysis—is a deadline. And in high school, condensed deadlines pile up like fender-benders on a slippery slope.

If my writing is ruled by deadlines, then they act as a terrific mentor. Challenging. Encouraging, almost. They teach with the incentive of a grade, a percentage in the gradebook. And I've realized that I'm getting quite used to them, what with all the rush of high school. What was the dread of an essay due by the weekend became a motivation. Grades are a passion, and English papers come with them.

Hence the first piece that I've included: my ninth assertion journal: "The Art of Procrastination," an essay featuring my volatile relationship with deadlines. But it is also the discovery of the oft-overlooked potential in procrastination, the science in it, the *art* in it. While examining an aspect of human nature, this piece also experiments with stylistic risks and is very personal.

Despite the positive blips in this relationship, deadlines are irksome. It seems wrong to trade off a frenzied last-minute efficiency for unhealthy work habits. Thus, a different assertion journal concluded in the realization that "all I have to do is try." That effort is the beginning of success. That action is the first step. That essay-writing can be done with joy, so long as I choose to make it so.

This was once true. In elementary school there was a free-write period every day, and I eagerly wrote in luminous imagery. I was the proud author of "My Pet Turkey" and "The Best Christmas."

But in fifth grade, the novel idea of the essay confounded me. Persuasive essays vexed me in sixth grade. Purposeful expository essays were the bane of my academic life in seventh grade. Eighth grade introduced complex literary analyses in the form of essays. Ninth grade cracked and scrutinized the essay, which flowed out as an arbitrary mess. Tenth grade scrambled and cooked and denatured the essay into an unrecognizable form. This year we attempt to savor this scrambled eggsay—and foreseeably to little enjoyment.

This is paradise to the creative mind. Right-brain lobe exercises galore! But to my mind biased towards the opposite lobe—a mind trained by programming computers, by speed-solving Rubik's cubes, by competing in math competitions—this is all just unremitting travail. I was a literary recluse since the birth of the essay into my academic sphere. Procrastination and long deadlines shaped my lexical life; I wrote because I *had* to—for my classes, for my teachers, for my parents, for my grades, for my pride. The only unprompted reading I did came in the form of scrolling and skimming and misunderstanding and re-reading Wikipedia pages and coding documentation. So I did read quite a lot for school, for which my search for knowledge was insatiable—but I had lost the sense of reading and writing *for fun*.

Fortunately, for both you and me, there has been a comeback. A revival of the Classical Era of my grade-school days.

My Enlightenment began, unsurprisingly, with our study of the Enlightenment last year. We were reading *Frankenstein*, in which Victor Frankenstein's ardor for science ultimately deferred to his survival needs of Romanticism. We read *Siddhartha*, which watched the protagonist rise to the peaceful omniscience of the Buddha.

While I may never expect to achieve true enlightenment as Siddhartha Buddha had, or to possess a passion to pursue a life-long search for a singular purpose like Victor, these books began to form the Bible of my non-religious life. Religion is just a search for truth, for explanations. Essays and books are simply meant to discover this truth.

And before our minds wander anywhere too spectacular or fantastical, the truth lies in ourselves. Everything that exists in our world, our universe—perhaps even the multi-verse—lies in the

grey matter in a person's head. The imagination of human beings. So I write about human nature. That is my calling, my Enlightenment.

My first essay has already been introduced to you. It is quite clearly a reflection of my own nature and thus is the personal essay. But while the scope of that essay is limited to the procrastinators such as myself, the others encompass a greater range of human characteristics.

The next piece is a rhetorical analysis of Emerson's speech, "The Divinity School Address," the first major essay of the year. My piece, "On Teaching the Universe," is on the subject of the human response to repetition, in which I attempt to emulate Emerson's repetition and its effect. I chose this piece because I thought it would be interesting to revisit a piece from early in the year, to explore the growth I'd undergone.

The author's choice essay is a more recent piece for the "culture desk" assignment that prompted us to detail one distinctly American idea or object. I chose open-source software—collectively "opensourcedom," I call it in my essay, "Rise of the Little Americas"—as the American facet. This piece was chosen as a medley of the previous two; there was no strict task, no strict object, and therefore no strict essay; it is something of an assertion journal, but more developed; something of an analytical paper, but more creative; something of a narrative, but more formal. And it still discusses fundamental national and human values.

Finally, the timed writing piece is written in response to Mark Slouka's article, "Dehumanized: When math and science rule the school." I argue that, contrary to Slouka's criticism of the STEM fields and his support of strictly humanities-based fields, our true capabilities are still governed by the physical world and our knowledge in technology—which are based on math and science. It grounds the imaginative world of the human in the physical world of the human, again analyzing the person's realm—this time by examining its borders.

I mentioned that I *rarely* think enthusiastically about writing essays. But these four papers were an unexpected gift to me. As Mrs. Huminski said last year to our Advanced English II class, writing essays is the excitingly enlightening process of figuring ideas out. Of finding meaning and truth. And now that I know what I have to figure out and the trivial amount of effort—relative to the grand scheme of Life—necessary to essay an essay, my perception of writing has greatly improved.

That being said, revising the former three of these pieces gave me the chills. Those chills of looking back into the past, of noticing the amateur writer I appeared to be, of realizing that I had left almost a dozen typos in just these three pieces. But they are heartwarming chills, not chilled hearts; the nostalgia of even a half-year leaves me reminiscing. I hope that you, as assessor but human being as well, will experience this too: the joy of progress, of natural mistakes, of life itself.

Sincerely,



Jonathan Lam

Unworldly

It's... an indescribable feeling. Something to make us reflect on our past. An agent to make us feel more alone. Something that communicates personally with everyone in its audience. Even the lack of it can be used as an art form.

I used to believe that only the noise that "sounded good" could be considered music — but who am I to judge? Who am I, among billions of humans and among countless other hearing organisms, to tell what is and isn't an art form?

It's difficult to describe music in words. Impossible even, perhaps. One can only really describe its effect on humans, its behavior.

To many, music is "moving" — it brings them to a better place. This can mean a distortion of time, as noted by Berger, physiologically altering the human brain by shutting off the section that perceives time accurately. The "music" of silence can be moving to the point of tears as well, as shown by Abramovich's demonstration by Jones.

Some people would interpret this as the power of reflection. A point of introspection into oneself because music inevitably feels connected to one's personal experiences. Abramovich experiences this herself, even as the performer, because music is not directional.

But sometimes, as with Roxanne in *Bel Canto*, music is simply so moving that it can capture the adoration and awe of everyone in the audience. It gave Roxanne multiple lovers, priests and generals alike peace and calm, and even a little soldier boy embarrassing sexual thoughts. But this was in the middle of an emergency, and this is when its power shines the best.

Because music is a distraction.

It helps draw oneself away from the world, from the concrete world to a mode of personal introspection as well as immersion into the elements of the music. Thompson explores the idea of headphones as a medium of modern music allowing for the implicit indication of privacy — but headphones are not necessary for this. Listening to music will already give a sense of a removal from the present, a displacement of both time and space, which will leave everyone in a reflective state.

Even Cesar's singing, though unskilled compared to Roxanne's, captured the audience, was able to freeze an entire room of dozens of people and allow the audience to appreciate the longing in his voice. The silence of Abramovich pressured people to think outside of the moment, to transcend past a state of simply sitting in a chair across from a demonstrator. Berger explains this "parallel temporal world" that music creates through the biological changes in our brains.

I've experienced this as well. Joe Hisaishi's music in the Studio Ghibli movie soundtracks and Yiruma's piano music have been especially moving. It's not exactly a sense of nostalgia that I sense — I am not quite old enough and have not gone through enough hardship to really appreciate nostalgia — but it always throws me into a trance, into that "temporal world" in which I lose control of my senses, just reveling in the pure musicality of the music.

The tasks we do in this modern, busy lives becomes a drag, a bore. Music is a sort of release, a healthy subjective escape from all of the outside pressures to give the listener some peace.

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Night

I came out to hear the crickets. They played the familiar, one-note melodies that, collectively, form their world-renowned symphonies. It was a repetitive sound, but not to the point of boring redundancy—rather, it was the lulling of the waves, the hiccups of laughter, the throbbing of a heart, a minute improvisation with every note. This gives it an interesting rhythm, a vibe that cannot be predicted, a subtle permutation no less random than a Rubik's cube scramble or a card shuffle. A new song was synthesized every night, every minute, every moment.

But what felt most unique to me was the sense of dimension the chirping had. The noises were four-dimensional, captured in the breadth of the landscape and the pattern of notes. To feel the sounds come from all around me, a grand arrangement of millions of seasoned musicians arranged on a platform all around me, yet all hidden to my eyes, was an overwhelming idea. I am in the central position of the conductor: listening, absorbing, synthesizing. What melodies would the crickets play that night? How many harmonies would I be able to make out?

On long nights doing schoolwork in the late spring or the early fall, these crickets always intrigue me. No matter how lonely my lamp's pale light is in the darkness of the night, the crickets are always outside, chirping without fail, showing to me that I am in the Big Apple of the insect world. The city never sleeps, and I could go on all night with them if need be—there's always an opening for the conductor at Nature's Philharmonic orchestra. But I haven't the time for such a job.

The chirping of the crickets are decidedly more welcoming than that of the daytime cicadas. Cicadas, the mysterious insects who spend 17 years (or 13 years, but usually a prime number—why that is, I have no clue) of their life in subterranean tunnels and the rest above ground, give off a continuous buzz, a 120-decibel reverberation that is not that different from the sound of an old refrigerator or loud electrical lights. Unlike crickets and most other insects, they do not produce noise by rubbing body parts together—instead, they have a rapidly vibrating membrane not very different from a human voice box, or larynx; this allows them to create this loud—the most sonorous amongst insects and enough to potentially cause deafness in humans—and seemingly continuous sound.

I first noticed them when I was reading outside near my house—I mistook the noise for electricity and subconsciously tuned it out. It only occurred to me that something was awry when a plane passed overhead. Interestingly, this “electricity” also loudened to an unbearable hum that almost matched the roar of the plane above—it returned to its normal level when the plane had passed. I was later informed that these were cicadas; in my head, however, a screaming battle between wiring and airplane seemed the more interesting alternative.

Day and night, the cicadas and crickets play morning and night shifts as Nature's free musical gifts. The crickets I sought to hear were heard; my memory was refreshed, my mind soothed. But I got more than I bargained for.

I heard many things. Among them were two little "zing!" noises. It sounded something like flicking your fingers on your skin as if shooing away a stubborn insect; a quiet whoosh.

There was also a cry—desperation materialized in sound. I couldn't tell what animal was making it, but it gave quite a scare; it was brief, however, and the crickets reassured my conscience.

The last noise I heard was a sort of music, emanating from all around me. It was quiet enough to make me wonder if I was imagining it, my subconscious placing noise to fill the deafening silence in the gaps left by the crickets' chirping. But the music itself was too elaborate for me to have synthesized by myself, and it was unlike any other music I had ever heard—for some reason, it sounded extremely forlorn, as if the forest were crying out without hope for its lost siblings, a lost world, a lost Nature.

Even at this time of night, there is no lack of activity. It seems that whenever the crickets quiet down, a breeze picks up and leads the windchimes into a ringing twirl, or the quiet music of the forest grows ever louder. Nature loves to sing, and everybody loves to hear its music.

It is not very different during the daytime—the cicadas hum, but in their absence the birds pick up their song, the leaves their rustle, my heartbeat its rhythm. There is never a moment of silence, no need to

ever strain the ear to pick up a sound. There is always the presence of something alive, whether it be an insect city, a forest, a single blade of grass. Nature is constant and unshakable.

This is also true of the sky, the godly heavens. Looking up, I noticed for the first time the twinkling of the stars. Apparently this is caused by a variability in the air density and temperature through the atmosphere's layers. I had never noticed this before; I had believed the "twinkle, twinkle, little star" of the nursery rhyme was simply a fairy-tale effect absent in reality—but here it was, teasing me: "I told you so!" The sky looked down with a benevolent playfulness, as if some celestial body were winking at me or playing Peek-a-boo with the world.

The moon had a similar warming presence. Although it was shrouded in clouds like a sea of Dementors, the soft yellow glow emanating from its pale orange face lit up the entire landscape. Even in the absence of the sun, this light was enough to illuminate the scenery. In the thunderstorms that were common in summer nights, the great flashes of light gave the same landscape an electric brilliance even brighter than that of the sun. They were cold, sudden lights, but they provided an exhilarating alternative to the hot glare of the diurnal sun.

But this is a theme common in Nature. Everything wants to exist and be the most prominent member of society. This is Nature, a first-come, first-serve community. Wildlife and weather both understand: the louder and brighter it is, the better. Everything is piling on top of one another, scrambling to find its own space in the universe. It's worse than New York City parking, or Los Angeles traffic: if there's a space, it's gone.

This trait is exhibited even by the most fundamental building block of life: cells. They have a negative density-dependence mechanism, which means that they only grow if there is space. This is an important feature of growth and healing, when it is checked. In tumors, however, this function is often missing due to some genetic mishap, which leads to a hard lump due to an overgrowth of density-ignorant cells, which can sometimes grow large enough to block essential functions and cause harm: a cancer.

Man is the cancer of Nature right now. He is overpopulating, eating up resources, killing off other parts of Nature, even beginning to spread to other planets in search of resources quickly eaten up in a process called metastasis—a sign common to malignant, terminal cancers.

This pits Nature in a struggle against Man. It seems that, in the end, only one can survive. But for the thousands of years that the homo sapiens species has existed, despite the scientists' doomsday warnings of catalyzed global climate change or society's common depiction of a nuclear apocalypse, the world has seen worse. There have been five mass extinctions—known as the "Big Five"—throughout all of history that have caused the extinctions of as many as 75% of the world's species, and we have not caused another. Society has spotted the iceberg dead ahead, and scientists and politicians alike are already backpedaling hard enough to avoid the same fate as that of the Titanic. Man grows but Man learns—perhaps Nature is already healing?

Such is the question of survival. One cannot give up a competitive stance in its environment, nor can it bite the hand that is feeding it. It seems that Nature attempts to solve this by pairing opposites together. At the most fundamental particle of matter, the electron attracts the proton, and vice versa; it is an equal and opposite charge that keeps an atom stable. Removing one or another would greatly disturb the equilibrium and turn the atom into a highly reactive free radical. An electron has to be paired with another with an opposite half-spin, according to the Pauli-Exclusion Principle, or else it too will be imbalanced. Another example would be Newton's Third Law of Motion, that "for every action, there is an equal and opposite reaction."

Nature, even at its most fundamental, demands balance in its overpopulated mania. If the universe were truly a large machine set off by God and left to run on its own, I wouldn't be too surprised—machines are made to compare, calculate, predict. Man would simply be a carefully-computed counterbalance to Nature, calculated and well-thought out in the grand scheme of things, and that the meaning of life would, hopefully, be much more than "42."

On Essay Movement

Analysis of Nancy Mairs's "On Being a Cripple"

General Movement

Title → Quote → Anecdote (in the present) → Context/history → Rollercoaster of happy/sad moments → ???

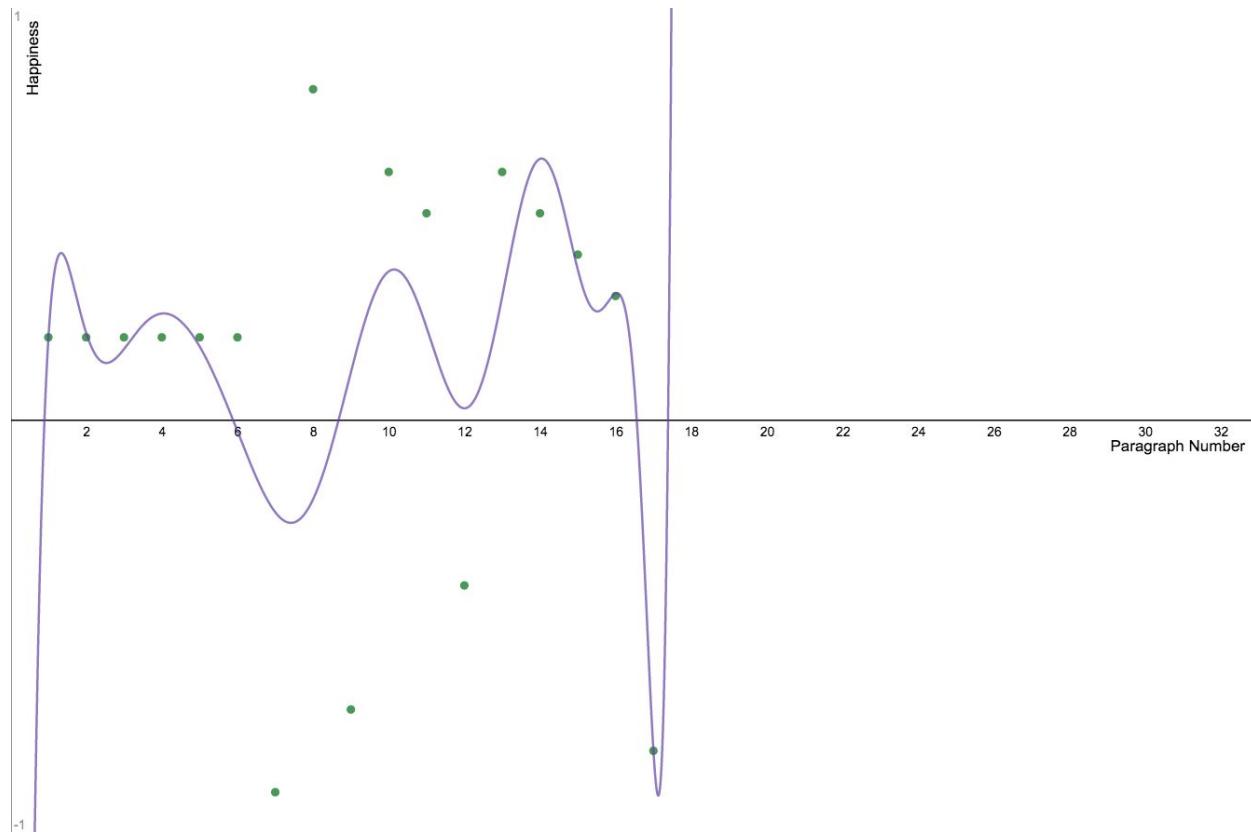
Paragraph-by-Paragraph Analysis

¶ # (pp.)	Purpose	Effect / Tone
Quote	Just to confuse the reader	???
1 (1)	Exigency, set in the present, funny hook	positive
2	Semantics of cripple — characterization of her toughness, choosing a label	meh
3	Semantics of cripple — technicality, idea that changing words doesn't change reality	meh
4	Contextualization of society as not accepting imperfections, relationship with society	meh
5 (1-2)	Pre-crippled self, relationship with non-crippled-ness, nostalgia, characterization by past actions	positive
6	Transition into becoming a cripple, denial	negative
7	Scientific definition of MS, possibilities of MS, defining her condition (but not her)	negative
8	Like saying, "Don't be really depressed" — fight against depression of last paragraph, more hopeful	positive
9	Qualification of last paragraph, say that MS is actually pretty bad	negative
10	Qualification of last paragraph, say that her life has not changed too dramatically	positive
11 (2-3)	Characterization of life outside MS — separating herself from the disease	positive-ish

12	Qualification of MS — difficulties of MS, actually pretty bad	negative
13	Qualification of MS — funny things, nothing totally sad or happy	positive
14	Self-amusement, relationship help	positive
15	Explaining her good luck and how it could be worse	positive-ish
16	Continue w/ description of her family, ordinary family; introduce idea of falsity at end	positive → negative
17	Explain her insecurities, hates to be connected with the disease by others	negative
18	Social pressure to please people, fakeness	meh
19 (4-6)	People get used to her condition, self-characterization, role in society	meh
20	No place for cripples in society	negative
21	Bad self-image, self-characterization by appearance	negative
22	Qualification, change over time, appearances don't really matter	positive
23	The realization — disease doesn't define her	INSPIRATIONAL
24	Qualification, continue positive idea, things worse than death (MS?)	Positive → negative
25	Juxtaposition: bad and good ways to deal with problem	meh
26	Old vulnerabilities → current strength, change over time	Negative → positive
27	Life was too good to feel bad about MS	positive
28	Anecdote of getting over her troubles	positive
29 (6-7)	Realization, qualification, MS always there	negative

30	No true treatment	negative
31	Qualification — new positivity, things learned	positive
32	Not sad being a cripple	positive
33	Qualification — doesn't like MS per se, but would rather take the brunt of it than have others suffer	INSPIRATIONAL

Graph of Movement (so far):



<https://www.desmos.com/calculator/nafzj6uufz>

On Learning Languages

Assignment #3: *A Death in the Family*-Inspired On Essay

What There are only a few parts to mankind that are both universal and unique to a any group of people. Culture. Race. Religion. Beliefs. But perhaps the cornerstone of any society is language. Language, which gives a means of communication. Language, which assimilates cultural views. Language, which is always expanding in its diversity. And from these facets of language stem the progeny of literary artists, lead to portmanteaus of modern culture, and make evident the importance of this very class: the study of language.

But the beauty of language cannot come without knowledge of the it. Languages, being inherently complex, make the acquiring of a new one very difficult. Rather than the simple facts picked up in other classes, such as mathematical proofs or historical conspiracy theories, no element of language can completely be learned in just a few days, but rather months or years.

With rote memorization as my strongest suit in learning, this has come very difficult to me. The subtleties of learning language have been a constant struggle for me since my inception; I was born to Fujianese immigrants in an American society. Chinese and English fought to be expressed, but the English Second Language program gave a decisive reinforcement to English, which has since always been at the tip of my tongue. And Spanish was always weak, beginning in sixth grade and never being enforced outside of class.

Perhaps this linguistic deficiency of mine is because of the great depth of language. It scares me. The fact that it is never ending, it has no true rules, it has no definitive meaning, makes it something that can't be learned. It seems that it can only be experienced: the angry rants of great playwrights felt like blistering wounds or the longing nostalgia felt as though it were raining teardrops from the stanzas of renowned poets. To me as a child, it seemed a hopeless venture to attempt mastering the great learning curve even of English, never mind others.

But language does not end at the word. Body language, for example, is a widely-used system of communication, a system of winks and nods that convey a feeling with a message, without the need of adjectives and nouns. But I was exposed to another form of language about

the same time my primary tongue became English: that beautiful mixture of song and rhythm in what we call “music.”

And although music is made from a diverse group of instruments, some of which are unique to certain cultures, music has evolved into what some call the “universal language”: it has one common written form, is practiced and encouraged in every civilization, and it is accepted and recognized by anyone. Everyone.

Through the study of music, I learned as much as I could have through a cultural study. Chopin’s “Revolutionary” *Étude op. 10 no. 12* painted a much better picture of the anguish of Polish citizens as they were defeated in war. Likewise, Beethoven’s *Für Elise* is an internationally recognized love story, narrated as well as any author. And *Minstrels* by Debussy is a concise, playful piece, part of a genre not common in literature.

Interestingly, what incited my greater success in music than in ordinary language was that I had little insight on the matter. The boy I was eleven years ago was stubborn and reluctant to attend the piano lessons that were forced upon him. Little did I know that I was something much greater; this, the hindrance to my English education, was actually benefitted by my ignorance! When I realized this, that I had already gone a substantial distance and had not yet given up, this propelled me further into my musical studies.

Meanwhile, in school, academics began to get more complex: the laws which governed our lives were smashed. English no longer had to be written in a five-paragraph essay, as we were dictated to do in the elementary and early middle schools. But rules were being broken, to my astonishment, in other classes as well: mention of Schrödinger and Heisenberg with their theories of quantum mechanics suddenly made the definition of matter much more ambiguous than it seems in this world of physical truths, and math began to gain literally unreal numbers. Nothing was so black-and-white as it used to be; the fact that I was learning with assumptions instead of facts in even the world of mathematics gave the inspiration to follow through with the hypothetical universe of books and other literature.

Still, though, this increase in sophistication was bothersome. Was there really nothing that could be simpler, that could adhere to my strengths and build on my weaknesses?

That was when I stumbled across the newest generation of languages. A generation of languages with a purpose; a specific, directed purpose aimed to serve a single cause, but a cause that is expanding exponentially. These languages are entirely functional languages, with words fewer than even the Orwellian “Newspeak” but still containing an array of nouns, verbs, modifiers. There exist synonyms, alternative grammar structures, syntactic paradigms that accommodate different people who use the language and fit better with different ideas.

These languages, however, are not simply abridged versions of ordinary languages; nay, they can convey logic and ideas, but there is no art. There is no elegance in breaking rules; this will simply result in a misunderstanding. Repetition is discouraged because of these languages’ DRYness — the “Don’t Repeat Yourself” ideology. And best of all, there is but clarity in its words; what are known as “abstractions” are simplistic representations of complex ideas on the surface, but dig down a little deeper and the reasoning behind it is revealed. For such reasons, these words are divine: manageable, simplistic, logical, simple, exact, concise, wondrous words that make up the text known as code.

It’s been well-documented that programming languages, in their attempt to make easier the drastic link between man’s mind and machine’s motions, is no piece of cake even for the most experienced software technicians. Even after many years coding, there is little-to-no physical beauty or elegance (although there is quite a bit of humor in the programming community); what is most beautiful, however, is in the integrity of its design. Never did programming really stray from its original purpose of communication as spoken word or music had had, nor did it ever become anything more complex than it needed to be. On the other hand, programming is incredibly up-to-date — in fact, the news applications and social media platforms are the reason why *the rest of society* is caught up to the same level that modern technology has achieved — as it changes to adopt new technological and social practices. Thus, an incredible society of programmers — separated into and united with the different “cultures” of various programming languages — has formed based on these principles, changing only to preserve the purity of meaning and function.

And these languages are still languages in that they have a community of writers and learners. It is feasible to learn an entire language — down to every last word — for some simpler

computer languages. Standards exist for and between languages to ensure conformity and similarity, while each individual language has its own unique points. As a result, there are millions of programmers today that just code “for fun,” myself included.

And although the problem of ambiguity of expression is eliminated by the straightforward syntax in programming, its simplistic structure still allows for higher-order thinking. Perhaps this is because code is so devoid of style or other trifles; this is because the client, the receiver, the translator of these commands is a computer. A man whose job is simply to obey, without thinking or understanding.

Nobody is afraid of communication with inanimate objects: people yell at walls, crush stress-balls, play with food. Now, in the digital age, anybody can a few lines of code that code a game, design a website, or accomplish some other task. There is no end of possibilities, and the mechanical pen-pal one can write to can be at one’s side always: listening to one’s commands, giving feedback to erroneous language, showing the way to helpful resources. Over the course of only a few years, the introverted, inarticulated me became a confident, powerful programmer, a skilled acrobat in the programming playground with the safety of my PC.

In addition to being able to effortlessly create analogies or allusions to the frustration of programming or the epiphanies that usually follow, the coding experience has simply put the language of English in perspective. Writing non-fictional, information-based essays is similar to writing in the programming procedural model, one that is linear and explicit. Inditing elaborative imagery is comparable to the object-oriented programming model, one that focuses on “objects” and every aspect, or “property” that they contain.

Then again, the aforementioned benefits of programming are its shortcomings in English. So while there might be an emphasis on content as a priority, stylistic devices are largely lacking.

[conclusion?]

On Music

It is a melody, designed to euphonious.

But then there are drums and rap. So it does not need a melody.

Or perhaps it is based solely on rhythm and cadence, on structure.

This would make sense of Beethoven's sonatas, but not of improvisational jazz that can break any sort of temporal rules.

Or maybe it is the art of sound. When we speak, it is music — accented melodies, flirtatious harmonies, subtle undertones. Even the occasional profanity and filler word to break the normal flow. Like ... what's it called...? *Dang it.* I forgot.

No. Syncopation. There it is.

As you can tell, it doesn't quite work in plain writing. You can see the words, but you can't see or taste or smell emotion. You have to *hear* it.

This is a piece to be read aloud. Go ahead, do it.

And out comes a crude and primitive — but fundamental — form of music. The drama. The theater. It is not just the music, but the art of using one's voice to convey emotion. Instruments only work to break the dull monotony of human speech by creating specialized noises, but all they do is tell a story.

It's the same rules. Melodies, harmonies, accents, undertones.

Either way, the idea of a practiced performance is another key idea. One cannot whisper or mumble true music, nor can one scream it as a toddler screams at his sibling for breaking his toy.

Not all sound can be art. Only artful sound is music.

So when Marina Abramovic sits in the Museum of Modern Art for seven straight hours a day without speaking, that is music too. The absence of sound can be used deliberately to tell stories, and this play on the ear has drawn many a people to a moment of quiet reflection. A more literal reflection of silence can be observed in the song, 4'33", literally four minutes and thirty-three seconds (of silence).

I have a bit of a grudge against conventional music, lyrical and instrumental. Too often does the music go past purely artistic means of sound. Pop music of today often ends up in intense screaming, and classical music often strays too little from a strict structure to be pleasing to the ear. They are more lessons in heartbreak and in classical structure, respectively, than in the art of music.

I have come across a few songs playing piano that would fit such a description. Aaron Copland's *The Cat and the Mouse*, for example, is a terribly descriptive piece that uses sound creatively to tell the story of an epic chase. Claude Debussy demonstrates the exhilarating lightness of a popular minstrels show in his song *The Minstrels*.

I used to believe that all music sounded *good*. Unfortunately, I still believe so. Music includes that entire category of performance that our ears like. When it comes with a story or an emotion or a description, it is the more artful and interesting; but it is really the sound that is the distinguishing factor. Because music isn't quite music if it doesn't just *sound* good.

On the Origin of Jealousy

Assignment #3: A *Death in the Family*-Inspired Personal “On Essay”

I’m so jealous. So envious of those bestowed with *glory*, rolling around in their guiltless fame and contentment. Or just those who have something I don’t and likely will never have. Anyone from the undeserving Kardashians to my brilliant cousin, and even to the countless others who can swear so *bloody* easily — they are rude, shameless artists, but artists nonetheless.

The world a person knows only expands exponentially with their knowledge. I sit here, a nameless speck caught at the crossroads of four dimensions: here and now. The surroundings grow increasingly larger; a person becomes ever more infinitesimal. Unfortunately, this does not bode well for the bloated ego of a competitive teenager.

The worst part about it is the people; as a society, people progress, and with it a bigger world of better people. The modern world revolves around *people*. No matter how inglorious science makes mankind out to be, humans are an egocentric hub of news stations and social media binging on our great “diversity” — the famous and notorious, the wealthy and the poor, the righteous and the corrupt.

Eleanor Roosevelt once said: “small minds discuss people … great minds discuss ideas.” By this definition, anybody and everybody is has a “small mind.” Is it not inevitable that one will, at some point or another, feel pride in him and his great species? Is it not impossible to avoid using another as a point of reference to orient, to guide, or even to govern one’s life? Is it not desirable, even necessary, to seek shelter and comfort of human propinquity?

So it only seems reasonable that people love to be with their kind, to look up to others and be comforted. Then where does the envy come in, the competitive edge — I suppose with reasonable conviction that I am not alone in this jealousy — that propels people to find hostility in this same personal interaction? What causes the perception of small-mindedness that accompanies this dwelling in others’ affairs?

Greed is a good candidate for the cause. Human nature contains avarice, avarice induces dissatisfaction, dissatisfaction fosters self-deprecation, self-deprecation triggers idolatry, and idolatry inspires envy. But life is not one-sided, so a little envy from just a few aspects of a multifaceted, complex, twisted life lead to a monster named Jealousy that engulfs a person, feeding itself on the insecurities and the doubts that are formed by our innate character flaws — our want to be *better*.

Jealousy has had the better of me. I’ve heard the headlines concerning teenage prodigies accepted into renowned universities or children who have stumbled upon miracles or the utterly *average* people that have accidentally done utterly *remarkable* acts. Even when any individual act seems

superfluous in and of itself, not contributing much to the greater scheme of life and true happiness, they collectively beg the question: why not me?

It began to dawn on me that time will have its way, and fate will play its gamble. There is no way to tell what I will or will not do; there is no way to determine what I will or will not be. The concept of *not knowing* simply creates a joint coup between Jealousy and Uncertainty against Reason.

So I sulk, an ordinary boy overshadowed by giants.

But besides the group of anxious worrywarts that I connect myself to, there are, of course, the godly humans who attract the attention and envy of others. These people often seem free of this worry that is rooted in self-doubt and failure.

This points to a different direction: ignorance. However large and boasting their egos may be, the superstars of society have one less worry on their mind. In this way, they are more immune to the anxious ups-and-downs of the unstable, average aspirant. To this self-centered focus, one simply has to relax his grip.

On the other hand, the impressive self-promotion that is often exhibited by the greats of popular culture point to a similar effect, albeit in an opposite sense. Perhaps in their obsession with the achievement of others, one loses sight of their own points of envy. This is simply a matter of self-confidence, whose lack strong contributor in the early stages of jealousy. One shouldn't simply fall into self-deprecation by way of looking up to another and neglecting one's strengths, nor should one consider solely his own shortcomings without comparing them to those of the people they idol. This would cause a one-sided perspective, a weak claim rooted in thin air.

As was considered by Rufus from *A Death in the Family*, thinking that an orphaned life would be joyful is a foolish thought by common sense. When he based this thought solely on the merit of receiving unconditional and abundant gifts and pity while ignoring the presence of his loving mother, it simply becomes irrational by this reasoning: it is distorted and cannot be supported.

In my own life, my troubles were greatly abated when I realized and wrote on a certain Internet profile that "I am characteristically concise, uncharacteristically verbose. In these rare moments I deem myself a 'lexicographical physicist,' an aspiree in the worldiverse of crazilous experifungles of unmeaningful collisiverbums." Never before had I ever considered myself to be any bit unique, but stressing my exclusivity, especially in this rant to the deaf roar of the Internet, lay a comforting hand on my shoulder.

It is true that "small minds people discuss people"; this is, however, only part of the truth. It is also true that to dwell in oneself as an act of confiding is important, if not necessary. And diversity is

more than anti-discrimination statements and educational purposes; it gives the courage to look into oneself without feeling the unnecessary hatred of others. We are united in our differences.

On Walking Alone

My worn sneakers, usually so silent, clip-clop like horses' hooves on the cold tile floor. The hall is deserted but brightly lit, the salmon-splattered walls remind me of my place, and the droning buzz of the fluorescent lamps is all I hear. I walk alone, jacket in hand, backpack on back, solidarity in mind.

I've been using GitHub (technically a "version control repository," un-technically an "online storage and collaborative space for programmers") for many of my coding projects. I've seen some of the coolest open-source projects begin on GitHub, from FontAwesome to Flatabulous to Facebook bots. Freelancer projects for the most part.

The problem is that I have no one to code with, and a collaboration-centered platform is quite colorless without, well, collaboration. I've joined a few organizations on GitHub that I've *felt* I've belonged to: the Barlow Programming Club, the Barlow Robotics Programming Team (which I've never officially joined outside of GitHub), and a group named "Lamfam," which I made preemptively for the scores of future coders I saw in my family's future. The "Lam fam[ily]." Unfortunately, it hasn't caught on. Every time I try to introduce my sisters to coding, they push it ever further away from themselves.

(This non-persuasiveness exists past programming. Bowling, Rubik's cubing, math practice — anything I try to impose on them is a struggle. But programming *should* be different. It's intriguing, rewarding, gives a job potential — I can't believe they *aren't* intrigued.)

So, I often sit alone at my 8-year old Acer Aspire laptop, its fan constantly blasting overheated air back at me until I sweat, the extruding battery pack putting the base of the computer at an angle. It can barely load Facebook because of the media content and Dictionary.com for the weight of its advertisements. But the 32-bit processor can handle the simple programs I run (so long as the algorithms I write are optimized). Sometimes I simply sit there for a good fraction of the day, typing furiously (in the productive sense) for the first hour and debugging furiously (in the angry sense) for the rest before I realize that my mistake can be avoided with a simpler program flow. Then I totally refactor the program, and then I discover another bug, and this infinite cycle of fury and revision occurs over and over and over...

I like to think that this redundancy and ill-planned process would be eliminated if I had a friend to help me. Someone there for me. The high school has only a few prospective programmers, but they don't share the same interests as me. Everything they write is about gaming and graphics. Not much practical and logical. I like logical.

A man from Texas once reached out to me to help him with his project. I had made a helpful edit to one of his answers on a programming Q&A site, StackOverflow, and after checking my profile he decided that I would be a good candidate to help him realize a business application he had planned out. Alas, my parents deemed him "sketchy" (because he had a supposedly "generic name" and he could be trying to

take advantage of me in some way) and told me not to work with him, and my connection with the one source of success was taken away.

I haven't always been a programming fanatic. If not for a single book that my mom brought home that fateful day in June of 2013, the end of my sixth grade — the *HTML 4 For Dummies* reference from 1999 — I would likely have ended up a completely different, programming-less person today. Had I not decided to look into that book, outdated and technical and adult-oriented as it was, or had I received the book a year earlier and been turned away from programming for its apparent difficulty, or had my dad not set up that first webpage with me through a Notepad editor, I would never have entered this obsession.

Or I might have picked up programming from another programmer, out of its sheer awesomeness. The great fields of mathematics that I consider myself somewhat fluent in are very similar to the language of code, after all. But that is beside the point.

The point is that I chose to sit at a computer for hours a day, shut away in my upstairs room during the summer, learning the secrets of the coding world with every passing day. I chose this over my friendships, which crumbled over the years as my academic and intellectual spheres dominated. Although I did enter some teams in high school, they are without exception based on the individual. I chose cross country and bowling and math team and the programming club, the calculated scores of all of which (except the latter) are some composite form of the individual members' performances.

There may be many possible hypotheses for this social divergence into my own secluded sector. Firstly, I am socially awkward. My most fundamental teachings emphasize the skill of modesty, and it has evolved into some form of self-deprecation in me. Secondly, I love math and the academic fields in general. Sure, plenty of people "like school" — but, to my knowledge, a near-majority of those only do so to the ends of a "good college," a "good job," and perhaps a "good life."

I suppose my cultural separation, my status of being an "ABC" ("American-Born Chinese") in a primarily Caucasian school sets me apart physically, and the cultural views of my family — those old-world values of hard work and humility — often fall into discord with more modern, American views.

But is culture really something that can take the blame? Sure, there are those awkward moments when my obviously un-American side takes ahold of me. The time when I spoke of "Yurope-ee-en" rather than "Your-o-pee-an" in my world geography class last year will never slip from my mind.

When I returned from school that day, I asked my parents to pronounce the word in question. "Yurope-ee-en." No, I told them. It's "Your-o-pee-an." "Yurope-ee-en?" No! Augh! "Like saying 'euro,' the currency, and then 'peeing' without the 'g.'" "Yurope-een." No, no, no! "What's the difference?"

What is the difference? I was laughed at for mispronouncing a word in class in a way that I had previously always thought was correct. One that my family had always thought was correct. But I had shame — my parents didn't. Granted, they were both plopped into the American education system in high school with little if any knowledge of English at all, and they learned through trial and error. Because, at the beginning, what could they do? Endure the shame or endure illiteracy in America?

The interesting thing is that I'm not afraid of it. At least, I tell myself to be fearless. But every time I get some extra attention for my ineptitude to relate to cultural allusions that all of my peers seem to understand ("Lookie here! Jon doesn't know what 'mom jeans' here!" "God! Jon doesn't know who Sinatra is!") I feel a pang of upset.

I know it's a bit silly. I know I chose a path of relative solidarity, one much less-exposed to mainstream American culture. I know that I chose to program computers and speed-solve Rubik's cubes instead of improving my social know-how. I used to applaud myself for taking time away from the unnecessary business of socializing to apply myself practically by coding useful programs. Yet I quiver from the after-effects and wonder ... was it all worth it?

Perhaps it's better to consider the reverse. Say I fit the stereotype of the "perfect American teenager," someone you'd imagine as highly cultured and relatable. Not Chinese. Not awkward. Not willingly held hostage by math problems and logic-based programming puzzles.

It's just so easy to fit in. To be engulfed by a movement, to go with the flow.

A small company like YouTube wouldn't turn up the multi-billion dollar offer by a tech goliath like Google, fighting its way upstream as others cheat it of its intellectual property. Rather, it goes with the flow, morphing itself into the trend of Google-ization.

This story isn't unique amongst small technology startups, nor is it uncommon for ordinary people. Teenagers, pliable and arrogant at the same time, are the worst. Hormonal human teenagers are known to almost unconditionally follow the orders of a tight clique (an inexplicably extreme phenomenon known as "peer pressure") or a controlling significant other.

But I'm selfish and stubborn. And I've grown up outside the influence of strong social pressures.

What many people just seem to accept I question. Simply the necessity of having such a strict pronunciation of the word "European" is one thing. (It goes back to my mom's question, "What's the difference?" Does it really matter? Can the US not embrace diversity of intonation as well as diversity of race and gender?) The stereotypes of being a "nerd," "geek," or "tryhard" are other preconceptions that I have issues with. The third is particularly troubling — can't we toil our way to success without others criticizing our *hard work*? Where is the sense in that?

Although I can't tell the intentions of others for sure, I like to believe that these stereotypes are the remnants of elementary- and middle-school immaturity. After reading and watching too many episodes of *Diary of a Wimpy Kid* and thinking that it's okay to pick on the weak, it's not difficult to imagine that many youngsters will follow suit. The stereotypical unathletic, "four-eyed," computer-toting "geek" or "nerd" (the difference between which is a long and hard-fought battle that I will not get into detail about) seems to fit this role of bully-ee perfectly. However, the degree that this stereotype has infected the minds of so many children and pervaded American culture in general is disgusting, albeit harmless.

And over the course of high school, I've developed another particularly controversial position against the institution of prom. Yes, an institution. It's much more than an event in modern culture, but the epitome of the high school dream that I never found myself included in. It's not just that I want to evade prom (although this is certainly a part of it, due to my social shortcomings), but I have a stinging gut feeling against it. I believe that school is for the education of its students. Take those needless, expensive, romantic adventures out as you would rip out a leech and the benefits of its absence on school will be felt almost immediately. Better yet, high school dates in private, away from teacher supervisors, and quite possibly for *free*, will become the norm — a likely cheaper alternative that doesn't waste fundraising efforts toward a short-term goal and takes away the "show-off-your-date" superficiality that prom exemplifies.

Otherwise, (as American society inevitably has proceeded,) you get prom. That sticky money drain that I've begun to think of as a night of broken piggy banks and hearts.

Sometimes it's just interesting to take an opposing stance to all of society. As if you can be right and everyone else is wrong, to be a righteous devil's advocate. (Of course, take this with a pinch of salt, because certain expressions of this — driving the wrong side on a highway, for example — is known to cause injury.)

I mean, it's not an uncommon theme in allegorical novels. George Orwell's renowned book *1984* recalls the terror of the Red Scare, in which Julia and Winston are the only ones to realize the horrors of the totalitarian government they live within. Similarly, Montag and Clarisse are the only ones in the modern city of Ray Bradbury's *Fahrenheit 451* to notice the positive joy in books in a positively un-joyous society.

Of course, it's simple to tell that they're the righteous ones, what with them filling the roles of protagonist and the reader as the undeniably removed spectator to their absurd, dystopian worlds. But sometimes it's not as clear-cut as it is in these two novels. Returning to the Orwellian universe, the majority of *Animal Farm* seems quite ordinary. Sure, the farm animals might be able to talk and they fight occasionally, but that's nothing out of the ordinary. The pigs take charge. They make some mistakes. But only when the image of the pigs playing cards raucously with the humans at the conclusion of the novel infiltrates the readers' minds, it's too late. It's all over; the previous farm order of peace and comfort, albeit subjected to human rule, is replaced by a group of conspiring, power-hungry pig leadership. Just because nothing had seemed out of the ordinary. No one found enough distance from the group to discover the plot before it went too far.

Not to say that we are in a time of international or existential crisis, bordering on all-out nuclear war as Orwell's America had been in the Cold War of the mid-twentieth century. The Bay of Pigs incident was not yesterday; the Cuban Missile Crisis will not happen tomorrow; but today — or *any* day, in fact — can be the day to realize the curiosities in our world, whether helpful or disastrous.

In a metacognitive burst the other day, I announced to my younger sister that I've grown up to be "sardonic, satirical, sarcastic, and cynical." I considered adding "sometimes sadistic" in there (who can always hold back his or her laughter watching the inevitably injury-prone "funny fail" videos on Facebook?) to keep the alliteration going but refrained from doing so.

I understand why I walk alone so often in the hallways, and why I code by myself so often. I chose to play Devil's advocate — a "rebel," if you will. It's interesting to consider an alternative universe in which our society is more STEM-inclined than our humanities-biased curriculum at my high school. Then I might be that rebellious author, writing dramas and socializing with imaginary friends, while my "friends" would be stuck in their homes, coding together on GitHub without me. One thing won't change, however. I'll still walk alone in those quiet hallways, salmon-splattered walls and whispering fluorescent light-tubes mocking me all the while.

It's fun to gamble against societal expectations, even if I know I'll often lose. I'm a bit lonely but I'm free. I try to be a peculiar case with my eyes peeled, my mind sardonic, satirical, sarcastic, cynical, sometimes a little sadistic. I'm watching the world as it isn't for many. Are you?

Plays Questions and Responses

Fences

Prompt:

Death an inevitable part of life, and yet it is a common fear amongst people. Mark Twain once stated that “The fear of death stems from the fear of life. A man who lives fully is prepared to die at any time.”

Analyze this quote on the fear of death in relation to August Wilson’s play *Fences* and one other literary work of your choice. Think about the motif of death throughout the novel and whether or not the characters from the works selected, as well as any other prior knowledge, challenge, defend, or qualify the quote. Write a well-organized, well-thought essay to support your claim.

Response:

An Indefinite Vacation with Death

It’s natural to be afraid of death. The inevitable, dark, mysterious. Death is the absence of life, the opposite of what we know. In many ways, our fears are bounded by our boundaries of knowledge. To not know for sure means to fear.

In Arthur Koestler’s novel *Darkness at Noon*, the protagonist Rubashov begins to accept his general fate after he is imprisoned and has flashbacks allow him to realize the certainty of his demise. And in *Fences* by August Wilson, Troy realizes his fate after his encounter with Death and his certainty of his fate. Unlike what Mark Twain had proposed in his quote, both men had come to terms with Death; this was not because they were fearless in life — they most certainly had their worldly troubles — but because they were simply hyperaware of the reality of Death.

Troy tells the story that he wrestled with Death for three days, and that he was not willing to go down without a fight. While Rose more accurately portrays this as a three-day hospital stay due to pneumonia, Troy clearly is riled up by the encounter and willing to fight Death again for his life if necessary. He is not afraid, but simply accepting. When he does die he is pictured staring out into the open, presumably at an invisible Death character, swinging his bat as though he were ready to fight. Fight, without fear, for his life. Because he was already familiar with the experience.

This isn’t to say, however, that the experience with Death is “normalized” — rather, it is simply familiarized. Similar to how people are able to identify each other by voice or the creak of their footsteps, knowing the *presence* of Death gives people the lack of fear that Twain mentions. People learn from their experiences and a second encounter with Death would perhaps seem to be a better, more well-informed event to the person whom Death approaches.

Like a second interview, perhaps. Something daunting at first, but nothing that cannot be fixed with some practice.

Rubashov from *Darkness at Noon* has a similar attitude about Death. At first, he is utterly frightened of his own death, given nightmares that haunted him regularly until his arrest. But the arrest and the nightmares actually get him used to the idea that eventually he would have been caught, and eventually, he would be executed. Being in a prison with regular executions and visions of his

tumultuous, treasonous past only gives him more exposure to the very certainty, the knowledge of his proximity with Death, until he gives in and writes his manifesto—essentially a resignation to the state and to his death. When the bullets come in the end, he is ready to let it all go. In his final moments, there is no love for his family, no hate for his captors, no regret for his actions. All of that is below him then; he is simply ready to meet Death.

While it may seem that these two men, Troy and Rubashov, have come to terms with themselves by the end of their respective stories—and thus have “live[d] fully”—this is largely not the case. These men do not live full and content lives, but are instead riddled with extramarital affairs or plagued with constant hiding from arrest. Both men confront Death when they still have a family, have friends and friends around them. No, at their deaths these men may have nothing at peace with anyone in the world, including themselves, except for Death itself. Not necessarily ready to leave the world behind, but not afraid to.

Just ready to sign a contract or wrestle with Death.

It’s not only in these two works that the certain agreement with Death features prominently. In *Romeo and Juliet*, in *1984* (with the metaphorical death of suppression at its conclusion), in *A Farewell to Arms*, the deaths involved all had some sort of presentiment. As with Troy and Rubashov, there is some kind of understanding reached with Death beforehand, whether it be by family feuds (in *Romeo and Juliet*) or government oppression (in *1984*) or a world war (in *A Farewell to Arms*). And, as in any true-to-life story, except in the most wretched of cases, there is always some loved ones left behind, something sacrificed in the material and emotional world that never really gives the deceased full closure, but do not prevent them from graciously accepting the deaths that come.

A fear of life has little or nothing to do with a fear of death. Phobia of death arises from being too distanced from it, acting aloof and invincible in a vulnerable, mortal casing. It’s all about truth and grounding—to come to friendly terms with Death means to get to know him better. If a man can truly familiarize himself with Death, then passing away will simply be an indefinite vacation with an old friend, leaving everything behind with nothing to fear.

Death of a Salesman

Prompt:

Decision-making should always include some degree of retrospection to make well-informed decisions.

However, sometimes memories can cloud one’s thinking. The balance between relying on memories and instinct shows in every decision made.

Consider the quote by David Brazzeal in his book, *Pray Like a Gourmet*: “The challenge is to draw on the past but not be bound by it.”

In light of Arthur Miller’s play *Death of a Salesman* as well as one other literary piece, to what extent does Brazzeal’s philosophy play in people’s lives currently, and to what extent should it apply? How do the actions of the characters defend or challenge this claim? Think about how the motifs of past and present and conflict from the literary pieces relate to the quote and write a well-organized and well-considered essay to support your argument.

Response:

Decision-Making for the Present, Not the Past

One perspective of the 21st century that we covered in our World Geography class last year was that it will be a repeat of the 20th century—that the citizens of the world will not learn from their past mistakes and make them all over again. There's still war, poverty, and racism, no matter how many anti-war, anti-poverty, and pro-civil rights movements there were in the 1900s, after all. It's all about integrating the nation's past and learning from it, but also stepping over old grudges and learning to move on.

The extremes of this retrospectivism can be seen in Albert Camus's absurdist novel *The Stranger*—in which the protagonist Meursault seems to have no roots in his past—and Arthur Miller's play *Death of a Salesman*—in which the majority of the characters seemed to be heavily restrained by their old ways and prejudices. From these extremes it appears that lightly “draw[ing] on the past” is sound advice, but the emphasis should be on the other part of the statement: to avoid “be[ing] bound by it.” For human beings can invent from nothing but be easily hindered by harmful memories.

Dwelling on the past is the more dangerous extreme. In the Loman family of *Death of a Salesman*, Willy and Biff hold onto a heavy grudge against one another: Biff for knowing about Willy's secret affair and Willy for Biff's loss of initiative after the affair. Although the affair is never explicitly mentioned to the other characters, the fact that it remains a central part of Willy's flashbacks shows his inability to let go of the past. The unending conflict between the two boys is matched by Linda's devoted love for Willy, founded on her love of the family before the conflict arose. Despite her good intentions, the fact that her husband is not mentally stable anymore, what with his talking to himself and being lost in the past and constant fighting with Bif, necessitate action on her part to either fix or leave the relationship. She never suspects Willy of being with another woman and never tries to find out the source of the conflict between her husband and her son, which in turn leaves her the bystander to a troubled family. Instead, she stubbornly returns to her benign, caring mother's instinct—overly so. In this case, too much of a good thing, without change, can cause harm.

The other extreme is likewise unpleasant. Meursault from *The Stranger* totally lacks roots, all of his actions being based on the present, on temporal urges. He kills a man just because the sun made him uncomfortable at the moment, is indifferent to the trial that decides the outcome of his life, and feels most alive moments before his execution because he is such at odds with the world.

He is a man ungoverned by time or reason, driven instead by dumb, primitive urges. While this means that he can withstand his mother's death and his death penalty with relative comfort, his life seems to be a meaningless jumble—hardly a position that people should strive for.

It turns out that a happy medium is located in the appropriately named character Happy from *Death of a Salesman*. Being the brother of Biff and the son of Willy, he is able to stay peacefully ignorant of the conflict between Biff and his father to reconcile the two, neither staying ensnaring himself in the past—by aggravating the grudge or being too lenient towards Willy—or staying completely out of the past—by being excessively happy-go-lucky and ignoring the conflict whatsoever. This in-between gives Happy the ability to use a steady mind to judge the actions of the two and keep the peace between the two, sometimes making up white lies to lower the tension. The past is only there to ground him, to have him know his place in the conflict; but, further than that, Happy feels obliged to help out, to change things.

And, in most cases, change is exactly what is needed.

Nobody can judge the present exactly by what precedents have been set. Even though it may seem that somebody or some nation is repeating the mistakes of the past, it can be meaningful and non-redundant as long as the conflict is not born out of the irrational aftermath of the other (i.e., a grudge of some sort). World War II can be considered a redundancy of World War I, in which downtrodden Germany revived its imperialistic ways. While Germany in this case may seem bound to its past and wrongful, the Allies' changed response shows that WWII promised otherwise. The ability to forgive Germany—to avoid having Germany pay all the heavy fines it did after WWI and actually helping it rebuild—showed the ability of the victors to reflect on the lightly reflect on the past and change accordingly.

Of course, decisions are usually not made so metacognitively that a person would delineate in his or her head the actions of the past and what is to be learned and discarded from them. But if members of society followed Brazzeal's advice with a little more emphasis on the fact that the past should not tie anyone down—that people should only use the past for perspective and not as a guide—then conflict resolution would greatly improve. The world of today is very different from the world of yesterday, and past actions cannot rule future ones.

Annotated Bibliography

Agee, James. *A Death in the Family*.

A Death in the Family is a novel about children's innocence and indignant self-righteousness, and their coming-to-age into the adult world of misunderstandings and lies. The text explores the idea that chaos and hate bind people together stronger than order and love do. Rufus realizes at the end that Andrew "hates Mother ... [and] Aunt Hannah, too ... He loves them, just as much as they love him, but he hates them, too" (309)—it is this confused hate in their relationship that keeps the family together just as much as hate in the trying time after Jay's death. This is similar to the *Book of Job*, in which Job's tumultuous relationship with God following his misfortunes gives him the incentive to question God's authority, but which also allows him to understand more about the nature of God and grow more faithful than ever before.

Bruckner, Pascal. "The Art of Suffering."

"The Art of Suffering" is about detaching society from its obsession over the idea that suffering and punishment will lead to an improvement of the individual, and attaching it to more of a system valuing trying ordeals and toil to achieve the same ends. This article explores the idea that the greatest learning occurs in one's independent and free experiences, not in the forced labor of others. Bruckner asserts that "contrary to the idea that one must have suffered greatly in order to know human beings ... suffering does not teach people anything" (15) — rather, it is free, hard work that achieves this. This is in contrast to Hammer's "On Modern Time," who focuses on the uniqueness and unexpectedness as traits of the best learning experiences rather than independence.

Begley, Sharon. "Adventures in Good and Evil."

"Adventures in Good and Evil" is about the roots of our sense of morality, mainly locked in the joint ideas of forgiveness and revenge that governs a person's ethical processes. The text emphasizes the idea that every person has the capacity to change based on the experiences they face, no matter how strongly-rooted their beliefs. Begley incorporates scientific research about "neuroplasticity" (3), or the property that "the brain is able to be altered by experience in fundamental ways" (3), to support this claim. In *In Cold Blood*, a dramatic change in the two murderers is shown following the murder, especially with a sense of regret in Perry, which also supports Begley's claim of the fundamental change of a person's behavior, even that of a cold-hearted killer.

Camus, Albert. *The Stranger*.

The Stranger is an absurdist novel about the arbitrary nature of one's actions, with the protagonist Meursault often acting on a whim, even killing someone for no clear purpose. The book emphasizes not only the random motion of life and a person's actions, but also claims that death is a common and trivial matter that actually acts as an enhancement to one's experiences. Meursault believes that "so close to death, [a person] must have felt free then and ready to live it all again" (122)—this idea is echoed by Andrew in *A Death in the Family*, who believed that Jay's sudden death probably made him "more alive than ever before" (Agee 157).

Capote, Truman. *In Cold Blood*.

The book *In Cold Blood* is the chronology of a true story of two jail-mates who kill a family for an alleged fortune and about how they learn their lesson that money is something to be earned and valued. A major theme of the book is the prevalence of good conscience in everyone; a criminal just has the mental weakness that allows him to override. Cold-blooded killer Perry Smith proclaiming that “there must be something wrong with people who’d do [the murder like Perry and Richard had done]” (108), showing that he has a conscience; his weakness is exploited through Dick, who refutes this statement and tells Perry that the deed was not too wrong. This is similar to Gletkin in *Darkness at Noon*, who begins his investigation of Rubashov with harsh tactics but starts to let up on the intensity after a while, showing that Gletkin is also human and cannot let the mechanical, evil facade continue forever because there is some good in him too; his deficiency of morality and conscience stems from his party loyalties.

Cunningham, Vinson. “What Makes an Essay American.”

“What Makes an Essay American” illustrates the necessity of an essay—in order to comply with the modern, American sense—to contain and support a strong and provocative claim. Cunningham discovers that essay-writing is an art form, and explores the idea that all art forms contain an argument as their purpose and must be carefully crafted—the reader or viewer must be drawn over to the author’s side via ethos before the argument begins, or they risk being on opposite sides of the argument. He explains that “each [essay] achieves its purpose via a slowly but strategically earned trust” (2). This is apparent through the evolution of the “Divinity School Address” by Emerson; he creates a strong claim about the necessity of continued scholastic achievement by drawing the reader in with alluring universal descriptions before giving instructions to the graduates.

Didion, Joan. “Fixed Opinions, or the Hinge of History.”

“Fixed Opinions, or the Hinge of History” is a story about the negative effects of the gullibility of society and the importance of argument. Didion’s experiences with traumatic American history and politics lead her to discover that the act of censorship by government, while ostensibly being the better option by preventing panic, harms society in the long run by hiding the important issues that only manifest themselves more seriously in the future; in other words, the idea of lies born by lies. Didion describes this negative influence as a “screen that slides into place whenever actual discussion threatens to surface” (8). The stubbornness of American politics to openly discuss the glaring issues is analogous to the stubbornness in “Personal”—the poem shows that this arrogance will only cause tensions with people in the future when the unheard views from the censorship cause conflict.

Dillard, Annie. *Pilgrim at Tinker Creek*.

Pilgrim at Tinker Creek is about Dillard’s discoveries of the general truths in life through her experiences in nature. Her endless speculation into every observable aspect of nature, as well as additional context that they provide, evolve the idea that a the creativity and size of a person’s mind is limited not by the physical size of their observable world, but by the depth of their observation. To Dillard, the small creeks next to her home bear “the mystery of continuous creation and all that providence implies … [and] the world with all its stimulus and beauty” (4), whereas these creeks would likely have less value to the more average observer. This relates to the average, gullible American that is oblivious to the manipulations of American politics, as is

described by Didion in “Fixed Opinions or the Hinge of History”; to the average citizen, whose world focused on daily living and is not interested to transcend into the idealistic, political one, politics scarcely exists and the world is justifiably limited by government censorship; this lack of observation and care is the root of the problem that Didion delineates.

Douglass, Frederick. “Learning to Read and Write.”

“Learning to Read and Write” is an essay from Frederick Douglass’s autobiography that details his rise to mental prowess through his own hard work. A major theme of the narrative is that the greatest pleasures in life lie in teaching oneself simple skills and becoming more self-confident, even if it does not immediately appear to be so. Douglass had the negative thought that “learning to read had been more of a curse than a blessing” (168) at first—however, as his reading and writing improved, hopes of freedom and running away surfaced and matured, which built up his confidence to his eventual escape to a more hopeful life. This relates to “Dehumanized” because Douglass derives an almost divine importance out of learning the humanities, something that Slouka would agree with—in both of their cases, the humanities offer a greater usefulness and happiness in life.

Emerson, Ralph Waldo. “The American Scholar.”

Similar to his speech “The Divinity School Address,” “The American Scholar” is another effort by Emerson to delineate an ideal “American scholar” as one who is an always-inventing genius and one who toils through societal pressures with a high level of self-confidence. He explores the idea that any object alone is unimportant and variable without a correct interpretation. Specifically, he mentions that books “are the best of things, well used; abused, among the worst” (8)—it is up to the reader to determine how good a book truly is. This is very similar to Nabokov’s “Good Readers and Good Writers,” in which a story written by a “good writer” is not necessarily a good story, unless the reader is a “good reader” who actively participates in interpreting the story.

Emerson, Ralph Waldo. “The Divinity School Address.”

“The Divinity School Address” is a speech of encouragement to newly-graduated students from a prestigious school, urging them to stay true to the “sentiment of virtue” (1). Emerson is a proponent of the idea that, with religion becoming increasingly sparse, a faith in the pursuit of knowledge is even more holy and pure than religion itself, which is tainted by a dutiful need to preserve conventional and aging ideas. These old values “aim at what is usual, and not at what is necessary and eternal” (7), Emerson claims, which he believes to be the downfall of religion. A similarly non-religious belief is carried by Begley in “Adventures in Good and Evil,” in which she uses logic and science to introduce progressive, rational thought; this is the kind of personality Emerson is attempting to induce.

Fitzgerald, F. Scott. “Echoes of the Jazz Age.”

“Echoes of the Jazz Age” is an article that details the initial hype of the “Jazz age” and its gradual decline into an infamy and disinterest. The article explores the idea that something too good to be true—namely, the Jazz age—cannot last in history but inevitably lasts forever in memory. He states that “it seems rosy and romantic to us ... because we will never feel quite so intensely about our surroundings any more” (6); it leaves a lasting impression that is especially strong because of its short passing and the lack of it. In *All the Pretty Horses*, a similar phenomenon exists when the

short-term love affair between John Grady and Alejandra is only magnified in intensity when the two are separated by cultural necessity; as with Fitzgerald and his unwilling parting with the Jazz age, it is perhaps the brevity that makes the memory so important, the longing for something short to last.

Fitzgerald, F. Scott. *The Great Gatsby*.

The Great Gatsby is a novel about Nick Carraway and the complex social and romantic relationships with multiple other characters, especially his eccentric neighbor Jay Gatsby, in the West Egg neighborhood of Long Island in the 1920s. Fitzgerald explores the idea of the random spontaneity of the world with the extramarital love affairs of Myrtle and Gatsby with Tom and Daisy, as well as with the catastrophe of Gatsby's death. Nick discovers that "they were careless people, Tom and Daisy—they smashed up things and creatures and then retreated back into their money or their vast carelessness" (179), as well as the catastrophe of Gatsby's death that made Nick "want the world to be in uniform" (2). This is in contrast to the world of Frederick Douglass in his essay, *Learning to Read and Write*, who earned his freedom in a controlled manner of perseverance through many years, which goes against the idea that events are spontaneous but rather as a logical consequence of toil.

Hammer, Espen. "On Modern Time."

Hammer's article, "On Modern Time," analyzes the way people have attempted to capture and quantify the abstract entity of time. He comes to the conclusion that, in order to escape the monotony of ordinary clock time, people need to invent narratives—personal ones, especially, that break this aforementioned dull continuity of time. He states that moments of discontinuity "explode the repetition of standard clock time" and offer opportunity into one's life. *Pilgrim at Tinker Creek* has many excellent examples of this, as Dillard expands many of the ordinary environmental observations she notes with historical anecdotes; the narrative she tells is not strictly chronological, but follows a logical train of thought that expands upon the present with more detail, creating a more modern sense of time according to Hammer.

Hoagland, Tony. "Personal."

"Personal" is a poem about the narrator's frustrations towards the world because he stubbornly rejects outside views and takes everything for granted, arrogantly. It emphasizes the idea that sometimes pure independence from others often leads to unhappiness—that a person needs to cooperate with others, even if it temporarily clashes against one's own beliefs, in order to live a happier life. The author feels that he is a "dog, chained in some fool's backyard" because of his stubborn personal views. However, this idea is contradicted in "Adventures in Good and Evil," which believes that a person should follow their moral instincts regardless of the situation, which would have resulted in less of the horrors such as the Holocaust caused by following other people's intentions.

Hughes, Langston. "Salvation."

"Salvation" is the story of a boy who is disappointed when his long-held religious beliefs are disproven when he failed to sense God as he had hoped to do. The story explores the theme that a person believes only what he or she sees, and not the other way around. Hughes' only interpretation of God is based on that night, and therefore his faith was weakened. The story finish with Langston's admitting that "[he] didn't believe there was a Jesus anymore, since

[Jesus] hadn't come to help [Langston]" (2) — in other words, God had not tangibly appeared to Langston. This is the phenomenon that Ouellette describes in "The Life and Death of the American Imagination," in which imagination was waning in American children— according to Ouellette, had Langston been able to *imagine* God and continue based off of his invented belief, as his religious forebears such as his aunt presumably did, then he would have had a healthy relationship with God, even if it was just founded on imagination and creativity.

King James Text. *The Book of Job*.

The Book of Job is a biblical allegory that explains that a person should be entirely faithful to God forever through the story of a man learning his lesson of humility and deference to God. The text explores the idea that humility always allows for the most rational thought and the best outcomes. Job is humbled by God, so that he "abhor[s] [him]self, and repent[s] in dust and ashes" (19), and receives all of his lost possessions back (and with interest). This is not the case in "Salvation" — Hughes looks to be saved by God, ever so humbly and with a childish innocence, but he receives no indication or noticeable help from God in response.

Koestler, Arthur. *Darkness at Noon*.

Darkness at Noon is about a man's struggle to get over his regretful and narrow-minded past in his time in jail. The book focuses on the idea that people are limited by their physical nature in their ability to resist pressure to succumb to other people's intentions. Rubashov's investigator Gletkin is a champion of this idea, stating that "human beings able to resist any amount of physical pressure do not exist" (102). This relates to "What Makes an Essay American," in which Cunningham describes an argumentative essay flow that will most often greatly influence the reader via psychological pressure, given that the essayist builds ethos properly at the beginning; while this is mental and not physical persuasion, the concept of building pressure to an irresistible level is the same.

McCarthy, Cormac. *All the Pretty Horses*.

All the Pretty Horses is a story about the stereotypical "American Dream" as carried out by two cowboys in the American South and Mexico, but also the realization that such dreams are restricted by practical and cultural boundaries. The story captures the idea of how in times of difficulty in new and unfamiliar situations, it is the old friends that have the power to keep people true to their roots and new friends that cause too much adverse change and too many distractions. This is the case with Alejandra, whose love with John Grady pitted her aunt and father against the cowboys, and with Blevins, for whose kidnapping and death grieved Rawlins incurably, who "ke[pt] thinkin about old Blevins" (212). This similar to *The Stranger*, in which Meursault's weak friendships with Raymond tangled him up with a murder that eventually led to Meursault's death.

Nabokov, Vladimir Vladimirovich. "Good Readers and Good Writers."

Nabokov explains in "Good Readers and Good Writers" that for the best literary experience, a "good writer" must be able to fully enchant the reader by meticulously building a world from scratch with his words, and that the reader must follow this act by attempting to imagine the author's world. A main idea that Nabokov highlights is the importance of deceiving others (artfully) — this is what allows creativity to exist and prosper, because a dull world without tricks and devious trinkets would hardly be interesting and inspirational at all. He uses the "arch-cheat

Nature" (3) as an example, mentioning its intricate mysteries of propagation and patterns. His thinking is similar to Fitzgerald's in "Echoes of the Jazz Age"; Fitzgerald knows that the Jazz age was too good to last, and it did not last for very long; however, because the people talked themselves into and tricked themselves into believing that it was glorious and youthful, it has the lasting impression on Fitzgerald and other people of that era.

Ouellette, Jeannine. "The Life and Death of American Imagination."

"The Life and Death of American Imagination" is about the innovative power that imagination has, and the decreasing grip we have on imagination as children's freedoms become limited. The article explores the theme that freedom fosters more freedom in a virtuous cycle, with the freedom of thought and create (creativity) leading to the freedom to act (through innovation). Pure imagination, she claims, is "the ability to imagine alternatives and make them real—literally to change the world" (3)—a physical result from a metaphysical trait. This is contradicted by "Reading Philosophy at Night," which emphasizes the search for historical knowledge rather than imagination and creativity as the most important factors to a child's education; Ouellette stresses necessary modern innovation as the outcome of imagination, while Simic uses renowned, less modern philosophers to stress his idea of knowledge.

Simic, Charles. "Reading Philosophy at Night."

"Reading Philosophy at Night" is about Simic's creation of a better-informed model of philosophy based on complexity of thought, solidarity, and historical knowledge. He explores the idea that even more important to philosophy and a person's mental development is the unending search for truth and a knowledge-hungry state of mind. He quotes the philosopher Descartes, who mentions that he will continue searching for the truth "until [he] ha[s] met with something which is certain ... [or] until [he] ha[s] learned for certain that there's nothing in the world that is certain" (137). This is similar to *The Great Gatsby* in that there is a constant precariousness about the situation with the extramarital love affairs of Tom and Daisy—however, there is little philosophy or rational thought applied to the situation in *The Great Gatsby*, and everything goes haywire; this shows that the uncertainty must be set to a controlled level for the philosophical development that Simic describes to happen.

Slouka, Mark. "Dehumanized."

"Dehumanized" describes the gradual rise of the STEM fields to dominate and even make a business out of the educational system, while the humanities—which Slouka believes are the more important fields—are increasingly sidelined. The article explores the idea that the most important people to society are not the ones who can blindly follow directions (as the STEM fields teach people to do) but one who can independently think and invent (which the humanities cultivate). In other words, "[the humanities] teach us, incrementally, endlessly, not what to do but how to be" (36), giving us a proper guidance with real-life knowledge rather than information learned by rote and less practical in day-to-day living. This relates to "The Art of Suffering," in which Bruckner stresses that the religious appeal to suffering and penance is idealistic but not practical; it is rather the value of hard work that will benefit society practically.

Annotated Bibliography — Spring 2017

Alexievich, Svetlana. "Voices from Chernobyl."

This article constitutes a compilation of perspectives of people affected by the Chernobyl disaster. The perspectives question authority taking priority over morality in the case of emergency. Alexievich criticizes the authorities' handling of the disaster without regard to human life, quoting from one survivor that the dead bodies are buried "in sealed zinc caskets, under cement tiles. And you need to sign this document here" (5), suggesting the insensitivity of the state towards the individual— every person is just another worker to live for the country and then be cast away. This shares the perspective of Hemingway's *A Farewell to Arms*, in which the pursuit of love is more important than military life, the former proving fruitful and happy and the latter traumatic and traitorous.

Berger, Jonathan. "How Music Hijacks Our Perception of Time."

"How Music Hijacks Our Perception of Time" is an article explaining the effects that music has on its listener's grasp of time, providing and examining several audio sources as evidence. Berger claims that music exists as its own separate entity, unconcerned with time: music can remove someone from a chronological flow, isolating them into a private, timeless space. He explains that while time is commonly thought of "as discretized units," music is "a separate, quasi-independent concept of time" — an alternate reality. In Chiver's essay "The Fighter," Siatta experiences distortion of both time and rational thought, demonstrating that trauma can also push people out of ordinary time — however, his alternate reality is more of a horror story rather than a personal privacy.

Chivers, C.J.. "The Fighter."

"The Fighter" is the tale of the transformation of a normal man into a hyper-vigilant schizophrenic due to the trauma of war. The article explores the unavoidable contrast between moral uprightness and uprightness of behavior. While Siatta believes "the Constitution isn't a bunch of toilet paper" — a patriotic, popular belief — and never expressed intent of hurting the innocent prior to his crime, he is still capable of sniping an unconfirmed enemy and almost killing an innocent group of friends. This discord between reality and ideology helps to explain why Goldsmith's essay, "On National Prejudices," is impractical: while he calls for international understanding (albeit still with nationalism), the tendency of people to fight contrary to grandiose plans for peace causes an unending flow of international conflict.

Depp, Michael. "On Essays: Literature's Most Misunderstood Form."

Depp's essay "On Essays: Literature's Most Misunderstood Form" explores the defining characteristics of an essay as opposed to other literary forms. Depp defines the essay as an amorphous form with a personal lens to a developing argument. His assertion that "a real essay ... never begins with its end" (1) and that the "essay's very nature [is] to deny us such certainty" (3) suggest that movement towards a conclusion — even if uncertain — is more important than the conclusion itself. Although Jones argues in "Unspeakable Things" that language is limited, Depp views the essay as reaching limit of language with the rhetorical strategies of a personal lens and a constant *development* to develop an argument to the best extent that language can.

Didion, Joan. "On Keeping a Notebook."

"On Keeping a Notebook" is Didion's rationale for her journal-writing enterprises. She explains that writing in a notebook prevents her from "los[ing] touch with a couple of people [she] used to be" (5), allowing her to stay linked to and to learn from the past. This yields a main idea of transcription as a physical repository for thought: the connotations and lessons learned from an event remain with its written account, emphasizing the power of logging. Journal-writing is a microcosm of what Schell does in "No More Unto the Breach," in which he uses history (the "journal" of civilizations) to substantiate his claim about international relations. Schell even challenges the age-old war system with history, demonstrating that any idea can be challenged with enough "notes."

Eighner, Lars. "On Dumpster Diving."

"On Dumpster Diving" is an essay encompassing both tips on Dumpster diving and implications drawn from Eighner's experiences. A common theme throughout the essay is that expertise can be developed in any field, even Dumpster diving. He notes that a fundamental principle of eating from Dumpsters is "using the senses and common sense" (2) — mastering these allows "the diver ... [to have] the last laugh" (7) over society. This relates to Shopenhauer's views of multiple perceptions — it is more likely for people of a profession to see their profession as it truly is ("D-perception"), rather than the clouded views of people in other fields; i.e., Dumpster divers can see the practical, gainful side of scavenging that ordinary consumers overlook.

Goldsmith, Oliver. "On National Prejudices."

In his essay, "On National Prejudices," Goldsmith calls for people to rise above their typical nationalistic conflicts and proudly come together. The article argues that occasionally conceding to others doesn't come at the expense of personal dignity; rather, this concession promotes coexistence and progress. He asserts that the opinion that "[the defense of national prejudice] cannot be destroyed without hurting [the necessary growth of love to our country] ... is a gross fallacy and delusion" (3) — that it is possible to mutually love oneself as much as others.

Goldsmith's solution is designed to end conflicts such as that between Willy and Biff in *Death of a Salesman*, in which they were unable to accept each other without being reminded of the conflict and their own faults.

Hemingway, Ernest. *A Farewell to Arms*.

A Farewell to Arms is a romantic war novel staged during WWII. A major theme is the the futility of an individual's actions caused by entropy in the world. After participating long in the war, Lieutenant Henry learns from the deaths of his loved ones that "that was what you did. You died ... Stay around and they would kill you" (327): casualty in wartime is inevitable no matter what one did to survive. This relates to "On Being a Cripple" because both Lt. Henry and Mairs have physical, unpreventable burdens; however, both characters demonstrate that a positive and easygoing personality can makes the best of even the most unfortunate situations, with Lt. Henry finding love and Mairs learning empathy.

Hornby, Nick. "First Look At the Purse- the J. Geils, Band."

This essay explores Hornby's connotations of the song *First Look At the Purse* by the J. Geils Band with American ideals. A major theme is that a person's connotations of an object are often based more on hope than on reality. He claims that "[*First Look At the Purse*} ... was The Sound of Young America - loud, baffling, exotic, cool, wild" (7), a far cry from the "comfortable, middle-class Connecticut suburbs" (5) that Hornby knew from his life, the dream of a wild and free land rather than the monotonous doldrums that he actually knows. This is similar to "Nostalgia on Repeat," in which the mind injects a false nostalgia when investing time in an activity in the present; in both cases a prejudiced preconception is created.

Hornby, Nick. "Thunder Road- Bruce Springsteen."

This article describes the personal connection between Hornby and the song *Thunder Road*. His analysis of Springsteen's song suggests that the whole is not the sum of its parts, especially that literature is not defined by its constituents. While *Thunder Road* is "po-faced, [with] doomed romanticism" (3) and somewhat "bombastic and histrionic" (4), Hornby argues that it has a better sense of "soul" and understanding. This artful *soul* is similar to the techniques mentioned in "On the Necessity of Turning Oneself Into a Character," in which putting more of the author's "self-curiosity" into writing actually makes a less narcissistic piece. Both of these techniques suggest that is impractical to try to intuit the overall effect of a small internal factor because of the subjectivity of writing.

Jones, Silvia. "Unspeakable Things."

"Unspeakable Things" considers the limits of language by examining several forms of ineffable ideas. It concludes that language, while sufficient for communication, is by no means sufficient for all types of knowledge. "Phenomenal knowledge and indexical knowledge" (4), or the knowledge of sensory details and the ability to link objects to knowledge, are two such forms of knowledge that can be approximated by circumlocutory methods but never directly — it's impossible to explicitly state how a color is perceived, for example, without referencing an object associated with that color. "How to Tell a True War Story" affirms the inadequacy of language: O'Brien asserts that not even stories are limited by their gut sense of honesty and grounding, and phony-sounding stories cannot be conveyed effectively by language.

Kerns, Tom. "Arthur Schopenhauer's: The World as Will and Representations, Lecture V: Aesthetic Contemplation."

Kerns examines the work of Maslow and Schopenhauer about different forms of perception. A main idea of this text is that having a will (viz., a conscience that constantly interprets the world through the senses and twists perception of the world) is the cause of source of "the life problem (suffering and illusion)" (3). Kerns quotes Schopenhauer that in times of aesthetic contemplation "we forget our individuality, our will, and continue to exist only as pure subject, as clear mirror of the object" (Schopenhauer 178), and this loss of the viewer's observing presence and judgement improves accuracy. "Aesthetic contemplation" is observed in Hornby's analysis of the song, *First Look at the Purse*, where he is able to see beyond the surface-level loudness of the song to consider the song's deepest meaning of American identity.

Klosterman, Chuck. "Nostalgia on Repeat."

The article, “Nostalgia on Repeat,” is an exploration of the source of the seemingly-inexplicable phenomenon of feeling a false nostalgia (a sort of *dejà vu*) from stimuli that one has never experienced. It emphasizes the falsity of perception — what is often perceived as nostalgia is simply caused by the investment of time that is associated with time. Klosterman claims that “false nostalgia by having the same experiences over and over” (4) is a possibility because of people’s connection of hard work with positive memories — in essence, positive memories can be invoked with any hard work, whether it be in the past or the present.

Lopate, Phillip. “On the Necessity of Turning Oneself into a Character.”

The essay, “On the Necessity of Turning Oneself into a Character,” is an essay providing literary recommendations about the nature of the personal essay, especially regarding self-amusement of the author. An interesting major claim by Lopate is that participating in “self-curiosity” (72) is the best attitude of an author to write an essay. This, he claims, allows the author to “transcend the ego” (73), a necessary step to gain a “potential release from narcissism” (73), which in turn means that the essay can be more unbiased. The account of the newlyweds from “Voices from Chernobyl,” however, views compassion and a “release from narcissism” from a deeply emotional tragedy rather than introspection, suggesting that situational crises as well as internal reflection can deal with selfish issues.

Mairs, Nancy. “On Being a Cripple.”

“On Being a Cripple” is the rumination of Nancy Mairs about her situation of being a “cripple” with muscular sclerosis, and the challenges and lessons learned from the condition. Throughout the article, the unacceptance of truths as a method of coping method is emphasized. Her statement that “I am not a disease” (5) and that “I’m not sorry to be a cripple” (7) show her utmost determination to overcome her disease by creating her own truth of hope and health. This is opposite of the attitudes of the hostages in *Bel Canto*, in which their acceptance of their position gave them the patience necessary to wait for their freedom, rather than a determined hope to influence their own condition as Mairs had done.

Miller, Arthur. *Death of a Salesman*.

Death of a Salesman is a play about a family that goes into disarray because of conflicting values and misjudged personal potentials. A major theme is the importance of moving on from the past to aid recovery in the present. When Biff says, “It’s between me and [Willy]—that’s all I have to say” (58), unwilling to disclose the information of Willy’s affair to Linda, he shows his grudge against Willy sees no end, which eventually leads to Willy’s suicide. In an age with more headphones, as suggested in Thompson’s “How Headphones Changed the World,” problems such as the grudge between Willy and Biff are more numerous because people are more socially isolated with headphones and less likely to work out problems, instead allowing angry emotions to simmer and grow.

O’Brien, Tim. “How to Tell a True War Story.”

“How to Tell a True War Story” is an essay bringing to life the horror of the Vietnam War through the use of “true war stories.” O’Brien’s central claim is that writing is not “true” unless it feels real and honest. He argues that “happeningness is irrelevant” (9), and it’s possible to have “a

true story that never happened” (9) — what matters is the “grounding reality” (9) that gives a gut-instinct down-to-earth reaction rather than a historical correctness. The reliance on gut instinct in “How to Tell a True War Story” is very similar to the sentiment in Hornby’s analysis of *Thunder Road* by Bruce Springsteen — while Hornby believes that the best songs are the most genuinely resonant with someone, O’Brien believes the best stories are the most genuinely honest-sounding.

Patchett, Ann. *Bel Canto*.

Patchett’s novel *Bel Canto* is a drama about the shifting relations between the terrorists and their initially-terrified hostages. One of the factors gradually revealed is the childish innocence of the captors and the maturity of the captives, specifically emphasizing the innocence of children no matter how “tough” they appear. When Beatriz asks “I can shoot you?” (190) to Ruben as she holds the gun, she simply imitates adult actions without the mindset to carry through.

Supporting this thought, Cory from *Fences* fully shows the intention of carrying through with the youthful action of playing sports, while his father Troy tries to stop him from doing so. These two texts demonstrate that children are pressured to rapidly move away from childish passions into an established role in society — to grow up perhaps too quickly.

Schell, Jonathan. “No More Unto the Breach.”

Schell’s essay “No More Unto the Breach” discusses the contradictions between the “war system” of old versus the reformist “Wilsonian system.” The idea of the war and negotiated-peace systems, he claims, have strengths where the other is weak to form a larger interdependent system. Schell claims that because the “war system and the Wilsonian plan [which are] antithetical at every point” (38) — the weaknesses of the Wilsonian system make a return to war inevitable. An analogy is of music versus time from “How Music Hijacks our Perception of Time”: Berger claims that music runs parallel to time, both existing on a temporal spectrum that only exist as one state at once; likewise, the war and peace systems exist on a political spectrum, but both exist simultaneously because they are interdependent.

Thompson, Derek. “How Headphones Changed the World.”

“How Headphones Changed the World” explains the development of the connotations of headphones in society. A major theme in Thompson’s writing is that visual connotations have an important place in the busy, modern landscape of today. He claims that “two plastic pieces connected by a wire create an aura of privacy” (3), suggesting headphones’ influence on controlling (by limiting) social interactions. Similar to Joan Didion’s piece “On Keeping a Notebook,” Thompson emphasizes the psychological connotations of a physical object: Didion views her notebook as a symbol of a timeless connection with “past selves,” while Thompson views headphones as a symbol of unsociability and quiet, even if music isn’t playing. These examples of physical memorabilia in a modernizing world are increasingly important when considering the rise of a productivity-based and social-interaction-lacking society.

Wilson, August. *Fences*.

Fences is a play about the discordant relationships Troy has with the people around him. Wilson emphasizes that the people with a high reputation are the ones who are most likely to sin, while

those with little dignity are the hardworking pillars of society. When explaining to his wife that he had an affair, Troy explains that “you [are] born with two strikes on you before you come to the plate” (69), indicating that even a single mistake in the wake of a “decent … clean … hard … useful life” (69) ruins him. This dignity of the undignified is a theme shared in Eighner’s essay “On Dumpster Diving,” which implies that scavengers, while seemingly lowly to the non-dumpster divers, are actually often high-minded individuals who practically repurpose unwanted materials.

“Golliwogg’s Cakewalk” - Claude Debussy

I used to hide under the blankets. Close my eyes. Count to ten... slowly. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Release my breath. I closed my mouth because I had watched a Chinese drama with a demon that sucked out sleeping people's souls through their mouths. I would keep the nightlight on its highest brightness to ward off the monsters of the night. But then the flies and ladybugs would rendezvous noisily by the light and I would imagine them sucking at my skin when I slept, so that I would pull my blankets tighter around me. I would suffocate as I hid from those insects.

And this was before the nightmares.

It wasn't that I had a terrible childhood. It's that I was spoiled enough to believe that I had a terrible childhood. I was born and raised into the upper-middle-class and a stable financial footing. I grew up into a household of music, of athleticism, and of academics. I was trilingual, had an endless thirst to learn programming and advanced mathematics, and could bowl and play soccer reasonably well. My grades were upkeep, and I really had little to worry about. I was free.

And that's when the fear came.

I became so intensely afraid of death at the time. I assumed this would be a passing phase of childhood, like an obsession with cars or with being an astronaut. Everybody has to confront the *idea* of death, even if they are not to confront *it* itself for many years. I thought about what it would be like to forever leave this world, to cease to exist, to fall into an unending blackness. How did it feel to not exist? I assumed it would be something like the fourth dimension, something unfathomable and terrible. By then my mind began to explore further, to situate itself by the coffins of loved ones, and I couldn't take it anymore...

So I used different methods to distract myself. Counting, holding off the darkness to force myself to believe that the dangers did not exist. But the monsters and the shadows kept returning to my mind, night after night after night. It stretched into weeks and then months. In school and in public, I was a normal child. In bed, Death was killing me. I thought that I was too young to die or even to think about dying, but I had no power over this obsession.

I was paranoid. From nothing.

It was about this time that I began to learn the song Golliwogg's Cakewalk by Claude Debussy for the piano. I don't remember exactly how it happened, but Death had infected it. That song became a roller coaster not only of my hands and my emotional stability.

The opening line of the song was a question, was that brief moment before a person's true death, that moment in limbo when a person still just enough strength to utter his last words. Already months into this pre-teen crisis, the song pushed me to new psychologically depressing depths. *What good is anything that I do in life if it is only to be destroyed later? What are the values in the trivialities of life?* The colorful activities I had found so much interest in — bowling, programming, soccer, and piano especially — all turned a shade of grey. At the same time, my social relationships went downhill as I became ever more secluded and confused. The problems at night didn't help.

What was worse were the taunts. The song's style was a mix of Impressionism and Classical music, a jeeringly playful sense. It wasn't so clear-cut as one or the other—not as dramatic as most Impressionist music nor as structured as Classical music. There were short, bizarre noises that I interpreted to mean someone's death. The multitude of shrill trills changed the mood of the song to that of a horror movie. When nearing the dark, low, ominous sections of the song I imagined the world

imploding in spheres of tyranny and terror to the sound of sadistically playful elevator music. And the optimistic section after those low notes felt to me like some maniacal dance party for the zombies after said apocalypse.

This song felt like everything I was not: confident, playful, popular. It felt like an exaggeration of all of my insecurities.

Ha! To be jealous of a song!

It's as ridiculous as being afraid of the monsters of the night.

The power of hindsight is incredible.

A little time ago, I heard Golliwogg's Cakewalk on YouTube in a piano music playlist. And for once, after being detached for so long and being graced with a fresh ear, I thought that the song could, perhaps, be simply playful and lighthearted. I looked up the song again and listened to it, paying attention to it carefully, and I saw the potential darkness in the low notes and irregular rhythm. I discovered that it was written for Debussy's daughter as part of his "Children's Suite" and meant to embody, unsurprisingly, a type of early-20th century toy called a "golliwog" and a common dance known as the "cakewalk."

The golliwogs were black-colored dolls with crazy red hair; the cakewalk was a crazy dance mostly performed by African Americans with a fervor reminiscent of the days of the Roaring 20's. Sure, this might seem crazy and even a bit racist, but this was the culture of the early 20th century, much like our even-crazier 21st century fads of "fidget cubes" or "silly bands." The kids a century ago just wanted to have fun, and they did.

And then I dug up the old recording of myself playing the song in a recital a few years back. It was set at a library, like many of my other recitals. I was shaky — probably somewhat from the stage fright, but also from the fear of the song. And when I played, the song was dead. Sure, the musical elements were present, but everything felt as if it culminated towards death rather than the liveliness of music. When I stood back up to mediocre applause, my face showed no emotion.

A little child's toy, dancing.

And to think I was scared. Scared of death and zombie apocalypses. What was I thinking? What was wrong with me?

Perhaps the music was so foreign — a different culture, almost — and so free from the suspicion and tension that I exhibited that it confused me and led me to these deranged thoughts. Child's play that I had long lost to a busy and mindless life. It was so innocently childish and happy, like a toddler running around a meadow of blooming sunflowers. It deserving little of the mental deconstruction that I had done to torture, unravel, construe it so maliciously. A far cry from zombies and a dystopian world. I had interpreted the freedom and experimental style of the song as anarchic. The deep base notes as evil. But in real life, it was meant to be nothing of the sort — I had only imposed upon it my troublesome will of jealousy and pessimism.

Dada-daduh-da-dada-dadum. The opening line, revisited. Taken out of context, they are simply a series of notes. It *does* sound playful.

Oh, how it feels to be a child! I wish I could free myself of all of these worldly problems and finally, *finally*, get a good night's sleep.

“Hell is Other Britons” by Tom Whyman

Straight from the get-go, Whyman declares his position in his title, “Hell is Other Britons”; this establishes not only that he believes Brexit is a success of foolhardy Englishmen, but also his distinct, blunt style.

He then begins his story with a ostensibly irrelevant and light anecdote of his younger life in “a pleasant town with a pretty center,” which contrasts strongly against his perceptions of a “suburban ugliness.” He paints both sides of the picture, however, without an ounce of diffidence. This contrast gives a more lively image of his hometown, the image of a dainty suburban town complemented by darker insider information.

The story, however, seems to become an angry rant; it is a “hell … that you can never leave,” one that infects you with a torpor that forbids change and progress; there exists “nihilism” and “demons crawling.” As Ella wrote about Cohen’s “doomsday” view of future violence, the same appears to be the case in Whyman’s employment of angry expletives.

It’s not.

There’s a new clarity as Whyman begins to describe Brexit in detail. Suddenly, albeit briefly, the interest switches outside himself to the trauma of Cox’s death — this is a move from narcissistic superficiality to a national crisis, a dramatic change in perspective. He also acknowledges that he was in a state of selfish complacency until this point, which avers his negative tone and allows him to transition to a more positive one.

Then, a sense of finality arrives as the editorial comes full circle and his conviction is so beautifully justified when he realizes: the Brexit vote was not just a mindless, irrelevant task; no, “this was a referendum on Alresfordism.” “Alresfordism” is Whyman’s name for the unassuming jail of his hometown Alresford; it suddenly dawned on him that it suddenly had become the microcosm of a portentous future Britain.

Such a realization uses a “framing device” — the repetition of a theme in the beginning and end, hence coming full circle — and a powerful analogy — the symbol of Alresford’s troubles superimposed onto Britain.

By now, pathos plays in with a hidden whisper, a pleading to reverse this decision not for his country so much as for his life. A noble, relatable cause, not the seemingly unfounded anger.

Even so, he doesn’t reach any “charitable motive” such as Emily described in Friedman’s writing; no, he maintains his tone, concluding with a string of comical, derogatory terms, wishing for a “demented, throbbing, fecund nature to overrun this … stupidity [they] set for ourselves.”

This is about another article condemning Brexit, perhaps limiting the spectrum of the content I am analyzing, but I thought its views and stylistic choices were too good to pass up.

“You Break It, You Own It” by Thomas L. Friedman

In an example of the “frying pan to the fire” analogy, Friedman commences with antithesis to emphasize the fact that Brexit “is not the end of the world” — it is just on the way there. This creates a mood of a broken promise: the hopeful possibility of a fresh, non-accusatory view on Brexit, broken almost immediately by the clarification that it is, indeed, to follow this common path.

And thus there is an almost playful tone Friedman broadcasts, one meant to provoke the reader. There is no obvious happiness, but the dreariness could disappear, hence hooking the reader throughout Friedman’s work.

Friedman then throws some complimentary phrases at England, commenting on its past as “a major European power, a longtime defender of liberal democracy, pluralism and free markets”; but this thought is not emphasized. Rather, it is tossed to the side, bundled together tightly and dryly with asyndeton so the next phrase, well-articulated and sprinkled with a preponderance of negativity, is the one to resonate with the reader: “cynical” politicians who “exploit” the “fears” of the commoners. Once again, he uses juxtaposition of phrases from better to worse to more effectively seed a weighty understanding.

Next, the reader is given the analogy of a dog chasing a car, a euphemism of the previous hypothetical situation where the referendum actually follows through, the dog being the unassuming, democratic, anonymous, ignorant mass of citizens seeking to catch the before unreachable power to decide Britain’s future.

But the hypothetical becomes truth. The unreachable is achieved. The “leave” vote wins the referendum. Now what? The people have no idea what to do.

Logos in this simplified model allows Friedman to discuss his reasoning — that Brexit is rash and very unprepared. To complete the persuasive model, he alludes to Trump’s close-minded wall and the moronic ability of unrealistic modern citizens who “think that life can just imitate Twitter — that there are simple answers to hard questions” to generate angry pathos, and he uses the words of a global consulting business leader and an executive director at a prestigious university to back up his claim with ethos.

But just when the reader is thoroughly convinced of Friedman’s implied apocalypse-by-stupidity, Friedman suddenly concludes with a startling change of tone, one that brings him hope for “Regrexit” and for “Americans [to] dump Trump” and again shows the unpredictable variability he uses to manipulate the reader’s feelings.

This final thought effectively cheers up the reader. Isn’t it wonderful to know that Brexit might not be the end of the world?

“Choosing Leaders: Clueless or Crazy” by David Brooks

The title achieves three feats — and all through its helper alliteration. Alliteration is there to draw attention, advertising the article to prospective readers. Alliteration is there to create rhythm, a system of subtle sameness, to show that a leader either “clueless or crazy” will have similar, severe results. And alliteration is there to declare directly the dilemma of this dichotomy, succinctly and stridently.

But this title also attacks leaders without distinction. Namely, political leaders. Arguably the most powerful people in the world. Therefore, such a claim that all leaders are “clueless or crazy” seems far-fetched, empty, and quite opinionated. So Brooks quickly establishes his view (the title and a quick introductory paragraph) and uses examples for much of the remaining article (the subsequent fourteen paragraphs) in order to quell any doubts — in other words, he drops his political hot-potato claim and scurries away to drag out his evidence before anyone can blame him.

After his highly accusatory exposition, Brooks leads into a very straightforward, old-school method: repetitive case studies. Politicians are reduced a few paragraphs as he states the fallacies in a cool manner while maintaining his tone with a select few vocabulary sprinkled regularly throughout: Corbyn is the “incompetent, inexperienced outsider,” Cameron a figure of “calm cluelessness,” and Trump an “overflowing souffle of crazy incompetence,” among others.

In addition to purely political content, much of the article also consists of little blurbs and “fun facts” about the politicians, what might be the prosaic equivalents of theatrical asides. Although they seem nothing more than rumors and popular news — the stories including a barbecue by Boris Johnson that was “boozy, shambolic, disorganized, and ill-disciplined” and “how an email from [Gove’s wife] to [Gove] got leaked to the press” — they definitely are critical pieces of evidence, adding to the ridicule that Brooks imposes on the politicians. Furthermore, they are humorous and relatively unknown, and a little gossip-y content is always interesting to read.

All in all, what I believe Brooks did best was write with aplomb, even with a politically-loaded and highly critical stance. He does not waffle, does not dither, does not waver when he outrightly accuses top leaders from two great nations. No, he holds the angry, accusatory stance of a great number of Americans and Britons alike, as well as the political know-how and literary expertise to wind it up in a passionate editorial that so many of us can agree upon.

Setting the Carpet Aflame

Humans are incredibly impulsive and unorderly creatures. And F. Scott Fitzgerald is perfectly aware of that in his novel *The Great Gatsby*—Gatsby dies in an unspectacular murder, Daisy is tangled in a loveless relationship, and Nick finds himself tangled and torn between his eccentric neighbor and his helpless cousin. But not only is the plotline chaotic; the author uses certain stylistic devices to add disorder to his writing. Fitzgerald uses em-dashes, schemes of repetition and omission, and scattered details in order to mimic the broken-up movement of realistic action, which supports his claim that learning only occurs in moments of confusion or chaos.

The use of em-dashes in dialogue creates a natural flow of pauses. When Tom remarks, "Why—there's things between Daisy and me that you'll never know" (Fitzgerald 132), the em-dash gives the indication of thought. In that instant, Tom is in the process of procuring an example, and the "why—" is a colloquial saying. Without the pause, the phrase sounds rushed and uncertain, a question rather than an answer. Daisy also does something similar when she asks, "Why—how could I love him—possibly?" (132), which is this time a question. Here the em-dashes simply elongate the sentence as if it were spoken non-fluidly, broken. Similar to the em-dash, the use of ellipsis indicate a sense of waiting, of a pause outside of speech. Fitzgerald leaves an expectant space in his writing as he writes, "There was a husky tenderness in his voice... 'Daisy?'" (132). What is symbolized here by the ellipses cannot be explained in words, and thus Fitzgerald uses a symbol in its stead; it is the expectancy, the unease of a split second before Tom more explicitly asks for Daisy's opinion by saying her name.

The use of em-dashes and the ellipses in these cases are entirely natural—to be without natural pauses in impromptu conversation would be unrealistic—but the fact that Fitzgerald captures these so explicitly and deliberately in his writing makes the difference. In other novels, it is common to transcribe sentences for accuracy of purpose, not accuracy of articulation; *The Great Gatsby*, on the other hand, is written with realistic speech in mind. Fitzgerald reminds us with every stutter or stumble or pause that people are thinking, considering, recalculating. Tom's "Why—" allows him to realize the importance of his history with Daisy, and Daisy's "Why—" allows her to reconsider her love with Tom. It is these breaks, this slight chaos that fosters the characters' ability to learn.

Conversely, some phrases are repeated for clarification or emphasis by the characters—this orderliness has an oppositely unimportant effect on the characters. When Daisy adds, "I loved [Gatsby] too," (132), Gatsby is incredulous. "You loved me *too?*" (132), he replies. An echo. This moment is of the least mental stimulation, with Gatsby's statement simply acting as a logical reassertion—nothing here complicates the situation to allow Gatsby to learn. Repeating her love is not important to the men—they already have a sense of the evident love-triangle relationship.

For Daisy, however, who works out her stance on the situation over the course of the conversation, the chaos is already there. Gatsby insists to Daisy that "You never loved [Tom]" (132), to which Daisy repeats "I never loved [Tom]" (132). Another echo. When she later clarifies, not redundantly

like the men, that she loves both Gatsby and Tom to different degrees—that she “did love [Tom] once—but I loved [Gatsby] too” (132)—the complexity of her personality. The realization that both men could be loved, simultaneously, throws Daisy’s mind for a loop and thus gives her the blunt reality of her situation. Her capricious affections for the two men is eclipsed by a new knowledge of her multifaceted love. The men, who are stuck stupidly repeating one another’s words without realizing the complexity of the situation, remain ignorant of Daisy’s dire dilemma.

Fitzgerald is also the master of anonymous insertions that randomly interrupt the flow of the story. Similar to commercials on a TV channel, the content of the advertisement is necessary to the success of the channel but not pertinent to the TV show. The fact that “from the ballroom beneath, muffled and suffocating chords were drifting up on hot waves of air” (132)—a fact totally separate from the heated argument over the love triangle of Gatsby, Daisy, and Tom—gives an unwelcome reprieve from the drama of the scene. Deviating again from the intensity of Tom’s and Gatsby’s angry claims against one another, “[Daisy] suddenly threw the cigarette and the burning match on the carpet” (132) in her desperation.

These sentences play a role in Fitzgerald’s writing analogous to that of the rhetorical device of parenthesis: they keep the setting in mind as a sort of juxtaposition from the main drama. These extra details then make more intricate the plot, which bolsters prior complexity of the situation. The characters are the actors in center stage, with ballroom music in the background and matches igniting the carpet and more and more distractions to keep them from having a peak performance.

The pressure is on.

But while Fitzgerald explicates these details, the orator of the dialogue is often surprisingly ambiguous. A person creates the conversation, which is then lugged on by implications. “Why’s that?” (133) Tom asks, which is then followed with: “Daisy’s leaving you.’ ‘Nonsense.’ ‘I am, though’ (133). Considering that there are four people—Gatsby, Nick, Daisy, and Tom—present at the current conversation, the speaker cannot be determined for certain. Nor is it up to the reader to guess.

However, it is *implied*—strongly recommended by Fitzgerald—that Gatsby is the one to say to assert that “Daisy’s leaving you” and that “Nonsense” is indignantly spoken by the Tom. This is probably closer to the how Nick perceives it: orphaned speech. This relates back to the idea of a higher accuracy in terms of oration rather than of meaning, and it only builds onto the idea of the orderliness of the circumstances.

Rather than allowing his piece to run smoothly, Fitzgerald purposefully uses pauses and chaos. People will make mistakes, and people will live in a world that is not perfect, is not orderly, is not fair; but they thrive in it. The need to take everything into mind enhances decision-making abilities. Emergency is the mother of wisdom and learning.

The carpet is aflame. Daisy lit it with a match and Fitzgerald with the tension of a love triangle. The world burns, and a person learns. Sadistically but successfully.

Meursault's Doppelgängers

In a typical story, vivid imagery and elaborative prose would equate to lively and engaging storytelling. But in Albert Camus' French novel *The Stranger*, it is difficult to find the typical in Meursault's absurdist world of inexplicable actions and emotions. Two translators, Stuart Gilbert and Matthew Ward, approach the translation of the novel into English and attempt different degrees of character and plot development that play with the idea of the typical. In Gilbert's translation of *The Stranger*, the diction and structure created by the consistent use of colloquialisms and structural rhetorical devices focus on making Meursault a more understandable character, normalizing his life and appealing to a more modern audience. But Ward's translation, with plainer diction and sporadic use of stylistic risk, creates a storyline emphatic of Meursault's indifference.

It is first important to note that there is not much to infer about Meursault's character in and of himself; he is a bland person with a straightforward view. Specifically, he claims that "[his] physical condition at any given moment often influenced [his] feelings" (Gilbert 61), which paves the path for Gilbert's emphasis on the material surroundings of Meursault. This description is accompanied by Meursault's open reception to the "gentle indifference of the world" (Ward 122) that Ward finds to be the central theme of the novel. Thus, in order to fulfill these doctrines of their translations, Gilbert and Ward drift apart in meaning and style.

Sometimes it is simply word choice that differentiates the two translators' work, to different effects. Ward views the dead Arab as "motionless" (Ward 59) and Gilbert describes the body as "inert" (Gilbert 39). Both imply that the body lies still, but "inert" implies that not only is the body motionless now, but it is incapable of moving, is motionless forever. Ward simply states the obvious, the superficial and apparent lack of motion. While visible immobility is sufficient to tell the stillness of the body, Gilbert's version uses a word that implies more to the reader via its connotations.

But no words strike such an impact as a name, something that associates a title and a behavior to the word. It was not indecent comportment or social inadequacy that fatefully pitted the Montagues and Capulets against the love of Romeo and Juliet, but rather the familial hatred, the preconceived sentiment. Likewise, it is the name that can often strike a more meaningful chord in the audience. The caretaker at the senior home offers Meursault "*café au lait*" (Gilbert 7) in Gilbert's translation, while "coffee with milk" (Ward 8) is the drink given to Meursault in Ward's story. In Gilbert's story, there exists a sensory connection with the reader, a positive olfactory and gustatory sensation that comes with drinking the beverage, the particular drink captured to emphasize the importance of that moment, of the *present* that Meursault infatuates himself with. Meanwhile, Ward maintains that Meursault is incapable of understanding or caring about the true nature of the beverage, separating the drink into its

components: ordinary coffee and ordinary milk. Nothing special about it, nothing to break the impartiality the universe's indifference bestows upon him.

The difference in the author's culinary arts—resulting in bland drinks for the casual absurdist coffee-drinker to the enjoyable sensation of *café au lait*—is perhaps the hallmark of their translations. How will coffee be served today? And to whom?

On a similar note, the two translations offer different means of introducing characters, different ways to create the aforementioned connotations that drive the presentation of the story. This is especially prominent in the opening word: Ward's use of "Maman" (Ward 3) is noticeably more intimate than Gilbert's "Mother" (Gilbert 4). Ward emphasizes the role of Madame Meursault by using the familiar term "Maman" because of her prominent role in the exposition with the funeral, as well as later with the examination and the trial. To Gilbert, however, Madame Meursault is already a dead thing; because Meursault worries about the present, his mother is of little importance to him anymore after her death. This is supported by Meursault's reflection that "one more Sunday was over, that Maman was buried now, that I was going back to work, and that, really, nothing had changed" (Ward 24). The fact that he places his mother's death in this list with everyday activities such as working and the passing of a Sunday truly evidences his high regard for the present.

Interestingly, in the case of the mention of Meursault's mother, there is some overlap in the purposes of the two authors. The indifference in Gilbert's tone when he connects the death of Madame Meursault to ordinary events cannot be ignored; similarly, there is a great connotation of love in the word "Maman" that intersects the use of more meaningfully-charged terms that Gilbert uses. Therefore, it is incorrect to say that Gilbert and Ward are opposites in their pursuits of different claims, but rather that their paths move independently and may cross freely. That being said, these junctions offer the most meaning into Meursault's perspective, given both sides to his absurdist views on society.

But while most of the translation is absolute and differences vary only with synonyms that vary minutely in meaning, phrases can be shifted from a direct translation to meddle with degree of specificity. Ward chooses to leave less up to the reader, giving again a strict, literal mindset fitting for Meursault. Shooting the Arab allowed his Meursault to knock on the "the door of unhappiness" (Ward 59). The door of unhappiness, however, pales in comparison to Gilbert's "door of [Meursault's] undoing" (Gilbert 39). "Unhappiness" is a simple, one-directional sentiment that leaves little up to interpretation. "Undoing" is a phenomenon that can be unique for every person; rather than being explicit here as Ward is, Gilbert decides to leave a little suspense in the form of foreshadowing. Will it be revenge from the Arab's friends that causes this undoing? Legal consequences? Unhappiness? Alas, it is the latter, which Ward is sure to explicate.

Ward keeps the advantage of understanding here by maintaining a simplistic clarity. A flaw of Gilbert's translation is that, being built off of so many connotations, it is easy to lose an implicit connotation to a word. Losing the exact meaning of "undoing" gives the false sense of a mystery that the novel was not intended to be. Ward stays conventional, sticking to the safety of unambiguous diction.

But the use of the more colloquial speech has another purpose as well.

Using informal expressions of speech give Gilbert a more sophisticated sense of audience. He interprets a thought by Meursault as: "I hadn't done x, whereas I had done y or z" (Gilbert 74), which uses the non-literal English "x, y, z" structure with the letters as casual substitutes for nouns. Knowing that his audience is English, the use of a conversational phrase expresses a more natural thought that should be more meaningful to an English audience. Meanwhile, Ward translates the same sentence as: "I had done this and I hadn't done that" (Ward 121). Vague and not striking a familiar note. Gilbert focuses on using a familiar statement to normalize Meursault to the reader; Ward uses a simpler structure that attempts to stay consistent with the plain diction he uses throughout.

Gilbert also employs the ellipsis in a non-conventional sense to augment the flow of Meursault's thoughts to the audience. While Ward's writing is largely composed of block-paragraphs that number only two a page, Gilbert's text is broken up much more like a modern novel: dialogue is clear and all quoted directly in quotation marks, there is a liberal separation of paragraphs whenever a new idea comes into play, and there is also some rhetorical play with the informal use of the ellipsis. As Meursault contemplates his mother's death, he thinks that "the funeral will bring it home to me, put an official seal to it, so to speak. ..." (Gilbert 4), with the ellipsis included verbatim into the text. Interestingly, it is not the em-dash or ellipsis directly after the text that might indicate a cut-off or trailing thought—rather, it has the complete stop of a period followed by the ellipsis. It is the caboose of a full train of thought, ready for a completely different next clause—in this case, Meursault immediately transitions from this personal reflection into the physical action of traveling to the funeral. To the reader, this creates an unmistakable break, a clearly discernible and understandable structure. No such separation is so clear in Ward's novel: the end of a paragraph is an ambiguous action, unmarked and unimportant to Ward.

A translator has free rein to interpret an original novel in his own way. In the case of Camus' book *The Stranger*, Ward's decides to focus on character and continuity, while Gilbert hones in on character and the moment. The content is the same, the meaning alike; the understanding, however, is a world apart. The translated Meursaults are not clones but doppelgängers—ghosts living in reworked interpretations. Their world is not Camus', but engineered, Americanized marionettes of the translators. Alike in stature, alike in form, different in perspective. In the end, it is up to the reader to choose a puppet to play with, a puppet to act out the life of Camus' true Meursault.

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Come on over, don't be a *Stranger!* This is us. Us, the students of APLang. He represents the hard work and time spent on developing our voice as writers. We rode all the pretty horses to the finish line, and we killed the exam in cold blood. During our pilgrimage at tinker creek we broke down fences and we did a good *Job*. Be prepared to say *Farewell to your Arms* as you write, as we searched for light but found only *Darkness at Noon*. Buckle your seatbelt, because there's *A Green Light*. We've sped so fast that we've almost conquered death as a family.

"To Get to Harvard, Go to Haiti?" by Frank Bruni

The position Bruni presents is not his, but rather that of a diverse group of people. The first of these people is Dylan Hernandez, who introduces his classmates' disturbing trend of "mission trips" headed towards needy countries to improve college admissions chances. He mentions the familiar symbols of "Snapchat and Instagram" as the carriers of the contagion of the mission trips. Bruni spends a good part of his essay concerned about Hernandez's specific worries.

Lingering on Hernandez's opinion accomplishes multiple feats: establishing a down-to-earth example, using someone else's position, and using familiar symbols—"playing it safe" by not asserting his own opinion. By allowing others to lead the discussion, the author becomes blameless and shows that the argument is greater than himself. The focus is placed on Hernandez, the student; on Pérez, Delahunty, and Farmer, experienced admissions officers; on Dowling, a college counselor; on a sense of "they" rather than "I." Bruni is simply a hands-off moderator facilitating a view of others, cleverly compiling like views into a cohesive argument. The few times he does assert his own opinion—as little phrases like "Neither do I"—simply give Bruni a sense of voice, show that he is still there.

Bruni also enlarges the scope by turning a single instance into a mess of innumerable people, something that "becomes contagious." When he mentions "Harvard," he refers symbolically to all schools. "Haiti" and "Guatemala" refer to all the needy countries. And perhaps this mission-trip-ordeal is allusive to cheating in general. This is the art of synecdoche, a literary replacement by a representative component.

Bruni's main weapon of persuasion is satire. He ridicules "helicopter parents" for their gullibility ("She'd just read somewhere that colleges would be impressed by that") and students for their naivete (ignoring "more practiced and efficient" not-for-profit organizations). This scorn is epitomized as pithy lines dispersed throughout: sometimes as one-liner paragraphs: "But there's cynicism in the mix"; sometimes rhetorical questions: "Why is it fashionable to spend \$1,000-plus, 20 hours traveling, and 120 hours volunteering in Guatemala for a week?"; and sometimes basic reasoning: "No passports or customs lines [are] required" to help out at home.

As Charlotte mentioned Cohen "writ[ing] a eulogy of sorts: a final farewell of Europe as he once knew it," Bruni suggests a similar theme with his ridicule: what was once "empathy [is now] an extracurricular activity," a suggestion of care degraded into the bane of personal benefit. As with Brexit, things are changing—unfavorably.

And Bruni mocks us into believing it.

War's Human Heart

Beauty and life. In war. In disaster. In the ordinary. Whether it is the hidden meaning in the narratives of Vietnam in Tim O'Brien's "How to Tell a True War Story," the radiant tales of love and innocence in Svetlana Alexievich's "Voices from Chernobyl," or the elusive "aesthetic contemplation" that forms true art and beauty in Dr. Kerns' lecture "Lecture V: Aesthetic Contemplation" on the philosophy of Arthur Schopenhauer, war is considered as the deadly beauty of human emotion.

But how can such feelings be expressed in an essay? Dr. Kerns explains that a full understanding of a sentiment, a "B-perception" or "aesthetic contemplation" that is "so overwhelming that it could almost not be described in words"—it is something to feel rather than tangibly sensed.

Both of the pieces are written with narratives. "How to Tell a True War Story" is a series of war narratives within the central, contemplative narration; "Voices from Chernobyl," although not truly about war, deals with a situation of war-like intensity through a series of stories and quotes.

And the answer is in these stories. The narratives. The personal situations bring intimacy to the words, the stories and the infinity of emotions and perceptions and complexities within every person. Specifically, the use of the narrative mode and the appeals—ethos in the action, logos in the conscience, and pathos in the imagery—are used to illustrate war as a vessel for human expression.

Consider a few of the opening sentences of "How to Tell a True War Story":

"This is true. I had a buddy in Vietnam. His name was Bob Kiley, but everybody called him Rat. A friend of his gets killed, so about a week later Rat sits down and writes a letter to the guy's sister" (O'Brien 1).

It seems like the exposition to any other story. But it's more complicated than that.

"This is true" is a simple assertion. It is the link to the present, the narration, throwing trust into the relationship between author and reader. When he introduces "... [his] buddy in Vietnam," the story is emotional and nostalgic, thrown into the ideas of friendship of "buddy" and war of "Vietnam." By giving us his nickname "Rat," the reader can feel more connected with O'Brien and his friend, building ethos once more. And then there is the logical action of writing a letter of condolences.

All of the appeals are tightly interwoven. This inseparable mass of appeals is key to the narrative mode. Like any writing, the "show" is encouraged over the the "tell"; by engaging both the mind with logos and sensory organs with the regular imagery and description, one can sense with Schopenhauer's B-perception the extraordinary mixture of life and death and war through these stories. When O'Brien states that "[a true war story] does not instruct, nor encourage virtue, nor suggest models of proper human behavior, nor restrain men from doing the things they have always done" (O'Brien 1), he means that they do not *superficially* tell them. As he clarifies later, the morals of true war stories "[are] like the thread that makes the cloth. You can't tease it out. You can't extract the meaning without unraveling the deeper meaning" (O'Brien 6). Again, emphasis on tight interweaving.

The same can be said of Alexievich's narrative. Looking back from the present and reflecting that "Everything was radiant. The whole sky. A tall flame" (Alexievich 1) and narrating from the present that "... we didn't know that then" (Alexievich 1) exemplify a simple description and a reasonable statement. The description is simple and believable, building trust with the reader; the other statement builds pity, a form a pathos, for the innocent narrator unknowing of the perils to come for her husband, her community, and her child. What is most amazing is the ability to switch back and forth between these different modes — descriptive and narrative — so seamlessly, to give a sense of Schopenhauer's B-perception that eludes our consciousness but is captured by the subconscious.

War is difficult to grasp. People fight for a cause and sometimes they die—but that is only the superficial part of it. Alexievich, for example, "was telling [the reader] about ... love" (Alexievich 5), not about war. Woven into war, just as cleverly and tightly as the rhetorical appeals are woven into the same story, O'Brien and Alexievich subtly demonstrate—in that B-cognition manner—that emotion is the beautiful side to war. That war is about what happens inside a person as well as outside.

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Postmortem Beauty

I find that there are two ultimate sources of beauty: truth and timelessness. Every beauty can be derived from these two roots. The beauty of true love is drawn from the comfort of a truly trustworthy person and the intense passion that can resonate in love stories for millennia. People who find beauty in their work find truth in it, especially with artists: their work is so beautiful because they *create* what they interpret to be truth, and their work is forever.

What is not beautiful — ugly or evil or whatever the antonym of beauty may be — is that which attempts to undermine either a truth or a balanced, lasting system. When relationships end in spite, that is not beautiful. When people sabotage out of anger, that is not beautiful. When cheating and maligning become means to “get ahead,” that is not beautiful. Jealousy corrupts truth and war ravages ageless civilizations.

Sure, the *legacy* of war in the form of Homer’s epics or the lessons learned can be beautiful: they last forever, fill in the gaps of truth left by lies. And often this is the case, truth filling in lies, beauty coming from the lessons of ugliness.

But we often associate beauty with the arts, such as music. Not with the ugly, untruthful.

In the novel *Bel Canto* by Ann Patchett, Roxanne’s singing always leaves the entire room in awe. In their minds the singing is indefinite. Much else is whimsical and pointless: when Beatriz holds up a gun at Ruben, when Ruben is punched in the face, when Ishmael plays chess. But when Roxanne or Cesar sing, or when Mr. Kato plays the piano, the entire group — hostages and terrorists alike — stop to wade in its beauty.

What is the beauty in it, exactly? From whence does it come? To the characters in the book, it appears impossible to explicate: to Cesar Roxanne’s singing elicit romantic thoughts, the idea that “music was a separate thing that you could ... make love to” (225). To Mr. Hosokawa “true life ... was something that was stored in music” (5). The men and Roxanne “listen ... to Kato with hunger and nothing in their lives had ever fed them so well” (127). As if music was a form of living, tangible vitality. While it is physical undulations of the air in Roxanne’s phalanx cause a sound that is euphonious to the human ear based on the complex mathematics of noise, the human reaction to these are many and dramatic. To name a few:

- ❖ She earns the respect of the terrorists towards both herself and towards the other hostages.
- ❖ She befriends several of the “terrorist” children, as do Gen and some of the other adults.
- ❖ Her singing preserves the sanity of everyone present.

The idea of balance is key to these ideas — it is the preservation of peace that fulfills the second requirement of beauty. Art is clearly centered around this idea of balance. Painting is concerned about a harmony of colors and textures; the performing arts about the display of grace and strength. Music is the careful play between melody and harmony and rhythm and dynamics, never one dominating the others. To combine so many elements into one moment so cozily — to have the crazy human invention of fusing noise and time together into what we call music *endure* all its components — shows the beauty of music to *endure*. It is timeless. Every moment lasts a lifetime with its plethora of musical elements.

Music is also beautiful in its ability to discover truth. The fact that the hostages still have the luxury of listening to opera gives a sense of the childishness in the situation. This portion of the beauty comes from the fact that it exposes the absurdity of the circumstances. The singing makes the men and terrorists into people of a higher society in an extended party, playing chess and teaching each other and proposing to each other and developing romantic relations with each other and being served by the vice

president and receiving free food and demanding the government for changes. There is no real danger to the hostages—there never was. The music of Roxanne's voice discovers that truth because it *creates* it—it creates the humane community, limited only by the facade of violence.

But of course beauty can be found in less obvious parts of life. Outside of music.

The truth is that Gen loves Carmen. Gen thinks constantly about that china cupboard, that "he did not need to ask her again" (209) when he teaches her, that she will fall asleep with him during the 2:00AM lessons, even despite the hostage situation. The truth is that Mr. Hosokawa loved Roxanne. Is it not heartwarming, is it not beautiful, that Gen could teach his shy captor Carmen; that he could make love with her, make up all of their differences and even desire to make her his wife? Or when Mr. Hosokawa meets the opera idol of his lifetime, only to find out that his respect for her is matched by her love for him?

These are all simple truths that settle comfortably in one's heart. It feels so *happy*. These couples exist together, making secret peace between the dispirited terrorists and their imprisoned captives. As with Roxanne's singing, these relationships are beautiful in their ability to relate to the couples that they were truly happy.

That despite the entire world, hushed outside and believing that the hostages are hurt, scared, confused, anxious, deprived, traumatized, they are in love. That is the truth. The world is wrong.

Until—

Mr. Hosokawa is shot. Killed. Balance is gone. His attempt to save Carmen is in vain. A last-ditch attempt to protect the eternal peace that had just ended, the truth of the friendship in the situation. His death was beautiful, romantic — beauty outside of music, snatched from the smirk of Defeat. But his accidental murder was ignorant and savage.

But then the beauty returns again with the wedding between Gen and Roxanne. While it may seem inappropriate for Gen and Roxanne to marry each other in place of their fallen loved ones — Carmen and Gen, respectively — they marry for "the love of each other and the love of all the people they remembered" (318). In other words, they marry to preserve the timelessness of the hostage situation, to keep the truth of the memory alive in wedlock.

The comments, "I'm happy" (316) and "It's a beautiful city" (316), mean nothing. The wedding in and of itself means nothing. They are not beautiful; they are just empty words and a symbolic wedding. But to make up for the "brightness [Roxanne, Gen, and Ruben] lacked" (315) from their tragic past and to make permanent the memories of lost ones is something incredible.

When Jonathan Safran Foer claims that "Nothing is beautiful and true," he is missing a key source of beauty. While it is true that the physical world is often full of lies and injustice — our lives will never end like a fairy tale, will they? — there is a gaping falsity in his statement. To believe that beauty can only be conjured up by lies is a misconception by those who take the world for granted.

His assertion that "[beautiful songs] aren't true" is also cringeworthy. Beautiful is incredibly true and always true. Always serving as the lens to something greater, always discovering.

And there is so much beauty hidden not only in the obvious, artistic pieces, but also in the aftermath of every mistake, the rainbows after the heavy storms. To realize what these truths mean and how they can apply to one's life — well, that is the Eureka!, the part that cannot be missed. It needn't take Prince Charming and Cinderella to find beauty, but simply a blunder and an open mind.

Chapter 10: Launching the New Ship of State

- After main Revolution, revolutionary new government in place
- Bad economy
 - Worthless paper money and little hard currency
 - Low revenue and high debt
- Other revolutions in Europe (i.e., French Revolution) made American politics unsteady
- Some politicians (Jefferson, Madison) wanted smaller central government, some others (Hamilton, Washington) wanted larger central government; lead to controversy

Growing Pains

- Very fast rate of growth in the colonies
 - Population *doubling* every 25 years
 - 1789 population (census) was 4 million
 - Large cities forming with many thousands of inhabitants (e.g. Philadelphia, New York, Boston, etc.)
- Most of population was rural (90%) and east of the Appalachians (95%)
 - Most of the people west of the Appalachians were in Kentucky, Tennessee, and Ohio, some of the first states to be established besides to original
 - Many foreigners looked down on this kind of life, deeming it to lowly for them (a crude “ax-and-rifle pioneering rifle”)

Migration and Settlement: American society was becoming well-established as the population kept growing. The patterns of settlement were roughly the same after the Revolution as before, with many people becoming farmers and living in rural areas. There was, however, a slight movement towards the settlement of urban areas, with large cities such as New York and Philadelphia growing to many thousands of people and urban areas containing around 10% of the population; this is a trend that would continue even to the current day, in which the urban areas hold a great majority of the American population (~80%). The population was also roughly *doubling* every *quarter century* — this was an amazing rate of growth, and the increased population would grow the republic and make the idea of a republican democracy, in which the rights to all of these people are guaranteed but the government still has enough authority to rule so many people, more important. During this time period, three more states were soon created, which brought more land and states into the US. America was starting to grow with more people settling in the current states and as they migrated farther to the west, and it would continue to grow through the pioneers of the Westward Expansion for many years to come.

Washington for President

- Washington unanimously elected for president from Electoral College
- Washington had very imposing structure (tall and broad-shouldered)
- Washington did not try to become president, preferring previous life as farmer to this; very well-liked and well-celebrated
- Extraordinary moral values distinguished him
- Worked to establish a cabinet

- Article II, Section II of the Constitution says “president ‘may require’ written opinions of the heads of the executive branch departments)”— which is what the cabinet is, a group of specialized advisors in the heads of the departments
- Was a long process that took a lot of modifying, especially as societal values changed and new departments were added or replaced older ones
 - For example, Secretary of Homeland Security was a position created in 2002, presumably a countermeasure to a new age of terrorism such as with 9/11
- Originally only three under Washington: Secretary of State was Jefferson, Secretary of Treasury was Hamilton, Secretary of War was (Henry Knox)

The Bill of Rights

- States expected a Bill of Rights to be explicitly added to the federal Constitution
 - Bill of Rights declared essential Enlightenment-age rights such as right to trial by jury and freedom of religion
 - Many states had this in their state constitution, only ratified federal Constitution on basis that a Bill of Rights be added
 - They were the first ten amendments, ratified in 1791
 - First eight amendments declared rights (“the protections for freedom of religion, speech, and the press; the right to bear arms and to be tried by a jury; and the right to assemble and petition the government for redress of grievances. The Bill of Rights also prohibits cruel and unusual punishments and arbitrary government seizure of personal property”)
 - Ninth amendment states that the Constitutional rights are not all-inclusive and should not violate other rights of the people
 - Tenth amendment states that states have all the rest of the power not explicitly given to the federal government through the Constitution
- Ratification of new amendments required $\frac{2}{3}$ approval from both houses or by Constitutional Convention by $\frac{2}{3}$ of the states
 - Madison sought to avoid this, wrote much of the Bill of Rights by himself and guided them through the amendment process
- Judiciary Act of 1789 created Supreme Court and organized local courts
 - Originally only had chief justice and five “associates” (six total)
 - John Jay was first chief justice

Politics and Power: With Washington becoming elected as first President of the United States and the Bill of Rights being appended to the Constitution, two opposite views of the new American government were shown. The creation of the role of President showed the need for a stronger central government, and therefore a central figure to lead more efficiently. Washington, war hero and moral champion, rose to this role in government. On the other hand, the addition of the Bill of Rights was a form of power restriction in the government. Although it was written by Federalist James Madison, who usually supported the idea of a stronger central government, the Jeffersonian anti-federalists demanded the addition of the Bill of Rights to the federal Constitution. This gave people rights that the government could not take away, and it stated that rights not given to the government would be delegated to the

states. By doing this, the Constitution outlines a “limited government,” in which only the powers explicitly given to government in the Constitution are allowed by it; the rest go to the states and the people. The Bill of Rights was a political compromise that allowed for the ratification of the Constitution, and this balance of central governmental power (between strong like Britain’s monarch or weak like in popular democracy) allowed for the federalists and anti-federalists to agree, and it left a legacy of checked power that was a central ideal of American government (i.e., with separation of powers between the three branches of government)

Hamilton Revives the Corpse of Public Credit

- Alexander Hamilton was key player in government
 - Was a genius but almost too loyal to his country — cared more about country ideals than about fellow citizens
 - He thought of himself as a very powerful player in government, intruded in other departments (e.g., in Jefferson's Secretary of State position)
- Hamilton tried to fix the economic issues that came from the Articles of Confederation
 - Tried to create a form of trickle-down economy, in which the government's economic policy appealed to the wealthier classes, who would then (“gratefully”) give back more to the government; this would allow the entire economic system to thrive and therefore allow wealth to “trickle down” to the rest of society
 - Asked government to fund at par, meaning that the government should pay off all debts and interest (\$51 million), and assume debts of the states (\$21 million)
 - Assumption was the idea that government is responsible for states' debts, because they fought in the war for the American government
 - Assumption would also help increase loyalty to federal government because people owed money directly to the central government
 - Heavily indebted states (such as MA) wanted assumption, less indebted states (such as VA) didn't
 - Virginia bargained that they would accept assumption if federal district (Washington, D.C., authorized by the Constitution) would be located in Virginia, thus increasing its economic gain; this compromise happened in 1790

Customs Duties and Excise Taxes

- Hamilton pushed for \$75 million of financial debt (didn't avoid \$13 million of interest or \$21 million of state debt)
 - He was considered “Father of the National Debt” for large debt
 - He believed that large national debt was “national blessing” because a greater number of debtors meant a greater number of people indebted to government and necessary for its success (that have “a personal stake in the success” of this economic plan)
- Most money to pay back national debt from tariffs (customs duties)
 - First tariff established in 1789 (8% tax on imported goods)
 - Tariffs meant to get revenue for financial government and protect local industries from competition (by raising competitors' prices)

- Hamilton also wanted industry to grow because he thought Industrial Revolution would soon reach the United States
 - Most Americans still saw agriculture as the main form of revenue and lifestyle
- Excise taxes (taxes on domestic goods) were also established by Hamilton, especially on whiskey (which was very abundant in the western US)

Hamilton Battles Jefferson for a Bank

- Hamilton suggested that a federal bank be erected, based on Bank of England
 - Federal bank would be private, have shareholders (largest would be government)
 - Excess governmental money would be deposited there
 - It could print money, which would become the national currency
 - Would be sound and stable as opposed to contemporary Continental dollar, which was worthless and unstable
 - He had a loose construction interpretation of the Constitution: because the Constitution did not explicitly say it couldn't
 - Loose constructionism usually leads to a more powerful central government because it allows ambiguous parts of the Constitution
- Jefferson strongly opposed the federal bank
 - Government not specifically authorized to make one according to Constitution
 - Followed strict construction interpretation of the Constitution: if not explicitly stated, then should be delegated to the states
 - Usually leads to limited government power because it restricts the ambiguous parts of the Constitution
- Bank of the United States established in 1791 in Philadelphia by Congress (Hamilton's view)
 - \$10 million capital
 - % owned by federal government
 - Open to public shareholding; sold out in under two hours

Work, Exchange, and Technology: Hamilton proposed a series of new laws that supported his economic theory. Being a strong supporter of Federalist supporter, these laws adhered to the role of a strong central government. For example, he made it the federal responsibility to pay off Revolutionary War tax, created ways to pay that debt, and creates a national bank to store federal funds. Despite Jeffersonian cries for a weaker government with less responsibility, Hamilton still pushed through and got these laws passed; as a result, the US economy was largely established by him. Now, the US had a system of collecting taxes, both internally and from trade (exchange) with other countries. Now, there is a national bank similar to that of England, which could print a national currency that would serve as the new, stable currency of the US (as opposed to the worthless Continental dollar). Hamilton hoped that in the future, with the possibility of the Industrial Revolution coming to America and technology greatly improving, that the government's stake in work and technology was necessary. From the amorphous set of idealistic goals that simply wanted to "stabilize the economy" and "pay off the financial debt," Hamilton created a solid framework for the systems of monetary exchange in the government that would allow the government to stabilize and fulfill its goals.

Mutinous Moonshiners in Pennsylvania

- Whiskey Rebellion (western PA, 1794) was rebellion by simple people in the west against Hamilton's excise tax on whiskey
 - The rebels saw whiskey as not a luxury to tax, but the staple of their economics
 - Whiskey distillation was some people's way of life and also the currency in the frontier lands, being so abundant; the people felt unfairly misunderstood and targeted by these laws
 - Cried out "Liberty and No Excise"
 - Tarred and feathered collection officers until collection of taxes effectively stopped, similar to what Revolutionaries did to Stamp Act tax officials
- Washington summoned an army (~1300 men) to fight the rebellion
 - Rebellion already ended when men got there, turned home
 - Showed the strength of the central government
 - Some people saw the central government as being too strong: army against tiny Whiskey Rebellion was like using a "sledgehammer to crush a gnat"

Culture and Society: The Whiskey Rebellion was, in many ways, like Shay's rebellion: it was the uprising of many poor commoners against the government, which they thought had taxed them unfairly. They even had a cry, "Liberty and No Excise," that was not much unlike the "No Taxation Without Representation" of the pre-Revolutionary era in diction or tone. This represents the societal "norm" of rebellion—in this tumultuous stage with the Revolution's ideals lingering with the people, it was not uncommon to revolt and get away with it. This Rebellion, however, dispersed quickly; even if it had not, it would have been quickly disbanded by Washington's army. This shows another societal shift: the movement towards a stronger respect to central authority. Although Washington's army in this case is often thought of as overpowered, it exaggerates the new kind of power the central government had, and how far it had gone from a rebel-led society to one that crushed rebellions to keep order. After this, rebellions would only become rarer and the government stronger until the government reaches a level of strong—but still checked—control that is similar to that of today.

The Emergence of Political Parties

- Hamilton was very successful with the financial policies that he created, but they greatly strengthened the government, enough to a worrying amount for some citizens
 - Jefferson (who wanted smaller government and yeoman farmer-based society) ↔ Hamilton (who wanted industrial society and a larger government) feud turned into a national issue; the first political party-like system
 - Later became the Jeffersonian Democratic-Republicans and the Hamiltonian Federalists
- At the time, political parties were transient, only necessary for short-lived issues and faded away when issues are solved
 - Opposing the government was also shown as weakness
 - When Jefferson and Madison began to oppose Hamilton's decisions, they meant to do so only in Congress and not for a lasting period of time—just enough to turn over his policies
- Party system seems to be a corrupt power play (people advertising their party and their ideals just to get their party into power) but the parties actually balance each other out

Politics and Power: The creation of these new political parties was something unlike the parties that had previously existed. Rather than existing for a certain cause, they existed to oppose another party. Although this was not the original intention of the political parties, it ended up being the case, and the parties actually ended up balancing themselves out and checking the other's power just like the systems of checks and balances limits each branch's power. If any party gets "out of touch" with the people, the other will become the more favorable; thus, the people have the choice to choose who their leader will be, and they still have the choice to choose the most popular and able leader, and from this stems a stronger sense of democracy. There was the concern that one party might become corrupt, but this is not a problem if the other party can step in. In this system, power will stay with the popular group, keeping up popular democracy, but the more well-liked party cannot corrupt itself for fear that it will lose power; this is an unprecedented political idea and this two-party system gets melded with American government (except in the brief "Era of Good Feelings").

The Impact of the French Revolution

- French Revolution began in 1789, shortly after Washington's inauguration
 - French Revolution lasted for 26 years and happened somewhat on a global scale: affected American politics as well
 - Revolution began with attempts to limit the powers of King Louis XVI — supported American ideals of anti-dictatorial structure, so they were supportive
 - Some conservatives thought of it as dangerous mobocracy; freer Jeffersonians were very happy
 - Revolution became war on Austria in 1792; France won and declared itself a republic
 - This was met with even more American approval and enthusiastic democratic flair (e.g., renaming streets to "Equality Lane" and "Liberty Street")
 - Revolution became Reign of Terror in 1793; many people were executed by guillotine
 - This disgusted the Federalists, who were afraid of mobocracy (and therefore became a little afraid of the Jeffersonians)
 - The Jeffersonians were taken aback, not as enthusiastic, but not totally disapproving; some thought it necessary to rid the nation of some of its aristocracy

Washington's Neutrality Proclamation

- Franco-American Alliance of 1778 said that Americans were to help defend the French West Indies islands
 - Britain about to attack these islands during the French and Indian War
 - Jeffersonians were very eager to fight against Britain again and help its ally the French; George Washington was more reluctant, wanting to avoid war at this tumultuous time; America wasn't strong enough to invite conflict
 - Hamilton/Washington and Jefferson both agreed on this, as well as most of the Founding Fathers
- Neutrality Proclamation (1793) was created by Washington that said Americans were to be impartial towards Great Britain and France during their conflict

- Enraged Jeffersonians, who were disappointed because Washington did this unilaterally (by himself only, without petitioning Congress) and because they wanted to support their ally the French
- Made British-supporting Federalists happier to avoid conflict, thought it the more practical solution
- French representative Citizen Edmond Genêt thought that Neutrality Proclamation was against America's best interests
 - He rallied up Jeffersonians to invade Spanish (Florida and Louisiana) and British (Canada)
 - He persuaded even Jefferson and Madison to his views, almost trying to usurp Washington before Washington took him out of power
- Showed self-interest of countries: Americans did not honor the 1778 alliance with France in order to protect themselves
 - Actually benefitted both countries, because an alliance with France would have blockaded American ports by the British, which would have harmed France and US alike

American and National Identity: The French Revolution was a test of the ideals that had been fostered during the American Revolution, and the colonists watched with anticipation to see if the later Revolution would have the same outcome as theirs. The Americans all cheered for the French as they fought under the same idealistic words as the Americans at first; however, as the bloody edge of the guillotine became more prominent, the Americans began seeing a disconnect between their ways and that of the French. Their relationship with France was further degraded when threats of British blockades made the adherence to the 1778 Alliance more difficult to follow; therefore, it was almost entirely neglected, with the Americans issuing the Neutrality Proclamation that denied their obligation to intervene in the war (and honor their agreement to protect the French West Indies). This shows the new self-interest that the Americans had: rather than following the norms of other people; that, intertwined into American identity was the new sense of nationalism and selfish nation-building if that was necessary for the new Union to grow. These events also showed the continued

Embroidlements with Britain

- British still kept (fur) trading posts and provided weapons to Native Americans despite terms of 1783 peace treaty
- Miami Confederacy was a group of eight Native American tribes in the northwestern America territory, supported by the British and terrorizing the Americans
 - Led by Little Turtle, who saw American land as their land
 - Defeated two American armies and caused many casualties
 - General "Mad" Anthony Wayne won over the Miamis at the Battle of Fallen Timbers
 - Native Americans lost without British support, forced to sign the Treaty of Greenville
 - Much of the Old Northwest ceded to Americans
 - Native Americans got some money and received annual payments
 - Native Americans reserved right to hunt in lost lands

- Miamis were to be regarded as sovereign, Americans did not have all the power over them
- British struck out against American merchant ships despite neutrality
 - Captured ~300 American ships
 - Impressed (forced into their employment) many Americans to their ships
 - This enraged many Americans, Jeffersonians wanted to attack
 - Hamiltonians still resisted a rebellion for fear of losing trade with Britain, which would have to be friendly in order to keep up a strong industrial economic system

Jay's Treaty and Washington's Farewell

- Chief Justice John Jay was sent as representative to Britain to negotiate, made Jay's Treaty
 - Alarmed many Jeffersonians because he was under heavy influence by Hamilton, and followed the Federalist beliefs
 - British made redundant pledges to leave forts in America and pay for ships
 - Similar claims made in 1783 but were not fulfilled
 - British did not say anything about future ship seizures and forced Americans to pay Revolutionary War debt
 - Was very unlikely by the Jeffersonians who had to pay most of debt while Federalists in the north could collect money from ship damages
- Spain was worried by Jay's Treaty and possible implication of a British-American alliance
 - Spain created Pinckney's Treaty (1795) that gave Americans almost anything they wanted in the Mississippi River Valley and Florida to appease them and avoid conflict
- George Washington ended his presidency with the Farewell Address (1796) (published, not orated)
 - Served two terms, set a precedent only broken by FDR (and after that, the 22nd Amendment only allowed two terms)
 - Urged to be wary of permanent relationships because of the changing nature of the nation's needs
 - Left a legacy of a strengthened central government, along with Hamilton
 - People were ungrateful with Washington as he left, especially the enemy Jeffersonian party

America in the World: These interactions mark more conflict between Great Britain and the now-sovereign states. It begins with the Native Americans and the British antagonizing the Americans again, and ends with another treaty between the British and the Americans, with similar terms to that of the treaty following the Revolutionary War — this ended up essentially giving up much to the British and enraging Americans as a result. The results of this agreement, Jay's Treaty, mostly benefitted the Federalists, who were in power and made the deal: they benefitted from damages repayments while the South had to pay most of the debt from the Revolution. This shows that the relationship between Great Britain and the US was still very shaky, this long after the Revolution. On the other hand, Spain, who was afraid of a Anglo-American alliance, became on good terms with the Americans, letting the Americans have free access to the Mississippi and Florida regions in the Pinckney Treaty. Therefore, the hard relationship

with Great Britain was two sided when considering the benefits of the Spanish treaty. Having two treaties with powerful European nations also probably prevented any immediate foreign conflicts with the Americans, which continued the peace that allowed the Americans to grow.

John Adams Becomes President

- Hamilton and Adams were most well-known members of the Federalist Party
 - Hamilton was too unpopular because of economic theories
 - Adams was “ungracious”
- Jefferson was the main leader of his own party (the Jeffersonian Democratic-Republicans)
- Adams won by a little bit in the electoral college, Jefferson became vice president
 - Trans-party elections were banned in 1804 by Amendment XII to avoid conflict
- Adams experienced and educated but didn’t appeal much to the people’s intent
 - Not very well liked as a result; people regarded him with “respectful irritation”
 - Hamilton didn’t like him either, despite being in the same party
 - Hamilton became part of the “High Federalists,” plotted against Adams and tried to turn cabinet against him
 - Adams had conflict with France on his hands from the start

Politics and Power: When it came to the time of the 1796 election, the great leaders of the Federalist and Jeffersonian parties were the most likely candidates—namely, Adams (not Hamilton, who had grown unpopular with his strict economic theories) and Jefferson. With Adams narrowly winning and Jefferson taking second, they became the new president and vice president of the United States, respectively. This represented a great change of power from the hands of charismatic George Washington to arrogant Adams and opponent Jefferson. Both Jefferson and Hamilton opposed Adams, and this infighting greatly annoyed Adams. From the leadership of George Washington, this new leadership was highly unfavorable because of the awkward combination of leaders, and it foreshadowed the easier win of the Jeffersonian Democratic-Republicans in the subsequent election of 1800.

Unofficial Fighting with France

- France was enraged with the United States allying with the French enemy Britain
 - Like Britain, they captured ~300 American merchant ships
 - They refused to receive American envoys
- When Adams sent three men to try and reconcile with France, they were asked to pay huge bribe simply to talk with foreign affairs minister
 - Had to go to three secret middlemen who asked for bribe, named X, Y, Z; whole affair named the XYZ Affair
 - They refused, were hailed as heroes by the Americans for not giving in to a bribe
 - Federalists, who disapproved of the French during the French Revolution, were happy that they did not have to fight the British
 - Jeffersonians, who were supportive of the French, were disappointed
- Americans started preparing for war
 - Navy and Marine Corps were established
 - An army of 10,000 men was “authorized” by government

- New navy captured 80 French ships and lost hundreds

Adams Puts Patriotism Above Party

- France, who knew that war with the Americans would only mean more trouble for itself (who was already fighting the British), wanted to stop the fighting
- Talleyrand, the first Prime Minister of France, decided to announce that if the Americans sent another envoy, they would be respected (i.e., not be asked for bribes and actually begin negotiations)
- John Adams had the choice to go to war against France or not
 - The former could bring him and the Federalist party great appraisal (but upset the Jeffersonians in the process), especially if they captured Spanish lands in the south (Florida, Louisiana) as well
 - The latter would adhere to Washington's ideals of isolationism and nation-building, and would work better to build the country up in the long run
 - Adams decided to send a minister to France and avoid war
 - People generally supported his call for peace and avoidance of war
- Napoleon received the envoys well, wanted to get rid of the conflict with the Americans in order to focus on Europe
 - Signed the Convention of 1800 that ended the 1778 Alliance
 - This peaceful document eased tensions and made the Louisiana Purchase of 1803 much easier

America in the World: Having made a treaty with Great Britain, the relationship between France and America became more strained. Like the British, the French began to sabotage American shipping, and this created a similar sending of envoys to France to create a treaty. When the envoys were asked to make a bribe, the Americans were infuriated, and the perspective of the French greatly declined in society, pushing some people to want to go to war with France for their rudeness. However, the relationship between America and France was restored when Napoleon accepted a second set of envoys and made a treaty that nullified the earlier 1778 Alliance that bound the two nations. Like the earlier treaties with the British and the French, this new treaty freed Americans from more tension with the French, thus liberating itself from most of its obligations in Europe and allowing themselves to focus on the building of a new nation without outside intervention (isolationism). This also eased tensions enough to allow for the purchase of Louisiana in the 1803 Louisiana Purchase, which was very important to help expand America and support Jefferson's view of land- and farmer-based society.

The Federalist Witch Hunt

- Federalists wanted to minimize opposition, created laws to diminish the Jeffersonians
 - Alien Laws said that in peacetime the president had the power to deport "dangerous" immigrants, and in war do that or imprison them.
 - Sedition Act said that people who tried to stop government policies or debase officials would be fined and/or imprisoned
 - Both of these violated fundamental Constitutional rights, but the Supreme Court was ruled by the Federalists

- They were still popular because of anti-French-mania was common after the crazed mobocracy of the French Revolution

The Virginia (Madison) and Kentucky (Jefferson) Resolutions

- Jefferson worried that other Constitutional rights (besides freedom of speech and press) would be wiped out, along with his own party, if the Alien Laws and the Sedition Act were permitted to continue
- Jefferson and Madison created secret resolutions in their respective states (Kentucky and Virginia), known as the Virginia and Kentucky Resolutions, which were approved by state government in 1798
 - Both supported the compact theory, that a federal government was created by the states when they entered a “compact” together, and therefore the federal government should not become greater than the states; the states, being the creators of the federal government, should be the ones to check its power
 - Decided not to follow, or nullify, laws such as the Sedition Act and the Alien Laws
 - In the future, Southern states used this logic to secede from the Union by saying that they didn’t have to follow the laws if they were unconstitutional
 - No other states supported these resolutions, because Federalists argued that the people gave the government its power, not the states
 - They argued that only Supreme Court had ability to nullify laws

Politics in the World: The Alien Laws and the Sedition Act, along with the countering Virginia and Kentucky Resolutions, were opposing efforts by the two political parties (the Federalists and the Republicans, respectively) to preserve their own existence and debase the other. The laws in and of themselves were unconstitutional, but there was little the Jeffersonians could do because they specifically prevented the speaking out against policies like itself. Thus politics became a game of cat-and-mouse, with the Jeffersonians trying to catch the sneaky mouse of the Federalists that meant to eradicate Republicans, while the Federalists protected themselves with new, impenetrable laws. In this case, the Federalists won, being the ones already in power and using their power to keep power over the Republicans; this was to change, however, after the election of 1800 and Jefferson’s rise to power, in which the opposite would become true: Jefferson would try to undo the Federalist powers and eradicate them instead.

Federalists Versus Democratic-Republicans

- Federalists and Jeffersonians were very strongly opposed to each other by the time of the election of 1800
- Federalists were generally:
 - The federalist supporters of the Constitution before it was ratified
 - Supporters of the rule by the best educated and afraid of a mobocracy from a total democracy
 - Supporters of a strong central government
 - Supporters of the idea that the government should support industry and business but not interfere

- Living on the Eastern seaboard
- Wanted strong trade, especially with England
- Democratic-Republicans generally:
 - Followed Thomas Jefferson, who was less of a passionate support-raiser than a political strategist and appeal to the common people
 - He was a wealthy man, strange that he supported the masses of poorer people; swore to protect people from tyranny
 - Wanted a weak central government to prevent a dictatorship
 - Strictly followed the Constitution (strict construction)
 - Wanted to pay off the national debt
 - Wanted yeoman farmers to be the basis of society (and industry to remain in Europe); believed that farming the land was humble and moral
 - Believed that landlessness means losing popular democracy; therefore, if slavery was kept, then people could more easily run their own farms and not be subject to rule under a master: *supported slavery*
 - Wanted government *for* everyone, but only *by* literate people
 - Thought that only educated people should vote
 - “Universal education would have to precede universal suffrage” — educate, then let vote
 - Believed strongly in people’s rights
 - Wanted to support ideals of French Revolution rather than support Federalist actions with the British that ended relations with French
- Both parties vied for victory in 1800 election

American and National Identity: Like with the federalists and anti-federalists under the Articles of Confederation trying to debate the ratification of the Constitution, the Federalists and the Jeffersonian Democratic-Republicans vie for control over the ruling of the new government. The creation of these two political parties again divides American identity; there is no national identity, but rather two, which is split between the agricultural societies of the South with Jefferson and the industrial North with Hamilton. The sharp divide in most things political between these two groups lead to a great disunity and infighting in the US, with each party trying to smother each other out. However, this also creates balance, because both groups don’t allow the other to become too powerful and lead the American government. So while there is unity, the disunity that is also created leads to powerful resentment between different-minded colonists — those that believe in a stronger central government with the Federalists and those that want a weaker central government with the Jeffersonians — that leads to internal conflict such as the American Civil War.

Chapter 12: The Triumphs and Travails of the Jeffersonian Republic

- Federalists and Republicans officially ran against each other as different parties in the election of 1800
 - Federalists promoted themselves as the supporters of a strong central government
 - Republicans saw themselves as promoters of a moral society of farmers (“agrarian purity, liberty, and states’ rights”)
- Republicans were the clearer choice to many Americans after the unpopularity of the strong rule by the Federalists under Washington and Adams
- Republicans had a hard time keeping the country together amidst turmoil from foreign policy, like Federalists learned that governing was very difficult

Federalist and Republican Mudslingers

- Federalists under John Adams were very unpopular
 - Hamiltonian Federalists published a pamphlet against John Adams because he did not want to fight the war against France; the Jeffersonians supported this, republished it
 - The Hamiltonians (and others) wanted to attack the French, who had barbaric methods of fighting freedom that worried them of mobocracy
 - Lack of war with France was the greatest cause of the unpopularity amongst the Federalists: a whole war effort had been summoned up, only to be stopped by John Adams’ negotiations with the French against war
 - Adams called the “Father of the American Navy”
 - New navy men were called “John Adams’s Jackasses”
 - Debt and new taxes created to create the war effort, now gone to waste
- Federalists attacked Thomas Jefferson
 - Federalists created one of the first whispering campaigns, in which rumors are spread to try and debase someone of the opposition
 - Blamed Jefferson of “having robbed a widow and her children of a trust fund and of having fathered numerous mulatto children by his own enslaved women”
 - Federalists emphasized Jefferson’s liberal views on religion; people feared that he was an atheist and hid their bibles; orthodox clergy spoke out against him

Politics and Power: The new application of the anti-Jefferson “Whispering Campaign” showed the new self-interest emerging in the party system. Although it had previously shown to create a check of power in the government (if one party slacked, then the other could criticize and become more popular and powerful), it also showed the original concern by the people that the parties would become somewhat despotic in order to achieve their main goal of election. The Jeffersonians at this time period were becoming more powerful and popular as the Federalists became more unpopular; as a result, the Jeffersonians fired back with negativity about Thomas Jefferson, especially with lies designed to slight him. The fact that not even truths were used—for example, his liberal religiosity was embellished into an unorthodox atheism—shows the low level of integrity between the politicians as they vied for power and focused on maligning each other rather than supporting national ideals. This can be seen with the current two-party system and the current presidential election, which is widely criticized for its focus on negative personal attacks rather than improving the national situation through politics.

The Jeffersonian “Revolution of 1800”

- John Adams actually did better in terms of electoral votes than in election of 1796, but lost the election by the loss of New York to Jefferson (lost 73-65, narrow margin)
- Jefferson also won because of the three-fifths compromise that improved Southern states' representation in Congress and in the electoral college
- Jefferson and Aaron Burr tied in the presidential election in terms of electoral votes; created a deadlock that left the Federalists in power for a few more months
 - Federalists preferred Burr to Jefferson, voted for him
 - When Federalists stopped voting for Burr, Jefferson won and became president; Burr became vice president
- The Federalist party disintegrated after John Adams' defeat
- The presidential election of 1800 was known as the Revolution of 1800
 - Not a true revolution (no fighting or suppression that would classify it as such)
 - Jefferson compared the election to a revolution in and of itself, because he would return to the Revolutionary values that Hamilton, Washington, Adams, as well as the other Federalists, had neglected
 - These values included more of a democratic power (power to the people), a weaker central government, and encourage moral virtue that had declined under the Federalist rule
 - Also revolutionary in the peaceful transition between political parties, especially among a young and fiery country

American and National Identity: The switch of parties in this early form of a two-party democracy was an unprecedented event, so much so that the victorious Jeffersonian called it the “Revolution of 1800.” It wasn’t a true revolution, not even to the extent of what some people consider the conservative rebellion of the American Revolution, but rather a non-violent switch of power that was considered highly radical at the time period. However, the election of the president by the due process of the electoral college and the president’s respectful heading-out—although Adams made some efforts to maintain a Federalist hold in the government by initiating last-minute acts like the Judiciary Act of 1801, there was no violence—became a practice melded into American society. Rather than the wars that usually usurp a hereditary dictatorship in the monarchies of Europe, the peaceful change from two very opposite-minded people showed the movement towards stability of government and respect for the president. This nonviolent turnover of power demonstrated a new sense of lawfulness that helped define America’s unique identity, and a belief that is very dear to Americans still today.

Responsibility Breeds Moderation

- Jefferson inaugurated in March 1801 in the new capital, Washington
- He had spent many years in France, so was fluently bilingual, but still stayed in touch with the American public
- His inaugural address was very powerful:
 - Kept up with democratic principles

- Mentioned that “We are all Republicans, we are all Federalists” to emphasize the idea of unity throughout the states (not a division from the Federalists)
- Jefferson was a plain person:
 - Took a horse-drawn carriage and walked to the Capitol from boarding house (guest room)
 - Established “pellmell” at official dinners: people could sit wherever they wanted, regardless of rank
 - Upset the highly-regarded British king
 - Would dress sloppily sometimes to receive guests
 - Had a weak voice and was not very presentable
 - Was a good host of informal dinner parties, in which he could seek the favor of other politicians
- Jefferson had to turn back on a lot of his words now that he was president, because he realized that some of his earlier ideas were simply not practical
 - Almost as if there were two Jeffersons, one whose words could be used to contradict the other
- He was moderate in terms of the party overturn: did not oust all of the Federalist Party officials so as to not upset the party and risk another party overturn
 - Jeffersonians complained about this, complaining that “few [Federalists] die, none resign”
- When Federalists began to decline, they did as well
 - Without the opponent holding them in check, they had all the power
 - No real party system yet (until Jacksonian Democrats, presumably)

Jeffersonian Restraint

- Hated Federalist Alien and Sedition Acts were expired during Jefferson’s presidency, many people pardoned
 - New Naturalization Law of 1802 returned the time necessary to gain citizenship from the fourteen years from the Federalists back to the five years that was previously required
- Did not change much of the Federalist economic system
 - Only removed the excise taxes, which Jefferson thought created a bureaucracy that fed on the poor
 - Kept (and later even strengthened) the Bank of the United States, kept system of assuming state debts, kept tariffs
 - Reduced national debt with “strict economy” that balanced the budget
- Not turning over much of the Federalist policies also showed the revolutionary aspect of the Revolution of 1800: it set a precedent for an exchange of power that was not only nonviolent, but one that actually built off the others

Culture and Society: The smooth transition from Federalism to Republican-Democracy was unique not only in its non violence, but in the first acts of Jefferson as well. As he decided not to totally remove Federalism from the government and even acknowledge that there was some Federalism in every person

(in his inauguration speech), he supported the strong value of the unity of the states. As Washington and the Framers had set out to do, the country was set more on a course for stability than for the direct enforcement of Revolutionary values — this allowed for a peaceful long-term movement and the slow and steady evolution of the American government, as opposed to one marked by a weak government that could be easily turned by the radical policies of the states. Together, these two ideals—unity and stability—prevented the states from dividing at this critical juncture between the two parties. By removing only some unreasonable aspects—such as the Sedition and Alien Laws that allowed the government to arbitrarily deport or arrest citizens—of the Federalists and keeping agreeable policies—such as the Bank of the United States to store federal funds and the tariffs as a steady source of income that also protected domestic industry—Jefferson showed prudence and moderation, instead of completely wiping out the policies because they were Federalist without any other basis. This further supported the idea of unity and how even the enemy parties had to work together: the Jefferson administration demonstrated this cultural ideal by its policy of moderation.

The “Dead Clutch” of the Judiciary

- The Federalists issued the Judiciary Act of 1801 near the end of their reign
 - Created sixteen new judge offices as well as other judicial positions
 - John Adams supposedly signed in the sixteen new Federalist judges on his last day; these judges were deemed the “midnight judges”
 - Showed how the Federalists wanted to keep power in one of the branches of government
 - The Jeffersonians removed all sixteen new judge posts a year later
- John Marshall was very important figure in American judicial system, then was chief justice of the Supreme Court (for life)
 - Was appointed by the Federalists, strong supporter of the Federalists (even though cousin of Jefferson), Jeffersonians wanted to get rid of him
 - Saw the need for a strong central government in hardships at Valley Forge, never changed his opinion after that even though only serving only a month under Federalist John Adams and thirty-four years serving presidents of the Republican-Democrats
 - Underwent the Marbury v. Madison trial, historic event
 - A midnight judge asked him to help save his position; Marshall knew that people wouldn't help him, and therefore dismissed that case
 - Marshall said in the case that the midnight judge's appeal was based on an unconstitutional part of the Judiciary Act of 1789, and therefore should not be allowed
 - **Established precedent that Supreme Court alone had the power to interpret whether or not laws adhered to the Constitution or not**
 - Gave Supreme Court great power (Constitutional issues)
 - Jeffersonians got rid of Supreme Court justice Samuel Chase for talking against him
 - Accused of “high crimes, and misdemeanors” when he had not really done anything
 - However, this set a bad precedent, and not many future impeachments in the Supreme Court have happened

Politics and Power: The Constitution was and is the supreme law of the land (fundamental law), and its interpretation is a heavy responsibility and a great power. Before John Marshall had set the precedent of the Supreme Court's ability to interpret the Constitution (which later solidified into their being the sole power to be able to interpret the Constitution in legal debates), there was a struggle over legal interpretation. After the trial in which Marshall deemed a certain clause of the Judiciary Act of 1789 unconstitutional, the President and Congress lost their ability to pass laws without much resistance or checking. The Judicial Branch of the United States government became much more powerful, and it established a check on bill-making of the legislative branch (and the executive branch, who approved the bills). However, even before this law, control over the judicial branch meant great power: John Adams assigned many new judges near the end of his term, including the sixteen supposed "midnight judges" that were meant to keep a Federalist majority in the judicial branch to sway legal matters, even without the ability to directly interpret the Constitution; after the precedent was set, the clear position of Supreme Court as interpreter of the Constitution emerged without question.

Jefferson, a Reluctant Warrior

- Jefferson quickly reduced police force because he believed that it could lead to despotism (if the army was turned on the people, or if they were stationed there like in the Quartering Act)
 - Didn't think the same of the navies, because they couldn't come inland and attack the people, but still discouraged a navy
- North African Barbary States had pirates that sabotaged shipping in the Mediterranean (important place for the Americans, who traded extensively with Europe)
 - Jefferson reluctantly had to send the navy there
 - Won the fight, known as the Tripolitan War, created a treaty that paid off ransoms
 - Success of the small boats used in the war made Jefferson order more made
 - 250 made in small ship-docks (small, democratic businesses that would support Jefferson)
 - They were very light and hard to use
 - Lightness made one come eight miles inland during a bad storm

America in the World: Even without conflict with Spain, Britain, or France, the Americans were experiencing foreign trouble. The African pirates caused trouble in the Mediterranean in a manner that diplomacy could not settle; as a result, Jefferson had no choice but to engage the U.S. in war for the first time since the American Revolution. This war was set on a much more minor scale, however, against small pirate states; the Americans had a victory and created a treaty for peace. Although it worked out without any lasting consequences on the US, it broke the isolationist theory that had been prescribed by Washington in his Farewell Address. It showed that Americans were willing to use military force when necessary; that it would not tolerate its suppression, even if that meant at the cost of a temporary instability.

The Louisiana Godsend

- Napoleon (France) won over Spain
 - Spanish lands stopped giving Americans the rights from Pinckney's Treaty, Americans were enraged

- Jefferson was worried that the people in the South would begin conflict with the Spanish (and also the French as a result), asked people to buy as much land as possible for a maximum of \$10 million
 - If the envoys failed in buying enough land, they should look to old enemy Great Britain for an alliance in order to protect the nation
 - These were very anti-conflict and isolationist acts, with the only alliance with another country only necessary if emergency arises
- Napoleon decided to sell Louisiana, end New World conquests
 - In Haiti (then Santo Domingo), the Haitian Revolution in which many slaves rebelled under Toussaint L'Ouverture; rebellion was stopped but Napoleon stopped by mosquitos with yellow fever
 - France was about to end conflict with Britain, decided to sell land to the Americas to avoid it being taken by the British, also hoped that America would grow into a power worthy of fighting Great Britain back
- Treaties signed on April 30, 1803, *all of Louisiana* sold for \$15 million (3¢ per acre)
 - This was the famed Louisiana Purchase
 - Over the budget, but the envoys agreed on it because of huge gain
 - Jefferson torn about the treaty — didn't believe it a constitutional right to govern all these new people, who were of different ethnicities
 - Citizens and legislature less reluctant, welcomed in huge expanse of land

Louisiana in the Long View

- Louisiana Purchase avoided break with Britain and/or France, and without violence
- America almost doubled its land area and took much of France's empire
 - On the path to a world power with its immense land area
- Louisiana Purchase supported Jefferson's economic view based on the farmer
 - He considered it a "Valley of Democracy," because more land = more independent farming = more moral society = better democracy
- Some of French legal system in purchased land's legal system even today
- Many Native Americans not treated well
 - Many treaties were made that were "questionably valid"
 - Ousted for want of land for settlement and for (cotton) plantations and slavery
- Purchase ushered in new era of isolationism
 - With so much land to themselves and totally without French-controlled lands around them, the Americans were more free
 - Followed Washington's advice in his Farewell address to avoid foreign relations
- Corps of Discovery was a team sent out by Jefferson to explore northern Louisiana region
 - Meriwether Lewis and William Clark went on famed expedition
 - Many scientific discoveries, as well as mapping of geography and Native American tribes

Geography and the Environment: The purchase of the Louisiana Region added an expanse of new wilderness to the United States. Rather than adding any large European establishments, it was simply an

enormous plot of untouched land with environmental factors still in play. Geographically, this stretched from the west of the United States to most of the Great Plains region. The political result of this addition of land to the Union was mostly a sense of stability to Jefferson's socioeconomic plan: yeoman farmers would make up the majority of the society (and they did at that time), which would make America more self-sufficient and less susceptible to corruption. His plan depended on the availability of land; the U.S., now about double its size, had a great ability to expand westward to settle more land for farming, and therefore continue his view. To explore these new lands, the famous expedition of Lewis and Clark (the Corps of Discovery) was dispatched, and they revealed that the land was rich in wildlife and Native American tribes; the latter would be a minor problem when it came to settling land disputes.

The Aaron Burr Conspiracies

- Louisiana increased power of the federal government, but the weak government made it susceptible to secession
- Aaron Burr not part of Jefferson's cabinet in second term, joined conspiracy for New England and NY to leave the US
 - Hamilton exposed the conspiracy
 - Burr was furious and challenged Hamilton to a duel; Hamilton died, last of Federalists gone
- Burr tried to team up with General James Wilkinson, military governor of the Louisiana territory, and secede the Louisiana territory from the east and expand by attacking the Spanish in the South
 - Wilkinson fled to New Orleans when he heard that Jefferson heard of the plot
 - Burr arrested, tried for treason
 - John Marshall had strict interpretation of the Constitution, believed that there had to be an actual act of treason (not just treasonous intentions) in order to accuse guilty of treason
 - Burr acquitted, fled to Europe, tried to stir up Britain against the United States

Politics and Power: Aaron Burr had an interesting political breakdown consisting of the intention of multiple rebellions. First, he wanted to break off from the Union with the established states; this was debunked by Hamilton. Next, he wanted to break off the newly-purchased and loosely-held Louisiana territory; Jefferson caught wind of that. After he was acquitted from a trial, he fled to Britain and wanted to wage war again with the Americas. Although he was the vice president of Jefferson during his first term, his removal from power (from not being re-elected) probably led to his disillusionment that led to very rash thoughts. It shows that a man of power, even in the baby American republic in which many of the politicians toiled hard to keep the stability of the U.S. despite the liberalism of popular democracy, was not always just, therefore strengthening the stereotype of a corrupt official. Burr lost his power and tried to overcompensate by stealing it; this is the kind of greed for power the Americans detested, and therefore Burr was evicted with the government and did not have much of an impact with his rebellious ideas.

A Precarious Neutrality

- Jefferson easily won second term as President (very decisive victory against Federalist presidential candidate)
- After Louisiana Purchase, Napoleon re-ignited war with Great Britain for another 11 years
- In 1805, Lord Nelson of Britain won French and Spanish fleets, making British the naval superpower (Battle of Trafalgar)
 - Napoleon defeated Austrian and Russian armies, asserting its land power (Battle of Three Emperors)
- Britain created Orders in Council in 1806, legislature to stop the French
 - Closed French-owned ports unless first stopping at British port
 - Napoleon ordered that all merchant ships be taken if entering British ports
 - There was no way out for the Americans — could not trade with anyone
 - British also had impressment, “the forcible enlistment of soldiers”
 - Many hundreds of Americans were captured and many died in service for the British
- Chesapeake Affair (1807)
 - British ship stopped the American frigate (ship) *Chesapeake*, demanded returning of deserters
 - Americans refused, got shot at in return
 - Americans suffered many casualties and the loss of a boat, British took deserters and left
 - British even admitted they were wrong to do so (no law permitting taking of sailors from foreign ship), but did nothing about it

America in the World: The involvements of America with Britain and France during Napoleon's campaigns through Europe were the second violent interactions, the first being the minor Tripolitan War. In this case, both parties of the war were of major economic concern to the United States, and they both became hostile in their competitive opposition. The Orders in Council issued by Britain, and the resulting orders by Napoleon, prohibited American trade. America was forcibly isolated, not in political connections but in economic connections. This greatly threatened American economy, and the diminishing of the rate of American economy would greatly impact the development of the U.S. and its government if it had to go through economic reform. As violence began to pervade the U.S.'s peaceful isolationist stance (the British impressed American soldiers and killed many members of the American *Chesapeake* ship without reason), it became clear that action was necessary for the Americans. The resulting acts: the Embargo Act, the Non-Intercourse Act, and Macon's Bill were enacted only because of this urgency; if the problem was not so severe, then none of these controversial laws (which ended up hurting the American economy as well as the British and French embargos) would have been established.

The Hated Embargo

- Jefferson did not want to bend to the suppression of trade by British and French laws, and neither did he want to go to war
 - Decided to pass the Embargo Act (1807), in which Americans were forbidden from exporting anything to foreign countries
 - Followed idea of “peaceful coercion”
 - American economy faltered; it didn't work as planned

- British and French not as dependent as Jefferson thought
- Americans not so self-sufficient as Jefferson thought
- Huge illegal trade came up, especially with the British in Canada
- People looked at this act like Great Britain's despotism before the American Revolution
 - People compared Jefferson unfavorably to King George III and started to gain approval for the Federalists again
- Failure of Embargo Act led to its repealment on March 1, 1809
- Embargo Act replaced with Non-Intercourse Act (1809-1812):
 - Resumed trade with all countries except Britain and France (lightened Embargo Act)
- Although it was unlike Embargo Act strengthened local economies, especially industries, because the Americans had to be self-sufficient

Madison's Gamble

- Jefferson also left the presidency after two terms, like President Washington
- Madison became elected as the fourth president of the United States (in 1809)
 - Factions (dissenting groups) were common in Congress, made it difficult for him to make his own decisions; often stuck with the risky gambles of other political groups within his own government
- Non-Intercourse Act ended in 1810, replaced by Macon's Bill No. 2:
 - Macon's Bill said that if one of the countries (Britain or France) repealed its embargo against the United States, America would embargo the other one and exclusively trade with the willing trade partner
 - Madison disapproved: he saw it as an admittance to the fact that the Americans depended on trade with at least one or the other
 - The French said that they would lift trading orders if Britain did the same, and vice versa
 - Britain did not open up to neutral trading because it was already powerful in the oceans, and there was exclusive trading with the French
 - This meant the original intent of the embargo (to open up both countries to trade by luring one in first and then the other out of want for goods) failed

Work, Exchange, and Technology: The Embargo Act of 1807, the Non-Intercourse Act of 1809, and Macon's Bill No. 2 of 1810 were all laws designed to protect the American economy by controlling trade so as to manipulate the embargos from the other countries. The Embargo Act, the first of the three laws, tried to stop *all* outside trade, hoping that they would come back to the U.S. begging for its trade partnership again and lifting the harsh embargos; the British, who controlled much of the seas, and the French, who controlled much of mainland Europe, ended up being very self-sufficient with their vast empires and were not as needy as Jefferson thought. As a result, there was no plea for trade and the Americans suffered without a market to sell their products. This was replaced by the lighter Non-Intercourse Act, which placed the embargo only on these two countries, which gave the Americans a chance to trade with other markets again. Lastly, Macon's Bill No. 2 came into effect, which tried to lure one of the two warring European nations into a trade with America, which ended up being France. These economic policies had a huge, almost dictatorial effect on American society and politics at this time by their

strictness, rallying up a great unpopular anger and also creating an alliance (with France) and tension (with Great Britain).

Tecumseh and the Prophet

- New generation came with many people who were called war hawks
 - They wanted to fight Britain, rather than follow the conservative ideas of isolationism and governmental stability, and therefore to see themselves avenged rather than be suppressed by Britain's laws again
 - They also wanted to fight the Native Americans, who became a growing threat in the West again
- Tecumseh and Tenskwatawa, the latter known as the Prophet, were Shawnee brothers that built a confederacy of many Native American tribes
 - Their followers gave up traditional European ideas (e.g., textile clothing given up for buckskin, became sober)
 - Leaders also banned torture of prisoners and encouraged everyone to not sell any land to the Europeans
- William Henry Harrison, governor of Indiana, took army against gather Native Americans in 1811
 - Native Americans attacked, lost and had settlement burned
 - Caused Tecumseh and the Prophet to join the British side, lost and died in the Battle of the Thames

American and National Identity: This was another major standoff between the Native Americans and the Americans, which stemmed from the long-standing clash stemming from colonial ages. As a result of the war between Governor Harrison and Tecumseh and the Prophet, the Native Americans were stifled again. This showed a continuity, a conservative view from the Americans that the British were surprisingly more liberal in: the British, without land disputes with the Native Americans, had the fur trade with the Native Americans for many years. Like King Philip's War or the Pueblo Revolt, this attempted revolt caused little harm to the Americans and great harms to the Native Americans. While American identity had not changed much in this respect, the Native American culture had, with Tecumseh and the Prophet working hard to encourage non-European practices and to protect their land in order to keep their heritage purer and more removed from their enemies.

Mr. Madison's War

- Madison believed war with Great Britain to be inevitable in 1812
 - War hawks wanted to conquer British Florida in order to get rid of the Native Americans that flourished off the trade with Canadians
 - Some Southerners considered capturing Florida
 - Madison still tried to remain calm, tried to resist war and keep faith in the republican government
 - Believed that America had to protect itself and its democratic ideals
- Madison asked Congress to declare war; Congress agreed

- Both houses won the vote, but Federalists and Northerners were generally the ones against it, while Republicans in the South agreed with it
 - Federalist-thinkers in the North still were sympathetic to Great Britain, Republicans sympathetic to the French
 - New Englanders gave Britain some money, some supported Canada
 - Jeffersonians had to fight with “old England and New England”

Culture and Society: At this point, there was a majority consensus that America should go to war with Great Britain again in order to lift the embargo and to reduce the power of the British's Native American allies. This was a reluctant decision, however: Madison, like the previous presidents, strongly opposed the idea of interventionist policies unless extremely necessary, and the Federalists were sympathetic to the British. However, the exigence of the British Orders in Council and the punishments on American shipping pushed the Republican-Democrats to make the move. The indignant Federalists, however, continued to smuggle help to the British, especially in Canada, making the war effort divided. This uncoordination caused by the two-party system further limited its power and efficiency, causing less faith in it and therefore leading up to the “Era of Good Feelings” without any strong opposition party to the Republican-Democrats.

Chapter 12: The Second War for Independence and the Upsurge of Nationalism (1812-1824)

- The War of 1812 was not as well-fought as the Revolutionary War
 - Less passion and angry desire for independence
 - Taught Americans that fighting disunited did not yield great results
 - War ended with weak negotiations for peace
- War of 1812 ended up providing stronger sense of nationalism in its aftermath

On to Canada over Land and Lakes

- American army was weak and not well-trained
 - Weak discipline of troops that were scattered throughout the states
 - Had poorly-trained militias to aid them, even less organized
 - Many leaders were from the Revolutionary War, beginning to get old and less capable, as well as becoming less passionate about the fight for America
- Canada was an important British point to conquer
 - Large British land in which British control was the weakest
 - Americans tried a “three-pronged” approach from Niagara, Detroit, and Lake Champlain (1812); individual attacks were weak and driven back
 - May have worked if strong, single attack was taken on Montreal, a bustling Canadian town with a high population and good transportation routes
 - Tried invading again in 1813; didn’t work, turned to naval fight (see navy section)
- British and Canadian forces were enthusiastic, had fighting passion
 - Quickly took fort at Michilimackinac, which controlled Great Lakes and lands west and north
 - Led by General Isaac Brock
- American navy fared better against the British than the army
 - American fighting ships (frigates) were handled by better-trained men (presumably from long history of shipbuilding and trading in New England)
 - American ships were stronger (thicker sides and heavier firepower)
 - American ships had larger crews
 - $\frac{1}{6}$ were free blacks
 - Oliver Hazard Perry built a fleet of ships and raised a crew near Lake Erie
 - Captured British fleet on the lake; victory revitalized fighting spirit
 - British retreated from Detroit, Fort Malden, lost to General Harrison in the Battle of the Thames (October 1813)
- British and allies won over Napoleon (France) in Europe
 - Without major enemy in Europe, many British soldiers came to Canada to help the British against the Americans
- British prepared 10,000 troops to take over New York by water (September 1814)
 - Weaker American force led by Thomas Macdonough
 - Almost lost, won by using broadside (turning ship’s side towards enemy and firing all guns at once)

- Saved New York from being taken, which protected the unity of New England and all of the Union

America in the World: The War of 1812 was the first war the Americans fought independent of outside help (the French and Indian War required help of British, and Revolutionary War required help of the French). The sovereignty that the Americans had gained gave them the power to “levy War,” as the Declaration of Independence had assured; by showing for the first time that they could successfully organize a war effort by themselves helped to prove the autonomy of the United States to other nations for the first time. War is an international conflict that raises attention and is under constant scrutiny, and thus the Americans were thrust onto the global spotlight for once, the rest of the world recognizing its potential to fight. Also, the fact that this conflict was again with Great Britain, the unchallenged naval power in the world at the time meant that the Americans were truly willing to fight for their ideals, no matter how worthy the enemy; this proved to other countries not only the willingness to fight, but to fight for their morals. Lastly, by sparking conflict with Great Britain again, Britain was more passionate in winning over the Americans, and this resulted in a strong and successful defense of Canada against the Americans and a longer bitterness between the Americans and the British. The War of 1812 changed the perceptions of many countries in the world and strengthened the animosity with its long-time enemy, Great Britain.

Washington Burned and New Orleans Defended

- British launched three attacks by water in 1814:
 - Prepared 4,000 troops by water, landed in Chesapeake Bay (August 1814)
 - Quickly took Washington by getting rid of militiamen (“the Bladensburg races”) and lit much of it on fire
 - Attacked Fort McHenry at Baltimore, couldn’t capture it
 - The *Star Spangled Banner* was written by Francis Scott Key during this time, inspired by the battle
 - Attacked New Orleans and the Mississippi River Valley, lost badly at the Battle of New Orleans (January 1815)
 - Andrew Jackson led 7,000 troops
 - Had just won the Battle at Horseshoe Bend against Southwest Native Americans
 - Troops were very diverse, included: “sailors, regulars, pirates, and Frenchmen, as well as militiamen from [several states]”
 - British went for frontal attack, thousands killed by rifles and cannons of Americans in trenches
 - 2,000 British casualty compared to 72 American ones in the first two hours; bloodiest battle of entire war
 - Made Andrew Jackson a hero amongst Americans
 - **Started to brew up sense of honor and glory; the beginnings of American nationalism**
- Peace treaty signed, ended War of 1812

- Actually two weeks earlier than the War of New Orleans; battle still fought because of delayed communication
- British furious again at their defeat, created blockade of America with Royal Navy
 - Economy slowed because of harder trade
 - National treasury faltering because of lessened economy

The Treaty of Ghent

- Russia's Tsar Alexander I did not want British (who they were allied with) to waste energy fighting the Americans, tried to arrange peace between America and Britain
 - Had five American peacemakers brought to Ghent, Belgium in 1814
 - Included John Quincy Adams (son of John Adams and sixth president of the U.S.) and Henry Clay
 - Treaty of Ghent (December 1814) signed to stop fighting
 - "Essentially an armistice"; created state of "quo status ante bellum" (return territories to state before the war)
 - No mention of initial causes of war (Native American conflict, the "Orders in Council" by the British legislature, impressment of soldiers, unlawful confiscations without declared war)
 - Seen as insincerity of the war hawks
 - Also seen as a stalemate, a draw; neither side won or lost
- British also preoccupied with the Congress of Vienna (1814-5)
 - This was for redistributing land after Napoleon's reign, more domestic and therefore important issue to Great Britain than the peace treaty for the War of 1812

Politics and Power: The fighting in the War of 1812 and the resulting Treaty of Ghent both involved heavy military strategization on part of both nations, the U.S. as well as Great Britain. During the war, both sides tried to utilize their military power to their utmost advantage; after the war, peace was negotiated in order to best benefit their own countries. Specifically, the British went for the American capital and successfully took it; however, the American leadership scurried inland and their military under Andrew Jackson won a large victory against the British at New Orleans. Again, this resulted in the diplomatic signing of a treaty between the two nations, with the defeated British loosening its control on the U.S. by signing the Treaty of Ghent, which was essentially a call to stop fighting. However, this treaty was not an end to the conflict; there were no changes in land claims nor new policies erected as a condition of the war; in terms of international relationships changed during the war, there was no advancement; the giant power play of the war created little change within the nation.

Federalist Grievances and the Hartford Convention

- New England was somewhat disunited from the Union during the war
 - Prospered from illegal trade with Canada (the enemy) during the war
 - British blockade (that limited trade) only imposed in 1814
 - Federalists opposed war effort (because of their support of the British)
 - Because of the above differences from the rest of the states, some New Englanders proposed secession from the Union

- There were rumors that some very sympathetic-to-British New Englanders actually helped the British with enforcing the blockade
- Hartford Convention (1814) was strong indicator of New England dissent with the rest of the states' views
 - Many New England states sent delegates (MA, CT, RI, NH, VT)
 - Sought "to discuss their grievances and to seek redress for their wrongs"
 - Mostly moderate discussion (not as radical as originally thought to be)
 - Final report consisted of mostly moderate requests:
 - Wanted money from central government (Washington) for lost trade due to the British blockade
 - Wanted $\frac{2}{3}$ states vote for embargo, new states, or war (proposed an amendment to the Constitution)
 - Wanted to remove three-fifths clause (which would diminish the representative power of the South in Congress (the House of Representatives) and the electoral college)
 - Wanted to limit presidents to single term
 - Wanted to prevent consecutive elections from same state
 - Due to the fact that most of the presidents had been from Virginia, a southern state
 - Reported to Washington just as news from New Orleans (Battle of New Orleans) and Ghent (treaty signed) also arrived; quickly overshadowed
 - Hartford Convention's pleas looked almost treasonous now that the war was over and the people didn't seek to change the victorious government too much
 - Also showed the end to Federalism, who never successfully ran for president after that
- New England disunity and talks of secession may have influenced the South
 - Until 1815, New England had the most talk of secession (even more than the South)
 - New England nullified (make void because the laws were wrongful) the embargo by the Democratic-Republican party and worked against the war effort in the War of 1812; strong influence on the later thoughts of secession by the South

American and National Identity: The acts of the U.S. against Great Britain in the War of 1812 caused the enraged Federalists to flare up, asking for change in the government that adhered to their beliefs. In their document from the Hartford Convention was a list of proposed changes to government that would solve the problems of government in their view; however, their political and economic views minority opinions of the Americans, and the effect of the Hartford Convention was negligible when the news of the peace treaty came out. Now that war was over, the claims of the Hartford Convention seemed almost treasonous to others because it proposed that the current system of government was wrong; as a result, the Federalists were largely shamed out of existence, and never did well in any later presidential elections. This began the time period known as the "Era of Good Feelings," in which there was only one party (the Jeffersonian Democratic-Republicans) and their single ideology. American identity became more united as opposition was wiped out; however, this opposition from another party proved to a necessary balancing force that kept the incumbent party in check, and the Era of Good Feelings was to

be superseded by a continuous stream of two-party systems, with Americans divided along political lines.

The Second War for American Independence

- War of 1812 was a very small-scale war
 - Only 6,000 American casualties
 - Compared to Napoleon's and other Europeans' conquests, involved very few people (e.g., 5,000 Americans to invade Canada vs. 500,000 French to invade Russia; 1/100th the amount)
- Small scale doesn't mean that it is small in significance; especially being a war still so early in American independence, it had a large impact on society:
 - Like in American Revolution, showed that it would fight to protect its ideals (would not simply sit back and comply to other nations' rules if unjust)
 - The military power and good military leadership of Americans was well-established, other nations respected it
 - Some people even call the War of 1812 the "Second War for American Independence"
- Sectionalism (separation of the nation by sections with differing opinions) began to develop during the war, creating disunity in the U.S.
 - Federalist party lost a lot of power during the war, especially following the Hartford Convention and its appeals to the government
- New national war heroes emerged: (both later presidents)
 - Andrew Jackson (fighting Native Americans at the Battle of Horseshoe Bend, and won Battle of New Orleans)
 - William Henry Harrison (fought Native Americans at Battle of the Thames)
- Native Americans lost the support of the British (again), forced to make agreements with the Americans that gave up a lot of the Ohio River Valley
- New industry sprung up as a result of the blockade and reduced trade
 - Made America more independent and had stronger domestic economy
- Even Canada prospered from the War of 1812
 - Was angry, felt betrayed by the Treaty of Ghent; didn't receive much for themselves
 - No "Indian buffer state or even mastery of the Great Lakes"
 - Americans and British kept up military engagement in Great Lakes until Rush-Bagot Agreement (1817), when navies in Great Lakes disallowed
 - Border with Canada became more friendly, last border barriers between America and Canada ended in the 1870s
 - Longest unfortified boundary in the world between America and Canada
- Europe defeated Napoleon (again) at Waterloo
 - Countries were exhausted from the fighting, went back to their old ways of "conservatism, illiberalism, and reaction" — these were anti-American views
 - Americans not affected by post-Napoleonic Europe as much because it turned to westward expansion and a greater independence

America in the World: Various interactions happened between the Americans and other nations and groups following the War of 1812. For example, Canada felt betrayed by the British and became friendlier to the Americans over time. The nations of Europe were returning to their ordinary governments after jointly defeating Napoleon, and this return to old ways caused Americans to shun them for fear that these old values of “conservatism, illiberalism, and reaction” would affect their experimental government of Enlightenment-age values. Lastly, with more Native American tribes wiped out by American generals Harrison and Jackson, the Native Americans were yet again forced to cede land to the Americans. All of these developments between America and other groups increased American power and sovereignty (better relations with Canada, more isolation from Europe, greater power over Native Americans) that allowed itself to focus on isolationist policies that focused on developing the nation.

Nascent Nationalism

- Greater sense of nationalism after the War of 1812
 - Nationalism is “the spirit of nation-consciousness or national oneness,” of pride in one’s country
 - This also meant more unity of the country after the war than before it
 - More Americans creating and feeling a distinct sense of America: its scenes and themes
- American literature became a new genre
 - Washington Irving and James Fenimore Cooper popular in 1820s for writing using American themes
 - Textbooks were written by Americans, not using old British textbooks; more local and more relevant to American beliefs
 - *The American Review* was a magazine that became popular, distinctly American ideas
 - More paintings of American scenery
- American economics and politics began to have nationalistic pride
 - Bank of the United States revitalized, voted by Congress in 1816
 - Capital of Washington revived, more beautiful on revival (after razing by British)
 - Army increased to 10,000 men, more powerful and glorious
 - Navy defeated more pirates in 1815

“The American System”

- People took nationalistic pride in the new factories sprung from the embargoes and the blockade
 - After the trade barriers lifted, the British tried to flood the American market with the surplus of goods they had (because they couldn’t sell to America with the trade barriers) at a reduced price, sometimes even lower than cost; threatened to wipe out the baby-industries forming in America
 - Congress passed Tariff of 1816 to protect the baby industries; rather than primarily being a source of revenue, this was meant mainly for protection of the domestic industry
 - High tariff (20-25% of price) that dissuaded competition
 - Beginning of trend of other protectionist measures
- Henry Clay strongly supported the “American System” of economic exchange
 - Three-point system:
 - Requires strong banking for good and abundant credit

- Requires protective tariff for increased revenue and protection of local industries
- Would create a better infrastructure (roads and canals for transporting goods and people) throughout the nation, especially the Ohio River Valley region
 - Increased circulation of goods would make country more close-knit and interdependent, as well as increasing economic output
- American System was popular amongst many people because they wanted better roads; infrastructure wasn't great at the time
 - Erie Canal was built during this time (NY, 1825)
- American System wasn't strongly enforced because federal government did not provide funds for infrastructure (Madison vetoed it as unconstitutional); states had to provide funding individually
 - Disapproval from Democratic-Republicans because they didn't want federal funding for local infrastructure
 - Further disapproval from New Englanders, who were worried that the roads would bring population away and into western states

Culture and Society: A new sense of nationalism, or pride in one's country, sprung up in the U.S. and accelerated growth. It gave people the passion to become more independent, creating their own sources of literature and knowledge. Economics was influenced as well, as people sought to make new economic systems that would mostly benefit their own, American industries. There was a general new optimism in the air following the War of 1812, the new societal sense of being distinctly "American," that the Americans enjoyed and that motivated the creation of new unique American culture.

Work, Exchange, and Technology: The "American System" was a system of economic exchange proposed by Henry Clay born from the nationalist isolationist views stemming from the War of 1812. In it, the country would have strong banking, revenue, and infrastructure through a single system. Although Madison and some Democratic-Republicans vetoed it because it asked for a lot of governmental contribution, it formed the basis for a protectionist economy that America follows more or less, especially in periods of stronger isolationism, such as the protectionist systems in the Interwar Period.

The So-Called Era of Good Feelings

- James Monroe won presidency in 1816
 - Elected by the Republicans, and also came from Virginia (continued the "Virginia Dynasty" of Washington, Jefferson, Madison)
 - Not brilliant but level-headed and stable—what the young country still needed
 - Took a tour of the country to inspect military
 - Went into New England, which, despite its hostility towards the Republicans, still welcomed him
- Monroe's broad welcome made him think of the times as "The Era of Good Feelings"
 - The phrase "era of good feelings" used to describe Monroe administration
 - The beginning of Monroe's rule was mostly peaceful
 - Tariff, bank, sale of public lands (for Westward expansion) starting to become issues that caused discontentment

- Slavery and Sectionalism becoming larger issues in the U.S., creating dividing views, especially between the North and the South

Politics and Power: The smooth transition of power from President Madison to President Monroe represented yet another success in the political experiment of the United States. This new transition happened in such an optimistic time that it was called “The Era of Good Feelings”; people were much less worried about the president becoming dictatorial, as they were only a few years ago in the earlier years of the Federalist and Jeffersonian party disputes. This smooth political power switch was a continuity in a line of great American leaders, a transition smooth and stable enough that the rough times in the years ahead with the Panic of 1819 wasn’t enough to significantly shake Monroe’s popularity.

The Panic of 1819 and the Curse of Hard Times

- Panic of 1819 was a sudden economic slump
 - Characterized by “deflation, depression, bankruptcies, bank failures, unemployment, soup kitchens, and overcrowded … debtor’s prisons”
- First national financial issue since Washington
 - Washington had simple war debt, however, and that was cleaned up mostly by Hamilton with his rigorous Federalists plans with tariffs and the National Bank
 - The Panic of 1819 was caused mostly by overspeculation (risky trading) with Western lands: “The Bank of the United States, through its western branches, had become deeply involved in this popular type of outdoor gambling”
- Had wide and long-lasting impact
 - During panic, mortgages foreclosed and “speculative (‘wildcat’) western banks [forced] to the wall”
 - Poorer classes were hit hard
 - This created the foundations for Jacksonian democracy
 - There was inhumane treatment of debtors
 - Sometimes families ripped apart because of just a little debt

Work, Exchange, and Technology: The Panic of 1819 was the result of a risky system of economic exchange in the west called “overspeculation.” In such a popular era of good spirits and rising nationalism, this financial crisis was a drawback that acted as a reality check—the political and economic systems (such as the Bank of the United States and the overspeculation in the West) were improving and becoming more stable, but were not nearly perfect, being so new. The previous fears of debt and currency distortion (deflation then, inflation earlier) returned, the ones that originally prompted the Americans to adopt the stricter and more centralized Hamiltonian economic system.

Growing Pains of the West

- Nine frontier states joined the Union from 1791 (Constitution) to 1819
 - Joined alternatively as a free (without slaves) or slave state in order to keep balance between the North (generally without slavery) and South (generally slave-based)
- Westward expansion happened as a result of:
 - Continued westward expansion (dating back to colonial era)
 - Cheap land was highly sought after, especially by European immigrants

- Soil overused on the populated Eastern Seaboard, especially by tobacco farming
- Blockade and embargo made living on the East less desirable
- Generals Harrison and Jackson had won battles with the Native Americans and caused them to cede land, thus opening up more land that could peacefully be settled without Native American interference
- Infrastructure improved in Western lands
 - Cumberland Road (1811) through the Ohio Valley, from Maryland to Illinois
 - Invention of steamboat (1811) allowed boats to travel upstream, more transportational power
- Land Act of 1820 meant to increase power of the Western states
 - Western states had low population and therefore lower representation and power
 - Land act “authorized a buyer to purchase eighty virgin acres at a minimum of \$1.25 an acre in cash” — really cheap land
 - Cheap transportation and cheap money (printed from “wildcat” banks of the west) also allowed by federal government

Geography and the Environment: With the largely unsettled and undeveloped region of the Louisiana territory now at their disposal, people were enticed by the prospect of cheap land and the government had the new task of figuring out how to regulate the new land. To keep a balance of political power between the sectional ideologies of the northern (New England and new northern colonies, non-slavery) and southern states, new states were admitted alternatively as slave and non-slave states; this would keep an equal number of pro-slavery and anti-slavery senators, so that legislative decisions would not be biased towards the North or the South. To appease the people of the new states, the government passed the Land Act of 1820 that gave the new settlers cheap access to land and transportation. The vast land (geography) drove these administrative decisions by government, the former (about alternate slave and non-slave states) enforcing the deep divide between the North and the South and thus encouraging the ideological differences that led to the Civil War between the North and the South.

Slavery and the Sectional Balance

- Tallmadge amendment (1819) proposed by Congress when Missouri wanted to become a slave state
 - Amendment was anti-slavery; said Missouri could have slavery, but couldn't import slaves and had to free (emancipate) children of current slaves
 - Enraged slave owners in South
 - Federalists (who wanted reason to stop “Virginia dynasty” by criticizing its policies) and supporters of nonintervention in expansion were against it
 - Missouri first new state made out of the Louisiana purchase; slavery supporters worried that this would upset power and set a bad precedent
 - Missouri as slave state would make 12 slave states and 11 non-slave states; broke the balance in Senate (which had equal representation)
 - It might create precedent of emancipation that could spread to other slave states, which slave owners did not want
 - Amendment vetoed because of strong opposition in the Senate, not put into effect

- Some anti-slavery advocates used this as an opportunity to express anti-slavery opinions
- Peculiar institution = euphemism for slavery

The Uneasy Missouri Compromise

- Henry Clay broke uneasy tensions of Missouri with compromises known as the Missouri Compromise; lasted 34 years
 - Missouri was accepted as a slave state
 - Maine (part of Massachusetts at the time) became its separate state to balance out number of northern and southern states (12 for each side, equal representation in Senate)
 - Every new territory north of the $36^{\circ} 30'$ latitude line in the future (i.e., not including Missouri) was to become a non-slave state
 - Didn't really harm the South, because farming was harder in the northern regions; Southern farmers rebelled against this anyways
- Legacy of dispute over slavery would continue until the Civil War
- Despite unpopularity of financial crisis and Missouri Compromise (debate over slavery), Monroe won second term election (1820) with little resistance
 - Federalists were very weak
 - Monroe was very popular, even before his presidency; these events were not enough to diminish that popularity

Politics and Power: The dispute over Missouri and future states over their acceptance as slave or non-slave states was simply meant to balance power between the North and the South. More liberal and anti-slavery northerners wanted non-slave states that would support their decisions, and the inverse was true for the South. When Congress attempted to pass the Tallmadge Amendment that denied Missouri's acceptance as a slave state, many colonists erupted in anger because it would offset the balance, making more anti-slavery states than slavery states. Henry Clay proposed a solution to this that balanced out the introduction of pro-slavery Missouri (which was the creation of anti-slavery Maine, which set the balance of pro-slavery to anti-slavery states at 12 to 12), as well as created a future system that designated the future northern states to become non-slavery and southern states to become slavery states. This compromise seemed reasonable to both sides and was carried out, balancing political representation between different types of states.

John Marshall and Judicial Nationalism

- John Marshall was still Chief Justice of the Supreme Court (from the time of the Federalist rule), had multiple precedent-setting cases about power:
 - McCulloch v. Maryland (1819) said Maryland was being unconstitutional; while the Constitution did not explicitly state that the national government had the power to create a national bank, using the Necessary and Proper Clause it does have the right to do so because it has the power to regulate commerce; Maryland has no right to override federal systems (federal government has precedence over state governance)
 - Gave the central government more power, made states more subordinate to central government
 - Was an example of loose construction that Marshall employed

- Loose construction means that the Constitution derives power from the people, should have power to act by reasonable means to do what will benefit the people, even if not explicitly stated by the Constitution
- Cohens v. Virginia (1821) had Virginia win against Cohen brothers' illegal activity; however, it asserted the federal Supreme Court's power to review all of the state Supreme Court's decisions about powers of the federal government
 - In other words, Supreme Court had the final say in federal powers, no matter what court a trial is in
- Gibbons v. Ogden (1824) said that the federal government had the power to regulate interstate transportation and commerce, limited states' and businesses' rights to freely transporting and trading

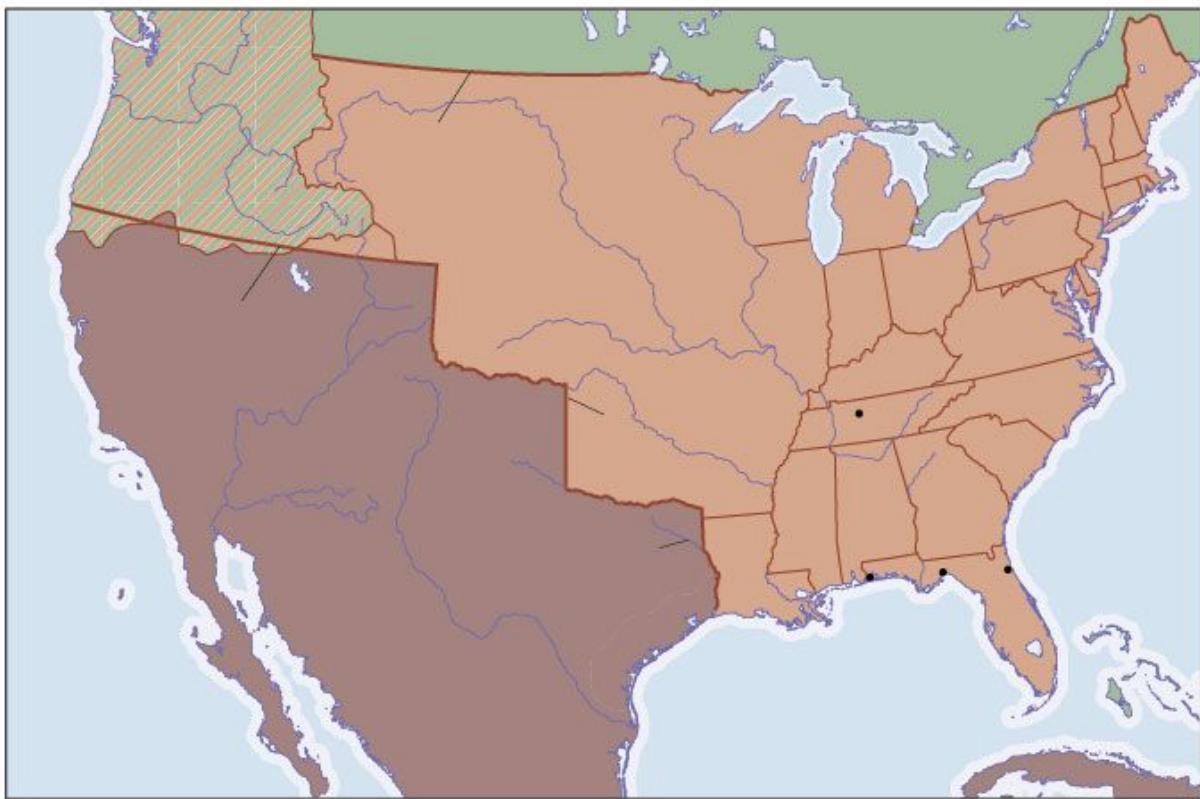
Judicial Dikes Against Democratic Excesses

- Fletcher v. Peck (1810) was when Georgia sold huge land to private owners due to bribery; Marshall said that the government could not interfere because the transaction was a "contract," which the Constitution says the government cannot intervene with
- Dartmouth College v. Woodward (1819) was when New Hampshire wanted to change Dartmouth College, Supreme Court denied their request because Dartmouth was created by a charter by King George III; this was another form of "contract" that could not constitutionally be violated by government
 - One of the major supporters of Dartmouth (and an alumnus of Dartmouth) was Daniel Webster
 - Helped defend Dartmouth and helped the case win
 - Helped establish precedent that protected business (chartered corporations, a form of contract) from government
 - Was in Senate, explained and argued ideas with the Supreme Court and then argued back to the Senate to explain again (can be considered an "Expounding Father" of the U.S., one who clearly explains his principles)
- Economic rulings allowed stability for business; Marshall formed a conservative, steady setting that was not as zealous as rest of country but lasted for a long time

Politics and Power: Chief Justice John Marshall set multiple precedents that limited and augmented the power of the central government. On the one hand, he employed the loose construction (elastic clause) of the Constitution, ruling that the government should be able to do what is necessary and proper based on its powers given in the Constitution; this was shown in *McCulloch v. Maryland*, *Cohens v. Virginia*, and *Gibbons v. Ogden*, all of which increased government power over the states because the central government was given powers not explicitly set to it but considered necessary and proper. On the other hand, *Fletcher and Peck* and *Dartmouth College v. Woodward* both ruled against the government, because the government could not violate any sort of "contract." Because most of these contracts were economic, this prevented government from monopolizing or controlling the economy, and businesses are allowed to run mostly autonomously. These two opposing views by Marshall of governmental power in terms of the Constitution balanced the reach of the central government.

Sharing Oregon and Acquiring Florida

- John Quincy Adams, son of president John Adams (and future president himself), was Secretary of State under Monroe and helped to organize foreign affairs
 - Helped Monroe negotiate Anglo-American Convention (1818) with Great Britain
 - Americans could share fisheries with Newfoundland (Canada)
 - Clarified limits of northern Louisiana
 - Established a “joint-occupation” of the Oregon territory (rights and land claims of Britain and America preserved in that region) for ten years
- Spanish colonies had multiple revolutions in South America
 - Chile (1810), Venezuela (1811), Argentina (1816) were major rebellions
 - Many Spanish from Florida left to help keep order in the rebellious Spanish colonies; left Spanish Florida unoccupied and undefended (for Jackson’s conquest; see below section)
- Florida was still occupied by the Spanish
 - In 1810, Americans took over western Florida, allowed captured land into nation by Congress in 1812
 - General Andrew Jackson attacked Florida when many Spanish left to fight in rebellious South American Spanish colonies under the claim that he was ridding Florida of hostile slaves and Native Americans
 - Jackson captured major Spanish forts and ousted their leaders, against Congress's orders
 - Congress (except John Quincy Adams) disapproved of his rash zeal
 - Spanish ceded Florida and land claims in Oregon to the Americans, took some of American Texas in return
 - This was the Florida Purchase Treaty or Adams-Onís Treaty (1819), which had a diagonal zig-zag cutting down the U.S.



(for above image: American land (right) in orange, striped land was British-American shared Oregon territory, green land (top) was British Canada, purple land (bottom) was Spanish land. Border between American and Spanish line was the Adams-Onís Treaty line of 1818, Florida given to America)

Geography and the Environment and Migration and Settlement: The interactions between the Americans and the British and Spanish in the 1810s led to an increase of land area of the U.S. The Anglo-American Convention consolidated American rights to fisheries in Newfoundland and a joint occupation of Oregon, a vast territory in the northwest. The Adams-Onís Treaty was the result of American conquests of Florida, in which all of Spanish Florida was ceded to the Americans. As a result, two vast tracts of land were added to the U.S., which further promoted Jefferson's view of a land- and farmer-based society. It also showed the continued obligation (dating back to the colonial era) that the Americans felt to expand westward and fight for extra land. They had fought vigorously with the Native Americans, but after vanquishing many of the Native Americans in local and international conflicts (such as the French and Indian War, the Revolutionary War, and the War of 1812), the Americans turned to taking land from the French (the Louisiana Purchase), the British (the original colonies and the Oregon territory) and Spanish (Florida).

The Menace of Monarchy in America

- Monarchs rethrone after Napoleon's defeat
 - Were worried about the new democracies, wanted to get rid of revolutions for new American-like republican government

- Crushed popular rebellions (rebellions that advocated change towards a popular democracy) in Spain and Italy
- Americans worried about the combined force of the monarchies of Russia, Austria, Prussia, and France; they might try to eradicate the revolting colonies of Spanish South America to eliminate threat of them becoming republics like the U.S.
 - Loss of new rebellions for democracy would make democracy weaker and less attractive for other nations to convert
- Russian tsar pushed Russian territory down to 51° latitude on North American continent, down to San Francisco Bay area in 1821
 - Scared Americans, who were afraid the Russians were trying to cut off their western coast (California region), which was essential for the Americans to interact with the Pacific region
- Great Britain reluctant to join other monarchies in crushing Spanish rebellious colonies
 - Instead opened up trade with America again, which benefitted both countries because of free trade
 - George Canning (British foreign secretary) told American minister that Britain would agree with Americans to not have any part in conquering South America and recommended that other European nations did not as well in 1823

Culture and Society: The Americans became concerned when the European nations became anti-democratic, hostile towards their deeply-ingrained societal and political beliefs. The new democracies of the revolted Spanish colonies followed this ideal; as a result, they were now under threat by the combined power of many European nations. It was really this difference in perspective that set Americans apart from other nations what gave them concern.

Politics and Power: Not only were the ideologies of the U.S. and Europe very different, but the differences in raw military power were very different as well. The U.S. had a ragtag military that, while filled with the nationalism and patriotism that was rampant in that era, simply could not match the combined might of Europe (which was strong enough to defeat the military genius of Napoleon). Russia also posed a threat on the western border of the U.S., because it began to creep down the west side of the American continent in current-day Alaska down to California. Luckily, the British were opposed to the cause of most of the other European nations and had the navy to support its cause, which ended up protecting the Americas from European invasion (for fear of economic loss from losing tradeable ports).

Monroe and His Doctrine

- John Quincy Adams was skeptical
 - British fleet was the strongest in the world; it wouldn't need the Americans' help in denying to attack South America; Adams believed the alliance was unnecessary
 - It seemed to put America under Great Britain again because of Great Britain's superior naval power
 - Adams thought that the Spanish were concerned that Americans would capture Spanish land and cause conflict that would compromise British claims in the Caribbean; therefore this deal was out of self-interest to the British

- Adams also believed that the Europeans had no real plans (just rumors) for invading Spanish South America, because British (whose navy was feared) would protect the ports there that they needed to keep open for trading with its fleet
- Monroe Doctrine (1823) argued by Adams, who persuaded Monroe to issue it
 - Was a “stern warning” that told European nations not to colonize or otherwise interfere with the American continent
 - Was afraid of the Russians, who were advancing in the northwest, and was concerned for the new South American republics
 - Meant that the Americans would not interfere with Europe either, such as with the fight between the Greeks and the Turks

Monroe's Doctrine Appraised

- European powers were upset about Monroe Doctrine
 - Felt that the Americans were too weak to keep their word
 - Felt upset because they were limited by the British, who essentially enforced this doctrine by keeping a superior navy that could protect the coast
- There was little recognition of the Monroe Doctrine in the Americas
 - Most people knew that it was primarily to protect the U.S. (self-defense) in the long run, and that preventing the South American nations from being colonized was only a secondary goal
 - A few people realized that it was mostly the British navy that enforced it, not the words of the Americans and their weak military strength
 - Most people forgot about it quickly, only became significant in hindsight (in 1845)
- Russo-American Treaty (1824) meant that Russians drew southern border of their land at $54^{\circ} 40'$; no real threat from the Russians
- Without British navy, there was no true power behind the Monroe Doctrine; it was only as strong as the military protecting the Americas (which happened to be the British navy, the most powerful in the world; as a result, it was successful)
- Monroe Doctrine was never law
 - It was given in Monroe’s “regular annual message to Congress”
 - It was a “simple, personalized statement of the policy of President Monroe” (and John Quincy Adams)
 - Expressed the nationalist views of the time period after the victory of the War of 1812
 - “While giving voice to a spirit of patriotism, it simultaneously deepened the illusion of isolationism”—strengthened American nationalistic beliefs of patriotism and isolationism

Politics and Power: The Monroe Doctrine was mostly a strategic idea that had little real effect but was profound in its forward-thinking-ness, if enforced (which it was, thanks to the powerful British navy guarding the American coastline). Secretary of State Adams, rather than agreeing to the British proposal to jointly oppose any intervention with the Americas (Latin America, the Caribbean, and the U.S.) because he thought it was unnecessary and put America in British hands again, argued for a global non-interventionalist policy towards the Americas independently from the U.S., which was issued by

President Monroe. While it was simply a sort of warning with no strong American military to enforce it, the British willingly patrolled the coast of the Americas to protect its trading assets; therefore, the Americans knew that the Europeans would follow this policy. Thirdly, while ostensibly protecting the South American colonies from European colonization, it also protected itself and the idea of democracy in the process: if these new, democratic nations that had been formed by the same form of rebellion as the U.S. and were crushed by the Europeans, that would set a precedent that might cause European nations to band up against the U.S. as well. And if those democracies weren't attacked and were allowed to foster, new democratic principles would be born and expand on the current systems, perhaps spreading to the U.S. and improving sociopolitical life there as well. Therefore, while it was not international law or edict, the Monroe Doctrine had many benefits to the U.S. and was greatly appraised in hindsight for protecting the U.S. and its democratic ideals.

Chapter 13: The Rise of a Mass Democracy (1824-1840)

- Era of Good Feelings dampened by the Panic of 1819 (economic depression) and Missouri Compromise of 1820 (controversial compromise about future slave/free states)
 - Jacksonian era was almost the opposite of the Era of Good Feelings: there was a “boisterous democracy, frenzied vitality, and strong political parties” — similar to Federalist age of 1796
- New political conflict arose, and political parties and campaign were created
 - Democrats party formed in 1828
 - Whigs party formed in 1830s
 - New forms of campaigning: “banners, badges, parades, barbecues, free drinks, and baby kissing”
 - Voter turnout increased as a result (25% in 1824 to 78% in 1840)
- European nations began to become more democratic (e.g., more electorates/voters)

The “Corrupt Bargain” of 1824

- Many able candidates, all “Republicans,” for the election of 1824
 - John Quincy Adams, Secretary of State under Monroe’s first term, “intelligent, experienced, and aloof”
 - Henry Clay, “gamy and gallant”
 - William H. Crawford, “able though ailing”
 - Andrew Jackson, “gaunt and gutsy hero of New Orleans,” conquered Florida and defeated Native Americans
- Andrew Jackson won the had greatest electoral and popular vote, but not a majority, therefore House of Representatives had the deciding call
 - Adams was second in votes, then Crawford, then Clay
 - Henry Clay was Speaker of the House, which was head of the House of Representatives and therefore an influential position in this non-majority election
 - Decided not to support Crawford (had stroke) or Jackson (didn’t like Jackson’s military conquest of Florida)
 - Decided to support Adams because they had similar political views
 - Adams was also secretary of state, which was commonly lead to president (three out of four secretaries of state had become president)
 - **Henry Clay’s endorsement of John Adams made him win over popular leader Andrew Jackson in the 1824 presidential election**
- Jackson supporters were very angry — called the election of 1824 the “Corrupt Bargain”
 - People worried that Adams may have bribed Clay with position of Secretary of State (which made him likely to become president)
 - Adams was condemned by many people, including John Randolph and Jackson
 - In previous history, private bargains were common; however, this showed a turning point, that showed that democracy should be made by the people, not by “corrupt bargains” behind closed doors such as this

Politics and Power: Although he was the least popular of the four candidates at the election of 1824, Henry Clay was the one with the greatest political power in that election. He was Speaker of the House, and when Andrew Jackson did not win a majority in the electoral college, the House of Representatives was greatly swayed by Clay's support for Adams, who won the majority and the election. John Adams was the Secretary of State at the time, and this put him in a very probable position for presidency, while Andrew Jackson was simply a military general. This "corrupt bargain," as it was called by many of the people who opposed Adams called it, showed that the Constitution could not stop all forms of non-official, totally by-the-people governance, despite its checks on the government; political corruption of power was possible in the American government. Specifically, in this case, the electoral college made the vote biased when it reached the House of Representatives, because two political candidates worked together for a presidency. The rise of John Adams to presidency, the fourth out of five Secretaries of State to do so, also shows the political tendency for people in power to stay in power, which also increased the political power of any individual.

A Yankee Misfit in the White House

- John Quincy Adams was strict and nonsocial
 - Physically very austere: "short, thickset, and billiard-bald"
 - Mentally shunned people, introverted: went for private swims in the mornings, was "irritable, sarcastic, and tactless"
 - Was very qualified for president (was Secretary of State and had important improvements with foreign affairs, such as the promotion of the Monroe Doctrine)
- J. Q. Adams was one of the "least successful presidents" (despite his experience), was very unpopular because he went against majority opinion
 - Began his presidency criticized as people for having made a corrupt bargain
 - Had only a minority support of the people (only won $\frac{1}{3}$ of popular vote and won because of electoral college's majority-to-win system)
 - Did not have many good political skills, won Secretary of State position out of respect and not out of popularity; very hard in age of popular democracy-like system
 - Switched out very few political office holders for his own supporters
 - Not a good move, considering that his supporters wanted positions and were more likely to sway the opposition (which formed the majority of the population and the officeholders) towards his position
 - Had an unpopular nationalistic opinion
 - Many people were beginning to stop thinking about nationalism stemming from War of 1812 and looking on to ideas of "states' rights and sectionalism"
 - Adams instead wanted construction of infrastructure, as well as national university and a space observatory
 - Many people, especially the South, worried that this was an unnecessary waste of government funding that would continue the tariffs
 - People didn't want so much governmental power, especially the Southerners who worried that the government might later try to take away slavery by law
 - Had an unpopular land policy

- Wanted to slow down the “feverish speculation in the public domain,” presumably to prevent conflict with Native Americans and allow for more organized settlement
- Wanted to negotiate diplomatically with Native Americans, citizens wanted Native Americans out
 - In case of Cherokee Indians in Georgia, Georgians denied Adams’ attempt to negotiate, threatened to fight the central government

American and National Identity: While Adams held a more conservative view of U.S. politics and popular opinion, the masses were quickly changing as the country was still maturing in this early era. Adams was similar to his father and the Federalists: they wanted a stronger central government and were part of the wealthier ranks of society, believing that these higher classes were more fit to rule. As people struggled for more individual and states’ rights, rather than federal powers, his political opinions were often unpopular, and therefore his rule as president achieved little. Adams, for example, called for a national observatory and university, ideas dating back to the Washington (a Federalist) and augmented by the War of 1812 nationalism—however, the people saw these as unnecessary wastes of governmental funds that could be better spent on the people. Similarly, Adams attempted to regulate land policy and interactions with the Native Americans, but the states (such as Georgia with the conflicts with the Cherokee Native Americans) often took matters into their own hands and shunned federal intervention. The national identity was shifting away from the aristocracy and a very strong central government and towards the opinions of the masses.

Going “Whole Hog” for Jackson in 1828

- Republican party split into two groups during Adams’ presidency
 - One side was the National Republicans under John Quincy Adams; had oak as their symbol because he was “oakenly independent”; went steadily for conservative values
 - Other side was the Democratic-Republicans under Andrew Jackson, who had hickory as their symbol because it was very tough
- Democratic-Republicans had misrepresented views of both candidates
 - Saw Jackson as a “hero” and “rough-hewn frontiersman and a stalwart champion of the common man” — he was actually a wealthy farmer at the time
 - Saw Adams as a very corrupt politician, especially with the bargain; actually, there is no certain evidence that there was a bargain, and had very high morals (albeit the fact that he was very stubborn with them)
- Both sides were “mudslinging” again (debasing the other side)
 - Adams’s supporters were talking bad about Jackson’s mother and wife
 - Jackson’s supporters portrayed Adams’s “billiard table and a set of chessmen” as “gaming tables” and ‘gambling furniture’ for the ‘presidential palace’ — showed luxury
- Election support was regional
 - Jackson had most of his votes in the West and South (where poorer farmers and frontiersmen were)
 - Adams won most of New England in the Northeast (where there was a higher population and therefore more electoral votes)
- **Andrew Jackson won presidency in 1828**

- He won by 178 to 83 electoral votes (very popular)
- Showed that power shifted away from Eastern seaboard and towards more central U.S.

Culture and Society: Before the election of 1828, people resorted to “mudslinging,” lowly remarks meant to slander the opponent rather than praise their leader. Similarly, Jacksonians blamed Adams for being corrupt on unreasonable terms (the premise that the “corrupt bargain” was actually a complicit and deliberate bargain, which it likely was not). This showed the extreme loyalty to party that was developing, and the levels that the commoners reached, as well as the increase in governmental participation (i.e., campaigning and voting) from the commoners, who reached new low points in morality during the election by debasing the other side. Unfortunately, this created a precedent in the election system that has continued to today; current party-nominated presidential candidates Hillary Clinton and Donald Trump, as well as other presidential candidates that had dropped out, attack personal details of the other candidates in order to improve the view of themselves to Americans, rather than using their merits to their advantage.

Geography and the Environment: As it was during the “Revolution of 1800” (the election race between Jefferson and Adams), the votes for each president in this election were largely regionally-based. Jackson, liked Jefferson earlier, had received many votes from the poorer regions from the South and the West, whereas Adams had received more votes from New England like his father had. Although the New England colonies are the most populous, winning so many states in the western and southern regions and then the presidency in both of these elections showed that the political power in America was starting to center geographically. Also, this geographical division (generally between North (New England) and South foreshadowed the Civil War, the great division whose causes include differences in political views similar to those of these elections; for example, Jackson and Jefferson championed the poorer, farmer class that often used slaves, while the Adams favored more the industrial, anti-slavery society.

“Old Hickory” as President

- Jackson was very different than Adams
 - Physically different:
 - “tall, lean, with bushy iron-gray hair brushed high above a prominent forehead, craggy eyebrows, and blue eyes”; a little emaciated, had look of fierce frontiersman
 - Had lead poisoning, dysentery, malaria, tuberculosis — survived many diseases and was indeed tough
 - Very different upbringing
 - Was born in the Carolinas to an uneducated childhood (bad grammar, for example), eventually became a judge and Congressman
 - Was very passionate and got in fights often often
 - Was second president that hadn’t gone to college
 - He was rich, but grew up in a harsh neighborhood; not aristocrat nor commoner
- Jackson’s inauguration attracted a horde of ordinary people in disorderly fashion
 - Seemed like a mob, termed the “inaugural brawl”

- People compared this event similar to mobocracy or the masses during the French Revolution — they were afraid Jackson's presidency would usurp the American democracy with chaos

The Spoils System

- Jackson was the first to introduce spoils system to the federal level
 - Spoils system was when victorious political leader put supporters into political office
 - Jackson argued that all people were equal and could learn how to effectively hold political office; also, to leave politicians in for too long would create an aristocratic class of leaders
- Spoils systems had many cons
 - Many incompetent or untrustworthy people were put into office
 - Samuel Swartwout stole one million dollars from the government as customs tax collector of New York
 - System was more about party loyalty than about civic virtue
- Spoils system actually was beneficially to democracy as well
 - Many politicians had been sitting in office since their appointment by Washington, and didn't do much anymore
 - It gave "a compelling reason for Americans to pick a party and stick with it" — more loyalty to party, and more powerful party

Politics and Power: During the beginning of Jackson's presidency, power went to the people—perhaps even too much power. The people were worried that a Jacksonian democracy would manifest itself in a form similar to the dreaded mobocracy because of the amount of power there was for the popular political party. For example, during his inauguration ceremony, a mob entered the White House and was termed the "inaugural brawl." Similarly, the Spoils System was set into place, which meant the president switched out many of the official positions for supporters of his own; as a result, the ruling power in charge had even more power with more high-power officials. It also put the stability of the nation to the test as some of the newly appointed officials became corrupt, such as Samuel Swartwout.

The Tricky "Tariff of Abominations"

- Tariffs were a problem in J. Q. Adams's presidency, and it carried on to Jackson's
 - They were good for protecting local industries from foreign competition by making it harder for foreign countries to sell products in America
 - They harmed society by making everything more expensive and invited "retaliatory tariffs" from foreign countries
- J. Q. Adams had passed a law raising tariffs in 1824. Jackson did the same in 1828
 - Tariff of 1828 became known as the Tariff of Abominations because of the outrage that many citizens, especially Southerners, had
 - Southerners saw it as only benefiting the industries of the North by reducing competition for them, but it raised prices for the products that the Southerners bought
 - The Southern farmers had an international market (exporting), tariff isn't necessary to protect them and it harms because of retaliatory tariffs

- Southern states were actually more worried about slavery than tariff, but wanted to use tariff as scapegoat
 - There was another slave rebellion by Denmark Charleston in 1822, put pressure on government to abolish slavery
 - Southern states worried that British government was about to abolish slavery and American government was about to do the same
 - Wanted to portray Tariff of Abominations as unconstitutional and decrease central government's power over the states to prevent the possible federal abolition of slavery from taking effect
 - John Calhoun, vice president and political theorist, wrote *The South Carolina Exposition* that denounced the bill as unconstitutional, and asked states to nullify it (not adhere to it)

Work, Exchange, and Technology: The appropriate amount of tariffs in the U.S. was a difficult decision for President Jackson. Reducing it would lead to greater debt for the nation and would allow for free global exporting and importing for the Southern plantations, who did not have a problem with no tariff. On the other hand, increasing it would lead to benefits for the industry in the North (protectionism to make local goods more attractive than foreign imports) and reduction of the debt, but increased financial hardships for the Southerners who couldn't import goods as freely. Also, increasing the tariff or leaving it as is would be a sign of greater governmental power in the states, which could mean more power to abolish slavery, which was a policy that the Southerners feared that the central government would and could enforce. As a result, any motion regarding the tariff would benefit the North or the South, but not both. Jackson decided to increase the tariff, which in turn made the Southerns come up in revolt.

“Nullies” in South Carolina

- People in South Carolina who wanted to nullify the act, known as the “nullies,” argued against the people who wanted to preserve the adherence to federal law (the Unionists)
 - Unionists stopped the state from getting necessary $\frac{2}{3}$ vote to nullify the bill
- In 1832, new tariff (Tariff of 1832) by Congress set a middle ground — less strict but still too protective compared to what the Southerners wanted
 - People felt that it was too permanent, federal government had too much power over their lives in the long run
 - This was the Nullification Crisis — the rebellions of the South Carolina nullies against the Unionists
 - In 1832, another vote was taken and a $\frac{2}{3}$ majority by the nullies led to a convention
 - Delegates declared the tariff was nullified (didn't have to be followed because of its unconstitutionalism) in South Carolina
 - Delegates also declared that they would use military force against government if they tried to enforce the collection of tariffs
- Andrew Jackson was a strong supporter of unity and non-defiance
 - Sent military reinforcements to South Carolina and began creating an army
 - Created a proclamation against nullification, and governor Robert Y. Hayne of South Carolina issued counter-proclamation; high tensions needed compromise

- Henry Clay created Compromise Tariff of 1833 that said that tariff would gradually decrease over the next few years
 - As expected, supported by the South Carolinas and Southern states, opposed by New England and middle states
 - Was passed and avoided conflict
- Jackson also passed Force Bill that said the federal government could militarily enforce tax collection (mostly to save face now that his bill was defeated)
 - Was nullified in South Carolina
- South Carolina had potential for civil war
 - Mounting conflict between Unionists and Nullies
 - Unionists were becoming more patriotic and acquiring more weapons, Nullies felt threatened and repealed the nullification declaration

American and National Identity: It almost seemed habitual and regular that the Americans (as if it were part of America's rebellious and freedom-fighting identity) rose up in rebellion against the ruling government every time there was an increase in taxes. This came from back during the colonial period after the French and Indian War, in which the British raised taxes without representation in the American colonies; after that, financial revolts such as Shay's Rebellion or the Whiskey Rebellion and then this Nullification Crisis have marked the commoner's calls for lesser taxes. Each rebellion, however, was marked by a resulting suppression by the national government. This time, however, instead of total suppression there was a compromise; this showed a slight change in inclination of American identity towards the people's wants, rather than a total government shutdown of the movement.

The Trail of Tears

- Jackson wanted to continue Westward expansion, like the Democrats
 - This would mean continued conflict with the Native Americans
- 125,000 Native Americans east of Mississippi, had previous negotiations with the Americans
 - Washington administration recognized Native Americans as nations, negotiated with them, but settlers often broke negotiations
 - Many Americans felt that the Native Americans could be assimilated into American culture, especially through Christianizing and civilizing them (similar to the Spanish in early colonial days with missionaries)
 - "The Society for Propagating the Gospel Among Indians" (1787) sent many missionaries amongst the Native Americans
 - Congress spent \$20,000 to help increase literacy of Native Americans (1793)
- Native Americans usually kept to the treaties rather than trying to resist white settlement
 - Cherokees in Georgia considered one of the "Five Civilized Tribes" because of its efforts to assimilate American culture into itself
 - Settled into Americanized agricultural system with privatization of land, developed an alphabet, opened up schools, created a constitution that had three branches of government
- Americans were still not satisfied despite Cherokee attempts at assimilation
 - Georgia wanted power over Cherokee government and lands
 - Supreme Court let Cherokees keep their rights (three times)

- Andrew Jackson opposed Supreme Court decision, mocking them because there was no way to enforce it, and would likely be broken by prospective settlers anyways
- Jackson felt obligation to preserve the Native Americans, especially the Five Civilized Tribes in the eastern U.S.
 - Congress passed the Indian Removal Act (1830) to move all Native American tribes that resided east of the Mississippi away to the West
 - Over 100,000 Native Americans moved by this
 - There were many forced marches of Native Americans away from their homeland to the designated resettlement areas, especially on the notorious Trail of Tears, where many Native Americans died
 - Native Americans moved to lands that were promised to be American-free; however, this promise was quickly broken by American pioneers only 15 years later as they invaded these Native American preservation lands
 - Some Native Americans attempted to resist the movement
 - Black Hawk War (1832) was when Black Hawk tribe fought against movement and were crushed by Lieutenant Jefferson Davis (future president of the Confederacy) and Captain Abraham Lincoln (future president of the Union)
 - Seminole Indians fought guerilla war (1835-1842) in the Everglades of Florida to try and keep their land, but they eventually lost and most of them were moved; only a few managed to hide and stay in Florida

Migration and Settlement: The Native Americans were forced to migrate from their homeland in the Eastern U.S. to designated areas in the West under the Jackson administration. This was caused by a surge of Westward expansionism by the people and an “obligation” felt by President Jackson to “protect” the Native Americans from the Americans’ violence at the frontier. As a result of this migration, many Native Americans revolted and caused further conflict with the Americans. Other Native Americans were forcibly moved, and then had conflicts with the Americans again in fifteen years when the Americans moved farther west again, this time encroaching on the designated Native American preservation lands. All this had a legacy of unhappy land ownership for the Native Americans, who repeatedly lost land and had conflicts with the Americans; they gained nothing and many of them died, and the Americans gained their land. It also resulted in the formation of Oklahoma as one states with the highest Native American population nowadays (only California has more Native Americans nowadays).

The Bank War

- The Bank of the United States was essential for the U.S.
 - Minted coins that had a stable currency value; private banks printed paper money, whose value fluctuated (and therefore they had some power over the economy)
 - Was almost like a branch of government, because it controlled funds of the federal government and regulated currency value; was a source of stability in the unstable rising government
- Despite these positive values of the bank, Jackson hated the Bank of the United States, calling it a “moneyed monster”
 - The bank was a private institution, and this fact alone made it go against the ideals of democracy

- Its investors and president Nicholas Biddle had a large influence over the national economy
- The bank also enforced collection of taxes and foreclosures from many Westerners (such as in the Whiskey Rebellion), who as a result did not like the bank
 - It seemed that “profit, not public service, was its first priority”
- Bank War (1832) was when Daniel Webster and Henry Clay proposed renewal of the Bank of the United States, contrary to what Jackson wanted
 - Original charter expired in 1836, but they wanted to win the election of 1832 by making Jackson’s opinion on the bank unpopular
 - Clay believed that if Jackson vetoed it (didn’t support the bank), the Eastern supporters of the bank would prevent him from winning, and if he supported the bill (supported the bank), he would lose his Western supporters who didn’t like the bank
 - Unfortunately for Clay, the Westerners supported him and many Easterners feared him, so Jackson was still the most popular
 - Webster’s and Clay’s bill passed through Congress but was vetoed by Jackson, who declared it unconstitutional
 - *McCulloch v. Maryland* (1819) in Supreme Court declared the Bank of the United States as constitutional, but he denied it
 - **Showed that the veto power could be done on somewhat of a personal whim rather than simply by what has previously been declared as unconstitutional, setting precedent of executive branch’s power over the judicial branch (Jackson was basically overriding the Supreme Court’s ruling with his denouncement of the Bank of the U.S.)**
 - Clay thought Jackson’s views were very harmful to the economy, printed thousands of copies and distributed them
 - He meant to slight Jackson, but the commoners of the West mostly agreed with Jackson’s opinion — didn’t have the negative effect Clay wanted

Work, Exchange, and the Economy: The death of the Bank of the U.S. by Andrew Jackson was meant to decrease the aristocracy associated with national banking. Although it was economically sound, the bank, at least in Jackson’s mind, posed a threat to democracy. As a result, Jackson fought on one side of the Bank War (against Daniel Webster, Henry Clay, and the Supreme Court ruling of *McCulloch v. Maryland*), even denying a Supreme Court ruling to reduce the national bank (and endanger the economy) in the name of free, non-aristocratic democracy. In short, it was a political ideology that affected this economic decision.

“Old Hickory” Wallops Clay in 1832

- Clay (Nationalist Republicans) and Jackson (Democratic Republicans) were the main presidential candidates in the election of 1832
- Similar campaigning by both sides
 - Jackson supporters had hickory poles (representative of their strength) and criticized Clay for his vices
 - Clay’s supporters said “Freedom and Clay” as campaign slogan
- Anti-Masonic Party became a major power in the election of 1832

- Masons were a secret society; the people thought secret societies were in conflict with the main ideals of democracy because they contributed to a private interest, not the public good
- Party was created in 1826 when New Yorker was murdered for threatening to expose secrets of the Masons, made people angry and formed the party
- Evangelical Protestants supported this, wanted to influence religious culture of nation through political power
- Andrew Jackson was a Mason and didn't deny it; Anti-Masonic Party was also anti-Jackson as a result
 - Jackson and supporters in turn didn't like them back, because they supported a great political influence in social life, which Jackson did not support
- Election of 1832 also had party conventions to name the candidates
 - Anti-Masons and National Republicans further formalized election by creating debate platforms
- Clay and National Republicans had some advantages, but still lost the election
 - \$50,000 was issued to them by the Bank of the United States as "life insurance" (because they supported the continuation of the national bank)
 - Most newspapers were in favor of Clay, badmouthed Jackson
 - **Jackson still won the election of 1832 with popularity in West and South**
 - Won 687,502 to 530,189 popular votes and 219 to 49 electoral votes

Politics and Power: A few advancements came in the election of 1832 that gave the candidates more official power. For example, the National Republicans had official party conventions, which is an institution that formalizes the pick for a party and lasts even to today, playing a major part in the two-party democracy so that the opinions of a party are centered in one person (and therefore is more likely to win a majority and not have power get spread out). Also, formalized platforms were created in the National Republican and Anti-Masonic parties, which also continues to today and allows the candidates to express their views so that the people have a better idea of who they're voting for. These two changes in the election system make the choice for a president more sound, with more carefully chosen presidents.

Burying Biddle's Bank

- In 1833, Jackson began to lower the bank's reserve
 - Removed federal deposits, told people to stop depositing in the Bank of the United States, shrunk deposits by using them to spend on everyday funding
 - Wanted to "bleed the bank dry" so that it died out
- Jackson had many opponents in removing the Bank of the United States
 - Many of his own supporters were not supportive of so radical a plan; Jackson had to change officials twice to have supporters to carry out the removal of the bank for him
 - Biddle created the "Biddle's Panic" by calling in loans and making smaller banks go bankrupt to show the national bank's importance, but that didn't stop Jackson
- Death of the Bank of the U.S. had many repercussions
 - Pet banks, smaller state banks to hold federal funds, were chosen based on loyalty to Jackson, made transactions less official

- Pet banks and “wildcat banks” often had sketchy finances, printed much paper money (whose value was inconstant)
- Jackson issued the Specie Circular (1836) that said all lands have to be bought with metallic currency
 - Greatly dampened the quick westward expansion
 - Led to a financial crisis in 1837 (after Jackson finished second term)

Work, Exchange, and Technology: See above section “The Bank War”—same theme connection applies

The Birth of the Whigs

- Jackson’s supporters called themselves the Democrat Party
- Opponents of Jackson called him “King Andrew” and created the Whig Party in opposition to him
 - The Whigs were the British political party that opposed the King, reminiscent to the age of freedom against a powerful leader, now in terms of Jackson
 - Whigs were only joined by opposition to Jackson, very diverse group
 - Included “supporters of Clay’s American System, southern states’ righters offended by Jackson’s stand on nullification, the larger northern industrialists and merchants, and eventually many of the evangelical Protestants associated with the Anti-Masonic party”
 - Began by Clay, Webster, and Calhoun in Senate, who censured Jackson’s motions against the federal bank
 - They were progressive in governmental reforms, such as building infrastructure and public institutions, and they supported market economy (which supported entire economy as a whole, including northern industry and southern agriculture)
 - Saw themselves as the protectors of the common people and denounced Jackson as corrupt and too powerful; same as what Jackson did to the National Republicans by denouncing them for making the Corrupt Bargain

The Election of 1836

- Jackson’s vice president, Martin Van Buren, was his favorite choice for next president
 - Buren said he would continue generally in the same direction as Jackson
- The Whigs couldn’t choose a primary candidate at the convention, put forth multiple candidates
 - Hoped to not have a majority by any candidate and win in the voting by the House of Representatives
 - Henry Clay and General William Henry Harrison were major picks for the Whigs
- **Van Buren won the election of 1836 with a majority in the electoral college**
 - All of the Whig candidates still had a lower electoral vote than he himself

Politics and Power: To rival the incumbent Jacksonian Democrats, the anti-Democrats formed their own party that solely was united in their opposition to the Democrats. Rather than uniting for an ideology, they united for their antipathy towards the Democrats. As a result, a strong two-party system was formed, with the parties often in direct opposition to one another. This in turn forced both parties to work harder to achieve presidency, which means that they had to appeal greater to the people than the

opposing party, which means that they were always on their toes and trying to work for the popular opinion (which generally meant the common good). As a result, this election between Jackson and the Whigs was closer than the previous election between Jackson and the more loosely-organized and unpopular National Republicans.

Big Woes for the “Little Magician”

- Martin Van Buren (eighth president now) was rumored to be mediocre
 - Actually previously was successful and was politically experienced (was “an accomplished strategist and spoilsman ... a statesman of wide experience in both legislative and administrative life” and was intelligent)
- Van Buren many misfortunes and hard decisions during his presidency that were not under his control that made his presidency seem mediocre
 - Van Buren was milder than Jackson, ended up inheriting Jackson’s rule and policy but was not as assertive and popular as Jackson
 - Supporters were less supportive and opponents thought he was weaker and kept up the animosity that they had against Jackson
 - There were rebellions in Canada (1837) that was in part caused by unregulated immigration from the U.S., which threatened war against Great Britain (through its property of Canada) again
 - Van Buren tried to keep peace and stay neutral
 - Possible annexing (adding to the Union) of Texas put many northerners in protest
 - Jackson left behind a depression with the loss of the Bank of the U.S. and with the Specie Circular

Depression Doldrums and the Independent Treasury

- Panic of 1837, an economic crisis, had many causes
 - Mostly rampant speculation in the West and buying land off of bad credit from unreliable wildcat banks was the major cause of the panic
 - Jackson’s Bank War and the Species Circular worsened the crisis when steady national banking collapsed and it was harder for people to get hard currency instead of unreliable paper money
 - Wheat planting was ravaged by the Hessian fly, and caused mobs to create chaos by breaking into warehouses
 - Two major British banks collapsed, and British investors called in American loans, which took away some American money
- Effects of the crisis greatly harmed the economy
 - Hundreds of regular banks collapsed, some pet banks (with millions of dollars of federal funds) collapsed as well
 - Speculation dropped and people stopped buying land
 - Factories went bankrupt and many people went unemployed
- Whigs attempted to pass progressive economic reform, rejected by Van Buren (like what Jackson did in order to keep government separate from economy)

- Van Buren created the Divorce Bill (1840) (Independent Treasury Bill) that made the government completely separate from banking by locking up federal reserves in cities to protect its funds, separate it from banking and deny its reserves to banks
 - Was an unpopular bill, passed in 1840, repealed, re-passed in 1846, and essentially repealed with national banks during the Civil War

Work, Exchange, and Technology: The Panic of 1837 was a complex financial crisis that was caused by many factors and created many negative effects. A major cause of it was the excessive sale of land in the west, especially buying with unstable currency such as that issued by the “wildcat” banks of the West. There were also international factors such as the collapse of some British banks that caused recalls of money; this meant that not all of the crisis was caused by American doings. However, the crisis was widespread and made President Van Buren more unpopular and was probably one of the major factors that denied him his second presidency, especially with his unpopular “Divorce Bill” that was repealed and then essentially nullified during the Civil War. This was a crisis of almost entirely economic causes (except for Jackson’s removal of the national bank and his issue of the Specie Circular) that led to economic and political (Van Buren’s great unpopularity) outcomes.

Gone to Texas

- Texas had been given up to Spain in 1819 in exchange for Florida
- Mexico won independence in their revolution in 1821
- In 1823, negotiations with Stephen Austin allowed him to bring over three hundred American families, which “were to be of the established Roman Catholic faith and upon settlement were to become properly Mexicanized”
 - Many Texans wanted to keep their American culture and didn’t like being under foreign jurisdiction
 - They were also unsettled by presence of Mexican soldiers (probably thought back to Revolutionary era of stationed British troops)
 - “Gone to Texas,” or G.T.T. became slang for moving to Texas
 - 30,000 Americans were in Texas by 1835
 - Many explorers went to Texas, such as Davy Crockett (rifleman), Jim Bowie (knife-man), and Sam Houston (governor of Tennessee)
 - Mexico emancipated slaves in 1830, prohibited future importation of slaves or colonization by Americans
 - Americans didn’t follow this guideline, flocked in with more slaves
 - Stephen Austin went to negotiate in Mexico City in 1833, was jailed by Santa Anna (dictator of Mexico)
 - Santa Anna “wiped out all local rights” in 1835, started to raise an army against the Texans

Migration and Settlement: As a result of the continued search for land the Americans created a negotiation with recently-independent Mexico for settlement, albeit with some limitations and being under the Mexican jurisdiction. However, as usual with their settlement treaties or agreements (such as those with the Native Americans or the Spanish), the Americans frequently broke the conditions of their own agreement, such as by importing slaves and continuing colonization even when the dictator restricted it.

There was a huge migration of 30,000 Americans to Texas by 1830 (only seven years after the initial agreement), which showed the extreme eagerness of Americans to colonize virgin lands. However, this overzealousness caused the rule-breaking and eventually the resentment of Mexicans for the non-complying American Texans, which then led to political conflict between Mexico and the Texans.

The Lone Star Rebellion

- Texans declared independence in 1836
 - Established themselves as the Lone Star State and created their own flag
 - Made Sam Houston commander in chief
- Santa Anna took 6,000 troops into Texas
 - Trapped 200 Texans at Alamo, annihilated them
 - Surrounded some Texans at Goliad, annihilated them as well
 - Slain Texans such as Jim Bowie and Davy Crockett went down as heroes for fighting to their deaths; war cries went up for them (“Remember the Alamo” and “Remember Goliad”) that made these slain Texans heroes
 - Aroused support of many Americans, who went to help the Texans
- Sam Houston won at San Jacinto (1836)
 - Wiped out the Mexican attacking group
 - Captured Santa Anna and made him sign two treaties that told him to withdraw troops from Mexico and establish border of Mexico as far south as the Rio Grande
- U.S. government obliged to keep neutral stance in foreign affairs but popular support said otherwise
 - Americans nullified legislature on neutrality
 - President Jackson supported Sam Houston, who had helped him fight against Native Americans
- Annexation of Texas by U.S. was opposed by northerners who thought Texas was meant to increase the power of the slave states and increase slavery
 - There were many slaveowners from the South that lived in Texas, but mostly because Texas was closer to the southern U.S.

America in the World: This was the second conflict between the Americans and a foreign nation after the Revolutionary era (besides the War of 1812). Again, while Americans tried to keep their neutral status, the conflict was spurred along by an increased sense of nationalism and the direct attack by the Mexicans to the Americans. Although the Texans suffered many deaths and a few losses at the beginning of the war (including the famous Battle of the Alamo), these losses inspired many Americans to join the fight and again prove America's military might by winning over the Mexican leader Santa Anna and creating a treaty line for Texas. Now victorious with more land, the American government (politics) was again burdened with the thought of annexation of a new territory through military conquest with another nation (influenced by foreign relations).

Log Cabins and Hard Cider of 1840

- For election of 1840, Democrats nominated Martin Van Buren again because there was no other major Democratic candidate
- Whigs nominated General William Henry Harrison

- He was war hero from Battle of Tippecanoe (1811) and Battle of the Thames (1813)
- He did not have strong opinion on political issues, and therefore was blameless
- John Tyler was selected as vice president
- A Democratic writer “lumped Harrison as an impoverished old farmer who should be content with a pension, a log cabin, and a barrel of hard cider—the poor westerner’s champagne”; Whigs used this to their advantage
 - Whigs portrayed Harrison as the “Farmer of North Bend,” a humble farmer to take out the aristocratic Jacksonite leaders
 - Like Jackson, he was actually rich and came from a wealthy family, but it did not really affect his general popularity
 - Whigs took up images of log cabin and cider as their campaign symbols
 - **Harrison became 9th president of the U.S. in the election of 1840**
 - Barely won popular vote, but won electoral college by huge amount (234 to 60)
- Whigs wanted economic stimulation to stop troubles from the Panic of 1837, while Democrats wanted less governmental interaction (retrenchment and an end to high-flying banks and aggressive corporations”)

Politics for the People

- People who came from more humble backgrounds and supported the masses-backed democracy were most likely to be elected for president
 - Very different from era of Washington with wealthy Federalists in power, in which people were condemned for being democrats because of the fear of popular democracy and mobocracy
 - Daniel Webster even apologized for not being born to humble beginnings
 - Wealthy people in power who were unhappy about this change to popular democracy protested with thoughts that these mobs would become tyrannical, but in vain
- **America was becoming more of a nation for the people, not for the aristocracy**

Culture and Society: Society was increasingly looking to the common people as leaders. There was the cultural shift away from the slightly-aristocratic views of the Federalists, who believed that society should be ruled by the wealthy landowners who were more educated, to the mobbish popular democracy that existed under Andrew Jackson. It was less of a republic and more of a democracy (which previously was feared for its potential to become a mobocracy). As a result, politicians had to change their tactics to adhere to this new cultural shift, and General Harrison won the election of 1840 by playing to the people's wants of the stereotypical backcountry farmer who drank hard cider, even though he was not. Although it certainly is not a new tactic, it shows the potential for politicians to not act genuinely solely to gain popularity, which set the precedent for popularity-grabbing presidents, not presidents who truly had the common good of the nation as their best interest.

The Two-Party System

- Jeffersonian Democratic-Republicans were so successful at assimilating Federalist programs that they were the only dominant party
 - At the time, parties were believed to be like factions and lead to infighting and chaos in the government

- One party that sprung out of the Jeffersonian Republicans were the Jacksonian Democratic Republicans (the Democrats)
 - Ideals of individual and state rights and prevention against governmental aristocracies
 - Wanted less governmental interaction in society and economy
- The other party that sprung out of the Jeffersonian Republicans were the Whigs
 - Ideals in “the natural harmony of society and the value of community”
 - Wanted more use of government to fulfill their objectives (greater government control and intervention)
 - Were against leaders such as Jackson whose self-interest greatly hampered politics
 - Wanted a “national bank, protective tariffs, internal improvements, public schools, and ... moral reforms such as the prohibition of liquor and eventually the abolition of slavery” — much governmental regulation / stimulation of society and economy
- Parties were similar with new democratic principles
 - Both wanted to become popular and get as many votes as possible
 - Both appealed to most Americans, poor and rich
 - Both were geographically diverse, not centralized to a certain region and delaying the sectional opinions that divided America, especially before Civil War (i.e., they were not positioned with one mainly in the North and one in the South, which created national support for each party)

Politics and Power: The idea of the political parties went against the previous ideology that it would end up in political ineffectiveness and factions, and it actually turned out to benefit society. While earlier two-party systems simply had differing beliefs on some ends and were similar enough that they could all be considered part of the Jeffersonian Republican party (Federalists assimilated into it; Jacksonian Democratic Republicans and Adams's National Republicans both branched from it), this new party system of Democrats and Whigs were actually direct opposites: the Whigs were essentially the anti-Democrat party. This strong opposition kept the other party in check, which was a dynamic system of checks and balances that perhaps works as well as any Constitutional check of a branch of government. In addition, these parties were evenly dispersed through the states and appealed to popular democracy, which means that they had to seek political power through the common good (by playing to the common people's interests). This helped make political elections less corrupt.

APUSH: The American Pageant Chapters 1-4

The Seven Themes of AP U.S. History

1. American and National Identity
2. Politics and Power
3. Work, Exchange, and Technology
4. Culture and Society
5. Migration and Settlement
6. Geography and the Environment
7. America in the World

Chapter 1: New World Beginnings (33,000 B.C.E. - 1769 C.E.)

The Shaping of North America

- All of American history is insignificant in reference to the grand scheme of time and the universe
- American terrain formed long ago: the Appalachians, the Rockies, the **Canadian Shield** (“a zone undergirded by ancient rock, probably the first part of what became the North American landmass to have emerged above sea level” (4)), Mississippi Valley, etc.
 - Much was changed by the glaciers: the Canadian shield was pushed down, created lakes (e.g., the Great Lakes and the Great Salt Lake)

Geography and the Environment Although this does not directly affect politics or society, this geological arrangement has set the stage for our American life throughout all of our known history. This land mass that we call North America was only a “New World” to the Europeans because it was a large and separate land mass, formed by the separation of the great supercontinent Pangea. In addition, the geographical features, such as the Rockies and the Appalachians, are immense physical barriers that probably served a major role in various decisions throughout history.

Peopling the Americas

- Most Americans came via “ice bridges” from Asia for 25,000 years until the ice bridges melted
- 35,000 years ago, these were the first “immigrants” into North America
- These first Americans migrated south and east away from the ice and into the warmed climates, populating most of North and South America
- The Native Americans flourished
 - There were an estimated 54,000,000 Native Americans by the time of Columbus’ “discovery of the Americas”
 - To many explorers from Europe, the New World was very unexpected and wondrous: they called it a “world” because it was much more than just new land or a new continent; they also had many misconceptions, such as geographical inaccuracies
 - Created more than two thousand separate languages and many diverse religions and cultures
 - Many tribes formed: Incas (Peru), Mayans (Central America), Aztecs (Mexico); formed different **nation-states**
 - They were very advanced societies with great science (accurate astronomy) and a very strong sense of religion (e.g. lots of human sacrifices)

Migration and Settlement This section strongly related to the theme of migration of the first people of the Americas. It explains that far before European intervention, there was already a thriving sense of community and society with the Native Americans, a people that had come over with primitive ways because of the Ice Age many thousands of years ago. It shows that the “New World” was really not so new as it seemed to the Europeans, but a complex and established society.

The Earliest Americans

- Agriculture (especially corn farming) allowed Native Americans to thrive
 - Corn crop turned from wild grass into staple of life by hunter-gatherers in Mexico
 - The more advanced the corn cultivation, the more advanced the society (e.g., Pueblo and **Cahokia** settlements with advanced corn farming and irrigation very advanced society and housing)
 - **Three-sister farming** with a combination of beans, cornstalks, and squash further advanced the farming and society
- Most people scattered far and nomadic
- Most women doing work at home, men doing physical work outside
- Women were often more powerful than men, having the power and possessions instead of men (“matrilineal societies”)
- Native Americans had a large focus on nature, gave it spiritual connections (unlike Europeans)
- Land was mostly untouched because the Native Americans revered it and because their population was relatively small

Culture and Society Native American society was based on corn cultivation: in general, the more advanced their agricultural techniques for this crop, the more advanced their society. This is evident by large and advanced societies such as the Pueblo and Cahokia people, both of whom had built large and impressive housing complexes. This was further epitomized by the presence of a corn god in some societies. Native American life differed in other ways from average European life: for example, women were often more powerful than men, which was a concept that European cultures struggled far more with. Also, the North Americans’ culture generally involved a spiritual connection with the land, rather than a more materialistic desire that the Europeans had; therefore, the environment was generally very well kept.

Indirect Discoverers of the New World

- Scandinavians were probably the first ones to “discover” America circa 1000 B.C., but they never really expanded past a little settlement
- Many Europeans and power-hungry governments were looking for new land: they discovered more of Asia, Africa, and eventually the New World
- Many Europeans liked the “exotic delights” of Asia, but they were expensive; looked for a new path to make the journey cheaper
- **middlemen** are the people who go between the supplier and the buyer, usually adding high tolls for the difficulty of the journey (i.e., long and dangerous path by boat or camel from Asia to Europe)

Europeans Enter Africa

- Marco Polo: an “indirect discoverer” of the New World because he described the riches of the East for which the Europeans sought a cheaper route
- Development of the **caravel**, a type of boat that could sail against the winds, and discovery of new routes with helping winds increased exploration
- Africa began to get exploited by the Europeans:

- Gold taken into Europe
- Portuguese created trading posts in Africa for gold and slaves, used same practices as previous African slavers
 - Deliberately separated people from certain tribes and took them far from their homeland in order to prevent rebellion: beginning of true African suppression (and racism?)
 - Set up plantations on coastal islands near Africa (e.g., Madeira, Canaries, São Tomé, Príncipe, etc.); roots of the **plantation** system
- Portuguese also reached India by going around Africa (Vasco da Gama)

Columbus Comes upon a New World

- Stage was set for discoveries:
 - Mariner's Compass was developed, helped sea travel
 - Renaissance improved technology in general
 - Europe had slaves and wealth
 - Spain was becoming rich and united
- Columbus set sail with three small ships and an average crew; bumped into the Bahamas
 - Actually was a "successful *failure*"
 - Called the people there "Indians" because he thought they had reached the Indies (the East)
 - People tried to get around this barrier before they realized it was an entirely new continent

Work, Exchange, and Technology As a result for the growing greed of Europe for luxuries and power, new efforts were created in order to further explore the world in order to gain wealth. Through various distinct explorers such as Marco Polo and Vasco da Gama, trade and interest expanded, thus performing a virtuous cycle of increasing exchange and therefore wealth. This was accompanied by an improvement in various technologies, such as the caravel, a better boat for sailing, and other improved navigational techniques. As a result, a steady input of gold and slaves from Africa and exotic goods from Asia—a great system of economic exchange—was established, thus increasing the productivity and wealth of Europe in general. Eventually the Americas were discovered, which provided yet another land to use for resources.

When Worlds Collide

- The **Columbian exchange** was when Columbus first visited the Americas and different species and people that had been separated for many thousands of years came into contact again—an unnatural, biological mixing unheard of beforehand
 - The Europeans encountered many new animals, plants, and foods when they arrived, such as rattlesnakes, iguanas, tobacco, corn, beans, tomatoes, and potatoes
 - The introduction of new foods greatly helped feed Europe and the rest of the world
 - 60% of the world's food nowadays originates from the Americas
 - The Europeans also introduced many species as well, such as horses and sugarcane
 - Horses were quickly adopted into Native American lifestyles
 - Sugarcane thrived, and gave a huge boost of sugar in Europe
 - Brought many diseases over: smallpox, yellow fever, malaria
 - Killed majority (90%!) of Native Americans because they did not have any immunity built up: largest killer brought by Europeans
 - Native American people introduced syphilis to Europeans

America in the World For the first time, the Europeans had an interaction with the Native American people in North America. There was a huge cultural exchange between the people of the different

cultures, as well as the diseases and the animals. Much of this exchange, called the “Columbian exchange,” was helpful, bringing new diversity of food that fed more people and animals that had different abilities to foreign lands. However, it also brought diseases that killed many millions of people, especially the Native Americans. Therefore, this first time that America was introduced to the wider world of the Europeans, many of the Native Americans died—not a great first encounter.

The Conquest of Mexico and Peru

- Europeans noticed the abundant gold resources in Native American cultures
- Spain claimed a right to much of the newly-discovered New World in the **Treaty of Tordesilles**; the Portuguese received considerably less, with some land on the coast of modern-day Brazil
- In the Caribbean islands, the Spanish held forces that waited to attack the Americas. They also began testing out the **encomienda** system
 - In an encomienda, the government “commended” natives to loyal colonists so that they could be converted to Christianity. In practice, however, it was like slavery.
 - Many Europeans, especially those who had not personally seen the New World, thought that the Native Americans were clearly inferior and that the system was okay. However, to some of those who were in the Americas, it was plainly cruel and unfair.
- Spanish conquest:
 - Hernán Cortés picked up a slave who knew the language, Malinche (later Doña Marina). He found 20,000 revolting Native Americans to help him. After being welcomed at first, being thought to be a god, they were soon forced out on **noche triste** because of their excessive want for gold. He later laid siege and took over the city.
 - Francisco Pizarro took over the Incas in Peru, took their precious metals
 - *Gold, Glory, and God* were the major motives for most of the conquistadors, but not always in that order. For some, God came first. For others, such as those who fought the Moors in Spain, sought glory.
- Great increase of wealth in Europe led to growth of **capitalism**: people had more money to spend, banks thrived, it paid for Asian goods
- **Mestizos** were of both Indian and European descent
 - This mix is celebrated by some but hated by others

Politics and Power The entire conquest was a struggle for power for the Europeans. Whether they wanted glory for themselves, gold for their country, or God for the rest of Europe under the Church, the conquistadors plundered and put people into slavery in order to gain power. This is especially obvious in the great victories of Cortés or Pizarro, but it exists also in the aftereffects, such as the growth of capitalism back in Europe or the beginning of the encomienda system. For example, in the encomiendas, the ones who had natives commended to them got to keep their power and reap a reward. In turn, every additional piece of wealth gained by a conquistador made its country a little more wealthy, and they had more political power.

Exploration and Imperial Rivalry

- Some other famous **conquistadors**:
 - Vasco Balboa was the first European to discover the Pacific Ocean by going through Panama
 - Ferdinand Magellan went around the tip of South America, and one out of his five ships completed their journey back to Europe, the first one to travel all the way around the globe
 - Juan Ponce de León explored Florida

- Francisco Coronado discovered the Grand Canyon and bison
- Hernando de Soto discovered the Mississippi River
- The Spanish flourished, building universities and colonizing
- The English (John Cabot) and French (Giovanni de Verrazano and Jacques Cartier) started to explore
- **Battle of Acoma** was when Spanish won the Pueblo people and abused them
- **Popé's Revolution** was when the Pueblo people destroyed Spanish churches when their religion was oppressed
- The **Black Legend** states that the Spanish only left misery behind in the Americas: death, slavery, poverty, disease

America in the World The exploration of the various European powers of the time greatly increased America's importance to the world. It was no longer just a Spanish possession, but now it was in the global focus for the first time—it became attractive and important to other countries and it would never lose this global attention even now. It was also the first time that French and English powers would penetrate the Americas, where their influences still remain (in Canada and the U.S.A.) and still hold great power nowadays.

With the native Americans, there was also a great cultural interaction that increased the worldliness of the European countries: there was some mixing of cultures with mestizos. Although, much like the “Black Legend,” the majority of European influence on the Americas was in the form of unfair treatment, there was a small degree of the knowledge and acceptance — with a little bit of assimilation — that the Spanish encountered.

Chapter 2: The Planting of English America (1500-1733)

- Hundreds of thousands of slaves were in the Bahamas
- English had major outpost in Jamestown; French in Québec; Spanish in Santa Fé

England's Imperial Stirrings

- England didn't need to compete with Spain, being its long-time ally
- The **Protestant Reformation** disrupted England for a while (King Henry VIII, Protestants v. Catholics)
 - The Protestant English smothered the Catholic Irish, and thought of them as lowly native people

Elizabeth Energizes England

- Ambitious Queen Elizabeth I
- “Sought to promote the twin goals of Protestantism and plunder by seizing Spanish treasure ships and raiding Spanish settlements,” even though the two countries were allies
 - Sir Francis Drake was most prominent, even got knighted by the Queen
- Attempted colonization at Newfoundland, at **Roanoke Island**(Sir Walter Raleigh); both failed
- The **Spanish Armada** was a huge Spanish fleet intended to invade England; it failed because of smaller, faster ships and a storm
 - Followed by Holland's independence (formerly Spain's Netherlands)
 - Followed by the Caribbean Islands' independence (formerly under Spanish rule)
 - Followed a few centuries later by the collapse of the Spanish empire in the Americas
 - Weakened Spain and boosted English spirits

Politics and Power There was a great change in the English politics. Many of the people became poor and oppressed in Protestant England; this gave some people the incentive to move away; as a result, many of them were the first English immigrants to the Americas. Meanwhile, Spain was losing massive amounts of power, having previously overextended itself in efforts to become a great colonial power. This was epitomized when their great, invincible “Spanish Armada” was overtaken by a small and inferior crew of smaller English ships. As a result, many English resorted even to piracy of Spanish treasure ships, because they soon had the military advantage over the weakening Spanish. As a result of both this religious change and the weakening Spanish, the English had much reason to become riled up in search for discovery.

England on the Eve of Empire

- England’s population was rapidly increasing
- More wealthy people (e.g., landlords) were making it more difficult for the less wealthy (e.g., small farmers); many of these poorer people were the first immigrants to America
 - Example: when there was a depression in the trade of wool, sheep farmers drifted off, were “footloose”
- **Primogeniture** means that only first sons could inherit land; younger siblings had to find a life for themselves
- **Joint-stock company** allowed men to pool their money and work together towards an adventure, or invest on someone else’s

England Plants the Jamestown Seedling

- The **Virginia Company**, a joint-stock company of England, was created in search of gold and a shortcut through to the East
- The **charter** (a document specifying the rights of a group of people) of the Virginia Company allowed them to have the same rights as anyone in England; this was the same for following English expeditions; it was meant to encourage them, so that they would always feel like Englishmen even when away
- Early conditions in Jamestown were miserable, and there were high rates of death
- Primitive wants for peace between Native Americans and the new Virginians (i.e., Pocahontas and John Smith’s colony); this was stopped by the new governor’s attack against the Native Americans
- John Smith was very strict: “He who shall not work shall not eat”

Work, Exchange, and Technology The joint-stock company was created, a great advancement in business that allowed for the hefty investment in such a risky venture. As a result of an increasing population of the England and the increasing persecution against many poorer people or those without land, this encouraged many wealthy investors to look towards the potentially rewarding explorations into the New World. This allowed for important early joint-stock companies, such as the Virginia Company, to get charters from the government and officially go explore in the Americas.

Cultural Clashes in the Chesapeake

- “Powhatan’s Confederacy” was the main tribe in power near Jamestown
- English were raiding the Powhatans out of desperation; Lord De La Warr began attacking them with orders from England
- **First Anglo-Powhatan War** took place, and ended with peace treaty (Pocahontas + John Rolfe)
- **Second Anglo-Powhatan War** took place when Native Americans started retaliating; the English received orders to essentially fight till the death, to reduce the Native Americans to nothing

- Ended with the Powhatans' defeat and strict terms: they were banished and separated from the English; soon they were extinct
- Powhatans lost because of disease, disorganization, disposability

The Indians' New World

- The Native Americans were not prepared to see anything like the large-scale invasion of the Europeans
- Horses changed the lifestyle of many Native Americans
- Disease wiped out entire cultures; sometimes it killed the elders that held all the knowledge, and all the knowledge of a civilization was wiped out
- Trading with Europeans was very attractive, and there was more violence when fighting over tradeable items
- Some tribes banded together against the great English powers, but this didn't last long

Culture and Society The Native Americans experienced a great culture shock when the English began to colonize the Americas. Like with the Spanish, the English almost immediately began to fight with the Indians, and quickly won over with superior technology. They came to peace with the natives a few times with treaties, but these were quickly broken because of distrust or dishonesty, and the retaliation often led to the wiping out of entire nations of indigenous Native Americans. This was accompanied still by the outbreak of European diseases, which added to the destruction. In addition, the introduction of the European market also upset Native Americans because it gave them incentive to be more competitive and fight over tradeable items, which in turn led to more violence and death. Even the few confederacies of multiple anti-English tribes that formed as a result of the oppression did not last long.

Virginia: Child of Tobacco

- John Rolfe (Pocahontas' husband) founded the tobacco industry
- Tobacco had a high demand from Europe
- Tobacco needed a lot of labor; when people had enough money to buy slaves, this began the slave industry
- **House of Burgesses** was first assembly in the Americas, allowed under the Virginia Company charter; was one of the first "miniature parliaments" in America
- King James I didn't like tobacco nor the House of Burgesses, so the Virginia Company charter was revoked and Virginia became an English colony

Maryland: Catholic Haven

- Second "plantation colony," fourth English colony
- Created by Lord Baltimore for wealth and for Catholics that were fleeing from Protestant England
 - Lord Baltimore wanted a new feudal system to be started at Maryland
- Also grew a lot of tobacco, and began to use many slaves
- **Act of Toleration** was heavily voted on by the Catholics, so that the Protestants wouldn't suppress them as they had back in England
 - Not only protected Catholics, but also any religion such as Jews and atheists

Politics and Power The two early colonies of Virginia and Maryland were essentially founded on just a few ideals: in Virginia, the tobacco industry and preliminary Parliamentary-like representative assemblies; in Maryland, also the tobacco industry, but religious tolerance as well. This shows how colonies or states can have defining characteristics that can separate them from other colonies by law;

it shows how much power the founders of each state, such as John Rolfe and Lord Baltimore, had so much political power determining the purpose of their state.

The West Indies: Way Station to Mainland America

- English took over as main Caribbean power (e.g., taking Jamaica)
- Sugar (cane) was main cash crop
 - It was a “rich man’s crop” — only people with sufficient money to start could profit from sugar, because it required a lot of labor and refinement
- Huge import of slaves into the West Indies at this time (80% population were black)
- **Barbados slave code** denied all the basic rights to the slaves, treating them very much like property
- Slave system was copied and implemented for tobacco farming on the mainland colonies

Colonizing the Carolinas

- Civil War in England when King Charles I abolished Parliament; ended in his death
 - This slowed colonization efforts; it picked up speed again afterwards, in the “Restoration period”
- Carolina colony founded under the rule of the Lords Proprietors (eight nobles)
 - Developed close economic ties with the slave islands of the Barbados
 - Also created a heavy slave trade there
 - Major crop was rice

Geography and the Environment The tropical climate lent itself to large harvests and better farming. The islands of the Barbados gave an isolated environment for cheap African slaves. Together, these two geographical phenomenons made the Caribbean islands very attractive for wealthy men with lots of money to buy slaves, because sugar cane quickly became the most profitable crop. This was copied, to some extent, to the mainland colonies, but only to a lesser extent that the climate supported. Therefore, much of the early economy of the Americas was based on this profitable region in the West Indies and its good agricultural conditions.

The Emergence of North Carolina

- There were many **squatters**, people without an official right to land, who were cast out by the gentry population of most of Carolina: formed North Carolina
- Many of them grew tobacco by themselves, without the money for slaves
- Were known to be nonreligious and welcoming to pirates
- Were very resistant to authority
- Officially separated from South Carolina and became a colony
- Like Rhode Island, was “most democratic, the most independent-minded, and the least aristocratic of the original thirteen English states”
- Were not friendly with Indian population
 - **Tuscarora War** killed and sold many Native Americans into slavery, and the **Yamasee Indians** were widely scattered; last of the powerful southern tribes

American and National Identity As a result of the societal shift towards aristocracy that modeled the European life that they were fleeing from, many “squatters,” or poverty-stricken and opportunistic people took off in search of a better land, very similar to the eager explorers who had traveled to the Americas in the first place. As a result, they founded a different colony, founded on more American ideals than many of the richer, European-ish colonies: one which was more religiously tolerant and more defiant to authority. This is the same attitude that carried the Americans to separate from England and defy orders because they felt oppressed.

Late-Coming Georgia: The Buffer Colony

- Last of the thirteen colonies, 126 years after Virginia, the first
- Was meant to serve as a **buffer**, a way to stall off the Spaniards and French from South Carolina
 - Received governmental funding from the start because of its military importance
- Created by philanthropists: meant to protect northern colonies, protect indebted people, keep slavery out: the “Charity Colony”
 - Was a melting pot of religions

The Plantation Colonies

- Southern mainland colonies: Maryland, Virginia, North Carolina, South Carolina, Georgia
- Large states
- Mostly profitable cash crops
- All had slaves
- Multitude of farms and plantations made churches and schools hard to establish
- All had religious toleration, but major religion was English Protestant Church
- All somewhat expansionary, looking for more land for farmers

Culture and Society Georgia was a state developed upon interesting and virtuous beliefs, such as religious tolerance, debtor tolerance, and the prohibition of slavery. This shows the radical and creative mind of some Americans, the new ideas of the time— those three beliefs would carry on even to today. However, the older system of an economic system ruled by slaves and a Protestant-dominated colony, similar to the other plantation states, quickly won over, and Georgia lost its uniqueness. These plantation states reflected the ideology of old America: slavery, plantations, and some expansionary interests.

The Iroquois (“Makers of America” section)

- **Iroquois Confederacy**, or the “League of the Iroquois,” was a confederation of the Mohawks, the Oneidas, the Onondagas, the Cayugas, and the Senugas
 - Was a great military power before the Europeans (beginning in the late 1500s)
 - Fought for territory with other Native Americans
 - Eliminated many rival tribes
 - Fought with the Europeans for the fur trade
 - Struggled when European diseases spread
 - Mostly independent, with some common rules
 - Allied with both the English and the French at different times during the French and Indian War
 - Most allied with the British during the American Revolutionary War: the defeat scattered them
 - Many were put into reservations after this time
 - Reservation life quickly sunk into a depressing time, until a man named Handsome Lake revived their spirits
- Society was built around the **longhouse**
 - Very long — fits its name
 - Fits an entire family, with two to three fireplaces
 - Matriarchal society: matriarch was oldest woman, all the women of the same family stayed in a longhouse
 - Men moved out to wife’s longhouse when married

Settling the Northern Colonies (1619-1700)

- Religion is the major factor deciding the culture of early settlements

The Protestant Reformation Produces Puritanism

- Martin Luther => Protestant Reformation
 - Protestant Reformation gave a lot of spirit to many Europeans
- John Calvin heavily influenced by Luther, **Calvanism** founded based on his beliefs, the doctrine of many Puritans and other religions
 - Wrote *Institutes of the Christian Religion*; said that God was all powerful, **predestination** (destiny) could not always be overcome
 - **Conversion** was the “receipt of God’s free gift of saving grace”
 - Expected to demonstrate their willingness to God
 - **Puritans** were people looking to make a complete change to the Roman Catholic Church to “purify” it; most were poor farmers
 - **Separatists** were a “tiny group of dedicated Puritans” that wanted to break away from the Church of England
 - They were more radicals than the Protestants: thought the Protestant Reformation was too slow

The Pilgrims End Their Pilgrimage at Plymouth

- One group of Separatists left to Holland to escape persecution, but were unhappy there; made a deal with the Virginia Company and left to Jamestown on the **Mayflower**
 - Missed Jamestown and ended up in Massachusetts, stopping at Plymouth Bay (after some surveys)
 - **Mayflower Compact** was signed to create a simple government between them; served as an important precedent for later
 - Believed strongly in God, even in the tough times in the New World
 - Eventually merged with the Massachusetts colony

Culture and Society Martin Luther and his Protestant Revolution sparked a slew of religious movements that dramatically changed the European culture and that of the explorers of America. When the Roman Catholic Church was deemed flawed by Luther, Puritans formed in response, who were willing to change the Church for the better, and then Separatists formed as an extreme group of Puritans. The beliefs behind the Separatists (and in the Puritans and Luther, to a less extreme extent) gave them the courage to come to America to flee persecution and the perseverance to endure the difficult times as pilgrims. Specifically, this affected the life of many New Englanders of the future who lived in or near the Massachusetts area where the pilgrims settled.

The Bay Colony Bible Commonwealth

- More moderate Puritans than the Separatists wanted to reform the Church; however, when reform seemed impossible with anti-Puritan leaders, they sought to leave
 - Created a charter for the **Massachusetts Bay Company**
 - Very well equipped to Massachusetts
 - The **Great English Migration** brought many English over to the Americas during a time of turmoil in England
 - Massachusetts quickly became the most prosperous state with educated leaders and abundance of resources
 - The Massachusetts people believed that they could set a model of a holy society for the future
- American and National Identity** At a time when its mother country England was weak, the colonies in America were busy at work, trying to establish themselves and keep to their ideals that were still contrary to English beliefs. This included creating opportunity in the Massachusetts Bay colony and an increase in Puritans wanting to reform the church. As a result, the hard work quickly paid off,

making Massachusetts the most wealthy state, and one hopeful with the prospect of making an impact on a world (i.e., by changing the religion in England). This is a great representation of the spirit of independence and opportunity that the Americans have— they used their largely hands-off freedom to give themselves more control and power.

Building the Bay Colony

- All “freemen” (men who were Puritan, under the Congregational Church), could participate in their government (40% of the population)
- Voting with majority usually happened in important town meetings
- Not a democracy; they were afraid of the common people ruling
- The whole point of the government was to support the religion, and nonbelievers paid taxes towards the Church
- Not all power was given to clergymen though; they were not allowed political office, and they had to be elected, in order to avoid another situation like that in England
- Had a “Protestant ethic,” a serious work ethic because of God’s calling to do work on Earth

Trouble in the Bible Commonwealth

- **Antinomianism** is the belief that because of predestination, there was no need to obey law
 - Anne Hutchinson was a strong supporter of this
 - It was high heresy, and she was quickly banished and killed by Native Americans
- Roger Williams was popular, spread ideas of complete separation from the Church of England (Separatism), also banished

Politics and Power Religion played an enormous factor in shaping the colonies by changing the political system. This was especially in terms of power allocation, because the people wanted to move away from the corrupted systems like in England. The Puritan majority allowed Puritan men to vote, anyone else to pay taxes to the Congregational church, a secular government (for historical reasons), a strong God-initiated work ethic, and controversial court cases regarding interpretation of religion. Overall, religion began to set up the way the modern system of government works, leaving a legacy with the “Protestant work ethic” and the idea of a town meeting. These men were trying to figure out a way to escape the system of broken religion and government such as that in England, and therefore they endeavored to create a working system of government that both promoted their better form of religion and gave the people more rights; many of those same ideals are preserved into the modern day, although some of their policies may have been changed.

The Rhode Island “Sewer”

- Roger Williams fled to Rhode Island, where he set up a Baptist church, with complete freedom of religion (even Jews and Catholics)
 - No oaths nor taxes
 - Made Rhode Island more liberal and advanced than many other communities of the world
 - Lots of freedom of opportunity
 - Full of unwanted people, a “religious sewer”
- Rhode Island officially became a state when it gained a charter

American and National Identity The United States are perhaps best known for their “melting pot” diversity and its liberal democracy. By allowing religious tolerance and not imposing any sort of religious tie such as taxes, even reaching beyond Christianity, Roger Williams of Rhode Island pushed his colony to the forefront of social liberalism, welcoming everybody regardless of religious affiliation, a crucial right we enjoy protected in our Constitution as part of the First Amendment. It

opened up another freedom to the people, and therefore much opportunity. Therefore, Rhode Island was one of the pioneers of the open diversity that makes America so advanced and unique.

New England Spreads Out

- Connecticut River attracted many people, Hartford was founded
- Connecticut settlers created the **Fundamental Orders**, the first modern constitution
- New Haven merged with Connecticut charter
- New Hampshire was also created

Puritans Versus Indians

- Native Americans weak in New England
 - Epidemic after Mayflower landing wiped out 75% of Native American population
- Wampanoag Indians tried to befriend the Europeans at first, held the first Thanksgiving with them
- **Pequot War** was between the Europeans and the Pequots, annihilated the Pequots and created more unrest
- “King Philip” was a Native American that created an alliance of tribes and began to attack settlements; he was defeated, but caused some damage to settlements in **King Philip’s War**

Geography and the Environment Although the European colonial powers liked to perceive themselves as invincible empires, they were still human beings and had to survive with basic needs and suffer from material enemies. Thus the Connecticut colonies of Hartford and New Haven were bound to the Connecticut River. On the other hand, Native Americans were also inhabiting the same land and hostilities were still high, so a few bitter battles were fought to take the land and to protect themselves from the Native Americans, who were already weakened by disease. However, with inferior technology, the Native Americans posed little threat to the imperialistic pilgrims.

Migration and Settlement The creation of Connecticut and New Hampshire are other forms of settlement. They were created like any other colony, as people were attracted to the more hospitable living conditions of the Connecticut River. Their settlement affected the area permanently, also like other colonies, by virtually wiping out the Native Americans. These were some ordinary colonies, but they continued the devastating path of the English.

Seeds of Colonial Unity

- **New England Confederation** was when four colonies banded together for defense
 - Two Massachusetts colonies (Bay and Plymouth) and two Connecticut colonies (New Haven and Hartford)
 - Mostly Puritan, excluded the Maine and Rhode Island heretical colonies
 - colony
 - Each colony got two votes (equal representation)
 - First step to uniting the colonies
- The **English Civil War** was raging back at home, making the colonies more separated and independent
 - Part of the reason why England was so “hands-off” and let the colonies thrive
- With King Charles II, England was back in control: sought to punish the Puritans and crush any rebellion (i.e., in Massachusetts)
 - Strengthened Connecticut and Rhode Island, and weakened Massachusetts by revoking its charter

America in the World Although it was distracted by its civil wars, England quickly fastened its iron grip on the Americas once it had discovered the power and wealth that the colonies were gaining. The New England Confederation was a collaboration that gave the people more power and

representation—the beginnings of a democracy. The citizens of Massachusetts began to gain their rebellious edge, the same that continued through the American Revolution that made it such a huge player in the war and such a patriotic, freedom-fighter spirit. As a result, Massachusetts received punishment similar to the ones it would get in the future in the Revolutionary War. This was, presumably, the first time that England had recognized the growing insurgent threat of the colonies and their first attempt to curb it.

Andros Promotes the First American Revolution

- England created the **Dominion of New England** to gain more control over the colonies
 - Had Massachusetts, New York, New Jersey, and the rest of New England
 - Promoted defense against the Native Americans
 - Was meant to improve efficiency with the **Navigation Laws**
 - These meant to give the English government more control over its trade, especially in a time of fierce maritime competition
- Sir Edmund Andros was the dictator of the Dominion
 - Disliked because he was affiliated with the Church of England and had nasty soldiers
 - Stopped town meetings, created restrictions on the court, the press, and schools, took back land, taxed people without consent, enforced the Navigational laws and stop smuggling
- England had the **Glorious / Bloodless Revolution** that dethroned King James II, gave the inspiration for colonists to revolt
 - Andros sent off in Massachusetts; Massachusetts was given a new, royal charter; changed religious and political ideals (i.e., not anymore Puritan and voting for the majority)
 - New York and Maryland also revolted
 - New royal governors started **salutary neglect**, when the Navigation Laws were not strongly enforced to the Americans' benefit
- More English officials ruled in the Americas, many of whom were less caring because this was just a job and not their native land

American and National Identity As the header states, the rebellion sparked by the harsh rule of Edmund Andros on behalf of England could be considered the “First American Revolution.” It foreshadows the violence, as well as the passionate American victory and humiliating British defeat that would follow, and thus marks an important part of American history. Like the American Revolution, it shows the people that it is right to fight for the ideals of freedom from suppression and the right to overthrow a government that is unfit to rule—a founding principle of this nation.

Old Netherlanders at New Netherland

- The Dutch got their independence from Spain (the Netherlands/Holland became a country) in the late 1500s with help from England
- The Dutch quickly became very powerful, especially with their navy
 - Fought three naval wars against England
 - Became a colonial power, especially in the East Indies with the Dutch East India Company (and a little with the Dutch West India Company in the Caribbean)
- Henry Hudson was hired to go explore; sailed northwest and discovered a new bay and claimed land for the Dutch; didn’t find the shortcut to the East
- Dutch West India Company bought New York and settled in New Netherland around the Hudson River
 - New Amsterdam (now New York City) was run by a Dutch company, simply for commercial purposes

- **Patroonships** were feudal systems given to people, each of which had at least fifty people settled on them
- Ethnic diversity started to appear quickly

Friction with English and Swedish Neighbors

- Company was under a lot of pressure:
 - Incompetent leaders
 - Shareholders demanding money
 - Threat of Native Americans (wall → Wall Street)
- Swedish (at the height of their power) trespassed on Dutch lands, and Dutch trespassers were kicked out of the New England colonies
 - The Dutch attacked New Sweden and won; New Sweden faded away, its colonists assimilated into New Netherlands

Dutch Residues in New York

- Dutch settlements were not a primary concern, and therefore weak
- New Amsterdam was taken over by the Duke of York (later renamed New York in his honor) over Peter Stuyvesant, and therefore the English owned a continuous stretch of land
 - A strategic win for England: gave them a port and a river into the interior of the land
- Maintained an aristocratic place, poor immigrants not welcome
- Many Dutch influences on culture and names: Stuyvesant (High School), “Harlem, Brooklyn, Hell Gate … Easter eggs, Santa Claus, waffles, sauerkraut, bowling, sleighing, skating, and golf”

America in the World Rather than the American colonies imposing their own culture on other countries, other colonial powers lent their own culture to the colonies as residual settlements. Although they were not primary political nor economic concerns of the Swedish and the Dutch, the cities that they had left behind held enormous import to our culture and even our language, as well as great cities such as New York City. Some of this was ethnic diversity; some was an aristocratic society; some were holiday customs. Together, however, they form a diverse group of interesting societal quirks that the Americans gained by conquering the territories of other nations. Interestingly, this competition for power between the nations gave a benevolent assimilation of cultures rather than an obliteration as had been with the Native Americans, most likely because of the Americans’ higher respect for the former.

Penn’s Holy Experiment in Pennsylvania

- **Quakers** were “dissenters” that supposedly quaked when empowered by “religious emotion”; officially the Religious Society of Friends
 - Refused to pay taxes to the Church of England and had very distinctive ways, many of which put them in conflict with authority
 - Were “a simple, devoted, democratic people, contending in their own high-minded way for religious and civic freedom” — won with passive resistance
 - Many were punished or killed for their resistance
- William Penn was a devout Quaker from a young age
 - Looked to the new world for a haven for Quakers, experimentation with a more liberal government, and personal profit
 - Gained land granted from the King (Pennsylvania) in return for a debt from the government
- Pennsylvania was well and honestly advertised to a diverse group, attracted many immigrants

Quaker Pennsylvania and Its Neighbors

- A wonderful haven to all: (many of these liberal policies are still in place)
 - Well-planned city was attractive
 - Invited many squatters in from other colonies
 - Had great relations with the Native Americans (until non-Quakers disrupted this relationship)
 - Very liberal society, had an elected representative assembly
 - Taxes didn't go towards church
 - Freedom of worship (religion)
 - Less common death penalty
 - No military
 - No restrictions on immigration and easy process of naturalization
 - Against slavery
 - **Blue Laws** to keep the peace
- Modern society boosted "economic opportunity, civil liberty, and religious freedom"
 - Quickly became the third-most prosperous state (after MA and VA)
 - Followed by the acquiring of New Jersey with similar principles
 - Delaware was also closely tied with Pennsylvania and its ideals

Culture and Society Similar to what had happened in New England a little earlier with religiously-tolerant Rhode Island, Pennsylvania was a bustling colony of ideas very different from those of the time and very similar to what we value nowadays. They moved away from the strict and restricting laws of the Old World that they were escaping from and moved towards a secular, more opportunity-prone and free society. Some of those ideas are even considered liberal and controversial today, such as no restrictions on immigration and no death penalty. In addition, their system of representative government was also a more modern system; like the earlier town meetings, they worked to get more equal society by having the people vote on elected assemblies. In that world where many people still had a more conservative mindset, Pennsylvania also portrayed the persevering mindset that allowed it to convert some other colonies to hold similar beliefs, similar to how the United States is still trying to convert other nations to democracy as a better government.

The Middle Way in the Middle Colonies

- Middle colonies: NY, NJ, DE, PA
- Fertile soil and flat lands → grew much grain
- Large rivers → fur trade
- Forests → lumber and shipbuilding industries
- In between New England and the South in terms of land size and amount of industries (more land in the South and fewer industries, and vice versa for the North)
- More ethnically diverse and socially liberal, with more democracy (more "American")
 - Benjamin Franklin, a "true American," thrived in Philadelphia, PA

Geography and the Environment The colonies used the land for what they could: in the southern states, farming was the largest source of income. There was more industry up north with the older colonies and a larger percentage of more educated people. The size of land and the amount of industry varied from North to South with what was appropriate; this large variety and the adaptations the people made to best use the land gave the Americans the most fruitful results for their efforts. As a result, the "middle colonies" — those in between the North and the South both geologically and in terms of industry and farming— had the most mixing of the different kind of people, and thus was the most "American" because of its diversity of people and ideas.

Chapter 4: American Life in the Seventeenth Century

The Unhealthy Chesapeake

- People were very short-lived in the Chesapeake (around Virginia)
 - Average life expectancy (median) around 20
 - Population growth from immigration alone
 - Most marriages lasted under seven years because of a death
- Women lived shorter and were greatly outnumbered by men; made them very desirable
- This turned around in the early 1700s, when Virginia became the most populous state

The Tobacco Economy

- Tobacco was easily grown in the Chesapeake area, but it overexerted the land
 - Farmers had to keep looking for new land, often going into Native American lands and provoking attacks
 - Increased demand → increased supply through more farming and land
- Desperate, unemployed Europeans main source of labor
 - **Indentured servants** were these desperate whites, making a contract for several years under a master in exchange for a free trip to America and freedom dues
 - Freedom dues included an ax, a hoe, barrels of corn, suit of clothes, and land (increasing rarely land because of scarcity)
- **Headright system** in place in Virginia and Maryland that encouraged indentured servants: if a master paid for the voyage to America for a servant, they got fifty acres of land
 - System could be played to gain lots of land (and therefore lots of power as the demand for land increased)
- Life was hard for indentured servants: rarely got land, got punished with longer contracts, often were poor enough to seek reemployment after freedom

Geography and the Environment The fertile land of the South was the only reason people could still live and survive. With such short life spans and little advancement in professional occupations, land provided a steady source of income and work. This greatly changed the way of life by encouraging Englishmen to immigrate to gain an opportunity through farming to freedom. Geography also shaped society by putting a strain on farmers for land: the geographical needs of the people were growing ever more, and systems such as the Headright system were only put in place to match this economical-geopolitical need. And, because of these two geographical features — agriculture-dependent South and the rarity of free land — the South became somewhat of a feudal system, with land-owning farmers being the most powerful.

Frustrated Freemen and Bacon's Rebellion

- There were increasing numbers of unemployed, poor, desperate people in the late 1600s
 - Frustrated because they couldn't find land and a mate
- A revolt led by Nathaniel Bacon against Governor Berkeley of Virginia broke out (**Bacon's Rebellion**)
 - Didn't like the friendliness between governor and Indians (government monopolized the fur trade)
 - Attacked Native Americans and chased out Berkeley
 - Bacon and many of his men soon died, allowing the governor again to take power and punish some of the offenders
 - Made the angry unemployed white people a less attractive source of labor

Politics and Power This was another of the early revolts that played an important part in shaping American culture. The people fought against the wealthy in a showdown between the poor commoners and the wealthy men in control. The men who revolted were poor and without a job, and had the 1600s equivalent of a violent worker strike. Perhaps this was another foreshadowing of the American revolution a century in the future, because the governor (like King George) was exploiting the fur trade (like England forcing taxes on the colonies) and giving little benefit to the colonists (no representation for the colonies). However, in this particular event, the colonists were without a win, and succumbed to disease.

American and National Identity This was another important stage in the development of many American beliefs. One of them was the ongoing suppression of the Native Americans by the commoners with superior weapons; again, this resulted in vast casualties for the Native Americans. This also established a clear rebellion against suppression by the people, and the willingness to fight for their rights, a fundamental right that was not even written at the time. It also showed that many Americans are just average citizens, looking for work and wanting to earn a good living, but even hardworking citizens do not always have what they want: such is the beginning of the American stories of toil and rise from rags to riches. Unfortunately, this is still in a very early stage and the people are not yet victorious in their efforts.

Colonial Slavery

- Over 7 million African slaves were brought over in the 300 years since Columbus (until ~1800)
 - Most ended up in the West Indies or with Spain or Portugal, 400,000 ended up in the American colonies
 - Slaves were more costly than white people
- Slaves began to outnumber indentured servants in the late 1600s
 - Higher wages in England meant fewer people looking to become indentured servants
 - There was an increased demand for labor
 - Planters were afraid of rebellion after Bacon's Rebellion
 - The **Royal African Company** slave-trading monopoly lost power and Americans rushed in to try to make money with the slave trade
- Slaves soon made up as much as half the population in some southern states
- Slaves traveled primarily through the **middle passage** route
 - Mortality rates were upwards of 20%
 - Ports became busy slave markets
- Life for slaves was made harder
 - A few Africans got citizenship after a while, but this decreased when the whites considered them a threat
 - The **slave codes** in Virginia were official rules that declared slaves and posterity the *property* (objective "chattels") of white masters
 - Sometimes teaching literacy was illegal

Work, Exchange, and Technology Suddenly, as economic systems change and there is a greater demand for labor, slaves suddenly become more attractive than white indentured servants. Higher wages for Europeans and the collapse of a slave-trading monopoly opened up the opportunity for entrepreneurs to discover the potential profit in slave trading. This eventually led to the importation of hundreds of thousands of African slaves in order to satisfy the needs of the planters. Next, in order to maximize profits, and presumably to shield themselves from the cruelties they imposed on the slaves, the whites established the "slave codes" that made slaves the property of the white planters.

As a result, slaves were lowered into the position that they were for many years, with no rights and not even considered a person.

Southern Society

- Socioeconomic gap began to spread; a hierarchical system was created
 - Plantation owners at top with many slaves and much land, also powerful in the House of Burgesses
 - They did not abuse their power, and were often hardworking and business-oriented
 - Small farmers made up the majority population
 - Landless whites lived harder lives; fewer as time went on and slaves were more prevalent
 - Slaves were lowest in hierarchy
- Waterways and plantation dominated the South, with cities and roads (more modern infrastructure) made a professional and urban life slower to develop

The New England Family

- New Englanders had it better with longer lives with a life expectancy around 70 (longer than England's and close to today's)
 - Had clean water and cool temperatures to help them against disease
 - High rates of fertility and early marriage allowed population to boom
 - Many children established housewife-life of many women
 - Grandparents were “invented,” now being more common than ever
 - Families were more stable
- Usually women gave up property so as to prevent undermining the rectitude of marriage, unlike in the south when men usually died early and left behind little
- Women could not vote, but their rights were getting stronger
 - Men were punished for uncivil behavior regarding their wives
- Women dominated midwifery (assisting childbirths)
- Marriages usually persisted, only breaking with abandonment or adultery
 - Adultery penalized with public whipping and an “A” badge to wear always

Culture and Society There is a very clear distinction between New England and Southern American life. The north had longer life, longer marriages, and therefore stronger familial bonds and more concurrent generations being alive. Women gained more rights than in the South, further promoting their power with longevity. However, in the South, with more physical, disease-prone, and shorter lives, they lived harsher and crueler lives dependent on their land-owning capabilities. Only a few families were in the wealthy upper class, and even they had to try hard to keep their wealth, keep their business going, and keep control of their servants. Overall, society was beginning to settle down, with social classes dominating the south and stronger bonds in towns and families in the North.

Life in the New England Towns

- Society based on small villages and farms
- Puritanism played large role in unifying (like Catholic church under the Roman Empire)
- Growth was more deliberate and planned (unlike that of the individuals in the Chesapeake region who wanted more land)
 - “Proprietors” waited for official colonial grants to land; they moved to the designated place and received land and some materials necessary for beginning a town

- New towns usually had a meeting house, a village green, a woodlot for fuel, growable land for crops, pasture land for animals, and houses
- Towns with more than fifty families needed elementary education (allowed quick formation of education such as Harvard College)
- **Congregational Churches** were individually run by Puritans with a democracy
 - Promoted idea of political democracy, with meetings in the meeting house to discuss issues and elect officials

The Half-Way Covenant and the Salem Witch Trials

- The Church became less powerful and popular
 - **Jeremiad** was a new type of sermon in churches, when preachers scolded others for being less faithful; conversions were less common as well
 - The **Half-Way Covenant** was an agreement that allowed children of baptized but not converted members to be baptized but not have full communion — a partial membership
 - Covenant = agreement between church and its members
 - Made the Church less exclusive; eventually some let anyone in, converted or not
- Witch hunts became common
 - In Salem, people accused women of having bewitched them, causing a witch hunt that hanged 20 women and two dogs (the **Salem witch trials**)
 - Might have been a result of higher conflict with Native Americans and social gap: often poorer women accused the wealthy women
 - Ended when the governor stopped it, secured by official law that forgave the women

Politics and Power New England became joined through the Puritan Church much like the Catholic Church commanded the Roman Empire. As a result, political structures arose similar to those established in the Church: in the Americas, this meant town-meetings and a democratic-like society. People within a town got equal power to elect their officials and vote on decisions, which was the local model of the democratic system that we have today. In addition to this democratic system, the Church also allowed a more structured expansion. However, the Church also gave people enormous political power, such as during the Salem Witch Trials: what should have gone through a normal court trial case (the executions of accused women and dogs) was instead allowed without rationale by the Church for some time. However, this religious zeal soon faded, even despite the Jeremiah sermons, but the political structures that were established by it stayed in place.

The New England Way of Life

- Land was hard to grow from with lots of rocks, but they worked hard to tame the land
- People were also very frugal and tried to get money however they could (notably, whittling “wooden nutmegs” for real ones to get money from)
- Undesirable land and religion made New England less ethnically diverse than the South
- Hard climate (extreme seasons) made economy more diversified than the South (which depended on agriculture)
 - Timber from forests made shipbuilding an industry
 - Lots of cod off the shores for fishing
- The New Englanders thought the Native Americans had wasted the land by not exploiting it enough, and they used it to their advantage, usually damaging the land
 - Livestock ate much grass and increased erosion
- New Englanders often stayed near ports

- Hard life “made for energy, purposefulness, sternness, stubbornness, self-reliance, and resourcefulness”
- Many former New Englanders carried the philosophy with them throughout the rest of America

Migration and Settlement People in the Northeast did not have an easy time with the land; as a result, they moved to the places where they could find opportunity to make a living. There were a few people who toiled to tame the rocky land, but this was difficult work. Instead, many people ended up settling on the busy ports along the coast: this offered jobs such as trading, shipbuilding, and fishing. Others moved inland to farm livestock or cut lumber. As a result of these more difficult, professional jobs, and the greater settlement in the cities, New England became a place of busy cities and business professionals — it remains that way to this day. Most of the early jobs that the people found opportunity to do also still exist. The New Englanders that began to settle farther west also carried these philosophies and occupations of New England life with them.

The Early Settlers' Days and Ways

- People were still governed by nature
 - Majority were farmers, governed by seasons
- Women stayed at home, men did the heavy-lifting (very strong gender roles)
- Humble but comfortable lives
- Relatively cheap land in the North
- Most people in America were the middle-class from Europe (wealthy don't move, poor can't move)
- Social classes weren't very pronounced
 - Bacon's Rebellion was against the wealthy in Virginia
 - Leisler's Rebellion was against the wealthy in New York
- Equality and democracy began to take root

American and National Identity In general, in this late-1600s period of American history, people were living poor, humble lives, struggling to survive — the beginning of a typical American success story. The average person worked to live comfortable, humble lives, and the feudal caste system in that was more common in Europe was less common as equality and democracy became more prevalent. In addition, two major rebellions, Bacon's Rebellion and Leisler's Rebellion, took place that showed the Americans' indignant, anti-oppression, fighting spirit. As for many years in the future, there were strong gender roles — women at home and men out in the fields — and farming was the most common industry in the south, with suppressed slaves forming the backbone of the American identity.

Chapter 14: Forging the National Economy (1790-1860)

- Huge westward expansion for land and for wealth
- Better technology and machinery moved with people in the westward expansion
- The global economy was becoming increasingly market-based

The Westward Movement

- The West became thought of as “the most American part of America”
- Americans were generally young (half were under 30 years old)
- Center of population was gradually moving westward, became west of the Alleghenies (part of the Appalachian mountains) by 1840
- Life was very hard as a pioneer moving west, despite the good societal image of them
 - Society portrayed pioneers as “an army of muscular axmen triumphantly carving civilization out of western woods”
 - People often were very poor and lonely in their lives in secluded log cabins (or worse) without contact from other people
 - Many pioneering people got breakdowns got madness
 - Men had “no-holds-barred wrestling,” which was a free-for-all form of wrestling as entertainment; probably caused many injuries
- Ralph Waldo Emerson wrote “Self-Reliance” that many people could relate to
 - “Self-Reliance” was about the necessity of individualism and nonconformism, popular with very independent and adventurous pioneers
 - Literature began to move towards isolated hero figures
 - Men portrayed as heroes could not really sustain themselves completely independently; community of family and slaves very important for survival in the hard life, as well as governmental funding for infrastructure necessary for survival

Settlement and Migration: Americans began to shift West. Rather than staying the area of the original thirteen colonies and the adjacent territories, the Americans began to spread out to the West. This settlement, like most American expansion, was a voluntary action. This movement was characterized by the fervent Americans, many of whom were young, aspiring to become the imaginary heroes of the frontier. There was an image of grandeur in adventuring by oneself, and people sought to fit this stereotype of a frontiersman; similarly, “Self-Reliance” by Emerson encouraged the spirit of individualism. Therefore, it was this cultural shift and a want for economic gain that led to the physical movement of the Americans away from the old lands of the Eastern Seaboard and into the virgin lands of the West.

Shaping the Western Landscape

- Arable land changed by pioneers
 - Tobacco farmers ravaged land and moved on, leaving pieces of impoverished land behind

- Pioneers in Kentucky burned high cane and allowed Kentucky bluegrass to thrive, which was good for pasture lands
- Pioneers overspent animal resources as well; so-called ecological imperialism of resources
 - Beaver trade was continued with rendezvous system, in which fur trappers swapped manufactured goods for beaver pelts in the north every summer
 - This nearly wiped out the beaver in the region
 - “Buffalo robes” and sea otter pelts were also common trading items
 - Both of these animals also nearly extinct in America after that
- Americans admired the West for its beautiful nature
 - America was unique with “the pristine, natural beauty of America, unspoiled by human hands and reminiscent of a time before the dawn of civilization” — wide untouched lands showed the purity of America
 - This admiration inspired art (literature and painting) and a conservation movement
 - George Catlin saw Native Americans desperately slaughtering animals to trade with Americans; was appalled and was the first to call for national park system; resulted in Yellowstone National Park, the first national park in the world

Geography and the Environment: The geography of America was greatly shaped by the rampant Western expansion, as the Americans solely wanted economic gain for themselves, not caring about the environment. As a result, newly-cleared land was exploited for tobacco and grass for pastures, which ravaged the land and deprived it of nutrients, much as tobacco farming had done in early colonial America, which prompted people to find yet more arable land. The people also killed many animals for their precious resources, such as buffalo and beavers, which almost made the animals extinct in the U.S. This trend of environmental ignorance encountered a strong opposition by environmentalists who called for national parks and conservationist policies that continues today with the debate about global warming, in which the governmental environmental policies (such as the national park system) clashed with economic profit (exploiting untouched lands for fertile agriculture). In other words, the creation of the national parks in the near future was a pro-environment political stance that fought against the frontiersmen's anti-environment economic stances.

The March of the Millions

- In 1850 population was still doubling every 25 years (ludicrous rate, similar to colonial times when country was small)
 - By 1860 there were 33 states
 - America had fourth greatest population in the Western world
- Rapid urbanization came with rampant population growth
 - Two large cities in 1790 to forty-three in 1860; NYC, New Orleans, and Chicago were among the largest of them
 - Increased city population increased the number of slums and dirty conditions in the U.S. characteristic of cities
 - Boston created sewer system and NYC switched to centralized water system in order to combat hygiene issues; stopped the growth of deadly mosquitoes with these

- Rapid growth in population in the U.S. was fueled in part by increasing immigration rates
 - Rate of immigration quadrupled in the 1840s
 - About 1.5 million Irish and Germans (each) immigrated to the Americas during the 1840s and 1850s
 - Europe had overpopulation problem, its population was also growing rapidly and they ran out of land; America was the logical solution for many of these people
 - 35 million who abandoned Europe after 1840 out of 60 million went to the U.S.
- America was very enticing to the Europeans
 - Advertised as the “land of freedom and opportunity” (and still is)
 - Freedom from religious and political persecution
 - Prospect of cheap, expansive land and the rise to wealth
 - America letters were sent home by immigrants and attracted many more to come over
 - Often mentioned “low taxes, no compulsory military service, and ‘three meat meals a day’”
- Newly-invented steamboats helped facilitate a much quicker travel from Europe to America (10-12 days instead of ten to twelve weeks when sailing)

Migration and Settlement: Apart from the general internal movement in America from the East to the West, there were also many people emigrating from Eastern parts of the world (namely Europe) to America, far in the West. This movement, unlike that of the free frontiersmen, was largely driven by economic needs. Europe was overpopulating, and people were in “surplus” — it only made sense for them to immigrate into America. Their settlement, especially into the industrial regions of America, symbolized the open arms of America and epitomized the “American Dream” — the idea that you could start a better life in America. In these mass migrations, the ideals of the U.S. were again brought out as they were during the Revolutionary Era, but this time meant to convince others to come over instead of convincing the Americans to work together to fight the British. In this respect, this mass migration can be considered one of the most American movements because of the deep American concepts that it invokes.

The Emerald Isle Moves West

- Potato blight (a rotting disease) struck Ireland
 - Irish were very dependent on potato and were already in hard times under British rule, suffered severely and became very poor and famished
 - This was the Black Forties for Ireland, in which tens of thousands of Irish fled to Americaideals
- Most Irish immigrants went to the cities because they could not afford land
 - Life was very hard for them; they fought hard for jobs and low wages, made it hard for Americans to compete with them; slogans such as NINA (“No Irish Need Apply”) arose
 - They also had conflicts with the black population, who had a similar position fighting for any job, low-paying or not
 - Many Irish got into fights with African Americans and opposed the abolitionist movement as a result

- The Irish sometimes banded together
 - Ancient Order of Hibernians was created in Ireland to fight against greedy landlords; in America, helped poor Irish
 - Molly Maguires was Irish miners' union that later made an impact on the coal industry in PA
- Irish immigrant situation gradually became better
 - The Irish worked very hard, eventually gained some land
 - They considered the ownership of land more important than education; this was what they could not obtain in overpopulated Europe
 - The Irish gradually became more involved in politics, more political influence
 - Irish took over Tammany Hall of NY
 - Irish dominated the police force
 - Politicians began trying to get Irish vote as much as other Americans' votes
 - Politicians became more sympathetic to Irish hatred of Great Britain in order to cull more Irish vote

The German Forty-Eighters

- Over 1.5 million German refugees entered America from 1830 to 1860
 - Most were farmers hit by hard times (e.g., crop failures)
 - Some were political refugees (supported the democratic revolutions of 1848 (hence the term "forty-eighters" in Germany that collapsed, looked to America for democracy))
- New German immigrants had political power, influenced political structure of America
 - Brought over influential German thinkers such as Carl Schurz, liberal anti-slavery and anti-corruption advocate
 - Germans were wealthier on average than the Irish, many of them settled out west
 - Germans were another group of people that the American politicians tried to get the votes of
- Germans contributed "Conestoga wagon, the Kentucky rifle, and the Christmas tree" to American culture
 - Germans were against militarism and war, which was too common in Europe
 - Germans were well educated, often supported public schools
 - Created idea of kindergarten (a German word)
 - Often stayed in isolated communities of their own to try and preserve their culture, looked at with suspicion by the Americans
 - Had the idea of "Continental Sunday" instead of Sabbath, drank bier (beer) liberally on this day
 - This helped to prompt the anti-alcohol efforts

American and National Identity: The introduction of large crowds of the Irish and the German brought up new sentiments of nativism and exceptionalism amongst the Americans from the British colonies. American identity became more diverse, something harder to define as these new and different groups joined. Rather than mostly being the same race and coming from the same cultural background (a British ancestry and the knowledge of English), the Germans and the Irish were completely different

people (different European origins and non-English languages, as well as Roman Catholicism instead of British Protestantism). Therefore, national identity was less about race and ethnic background but more about the desire for a better life in a democratic society—the freedoms enjoyed by all Americans were what kept them together. Many of the Irish moved here because of oppressive landlords, and many Germans immigrated for lack of democracy; America had solutions for both of these groups, and as a result allowed for the assimilation for these two groups into its own culture. Thus, America became a nation of democratic and moral values making up the core of its identity.

Flare-ups of Antiforeignism

- Many American “nativists” feared that the influx of Irish and German foreigners would “outbreed, outvote, and overwhelm the old ‘native stock’”
- Many of the European immigrants were Roman Catholic, which the Americans still considered as foreign
 - Roman Catholic immigrants worked to create a new educational system that was entirely Roman Catholic and separate from the Protestantism in public schools
 - Roman Catholics numbered 1.8 million communicants by 1850, most powerful religious group (and still is)
- Alarmed many Protestant Americans, who formed the “Order of the Star-Spangled Banner,” which became the Know-Nothing Party, or “American Party” (1845)
 - Name came from the party’s secrecy
 - American nativists in this party wanted strict laws against immigration and naturalization and deportation of foreign paupers (poor people)
 - Nativists “promoted a lurid literature of exposure, much of it pure fiction”—i.e., tried to denounce the foreigners by lying about them
 - Maria Monk’s Awful Disclosures (1836) was a popular book complaining about the religious injustices done by these foreigners
- Discontentment between majority Protestant and the new Roman Catholic groups led to violence sometimes
 - In Boston in 1834 there was a convent that was burned
 - In Philadelphia in 1844 there was a mass revolt of the Irish Catholics against the nativist Protestants that left thirteen dead, fifteen wounded, and two churches burnt down
 - This fighting between these two religious groups is one example of American discrimination against minority groups
 - There might have been even more fighting if the new immigrants were not essential to contribute to the rapid growth of the American economy, in which much labor was needed to operate the new machines that helped to grow the new economy, especially through the Industrial Revolution
 - Without growing population and labor source, American economy would not be so great—the Americans *needed* mass immigration
- These new immigrants were fostering pluralism in the U.S. (having multiple groups in power simultaneously)

Culture and Society: The “antiforeignism” felt by nativists (the “American Party”) is an inherent part of American nature. Specifically, the people felt the need to compete, and these foreigners were more easily taking up low-paying jobs and fighting for the same space as the Americans. As a result, society shunned these newcomers to keep their own superiority. This feeling of white American superiority and the resulting discrimination and suppression of minority groups of society — which include women, slaves, and foreigners — is a trend in American history that is not unique to this example. However, because these new foreigners were still eligible voters (many of them were white men), the suppression could not go as far as it did for non-voting women or slaves. That is, politicians had to try to woo these foreigners just as well as they did other groups, especially as the Irish and the Germans gained in prominence and political strength (more votes).

Creeping Mechanization

- Around 1750, textile (fabric) machines were improved in Great Britain
 - Using steam in these new machines improved productivity of textile creation by tens of thousands of times
 - Ushered in the Industrial Revolution, which had changes not only to factories (manufacturing) but also in agriculture, transportation, and communication
 - As a result, Great Britain—“the world’s workshop”—was the source of the Industrial Revolution
- America was an unlikely stage for the Industrial Revolution
 - Land was cheap in America, and therefore many Americans were unwilling to work the factories at first (before the immigrants flooded the factories) and went to work the fields and own their own property
 - Money was generally scarce, not much for capital investment, had to rely heavily on other countries
 - For example, many of the natural resources of America were undeveloped or undiscovered; the U.S. had to import much of its coal from Britain (despite later being the world’s leading producer of coal)
 - It was hard to compete with the industrial giants of Europe, namely Britain
 - Great Britain also suppressed foreign competition in the textile industry by passing laws forbidding the exportation of the textile machines or the means to produce them
- America stayed a mainly agricultural society until the mid- to late-1800s

Whitney Ends the Fiber Famine

- Samuel Slater was the “Father of the Factory System” in America
 - He was a British mechanic who memorized the workings of the textile machines, moved to America, and reconstructed the machine from memory
 - In 1791 his machine was the first efficient textile machine in America
- Textile industry had a problem: had new textile machines but not enough cotton
 - Getting cotton was a laborious process, took a slave a whole day to make three pounds of cotton fiber

- Eli Whitney (graduate of Yale) made the cotton gin (1793) that was fifty times as effective as manual separation of cotton fiber
 - Cotton gin made textile production suddenly very efficient and profitable
 - The South became highly dependent on slaves again for the very prosperous cotton
- Both the North and the South prospered from the new cotton industry
 - The South opened up land for cotton, exported a lot to Britain and to the North
 - Factories opened up in New England and then some of the middle states (PA, NJ, NY), not many in the South
 - New England favorable for industry because it had bad farming land and a high population for factory labor
 - Many quick rivers (e.g. Merrimack in MA) powered the mills in New England
 - 400 million pounds of cotton passed through mills mostly in New England by 1860

Marvels in Manufacturing

- The embargo (against France and Great Britain), non-intercourse, and the War of 1812 quickened the pace of industrial growth, which was slow until then
 - People manufactured based on necessity (what they could not import they manufactured)
 - Many merchant sailors (who could not do business because of the embargo and because of nonintercourse) turned to factories, especially textile factories
 - The growing nationalism prompted people to use more American products especially when imported products were harder to get; for example, many Americans wore American-made fabrics (made by the increasing textile industry)
- After Treaty of Ghent in 1815, industry again slowed as British goods flooded the market
 - Many surplus British goods built up during the war (not being able to sell to the Americas) were being sold on credit in American newspapers, made it hard for Americans to compete
 - All but one of 150 mills in RI were closed because they went out of business
- Congress passed the Tariff of 1816 to help the distressed local industry
 - This was one of the earliest political attempts to try and regulate the economy
- Factory and manufacturing industries grew to more than simply textiles
 - Eli Whitney also made advancement in firearms (as well as cotton gin)
 - Created the principle of interchangeable parts that governed many future applications of manufacturing, especially in mass production; he used machines to make identical parts (unlike non-identical hand-fabricated previous parts)
- Whitney's advancement of the cotton gin advanced slavery and thereby increased the division between the North and the South on the issue of slavery, which helped lead to the Civil War; on the other hand, the industrial advantages it gave to the North (e.g., with firearms) gave the North an advantage and helped them to win the war
- Sewing machine (1846) created by Elias Howe, improved by Isaac Singer

- Began the clothing industry, which made many more women to come out of their homes to work in the factories
- Patent Office handled all the new inventions
 - Number of new inventions and patents were rapidly increasing: went from 306 in the 1790s to 28,000 in the 1850s
- New idea of limited liability made money flow more freely by putting less risk on an individual person (“permitting the individual investor, in cases of legal claims or bankruptcy, to risk no more than his own share of the corporation’s stock”)
 - New laws allowing “free incorporation” were passed, meaning that businessmen could create companies without charters from the government
- Samuel Morse’s telegraph became a very important invention for communication
 - By the time of the Civil War, “a web of singing wires spanned nearly the entire continent, revolutionizing news gathering, diplomacy, and finance”

Work, Exchange, and Technology: This was the stage of the great Industrial Revolution in America. The “Work,” “Exchange,” and “Technology” parts of the major theme are all strongly exemplified here. New technology was the most evident, with the 28,000 patents in the single decade of the 1850s. These included the telegraph, the sewing machine, the cotton gin, the reaper-mower, the textile machines, all of which were practical devices designed to do work. These new machines were all manually operated and required a new army of recruits; hence the “work” part of the theme. The millions of immigrants helped fill the labor gap and power many of these machines in the factories. Lastly, because of the extraordinary growth of these industries and their imports and exports, new systems of exchange had to be developed in order to bring the products to their suppliers and consumers. The invention of Morse code and the telegraph helped to solve this problem of long-distance, nearly-instantaneous communication. Without the Industrial Revolution and the associated inventions, America would not be at the place it is today as an economic superpower, because these new machines collectively worked towards improving or creating a part of the emerging market economy of the U.S.

Workers and “Wage Slaves”

- While most manufacturing had previously been done at a smaller scale, e.g., in the intimate relationship between a master smith and his apprentice, now people flocked to factories in the hundreds or thousands and worked endlessly in a boring environment
 - People became “wage slaves” — tied to their work simply for money
- Worker conditions were very bad to start out
 - Wages were low
 - Hours were long
 - Conditions were unsanitary
 - There was poor ventilation, lighting, and heating
 - Labor unions were considered illegal before 1835
 - Only three labor strikes occurred before 1835
 - Child workers were heavily exploited
 - Many were “mentally blighted, emotionally starved, physically stunted, and even brutally whipped” — not raised well in this kind of abusive environment

- Adults' working conditions gradually improved in 1820s-30s
 - During Jacksonian democracy, many people voted for Jackson; became a powerful voting group that the politicians had to appeal to
 - Wanted political intervention that lowered hours, increased wages, improved conditions, and added education for children
 - President Van Buren established the ten-hour day work hour policy for federal employees — one of the first legislative labor improvements
 - Other states adhered to this too by passing own labor laws for hours worked
- People began to organize strikes, even though they were illegal, in the 1830s-40s
 - Dozens in those two decades for various reasons, such as higher wages, ten-hour day
 - Lost more cases than they wanted than cases they won
 - Employers used fresh immigrants who wanted jobs — termed “scabs” or “rats” — to entice Americans away from strike (i.e., “if you don’t agree with our working conditions, we can replace you”)
 - In 1830 there were about 300,000 trade unionists
 - The Depression of 1837 (under Van Buren, driven by Jackson’s redrawal of National Banks, collapse of British banks, excessive spending in the West) generally lowered optimism, made unionists less optimistic about economic gain
 - Commonwealth v. Hunt (MA, 1842) declared that labor unions were legal provided that they used “honorable and peaceful” methods to achieve their purpose
 - Essentially legalized labor strikes, made laborer’s position more optimistic

Politics and Power: The “wage slaves” fought for power in the government in order to try and gain their rights. They effectively enforced nullification when organized strikes began to happen, even though it was illegal — as the Americans had done with the Abominable Tariff of 1828, they decided not to follow the rules because they felt it denied their constitutional rights. Eventually, the fight for rights triumphed over the law; some of the conditions that the workers asked for were met. After *Commonwealth v. Hunt* in Massachusetts of 1842, worker strikes and labor unions were essentially legalized by the court case that declared trade unions constitutional so long as they did not use unusual or harsh methods to try and achieve their goal. This was a subtle revival of American spirit, also focusing on the ideals of democracy and how the U.S. should be rather than rigidly following laws.

Women and the Economy

- Farm women made goods at home before the Industrial Revolution
 - They were “spinning yarn, weaving cloth, and making candles, soap, butter, and cheese”
- During the Industrial Revolution, many women were drawn into the factories
 - Manufactured goods made from these factories were much more efficient than creating them manually
 - Factories displaced women from homes and offered jobs; basically forced women to work in factories to survive economically
 - Many women became stereotypical “factory girls” that toiled for many hours a day
 - Twelve to thirteen-hour work days

- Not all women became factory workers — “nursing, domestic service, and especially teaching” were considered economically self-sustaining jobs, not factory working
 - This is why teaching became predominantly feminine, especially after Catharine Beecher urged women to become teachers
- At home women were in a so-called cult of domesticity, which was a societal view that glorified their status at home
 - At home, women had enormous power over the family
 - Marriage was more often about love rather than by parental arrangement
 - Families became more closely-knit
 - Families also became smaller on general, with a lower fertility rate; this led to a more children-oriented lifestyle
 - Europeans saw the children as spoiled
 - Americans thought that this would foster children’s democratic and citizenship morals better, rather than forcing teaching by obedience

Culture and Society: Two distinct roles were being carved out for most women in the U.S. during the Industrial Revolution: the “cult of domesticity” at home and the “factory girls” in the industry. Although women’s work in the factory was very difficult (long hours and unsanitary working conditions like there were for men), they had an established and unshakable role in industry. The same was true at home: the “Republican motherhood” idea became more established with their new “cult” as women grew in power over the family. So while American women were not getting any legal increase in rights or privileges, society was offering them an important role. This did not leave a very strong legacy, especially nowadays; women are ubiquitous in the job fields now, with women’s rights advocates allowing women to participate in any field, just like any man. But these two roles in the 1800s showed the increasing social liberalism of society, starting to move away from the very traditional value of women solely as child-bearers and raisers.

Western Farmers Reap a Revolution in the Fields

- In the “trans-Allegheny region — especially the Ohio-Indiana-Illinois tier” farming was rapidly growing
 - Corn was one of the major crops, ubiquitous
 - Corn in turn fed many pigs, which made them a common product of this region as well
 - John Deere created strong steel plow (1837) that could easily break up tough Northwestern soil
 - Cyrus McCormick created McCormick reaper that made harvesting wheat much easier
 - Inventions in this region allowed crop exports to exceed that of the South (who had long been the leading producer of agricultural products)
- Problem with trans-Allegheny region was that it was landlocked, needed

Geography and the Environment: Some of the problems that were solved by Industrial Revolution-inventions were prompted solely by geographical concerns. For example, the rocky soil of northern lands prompted John Deere to create a strong iron plow to replace the flimsy wooden ones that were suitable for the more arable South. Similarly, the problem of the landlocked Northwest was solved

by the various forms of new transportation (see below sections). In both of these cases, simple geographical location and situation inspired the need to create. This idea of innovation is also a fundamental part of American nature, especially the need to adapt under pressure; these geographical pressures are the perfect example of this, and are early forms of American innovation that would continue far past the Industrial Revolution.

Highways and Steamboats

- Transportation was very bad when America was founded (e.g., muddy dirt roads, dangerous river crossings, etc.)
- Road building was first successful transportation improvement in the West
 - Lancaster Turnpike (PA, 1790s) was created, 62 mile drive from Philadelphia to Lancaster
 - Literally had a row of pikes at toll gate, turned open when toll paid; hence the name “turnpike”
 - States' rights advocates opposed long federal roads — didn't want the federal government to intervene with local projects
 - Cumberland National Road (1811) went 591 miles from IL to MO
- Steamboats were also improved, greatly improved transportation
 - Robert Fulton created a powerful steam-powered boat in 1807
 - New steamboats could travel either upstream or downstream on rivers, much easier than manually pushing boats upstream at 1mph
 - 1,000 steamboats by 1860
 - Shipping became much cheaper with the invention of the steamboat
 - Main risk of steamboat was boiler explosion by excessive stress on the boilers

“Clinton’s Big Ditch” in New York

- The creation of more steamboat usage prompted creation of the Erie Canal (1825)
 - Because states' rights advocates didn't want federal funding for the canal, the citizens of NY made it themselves, supported by NY governor DeWitt Clinton
 - Shipping between the Great Lakes and the Atlantic was much quicker and easier than it was before
 - Land prices along the canal increased, and industry in the area grew
 - Attracted many immigrants and merchant sailors
 - Many people traveled West to the cheap land through the canal

The Iron Horse

- Railroad was most important contribution to development of American economy
 - Railroads are very versatile: they are “fast, reliable, cheaper than canals to construct, and not frozen over in winter. Able to go almost anywhere, even through the Allegheny barrier”
- At first railroads were not too favorable, but conditions improved
 - Railroads were opposed by people who supported canals (who would lose some business if railroads stole it), even had temporary law in NY preventing freight trains

- Railroads also had tendency to create sparks and light things on fire, but safety devices were later invented
- Railroads were unstandardized in terms of gauge (distance between rails) at first, but this was later standardized
- Railroad breaks were weak, making stopping imprecise, but these were improved

Cables, Clippers, and Pony Riders

- An underseas (spanning the Atlantic) intercontinental cable from Newfoundland (Canada) to Ireland created by Cyrus Field in 1858
 - Cable broke quickly but replaced in 1866
- Americans created clipper ships, which were fast, narrow sailing vessels
 - Used to carry lighter, higher-value goods quicker (faster than a steamboat)
 - Stole some of tea-trading business from British because of its speed
 - Helped move people quicker to profitable places such as California and Australia (gold fields)
- Clipper ships were not the best ships when British created iron tramp steamers, which were slower but larger and steadier than clippers (and therefore more profitable)
- Horse-drawn carriages traveling out West were becoming ever more common
- The Pony Express (1860) was a group of horse riders that delivered mail across the country, quickly traversing the entire width of the country in ten days
 - Lost a lot of money and ended after 18 months
 - Telegraph became more popular, made communication with the West easier as wires connected East and West U.S.

Work, Exchange, and Technology: The exchange of people and goods was quickened by a large scale when these new forms of transportation were introduced. The “Iron Horse” of railroads was a versatile and relatively cheap mode of transportation that could easily traverse land-based transportation; the introduction of canals for trade with the Great Lakes (nearer to central U.S.) and steamboats (which could power uphill and faster in general) benefitted industry even more by allowing for quicker shipments. The telegraph allowed for even quicker transmission: that of thoughts and ideas — this was perhaps just as important as the physical systems of transportation because it allowed a very rapid exchange of thoughts between people far away, which allowed people to work together and stay updated and perhaps even promoting the Industrial Revolution with new ideas. Items, people, and ideas moved more quickly and reliably moved from one place to another, and prices for transportation dropped as these easier forms of travel became prominent. As a result, American economy really boomed because of such a smooth economic exchange.

The Transport Web Binds the Union

- New advances in technology led to the transportation revolution
 - Steamboats helped shipping goods move in both directions on a river
 - Canals and railroads helped cross the Alleghenies from the East into the heartland of America (central U.S.)
 - Much trading shifted farther west; Buffalo became a great trading city

- A “continental economy” was well-established by the time of the Civil War
 - Each region was specialized: the South and Northwest in farming and transporting goods, the North in industry
 - The strong economic relationship between the Northwest and Northeast regions allowed for a strong bond that allowed the North to defeat the South in the Civil War (despite the thought that the South could “choke” the Northwest by controlling the Mississippi, the Northwest’s major artery)

The Market Revolution

- The Market Revolution was the transformation from a primarily agricultural American society to an economy largely based on industry and commerce
- Society pointed more towards economic rights than political rights
 - Old Chief Justice John Marshall had ruled for “irrevocable [government] charters”
 - New Chief Justice Robert Taney sided with people who broke a contract in MA “and argued that ‘the rights of the community’ outweighed any exclusive corporate rights”— opened up for commercial competition
- Society became less self-sufficient and localized and products became more globalized with many more imported goods to the average consumer
- Economic gap between rich and poor widened
 - Speculators in fur trade or real estate sometimes became very rich (e.g., John Jacob Astor with \$30 million)
 - There were many very poor, unskilled workers living in the slums of the city
 - Social mobility existed but not to the extent that it was expected
 - Despite class conflicts, America still did offer better opportunity than many of its European counterparts, with improving labor conditions

American and National Identity: The Transportation Revolution and the Market Revolution, two parts of the American Industrial Revolution, shaped the roles of many Americans, and therefore American identity as a whole. For example, rather than working on subsistence farms or in small industries, millions of people flocked to large-scale, commercial factories that showed the switch from the American preference of an agricultural society to a primarily industrial society. Similarly, the move from a more localized economy to a more globalized one shows the new willingness to open up to a globalized economy, a move that began a series of globalization/isolationism debates from then on in American history (e.g., in the interbellum period there was isolationism, but now there is a push for globalization and a global market). Both of these choices were economic decisions that became ingrained into American identity and have never left, and the transportation systems and the industry of America is currently the best in the world as a result.

Chapter 15: The Ferment of Reform and Culture (1790-1860)

Reviving Religion

- Religiosity was still strong in America but was getting weaker
 - $\frac{3}{4}$ of population (~18 million) still attended church
 - Orthodox Calvinism was starting to fade as people became less fervent about religion
 - Calvinism was a form of Protestantism that involved pre-destination (predetermined fate) and human depravity, which was gloomy and not appealing to many people
 - Thomas Paine's book The Age of Reason (1794) debased religion with logic, claiming that religion was "set up to terrify and enslave mankind" — supported Deism
- Some people, especially Founding Fathers, turned to Deism belief
 - Deism was based on science and logic rather than revelation and the Bible
 - Believed that Christ was not ideal, but there was some divine spirit that made Man able to think logically and morally
 - Deism looked at the pros of mankind instead of its cons, made God loving instead of stern and punishing — much more positive outlook
 - Was picked up readily by newer Protestant denominations ("Methodist, Baptist, and Unitarian") as well as older ones ("Presbyterian and Congregationalist")
- New revival of religious zeal culminated in the Second Great Awakening
 - An evangelical revivalist movement that converted even more people than the First Great Awakening and therefore was even more influential
 - Had many camp meetings in which thousands of people (up to 25,000) gathered and were preached to
 - Many religious zealots even made missions to convert people from other continents (Africa, Asia, etc.)
 - Peter Cartwright was a Methodist "circuit-rider," meaning that he traveled around the frontier region and converted thousands of people to his religion
 - Also used physical force in fights to try and convert people
 - Charles Grandison Finney was the greatest preacher of the Second Great Awakening, made large movements in New York and converted over half a million people
 - Also made innovations in religion, such as the "anxious bench" for sinners
 - Also served as president of the new and very liberal Oberlin College, in which he worked towards revivalist religiosity and also abolition
 - Women formed a large part of the Second Great Awakening
 - Preaching included women as well as men to contribute to revivalism
 - Middle-class women were among the first and most eager converts to the new concepts of Deism
 - New sense of righteousness in women caused them to essentially lead every reform movement in America

Culture and Society: The Second Great Awakening and the associated revivals were strong cultural reforms in the U.S. Similar to the First Great Awakening, the latter converted millions of Americans to new and

vitalized religion, which in turn brought an increased sense of self-worth and righteousness of society. This in turn led all of the new reform of this era, because people felt optimistic for change and felt the need to right society. There was the doctrine of equality and spiritual revival for *all* people, including women and blacks in society; these minority groups felt especially empowered to fight for their rights. Women ended up being the quickest converts to these new ideals and the leaders of most reforms. In addition, like the First Great Awakening, the Second Great Awakening was grown out of passion rather than reason, of feelings rather than logic, and this allowed it to strike a familiar chord with many Americans. As a result, culture was deeply moved by this movement, religion was greatly affected, and the moral beliefs behind this new religiosity led to social and political change towards a moral society.

Denominational Diversity

- Second Great Awakening had left behind the Burned-Over District (western NY)
 - So-called because there was no-one left to convert (to “burn” into new religious role)
- William Miller led the Millerites (Adventists) to believe that Christ would materialize on Earth again on 10/22/44
 - Disappointed but not totally ruined when Christ did not show up
- Second Great Awakening left clearly-defined class lines between religious groups , widened the socioeconomic gap between them
 - “Episcopalians, Presbyterians, Congregationalists, and Unitarians” that were wealthier and more urbanized continued to grow in wealth
 - “Methodists, Baptists, and the members of new sects” stayed with mostly uneducated members
- Churches were divided by the issue of slavery (like states)
 - Baptists and Methodists split into two (1844-5)
 - Presbyterians split into North and South (1857)
 - Foreshadowed the split of political parties and the Union

A Desert Zion in Utah

- Joseph Smith had revelation, created the Mormons by compiling revelation into Book of Mormon (the church of Jesus Christ of Latter-Day Saints)
 - Mormons were a new, totally American religion
 - Had a religious oligarchy
 - This was opposed by regular Americans, who liked their individual freedoms (rather than having an oligarchy be imposed over them) and liked free enterprise (rather than a religious structure ruling them)
 - Mormons angered Americans by voting together and raising a militia
 - Mormons were criticized for polygamist practices
- Joseph Smith was killed in 1844, Brigham Young took over as Mormon leader
 - In 1846-7, Young moved the Mormons away from persecution from the Americans by moving them out West to Utah
 - Utah Mormon society became “a prosperous frontier theocracy and a cooperative commonwealth”
 - Many immigrants from Europe flooded this area as well

- Brigham became governor of the Utah territory in 1850, U.S. government worried about his hierarchical power system
 - Army raised by federal government in 1857, pitted against the Mormons
 - Fight was stopped before major conflict broke out
- Mormon's polygamist practices (which were illegal against antipolygamy laws of 1862 and 1882) slowed down the creation of the state of Utah until 1896

Politics and Power: After the Second Great Awakening, different religious denominations became increasingly separated based on their different beliefs and composition. For example, the wealthier Christian groups, such as the Episcopalians, Presbyterians, Congregationalists, and Unitarians became wealthier, while the poorer ones, such as the Methodists and Baptists, became poorer. Geographically, religions were separated based on their beliefs, sometimes even internally: The Baptists, Methodists, and Presbyterians all split within themselves, usually longitudinally, forming a "North" and "South" of each section with their respective views on slavery. The Mormons, with their very different religious practices such as polygamy, were forced to separate from the other religions in order to escape persecution; as a result, they ended up moving far west to Utah. In summary, political decisions and beliefs shaped the sectional divisions and movements of the different religions.

Free Schools for a Free People

- Many people were originally against the idea of free education that was funded by taxes
 - People thought that it would only educate and benefit the poor
- Some conservative and wealthier Americans saw the benefit of public education as promoting a society of well-educated citizens
 - These citizens made up the democratic society, and since a democracy derives its power from the people, these people and their votes make a difference in American government — it was important that their votes are well-informed, and this could be done through education
 - Hard-working laborers wanted a better future for their children, including by giving them a better education
 - Between 1825 and 1850, people started voting for free education
- The "little red schoolhouse—with one room, one stove, one teacher, and often eight grades" became a common sight in America, but early schools were not of the highest quality
 - Most early schools were only open for a few months
 - Most teachers were poorly-paid and poorly-trained men
 - Teachers more bent on discipline than academic education sometimes
- Horace Mann greatly reformed the new public education system
 - Petitioned the MA Board of Education for "more and better schoolhouses, longer school terms, higher pay for teachers, and an expanded curriculum"
 - His changes in MA were reproduced in other states
- Education was still not a free luxury for everyone
 - Only about 100 secondary schools by 1860, many people remained illiterate
 - Slaves were forbidden to be instructed, free blacks of North usually excluded from school system as well

- Noah Webster (“Schoolmaster of the Republic”) advanced school curriculum
 - Created improved textbooks for American children
 - Textbooks not only taught, but established patriotism in students
 - Created the Webster dictionary that standardized the English language
- William H. McGuffey wrote the *McGuffey's Readers* for elementary school students
 - Sold 122 million copies in the next few decades

Higher Goals for Higher Learning

- Many new small colleges sprung up, but their curriculum was narrow, and boring
- State universities begun to be created, first with North Carolina in 1795
 - Money from federal land grant helped university grow
 - University of Virginia in 1819, largely influenced by Thomas Jefferson, dedicated to “freedom from religious or political shackles, and modern languages and the sciences received unusual emphasis” — epitome of teaching modern curriculum (math and the sciences) as well as democratic ideals (freedom)
- Higher education for women was negligible but starting to improve
 - Women were supposed to live in their “cult of domesticity,” limited to their sphere of power in the home — higher education was deemed unnecessary for them
 - Emma Willard helped secondary schools gain attention in 1820s
 - Created the Troy Female Seminary (1821)
 - Oberlin College soon followed by allowing women in the school (1837)
 - Mary Lyon created the Mount Holyoke Seminary/College
- Higher education beyond college could be achieved with private libraries or peddlers
 - Lessons from the “Lyceum lecture associations” were spread through traveling lecturers
 - 3,000 of these traveling lecturers by 1835, such as Emerson
- Some educational magazines flourished
 - The *North American Review* (1815) lasted the longest, *Godey's Lady's Book* (1830-1898) was influential, reached a large audience, and lasted fairly long

American and National Identity: America became more educated as public education came along and gave schooling to a greater percentage of the people. This changed from a view that public education would only benefit the poor, a view that resulted in the domination of education by private schools that was only for the wealthy. With public education passed, and because “books are power,” the greater knowledge of the average person gave him or her greater importance to the American government, which exists based on a voting system. Because the people were better informed in the elections, the representative leaders and the President would likely be better chosen, resulting in a better democracy in general. This was especially important after President Jackson gave all white men votes (“universal white male suffrage”) and therefore introduced the poorer, landless laborers that made up a large part of the population into the democratic process of voting. American identity became better educated and more democratic in this process.

An Age of Reform

- Reform greatly prompted by the Second Great Awakening's sense of good and righteousness, from which stemmed the obligation for the individual to help the society
 - Women were especially prevalent with reform, especially with women's suffrage rights; they offered the women an opportunity to participate in society outside of their limited realm of the home
 - People fought for issues such as "cruelty, war, intoxicating drink, discrimination, and ... slavery"
- There were many people imprisoned, and treatment of prisoners was very harsh
 - Debt imprisonment was very common and sometimes unjust (prison for even a dollar in debt sometimes)
 - Debt imprisonment later abolished by influence of laborers
 - People reduced the number of capital punishment cases and other harsh punishments
 - Started looking more to reform than solely punishment, hence "reformatories," "houses of correction," and "penitentiaries"
 - Dorothea Dix saw that many prisoners were being treated very inhumanely
 - Petitioned to MA government in 1843 to improve prisoner conditions
 - When MA changed prison conditions, some other states followed suit as well
- William Ladd led reform movement against war
 - Idea was supported by Europe
 - Did not really go into effect: Crimean War and Civil War followed shortly afterwards

Demon Rum—The “Old Deluder”

- Drinking was a common problem that had many negative consequences
 - Caused by "Custom, combined with a hard and monotonous life"
 - Women, religious members, and legislative members all drunk — not just vice of average laboring white men
 - Drinking "decreased the efficiency of labor, ... foued the sanctity of the family, threatening the spiritual welfare—and physical safety—of women and children"
- American Temperance Society (Boston, 1826) created to try to decrease drinking problem
 - Many local branches of this sprung into existence shortly afterwards
 - Temperance movement popularized by book, *Ten Nights in a Barroom and What I Saw There* (1854) that detailed the horrors of drinking
 - Didn't ask for teetotalism (total alcoholic abstinence), but simply temperance
- Neal S. Dow of Maine helped pass the Maine Law of 1851 that banned manufacture and sale of alcoholic drinks
 - Some other states followed Maine, but laws were often called unconstitutional and nullified by citizens
 - Although these laws could not be enforced because of unconstitutionalism, women did end up drinking a lot less and people on average drank less alcohol

Culture and Society: Debt imprisonment, temperance, prisoners' rights, international peace, education—these were all reform movements overshadowed by the two major movements of abolition and women's rights that also occurred in this time period. Nonetheless, each one called for greater rights or the

betterment of the individual, which followed both the original Enlightenment values of democracy (human rights) and the new wave of Romanticism (individualism). Because each one of these movements were built on the same principles, the success of one helped the cause of the others; as a result, society became one of reform in general, not any one in particular. For example, temperance helped improve women's rights (protecting wives from abusive husbands) and prevented excessive jailing (which would involve inhuman treatment). Better education would likely make a person wiser and avoid all of these problems. Society was looking to better itself as a whole, not just one piece at a time.

Women in Revolt

- Women were greatly suppressed
 - Idea of "cult of domesticity," essentially limiting women to the home. The only place they had influence over men
 - Women could not vote and could be beaten by husband
 - Women had limited property rights when married
- Some laws did favor the protection of women; for example, the punishment for rape was very harsh
- Industrial age with distinct economic roles separated men and women into their respective roles
 - Women considered weak and emotionally weak but artistic and moral
 - Also had the responsibility of raising children to be moral citizens of society
 - Men considered stronger and smarter but more likely to be morally unstable
- Women's rights advocates began to achieve prominence in society
 - Many promoted ideas greater than simply women's rights— also wanted reform for abolition and temperance, general reform movements of this age
 - Catharine Beecher, Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony were important women's rights advocates of this time period
 - Beecher supported women's roles outside of home (as teachers)
 - Stanton supported women's suffrage
 - Anthony advocated for women's rights in general
- Women began to accomplish what men could
 - Dr. Elizabeth Blackwell was first woman to go to medical college; doctors previously were all male
 - Sarah and Angelica Grimké were abolitionists
 - Amelia Bloomer wore men's pants to revolt against stereotypes of women's clothing
- Women's Rights Convention at Seneca Falls was the first meeting for women's rights
 - Stanton read "Declaration of Sentiments" — mimicked style and ideas of the Declaration of Independence
- Women's legal rights slowly were improving
 - Mississippi allowed women to own property even when marriage in 1839

Culture and Society: While men tried to force women into limited spheres of power in the home, women rose to prominence in society, outside the home. The "cult of domesticity," in which mothers were supposed to practice "Republican motherhood" and foster democratic values in their children, was the prevailing view of women at the time. However, women started to take men's roles in society (e.g., Dr.

Elizabeth Blackwell) and promote women's suffrage (e.g., at the Seneca Falls Convention) and create protests (e.g., Bloomer wore men's clothes to protest stereotypes of women's attire). As was evident by the *Declaration of Sentiments* that was orated during the Women's Rights Convention at Seneca Falls, the rights advocated by women were the same as those desired by men during the Revolutionary era. In other words, women were simply trying to extend the Enlightenment-Age thinking of natural rights and equality to women as well as men, to hold on to the ideals that formed the beginning of the democracy of the U.S. The essential ideals of society did not change, but rather the advocates for change: it was now the women instead of the men who cried out in protest.

Wilderness Utopias

- Many reform movements also prompted societal experiments; this could create a new, idealistic society instead of reforming the current system
 - Robert Owen, a Scottish textile manufacturer, created the New Harmony (IN, 1825) society
 - Meant to be a communistic society, with everything shared between the people, such as children, money, and possessions
 - Quickly fell apart due to confusion — too radical, and the ordinary citizens that comprised it could not comprehend it correctly
- Brook Farm (MA, 1841) was another utopian society based on transcendentalism
 - 200 acres of "brotherly and sisterly cooperation of about twenty intellectuals"
 - Debt stopped them — society was too impractical
- Oneida Community (NY, 1848) "practiced free love ('complex marriage'), birth control (through 'male continence,' or coitus reservatus), and the eugenic selection of parents to produce superior offspring"
 - Emphasized on artificially arranging marriage and families — too radical
 - Only survived because of its profitable production of steel traps
- Shakers (1774 in America) were one of the oldest sects in America
 - Died out because it "prohibited both marriage and sexual relations" — cannot reproduce, only increases by new recruits

Culture and Society: The rise of multiple utopian societies demonstrated the extreme optimism of the Romanticist ideals. New Harmony, Brook Farm, Oneida Community, and the Shakers all depended on the high morality of mankind that Romanticism portrayed with its theme of human perfection; unfortunately, this was not to be. Human perfection was impractical, and all of these societies failed, mainly due to economic concerns. While they were not successful, they were important thought experiments and they showed how optimistic the Americans were with these new principles; they just had to figure out a more practical way to implement them into the existing. Thus, culture was taught the lesson of economic impracticality of the high spirits of Romanticized beliefs.

The Dawn of Scientific Achievement

- Most early scientific advancements in America based solely on technological needs — "promoted safety, speed, and economy"
 - Jefferson created a plow

- Nathaniel Bowditch worked to create practical navigation
- Matthew F. Maury studied ocean parameters
- There was a lot of scientific talent
 - Professor Benjamin Silliman at Yale was chemist and geologist
 - Professor Louis Agassiz taught at Harvard, taught biology
 - Professor Asa Gray of Harvard wrote many scientific papers (“over 350 books, monographs, and papers”)
 - John J. Audubon wrote *Birds of America*, studied bird behavior and physiology
- Medicine was not very advanced in America
 - People still used unscientific method of bleeding
 - Smallpox and yellow fever still had occasional epidemics / plagues
 - Corpse-wagon drivers were a profession
 - Most people had improper diet that led to being sick, or doing other actions incorrectly (“hurried eating, perspiring and cooling off too rapidly, and ignorance of germs and sanitation”)
 - Some doctors created self-patented medicines that were ludicrous and untested
 - Dr. Oliver Holmes claimed that people would be better off without all of these medicines, because they harm people more than they help
 - Anesthetics during surgery limited to whiskey at first, laughing gas or ether used later

American and National Identity: The scope of scientific advancements during this time period showed that the American Identity was still very practical and plain; the people worked towards simple technological productivity rather than reinventing society through technology (as often happens nowadays, such as by the introduction of smartphones or Google). Improved plows, navigation, and maritime knowledge were the most important changes of this time period. Basic chemistry, geology, and biology were studied. Medicine was barely advanced, with the unscientific medieval practice of bleeding still continued, and anesthetics were improved only with the introduction of laughing gas and ether (which were not too effective either). This limited scientific development showed that, during this time showed the greater importance of Romantic ideals to America, based more on passion and emotion than logic and science—hence the great religious revivals and advancements on a scale far surpassing the improvements of the sciences.

Artistic Achievements

- Americans wanted to have their own distinct culture (“cultural autonomy”), included valuable art
- America had unique architectural styles
 - Federal Style used for most national buildings
 - Federal Style involved classical Greek or Roman examples that “emphasized symmetry, balance, and restraint”
 - Also symbolized political connection to republican ideas from Greeks and Romans
 - U.S. Capitol and the White House are examples of this
 - In 1820s-1850s, architecture was rocked by a new Greek Revival movement
 - Inspired by Greek resistance against Turks in the 1820s

- Emphasized “medieval Gothic forms, with their ... pointed arches, sloped roofs, and large, stained-glass windows”
- Jefferson was a very talented architect
 - Designed his own plantation mansion, Monticello, as well as Richmond’s capitol
- American painting also began to develop unique styles
 - Most paintings were about the life of the average American (“provincial culture with a civilizing veneer”)
 - This kind of painting was hard because society was very quick-moving, and weren’t many wealthy patrons who wanted portraits or other conventional images
 - Easier to find work in Great Britain, where there was better art education and more willing patrons
 - Some people thought art was worthless, opposed painting simply because of its impracticality
 - Good painters still emerged, despite difficulties: Stuart Gilbert, Charles Willson Peale, and John Trumbull were major painters of the time
 - American nationalism after the War of 1812 prompted people to look to nature and the landscape of America as a focus for painting
 - The Hudson River School was created, and it focused on romantic, scenic art
 - Major artists Thomas Cole and Asher Durand went to this school
 - Painting faced competition from daguerreotype, a crude form of photograph
- Musical culture of America also became more unique to America
 - Previously Puritans had disapproved of nonreligious songs, but these began to emerge during this time period
 - Music became “rhythmic and nostalgic ‘darky’ tunes”
 - Minstrel shows, in which Americans acted as members of a plantation (including black slaves)
 - “Dixie” (battle song of the Confederates), written during this time period
 - Stephen C. Foster wrote classic tunes such as “Camptown Races,” “Oh! Susanna,” “Old Folks at Home”

The Blossoming of a National Literature

- Most of American literature was copied from Britain, no distinct American writing at first
- During the Revolution, most distinctly American writing was political and practical
 - *The Federalist* (1787-8) by Hamilton, Jay, and Madison
 - *Common Sense* (1776) by Thomas Paine
 - *Autobiography* (1818) by Benjamin Franklin
- After War of 1812, romanticism became popular in the U.S.
 - Romanticism movement originated in Europe
 - Stressed “imagination over reason, nature over civilization, intuition over calculation, and the self over society. Emotion, expression, and experimentation were core values”
 - This was in direct contrast to the Enlightenment, which was focused mostly on reason and was what governed the Revolutionary ideals

- Three main writers rose to prominence: Washington Irving (author of *Knickerbocker's History of New York*, *The Sketch Book*) James Fenimore Cooper (author of *The Spy*, the *Leatherstocking Tales*, *The last of the Mohicans*), and William Cullen Bryant (poet of "Thanatopsis" and editor of the *New York Evening Post*)

Culture and Society: Rather than basing its art and literature on past models of Europe, America decided that it would make a distinctly American one, especially with a masterful knowledge of art that could rival that of Europe. Architecture, painting, music, and literature (essentially all of the humanities) greatly improved to match the talent of Europe, with various artists pioneering the way and even schools dedicated to the arts (such as the Hudson River School). Architecture assimilated the Federalist and Greek Revivalist styles, painting was romanticized and focused on beautiful American scenery, music melded with the unique experiences of American plantations (with the "minstrel shows"), and literature greatly diversified in style. This again shows emphasis of American society on Romanticism, the cultural shift towards more human perfection (as through the *humanities* or the arts). This is in contrast to the scientific achievements (see above section), which were relatively limited in the same time period.

Trumpeters of Transcendentalism

- New movement, transcendentalism (1830s), spread across America
 - Resulted from loosening of Puritan strictness of religion, German romanticism, and Asian religions (which were probably more loose)
 - Believed that truth surpasses the senses: "it cannot be found by observation alone"; God was reachable through an innate religious light
 - Against Enlightenment thoughts such as John Locke's philosophy that all truth and knowledge can be obtained by the senses through observation
 - Came with strengthened sense of "individualism, ... self-reliance, self-culture, and self-discipline"
 - Led to greater rebellious attitude towards authority (wanted to be more politically independent) and fostered hostility between them
 - Led to new "array of humanitarian reforms" because all men were believed to be dignified, a romantic view of Man
 - Ralph Waldo Emerson was the most well-known transcendentalist
 - Was a writer and orator that was originally a Unitarian minister
 - Wrote "The American Scholar" (1837, Phi Beta Kappa Society at Harvard University) that discussed American ideals of political sovereignty (analogous to individualism)
 - "Stressed self-reliance, self-improvement, self-confidence, optimism, and freedom ... was an outspoken critic of slavery"
 - Henry David Thoreau was associate of Emerson's and another important transcendentalist
 - Wrote *Walden: Or Life in the Woods* (1854) that talked about simple living "so as to gain time to pursue truth through study and meditation"
 - His writing inspired Gandhi and MLK to have nonviolent protests because of his writing's peaceful and simplistic content

- Margaret Fuller was friend of Emerson and another transcendentalist
 - Editor of *The Dial*, wrote a series of “Conversations,” and wrote *Woman in the Nineteenth Century*
 - Most of her writing promoted feminist beliefs and called for women’s rights
 - Also tried to help turn Italy into a republic
- Walt Whitman was another transcendentalist author that was very creative
 - Wrote poem *Leaves of Grass*, “Song of Myself”
 - Was very open and took risky literary choices

Glowing Literary Lights

- Professor Henry Wadsworth Longfellow of Harvard College was popular poet that had vast knowledge of European and American culture and traditions — gave him a wide range of themes to write about
- John Greenleaf Whittier was an anti-slavery poet; not as gifted as a poet but much more influential in the anti-slavery movement
- Professor James Russell Lowell of Harvard College (same position as longfellow) was another poet, “essayist, literary critic, and diplomat, as well as editor”
 - Good writer and also wrote in the *Biglow Papers* (1846-8) opposing the Mexican-American war and opposing slavery
- Louisa May Alcott had to write for a living
- Emily Dickinson was a creative poet who “explored universal themes of nature, love, death, and immortality”
 - Was a recluse that created an imaginative world in 2000 poems
- Gilmore Simms was one of few prominent Southern writers
 - Wrote many books, was very popular for a while, promoted other Southern literature
 - Became unpopular amongst northerners because he supported slavery and secession

Politics and Power: Transcendentalism, which acted almost like a more practical Romantic influence on society and politics. Prominent transcendentalists, such as Emerson and Whitman, promoted strongly American ideals through their romanticized prose: the former wrote directly about American individualism and sovereignty in his essay “The American Scholar,” and the latter wrote influential pieces that exemplified the American freedom of speech with his liberal imagination. Dickinson, another transcendentalist writer, used this movement to aid her claim with women’s rights, and Whittier and Lowell argued against slavery in their transcendentalist claims. Combining passion with politics, these transcendentalist writers were arguably the most persuasive advocates of political reform because of their Romanticized prose.

Literary Individualists and Dissenters

- Against the optimistic transcendentalists were a new class of pessimistic writers who wrote about “the darker realms of human experience, exploring pain, fear and grief, along with the supernatural and the subconscious”
- Edgar Allan Poe was famous poet who wrote like this
 - Was often sickly and misfortunate in terms of family

- Wrote many poems and short stories artfully
- Wrote about his own alcoholism and detective stories (including murders), “fascinated by the ghostly and ghastly [and] romantic antiheroes on the verge of mental disintegration”
- Died by overdose of alcohol
- Nathaniel Hawthorne wrote like strict-minded earlier Puritans
 - Wrote *The Scarlet Letter* that talked about psychological regret and *The Marble Faun* about a murder; themes of evil common in his pieces
- Herman Melville wrote *Moby Dick*, which was a complex story that was not immediately popular (only popular in the 1900s)
 - Story was too convoluted for people to follow along, and therefore was not well accepted by the public

American and National Identity: With American diversity and freedom of expression, it was inevitable that a contrast to the highly optimistic views of the religious, cultural, and political reforms (i.e., in Diesm, Romanticism, and Transcendentalism, respectively). This manifested itself in another class of great authors, albeit in a different sense: artists such as Poe, Hawthorne, and Melville wrote also to political extents, but in less straightforward ways. The themes of Man’s flaws and allegories of good and evil are exemplified in their work: this grounds mankind and prevents it from flying too high in the jubilance of the new ideas of the era. While their writings were in the forms of dramatic novels and artsy poems, they conveyed warnings of human nature that were also important to shaping society. Like opposite political parties, this difference in tone and content of writing helps to balance out the optimistic views of transcendentalist writers with a more practical one.

Portrayers of the Past

- George Bancroft (“Father of American History”) wrote a history of the United States in six volumes (1834-76)
 - First true American historian (for American history)
 - Was very patriotic
 - Consulted many sources, even from other continents (Europe, Africa)
- William H. Prescott and Francis Parkman were both visually-impaired historians
 - Former wrote about conquest of Mexico and Peru
 - Later wrote about conflict with British and French for mastery of North America during the colonial era
- Historians were mostly from New England at first because of large access to literature and historical records, especially in larger cities such as Boston

Culture and Society: It was felt that keeping a record of the past was an important task for society. Bancroft started by writing a full history of the United States. He consulted many different sources and took many years to compile a full history. Prescott and Parkman wrote partial biographies of America, focusing on certain conflicts. Like the improved public education system that was emerging around this time, the education of people on the history of the United States (now that the original revolutionary generation was starting to become senile) was necessary to preserve the values of America. Much like how we have classes to study American history (e.g., APUSH), these history books, combined with

general public education, helped to remind Americans of the cultural values that created America. This probably contributed to the women's suffrage and abolitionist movements, in which the Enlightenment-age ideals from the founding of America were strongly emphasized in the women's and slaves' claim to equality. Again, society was aiming to preserve its deepest fundamental values while progressing on the surface through new cultural movements such as Romanticism.

The South and the Slavery Controversy (1693-1860)

- South was split about slavery
 - Some, like Thomas Jefferson, wanted for slavery to be abolished
 - Others thought the end of slavery meant the collapse of the Southern economy
- Cotton gin made the South extremely prosperous with cotton
 - Slavery boomed during this time, abolitionist movement was very weak
 - Cotton even more prosperous than tobacco, rice, and sugar planting in the U.S.

“Cotton is King!”

- Cotton cultivation was very prosperous in the U.S.
 - In the South, prosperous production made farmers look for more land and slaves
 - In the North, trade of cotton with Europe (especially Britain) was very prosperous
 - Money from this trade was used to buy manufactured goods from Britain
 - Cotton made up for *half* of value of U.S. exports after 1840, was *half* of total cotton production in the world
- Great Britain depended on U.S. cotton supply
 - Britain was major industrial power, and much of its industry was making cloth from cotton
 - $\frac{1}{3}$ of Britain's population worked in cotton cloth manufacture
 - If North and South went into war about slavery and Britain's supply of cotton was slowed, then Britain would probably help the South to protect its economy
 - **This loyalty from foreign countries helped protect slavery from the North for its economic benefits**

Work, Exchange, and Technology: Cotton production became the predominant economic driver of the U.S., making up half of the value of U.S. exports and half of the amount of cultivated cotton in the world. For the United States, it was also a binding factor between the North and the South and therefore a source of stability, because the North had a large economic stake in the South and because the South needed the North to export their goods and import manufactured ones from Europe. Britain's economy was also heavily dependent on cotton now that the cultivation of cotton had skyrocketed in America; its increased dependence on the industry further saw that it was a source of stability. Because the cotton industry—a system of work in the fields and exchange with Great Britain—was so well-established by the mid-1800s, slavery was also very prominent (needed to manually harvest the huge amounts of cotton) and would be very hard to abolish because of its ties to a stable economy. In other words, if slavery was abolished in the U.S., the South's and Great Britain's economies would be crippled, which they would not allow.

The Planter “Aristocracy”

- **South was mostly an oligarchy (rather than a democracy) before the Civil War**
 - Rather than people mostly being equal in social and political status like in a democracy, an oligarchy is when a select few rule
 - Southern social and political structure split into the “big house” of the very few very wealthy plantation owners and the “cottonocracy” of the poor farmers and the slaves

- Very wealthy plantation owners had the resources to pay for a much better life: had good education, “leisure for study, reflection, and statecraft”; resulted in higher educated political figures from South before Civil War (e.g., Jefferson Davis and John Calhoun)
- Harder to get public education because the wealthy could send their children to private schools and did not want to pay for others
- The Southerns liked the image of a feudal society, one that is capitalistic and not very democratic
 - Sir Walter Scott was one of the favorite Southern writers, who idealized feudalism
 - People took to jousting, which probably gave them memories of the medieval age (with the medieval sport)
- Women in large plantations had a different role
 - Now had to give “daily orders to cooks, maids, seamstresses, laundresses, and body servants” — not doing housework but ordering around slaves
 - Most house servants were women
 - Some women kind to slaves, some extremely vicious
 - Slave-owning women rarely spoke out against slavery

Culture and Society: The societal structure of the South was similar to that of a feudal system, which mostly comprised of a class of small farmers with very few large plantation owners at the top. Rather than having a more equal distribution of power like in the North, which was largely lacking in aristocracy, the South was ruled by the minority wealthy group. This led to the conservatism and relative stagnancy of society, with its lingering hold on slavery and the lack of public education that differentiated the more liberal North from the South. In this kind of society, the economy that was based on cotton production was ruled by the very wealthy families in power, which had large numbers of slaves; because these large plantations owners, who were in power, were supported by the prosperous cotton economy, the social structure that they dominated was difficult to change.

Slaves of the Slave System

- **Cotton cultivation was somewhat risky, caused negative effects**
 - Extreme cultivation ravaged the land (like tobacco), forced people to keep pushing west and north (to the West and Northwest) for new lands to plant in
 - As people moved west for land, they sold to rich planters, who got richer and made the society more like an oligarchy or monopoly of power in the hands of a few—less democratic
 - Slave system was risky financially to slaveowners
 - Over-speculation of land caused some landowners to go bankrupt
 - Slaves could be very expensive, and could be injured or could die (which means a loss of that money spent to buy the slave)
 - Sole cultivation of cotton made economy of U.S. a one-crop economy
 - Prevented diversification of economy (which would be useful if cotton cultivation suddenly had a problem such as a blight)

- Prevented diversity of Southern demographics
 - Immigration was discouraged in South; most Europeans went to the North to help out with industry
 - 4.4% foreign-born in South in 1860, 18.7% foreign-born in North
 - South became a very British-American- (Anglo-Saxon-) dominated society
- **Large profits of Northerners from cotton cultivation angered Southerners**
 - Fees paid for acting as the middlemen and shipping for the South gave North much money for a lot less work (than physical harvesting)
 - Northern industry was dominating the everyday products used in the South

Work, Exchange, and Technology: Cotton farming was prosperous, but it was a regular business just like any other that involved financial risk. In this system, slaves were often treated like assets, cared for only because of their financial worth to their master. That being said, sometimes the more dangerous jobs were given to immigrants that were paid wages. It was also a risky business because it made the U.S. highly dependent on a single crop; if the cotton plant were compromised by a blight similar to that of the Irish potato famine or if a strong competitor suddenly popped up, the U.S. economy might quickly decline, especially because both the North and the South depended on the cotton industry. Likewise, if slavery became abolished (which it did) it would be much harder to find a suitable labor system to power this complex and labor-intensive economic system. This prosperous economic exchange of cotton also made the demographics of the South less diversified because they only wanted white slave masters and their black slaves; immigrants did not really participate as much in the agricultural process but more in the industry up in the North. As a result, the South became a predominantly white community, and it still has less diversity than the North.

The White Majority

- $\frac{1}{3}$ of white families with slaves had ten or more slaves, and $\frac{2}{3}$ had fewer than ten slaves
 - Smaller slaveowners were like Northern small farmers, very unlike the very wealthy upper class of the South; these small farmers toiled on the land with their slave(s)
- **Only $\frac{1}{4}$ of whites had slaves: $\frac{3}{4}$ (6.1 million) did not, were landless**
 - Usually lived in backcountry and mountains and valleys
 - Had small subsistence farming and were very isolated from rest of Southern society and politics
 - Looked down upon by wealthy slaveowners and even by slaves: "known as 'hillbillies,' 'crackers,' or 'clay eaters,' they were often described as listless, shiftless, and misshapen" and were also often ill because of poor living conditions and lack of money
- **Even non-slave-owning whites (which made up the majority of the population) were strong supporters of the anti-abolition idea**
 - They thought positively about the American Dream and social mobility—believed that they could one day be among wealthy plantation owners
 - Believed in white supremacy and racial superiority; their pride would be crushed if slaves were not subservient to them

- **Also felt good about not being the lowest class in society (always above slaves)—beginnings of racism**

- There was a group of Southerners in the North Carolina region (marooned in the valleys of the Appalachian range that stretched from western Virginia to northern Georgia and Alabama)
 - Lived in a largely untouched life, still frontier conditions
 - Retained old British ways from time of Revolution
 - Were small, independent farmers that hated planters and slaves, and didn't support the Civil War
 - Were a strong power for the Union in the South during the Civil War

Free Blacks: Slaves Without Masters

- Free blacks in both the North and the South were generally despised by society
 - In the South, free blacks showed what emancipation would look like (hated by slavery advocates) and were sometimes stolen and taken back into slavery illegally; also prohibited from some jobs
 - In the North the right to vote and to public education denied to most blacks
 - Irish were especially hostile because they competed for the same, menial jobs
 - Strong racial prejudice (went against their "humanitarian idealism")
- In the South, free blacks were mulattoes (mixed white and black races) or had paid for their freedom by extra work
 - Many also owned land, and a few even had slaves themselves
- About 250,000 free blacks in South and North (each) by 1860

American and National Identity: The distinct divide between the white slave owners and the black slaves widened into more than a simple master-slave relationship. The slaves were mistreated to more than the extent that they needed to be pushed in order to work; even free blacks were heavily discriminated against, with some even thrown back into slavery. They also had much lower legal rights than white men. This was some of the first racism: white men harassing "free" black men for nothing they had done now. The legacy of this discrimination, even after strongly being amended during the civil rights movement and desegregation, continues strongly to today, with racist violence common in the U.S. The American identity became a monster of insensible racism fueled by selfish white people's desires to stay in control of the African Americans, free or not.

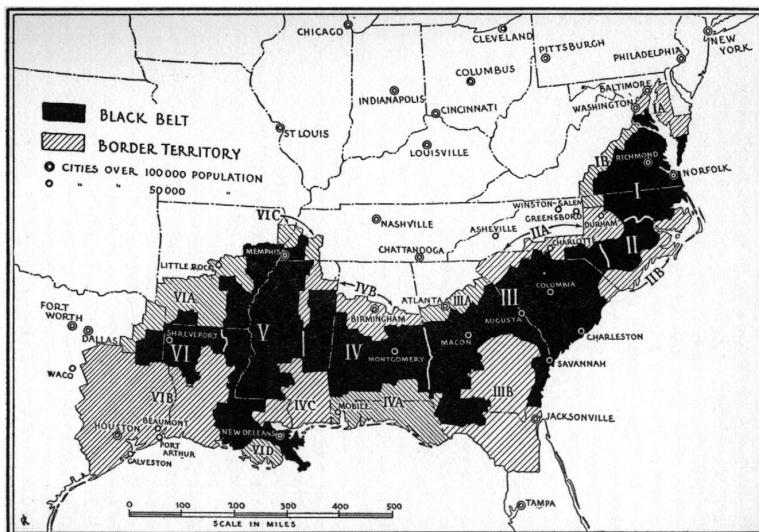
Plantation Slavery

- **Legal international trade of slaves was ended by 1808**
 - Slave importation outlawed by Congress in 1808
 - In Britain, slave trade abolished by 1807
 - The West Africa Squadron of the Royal Navy captured many slave ships and freed many slaves for decades after the abolishment of the slave trade
- Internal slave trade fostered
 - **Slave population mainly grew through reproduction, only a little illegal smuggling done**

- This was different than other slave systems that thrived only on importation, and it led to the horrors of family life (and separation) as slaves
- Women slaves encouraged to have many children, some given freedom for ten children
 - Slave auctions were held
 - People sold like cattle
 - Families were often separated
- Slaves were the main form of capital (money) in the South
 - \$2 billion invested in slaves by 1860
 - Slaves cost \$1800, easier to get an Irishman being paid wages to do dangerous work (no risk of losing investment, but rather expendable labor)
- Slaves were concentrated in the deep (southern) South

Life Under the Lash

- White slaveowners often romanticized life of slaves as “singing, dancing, banjo-strumming, joyful”
- Slavery worked long hours (usually all the light hours) with “minimal protection from arbitrary murder or unusually cruel punishments” and occasionally laws preventing separation of families with young children
 - The latter was difficult to enforce because of black’s limited rights in court
- White masters often flogged (whipped) their slaves
 - Slaves sometimes sent to the breakers, people who liberally flogged the slaves, for harsh discipline on touch slaves
 - Flogging wasn’t too much of an everyday thing, however, because it hurt the slaves physically and morally and lowered resale prices
- Most slaves in the black belt of the South “that stretched from South Carolina and Georgia into the new southwest states of Alabama, Mississippi, and Louisiana”



- Most slaves in the black belt lived on larger plantations that formed communities

- Family life more stable than in the northern South, with smaller plantation and more common separation of families
- Slaves managed to continue family life
 - Showed continuity of family by inheriting grandparent's name or using surname of previous slave master
- Some slaves kept religious practices
 - Mixed Christian and African religiosity
 - Often had a responsorial style of preaching, where "the congregation frequently punctuated the minister's remarks with assents and amens"

American and National Identity: The lives of the African American groups were very difficult. Families were often separated, women were encouraged to have many children just to increase slave population, and slaves were punished by flogging and had to work long hours on a regular basis. On the other hand, they managed to form communities to survive and maintain a reduced but viable familial and religious life, assimilating African culture with American culture to form the unique African-American mix. This shows the American identity as very hardy, especially of these slaves, and their ability to survive even under the highest duress. On the other hand, the gradual improvement of slavery by the abolishment of the international slave trade and by crude laws against harsh punishments against the slaves showed slowly improving conditions and a more mindful national identity.

The Burdens of Bondage

- Slaves were degraded and not allowed the right to education
 - Whites thought that education would foster dissent
 - 90% of black population by 1860 was illiterate
- Slaves often sabotaged work
 - They were not being paid, so they did the least that they had to do without getting whipped
 - Sometimes stole food, broke equipment, even poisoned their masters
 - Created the mental image of blacks as lazy in the white people's minds
- Slaves had few but unsuccessful rebellion attempts
 - Some slaves ran away to find lost family member
 - Gabriel, Denmark Vesey, and Nat Turner (Nat Turner's Rebellion) led three different rebellions; all failed and the leaders were hanged
- Africans revolted on Spanish slave ship Amistad (1839)
 - John Quincy Adams (former president) ruled for the slaves' freedom in the Supreme Court, slaves returned home
- Slavery left a legacy of brutality with the whites
 - The whip, the bloodhound, and the branding iron were used extensively on slaves for the first time
- Whites were worried about insurgence by the slaves, who sometimes outnumbered them

Early Abolitionism

- First attempt at abolition was the American Colonization Society (1817)

- Designed to send Africans back to Africa
- Congress created country, the Republic of Liberia, where the slaves could be resettled
 - Over 15,000 blacks were shipped back to America this way
- Culture of black slaves distinctly African-American
 - No completely African culture — always a mix
- Abolitionist movement revitalized in 1830s with new group of speakers
 - William Wilberforce, Theodore Weld were the most prominent influential anti-slavery abolitionists of this time period
 - Wilberforce was inspired by First Great Awakening
 - Many people listened to him, and he received wide acclaim
 - Books such as *American Slavery as It Is* (1839) and Uncle Tom's Cabin (Stowe, 1839)
 - Books all have to do with horrors of slave trade

Politics and Power: The first physical actions towards abolition were in slave revolts and re-colonization of Africa. The first was highly unsuccessful: no slave rebellion was successful. However, the slaves did succeed with sabotage of their work, which impaired the process of cotton production and gave them more rest. The only mildly-successful slave revolt was by those in a slave ship that had not yet been sold to slavery, in which the slaves were allowed back to their native country. The white abolitionists worked to re-colonize Africa with the American Colonization Society. However, this was not too successful either, because they only re-colonized about 15,000 slaves out of the millions that were in the U.S., and because they dropped them all off together in Liberia, which was not their homeland. Another attempt by the abolitionists was by words: through speech and through writing. The speeches carried dramatic effect like those of the Second Great Awakening, and the books were widely distributed to a great audience, as with the best-seller of the 1800s in America, *Uncle Tom's Cabin*. All of these abolitionist and rebellious movements were experimentations with power to try and get leverage over the powerful slave owners. The most powerful attempts were in those of words and civilized diplomacy, which is still the preferred method of settling disputes.

Radical Abolitionism

- William Lloyd Garrison was young abolitionist influenced by the Second Great Awakening
 - Published *The Liberator* (Boston, 1831) that condemned slavery and asked for a complete abolishment of slavery
 - Very idealistic and impractical: simply condemned slavery as “evil” and the North as “good” — no good solution offered to stop slavery
- American Anti-Slavery Society (1833) was founded
 - Wendell Phillips (“abolition’s golden trumpet”) was one of them, didn’t even use Southern products to protest slavery
- David Walker wrote *Appeal to the Colored Citizens of the World* (1829) that “called an end to white supremacy”
- Sojourner Truth fought for emancipation and women’s rights
- Martin Delany tried to recolonize Africa
- Frederick Douglass was the most influential abolitionist
 - Escaped from slavery and was a great orator

- Was threatened by pro-slavery people many times, but continued to speak
- Published Narrative of the Life of Frederick Douglass, an autobiography that detailed his complex history: “his remarkable origins as the son of a black and a white father, his struggle to learn to read and write, and his eventual escape to the North”
- More practical than Garrison’s view: looked to diplomacy
 - Supported Liberty Party (1840), Free Soil Party (1848), Republican Party (1850s)

Culture and Society: The abolitionist movement was supported by several strong voices with differing views. On the one hand, abolitionists like Garrison promoted a militaristic and straightforward approach to dealing with slavery, advocating for its quick and complete removal. On the other hand, abolitionists like Douglass wanted diplomacy and a more gradual, more stable removal. Douglass’s view was more practical and less violent; this was similar to Wendell Phillips’s passive revolt against slavery by not using products created by slavery in the South. While the Civil War was used to legally abolish slavery, it was truly this form of passive resistance that allowed for the end of segregation. This shows how cultural views in terms of conflict differed between different groups, and how both of these views, although very different, were effective in solving the issue of slavery.

The South Lashes Back

- Many antislavery societies in the South
 - More below Mason-Dixon Line (southern border of Pennsylvania) than North of it
- Virginia government stopped many abolitionist proposals in 1831-2
 - Slave codes were tightened
 - Any emancipation was stopped (whether by goodwill or by being paid)
- Nat Turner’s rebellion (in 1831) scared the Southerners of slave rebellion
 - Garrison’s support of abolitionism at same time made him look like a terrorist to the South; states offered bounties for his arrest
 - “Jailings, whippings, and lynchings now greeted rational efforts to discuss the slavery problem” — people were okay with inhumane methods because they were in great fear of abolition
- Pro-slavery whites tried to show slavery as a positive system
 - They claimed it helped the blacks by removing them from the primitive and barbaric life in Africa and giving them Christianity to save their souls
 - They claimed that “master-slave relationships really resembled those of a family”
 - They believed the open air and relative freedom (no “slack times or unemployment” to worry about) of the slaves were better than the stuffy, strict conditions of a “wage slave” in the factories of the North
- **Southern white slaveowners became super defensive as more and more anti-slavery requests came in; culminated in the Gag Resolution (1836) that tabled (rejected) any bill towards emancipation in government**
 - Endangered right of petition
 - John Quincy Adams fought this resolution and eventually got its appeal eight years later
- Pro-slavery people also raided post-offices to remove abolitionist material
 - Pressured federal government to disallow abolitionist material

- This endangered freedom of the press and of speech

The Abolitionist Impact in the North

- At first, abolitionists unpopular in the North as well
 - Northerners wanted to respect the Constitution and allow slavery to happen (nothing against slavery in Constitution)
 - **North had a lot of money (\$300 million) invested in Southern agriculture**
 - If the Union separated into North and South, owed money would be lost
 - “Antislaveryites” were too radical, would break economic bonds
- Mobs angrily broke out against abolitionists
 - Lewis Tappan’s house was sacked
 - Garrison was dragged through Boston (but escaped)
 - Reverend Elijah P. Lovejoy was an abolitionist with a printing press, which was destroyed four times, and he was killed in pro-slavery mob gun fight
- By 1850s abolition idea was becoming more favorable in the North
 - People began to see slavery hatefully
 - People didn’t want sudden emancipation, but slow transition
 - These people were called “free-soilers,” became much more common before Civil War

Politics and Power: Both the North and the South were opposed to anti-slavery movements at first. The South bluntly rejected any forms of anti-slavery legislation with the “Gag Resolution,” which was passed due to the extreme pressure from the South but unconstitutional in that it limited right to speech, to the press, and to petition. The federal government also forbade abolitionist material in the press for similar reasons. These Southerners were motivated by the need to preserve slavery as their main economic income. The North also depended on the South’s cotton industry, and therefore were similarly opposed to the antislavery movements. They ransacked, humiliated, and even killed abolitionist leaders for this reason. It was only around mid-century that popular sentiment in the North began to become anti-slavery, as people began to deem themselves “free-soilers” for support of free blacks toiling the land. Before this change to anti-slavery movements, however, the hateful anti-abolitionist movements were simply meant to keep power in the hands of the slave owners. It showed that the pro-slavery advocates were willing to do whatever necessary to keep slavery and the economy intact through the aforementioned methods.

Chapter 17: Manifest Destiny and Its Legacy (1841-1848)

- Activity in the Western U.S. and surrounding territories was the focus of much political interest and action
 - Land dispute over the Oregon territory
 - Debate over annexation of Texas
 - War with Mexico over California territory
- Conflicts from the Western U.S. strongly impacted the Civil War

The Accession of "Tyler Too"

- Harrison was thought of as a weak figurehead by other major Whig leaders such as Daniel Webster and Henry Clay
 - Harrison was berated by politicians who helped him who wanted positions (as part of the spoils system)
 - Those two politicians (Webster and Clay) believed that they could use their political party's position of power to promote their own power and views
 - Harrison quickly got pneumonia and died after four weeks as president; ruined Webster and Clay's plans
- John Tyler ("Tyler Too") was vice president for Harrison, became president
 - Came from Virginia
 - Seemed to be a Democrat like Jackson, but he rejected the despotism under Jackson
 - Actually was meant to increase support for Whigs by attracting some of Jackson's supporters (especially "influential southern gentry")
- Most Virginians were against the Whig party that was "pro-bank, pro-protective tariff, and pro-internal improvements"

John Tyler: A President Without a Party

- Whig Party tried to pass reforms that looked for government-funded reform
 - Tried to re-establish national bank
 - Tyler approved bill "ending the independent treasury system"
 - He vetoed the "fiscal bank" (another national bank), using constitutional grounds for his argument; he also vetoed its reworked substitute "fiscal corporation" later on
- Whig Party formally removed Tyler from party, many official positions held by Whigs left all at once
 - People called him "His Accidency" because he was expected to support the Whig reforms, but was not what they expected (supported Democratic ideals)
 - People gave him death threats and burned him in effigy (symbolically)
- Tyler was indecisive about tariffs
 - On one hand, his Democratic ideal went against tariffs, but he knew the country needed money from tariffs

- Originally vetoed bill about tariffs “for a distribution among states of revenue from the sale of public lands in the west,” but adopted a similar bill, the Tariff of 1842, when he changed his mind about the issue (decided country needed money)

Politics and Power: The switch of power from the strong Whig candidate General Harrison to the “ex-Democrat” vice-president Tyler greatly diminished the Whig party’s power as the ruling party. Rather than passing most of his party’s bills, he vetoed many out of his Democratic intent. This meant that a less powerful and less economically-involved central government was at play, rather than a more reform-based government. Rather than allowing the Whigs to be in power for the first time against the Democrats, he essentially continued the “reign” of Democrats (beginning with Jackson and Van Buren and continuing after him with Polk) that advocated for a more people-based, less government-intervention society. In other words, he acted conservatively, wanting less government involvement with society and economics, which greatly countered the wishes of his party, which wanted the opposite.

A War of Words with Britain

- Anti-British sentiment in America was very strong
 - Two British-American wars had already been fought (Revolutionary War, War of 1812)
 - Pro-British Federalists had died out, most of population were Democrats who were against Britain
 - British journalists and travelers negatively portrayed America and Americans: they “wrote acidly of American tobacco spitting, slave auctioneering, lynching, eye gouging, and other unsavory features of the rustic Republic”
- Americans reliant on Britain for money
 - America was spending a lot of money on internal reform, such as construction of infrastructure like railroads and canals, and therefore primarily borrowed money; Great Britain primarily lent out money because it was imperialistic
 - Americans looked at Britain as a “bloated British bond-holder” — the British were very rich and thought of themselves too highly
 - After financial Panic of 1837, some states went bankrupt and had to go into default or refuse to repay debt
 - British were mad because of Americans’ trickery
- American steamer Caroline on the Niagara River (Canada frontier) was sunk by the British (1837)
 - It was carrying supplies to insurgents
 - People took to this favorably, seeing this as a motivator for the start of war with Great Britain (again)
 - Federal government tried its best to avoid conflict with the original ideas of neutrality in foreign policy
 - Similar incident when American ship Creole had slaves on it, slaves were freed (1841)
 - Slavery was already abolished in the British empire, another point of contention between the U.S. and Great Britain
 - Americans worried that British Caribbean would become slave haven for escaped slaves, would increase slavery debate in America

Culture and Society: Americans began to generally have a more negative societal view of Great Britain. Great Britain had great control over the U.S. economy because it lent most of America's borrowed money for infrastructure and internal reform. The British differed from the Americans on their view of slavery: rather than being divided, they had already abolished slavery. This sparked conflict when the American slave ship *Creole* had its slaves freed. In general, the British held the same disdain for the Americans as well, with travelers tending to consider the Americans and their habits, such as "tobacco spitting, slave auctioneering, lynching, eye gouging," lowly. This made America stay cautious to not offend Britain again (so as to avoid a third Anglo-American war) and hastily make treaties with the British in terms of land (such as negotiating Oregon and Maine) in the Americas in case the British became hostile from these societal tensions.

Manipulating the Maine Maps

- Maine had unclear northern border with Canada
 - Was established during the War of 1812, but was not very clear
 - British wanted to build a road through the disputed area
- Aroostook War (1842) was the "small-scale lumberjack clash," or the battle between local Americans and Canadians for the disputed land
- To settle border conflict, Britain sent Lord Ashburton, who was friendly to Americans (had married an American woman and established friendly relations with Daniel Webster), to settle the conflict
 - Decided on a border line that gave Americans a little more than half of the disputed area (7,000 of 12,000 square miles), but gave the British the land that the proposed route was to pass through
 - Britain also surrendered 6,500 square miles of land farther west along the American border, which included land that was "found to contain the priceless Mesabi iron ore of Minnesota"

The Lone Star of Texas Shines Alone

- For eight years after 1836, the Texas territory was politically precarious
 - Mexico refused to recognize it as an independent territory, but rather as a "province in revolt" — still held it under its own power
 - Declared that they would engage in war with the U.S. if America tried to annex it
 - Texas had to make military allies in order to protect itself from the Mexicans, which greatly outnumbered its population
 - Concluded treaties with France, Holland, and Belgium but created negotiations with Britain and France
 - Britain wanted Texas to be independent, which would then become a state alongside the U.S. that it could use to influence the U.S. indirectly (a "smokescreen diversion, behind which foreign powers could move into the Americas and challenge the insolent Monroe Doctrine"), which

would then increase their power in the Americas and check the power of the U.S.

- The British had already abolished slavery and were trying to make Texas slave-free as well; this would fire up more domestic conflicts with the Southern U.S.
- The British wanted to make Texas a free-trade area, which would open up trading with the U.S. (which was difficult because of the high tariffs in the U.S.)

America in the World: These two disputed land areas (Maine and Texas) again greatly affected foreign affairs with Britain and Mexico. Britain wanted to build a road through disputed area in Maine, and therefore a clear border line had to be drawn. Texas was under the threat of Mexican attack and reclaiming. The American government had to work carefully and avoid disrupt. In Maine, Britain was looking to get economic benefit from the construction of a road and America was looking to avoid conflict, so the boundary line was negotiated swiftly and without conflict, benefitting America with its land gain and the acquisition of Minnesota's iron-rich lands and benefitting Britain with the desired land for its road. In the South, however, Mexico had no benefit from losing Texas; as a result, Mexico had nothing to lose and America had a new state to lose. Americans were also worried about the British and their efforts to make Texas into a antislavery, independent, free-trade state that would benefit Great Britain more than it would the U.S. As a result, this conflict was more tense and drawn out, without such an easy resolution as a war-less compromise.

The Belated Texas Nuptials

- Presidential election of 1844 had the issue of Texas as one of its major issues
 - James K. Polk won the election of 1844, Tyler believed that it was because he had won because he brought the popular stance of annexation of Texas into his campaign
- Before he left as president, Tyler annexed Texas
 - He knew that there would be great opposition in the North by anti-slavery advocates, who thought that Texas would just become another slave state that would offset the power between North/free and South/slave states
 - As a result, he didn't want to create a treaty in government (would require $\frac{2}{3}$ majority)
 - Congress voted in annexation of Texas by joint resolution (only required $\frac{1}{2}$ majority)
 - Texas invited to become U.S. state in 1845
- Mexico angrily claimed that the Americans had stolen Texas from it
 - Mexican influence over the Texas region was weakening
 - Comanche tribe raided area often, was a major power that threatened Mexican power in the region and would threaten Texan authority if they became independent
 - It was nine years since Texas seceded from Mexico; not very practical that Mexico regained it because of this weakening authority from Mexico over such a long period of time

Politics and Power: The last major action of Tyler in office was the annexation of Texas into the Union. This was a strategic move made to help bolster his and his party's mediocre statuses. Tyler allowed Texas to be annexed because he believed that it was what the majority of the people wanted, even despite the

opposition of the North, which didn't want Texas because it would be another slave state. This issue in turn was continued with Polk, who used the popular stance of the issue of annexing Texas to his advantage in the election of 1844. This showed Polk's ability to manipulate a political issue to his own power, wooing the public by going with the popular stance. This decision to annex Texas at this time was also powerful and strategic because the U.S. knew that Mexican strength was declining in Texas, especially with the increased raids from the Comanche; it had also been nine years since Texas had declared independence, so he felt that it had been long enough for them to switch over to the U.S.

Oregon Fever Populates Oregon

- Oregon County was a great region of wilderness
 - Northern border was set to the 54° 40' parallel line
 - Originally had parts claimed by Spain, Russia, Britain, and the U.S., but Spain gave up land during the Florida treaty of 1819 and Russia kept above this latitude line in the treaties of 1824-5 (only Britain and U.S. were left)
- British claims in Oregon County were mostly limited to where they had settled (did not extend too far beyond what was already occupied)
 - Hudson's Bay Company, for example, held land in the Pacific Northwest region in which they traded furs with the Native Americans
- U.S. claims in Oregon County were also mostly based on occupation, but more on exploration
 - Captain Robert Gray had launched an expedition that had discovered and named the Columbia River in this region (1792)
 - The Lewis and Clark expedition had part of its exploration through the Oregon region (1804-6)
 - Explorations stimulated religious missions, in which an increased number of missionaries occupied the area in order to convert the Native Americans to Christianity to save their souls
- U.S. and Great Britain decided on a "joint occupation" of Oregon County
 - In the Anglo-American Convention of 1818, U.S. originally tried to take all the land up to the 49° latitude line, but British refused
- The U.S. started to settle the Oregon territory, much more so than with Great Britain
 - "Oregon fever" struck many Americans, who travelled along the Oregon Trail (two thousand miles) to colonize Oregon
 - By 1846 around 5,000 Americans had begun to settle Oregon; British only had around 700 new colonists
 - British knew that they were being outnumbered, knew that they would have to form a peaceful agreement with the U.S. about the Oregon territory eventually
- Only a small portion of the Oregon territory was actually in question, but it was all made into a big deal and made another issue of the 1844 presidential election; however, it was overshadowed by the issue of the annexation of Texas in the election

Geography and the Environment: Like in Maine and Texas (and later California), the acquisition of more land into the U.S. was very appealing with the Oregon territory. A series of more complex negotiations with Britain in order to gain land. At first there was joint occupation up to the 54° 40' parallel line, but as

more Americans settled (much more than the relatively few British who settled in the region), the Americans pushed for complete acquisition of the Oregon territory up to the 49° parallel. These negotiation lines were somewhat arbitrary, but for Great Britain it was the Columbia River (geography) that made the American request for the 49° parallel unfavorable (because some of the river lay south of that line). In the end, however, the impatient call for the finalization of a negotiation and the increased pressure on the British by the increased number of American colonists in the Oregon region called for a more lenient line (49° latitude) than the British originally intended.

A Mandate (?) for Manifest Destiny

- Henry Clay chosen as Whig party candidate
- James K. Polk chosen as Democratic party candidate
 - Considered a “dark-horse” (surprise) candidate
 - Not very well known (unlike Henry Clay), but was already an established politician and was “industrious, ruthless, and intelligent”
 - Whigs used this to try and taunt him, “jeer him into oblivion”
 - Was a friend of Jackson’s, and some people called him “Young Hickory”
- Election of 1844 part of a larger (emotional) movement in the U.S, the Manifest Destiny
 - It was a “sense of mission” that many Americans felt, believing that God had given the people the destiny of conquering the American continent
 - Was potentially a justification of American greed for land through religion
 - Believed that conquering more land and initializing American ideals upon it would help promote democracy and expansion
- Democrats were heavily influenced by Manifest Destiny
 - Slogans/main ideas of election campaign included “reannexation of Texas,” “reoccupation of Oregon,” “all of Oregon or none,” fifty-four forty or fight
 - The latter was coined two years later under future negotiations
 - They also condemned Clay as ‘a corrupt bargainer,’ a dissolute character, and a slaveowner”
- Whigs had slogan “Polk, Slavery, and Texas, or Clay, Union, and Liberty”
 - This was more tailored towards the North (slavery and Texas’s annexation was looked upon negatively by the North)
 - Clay wrote letters that mentioned that he wanted to annex Texas (favoring the South) but also postpone that movement (favoring the North) — indecision probably lost him the election, because abolitionists didn’t want annexation of Texas as well
- James K. Polk won the election of 1844 against Clay
 - Won 170 to 105 electoral votes, 1,338,464 to 1,300,097 popular vote
 - Liberty Party (an antislavery party) was a minority party that helped Polk win New York, which swayed the entire election in his favor
 - Victorious democrats felt that the voters gave them the right to annex Texas; Polk helped this by passing the joint resolution to annex Texas three days before his presidency ended

Polk the Purposeful

- Polk was “methodical and hard-working but not brilliant, he was shrewd, narrow-minded, conscientious, and persistent”
 - Very serious and his stubborn hardworkingness potentially drove him to an early death
 - Created a methodical four-point plan that he completed in his four years as president
 - First goal was a lowered tariff
 - Walker Tariff (1842) lowered tariff rates from 32 to 25 percent; was opposed by the Northerners (who supported tariffs to protect their industries) but widely supported by Southerners
 - Lowered tariff was successful, because it boosted profits because there were “boom times and heavy imports” following the lowered tariffs
 - Second goal was to make treasury independent of government again
 - Passed in 1846, despite opposition from the Whigs, who had tried to recreate the national bank and reunite the treasury with the government in 1841 under Tyler
 - Third goal was the acquisition of California
 - Fourth goal was the settlement of Oregon
 - After annexation of Texas, Polk was not too intent on annexation of Oregon territory; however, he continued the previous presidents’ efforts to get ownership of Oregon
 - Polk originally asked Britain for the Oregon territory for the U.S. to end at the 49° parallel, but this was rejected (at first) by the British; British had a change of heart and supported the 49° parallel as well, and this established the northern border of the American Oregon territory
 - Little Englanders, or British anti-expansionists, helped to propel this decision and argue that the Columbia River was not so important for England, which then allowed Britain to give it up
 - Many people were not so optimistic about this agreement about Oregon
 - Some people wondered why all of Texas was annexed, but only a part of Oregon territory
 - Some people raised call of “54° 40’ or fight,” wanting to claim all of the Oregon territory; however, Polk did not push for this
 - Oregon territory’s annexation was a peaceful compromise

Politics and Power: There was yet another overturn in power when President Polk of the Democrat party rose to power. He was a very able leader with clear goals, and he was able to accomplish all of the major ones during his presidency. These goals, such as the annexation of the California and Oregon territories, were already issues popular amongst the people and in urgent need because of outside pressures (such as the potential sale of the California region to Great Britain). He also had economic goals similar to those of Jackson, which included the separation of economics and government and the lowering of taxes, both of which were strongly Democratic ideals. In summary, Polk was a leader that carried out changes that followed both the beliefs of the common people and of his party, which allowed him to

accomplish a lot during his presidency. This clearly shows the idea of power derived from the people; his power was great with the support of the people (as opposed to Tyler, who was despised by his own party and by some of the people who were expecting a Whig president).

Misunderstandings in Mexico

- Third main point of Polk was to get California territory for America
 - As part of the Manifest Destiny's push towards expansionism, they looked towards the "verdant valleys" and the "spacious bay of San Francisco"
 - San Francisco was a promising location for future American shipping in the Pacific
- California had unique demographics
 - About 13,000 Spanish Mexicans
 - About 75,000 Native Americans
 - Less than 1,000 foreigners, including Americans
- Relationship between California and Mexico was strained
 - Mexico owed American citizens \$3 million for damages
 - Mexico couldn't pay all of it, had to default some of its payments
- America more worried about annexation of Texas than about California
 - All diplomatic communication between Mexico and America was lost
 - Texas had a boundary dispute with Mexico
 - Texan Americans believed that their border extended down to the Rio Grande; Mexicans believed the border of the Texas territory to extend down only to the Nueces River (a little farther north than the Rio Grande)
 - When rumor broke out that Britain might buy the California territory from Mexico (which would infiltrate the American continent with a European power and therefore break the Monroe Doctrine) Polk sent John Slidell and other diplomats to try and buy California from Mexico
 - Mexico declined, considering such a proposition "insulting"

Geography and the Environment: The demographics and geographical aspects of Mexico also determined the conflict and policies of the Mexican-American conflict. First of all, California was greatly coveted by the Americans because of its "verdant valleys" and the promising "spacious bay of San Francisco"—this, along with the rumor that the British were willing to buy up the California territory and therefore infringe upon the Monroe Doctrine, was a major driving factor of the Mexican-American War (they knew that war was the only way to wrestle California from Mexico's grip). The conflict between Texas and Mexico was also provoked by a geographical dispute: the border of Texas. Because Texas claimed that its southern border with Mexico was at the Rio Grande and Mexico claimed that its northern border with Texas was at the Nueces, the in-between zone was a hostile no-man's land that was eventually used by Polk to precipitate the war by placing a provocative army there. Hence, geography both formed the causes of the war, and was used to start the war (with the army in the no-man's-land).

American Blood on American (?) Soil

- Polk became frustrated by lack of control over California and Texas

- Ordered General Zachary Taylor to take 4,000 troops down to Mexican-American border (to disputed territory between Rio Grande and the Nueces), wanted to provoke conflict
- Declared war on Mexico for unpaid claims (the \$3 million of damages) and the refusal of Slidell's proposition (to buy California) in 1846
- Mexican forces attacked U.S. forces (1846)
 - Polk told Congress "that despite 'all our efforts' to avoid a clash, hostilities had been forced upon the country by the shedding of 'American blood upon the American soil'"
 - Bent the truth in order to get support of the public; he knew that he had sent provocative troops to Mexico; Mexico had good reason to attack
 - This caused Abraham Lincoln, a Whig statesman, to publish the spot resolutions, which asked for the specific spot on which the conflict was started, because it may have been the U.S.'s fault; a direct challenge to the president's words in order to find the truth, which may be different than public opinion and knowledge; called Polk a liar
 - Got much popular support, and slogans such as "Mexico or Death!"
 - Many Americans even believed that Mexico was the aggressor to the conflict, not the U.S.
- Both sides were impatient for war to start
 - Relations with Mexico were tolerable for America, but force seemed to be the only way to annex California
 - Decision pushed over the edge when pressure to annex California in order to avoid the British presence in America; Polk saw forcing Mexico into ceding California to U.S. was the only way
 - Mexicans wanted to get back at Americans, the "Bullies of the North"
 - They had a sizeable army, many generals, and they wanted antislavery
 - They wanted Britain to go into war with the U.S. over the Oregon territory to weaken U.S.; unfortunately for them, this did not happen

The Mastering of Mexico

- Polk only wanted purposeful war
 - Did not want war but did not want to lose California and Texas; wanted to pull out when war was over and only fight until California and Texas could be gained
- Exiled Mexican dictator Santa Anna promised that he would sell lands to America if he was released back to Mexico
 - U.S. complied, but Santa Anna went back to rousing Mexican support against Americans (refused to follow the negotiation)
- General Stephen W. Kearny won battle at Santa Fe (1846)
- Captain John C. Frémont was in California, roused local support for independence
 - Californians had declared themselves the California Bear Flag Republic
- General Zachary Taylor took the main forces
 - Won multiple major battles, such as the one at Buena Vista (he became the "Hero of Buena Vista" afterwards)
 - However, could not win over Mexico City

- General Winfield Scott won over Mexico City (1847) with command of Taylor's troops
 - Considered "the most distinguished general produced by his country between the Revolution and the Civil War"

America in the World: Again, America showed its military might to the world. Now on a great winning streak of wars (none of which it had lost), the Mexican-American war became another victory for the Americans. Like the other wars, popular sentiment drove America into a war despite isolationist ideals in the U.S., especially with the pull of Manifest Destiny arguing that Americans were destined to continue expanding and claiming land—which would be the outcome of this war as Texas and California would be acquired by the U.S. During the war, prominent generals came to power, many of which would become generals again in the American Civil War a few years later. This conflict with Mexico was also the first major interactions between the U.S. government and Mexico, which set a bad precedent for U.S.-Mexican and U.S.-latin-American relations in general because it established America as a land-greedy "bully in the North."

Fighting Mexico for Peace

- Polk wanted to end the war as quickly as possible now that Mexico was defeated
 - Sent chief clerk of State Department, Nicholas Trist; he created a \$10,000 arrangement with Santa Anna to establish a truce
 - Santa Anna again double-crossed the Americans, took the money as a bribe and returned to fighting for Mexico against the Americans
 - Polk was disgusted by Trist's failure for peace with Santa Anna, called Trist back, but Trist denied
- Trist, wanting to be the one to negotiate with Mexico, signed the Treaty of Guadalupe Hidalgo (1848)
 - Treaty gave America huge expanses of land: Texas and land towards California
 - Half of Mexico's land area was ceded to the U.S.
 - U.S. paid Mexico \$15 million for new land, and assume the \$3.125 million debt that Mexico owed the U.S.
 - Sent the results of the resolution to Congress
 - Time was of the essence: Congress had a majority of Whigs who didn't want to fund this war, threatened to stop providing supplies for general Scott (which would lose the benefits of the war)
 - "Conscious Whigs" ("Mexican Whigs") were against slavery and condemned the war for the annexation of Texas, which would likely bolster slavery
 - Some dissenters wanted none of Mexico annexed to U.S., some wanted all of it
 - The Senate passed the treaty 38 to 14
- After winning and passing the treaty, Polk agreed to pay \$18.25 million
 - Some people say that he felt guilty, and that this felt a little more fair

Profit and Loss in Mexico

- America gained a lot of land from the Mexican-American War
 - Increased land area of U.S. by over a third, even more gain than Louisiana Purchase

- Land gain increased spirit of Manifest Destiny, hence calling for more Westward expansion into the newly won lands
- American military gained experience
 - Most of the military generals of the Civil War, such as Captain Robert E. Lee and Ulysses S. Grant, fought in the Mexican-American War
 - The Navy and Marines worked effectively during the war, blockading Mexican ports; West Point Academy's graduates formed elite ranks of the military
 - There were no major defeats or blunders of the American military, even despite the obstacles encountered (e.g., long marches and criticism from antislavery states)
 - U.S. gained more recognition internationally of its military strength, especially for Britain and Mexico
- War left great bitterness amongst Mexicans
 - Over half of Mexican territory was taken from them
 - The U.S. only offered a \$15 million payment for such a huge loss
 - Latin America considered the U.S. a bully in the North, scared of its new power and the precedent that it set when it attacked one of them (Mexico)
- War continued the slavery issue, which continued until the Civil War
 - David Wilcox of PA proposed the Wilcox Provision that stated that no new states created from lands gained from Mexico should become slave states
 - Vetoed by the South in Congress, so was not passed nationally; however, most free states passed it in state legislatures

American and National Identity: The outcomes of the war were similar to those of other American wars, showing the general greed for land and unforgivingness that the Americans negotiated. In this war, over half of Mexico's land area was ceded to the U.S. for a mere sum of \$18.5 million; this established bitter relations between the U.S. and Latin America, just as the earlier Anglo-American wars had left Britain very bitter about its loss and cession of land. However, this was not totally ruthless; it simply demonstrated the new American ideal of expansionism, and the Americans took only land; they paid a small sum back to defeated Mexico in compensation.

Despite the huge land gain of the war, the rewards borne by the war were not enough to break the deep sectionalism in the U.S., which was a major part of American identity at the time. Slavery remained a major issue that threatened to break the North from the South, which it eventually did only a few years later with the outbreak of the Civil War.

Chapter 18: Renewing the Sectional Struggle (1848-1854)

- Slavery in the newly acquired Texas and California regions was a major issue in 1848 (after the Treaty of Guadalupe Hidalgo)
 - Northerners backed the Wilmot Proviso, which aimed to stop all slavery in the new territories from Mexico, while Southerners blocked the Proviso

The Popular Sovereignty Panacea

- Political parties were distributed throughout both North and South, and therefore held the nation together
 - If parties were sectional (i.e., one in North and one in South), the U.S. would likely have erupted in war much earlier and fell apart
- Most politicians tried to ignore the slavery issue completely and avoid conflict
- Democrats chose General Lewis Cass as their presidential candidate for the election of 1848
 - President Polk only was taking one term because of his failing health
 - Cass was a senator, diplomat, and veteran of the War of 1812
 - Cass supported idea of popular sovereignty, which meant that the *people* had the right to rule themselves and choose their own policies
 - For the new territories that were taken from Mexico, this meant that their citizens should be able to choose whether or not they should continue slavery or not
 - Popular sovereignty was popular among the general public because it went along with democratic ideals (the idea of “power derived from the consent of the people” and “self-determination”)
 - Also popular amongst politicians because it was a sort of compromise between the anti-slavery North and the pro-slavery South; didn’t have to pick a side, just let the people choose

Politics and Power: American political power between the North and the South was both split and unified at the same time. While the current issue of slavery was the major source of discord, the U.S. still had its strong roots in Enlightenment principles such as those governing popular sovereignty, or power based on the consent of the people. Under the latter ideal, the nation was still strongly held together by its democratic roots. This showed that American politics could be swayed by current events such as slavery, but it would always be held in place stably by its democratic foundations. Also helping to hold the nation together were the unlocalized political powers, which meant that while sectionalism was strong, the political parties held people from both sides of the slavery issue together for a political goal that transcended the social goal of slavery. It was these political parties that really helped American politics to continue in other aspects of life, such as expansionism and foreign relations, instead of totally getting stuck on the issue of slavery.

Political Triumphs for President Taylor

- Whigs chose General Zachary Taylor as their presidential candidate for the election of 1848
 - He was the “Hero of Buena Vista,” solely a popular military general (from the Mexican-American War) with no prior political experience

- Henry Clay, who was the most outspoken and prominent among the Whigs, was not chosen because of his old age and because he had too many political enemies
- His position on slavery was not strong during his campaign, but he was a slaveowner in Louisiana
- Antislaverites in the North who didn't like either presidential candidate (Cass or Taylor) formed the Free Soil party
 - While the two major political parties (the Democrats and the Whigs) tried to avoid the issue of slavery in their campaigns, the Free Soilers were ardently against slavery
 - Advocated for Wilmot Proviso and no slavery in the new territories
 - Also advocated for federally-funded reform and free government homes for settlers (out West)
 - Attracted many groups of people
 - Attracted industrialists from North who didn't like the lowering of tariffs (i.e., the Walker Tariff of 1846 that lowered tariffs significantly)
 - Attracted Northerners who opposed negotiations on Oregon and Texas (part of Oregon but all of Texas)
 - Attracted anti-slavery Northerners, who didn't hate slavery so much for moral reasons as much as hating it as a form of free labor that puts any white-man farmers out of business (cannot compete with unpaid labor)
 - Attracted "Conscience Whigs," who were against slavery for moral reasons
 - Van Buren (former president) was the presidential candidate for the Free Soil party
 - Slogan was: "Free soil, free speech, free labor, and free men"
 - These were the freedoms the Free Soilers based themselves on
 - Believed that expansion into the West was the only way the Americans could blossom and have the "traditional American commitment to upward mobility"
 - Slavery would be an impediment to this, because it doesn't allow costly white-man labor to compete against unpaid labor
 - Was the first sectional (primarily in the North) but still widely-inclusive party; set this precedent that helped the Republican Party form six years later
- During presidential election campaign, Taylor was portrayed as amateur politician by Democrats and heroic fighter by Whigs
 - The Whigs won with Taylor's wartime popularity
 - Taylor became the president of the U.S. in 1848

"Californy Gold"

- Taylor would have preferred to keep ignoring the slavery issue (as he had done during his campaign), but the California gold rush revitalized the issue
 - Gold was discovered in California, attracted tens of thousands of people in California
 - A few people "struck it rich," but many people were without luck and ended up poor; poor standard of living
 - These gold diggers received high costs of living and high rates of disease

- Many people who came to California were people who had “failed” were unsuccessful in the states or were criminals, who liked the prospect of a new life through the prospect of quick profits in gold digging
- People in California wanted rights of a state
 - Wrote a constitution in 1849 that excluded slavery
 - Asked Congress for admission as a state into the U.S. (without previously being a territory—bold move to bypass this stage)
 - Directly becoming a state would upset balance of pro-slavery and anti-slavery states

Sectional Balance and the Underground Railroad

- The South had a lot of political power in 1850
 - President Taylor was from the South
 - The majority of the cabinet and Supreme Court were from the South
 - The South was equal in the Senate and could stop a majority for anti-slavery policies
- If California was admitted into the Union, the South were worried because it would offset Southern power
 - There was not much territory in the U.S. left to become slave territory, the majority of which was in California
 - New Mexico and Utah, other new territories, also were trying to be non-slave states
- Texas claimed a region west of itself that constituted about half of New Mexico, among other areas
- The South was angered about the loss of runaway slaves
 - Many slaves were helped northward to freedom by the Underground Railroad
 - The Underground Railroad was a path to freedom for slaves by passing through slave-sympathetic people’s homes from the South all the way to Canada, which was anti-slavery under British rule
 - Harriet Tubman was the most prominent leader of the Underground Railroad; she was an escaped slave herself that helped many other slaves escape through the Underground Railroad
 - About 1,000 slaves escaped a year (out of about 4 million (1/4,000))
 - The helping of runaway slaves was out of the goodwill and morality of the abolitionists, to whom there was no material gain; to the slaveowners in the South, however, it was an insulting loss of property
 - The South wanted a stronger fugitive-slave law
 - The old one from 1793 was not stringent enough in their opinion
 - Felt strongly the loss of possession (slaves) and honor
 - Believed that state laws and the Constitution protected slavery

Culture and Society: The issue of slavery and the North-South division in the U.S. was largely avoided during the election of 1848 (at least by the dominant parties). However, slavery still quickly permeated American politics soon after the election. The question of California’s entrance to the U.S. as a free or

slave state soon complicated Taylor's presidency. The introduction of slavery to the U.S. would offset the balance of North-South states in the Senate, and it would turn a large chunk of the newly-won lands into a free state, thus reducing the amount of possible land for future slave states to be carved out of the newly ceded lands. This worry from the South was further aggravated by the growth of the Underground Railroad and slave escapes, which prompted the call for a fugitive slave law. In both of these cases, the increase in anti-slavery efforts, a general societal movement, led to political policy change.

Twilight of the Senatorial Giants

- Passionate pro-slavery advocates of the South known as "fire-eaters"; they organized a meeting in Tennessee in 1849
 - Henry Clay (the "Great Compromiser" that had intervened in the Nullification Crisis of 1832 and the Missouri Compromise of 1820) asked for a series of compromises on part of both the North and the South
 - John Calhoun had stronger pro-slavery stance, believing that Clay's requests were not adequate; wanted "[North] to leave slavery alone, return runaway slaves, give the South its rights as a minority, and restore the political balance"
 - Also had an idea of a sectional government with two presidents, one in the North and the South; highly impractical
 - Daniel Webster asked for the same concessions to the South as Clay, including a fugitive slave law, wanted popular sovereignty in new territory gained from Mexico; these were expressed in his famous Seventh of March speech
 - Thought that making laws to decide slavery in new region was sacrilege, wanted people to decide for themselves
 - Argued that the new region gained from Mexico wasn't very suitable for farming anyways, not so important to keep them as slave states
 - This was a very popular position that supported national unity; industry in North was very pleased because it would likely keep Union together and prevent loss of money invested in the South
 - Webster "had long regarded slavery as evil but disunion as worse" — wanted to preserve the nation more than only the institution of slavery

Deadlock and Danger on Capitol Hill

- Senator William H. Seward was a radical Northerner who was against concessions to the South
 - Held a very strong anti-slavery position
 - Did not realize that compromise would likely keep the Union together; he was more focused on idealism of loss of slavery than the practical consequences of separation
 - Argued that there was a law greater than the Constitution, a "Higher Law" instituted by God
 - "Higher Law" philosophy influenced President Taylor and was bent on vetoing any pro-slavery bill that favored the South
- Taylor was ready to send troops into Texas to try and restrain them to their borders (which they had surpassed, claiming territory from other states) like Jackson
 - This might have set off the Civil War early

American and National Identity: Multiple actions typical of American politics took place here. Henry Clay and Daniel Webster argued that both the North and the South offer concessions to each other, forming a compromise to solve the solution. This was the type of American diplomacy that had previously been used to solve many foreign and domestic problems, such as with the Missouri Compromise or the Constitutional Convention compromise over the structure of Congress in the constitutional government. However, because both sides have to give some as well as take some, there are opponents, as with Seward of New York and the President. This—a diplomatic opposition and questioning—too is an Americanized version of politics and is part of a healthy democracy, because, like the two-party system, it keeps power in check by questioning the rationale of these new bills.

Breaking the Congressional Logjam

- President Taylor died during this heated debate in 1850
 - Millard Fillmore, formerly the vice-president, became president
- Millard supported conciliation with the South, approved the Compromise of 1850 (table below copied verbatim from textbook)

Concessions to the North	Concessions to the South
California admitted as a free state	The remainder of the Mexican Cession area to be formed into the territories of New Mexico and Utah, without restriction on slavery, hence open to popular sovereignty
Territory disputed by Texas and New Mexico to be surrendered to New Mexico	Texas to receive \$10 million from the federal government in compensation
Abolition of the slave trade (but not slavery) in the District of Columbia	A more stringent fugitive-slave law going beyond that of 1793

- Many northerners argued on behalf of the Compromise, such as Clay, Webster, ad Douglas
 - This was supported by prosperity from gold digging in California
- “Fire-eaters” of the South still opposed to Compromise
 - Some radical Southerners claimed that they “hated the Union”
 - Some Southerners tried to boycott Northern products, but failed as a movement because it was at the cost of their own financial loss
- After the Compromise was passed, a “Second Era of Good Feelings” emerged as the North and South felt more united again with the concessions by both sides

Balancing the Compromise Scales

- The North benefitted more from the Compromise of 1850
 - Introduction of California as a free state made free states have majority in Senate, which they would keep permanently
 - New Mexico and Utah had free sovereignty, but they were going in the direction of being free states like California
 - Texas was paid only \$10 million for loss of claimed lands, not very much in the long run
- The Fugitive Slave Law (1850) was passed

- Slaves could not testify on their own behalf and were denied right of trial by jury
- People who helped slaves escaped were given heavy fines and long prison sentences
- Angered many Northerners, set dangerous precedents for white Americans (it broke the Constitutional rights to trial by jury in the Bill of Rights)
- Judges were paid \$10 if slave was not freed and \$5 if they were; extra \$5 was an incentive for judges to condemn slaves, almost like a bribe
- Harshness of this new law shocked many moderate Americans into abolitionists
 - Number of slaves who escaped by the Underground Railroad grew from this increase in abolitionists
 - Some northern states such as Massachusetts passed laws that made it illegal to uphold the law, essentially nullifying it
 - Increase in abolitionists meant that “time was fighting for the North” — as time went on, the North became stronger because of its increase in anti-slavery sentiment (and it also grew because of its industrial prowess)

Politics and Power: The Compromise of 1850 was truly a compromise: both sides gave up much to achieve their purposes. However, the Compromise eventually favored the North in the long run. California was admitted as a free state, much to the benefit of the North. The rest of the new Southern territories of Utah and New Mexico were given the popular sovereignty choice of legalizing slavery or not—however, they were already inclined to choose to be free states like their new free neighbor, California. There was also a large territory that was wrested away from Texas, also likely to become free territory, for only a relatively small sum of money. The abolition of the slave trade in Washington, D.C. was a movement towards anti-slavery in the nation’s capital. Lastly, the fugitive slave law only strengthened anti-slavery opposition in reaction to the horrors it created. The Compromise of 1850 essentially solely strengthened the North, either directly or indirectly.

Defeat and Doom for the Whigs

- Democrats chose Franklin Pierce, another “dark-horse” candidate, as the presidential candidate for the election of 1852
 - He was a “prosouthern northerner” who supported the Compromise of 1850 and Fugitive Slave Law, which made him appealing to both North and South
- Whigs chose Winfield Scott as their presidential candidate
 - Scott was the military general who had won over Mexico City in the Mexican-American War, thus winning the war
 - It would have been more logical for the Whigs to choose someone more politically qualified, such as Henry Clay or the incumbent president Fillmore, but they went with a military general because they had only won with military generals (Taylor and Harrison)
 - His personality was haughty and not likeable, even amongst Whigs
- John Hale was the Free Soil Party candidate for the presidential election of 1852
- Pierce won by a lot (254 to 42 electoral votes) to become the president of the U.S. in 1852
 - Effectually ended the end of the Whig Party

- The Whig Party had helped the nation by producing statesmen such as Henry Clay and Daniel Webster that helped to create compromises (e.g., Henry Clay created the Compromise of 1850, the Missouri Compromise, and worked with the Nullification Crisis of 1832)

Politics and Power: The Whig Party was inept at choosing effective leaders in its conventions (i.e., choosing military generals over its most prominent statesmen such as Daniel Webster or Henry Clay) and therefore died out. However, it still epitomized American power and presidency by providing a strong opposition to the Democrats to create an effective second two-party system (after the first one between the Federalists and Democratic-Republicans). The party also produced prominent supporters of national unity, especially Henry Clay and Daniel Webster, that helped the nation stay unified during the intensely trying times shortly preceding the Civil War, as well as during earlier movements such as the Missouri Compromise.

Expansionist Stirrings South of the Border

- Victory in the Mexican-American War and the great increase of land from it increased the expansionist sentiment of Manifest Destiny in the U.S.
- Americans were thinking of ways to cross Central America by sea, which would greatly control trade in the Americas if they could control a route directly through Central America (which is much shorter than going all the way around the Southern tip of South America or crossing Central America by land and continuing the journey by sea on the other side)
- Treaty signed between Britain and U.S. led to signing of a treaty in 1848 that allowed American passage across the isthmus of Central America
 - Allowed for the construction of an transcontinental railroad between North and South America in 1855
- Increasing British influence in Central America, such as in Nicaragua's "Mosquito Coast" region, led British and Americans to sign the Clayton-Bulwer Treaty (1850)
 - This forced neither the Americans nor the British to seek exclusive control over trade across Central America, thus avoiding conflict between the two nations
- Because many pro-slavery people in the South knew that much of the rest of the U.S. was going to become free territory, they looked towards Central America and the Caribbean for potential areas to make into slave territories
 - William Walker took an American army, took over Nicaragua, established himself as president in 1856 and allowed slavery
 - Central American countries teamed up against him and executed him
 - Cuba was enticing as a slave state because it already had many slaves from its previous occupation by the Spanish empire
 - President Polk had offered \$100 million for Cuba from Spain, but the Spanish declined
 - Two expeditions of armed men went into Cuba because they were rejected as buyers of Cuba, were rejected by the Spanish
 - President Pierce was provoked to begin war with Spain to take Cuba, especially when Europe was involved in the Crimean War and unable to aid Spain

- U.S. ministers in Spain, England, and France met and drafted the secret Ostend Manifesto (Ostend, Belgium, 1854) that was made up of recommendations for the U.S. to acquire Cuba
- Ostend Manifesto stated that the U.S. should offer \$120 million for Cuba; if the Spanish declined, then the U.S. should have the right to militarily take Cuba
- Ostend Manifesto was discovered by Northerners, made them furious
 - They were angry that the government was making secret arrangements to try and induct another slave state into the U.S.
 - Pierce backed down after strong opposition in the North emerged
 - Anti-slavery slowed down the American expansionist movement (it countered Manifest Destiny)

Culture and Society: The push to expand and stop slavery, as well as the expansionist motivation of Manifest Destiny, was a large driver of some adventurous American ventures during the 1850s. Central America, especially Nicaragua. William Walker was even bold enough to militarily take over Nicaragua and essentially establish himself as dictator and declare the nation a slave country, before he was ousted and executed. Cuba too was looked into as a promising buy; however, federal action to take Cuba, either diplomatically or militarily, was stopped by abolitionist opposition. Therefore, Manifest Destiny provoked Americans to expand, and slavery both helped to start (pro-slavery) and stop (anti-slavery) movements towards new slave states in the U.S.

The Allure of Asia

- The British had won China in the Opium War, which allowed the British to trade opium in China and gave Britain access to some ports in China, such as Hong Kong
 - Americans were prompted to secure better trading relationships with Great Britain to stop their monopoly of trade with China; President Tyler sent Caleb Cushing to negotiate with China
 - Cushing took warships and presented gifts to China, which, along with the fact that the Chinese wanted someone besides the British to trade with, created economic trade relations between them and the U.S. in the Treaty of Wanghia (1844), which was the first diplomatic agreement between the two nations
 - Treaty granted U.S. a “most favored nation” status gave U.S. full trading rights with China
 - Treaty gave U.S. “extraterritoriality” rights that allowed U.S. criminals to be tried in China under U.S. officials
 - The Treaty opened up the way for missionaries to try and Christianize China, who were faced with resentment from China because they (like the slaves and Native Americans who also refused to be Christianized) felt that this was stripping them of their culture
 - Japan was also a prospective nation to trade with
 - It had gone into strict isolation in the early 1600s

- President Fillmore sent Matthew C. Perry in 1852 to try to break Japan's isolationism and initiate trade relations with them
 - Perry landed in Japan with a fleet of warships and had a tense introduction of the idea of trade relations with Japan; he left to allow the Japanese to consider the decision and returned the next year
 - The next year, he brought larger ships and gifts (including a miniature train), and he signed the Treaty of Kanagawa (1854) that gave Americans "coaling rights in Japan, and the establishment of consular relations"
 - This new trade relationship helped move Japan from isolationist shell into the modern world

America in the World: The establishment of U.S. diplomatic relationships with East Asian nations was primarily from an economic viewpoint. America showed off its technology to woo both China and isolationist Japan into establishing trade with itself. However, it risked creating war with Japan, who previously was closed off to any foreign interaction and was on the verge of panic when American warships arrived at its capital city. More important than the economic relations established was the precedent that these interactions set for American diplomacy with other nations. Rather than charging into these countries and forcing an economic bond, the U.S. created a diplomatic bond of free trade that benefited both ends of the relationship without provoking conflict. They also created a sense of respect for the Americans by using their initial display of advanced American products, such as the locomotive and pistol shown to the Japanese.

Pacific Railroad Promoters and the Gadsden Purchase

- An easy form of transportation was necessary in order to keep California strongly in the hands of the U.S.
 - Land transportation by railroad was the most practical way, because going by sea all the way around South America or taking a land-and-sea trip through the isthmus of Central America was too taxing
- Decision of the railroad's location was important
 - There could only be one railroad built, because it was so expensive
 - The region in which the railroad was to be built would "reap rich rewards in wealth, population, and influence" — thus, both the North and the South vied for its construction
- The South was eager to have the railroad built in the South because they were not as economically strong as the industrial north
 - They decided that the best location of the railroad would pass through a region of Mexico
 - Secretary of War Davis sent James Gadsden to negotiate buying of region necessary for railroad construction in the South
 - Santa Anna, dictator of Mexico, still needed money and ceded the some land in present-day Arizona/New Mexico area to U.S. for \$10 million in the Gadsden Purchase (1853)

- Now that Gadsden purchase had succeeded, the South had a clear route to California, without the high mountains of the Rocky Mountains and without going through the unorganized territories of the North that were ravaged by Native Americans; instead, it passed through established states with troops available to protect and maintain the railroad
 - Northerners responded by trying to organize Nebraska

Work, Exchange, and Technology: The decision to place the railroad in the South and to purchase land under the Gadsden treaty were purely economic reasons that would bolster the failing economic strength of the South. A new railroad scheme through the South through to California would create a sense of unity throughout it, as well as a flow of economic exchange through the relatively new technology of railroads that would also provide a critical link to California. Therefore, this railroad's purpose was multifaceted: politically, it held the nation, especially with its new Western sections, together; economically, it established an advanced system of work and exchange through East-West exchange; and socially, railroads were an advanced piece of technology that America could boast about. However, it was primarily economically important to the South, who needed the railroad to compete with the profitable industrial North. It was also economic logistics that determined that only one railroad could be built, which intensified the competition between North and South to build the railroad.

Douglas's Kansas-Nebraska Scheme

- Senator Stephen A. Douglas, the “Little Giant” that had supported Clay during the Tennessee convention of 1849
 - He wanted to “break the North-South deadlock over westward expansion and stretch a line of settlements across the continent,” and wanted to benefit personally from having the railroad end in Chicago, where he owned real estate; in other words, he wanted economic benefits for the North by increased Westward expansion
 - He proposed that the Nebraska Territory be split into a northern and southern region (Nebraska in the north, Kansas in the south), both of which would be up to popular sovereignty on the issue of slavery; this was the compromise known as the Kansas-Nebraska Act
 - The southern region of Kansas would likely become a slave state because it was adjacent to slave state Missouri
 - The northern region of Nebraska would likely become a free state because it was far north and next to free state Minnesota
 - However, this contradicted the Missouri Compromise of 1820 by giving the option for Kansas to become a slave state above the established 36° 30' line that no slave states (besides Missouri) could be above
 - Douglas boldly attempted to totally repeal the Missouri Compromise of 1820 to achieve his goal
 - The Southerners who wanted another slave state in the North supported this, along with President Pierce
 - Anti-slavery free soilers in the North were against this, believed that the Missouri Compromise should not be broken so easily

- Some people believe that his action to promote slavery in the North was primarily a rash action meant to benefit him financially, and that his morals considering slavery were not very strong
 - He did not consider that many northerners felt very strongly against slavery, even if he didn't
 - As a result, he faced great unpopularity in the North, but had even greater popularity in the South and select regions of the North, such as Illinois, which would benefit greatly from having one end of the railroad end there in his plan

Congress Legislates a Civil War

- After Kansas-Nebraska Act was passed, the North was greatly infuriated, made any future negotiations with the South very tense
 - As a result, many northerners unofficially nullified the Fugitive Slave Act of 1850
 - More people in the North became opposed to slavery
- Many opponents of the Kansas-Nebraska Act formed the new Republican Party
 - Attracted people from all of the political parties who were against the new act: Whigs (such as Abraham Lincoln), Democrats, Free Soilers, Know Nothings
 - Its wide appeal made it very powerful very quickly, and its sectional power foreshadowed the Civil War to come

Culture and Society: Douglas's scheme of the Kansas-Nebraska Act was a geographical division to economic ends, but the societal tensions that resulted most influenced American culture. The "unorganized territory" of the U.S. was to be broken up into a northern Nebraska and southern Kansas region, which seemed to Douglas a reasonable compromise that would allow both a free state and a likely slave state to be admitted into the Union to help maintain sectional balance while maintaining national unity. However, it also broke the Missouri Compromise, which was already well-established and firmly held onto by Northerners. As a result, many people rose in revolt of this new act, forming the Republican party that actively spoke up against it, as well as unofficially nullifying the Fugitive Slave Act that shortly preceded it. Anger rose high and negotiations with the South became very tense and difficult. While it may have made sense on a simple basis of equality for North and South, it resulted in widespread societal anger and opposition that permanently worsened sectional relations (until the Civil War).

Chapter 19: Drifting Towards Disunion (1854-1861)

- Slavery was the hottest debate of the 1850s
 - Kansas had violence between anti-slavery and pro-slavery groups
 - Supreme Court passed *Dred Scott* case that protected slavery in all Western territories
- Republican party elected Abraham Lincoln, who was anti-slavery, in 1860
 - Caused the Civil War to begin

Stowe and Helper: Literary Incendiaries

- **Harriet Beecher Stowe** was the author of *Uncle Tom's Cabin* (1852), which greatly spoke out against slavery
 - Written in response to the Fugitive Slave Law (1850) and inspired by the evangelical movements of the Second Great Awakening
 - Wanted to alert people of “the wickedness of slavery by laying bare its terrible inhumanity, especially the cruel splitting of families”
 - Hundreds of thousands of copies were sold in first year, millions sold over time (and in different languages), and it was made into a show
 - Made it perhaps the most politically-influential novel of all time
 - Also popular in Britain and France, and they looked on in approval for the North because it looked like the end of slavery (and these major European powers were already against slavery by then)
 - Persuaded thousands of readers to nullify (ignore) the Fugitive Slave Law
 - Stowe had never experienced slavery directly, but lived in Kentucky where there was a lot of activity with the Underground Railroad and learned about slavery indirectly through its slaves
- **The Impending Crisis of the South** (1857) by Hinton R. Helper was another anti-slavery book that stirred up a lot of anti-slavery sentiment in the 1850s
 - He hated slavery and blacks, argued that landless whites suffered from institution of slavery
 - Not very influential among poorer whites in the South, but rather among the wealthy, aristocratic landowners
 - The aristocracy were worried that “the non-slave-holding majority might abandon them”
 - Influence in the South (worry for the aristocracy) caused it to be banned in the South and hated almost as much as *Uncle Tom's Cabin*

Culture and Society: Through the bestselling books of the 1850s, *Uncle Tom's Cabin* and *The Impending Crisis of the South*, slavery was greatly frowned upon by writers and their millions of readers. Rather than being a fight fought solely by politicians, this demonstrated a greater societal movement amongst the commoners as well as the upper-class politicians. This shows the national importance of this problem, and how it permeated daily living as much as broad ideological and economic debates between North and South. The fact that it impacted ordinary people showed that it affected regular people's daily living and therefore would need to be addressed directly as a national problem, rather than being shoved to the side with compromises and “popular sovereignty,” which let the people decide rather than the

politicians, further allowing the national unity to dissolve. These books also stirred up more debate and intensified the conflict, which made the problem even more urgent and threw the nation into more sectional strife.

The North-South Contest for Kansas

- Kansas's position on slavery was to be determined by popular sovereignty (as set by the Kansas-Nebraska Act)
- Some of the settlers to Kansas were from groups funded by abolitionist groups from the North, such as the New England Emigrant Aid Company
 - These abolitionist groups also came to make profit in Kansas
 - They came armed with deadly rifles ("breech-loading Sharps rifles" or "Beecher's Bibles") and were ready to hold off the South's pro-slavery movements
- **Southerners were angry that the North was trying to keep Kansas from becoming a slave state**
 - The understanding during the Kansas-Nebraska Act was that Nebraska was to become a free state and Kansas a slave state (presumably) given their relative locations
 - Nebraska was far North and surrounded by free states, while Kansas was just above the compromise line of the Missouri Compromise and was next to slave state Missouri
 - A few Southerners tried to bring slaves and slavery into Kansas but were unsuccessful
 - Slaves were valuable and Kansas was a territory that might become free, and it was ready to explode with conflict between North and South
- There was controversy over the elections of the first legislature of the Kansas territory
 - The South had many people pour in and vote, winning pro-slavery legislators; however, this was fraudulent
 - The North responded by establishing an "extralegal regime of their own at Topeka" for anti-slavery supporters
- Conflict broke out in 1856 when pro-slavery raiders shot and burned up anti-slavery town of Lawrence

Kansas in Convulsion

- John Brown was a militaristic anti-slavery figure in Kansas
 - In retaliation to the attack at Lawrence, Brown attacked pro-slavery supporters at Pottawatomie Creek (1856)
 - They surprised and viciously killed five men who they supposed to be pro-slavery—this damaged the face of the anti-slavery cause
- Civil War broke out in Kansas in 1856, precursor to main Civil War of 1861-65
 - Damaged millions of dollars of property, slowed economy (agriculture), killed many people
- Kansas applied for statehood in 1857
 - **Pro-slavery supporters wrote the Lecompton Constitution for the state; infuriated the North because it allowed slavery to continue in the state whether or not it was anti-slavery**

- Even if they voted against slavery, current slaveowners in Kansas would be allowed to possess slaves
- Many Northerners boycotted the polls in anger, and the pro-slavery supporters won the vote
- Lecompton Constitution was supported by the new President Buchanan, who was heavily influenced by the South
- Douglas (author of the Kansas-Nebraska Act and champion of popular sovereignty), did not like the “semi-popularity” of the divided Kansas, fought for fair play and the entire Lecompton Constitution to be held to a popular vote (rather than just part of it that would provision another part to be pro-slavery no matter what)
 - Kept Kansas as a territory until 1861, when Southerners left Congress and Kansas was admitted as a free state to the Union
- The Democratic Party was divided when Buchanan antagonized the Democrats of the North (such as Douglas)
 - The Whigs, Federalists, and National Republicans were gone, and the Republicans were sectional; the Democrats were the only powerful, national political party
 - Loss of the Democrats’ unity meant general loss of unity in the U.S. and a strong precursor to the Civil War

Politics and Power: The debate over “Bleeding Kansas” was a series of political power plays between the North and the South. The North abused the Compromise of 1850’s supposition that Kansas would become a slave state because of its proximity to slave state Missouri under the popular sovereignty system by flooding in abolitionist groups that would likely turn Kansas into a free state. The South retaliated by flooding in many people to vote for the first legislators for Kansas, which the North considered fraudulent; then, the North established its own capital of Kansas, Topeka, which had only Northern legislators to balance out the strongly-Southern legislators elected by the people who flooded over the border. When Kansas applied for statehood, the Southerners drafted the Lecompton Constitution, which protected slavery whether or not the vote approved it or not; Douglas, from the North, called the vote against the ideals of popular sovereignty (there was not a large majority of the citizens of Kansas who wanted slavery, and therefore was only “semi-popular”) and thereby held off the statehood of Kansas for a few more years. These alternating movements by both the North and the South formed the first state Civil War in the nation, which was a precursor to the national Civil War a few years later. However, these movements were also highly political and later transitioned into the bloodier state Civil War, which also acted as a microcosm of the many years of convoluted sectional debate between the North and the South over slavery before the actual fighting began during Lincoln’s presidency.

“Bully” Brooks and his Bludgeon

- Kansas was known as “Bleeding Kansas” for the violent factional fights— both politically and militarily—for slavery in the state
- In Congress in 1856, statesmen were fighting dirtily
 - Senator Charles Sumner of Massachusetts spoke out strongly against the South and the institution of slavery in a speech to Senate; however, he was not very liked in Senate and this did not have great effect

- Congressman Preston S. Brooks of South Carolina beat Sumner with a cane until Sumner was bleeding and unconscious
 - He resigned, but was popular enough with his anti-Northern stance that he was re-elected
 - Sumner was also re-elected after he had healed from his injuries
- In the North, Sumner became somewhat like a hero
 - Brook's actions were viewed as that of a thug, a bully, the South's ruthless defence of slavery
 - Sumner's speech was widely reproduced in the North and was very popular, garnered many votes for the Republicans

Culture and Society: Rather than keeping to civil and normal actions of legislature, even Congress became an uncivil source of fighting fueled by popular societal sentiment. Charles Sumner spoke uncivilly of the South, and Preston Brooks used physical violence to attack Sumner. Despite their rash and vulgar acts for a politician, they were both enthusiastically supported by their respective regions (Sumner from the North and Brooks from the South) and were re-elected into Congress. This represents the new societal norm of violence and sectional antagonism over slavery; there was no real debate raised over the severity of the action, but only clamorous support raised from the raging positions of both sides for (North) or against (South) slavery. This was similar to the case of John Brooks when he went to invade Harper's Ferry: while he was clearly doing an unconstitutional action to try and incite insurrection (which is treason), many Northerners still hailed him as a hero for the motive behind his action — the anti-slavery movement. American culture became more violent and more tolerant of debate, which allowed for the Civil War.

⇒ (see also: "John Brown: Murderer or Martyr")

"Old Buck" Versus "The Pathfinder"

- Democratic Convention met again in 1856 to decide on their next choice of leader
 - Pierce was too weak to be president; Douglas was too strong and dynamic
 - They were both especially reproached because of the Kansas-Nebraska Act (Douglas for writing the unpopular act and Pierce for supporting it)
 - James Buchanan ("Old Buck") chosen as the Democratic Party leader in 1856
 - He was in London during the Kansas-Nebraska Act and its aftermath, so he had little to do with it and was blameless relative to it
 - Democrats wanted popular sovereignty to rule
- Republican Convention chose Captain John C. Frémont as their presidential candidate
 - Frémont helped to take control of California during the Mexican-American War (hence his title, the "Pathfinder of the West")
 - Frémont was also blameless in relation to the Kansas-Nebraska Act because he was not involved
 - Republicans were strongly anti-slavery
- **Know-Nothing Party (or "American Party") formed in response to nativist concerns**
 - There was a recent influx of immigrants from Ireland and Germany; controlling immigration (rather than slavery) was their major concern

- The party was created by nativists, conservative Protestants who believed that they should be the ones to rule (hence their slogan, “Americans Must Rule America”)
- They chose President Fillmore (former president as a Whig after Taylor’s death)
- “Mudslinging” (insults) occurred during the election campaign as usual, harming the reputation of each candidate and their regions

The Electoral Fruits of 1856

- **Buchanan (Democrat) won the presidential election of 1856**
- Frémont lost due to a variety of factors
 - His moral character (“honesty, capacity, and sound judgement”) was questioned by the Southerners
 - South was also worried that a sectional party and leader would force the South to secede
 - Many Northerners sought to continue the bond with the Southerners, especially economically, and therefore voted for Buchanan
- The Republicans still had made good grounds in terms of their popularity: they were a new party that had rivaled the old and well-established Democrat Party

Politics and Power: The election of 1856 was a relatively typical two-party election with a minor party. “Mudslinging” occurred between every side, which had been a tradition in the presidential election process that had begun with the two-party system of Jefferson and Hamilton and continued to today, and the question of Frémont’s moral character from this mudslinging may have helped Buchanan win the election. Furthermore (and interestingly), the presidential candidates for the two major parties (the Democrats and the Republicans) were chosen because they were blameless—while they had little political experience in the recent, angry politics of the U.S., especially in Kansas, they also were not to blame for the fighting and the disaster of the slavery debate. Frémont was an explorer in the West, and Buchanan was in Britain during the Kansas-Nebraska Act and the following controversy, making them relatively politically inexperienced compared to more outspoken, more hated-by-the-other-side politicians such as Henry Clay. This shows the potential corruption in American politics and the party system in which the parties only try to get elected, not choose the most politically able presidents.

The Dred Scott Bombshell

- **Dred Scott v. Stanford (1857) was a court decision that greatly damaged North-South relations even further**
 - Dred Scott was black slave who sued his master because he was a slave on free soil (in Illinois and Wisconsin)
 - At the time, the Supreme Court had a majority of Southerners, including the Chief Justice
 - Supreme Court made three main rulings:
 - Scott was property, and therefore could not sue (nor could any other black slaves)
 - Because slaves were simply property, they could be taken to any state and slavery could be continued

- This was on the premise of the Fifth Amendment, which stated that Congress could not take people's possessions unlawfully
- The Missouri Compromise of 1820 had always been unconstitutional, because the federal government had no right to take away slavery from any state, despite what any territory might want
- Supreme Court rulings greatly surprised and angered Northerners and abolitionists, such as Douglas
 - This greatly increased sectional hate for the South's pro-slavery opinions in the North
 - Many Northerners began to say that the Supreme Court's ruling was simply an opinion that need not be followed
 - Southerners thought Northerners were crazy, not following the Supreme Court's decisions and passing it off for a mere opinion

Culture and Society: The Supreme Court ruling *Dred Scott v. Stanford* demonstrated the Southern opinion of slavery, and it increased the sectionalism between the North and the South by enraging the North with its very pro-slavery rulings. It declared that slaves were only property, and therefore could not vote; that slavery could be continued in any state, free or not (with a slave from a slave state); and that the Missouri Compromise, which had been treated almost like a fundamental law for the Northerners, was unconstitutional. Because of the agricultural culture of the South and its majority in the Supreme Court, these rulings directly represented the Southern view of slavery as necessary and legal in all states and of slaves as chattel. This was in direct opposition to the North, in which there was no slavery and no indication that slavery would exist, because of the abolitionist movements that argued for slaves' freedoms. These rulings therefore greatly angered the North because none of it supported the anti-slavery position of the North using the power of the highest court, which made the North powerless to (constitutionally) deny these new rulings. This anger from the North (in addition to the secessionist sentiment of the South) was another reason that the North decided to fight the South; it was not only the South who wanted to secede because of their differing views of slavery, but the North that wanted to get back at the South for enacting these laws that crippled the abolitionist movement.

The Financial Crash of 1857

- **Panic of 1857 (a financial crisis) broke out**
 - Not as bad economically as Panic of 1837, but its placement just before the Civil War and during the sectional conflict made it unbearable
 - Caused by:
 - Inflation by great amounts of gold from California pouring into economy
 - Financial overspeculation
 - Overstimulation of grain cultivation
 - Led to:
 - The collapse of five thousand businesses
 - Widespread unemployment
 - "Hunger meetings" in cities
 - Affected the North, whose grain growers were especially hard hit

- Didn't affect the South much, because cotton prices were booming abroad and they could continue selling like usual
- Northerners, hard-pressed for money and land, insisted that the government distribute the Western, unsettled lands for free in exchange for the hard work necessary to raise it
 - This was in contrast to the Land Ordinance of 1785, an old land law that established the orderly selling of land to people in the West, which would also give money to the government
 - Encountered opposition by Northern industrialists and Southern plantation owners
 - The former worried that their employees would flock to the cheap land because of their low wages
 - The latter worried that it would benefit mostly the free soilers of the North, because the land size that was called for (160 acres) was too small for plantation farming
 - Buchanan vetoed the homestead act of 1860 that Congress had drafted because of the Southern opposition
- Tariff of 1857 was one of the largest economic causes of the Panic of 1857
 - The Congress had some surplus in its treasury, decided to lower its tariffs to the lowest they had been since the War of 1812 (around 20%)
 - After the tariff was enacted, the government and nation almost immediately started losing money, and the Northern industrialists and grain growers blamed it for their financial misfortunes
 - The Republicans used the need for better economic protectionism through a higher tariff for their presidential campaign

Work, Exchange, and Technology: The financial Panic of 1857 was another financial crisis caused by a change in tariff tax level. Because it *lowered* federal tariffs (rather than *raising* them such as with the “Abominable Tariff” of 1828), it harmed the *North* and benefitted the *South*—the causes and effects were reversed to the increased-tariff bills. As a result, industry suffered in the North, cotton continued to boom in the South, and the South had better reason to believe that they were more powerful than the North and could sustain themselves and fend off the North if they were to secede. This is shown in South Carolina Governor Hammond’s speech, “Cotton is King!” in which he declares the undefeatable power of the South. This also led to calls in the North for free land in the West (rather than paying the federal government for new land) so that people could more easily survive during the crisis. However, this gave the South a false sense of invincibility that would fail them during the Civil War because the North’s industrial strength, which was only temporarily damaged from this crisis, still prevailed over the South’s agricultural economy.

An Illinois Rail-Splitter Emerges

- Abraham Lincoln was nominated by the Republicans to run for the senatorial seat of Illinois that Douglas had left behind in 1858
 - Lincoln was tall and wiry, with a “sad, sunken, and weather-beaten face”
 - He was born poor, but was self-educated and worked his way up the ranks, also marrying into a wealthier family

- Grew up very humbly in a frontier village, born in a log cabin and was splitting logs for a job when he was younger
- He became one of the better lawyers of Illinois, and was known as "Honest Abe" because he only took cases that he thought fit his moral conscience (he refused those he felt uncomfortable morally to accept)
- He was a Whig politician that was inspired by the Kansas-Nebraska Act to join the Republican Party, and then became one of the foremost leaders of the Republican Party
 - He gained many votes to become the Republican vice president under Frémont's presidential campaign in 1856

The Great Debate: Lincoln Versus Douglas

- Lincoln challenged Douglass to a round of debates in 1858 for the Illinois Senatorial position in the Lincoln-Douglas Debates
 - Douglas was a very passionate speaker, while Lincoln relied more on logic
 - The debates were eventually won by Douglas, and Douglas won the Senatorial seat
 - However, Lincoln won the popular majority and had won major attention on a national scale
- One of the Lincoln-Douglas Debates mentioned the Freeport Question (by Lincoln in Freeport, Illinois): "Suppose ... the people of a territory should vote slavery down. The Supreme Court in the Dred Scott decision had decreed that they could not. Who would prevail, the Court or the people?"
 - Douglass responded with the Freeport Doctrine: "No matter how the Supreme Court ruled, ... slavery would stay down if the people voted it down. Laws to protect slavery would have to be passed by the territorial legislatures"
 - In other words, slavery has to be supported by public opinion; if the people do not support it, then the law cannot really be enforced

American and National Identity: The Freeport Question and the Freeport Doctrine exemplified various traits of distinctly American politics. Firstly, they were carried out in a series of debates, much like our current presidential debates, which were civil and governed by logic, not violence. It existed between the two major parties, with Douglas from the Democratic party and Lincoln from the Republican party. The Freeport Question questioned the priority of federal law versus the consent of the people, and the Freeport Doctrine answered that federal law could only be enforced and supported with the consent of the people. This goes directly along with the fundamental Enlightenment principle (which is fundamental to American politics) that the government derives its power from the consent of the governed. This established that while federal laws attempted to stop or protect slavery, it did not have the right to do so unless the people consented. This essentially gave a justification for the Civil War, because half of the nation agreed with one view while the other half did not, and the creation of two different nations with different policies on slavery would adhere to the Freeport Doctrine.

John Brown: Murderer or Martyr?

- John Brown (who had previously killed pro-slavery men at the Osawatomie Creek) led twenty men to Harper's Ferry (1859), where he tried to raise an insurrection amongst the black slaves
 - Killed some innocent people who were guarding the arsenal

- The slaves were largely unaware of Brown's strike and his intentions
- Robert E. Lee (future general of the Confederates) captured Brown
 - Brown was soon sent to his death after a trial that convicted him of murder and treason
- The South was angry about people like Brown — they wondered how they could stay in the Union when “a murderous gang of abolitionists” came down and tried to make them anti-slavery
- The North, on the other hand, had many people who were ignorant of Brown’s faults and the deaths that he caused, and he instead went into martyrdom with them
 - Brown’s final words were, “this is a beautiful country,” which were heroic and raised patriotism within the Northerners
 - Some Northerners even called him a saint, and some writers (including Emerson) hailed him as a hero

Culture and Society: (see “Bully” Brooks and his Bludgeon” — details there)

The Disruption of the Democrats

- **The Democrat Party was largely divided** at the Democratic Convention in Charleston (1860)
 - Douglas was the main candidate but he was unpopular after his actions with the Lecompton Constitution and the Freeport Doctrine
 - The Southern states left the convention, but Douglas could still not get the $\frac{2}{3}$ vote necessary for nomination
- The Democrats had a second convention in Baltimore for the Northern Democrats, in which Douglas was nominated
 - They wanted popular sovereignty and the enforcement of the Fugitive Slave Law in the North (in order to appease the South)
- The Southern Democrats had a third convention also in Baltimore
 - They nominated John C. Breckinridge, a pro-slavery moderate from Kentucky
 - They supported slavery and the annexation of Cuba as a slave state
- **The Constitutional Union Party** was formed from some of the Democrats who were not so strongly sectional (not so much Northern or Southern Democrats)
 - Others called them the “Do Nothing” or “Old Gentleman’s” Party because they were relatively unpopular and did not achieve much because they never rose to power
 - Constituted of former Whigs and Know-Nothings, who wanted something of a compromise between the more extreme North and South positions
 - Elected John Bell of Tennessee as their candidate

A Rail-Splitter Splits the Union

- In the Republican Party Convention, Lincoln was chosen as the presidential candidate
 - Out of the Republican representatives, Seward was the best known, but he was too radical and made too many enemies
 - Lincoln, on the other hand, was reputed for his honesty and was relatively new and enemy-less in politics
- **The Republicans were attractive to many different interest groups of people**

- This included: “for the free-soilers, nonextension of slavery; for the northern manufacturers, no abridgement of rights; for the Northwest, a Pacific railroad; for the west, internal improvements at federal expense; and for the farmers, free homesteads from the public domain”
- Southerners were repelled by Lincoln because they thought that he was an abolitionist that would split the nation
 - Lincoln hated slavery but was actually not an outright abolitionist
 - Lincoln even pondered creating a law to compensate slaveowners for the loss of slaves, but this never went into action

The Electoral Upheaval of 1860

- Abraham Lincoln was a “minority” president-elect
 - He had only won about 60% of the popular vote, which was lower than it was for many of the presidential candidates in the past (all but J.Q. Adams)
 - He was a sectional candidate; he wasn’t even on the Southern ballots
 - There were essentially two elections: one in the North, and one in the South
 - If the Democrats piled all their voters into one candidate, they would have greatly outnumbered Lincoln in terms of popular vote
 - However, Lincoln won by a landslide of electoral votes, and would still have won if the Democrats had placed all their electoral votes in the same person; the electoral vote was 180 to 123, but if the Democrats had placed all their votes together, it would have been 169 (Lincoln) to 134 (Democrats)
- South Carolinians “rejoiced” because Lincoln’s election gave them reason to secede
 - This wasn’t true for all of the Southerns
 - Beckenridge, for example, did not want to leave the Union
 - The South also still had almost half of the number of states (which gave them a strong Senatorial showing) and a majority in the Supreme court
 - Despite the above reasons to stay, the South Carolinians (who had previously warned that they would secede if Lincoln was elected) held a vote at Charleston in 1860
 - The delegates unanimously voted to secede from the Union
 - This would begin a chain reaction of secession amongst the Southern states

Politics and Power: The Democrats were divided, and the Republicans were growing in strength because of their wide sectional appeal. This transition of power from the powerful Democrats, who had mostly stayed in power since Jackson’s presidency (1828) shows the use of a two-party system: once one of the parties has become unreliable and unpopular, as was the Democratic party, the other party can pick up the slack and take the popular vote. This supports the Freeport Doctrine and popular sovereignty, which are both based on the idea of the consent of the majority population. However, this simple majority did not appeal to everyone: the South, angry that Lincoln had won in this system that benefited the majority when the Southern pro-slavery opinion was a prominent minority, declared secession in South Carolina. Overall, the switch from the national party of the Democrats to the sectional Republican party was too great a change for a nation already teetering on sectionalist debates, and it led to the secession of the Southern states.

The Collapse of Compromise

- Senator Jordan Crittenden of Kentucky drafted the Crittenden amendments to the Constitution only days after the South Carolinians announced their secession from the Union
 - Crittenden was essentially a political successor of Henry Clay (who was also from Kentucky and liked compromises)
 - The compromise put forth that no slavery could appear above the 36° 40' line (same as the Missouri Compromise) and that slavery would be protected below the line by the federal government, but future states had the right to choose whether or not they wanted to be admitted as a free or slave state
 - President Lincoln vetoed the proposal, which ended all talk of compromise between the North and the South
 - He stated that the proposal "would amount to a perpetual covenant of war against every people, tribe, and state owning a foot of land between here and Tierra del Fuego" — in other words, it would suppose that slavery could continue indefinitely South, and was therefore morally wrong (it could set a very bad precedent for future Southern states)

The Secessionist Exodus

- After South Carolina, six more Southern states ("Alabama, Mississippi, Florida, Georgia, Louisiana, and Texas") quickly seceded, and then four more continued in the spring (a total of eleven states)
 - **The eleven states formed a new government and called themselves the Confederate States of America**
 - **They elected Jefferson Davis as their president**
 - Davis was a West Point graduate and recent Mississippi senator
- Lincoln was stuck in the four-month "lame-duck interlude" under Buchanan's final months
 - A "lame duck interlude" is when an official is still in office when his successor has already been elected; he still has the power but the successor has to wait
 - By the time Lincoln officially ascended to power after four months, the secessionist movement had developed (worsened)
- **President Buchanan was widely criticized for having allowed the Southern states secede; however, the decision was not so simple:**
 - Buchanan was aging and a conservative, surrounded by mostly conservative, mostly Southern advisors
 - He did not find secession lawful as per the Constitution, but nor did he find any military opposition to the secession constitutional as well
 - If he had used military force on South Carolina, it would have ignited war too early, while the Northern strength was still gathering
 - He probably could not have gone the way of Andrew Jackson (who used military force to keep South Carolina from secession), because the military was tiny and weak and was needed to fight off some of the Native Americans in the West
 - Lincoln too continued waiting a little bit into his presidency

Farewell to Union

- **Southern secessionists left for a number of reasons**

- They were worried about how there were more Northern free states than Southern slave states, and therefore national politics would be biased against them
 - They didn't like how a sectional candidate won the presidency without any of their votes
 - They also didn't like how economic laws (such as strongly protectionist tariffs) could be passed that strongly benefited the North and harmed the agricultural society of the South because the North had a majority in politics (which they felt should respect Southern economics)
- "All we ask is to be let alone," said Confederate President Jefferson Davis
- Many secessionists thought that their secession would be unopposed by the North, who they presumed would be too weak to retaliate
 - The North was also heavily dependent on cotton for their own economy, and it would hurt their own economy if they attacked the seceding South
- Nationalism was stirring worldwide, not only in the South
 - Italy, Germany, Poland, and more nations had strong nationalist movements and sentiments
- The Southerners believed that they had the right to self-determination
 - They entered the Union voluntarily and established their own government; now that the government had seemingly made their political position not count, they had the right to establish a new form of government that appealed to themselves
- They likened their secession to the "secession" of the thirteen original American colonies from Great Britain, with the North acting as tyrannical as King George III

American and National Identity: The South (twelve seceded states) declared itself independent from the North. However, this is very American, because the U.S. seceded from Great Britain under similar grievances (an economy that is governed by the government such as high tariffs [which are analogous to Great Britain's high taxes] and unfair representation [because the free states in the North and West were more numerous and therefore controlled the Senate in important decisions]). As a result, the South found nothing wrong with their secession, as the founding of the U.S. had set a historical precedent for their action. Also for this reason, Buchanan felt that it was outside his power to act, because the people had the right to revolution if they felt wronged, and the South created its own government (self-determination). The difference between this and the American Revolution was that the former was amongst equal states and the latter was against a colonial power, and the former is a conflict from just North while the latter is from 3,000 miles away (and therefore greatly weakened Britain's influence in the colonies). These factors increased the North's chances of defeating rebellion.

Chapter 20: Girding for War: The North and the South (1861-1865)

The Menace of Secession

- Lincoln stated that there “would be no conflict unless the South provoked it”
 - He believed that the two sections could not separate and survive apart
 - The Mississippi River and the Appalachian Mountains were two physical features that both the North and the South had in common, held them together
- If the North and the South split, then there would be large debates about which side owned what, including:
 - National debt
 - Federal territories
- Anti-slavery efforts would be split and confusing
 - The Underground Railroad would probably work harder to try and abolish slavery in the very pro-slavery South
 - The Fugitive Slave Law in the North would have to be discussed (because it was previously nullified by the people and only encouraged by the South)
- **A united U.S. was the strong power of the Americas, and its division would greatly weaken it and make it less of a threat to the Europeans**
 - The European nations could provoke one aspect of their disunity in order to strengthen the conflict and weaken the colonies to their liking
 - Britain and other imperial powers could worry less about America being a serious threat to their other colonies in the Americas
 - The European nations would more easily be able to defy the Monroe Doctrine and therefore claim more land in the Americas

America in the World: Keeping America united was not only a selfish interest that would benefit only the North; it was an endeavor meant to strengthen America against foreign powers. United, the U.S. had defeated Britain twice (in the Revolutionary War and the War of 1812) and Mexico, and it had successfully made peaceful negotiations with Mexico and European nations. Separated, foreign powers were keen on violating the Monroe Doctrine without fear of retaliation from the Americans and better protect existing colonies in the Americas such as Canada. Therefore, the secessionist movement was a cause not only for the South, but for the colonial powers of the world; the Union cause was the more American movement, hoping to keep united a strong republic in a predominantly monarchal world.

South Carolina Assails Fort Sumter

- When Lincoln became office, Fort Sumter was one of two U.S. forts in the South that was still loyal to the North
 - It had less than a hundred men (not too large) but watched over a major port (Charleston harbor)
 - It only had provisions to last a few weeks, so the Southerners could easily lay siege and win
 - On the other hand, if the North were to provide more provisions, it would likely provoke war

- Lincoln decided to send provisions, not reinforcements (he carefully distinguished the two, with the former only being in supplies but the latter being in military force)
 - He sent a naval force to send the supplies to the fort
 - The South saw the use of the navy as a military expedition to reinforce the fort, and therefore opened fire on the fort
 - Fort Sumter surrendered after a brief barrage by the South (April 12, 1861)
- **Surrender of Fort Sumter greatly raised the Northern cause for unity**
 - Many Northerners had previously been saying, "Wayward sisters, depart in peace," indicating that they were okay with peaceful secession
 - After the defeat, many Northerners cried "Remember Fort Sumter" and "Save the Union," which indicated a strong call for unity
 - Lincoln made a speech (April 15, 1861) that called upon 75,000 volunteers to fight for the Union
 - Many people joined, so many that some even had to be turned away
 - These troops were called to blockade some of the South's ports
- **The South felt that Lincoln's call for troops was a declaration of war upon them and therefore retaliated against the North**
 - Virginia, Arkansas, Tennessee, and North Carolina switched over to support secession
 - New Confederate capital was Richmond, Virginia (very close to the Union capital Washington, D.C., which made tensions high between both sides)

Politics and Power: The first shots of the war at Fort Sumter were the beginning of the Civil War. Interestingly, despite their military loss at the fort, the Northerners turned this into a political victory by making it a point to rally up support for their cause. They could say that the Southerners started the fight by firing the first shells, and that the fight of Fort Sumter — and the rest of the Civil War — was simply to protect and preserve the Union. In other words, the North only is trying to force the South back into the Union because they provoked the conflict and therefore the North is justified in their cause. In retaliation for the North, more states—Virginia, Arkansas, Tennessee, and North Carolina—joined the secessionist effort. This shows the dangerous and volatile reactions to any event during a high-tension time such as during the Civil War and the possibility of any decision to backfire. This helps to explain the uncertainty of the situation that led to rash or extreme decisions such as Lincoln's decision to make unconstitutional acts such as creating a blockade without Congress, because extreme action was necessary in dire and uncertain situations like this.

Brothers' Blood and Border Blood

- The border states were very influential during the war — the balance of power teetered upon them
 - The border states included Missouri, Kentucky, Maryland, and Delaware — slave states that remained loyal to the Union and straddled the line between Union and Confederacy
 - They probably would have joined the Confederacy if the North had fired the first shots against the Confederacy (instead of the South having first attacked Fort Sumter)
 - West Virginia, which tore itself from Virginia to become a free state (1863), became a border state

- Sometimes Lincoln used military force in order to keep the border states legal
 - He put troops in West Virginia and Maryland in order to keep a clear path to Washington D.C.
- **The (initial) official cause of the war was to keep the Union together and *not slavery* because of the border states**
 - If the cause had been anti-slavery from the start, the border colonies (and some other slave-owning regions such as Ohio) would likely join the seceding states
- In the West, the slave-owning Native Americans went against the North (which was anti-slavery), and many of them went to the Confederate side
 - The Confederacy also gave federal payments to the tribes and encouraged Native American delegates to enter their politics in exchange for Native American troops
- **Southern men often fought for the North and vice versa**
 - 50,000 men from West Carolina fought for the North, and 300,000 from the loyal slave states fought for the North
 - Many families were split, sending sons to both sides of the war
 - North and South were characterized as “Billy Yank” and “Johnny Reb” because of their intimacy — they were closely related

Politics and Power: The appeal of the border states helped to shape the cause of the war for the Northerners. Rather than being a war to end slavery, the advantage of gaining the middle states pressured the North into making the cause of the war a war for unity rather than for emancipation. The border states in return would greatly weaken the cause of the seceding states by taking away. This was a delicate power balance that could easily be thrown away as Lincoln became progressively more anti-slavery throughout the war, eventually to give the Emancipation Proclamation that proclaimed all slaves free in the South and to pass the thirteenth amendment, which abolished slavery in the U.S. The decision to keep the border states and avoid being radical on the idea of slavery shows the political strategy necessary, and, while its intentions were not totally honest, it helped the North achieve its joint intentions of winning the war (by taking the border states away from the South) and winning slavery (which was negotiable after the South was defeated).

The Balance of Forces

- **The South had great advantages at the beginning of the war**
 - They were on the defensive — they only had to hold off the Northerners from their land, and didn't have to conquer land themselves; they also had the home field advantage
 - They had great military generals, such as Robert E. Lee and Thomas J. Jackson
 - Many Southerners were born to a more rugged life (e.g., more in hard conditions like that of war and with horses and guns)
 - The South seized many Northern factories and created artillery from there
- **The North ended up having a great strength in its economy and other facets that outweighed the Southern advantages**
 - The South had an economy based only on farming; the North had an economy based on trade and industry

- The North was able to keep up a steady supply of manufactured goods coming in for their armies, including weaponry and imported goods from Europe
 - The North created the mortar, which was a powerful long-range weapon
- The North blockaded many Southern ports
- The North had 22 million people, compared with the 9 million in the South
 - The North also had a greater rate of immigrants entering the nation, which further increased the population gap between North and South
- While the Northerners were less accustomed to war life at first, many became accustomed to it
- While the North had few great commanders, Lincoln discovered Ulysses S. Grant, who led the Northern military

Dethroning King Cotton

- Most successful revolutions depended on foreign aid, and the South probably lost because of a lack of foreign aid
- **The wealthy ruling class of Great Britain wanted to help the South because it hated the democracy of America (which was especially strong in the North), but the ordinary people of Britain didn't want slavery in the U.S. and supported the Union cause because it would likely abolish slavery**
 - Many of the British had read Stowe's *Uncle Tom's Cabin* and were influenced by it and therefore wanted to end slavery in the U.S.
 - The masses in Britain and France pressured the governments not to take official action to support the South in the Civil War for slavery reasons
- **British cotton dependency on the South's cotton failed**
 - The South depended on cotton to ensure a strong relationship with Britain ("Cotton is King," and many Britons were dependent on the textile industry)
 - Britain had a surplus of cotton, and therefore it did not need a strong importation of cotton at the time, which alleviated some of the "cotton famine"
 - Some Americans also sent over food to help the people unemployed from the decrease of the cotton industry
 - The North seized a lot of cotton from the South and traded that with Britain
 - Egypt and India increased their supply of cotton now that the competition from the Southern U.S. had greatly fallen into decline
- **The North's harvests of wheat and corn were more important to Great Britain**
 - Britain had bad harvests during this time period
 - The North had the cheapest and most abundant supply of staple grains, and therefore Great Britain could not close off its amiable trade with the North

Work, Exchange, and Technology: Trade with Great Britain may have decided the war. Britain was America's greatest trading partner, and the side (North or South) that successfully continued positive economic relations with Great Britain would have a much greater advantage. Keeping a strong economic relation would also guarantee a strong militaristic backing, since Britain would want to protect a strong trade. Therefore, when the Confederacy's cotton trade with Great Britain became unimportant and

other parts of the world such as Egypt and India began to produce greater amounts of cotton to meet Great Britain's voracious demand for it, the Confederacy's relevance to Britain lost a lot of its importance. On the other hand, the North, which was more stable and had a booming grain (corn and wheat) agriculture, grew a stronger relationship with Great Britain. As a result, Britain never tried to break Northern blockades on Southern ports because it relied more heavily on the North for a trade market, and therefore the North gained a huge advantage over the South that helped it win the war. Without trade, the South greatly faltered in its spending and industrial abilities, and it fell behind the North in terms of production of supplies, because the North had strong industry and trade.

The Decisiveness of Diplomacy

- **Trent Affair was when a Union warship captured a British ship and demanded that two Confederate diplomats be released**
 - Enraged Britain, who thought that the Americans were in no place to demand from their ships
 - Eventually cooled down because of slow response from Britain across the Atlantic and Lincoln's compliance to return the prisoners
- **There were many British-built Union-raiders**
 - Most notable one was the Alabama, which captured over sixty Northern ships
 - In total, over 250 Northern ships were lost to these "Confederate pirates"
 - They didn't have to enter the blockaded ports of the South, instead docking in Great Britain
 - Eventually this was outlawed by the British government because of concerns of backfiring on themselves in the future

Foreign Flare-Ups

- **The two Laird rams, strong British-built warships intended to be sold to the Confederates, posed a threat to the Union**
 - They could more easily break the barricade of the South, which would weaken the North significantly and help the Southerners
 - The British government saw that this would probably cause the American to make war on Canada, however, and bought up the ships for their own navy
- **Many Northerners planned to attack Canada as well**
 - Some Southerners were in Canada and threatened to attack northern cities
 - One attack in Vermont plundered three banks and killed a Northerner
 - Irish Americans were the strongest advocates for attacking Canada
 - They launched invasions in 1866 and 1870
 - Dominion of Canada (1867) was formed to help strengthen Canada against the possibly vengeful U.S.
- **In the South, Napoleon III of France took over Mexico**
 - He instated archduke Maximilian as emperor of Mexico
 - This violated the Monroe Doctrine, but Napoleon believed that the U.S. was too weak to fend off the French

- After the American Civil War, Secretary of State Seward prompted Napoleon and the French to leave when the Americans began to march south against the French to protect the Monroe Doctrine

America in the World: Interestingly, the Civil War was not the only attention-gainer in the Americas, not even amongst Americans. Some Americans, especially Irish-Americans, threatened to invade Canada to attack any Confederates who might have been harbored there, and the Southerners did make some raids on the Northerners along the Canada-U.S. border, and vice versa. This increased tensions between the U.S. and Canada, which resulted in Canada becoming the Dominion of Canada, which gave it greater freedom and power against the raids of the Americans. On the southern side of the U.S., the French Napoleon III took over Mexico because he believed that the U.S. would be too weak divided after the war; however, he was wrong and the French retreated. More tensions arose with Britain during the war because they sometimes tried to help the Confederates, which greatly angered the Unionists, such as with the building of the Laird rams that were originally intended to serve for the Confederates, as well as the fleet of British "Confederate pirates." All of these simply added more turmoil to the situation for the North and the South during the Civil War, but because Britain generally backed off on provocative stances in the Civil War to prevent extra conflict, all of these events were relatively insignificant during the war. This showed America's establishment in the Americas as a dominant power, strong enough to fend off the Europeans (such as the French in Mexico and the British Confederate pirates) even while fighting a Civil War.

President Davis Versus President Lincoln

- **The Confederacy had troubles staying united**
 - They were a nation that seceded, and therefore nothing prevented states from seceding (secession was a part of their national identity)
 - States' rights were the greatest opposition to the Confederacy
- Confederate President Jefferson Davis was very stern and harsh on himself
 - He was a little too imperious sometimes and he worked very hard, perhaps too hard to try to get his cause
 - He was never immensely popular with the Confederates which made it harder for the people to work with together with him
- President Lincoln and the North were more united and had a history of a relatively stable economy
 - Lincoln was also known to have a flexible and forgiving character

Limitations on Wartime Liberties

- **Lincoln was somewhat unlawful and dictatorial in his powers in order to keep the Union together**
 - He believed that after the war was over, these high-handed powers would cease (they were only necessary in the emergency of war)
 - Lincoln created a blockade, increased the size of the army, spent \$2 million for the military, all of which were not his legal right

- He suspended the privilege of writ of habeas corpus, which protected people from being arrested without reason (and therefore secessionists in the North could be arrested arbitrarily)
- He created “supervised voting” in the border states, which forced citizens to publicly show their party to the guards
- Jefferson Davis had less power than Lincoln to do such unconstitutional acts, because the South was accusing the North of being unconstitutional and couldn’t be hypocritical
 - There was also the strong cry for states’ rights, which would overturn any dictatorial measures Davis might pass

American and National Identity: While Davis was having troubles keeping the Confederacy together because of his inflexible personality, Lincoln embodied the American spirit with his ability to dynamically decide what was best for his nation, even if it was technically not legal. He decided to do a few slightly unconstitutional acts during his presidency, but all of which were later approved by Congress, showing that this still was with the consent of the people (which is what is more important than rule of law, according to the Freeport Doctrine and popular sovereignty). However, he still had the audacity to make these motions, despite their illegality, similar to early Americans who decided to secede from Great Britain and form their own independent nation. It was also decided from the engendering of the Constitution and the flaws of the Articles of Confederation that a strong president would be necessary to carry out these drastic acts in a practical way—if there was no president, then Congress would never have passed these actions, and the military would have been a lot weaker, even if it was totally legal. Therefore, the idea of a strong president dates back to the founding principles of the Framers and also supports the fundamental national identity of the U.S.

Volunteers and Draftees: North and South

- **In 1863, Congress passed its first national draft**
 - Volunteers were the initial source of the fighting men, but eventually they began to run out
 - Draft could be avoided by paying \$300; a system that favored the rich
 - The rich boys who could avoid the draft were known as the “three-hundred dollar men”
 - The poorer people were angry because it sounded like an easy way for the government to make profit—the government demanded “three hundred dollars or your life”
 - In Democratic areas in the North, there were riots by people who didn’t like the draft
 - This was especially strong with Irish Americans
 - The largest riots were the New York draft riots in NYC
 - It included “a rampaging, pillaging mob ... and the victims included many lynched blacks”
 - Over 90% of Union troops were volunteers, but enthusiasm began to wear out
- **In order to create incentive for people to join the army, the government began to create bonuses for the people**
 - Soldiers could legitimately earn up to \$1,000 from bonuses

- Some people (“bounty boys”) joined the army just for the bonus, deserted, and joined somewhere else for another bounty
 - There were 200,000 deserters in the Union army in the Union
- **In the South, the population was much lower than that of the North, and the draft started one year earlier (1862)**
 - Also favored the wealthy: slaveowners with twenty slaves or more could exempt themselves from the draft
 - This caused people to claim that the war was “a rich man’s war but a poor man’s fight” — it was high in idealisms (the “rich man’s war”) but fought by the poor people who were drafted

Culture and Society: The ability for rich men and slaveowners to avoid the draft showed the aristocratic influence that there was on American politics, and the social divide between the rich and poor that continues to today. The middle- and lower-class families of the North were furious when “three-hundred-dollar men” were allowed to escape the duties of the nation by essentially bribing themselves out of it, and poorer Southerners were angry about wealthy slaveowners avoiding the draft. As a result, many people considered the Civil War “a rich man’s war but a poor man’s fight,” indicating the difference between the high societal norms and the reality of the situation. There was talk of equality of all men, yet in truth even men of the same race were fighting amongst themselves over wealth. This is the corruption in government favoring the aristocratic class that inspires the poorer classes to rise up in revolt and ask for more equal treatment, such as with worker’s strikes.

The Economic Stresses of War

- The North had some dishonestly rich people
 - Inflation harmed the wage slaves of the factories
 - **However, it helped the rich factory owners, some of whom became part of the first millionaire class of the U.S.**
 - Many of these millionaires were “noisy, gaudy, brassy, and given to extravagant living”
 - Many people were dishonest in order to gain profit
 - Some people sold poor-quality products (such as blind or old horses to government purchasers or shoes and clothing made of bad materials)
- The North prospered in general
 - New protective tariffs in the North helped factories in the North by weakening foreign competition
 - New machinery helped replace jobs that had been lost by men who were fighting in the war
 - The reaper allowed farmers to go fight, and it harvested much food that was essential in feeding the armies and for trading abroad
 - The sewing machine greatly eased the clothing-making process
 - Standard clothing sizes were invented during this time period of mass production of clothing, especially for the military, for sake of practicality

- In Pennsylvania in 1859, new “fifty-niners” rushed in to seek oil (similar to the “forty-niners” of the California gold rush, but with petroleum)
 - This led to the birth of the petroleum industry
- The Homestead Act (1862) gave Western settlers free land
- Only the shipping industry was harmed (by the British Confederate attacker ships)
- Women played a prominent role in the war effort
 - Many government jobs opened up by men fighting in the war and many women rose to fill the spots
 - Many more women became employed in industry, especially the clothing industry, to meet the demand for supplies from the war effort
 - “Before the war one industrial worker in four had been female; during the war the ratio rose to one in three”
 - Over 400 women pretended to be men and fought in the war
 - Dr. Elizabeth Blackwell (first female doctor) helped create the U.S. Sanitary Commission to help medical help and nursing for the army
 - Clara Barton and Dorothea Dix (who also helped to improve prison conditions in the U.S.) helped to make nursing more respectable in the U.S.
 - Sally Tompkins ran a hospital in the South
 - Many women “organized bazaars and fairs that raised millions of dollars for the relief of widows, orphans, and disabled soldiers”
 - Organizing these events and fundraising and training helped women to gain confidence and helped lead to stronger women’s rights advocates

A Crushed Cotton Kingdom

- The South greatly lost wealth during the war
 - The average Southern per capita income dropped from $\frac{2}{3}$ that of a Northerner to $\frac{1}{2}$ of that of a Northerner over the course of the war
 - The South resorted to “economic cannibalism,” in which products were lost for more important ones (e.g., taking up railroad parts from lesser-used railroads to give to the more important ones)
 - Eventually, industry in the North, especially with the success of the Industrial Revolution, triumphed over the agricultural system of the South
- Women helped with the war enthusiasm, trying to prop up the men
 - Even tried to start a campaign to sell their hair abroad for money

Work, Exchange, and Technology: While the South went increasingly into decline from the blockade and the lack of the cotton industry, the North soared in its economic ability. Factories and agriculture boomed with increased trade with Great Britain. Women filled many factory and government jobs that men had left when fighting for the war. Machinery increased output in both the fields and in factories. The petroleum industry was born in the U.S. when oil was found in Pennsylvania. All of these economic advancements in the North increased the economic gap between North and South, a difference that would split the two sides until at least the end of the century, keeping tensions high and perhaps keeping race relations and segregation at undesirable levels until well into the 20th century.

Chapter 21: The Furnace of the Civil War (1861-1865)

Bull Run Ends the “Ninety-Day War”

- President Lincoln called for 75,000 army recruits in his first inaugural address (April 15, 1861)
 - He thought the war would end in only around 90 days and many enthusiastic Northerners thought so too
- At The First Battle of Bull Run (Manassas Junction) (July 21, 1861) 30,000 Union officers fought the Confederate military
 - Lincoln thought it would be a good idea to attack a smaller Confederate force at Bull Run to show their military superiority and then continue to capture Richmond if possible
 - Thomas J. Jackson led the Confederates to victory, and the Union officers fled
- Military defeat of North was actually a political benefit, and vice versa for the South
 - The North knew that their armies had to train harder, that the Civil War would not be a 90-day ordeal like originally thought to be and that the South was tougher than they thought it would be
 - The idea of a stronger South also prolonged the war, which allowed abolitionism to become more accepted as another cause for the war in the North
 - The South became overconfident from this battle, and enlistments decreased

Politics and Power: The first major battle of the Civil War at the First Battle of Bull Run was an unexpected defeat of the Union army by the Confederacy. The Union fighters were overconfident in their military before the battle and the Confederacy was more careful; this situation switched after the battle. As a result, the military loss of the North in the First Battle of Bull Run was therefore in some ways a political victory, as it helped the Union focus on strengthening its military and better preparing for a war with the South, while the battle was actually detrimental to the South because it boosted their confidences too much after the battle. This was similar to the first battle of the Civil War at Fort Sumter, in which the indignance of the “He started it!” shout that the Northerners gave about the Southerners helped to increase support for the Northern cause and keep the Border States loyal to the Union (they probably would have left if the North shot first)—this was another example of an unplanned strategic defeat that bolstered the Union militarily.

“Tardy George” McClellan and the Peninsula Campaign

- George B. McClellan was appointed general of the Army of the Potomac (main army force)
 - Was experienced: went to West Point, fought in Mexican-American war, saw Crimean War
 - Had a high morale but did not dare to do any risky situations (he was overcautious), even when necessary
- Was ordered to attack by Lincoln and went to attack with the Peninsula Campaign (1862)
 - This was an attack on the peninsula between the James and York Rivers near Richmond
 - Won Yorktown (slowly, took a month)
 - Further slowed by lack of reinforcements and feints by Jackson’s army
- General Robert E. Lee launched a counterattack against McClellan, called the Seven Days’ Battles (June 26-July 2, 1862)

- McClellan lost, retreated to sea
- Victory for South again was harmful for themselves
 - By prolonging the war, they allow slavery to establish itself more strongly in the North
 - If McClellan had won and taken Richmond, the war would have been won and little said about slavery
- Union plan of winning the war was:
 1. Blockade the ports of the South
 2. Free the slaves of the South and cripple their economy
 3. Take control of the Mississippi which will divide the South
 4. Capture Georgia and the Carolinas, which are central in the South, in order to break up the South more
 5. Capture Confederate capital (Richmond)
 6. Weaken the South however possible to make them give up
 - This was the ruthless plan by Ulysses S. Grant

The War at Sea

- The Union's blockade covered 3,500 miles of Southern coast
 - The fleet was made of whatever boats the North could find, including "converted yachts and ferryboats"
 - The fleet concentrated on main ports for cotton
- The blockade was weak, but Britain did not defy it to trade cotton with the South in order to avoid war with the Union
- Blockade-running was a problem of the blockade
 - Quick, low-lying steamboats were the quickest and often did the job, trading arms for cotton stealthily with the South
 - It was a risky job but could yield 700% profit
 - Blockade-running became less popular and more difficult as the Northern navy improved and the blockade strengthened
 - The North tried to prevent this by seizing any British ship carrying weapons, even if not going to the Confederate states, and claiming that the weapons must be going to the Confederacy
 - This was the idea of "ultimate destination" or "continuous voyage" — a falsely presumed, far-fetched claim of a final destination
 - The British were angry about this tactic but used the same flawed logic during WWI with its blockade
- South took a Union warship, the *Merrimack* and plated its sides with iron to become the *Virginia*, which was a large threat to the North
 - It easily destroyed wooden ships
 - The Union built their own (smaller) ironclad, the *Monitor*, that battled the less-seaworthy *Virginia* and came to a stalemate
 - Later the *Virginia* was destroyed so as to avoid its capture by the Northerners

American and National Identity: This showed the resourcefulness of the Americans, especially the Yankees of the North. For example, Ulysses S. Grant's strategy of an all-out war to weaken the South whenever possible showed the North's desperate motivation to win, much like the original thirteen colonies' use of guerilla warfare as a somewhat illegitimate but effective fighting tactic against the British during the American Revolution. The North used flotillas made out of many different floating vessels, even ones that were not fitted to be part of the navy and ready for combat, such as yachts and ferryboats. In return, the South showed their resourcefulness as well by refurbishing a captured Union warship into a powerful ironclad, the *Virginia*, and by creating small, fast ships that could break through the barrier without being caught sometimes. These strategic maneuvers taken by both sides made the tide of the war very uncertain for much of the war until its resolution.

The Pivotal Point: Antietam

- Robert E. Lee advanced northward after defeating McClellan in the Seven Days' Battle at Richmond
 - He fought General John Pope of the Union at the Second Battle of Bull Run and quickly won
- Lee advanced into Maryland, hoping to encourage foreign intervention to help the South and for Maryland and the other border states to join the Confederacy
 - Maryland did not respond and support the South as the Southerners had hoped; the dishevelled form of the Southerners didn't encourage the Marylanders
- Lee fought General McClellan (was was reinstated into power for this battle) at the Battle of Antietam (September 17, 1862), Maryland
 - They found a map of Lee's battle plans
 - They managed to stop Lee and bring the battle to a stalemate; considered somewhat of a Union victory because he had stopped Lee's advance into the North
 - Lee was stopped and returned back across the Potomac River
 - McClellan was removed from power because he had underperformed again
 - Critics say that he should have pursued the retreating Southern troops
 - The battle was very bloody, killed most soldiers in a single day of the war
 - The battle showed the Union's strength at a critical time when Britain and France were about to intervene, probably to aid the South
 - Union show of strength dissuaded them
- The “victory” (stopping the Southerners) of Antietam prompted Lincoln to write the Emancipation Proclamation (January 1, 1863)
 - The timing was strategic: Lincoln believed that if he released the proclamation too early, then it would seem as if he was helpless and needed the help of the Southern slaves for the Union
 - Lincoln therefore decided to wait until the Battle of Antietam concluded, and its victory justified the Union military might, which showed that the Emancipation Proclamation was done out of Union beliefs, not lack of military power
 - The Emancipation Proclamation helped changed the nature and purpose of the war to one about unity to one about slavery

America in the World: When the Union was in danger of having to fight multiple nations if Britain and France had supported the South, the victory at the Battle of Antietam was very important. The Union managed to fend off Lee's better-trained army at Antietam, albeit with the heaviest losses in the war. The intensity of the battle showed the U.S.'s military might once again to foreign nations, especially that of the North; as a result, the other nations refrained from engaging in another military conflict with either side. By the fact that both sides persisted after the battle, it also showed the strength of democracy to persist without anarchy in the central governments, even though such great military struggles. The South counted on foreign aid to help them win the war, especially economically because of their strong ties with Britain for cotton; however, after this economic tie was cut and the political and militaristic ties were mostly cut after the Battle of Antietam, the South was isolated from the rest of the world with the blockade and thus the Union had an easier chance of winning, because it maintained positive trade relations with Britain for grains.

A Proclamation Without Emancipation

- The Emancipation Proclamation declared that all slaves in the Confederacy that were still in rebellion were “forever free”
 - The border states’ slavery was not affected for fear of their disloyalty, as well as those states that were not in rebellion
 - This meant 800,000 slaves were not freed by the Emancipation Proclamation
 - This document was written in a legalistic manner but implied that it achieved a moral cause
- The Proclamation had no real power
 - Where the President could enforce anti-slavery (the border states included) he did not
 - Where the President couldn’t enforce anti-slavery (in the South where he had no jurisdiction) he claimed that all slaves were free
 - The rate of slaves fleeing to the North increased
 - 1/7 of Southern slaves escaped to the Union
 - Increase of slaves in Northern camps strengthened the abolitionist movement
 - Proclamation was followed by the Thirteenth Amendment, which formally abolished slavery in all of the U.S. in 1865, after the war had ended
 - Now that slavery was the cause of the war, it would be a “fight to the finish” because both sides felt very strongly at odds with each other on this issue (rather than simple unity)
- Reactions to the Emancipation Proclamation were mixed
 - Anti-slavery advocates supported it
 - Many people, including moderate abolitionists, thought that it had gone too far and that an “abolition war” should not be fought
 - People also argued that they signed up to fight for national unity, not for anti-slavery
 - There were many more desertions in the Union army as a result
 - Many Congressmen went against Lincoln
- The South was outraged, believed that the North was trying to stir up a slave rebellion

- Foreign nations (Britain and France) wanted to intervene on behalf of the South, but the people of those nations believed that the end of slavery was the better cause and therefore intervention did not happen)

Politics and Power: With the Emancipation Proclamation, Lincoln put power where he didn't have it, and he didn't exert power where he had it. Practically, this seems disastrous: he couldn't free the slaves he actually had jurisdiction over, and he asked the unwilling South to free their slaves without any offer of compensation. However, this was a political and militaristic deal: by not freeing the slaves in the border states, they remained more loyal to the Unionist cause of keeping the nation together; meanwhile, releasing the slaves in the South exemplified the Northern ideal of anti-slavery, while also siphoning off the black labor force from the South into the North to work in factories and fight in the army. In addition, it was created as a precursor to the Thirteenth Amendment, which officially freed *all* slaves in the U.S., including in the border states—the Emancipation Proclamation was like a test run, something to familiarize American citizens with the idea of total equality. Therefore, the Proclamation battled for the Republican and Union causes in multiple ways: by weakening the human resources in the South, and by bolstering Northern labor and its moral system. All of these contributed to the military success of the North during the war.

Blacks Battle Bondage

- Lincoln worked to incorporate African Americans into the Union army
 - At first, the army had no black soldiers, and free blacks were refused
 - The navy enlisted many blacks, but only as servicemen (e.g., cooks, stewards, and firemen, but not as soldiers)
 - After the Emancipation Proclamation and after new recruits for the army started to die out, blacks were allowed to join the army
 - 180,000 African Americans had served in the Union Army, most of which came from the slave states
 - This constituted 10% of the total enlistments
 - African American soldiers fought more against slavery than against disunity
 - They also fought to prove themselves as able and loyal citizens to achieve citizenship by the end of the war
 - They fought very hard, and had many casualties (38,000 dead of the 180,000 enlisted)
- The Confederacy did not incorporate slaves into their army until the last month of the war (when it was already too late)
 - Slaves defied forced labor in many ways, even forcing white and able men to stay back as "home guards" to protect against the rebellious slaves
 - Slaves served as spies for the North and helped protect escaped prisoners of war from the North

Culture and Society: The idea of including slaves in society was such a strange idea at the time. In the North, however, society was much more liberal than in the South and the people eventually allowed African Americans to serve with them. This was in part because of a military necessity due to the trickling stream of volunteers later in the war, but it was mostly due to the increased anti-slavery

movement in the North. It further helped the anti-slavery cause by showing the bravery of the African Americans, which was often equal to or greater than that of a white soldier because many personally felt strongly against black bondage, and this vindicated them from some of the racism of the day. However, in the South, society was necessarily conservative and pro-slavery as according to the Southern Democrat cause, and the lack of slaves in society and in the army hurt them and contributed to their loss.

Lee's Last Lunge at Gettysburg

- General A. E. Burnside replaced McClellan as the main general after Antietam
 - Burnside lost heavily at the Battle of Fredericksburg (December 3, 1862) to Lee
- General Joseph Hooker replaced Burnside as main general after Fredericksburg
 - Hooker lost heavily at the Battle of Chancellorsville (May 2, 1863) to Lee and Jackson
 - Jackson was shot and died, which hurt the Southern command
- General George G. Meade replaced Hooker as main general after Chancellorsville
 - Lee was determined to follow up his attack and take over Pennsylvania
 - Meade was on top of little hill at Gettysburg, Pennsylvania
 - He had 92,000 soldiers, and Lee had 76,000
 - The Battle of Gettysburg (July 1-3, 1863) lasted for three days
 - Only was decided when General George Pickett led the famous Pickett's Charge against the Union soldiers but failed
 - Pickett's Charge was considered the last true attempt of the South at winning the war—after his attempt was foiled, the Southern military was essentially lost
 - Confederate President Jefferson Davis had sent a peace delegation up to the capital, expecting the battle to have been won and the path cleared to the capital; however, Lincoln had won and the land stayed loyal to the Union, so the delegation could not pass
- President Lincoln gave the Gettysburg Address (November 19, 1863)
 - It was only two-minutes long, as opposed to the two-hour speech by another orator
 - The Democrats and the British considered the address silly

The War to the West

- General Ulysses Grant became a general of the Union army
 - Grant was not very impressive in stature and he was not successful in business
 - He also drank much alcohol and his drinking was criticizing
 - First victory was at Fort Henry and fort Donelson in Tennessee (February 1862)
 - Success in Tennessee helped bring it and Kentucky closer to the Union
 - Grant tried to take Confederate railroads and lost at Shiloh (April 1862), but counterattacked successfully
- David G. Farragut led a flotilla (fleet of boats) and the Northern army against Vicksburg (July 1863) in Mississippi
 - Grant was given control of the Union forces besieging Vicksburg
 - The battle surrendered on July 4, 1863, the day after the Battle of Gettysburg

- This cut off the Southern control of the Mississippi River
 - The South's economy was further weakened in comparison to the industrial north without their trade on the Mississippi and Ohio river systems
 - Britain and France ended deals with the South to give over ships, and thus ended all foreign help for the South

Politics and Power: The Battle of Gettysburg and Grant's early military successes were the turning point of the war. Before, there had been no major Union victories—the closest was Antietam, but that was more of a stalemate than a true victory by the North, who simply kept their ground. Gettysburg stopped Lee similar to at Antietam, and its "Pickett's Charge" was a powerful last-attempt for the South to try to win the battle and advance into the North, but it failed, and the South never recovered militarily from it. Grant's land victories and Farragut's sea victories boosted Northern morale and power, and the South steadily went into decline and didn't win any major battles from then on. The border states and the Mississippi River Valley were secure in the hands of the North, keeping the Confederacy limited in power mostly in the Deep South and Virginia—after Sherman's march, their control lessened even more.

Sherman Scorches Georgia

- General Grant was moved to east Tennessee to besiege Chattanooga
 - The siege was successful, and he also had some successful battles in neighboring areas
 - Grant was thus made general in chief of the U.S. army
- General William Tecumseh Sherman was put in charge of taking over Georgia
 - He was ruthless, practiced "total war" strategy
 - The South hated him, called him "Sherman the Brute"
 - Ruthlessness worsened by the low discipline of his army, and because they went through South Carolina and Georgia, who were the first seceders and therefore were believed to be the causes of this conflict
 - He burned the capital city of Atlanta (September 1864)
 - He marched through open country for 250 miles with 60,000 men, leaving his supply base, and ruthlessly ravaged the land, known as Sherman's March
 - 60 miles of country and cities had been destroyed
 - Cities were burned and railroad ties were heated up and bent
 - He also destroyed supplies for the Confederates and meant to demoralize them
 - Georgia had taken Savannah
 - Presented it as a Christmas present to President Lincoln
 - He went into South Carolina, burned its capital city of Columbia
 - By the end of the war, he was pillaging North Carolina as well

Culture and Society: Sherman's insensitive pillaging of cities and towns is reminiscent of the American Revolution and guerilla warfare, or the uncivil beating of Senator Charles Sumner by Congressman Brooks—the people went at all odds to achieve physical, military leverage. There was no talk of diplomacy or fair fighting: Sherman went through with many soldiers and victoriously took all of the towns he encountered, burning every one. In hindsight, this "total war" strategy was very ruthless and seemed dictatorial and characteristic of a militaristic regime—which portrayed the North and their

military as a brute—but at the time Sherman believed that it was the only way that the war was to be won, practically. During the war, niceties were not necessarily practiced—in terms of the war and battles, both sides wanted victory, no matter how. This was a sort of societal theme that persisted from the time of Bleeding Kansas—the incivility of Sumner's accusations, of Brook's beatings, of Brown's killings, and of the illegitimate initial elections of Kansas and secondary capital in Topeka warranted this extreme violence by creating a sense of cultural desperation that persisted throughout the Civil War, especially in battle.

The Politics of War

- The Republican party initially had some debate over who should be their presidential candidate for the election of 1864
 - Factions in the party and the creation of the Congressional Committee on the Conduct of the War, which consisted mostly of radical Republicans who didn't believe in expanded presidential power during wartime, challenged Lincoln as a presidential candidate
 - Northern Democrats also threatened the Union
 - However, they were linked with the seceders in the South and generally looked down upon
 - After Douglas died shortly after the war started, the Northern Democrats split because of a lack of leader
 - There were “War Democrats” who sided with Lincoln and wanted war
 - There were “Peace Democrats” who went against the war effort
 - There were the Copperheads, who also went against the war effort but actively sabotaged the Northern war effort by political attacks
 - They attacked the idea of the draft and of emancipation
 - Congressman Clement L. Vallandigham was a prominent copperhead, called the war “wicked and cruel”
 - Eventually he was convicted of treasonable offenses, was evicted, and then tried to run for governor in Ohio but failed
 - Edward Everett Hale was inspired by Vallandigham, wrote a book called The Man Without a Country, a popular book in the North that helped increase loyalty to the Union that was about the Aaron Burr conspiracy of 1806 (which was similar to Vallandigham’s cries for insurrection)

The Election of 1864

- Lincoln and the Republicans sided with the War Democrats to form the Union Party
 - Lincoln’s vice president was Andrew Johnson, a War Democrat that meant to ensure the War Democrat’s loyalty to the Union party

- Lincoln's running slogan was "Don't swap horses in the middle of a river" — good practical and symbolic advice (don't change your mind in the middle of war, signifying that he should continue with the war effort as before)
- Factions accused Lincoln of "lacking force, of being overready to compromise, of not having won the war, and of having shocked many sensitive souls by his ill-timed and earthy jokes"
- General McClellan was nominated by the Democrats
 - The Democrats denounced the war as a failure but McClellan disagreed
- Although re-election for Lincoln looked unlikely at first, the victories by Farragut in Alabama, Sherman in Georgia, and General Sheridan in Virginia
- Many Northern soldiers cast their votes as well
- Lincoln won by a wide margin with electoral votes, but only 55% in popular vote
 - The defeat of the Democrats in the North greatly decreased the political power of the South — McClellan and the Northern Democrats were the last chance to reconcile or to keep slavery

American and National Identity: Despite the military struggle in the nation, a distinctly democratic election system still was underwent to elect the new president in 1864. The two-party system, party platforms and debates, factions within parties, and campaigning and mudslinging still occurred in the North when the election season came around. The fact that the South lacked this rich assortment of democratic aspects, and therefore its democracy was weak. It was perhaps the very idea of democracy that was one of the most powerful aspects of the North, which still gave people the right to vote and participate in government, no matter what ordeal it was going through; therefore, it was more desirable to fight for the Union and protect its democracy than to fight for the seceding Confederacy, which lacked the strong political system that the North had.

Grant Outlasts Lee

- Grant replaced Meade, who had not chased Lee at Gettysburg
 - Grant's strategy was to attack all of the Confederate armies simultaneously so that they could not help each other out
 - Grant underwent the Wilderness Campaign in Virginia, losing about 50,000 men as he marched through the wilderness to Richmond, and Lee lost about as many in proportion
 - Grant took a frontal assault to Cold Harbor, a strong Southern fort, and got many soldiers killed very quickly
 - Grant did what he had to to win; Lee was retreating, and therefore he had to follow him into harsh territory
- There were brief peace talks between Lincoln and peace commissioners, but Lincoln wanted unity and emancipation, but the Southerners wanted independence
- The war ended when Grant captured Richmond and captured Lee's army at the Appomattox Courthouse (Virginia, April 1865)
 - Grant gave generous terms of surrender

The Martyrdom of Lincoln

- On Good Friday, John Wilkes Booth shot Lincoln in Ford's Theater in Washington D.C., and Lincoln died shortly thereafter
 - This was April 14, 1865, only five days after the war had ended
- Some Southerners cheered for Lincoln's death, but this gradually faded
 - People began to realize that Lincoln's more vindictive treatment of the soldiers after the war would have been the best way to help the nation heal after the war
- Andrew Johnson who was "hot-tempered and impetuous," was very unlike Lincoln and likely put the nation into a lot more trouble than Lincoln would have if he had lived

American and National Identity: The surrender of the Confederacy was a great surprise to the Confederates. Lincoln had purposed the resolution to be without bloodshed or hate; General Grant and his men saluted the Confederate soldiers as they walked home. The fact that the Union was still willing to consider the South part of their same nation and offer them this respect is amazing, and it persists throughout American history as a testament to unity, to its title "the *United States of America*." The nation was joined again, albeit unhappily—however, this was not uncommon with the disputes over slavery before the war, but now the war and the conflict over slavery had ended. American identity was thus united again—injured from the war, but healing into one cohesive group.

The Aftermath of the Nightmare

- The Civil War killed 600,000 men and injured at least 400,000 more
 - 2% of the nation's population was dead (equivalent of 6,000,000 in today's population)
 - As many people died in this war as in every other American war combined
- Cost of the war was about \$15 billion
 - Doesn't include "continuing expenses, such as pensions and interest on the national debt," as well as the emotional discomfort for millions of Americans
- States' righters lost power and the national government emerged as the main source of power
- Showed the durability of the American democracy
 - The British passed the Reform Bill of 1867, in which Britain became a democracy, only two years after the Civil War
- Slavery was eradicated and a good start towards more equal rights

Work, Exchange, and Technology: After the war, changes in the economic system affected the American system. The slaves were gone, leaving Southern plantations unmanned and therefore the Southern economy crippled. The nation was heavily in debt, with \$15 billion gone. This was in addition to the political gaps over the rights of (now freed) African Americans and the emotional trauma that was to be overcome. It is important to realize that the war not only had political (idealistic) and social effects, but that it was a practical matter and resulted in the heavy debt of the nation. Although industry in the North had increased, the economic gap between North and South widened and threatened to rip open another hole in national unity. Thus, healing needed to come not only politically, but economically, by repairing damages and repaying debt.

Chapter 22: The Ordeal of Reconstruction (1865-1877)

- Core questions of the time period of the people (copied from book):
 - How would the South, physically devastated by war and socially revolutionized by emancipation, be rebuilt?
 - How would liberated blacks fare as free men or women?
 - How would the Southern states be re-integrated into the Union?
 - Who would direct the process of Reconstruction-- the Southern states themselves, the President, or Congress?

The Problems of Race

- There was the issue of what to do with Confederate leaders
 - Many Northerners wanted to execute or imprison them
 - Davis was imprisoned at first like many of the Southern leaders, but they were all freed by a pardon in 1868 by Johnson
- Economy in the South greatly declined
 - Cities were ruined, people had to rebuild
 - Banks and businesses were hurt by inflation in the South during the war
 - Southern factories were missing labor source and needed repairs
 - Transportation was broken by Sherman's destruction of railroad lines
 - Agriculture had mostly slowed
 - Grain was scarce, weeds were abundant, cattle were freed by Northerners
 - The slave system was missing, no more free labor to man the fields
 - Aristocrats lost \$2 billion in investments in slaves
- Many Southerners were still bitter about war and still thought that secession was the best option— didn't like submission to North

Freedmen Define Freedom

- At first, emancipation was not legally given
 - Some slaveowners lynched or otherwise killed escaping slaves
 - Some Southerners used claim that emancipation was not mandated by law (only by the Emancipation Proclamation, which was technically not law) and therefore doesn't need to be followed
- Some slaves supported their masters, but many supported the Union troops that freed them
 - They sometimes went further to demand formal addresses and to gain some luxuries for the first time (such as finer clothing than rough slave clothing)
- Many thousands of blacks emigrated from the South, especially to the Southwest region, for multiple reasons:
 - To test their freedom
 - To look for separated (from the slave trade) family members
 - To work in factories in black-friendly towns in the North
- African Americans formed their own churches: the Black Baptist Church and the African Episcopal Church

- Both grew rapidly in number, the former tripled and the latter quadrupled in number during Reconstruction
- Freedmen began to have education
 - Short on African American teachers, often turned to government-appointed white educators

American and National Identity: The treatment of the Confederate leaders and the former slaves show the two-sidedness of American compassion. On the one hand, Americans had a history of victories with civilized treaties, such as the Treaties of Paris for the Revolutionary War and the War of 1812. After those wars, America was recognized as its own country, and there were no imprisonments. After the Civil War, there were some Confederate leaders imprisoned, but they were released; and the South was *not* recognized as its own nation (but rather the opposite), but the outcome of the war was somewhat graciously accepted by both sides without any military backlash. While this process was nice and diplomatic, it was not the same for the African Americans. Slaves were still lynched and killed after the war because the Emancipation Proclamation was not officially law, and there was no justice for them in the U.S. legal system. This was similar to the Native Americans, for whom the national government rarely protected against the Americans. This shows the discord between a Union of “free” states and the actual state of continued bondage and terrorism of the blacks that followed the war. This is a theme that has continued from the beginning of American history (the Revolutionary War and clashes with the Native Americans) that had continued all the way up to the Civil War, thus making it an integral part of American history.

The Freedmen's Bureau

- Slaves had few skills outside of plantation farming
 - They were “overwhelmingly unskilled, unlettered, without property or money, and with scant knowledge of how to survive as free people”
- Congress created the Freedmen's Bureau (1863) to help former slaves
 - It was meant “to provide food, clothing, medicinal cure, and education” — a primitive welfare system
 - It taught 200,000 slaves how to read, and African Americans were usually voracious readers
 - Andrew Johnson didn't support it (because he was anti-African American), and didn't succeed in taking the Freedmen's Bureau out of government but did not allow it to survive past its appointed expiration date in 1872

Johnson: The Tailor President

- Johnson was a very self-made man
 - He had a very humble beginning, was an orphan, taught himself in academics, was a champion of poor whites in the South
 - He was popular in the North as a Congressman because he refused to secede with his state
 - He was chosen by Lincoln because they needed a Democrat to gain support from the Democrats

- He was intelligent, honest, and stuck to the Constitution
- Johnson was not a great fit for president
 - He wasn't a true Republican or Northerner, and the South didn't like him
 - He wasn't elected to be president
 - He was "hotheaded, contentious, and stubborn"

Presidential Reconstruction

- Abraham Lincoln created the "10 percent" Reconstruction plan to allow states to be reintegrated into the Union
 - Stated that a state needed 10% of its voters to pledge allegiance to the U.S. and support emancipation in order to be reintegrated into the Union
 - If the vote was successful, the state needed to organize a new state government before it could be accepted by the Union
 - Republicans were worried that Lincoln's bill was too lenient, might allow planter aristocracy to return to power like in pre-war era
- Republicans passed the Wade-Davis bill (1864)
 - A stronger version of Lincoln's bill that required 50% voter allegiance and support for emancipation
 - Congress had stronger views of readmission than Lincoln, believed that the seceded states had no rights and needed strict measures for readmission
 - This was pocket-vetoed by Lincoln
- Two factions emerged as a result of the differences between Lincoln's (the more moderate) and Congress's (the more radical) plan
 - First faction was moderate and sided with Lincoln, but wanted Reconstruction to be done by Congress
 - Second faction was radical and believed the South should pay more severely for their actions
 - Some were pleased at Lincoln's death, believing that he was too soft and Johnson would strongly attack the Southern aristocrats like he was known to do (being a champion of poor whites in the South)
- Johnson created his own plan as president (May 28, 1865)
 - He believed that states had never actually left the Union, like Lincoln, and thus admitted the 10% voted states back into the Union
 - He disfranchised (took away the right to vote) from several Confederate leaders
 - He called for state conventions in the South, "which were required to repeal the ordinances of secession, repudiate all Confederate debts, and ratify the slave-freeing Thirteenth Amendment" — the states that followed this could be let back into the Union
 - He ended up pardoning many Confederate leaders
 - The Southern states scrambled to reorganize their government to comply with these rules and become states again
 - The Republicans were furious at Johnson's plan

Politics and Power: Like usual, there was a source of conflict in American politics that divided politicians into multiple factions. This was the division between the moderate and the radical Republicans that dominated Congress— rather than being totally opposite groups, such as the two parties of a two-party presidential system, they were two factions of the same party. However, the political difference between them was on such a controversial issue that they may well have been opposite sides rather than the same party. There were the moderate Republicans, including both President Lincoln and Johnson, that preferred a more lenient re-entry of the former Confederate states back into the Union. Then there were the radical Republicans, which formed a minority of Congress, which wanted more punitive or strict re-entry conditions. Every issue, such as the Freedmen's Bureau, was highly contested— this bureau, for example, was created by radical Republicans and discontinued by the moderate Republican of Johnson. Both sides were trying to undermine the power of the other. This two-sided political setup helped strengthen the American society of the time by opening up the debate on such a contested issue and prevented the issue of black rights from being too liberal (radical) or conservative (moderate), but a compromise in between that benefitted both the North and the South most and kept a balance that prevented the Union and Confederacy from splitting again.

The Baleful Slave Codes

- Johnson allowed the Black Codes in the South to be erected
 - These limited the actions of freedmen in the South, similar to pre-war slave statutes
 - They all established a “stable and subservient labor force”— essentially slavery again
 - Labor contracts were strictly enforced, and escaped laborers were usually caught and fined heavily
- All blacks were legally free, but still had many restrictions as before emancipation
 - They could not serve on a jury
 - Some could not rent or buy land
 - Some were even put into chain gangs for being idle
 - They were not allowed to vote anywhere
- Sharecropping was a failed system, especially with the Black Codes
 - Even after the Black Codes were lifted, blacks were without money and couldn't rise to the top of the economic ladder
 - Former slaves just became poor laborers

Congressional Reconstruction

- The South had a say in Congress again after the war
 - The Republicans were horrified that some Confederate leaders were trying to run for office, such as vice president of the Confederacy Alexander Stephens
- The North had had a majority in Congress
 - Easily passed the Morrill Tariff, the Pacific Railroad Act, and the Homestead Act without the South in Congress during the war
 - Pacific Railroad Act allowed the government to build a transcontinental railroad across the U.S., including through government bonds and land leases (which

showed a very strong central government and weak states' rights and the South would likely have opposed it)

- After the War, the South gained 12 seats in Congress and electoral votes, which increased their Congressional power
- If the Democrats sided with the Southern states, then they likely would have taken over Congress and the presidency and enforced the Black Codes very strictly

Work, Exchange, and Technology: Now that slaves were free, there was a great revolution in Southern economics. Former slaves emigrated on a mass scale away from their masters for multiple reasons: to test out their freedom, to meet former relatives, and to work in factories in the North. As a result, the South created the Black Codes to regulate the blacks and essentially return them to pre-war conditions of slavery. These Black Codes evaded the 13th Amendment by technically not being slavery but still restricted black freedoms and bound them to the land so as to prevent the total collapse of the Southern economy. Meanwhile, during the War, the North had created acts such as the Pacific Railroad Act, the Morrill Tariff, and the Homestead Act—all of which had been developing the economy and systems of work and exchange in the North. Northerners could now cheaply and quickly travel across the continent on the transcontinental railroad or settle land for free in order to benefit themselves economically. This widening gap between the North (prospering) and the South (barely holding onto its already collapsing one-crop agricultural system) shows a continuity from the pre-war social divide of the prosperous industry and commerce in the North and the economically unable-to-compete agriculture of the South.

Johnson Clashes with Congress

- Johnson vetoed a bill extending the life of the Freedmen's Bureau (February 1866)
 - Made Republicans very angry
- Republicans responded to veto of the Freedmen's Bureau by passing the Civil Rights Bill (March 1866)
 - Johnson vetoed the bill, but Congress managed to overturn his veto
 - To protect their position on Civil Rights should the pro-slavery Democrats take power, the Southerners passed the Fourteenth Amendment (1868), which:
 - “(1) conferred civil rights, including citizenship but excluding a specific guarantee of the franchise, on freedmen”
 - “(2) reduced proportionately the representation of a state in Congress and in the Electoral College if it denied blacks in the ballot, thereby abolishing the original Constitution’s notorious ‘3/5ths’ clause but stopping short of a constitutional guarantee of the right to vote”
 - “(3) disqualified from federal and state office former Confederates who as federal officeholders had once sworn ‘to support the Constitution of the United States’ — this eliminated lying or unloyal Confederates
 - “(4)” guaranteed the federal debt, while repudiating all Confederate debts”
- Republicans all wanted the Southern states to ratify this amendment before being admitted into the Union
 - Johnson advised the Southern states not to ratify it, and all but Tennessee did not ratify it

Swinging 'Round the Circle with Johnson

- Johnson infuriated the Republicans
 - He had allowed the Black Codes to be passed in many of the newly reaccepted Southern states
 - He vetoed the Freedmen's Bureau extension bill and the Civil Rights Bill
 - He wanted the Southern states not to pass the fourteenth amendment
- As the presidential election of 1866 approached, Johnson went on a "swing 'round the circle," meaning that he went around the country to make speeches
 - He was a bad orator and the speeches often ended in angry cries between him and the audience, losing popularity for him

Republican Principles and Programs

- Republicans gained around $\frac{2}{3}$ of both houses of Congress after Johnson lost the Democrats' popularity
 - While the Republicans had a sure majority of Congress, there was still a battle between radical and moderate Republicans. The radical Republicans were led by:
 - Charles Sumner led the radicals in Senate
 - He was radical even before the war, when he got beaten with a cane by Congressman Brooks for speaking out strongly against South in Bleeding Kansas
 - He wanted not only black freedom but also racial equality
 - Thaddeus Stevens led the radicals in the House
 - He was an extreme pro-equality figure
- The radical Republicans wanted to keep out the Southern states for as long as possible from Congress so as to keep power in Congress and enforce many social changes in the South before the South had Congressional power again
- The moderate Republicans wanted to apply less federal control over the South but prevent the South from restricting citizens' rights
 - Both the radicals and the Republicans agreed that the right to voting for blacks was necessary

Politics and Power: Not only was there a restored see-saw of power resting between the radical and moderate Republicans during this debate over post-war blacks' rights, but this see-saw was heavily rocking. This was no stable two-party system like that of Jefferson vs. Hamilton or Jackson vs. the Whigs; rather, both sides openly opposed each other's victories and celebrated victories of their own. Johnson successfully discontinued the Freedmen's Bureau; then the radicals successfully rammed through the Civil Rights Bill; then Johnson made the rounds to try and gain support for another presidential election; then the radicals successfully jeered him and the Democrats out of popularity. Just like before the war, with the Kansas-Nebraska Act and the subsequent "Bleeding Kansas," the situation was highly volatile and power was very likely to switch from the hands of one group to the next. However, this still kept power in balance in the long run—the struggles and victories of each side

eventually balanced each other out, with radical policies (such as black franchise) and moderate policies (such as the refusal of blacks to own land) persisted in the ultimate outcomes of Reconstruction.

Reconstruction by the Sword

- Congress passed the Reconstruction Act (March 2, 1867)
 - Created as a result of “vicious and bloody race riots that had erupted in several Southern cities”
 - It divided the South into five districts that were controlled by the Union army and led by a Union general
 - It also disfranchised tens of thousands of (former) Confederates
 - It also made the rules for readmission into the Union stricter, now forcing Southern states to ratify the Fourteenth Amendment as well and give blacks suffrage (voting rights)
 - It did *not* give blacks land or free, government-funded education because of moderate sentiment
 - The moderates wanted to guide the states into a black-franchised territory so that the military regime could be lifted and the federal government wouldn’t have to take care of the states anymore
 - The radicals were worried because the Southern states might change their Constitutions after re-joining the Union
 - They passed the Fifteenth Amendment (1870) that protected the right of all men to vote
- Military reconstruction was not very legal
 - Ex parte Milligan (1866) court case stated that military courts could not try civilians if civilian court was around
 - However, because of the extreme circumstances in this era just following the war, the Supreme Court decided not to offend the Republicans and prevent this military regime
- All of the states had reorganized their governments according to the guidelines in the North by 1870
 - All of the federal troops were removed from the South by 1877
 - The South quickly appointed their own officials, who they called “redeemers” for taking power back from the Northerners, and they were predominantly Democratic

American and National Identity: The idea of military occupation beginning to become a trend, begun by Jackson in South Carolina’s threat to secede in response to the Abominable Tariff, carried out by Lincoln in the Civil War, and now with Johnson’s passage of the Reconstruction Act with military district. While the Constitution has the Third Amendment that prevents the quartering of soldiers in a person’s house, this act narrowly misses that by stationing embittered troops in the South in peacetime, which is close to unconstitutional. However, this demonstrates the American will to survive and break rules in times of political exigency, which in turn demonstrates American dynamicness and innovation. The South too showed their ability to change when they hastened to rejoin the Union, even if they were held under strict military lockdown—it’s still a wonder that they were able to accept the outcome of the war and comply to the North’s somewhat harsh requisites to return to the Union.

No Women Voters

- The three Amendments passed during Reconstruction (13-15) were focused on black rights, but they ignored women's rights
 - However, many women recognized the movement towards black equality as supplementary to their own women
 - Leaders such as Susan B. Anthony and Elizabeth Stanton worked towards black emancipation
 - The Women's Loyal League helped gather 400,000 signatures for the Thirteenth Amendment
 - After the Fourteenth Amendment, women started to turn against the anti-slavery movement
 - The Fourteenth Amendment explicitly stated that it was geared towards men, and they believed that it was "the Negro's hour" rather than one for equality for both blacks and women
 - It took fifty more years for the franchisement of women

The Realities of Radical Reconstruction in the South

- The franchisement of blacks was reluctant
 - Presidents Lincoln and Johnson had only initially planned "to give the ballot gradually to selected blacks who qualified for it through education, property ownership, or military service"
 - Most Northern states didn't allow blacks to vote until the Fifteenth Amendment (like the South)
- African Americans organized the Union League after the Fifteenth Amendment
 - They educated people in civic duties
 - They persuaded people to vote for the Republicans
 - They built black churches and schools
 - They recruited militias to protect black communities
- African American women played a new role in society
 - They helped run the new black institutions (churches and schools) and communities
 - Some even attended Southern constitutional conventions and participated in informal votes
- Black congressmen and delegates to constitutional conventions were the most powerful African American influence on American politics
 - There were 14 black congressmen and two black senators between 1868 and 1876
 - Some blacks held positions of lieutenant governor, mayors, magistrates, sheriffs, and justices
- Southerners accused people of being scalawags and carpetbaggers
 - Scalawags were Southerners who became radical people opposed to slavery
 - Carpetbaggers were Northerners who moved to the South and tried to modernize it, especially businessmen and professionals
- Radical government actually was very beneficial

- Established needed reforms such as providing adequate public schools, better tax systems, more infrastructure projects, and better property rights for women

The Ku Klux Klan

- The Ku Klux Klan (formed in 1866), or the “Invisible Empire of the South,” amongst other savage Southern anti-radical-Republican groups were formed
 - They intimidated and killed many blacks and black-supporters
 - Many blacks were intimidated out of voting—this significantly weakened the effect of black franchisement
- Congress passed the Force Acts (1870-1) in response to the KKK
 - However, it was established too late, and the KKK had already done most of its damage, continuing in “the guise of ‘dancing clubs,’ ‘missionary societies,’ and ‘rifle clubs.’”
- The South had many ways to loosen blacks’ grip on voting
 - Some places did not follow the 14th and 15th amendments and outrightly banned blacks from voting
 - Some poll booths had literacy tests, which prevented illiterate blacks from voting (while sometimes allowing illiterate whites to still pass, unfairly)

Culture and Society: The true effect of the Thirteenth, Fourteenth, and Fifteenth Amendments were truly not as great as they were in ideal. For example, in terms of women’s rights, it did not live up to its intended purpose of bringing equality and franchisement to all, but only to the African American males. Blacks did attain some government positions, but did not hold any governor positions. The KKK formed and greatly endangered black voting in general. Basically, the societal changes were all undermined by white conservative movements that sought to eliminate black rights. The South accused other Southerners of being “scalawags” and Northerners of being “carpetbaggers” when they tried to support the liberal policies and changes that the North was trying to instill with these amendments. These amendments turned out to essentially be a failed experiment in these early years, and Southern culture was not very affected in practice, even though it legally should have been very different.

Johnson Walks the Impeachment Plank

- Radicals in Congress wanted to remove Johnson from office because he was so racist and vetoed so many of their bills
 - They passed the Tenure of Office Act (1867) that forced the President to consult the Senate before removing anyone he appointed from office
 - Edwin Stanton, who was loyal to Johnson but also to the radical cause (for which he was a spy), was secured into Secretary of War with this act
- When Johnson dismissed Stanton from office in 1868, the House of Representatives impeached him for violating the Tenure of Office Act and for using contemptuous language against Congress

A Not-Guilty Verdict for Johnson

- The Senate and House were both eager to accuse Johnson of guilty of impeachment charges

- Johnson's lawyers argued that the Tenure of Office Act was unconstitutional, lessened the Senate and House's argument
- The Republicans were one vote shy (of $\frac{2}{3}$ majority for impeachment) of voting Johnson guilty of impeachment charges
 - Most of the people who voted not guilty were moderate Republicans
 - The people also didn't want impeachment to destabilize the weakly-bonded nation
 - People were also worried that the Presidency would turn over to the Speaker of the House, who had disliked economic policies
 - Johnson also promised to stop obstructing Republican policies in exchange for staying in office
- Some radicals angry that Johnson had stayed in office and could continue to block their policies

American and National Identity: While the popular sentiment lay otherwise, the impeachment trial of Johnson was perfectly American and legal as per the Constitution. The Republicans explicitly tried to force a radical spy (Stanton) into the high office of secretary of war or get Johnson impeached if he failed to comply; such is highly dubiously legal, and the resulting impeachment trial that failed helped to prevent this sort of political persuasion that borders on corruption. This shows the national identity that focuses on preserving a pure, corruption-free government that is not ruled by unlawful actions, but rather by the lawful democratic process. This is a core part of American politics because it dates back to the Revolution and the American people saying that the King's taxes were unconstitutional; likewise, Johnson's ousting would have been somewhat unconstitutional because it was based on such manipulated conditions, and thus the democratic process—the way free of corruption—prevailed.

The Purchase of Alaska

- Russia was looking to give away Alaska
 - It thought that Alaska was a barren, cold wilderness
 - Russia was about to get into a conflict with Great Britain and didn't believe that it could keep Alaska
 - It was looking to sell to the U.S., who they helped would serve as another barrier against Britain
- William Seward bought Alaska from Russia for \$7.2 million in 1867
 - Many people thought it was foolish, called the bargain Seward's Folly
 - Congress hoped that the land was rich in natural resources ("furs, fish, and gold"), which it eventually did
 - U.S. also hoped not to disturb friendly relations with Russia, who had been friendly during the Civil War

America in the World: During the Civil War, the U.S. maintained a very isolationist perspective. While the Confederacy tried to gain support from Britain and France to strengthen their fleet with European ships, the strength of the Northern military and the need for Northern corn and grain kept the South largely out of Europe as the Union. This interaction with Russia proved to be friendly, and it worked out well for the Americans like many of the bargains before the war such as the annexation of Oregon, of Texas, the Treaty of Guadalupe Hidalgo, the Louisiana Purchase, and the Adams-Onis treaty—none of them ended in military engagement, and all of them resulted in America gaining more land to its benefit. In this

case, America strengthened its relationship with Russia, all while gaining a large expanse of wilderness for not much cost (\$7 million for the entire nation was not much compared to the billions of dollars spent in the war) which would later pay off in natural resources. Thus the Manifest Destiny continued with this deal, strengthening American ideals and foreign relations.

The Heritage of Reconstruction

- Many Southerners hated Reconstruction more than the Civil War
 - There was a total revolution of their social structure in an unfavorable way
 - There was too much federal intervention that undermined the idea of states' rights
- Reconstruction was largely unplanned and dynamic — Lincoln and Johnson had no idea what the era after the Civil War was going to be like
 - The Republicans tried their best to get rid of slavery, but they didn't do very well because the laws they enacted had little effect
 - They didn't realize how strong an obstacle Southern racism (including that of Johnson) would be and how hard it would be to get legal equality

American and National Identity: Many of the actions that the federal government has taken towards slavery were failures, such as the Dred Scott case. Much of the Reconstruction Era, with its indecision and opposite factions, did also not ultimately last through Reconstruction, nor did all of it benefit the slaves—the Black Codes were allowed to persist, for example, and the federal government could not really enforce the Fourteenth and Fifteenth Amendments everywhere in order to completely allow black franchisement. However, it was a step towards more equal rights for African Americans and the white Americans, just like every abolitionist step leading up to the Civil War was a step towards emancipation, no matter how feeble. This shows the American identity of tenacity to persist through unfruitful failures such as the struggle of anti-slavery policies. Eventually, with the Civil Rights movement in the 1900s, this would prevail, but the Reconstruction Era was the first step.

Chapter 23: Political Paralysis in the Gilded Age (1869-1896)

- Population of the U.S. continued to increase rapidly
 - By 1870 the U.S. was the third most populous Western nation (after Russia and France)
- After the war many people were disillusioned, and graft (political corruption) was common

The “Bloody Shirt” Elects Grant

- The Republicans chose Ulysses S. Grant as political candidate because he was the most popular military general, and generals had the tendency to win
 - Had a strong stance towards military Reconstruction
 - People gave many gifts to him, he accepted them all — not very humble
 - He had the noble words, “Let us have peace,” and a popular presidential slogan: “Vote as you shot”
 - They “waved the bloody shirt,” or brought back memories of the glorious Civil War days under General Grant
- The Democrats were less organized than the Republicans
 - Some Democrats wanted to secure some financial bonds in gold, even though they were based in unstable paper currency
 - Some Democrats wanted the “Ohio Idea” that would keep paper currency in circulation
 - They didn’t want military Reconstruction
 - They chose Horatio Seymour as their presidential candidate
- President Grant greatly won the presidential election of 1868
 - He won the electoral vote 214 to 80 against Seymour
 - Grant won popular vote by only 300,000
 - 500,000 blacks probably voted for Grant for fighting for the Union (anti-slavery) cause and led him to win the election

Politics and Power: The presidential election of 1868 was entirely carried out by standard procedure according to the Constitution, policies that were created to balance out power and keep the political process of voting fair. Both parties chose their political candidate without much conflict or violence. President Grant won over presidential nominee Seymour by a close margin, indicating the fierce competition between the two political parties. The use of the electoral college as a election scoring system and the idea of a two-party system that would compete to maintain the favor of the people help keep power between the parties in check. There was also “mudslinging” and “waving the bloody shirt” that were political tactics meant to increase the popularity, and therefore the power, of their party; however, this was balanced because it happened equally on both sides of the election.

The Era of Good Stealings

- There was a lot of economic corruption as well as political corruption
- Jim Fisk and Jay Gould (1869) manipulated the price of gold in the stock market
 - They would rapidly increase the bid for the price of gold, and then the people would increase the bid prices, and then they would sell it at a high price for a high profit before the price collapsed again

- Ended when the government began to release gold, many people lost money when the price of gold dropped ("Black Friday," September 24, 1869)
 - Similar to the stock market crashes ("Black Tuesday" and "Black Thursday") in the 1920s that led to the Great Depression, which were also caused by millionaires manipulating the stock market
- Grant and his brother-in-law were paid \$25,000 to prevent the release of gold so that the price of gold would keep going up, but the Treasury eventually released some
- William Tweed of New York led the Tweed Ring in New York City
 - He "employed bribery, graft, and fraudulent elections to milk the metropolis of as much as \$200 million"
 - People were often bribed into complicity, and he was only discovered when *The New York Times* and cartoonist Thomas Nast avoided heavy bribes to publish information about him
 - Tweed was jailed and could do no more after being convicted

A Carnival of Corruption

- Many people sought out Grant for favors, including his in-laws for money
- The Crédit Mobilier scandal (1872) was when Union Pacific Railroad builders hired themselves under the Crédit Mobilier construction company at inflated wages
 - It gave many shares to congressmen and other politicians, including the vice president, as a bribe
- The Whiskey Ring (1874-5) stole millions of dollars from the Treasury in excise taxes
 - Grant's private secretary was involved in the Whiskey Ring
- Grant's Secretary of War William Belknap had taken bribes from suppliers to Native American reservations (1876) and resigned

American and National Identity: Amidst the hardworking, honest Americans, there arose a new class of swindlers, many of them associated with the federal government (the Grant administration). These included the manipulation of the value of gold, the Tweed Ring in NYC, the Crédit Mobilier Scandal, the Whiskey Ring, and Grant's Secretary of War Belknap. While Grant was not found guilty of direct promotion of any of these scandals, it did taint the American Identity with corruption. The republican system of the U.S. was designed to promote the rights of the people and freedom from suppression, and when federal government or ruling body tried to regulate economics, such as King George's taxes or Andrew Jackson's high tariffs, greatly hurt the idea of rule by the people. Now, under President Grant, the government was not only seen as over-powerful and suppressive, but also corrupt. This greatly hurt the image of a pristine, new, democratic, anti-graft government of the U.S.

The Liberal Republican Revolt of 1872

- The Liberal Republican faction broke off from the Republicans in 1872 when they were disgusted by his scandals
 - They wanted to stop military Reconstruction and to purify the presidency
 - Chose Horace Greeley as presidential candidate

- Greeley was the editor of the *New York Tribune*, but was too radical and outspoken
 - The Democrats also supported Greeley, even though he had condemned them earlier
- Mudslinging happened as usual
 - Greeley condemned as “an atheist, a communist, a free-lover, a vegetarian, and a cosigner of Jefferson Davis’s bail bond”
 - Grant condemned as “an ignoramus, a drunkard, and a swindler”
 - Both presidents had little political background (Grant was general, Greeley was editor)
- Grant won the presidential election of 1872 by a large margin
 - Won the electoral college 286 to 66
- The Liberal Republicans tried to leave their mark in Congress even though they were defeated
 - They removed any restrictions on former Confederates
 - They put some civil-service reform acts through Congress

Politics and Power: During the Gilded Age, both political parties were very similar, and had very similar political roles; nonetheless, they were still very competitive. The two presidential candidates for the election of 1872 both had little political background: Grant was a military general (who was not a very popular president because of the economic scandals under him) and Greeley was a radical writer who also offended many people for his bluntness. Both parties kept mudslinging for the sake of keeping their candidate in office, even though they did not believe strongly in their candidates for their flaws: Grant was too lenient in terms of economic scandal, and Greeley was known to be “an atheist, a communist, a free-lover, a vegetarian, and a cosigner of Davis’s bail bond.” Also, neither party had a strong political opinion, and their platforms had little to argue. The little reform that came was from the radical Republicans who lost the election, who passed some civil-service reforms in Congress after the election. The Republicans were also split into factions (the “Stalwart” and “half-breed” groups), which reduced its efficiency in Congress. Thus, this was a low point in the two-party system, because they did not have differing views that would balance each other out; instead, it was almost like a one-party system, but with unnecessary competition that still limited the power of both parties but prevented any reform from being carried out, leading to an ineffective government.

Depression, Deflation, and Inflation

- The Panic of 1873 was another financial crisis of the time period
- There was too much economic speculation in railroads, mines, factories, and fields, and bankers made many loans
 - There were low profits sometimes and lots of unpaid loans, which in turn led to the collapse of the credit system
- Freedmen were hard hit
 - The Freedman’s Savings and Trust Company went bankrupt, losing millions of dollars that black Americans had
- Debtors wanted paper money again
 - During the war there was \$450 million newly printed money, but \$100 million had already been taken back by the federal treasury by 1868

- Debtors and poor people wanted more money to be printed, which would cause inflation (more money, which would be easier to pay off)
 - They looked to increase deflation by increasing silver as a currency
- Hard-money advocates wanted all of the paper money to be withdrawn
 - This was true of most creditors, who wanted deflation so that they would get back the full value of the money they lent out
 - In 1874 they got Grant to veto a bill to print more paper money
 - They passed the Resumption Act of 1875 that would mean the government would retract more paper money and redeem paper money for face value (current value) of paper money
- The hard-money advocates blocked the debtor's call for silver, and had the Treasury hold back the store of gold, which had a deflationary effect
 - There was a net deflation in the 1870s, which reduced the per-capita earnings
 - By the day of the redemption of the paper money, few people went to redeem their money because their value was almost at the same value as it was before
 - The deflation probably made the Depression worse, but it improved the country's credit, and paper money was usable and stable again
- A lot of people didn't like the Republican Party's deflationary policies
 - The Democrats had a majority in the House of Representatives in 1874
 - The Greenback Labor party was created in 1878 in response to the loss of paper currency ("greenbacks")
 - They had fourteen members in Congress and had over a million votes in a presidential election

Work, Exchange, and Technology: There was the dispute over whether or not the nation should issue inflationary or deflationary policies. Inflation would help the debtors by paying back cheaper money (less value), but deflation would help the creditors and benefit the nation's credit rating with other nations (with a stable, valuable currency). This debate eventually sided with the deflationary side, which worsened the economic crisis (it was harder for the numerous debtors to pay back creditors) but it was better in the long run because of the good credit it established American currency on. However, the move to deflation also spawned the Greenback Labor party, a powerful pro-inflation group that rose up in response to the deflationary policies. Thus economics during the Gilded Age was not simple, and the system of economic exchange was highly debated. As a result of this, people presumably became less speculative and risky with their earnings, investing less on the risky railroads and banks taking less risks with loans, which led to a more honest system of work that would help eradicate the corrupt systems of the Grant administration.

Pallid Politics in the Gilded Age

- The Gilded Age is the era of the three decades after the Civil War
 - Name given sarcastically to this era by Mark Twain
- The federal government was very unstable during the Gilded Age
 - All of the presidential elections polled very closely in votes between candidates
 - The political party that had the majority changed many times

- The two major political parties had similar economic policies but were still very competitive
 - Both groups had very loyal followers, and voter turnouts were the highest they ever were, and voters were very sure what party they were voting for
- Both parties were strongly linked to their cultural roots, and were somewhat sectional
 - Republicans were linked to Puritanism, with a stricter sense of morality
 - They were based in the Midwest
 - Democrats traced themselves back to Lutherans and Roman Catholics, more based on faith
 - They were based in the South and Northern cities
 - Both parties had a patronage system, in which government offices were given in exchange for voting in the direction of the party
 - The seriousness of the system led to infighting
 - There was the “Stalwart” (led by Roscoe Conkling) and “Half-Breed” (led by James Blaine) factions that wanted to vote for different things in the same party, thus mixed patronage
 - This system was well-established and was not shameful

Politics and Power: (see “The Liberal Republican Revolt of 1872”)

The Hayes-Tilden Standoff, 1877

- President Grant was not allowed to have a third presidential term according to a Congressional vote
 - Because Grant could not run and because patronage factions (Stalwart and Half-Breed) fought each other, the Republicans chose a compromise, dark-horse candidate, Rutherford B. Hayes
 - He served as governor in the swing state of Ohio
- The Democratic presidential nominee was Samuel J. Tilden, who had served as an attorney against the powerful corrupt New York City “Boss” Tweed (in the “Tweed ring”)
- Tilden won popular vote 4,284,020 to 4,036,572 but lost electoral vote 184 to 185 (just one difference!)
 - There was a dispute about counting in three states, and two sets of returns (one Democrat and one Republican) were sent to Congress from each state
 - The Constitution said that the returns be sent to Congress, but if the Senate leader (Vice President, a Republican) read them, then Hayes would win; if House leader (Speaker of the House, a Democrat) read them, then Tilden would win
 - Led Congress to a temporary stalemate

The Compromise of 1877 and the End of Reconstruction

- The Compromise of 1877 was used to break the deadlock
 - It included the Electoral Count Act, which created a commission of fifteen men from Congress to count the votes, from the Senate, House, and Supreme Court
 - The commission in 1877 had eight Republicans and seven Democrats

- Democrats sought to filibuster (impair decision-making) decision because they had minority, probably going to lose
- Democrats agreed to choose Hayes if he removed troops from Southern states (ended military Reconstruction)
 - Republicans also agreed to give some patronage positions to Democrats, government subsidies for a southern transcontinental railroad, etc.
- Republicans basically ended their movement towards civil rights with this presidential deal
 - The civil rights sentiment had been waning anyways
 - Republicans thought military Reconstruction was a waste of money that didn't even benefit them (the North)
- Civil Rights Act of 1875 was the last act of the radical Republicans
 - It gave equal accommodations to all races
 - Most of it was declared unconstitutional by the Supreme Court

The Birth of Jim Crow in the Post-Reconstruction South

- Reconstruction was somewhat officially ended with the retraction of federal troops in the South
- The white "redeemers" felt no shame in ruthlessly punishing blacks with "unemployment, eviction, and physical harm"
- Many blacks forced into the sharecropping system
 - Blacks and poor whites had landlords that essentially put them into slavery again
 - The workers usually were always in debt to creditors (masters), so they could never really build up a fortune and escape the sharecropping system
- Multiple Southern anti-slavery laws appeared
 - Jim Crow laws that discriminated against blacks were formed
 - States also discriminated against blacks using "literacy requirements, voter-registration laws, and poll-taxes" to disfranchise freedmen
 - The Supreme Court ruled that "separate but equal" facilities (i.e., segregation) was legal in Plessy v. Ferguson (1896)
 - However, in practice this idea was much worse, with blacks segregated into much inferior and more unsanitary facilities
 - Many Southern blacks were lynched if they tried to assert themselves as equals or otherwise defy the Jim Crow Laws — very little sense of justice

Class Conflicts and Ethnic Clashes

- Class struggles opened up in 1877
 - Mostly as a result of the depression and deflation in the panic of 1873
- Railroads were wealthy but railroad workers were not
 - Railroad workers had a 10% wage cut in 1877, which caused rioting, and the rioting was suppressed by federal troops by President Hayes
 - The use of force caused even more support for the workers, which caused work stopping (worker strikes) and violence, leaving 100 dead by the end of the conflict
 - The worker strikes failed to return wages to normal

- The government wanted railroads to function to keep transportation moving, but they did not really care for the workers
- Ethnic differences between workers also caused conflict
 - In California, about 9% of the population was Asian by 1880
 - Many had come over for the gold rush in 1849 (the “49-ers”) and some had left when the gold rush finished, but some stayed to work on the railroads
 - Those who stayed led extremely hard lives because of discrimination against them
 - They were forced into menial jobs
 - They were often only male workers and did not have families that could assimilate into society
 - Many Irish, who could not compete with the cheap labor of the Chinese, terrorized and murdered many Chinese
 - Congress passed the Chinese Exclusion Act (1882) to prevent any Chinese immigrants, which stayed in effect until 1943
 - The Asians who were born in America could not be stripped of citizenship, however, according to the 14th Amendment

Culture and Society: The Compromise of 1877, the presidential election of 1876, and the end of Reconstruction came all together in one big package. It was a cultural change (end of Reconstruction) with a political beginning (the presidential election). Because the vote was so close between those for Hayes and Tilden, and because the Constitution did not have a specific method of counting votes, a compromise was created. However, this compromise shunned the acts of military Reconstructionism that the Republicans argued for in the post-war era, and as a result led to the decay of any Civil War-based civil rights reform. This did not only stop reform and keep civil rights levels as they were during Reconstruction, but the situation quickly degenerated into a racist hatred again, like before the war. The Jim Crow laws were put into effect in the South, punishing and killing blacks without justice, and an increased fear of cheap labor (that had previously been associated with the blacks) was now directed at Asians in the West. Only in the Civil Rights movement about a century later were more equal rights laws enacted. This example of the presidential election and the end of Reconstruction shows that cultural change in the U.S. needs to be carried through with; the dangling end of military Reconstruction was not enough to create equal rights, and as a result the civil rights issue worsened after Reconstruction.

Garfield and Arthur

- President Hayes was disowned by the Republicans, so they nominated dark-horse candidate James Garfield for president in the 1880 election
 - Garfield won against Democratic candidate Winfield Hancock
- Garfield's Secretary of State, James Blaine (a “half-breed”) was in conflict with James Roscoe Conkling (a “stalwart”)
 - Garfield was shot by Charles Guiteau, who was a stalwart and wanted the vice president, who was a stalwart, to be president
 - Vice President Chester Arthur, a stalwart, became president

- He had a notorious reputation for cronyism (carrying out the patronage system) and being a wasteful spender
- Arthur led reform of the spoils system
 - He turned his back on other stalwarts whose only association with him was the stalwart faction
 - He passed the Pendleton Act (1883) that limited the spoils system and patronage by making it illegal for a federal officials to be forced to give campaign money to others, and it created the Civil Service Commission to make the entry into political office competitive and based on political ability rather than loyalty
 - While this decreased corruption, it also decreased the interest in politics because it was harder to get a job and to make money; many former politicians turned to big businesses instead for money.
 - Arthur's reforms were disliked by powerful, well-established Republicans, and he too was disowned by his party

The Blaine-Cleveland Mudslingers of 1884

- James Blaine (Secretary of State under Garfield/Arthur) was the choice for the Republican nomination for the election of 1884
 - The "Mulligan letters" were discovered linking him to a corrupt railroad deal, tainting his reputation
- The Democrats chose Grover Cleveland, known for being a reformer, as their presidential nominee
 - He was discovered to have had an illegitimate son, which greatly hurt his reputation
- Cleveland won the election of 1884 by only 30,000 votes (4,879,507 to 4,850,293) but in the electoral college by 219 to 182

"Old Grover" Takes Over

- President Grover was the first Democratic president since Buchanan before the Civil War (28 years earlier)
 - He was outspoken, but unbending and had clear morals
 - He supported a laissez-faire government, so that government should not participate in economics
- Cleveland laboriously went through pension cases, reading over every application for pension and manually vetoing some
 - Congress had been too compliant with them earlier, giving pensions to people who had not dutifully served in the war

Politics and Power: Yet another two presidential elections take the scene, with the Republicans' James Garfield winning one election (which was transferred to his VP, Arthur Chester, after his death), and President Grover Cleveland, a Democrat. But while there was no special deals such as with the Compromise of 1877, these elections set some precedents. The election of Cleveland was the first Democratic president since Buchanan and the Democratic party had fell out of favor because of their anti-slavery position. Now that Reconstruction was more or less officially over with the end of military

Reconstruction in the South, the Southern view was not so tainted as before and the Southern politicians could wield political power again. Both of these elections also addressed the issue of political corruption, with the Mulligan Letters condemning Blaine for creating a corrupt deal and Cleveland being accused of having an illegitimate child. However, such mudslinging was part of every election and this only made the presidential election more contested; it gave it a little of the sense of “which-is-the-less-bad-of-the-two” rather than choosing the better President; this was similar to the 2016 election of Trump, in which mudslinging was very high and political and verbal scandals assaulted both Presidents. These examples of political abuse only epitomized the Gilded Age sentiment, begun with the political scandals of Grant.

Cleveland Battles for a Lower Tariff

- The Civil War had greatly jacked up tariffs in order to gain revenue for the troops
 - Since then, the government was gaining \$145 million a year from tariffs, which was embarrassing to the Cleveland, who believed in “fiscal orthodoxy and small-government frugality” (i.e., less government involvement in economics)
 - To lower government profits, money could be spent to gain the favor of certain subsidized groups, or the tariff could be lowered
- Cleveland decided to try to lower the tariff to lower the government surpluses
 - This divided the two parties over a true issue (which had become rare since the Civil War because both parties were very similar in economic beliefs): the Republicans wanted to keep a higher tariff
- For the presidential election of 1888, Cleveland was again chosen as the Democratic party nominee
- Benjamin Harrison (grandson of President William Harrison) was chosen as the Republican party candidate
 - The Republicans raised \$3 million in campaign money, and then shamelessly bribed ordinary people to vote for them (sometimes with only \$20)
- Harrison won the presidential election of 1888 by 233 to 168 electoral votes and 5,537,857 to 5,447,129 popular votes

The Billion-Dollar Congress

- The Congress under Harrison was deemed the Billion-Dollar Congress because its members were very rich, the first to accumulate \$1 billion in total
- Democrats worked hard to obstruct all Republican policies
- Republican Speaker of the House Thomas Reed was very sarcastic and outspoken, bent Congress to his will
- Congress passed the McKinley Tariff Act of 1890 that raised tariffs to the highest levels they had been during peacetime, averaging 48.4% on goods
 - This angered many farmers, who were forced to buy expensive goods from the North and who had to sell their products into the highly competitive global market
 - This caused the Republicans to lose their majority in Congress, and the McKinley Act to be repealed

- Some members of Congress were from the Farmers' Alliance, which was a militant organization of Southern farmers

American and National Identity: The battle on tariffs was a major debate with both sides rooted deeply in different fundamental aspects of American identity, thus rendering both sides very stubborn. The “greenbacks,” including the Farmers’ Alliance, went against the tariffs because they didn’t agree with tariffs, a form of taxes, that limited their economic options much like British mercantilism had before the American Revolution. President Harrison, however, decided to raise tariffs (especially the McKinley Tariff that brought tariffs to almost 50% of the value of the goods) because of the Republicans’ wishes to help Northern industry, which corresponded with the fundamental American resourcefulness and profit-seeking, which allowed them to survive in the frontierlands before America was largely settled by the Europeans. This industrialist sentiment was especially strong because the Congress was very rich, presumably composed mainly of people from prosperous industrial areas, and thus was dubbed the “Billion Dollar Congress.” This in turn enraged many farmers who were forced to buy expensive, local products instead of cheaper ones from the global market. Thus, as usual, the poor and rich classes of American society were in conflict, and this became a common pattern of American identity.

The Drumbeat of Discontent

- The Populist party (People’s party) came to existence in 1892
 - Mostly consisted of angry farmers who believed that the government was not just to them
 - Included members of the Farmers’ Alliance
 - They wanted inflation, including the creation of a silver currency
 - They wanted “a graduated income tax; government ownership of the railroads, telegraph, and telephone; the direct election of U.S. senators; a one-term limit on the presidency; the adoption of the initiative and referendum to allow citizens to shape legislation more directly; a shorter workday; and immigration restriction”
 - They nominated General James Weaver as their presidential candidate
 - Had a strong showing in the election of 1890, polling over a million and getting 22 electoral votes
- Many strikes led by angry farmers or industrial workers happened in the Populist sentiment against government injustice
 - The Homestead Strike (1892) was an especially vicious one, leaving ten dead and sixty wounded before federal troops broke up the fight
- The South was especially against the Populist party
 - The Colored Farmers’ National Alliance shared a common goal with the Farmers’ Alliance, which could give them unity and power; the Southerners still didn’t want power to blacks
 - Populists responded by heavy campaigning to blacks in the South; Tom Watson was a notable Populist proponent
 - The remainder of African American rights strengthened anti-black sentiment

- The Grandfather clause was invented, only exempting blacks from literacy tests and poll taxes whose grandfathers had voted before 1860—this meant none of them, because blacks couldn't vote before 1860
- Even the Populist party strayed from its anti-racism sentiment, became racist itself

Cleveland and Depression

- The Republicans were divided and the Populists were disliked by the Southerners, so Cleveland was elected president in 1896
 - He was and still is the only president who has been elected twice, but not consecutively
- There was a high population of debtors, workers' rights were being disputed, and there was an agricultural depression
- There was the Depression of 1893 that hurt the economy (contrary to Cleveland's first term, in which he had to lower the surplus money of the government)
 - Had similar causes to the Panic of 1873 but worse effects
 - The U.S. had to borrow loans from other countries
 - There was still the dispute over whether or not to introduce silver currency into U.S. economics, and this decision damaged U.S. credit by threatening inflation
 - Treasury gold went below \$100 million for issuing gold in return for paper money; this was lower than the "safe minimum" for the country's money
 - The Sherman Silver Purchase Act of 1890 was repealed, and thus gold stopped bleeding away from the Treasury
 - Thousands of businesses went bankrupt, and soup kitchens fed the unemployed
- The issue over silver currency was battled out in Congress
 - Some Democrats argued that silver as a currency should be used, but President Cleveland denied this
- Even though the Sherman Purchase Act was repealed, government gold was still very low
 - This threatened to bring the U.S. off of the gold standard, which would greatly decrease its credit to foreign nations
 - J.P. Morgan, a large bank, offered to lend \$65 million in gold to help restore government credit
- President Cleveland almost died from a medical issue, and soft-money Vice President Adlai Stevenson would have taken his place

Cleveland Breeds a Backlash

- Many people thought of the agreement with J.P. Morgan a "sellout of the national government"
 - Big banks and Wall Street were considered the source of much political corruption
 - Cleveland had no shame in the deal, believed that it was the best option for the country
- Cleveland passed the Wilson-Gorman Tariff (1894)
 - This lowered tariffs like the Democrats promised, but not by much—tariffs almost the same as McKinley Tariff rates
 - It also had a clause about income taxes, which the Supreme Court declared unconstitutional

- The Populists saw this decision to show that the government was based on plutocrats (people whose power is derived from their wealth; e.g., powerful wealthy people)
- The dislike for Cleveland's tariff policies made the Republicans again have the Congressional majority
- The Gilded Age presidents—Grant, Hayes, Garfield, Arthur, Harrison, and Cleveland—are known as the “forgettable presidents” because they were relatively normal in personality and did not radically change the government (positively)
 - They left lingering issues on currency, the tariff, and workers' rights

Politics and Power: The repeated swing of the two major political parties from popularity to obscurity led the Gilded-Age presidents to become known as the “forgettable presidents” because they could not get much done. The Gilded Age was full of political corruption and political ineptitude. Eventually, both parties were hated for their economic policies, and the political leadership changed hands many times. This shows that the two-party system is not always effective in moderating issues, as sometimes competition can get so fierce as to block any truly progressive reform without the other party totally undoing the action, such as when the Democrats passed the Wilson-Gorman Tariff whose income tax clause was vetoed by the Republican-majority Supreme Court. In other words, an overly equal distribution of party power will let few political policies to pass through. As a result of this fierce party conflict (and party infighting), there were still the political debates on inflation/deflation, the tariff, and workers' rights after the Gilded Age.

Chapter 24: Industry Comes of Age

The Iron Colt Becomes an Iron Horse

- Railroads greatly increased in the late-1800s
 - In 1865 (end of Civil War) there were only 35,000 miles of railroad track, which increased to 192,556 by 1900, which was even more than all of Europe combined
- Transcontinental (longitudinally across the U.S.) railroad-building was dangerous and expensive
 - It required heavy government subsidies and land grants in order to thrive
 - Government needed the railroad for postal service and for military transportation
 - Private companies weren't willing to build railroads into unpopulated areas (as they needed to in order to cross the U.S.)
 - The U.S. ended up giving 155 million acres to railroad companies that lined the railroads, and Western states gave them 49 million (~200 million acres larger than area of Texas)
 - Sometimes railroads got even more area by creating checkerboard patterns of land owned by them and government land in order to cover double the area, and not allowing people to settle on the government-owned land
 - President Cleveland had to stop this by allowing people to settle on the government-owned land
 - Some people thought that this would make the rich railroad companies richer and was unfair and would open up the socioeconomic gap
 - Actually this would benefit the government in the long run by avoiding collecting taxes for a direct payment of the railroad building, instead letting the railroads generate long-term profits
 - Settlements by railroads often became prosperous

Spanning the Continent with Rails

- When the South seceded the North was left with the task of building the first transcontinental railroad, which was named the Union Pacific Railroad
 - The track connected Nebraska to California
 - The war and the need to keep the Western free states closer to the Union to prevent them from seceding made the railroad more urgent
 - Railroad companies received 20 square miles of land for every mile of railroad, as well as \$16,000 to \$48,000 per mile
 - The Crédit Mobilier Construction company (part of the Crédit Mobilier scandal under President Grant) officials took \$73 million in profit from this mileage, and bribed many government officials to not give them away
 - Many of the workers were Irish

- Many people died in the construction of the railroad because it took so long, and because Native Americans who tried to reclaim their land that the railroads went through could easily be killed
- The Central Pacific Railroad began in California and moved through Nevada and towards the Union Pacific Railroad
 - It passed through Sacramento, California (the capital city of CA)
 - The “Big Four” were major investors in the railroads, including the ex-governor of CA and a lobbyist
 - They too had two construction companies similar to Crédit Mobilier, but did not bribe officials and therefore were not involved in a federal scandal
 - Many Chinese worked at the Central Pacific Railroad because they were cheap and expendable
 - Work on the Central Pacific was slower than the Union Pacific because it had to tunnel through mountains
- The two railroads met in Utah in 1869 with a grand ceremony
 - This was one of the most impressive technological undertakings of the 19th century for Americans

Politics and Power: The government traded off some of its wealth and power in exchange for necessary economic provisions that the railroads would provide. This meant giving very generous land grants to the railroads—as much as 20 square miles in land grants and \$48,000 in subsidies per mile of railroad—to build the first transcontinental railroad. This was already delayed from the planned southern transcontinental railroad that would pass through the land gained by the Gadsden Purchase, and the government needed the railroad badly in order to connect the Western U.S. more securely to the East. Later, their focus changed to a more economic goal, but it was still based in national unity. On the other hand, the large railroad corporations began to see railroading as a major profit-gaining industry, and companies such as the construction companies of the “Big Four” and the Crédit-Mobilier construction company used the government subsidies to their advantage, as well as employing tactics such as cheap immigrant labor and creating checkerboard patterns of land grants. Thus economics began to get tied in with politics as companies were essentially given power (through land and money) by the government, which foreshadowed the economic monopolies of the Gilded Age that had as much influence as the federal government.

Binding the Country with Railroad Ties

- Four more transcontinental railroad lines were completed before 1900
 - None of them had federal subsidies like the Union and Central Pacific Railroads
 - Included the Northern Pacific, the “Atchison, Topeka, and Santa Fe,” the Southern Pacific, and the Great Northern Railroads
 - The latter created by the greatest railroad builder, a Canadian American, James J. Hill
 - Many of the railroad builders built useless railroads (didn’t lead to very prosperous places or failed to gain business) and many railroad builders went bankrupt

Railroad Consolidation and Mechanization

- There was an expansion and greater interconnectedness of the older, eastern railroads
 - Cornelius Vanderbilt built his fortune creating a cheap railway service in New York with the New York Central railway line
 - He had a personal fortune of \$100 million
 - He created Vanderbilt University with a \$1 million grant
 - He helped popularize the steel rail, which was stronger and therefore safer and could bear heavier loads
 - A standard gauge of track (distance between rails) was created in order to make transitions between railway lines easier
 - The Westinghouse air brake was invented and was efficient and safe
 - The Pullman Palace Cars were luxurious train cars
 - The telegraph, double-tracking, and the block signal were new safety inventions for railroads

Revolution by Railways

- Railroads became America's biggest business with the greatest employment and 20% of domestic and foreign investments
 - Railroads were the primary cause of the post-Civil War economic boom
 - It opened up a new market and source of resources in the Western U.S. to the Eastern U.S.
 - This allowed raw materials from the West to go to the East for manufacturing, which created the largest national economic market
 - The steel industry benefitted most from railroads because of the large amount of steel going into the rails
 - It allowed farmers to lead better lives, selling produce to the East and buying manufactured products from the East more easily
 - Railroads increased migration to cities because they could bring large amounts of food to the cities and give a large market to the factories
 - Immigration also increased as railroads offered to sell federal land grants to the immigrants for low prices
- The environment was greatly changed by railroads
 - Buffalo almost went extinct by hunting in the Midwest, and cattle replaced it with the multitude of farmers that were introduced
 - Many cornfields were planted in the Midwest
 - Many forests in the Old Northwest were cut down for lumber
- The different time zones were adopted because railroad operators were worried about keeping trains on time and avoiding crashes
 - Prior to this, people had local times, which were not coordinated
 - The U.S. was divided into four time zones, which became the standard
- Railroads created many millionaires
 - Railroad builders, wreckers, and stock speculators became rich

Work, Exchange, and Technology: The building of railroads spawned a new group of jobs and lifestyles. Not only did it create the millionaire class of railroad officials such as Vanderbilt and the worker class of railroad workers, but it also helped both the industrial and agricultural economies. This was due to the fact that both of these fields of work are highly dependent on trade: the agrarian societies need imported manufactured goods as farm tools and they export their harvests, and the factories need raw materials and spew out manufactured goods. The railroads facilitated this new system of exchange, bringing along with it new jobs and higher salaries for the average American. This was also accompanied by a surge of new technologies, especially in railroading, such as standard gauge, steel rail, and luxury train cars; these improvements augmented even further the revolutionary effects of railroads to American politics.

Wrongdoing in Railroading

- Because people could get rich very quickly in railroading, corruption in railroad finances began to appear
 - Jay Gould played many railroad stocks (bringing their price up with high bids and then crashing them)
 - “Stock watering” became a common tactic of railroad builders: they excessively sugarcoated the profitability of a railroad line to sell high-price stocks to people that were worth much more than the railroads
 - Vanderbilt and his son were very rude to the public and disrespectful of the law because they had a lot of money
 - Rich millionaires openly bribed officials and employed lobbyists
- There was very strong competition between railroad companies, tried to increase profits however possible
 - Sometimes railroad companies “pooled” their money, dividing business and profits in a certain area
 - Sometimes railroad companies had customers pay more for short hauls than long hauls, making farmers the poorest and rich, larger customers pay least (so that they could continue paying for large hauls in the future)

Government Bridles the Iron Horse

- American society was slow to react to the economic corruption of the railroad companies
 - People wanted less government interaction in economics (more laissez-faire approach)
 - People wanted the American Dream (that anyone could become a millionaire)
- The economic depression of the 1870s pushed people to the limit
 - Farmers in groups such as the Patrons of Husbandry (also known as the “Grange”) advocated for stricter railroad regulations
 - Wabash, St. Louis & Pacific Railroad Company v. Illinois, a Supreme Court case, ruled that states did not have the right to regulate interstate commerce
 - Congress passed the Interstate Commerce Act (1887) that mandated railroad companies to openly publish their rates, and it prohibited rebates, pools, unfair discrimination against certain shippers, charging more for short hauls than long hauls, and it created the Interstate Commerce Commission (IDC) to enforce the new laws

- This act actually stabilized shipping by not putting extremely harsh conditions on railroad companies, while providing standards and regulations to abide by that would standardize railroad shipping and resolve conflicts
- This was the first large-scale act by the federal government to try to regulate economics and was the beginning of the end of openly corrupt economics and easy millionaires

Politics and Power: Like the political corruption of the Gilded Age, economic corruption amongst the wealthy barons of the same era dominated economics. Stocks were being manipulated by speculators like Gould; the railroads were controlled by Vanderbilt, the steel by Carnegie, the oil by Rockefeller, and the banks by Morgan. These people and their respective companies were ruthless in their strategies to try and attain wealth, especially with Rockefeller, who believed so strongly in taking out all other possible competition. The government had mixed results to this, but it mostly worked out to the favor of the businesses. The *Wabash, St. Louis & Pacific Railroad Company v. Illinois* Supreme Court case ruled in favor of the businesses' rights over the states, and this served as a precedent that supported the businesses in many other court cases. This essentially gave businesses power over all politics except for that which is issued directly by the national government, giving them immense power. Likewise, the Interstate Commerce Commission, designed to regulate these big businesses, only managed to strengthen the businesses by enacting a mild standardization and resolution of industrial disputes with regulations; thus it did not restrict businesses as it was intended to.

Miracles of Mechanization

- By 1894 the U.S. was the largest manufacturing country in the world
- During the Civil War, there began to be a wealthy class, especially by profiteers (e.g., blockade-runners in the South)
- The wealthy could then borrow from foreign countries to increase their money
 - Investors often owned a large part of or the entirety of an American business
 - There were many investing businesses in Europe that sprung up from this demand of loans
 - Usually the investors were content with having little say in the American businesses
- Increase in transportation (i.e., railroads) helped bring more natural resources to factories
- Mass production and interchangeable parts were inventions of the late 1800s that helped American manufacturing
- Manufacturing was largely powered by a supply of cheap immigrants
- There were more than 440,000 patents in the three decades after the start of the Civil War
 - Alexander Graham Bell invented the telephone, which not only revolutionized communications but also created the job of telephone maintainers and receivers
 - Thomas Alva Edison was a versatile inventor, who, among many other inventions, invented the lightbulb which allowed people to stay awake longer into the night and therefore be more productive

American and National Identity: The resourcefulness of the average American is stunning and is exemplified here, especially in the case of the inventors. America is so well-known for its industrial prowess, much of which is due to the creativity of its people and the multitude of new inventions that

result from it; Bell's telephone and Edison's lightbulb totally revolutionized American society by giving people a new "social media" and a safer, more reliable method of being productive through the night. This inventiveness is an integral part of American identity. Similarly, the use of foreign investments to bolster wealth and to support companies is also a core part of American identity: the Virginia charter was a joint-stock company of investors, and companies with stocks have played a large role in American politics, even up until today. Foreign investments also remain a critical part of these investments, even to the point of extreme debt nowadays; this only shows our unwavering, fundamental devotion to financial loans.

The Trust Titan Emerges

- Millionaires sprung up in different industries, even outside of railroading
 - Andrew Carnegie was wealthy from the steel industry
 - He streamlined the work of his company with vertical integration, in which every process of steel refinery (from mining to refining) was controlled by his business for increased efficiency and the lack of a middleman and its fee
 - John Rockefeller was wealthy from the oil industry
 - He popularized horizontal integration, in which he worked together with competitors to monopolize an industry
 - He created the idea of a trust, which was like a larger stock for all of the competing oil companies
 - Standard Oil Company was the trust he created; it monopolized the oil industry of the entire world; it forced weaker, smaller competitors to run out of business
 - J. P. Morgan was wealthy from the banking industry
 - He created the system of interlocking directorates, in which his officials would become on boards of other companies to influence other companies to work together in his favor

Politics and Power: (see above, under "Government Bridles the Iron Horse")

The Supremacy of Steel

- Steel manufacture was a very profitable industry
 - It focused on the production of "capital industry," which consisted of large and profitable projects such as the creation of railroads, as opposed to "consumer industry," which created smaller and more commonplace goods
- It was expensive because it was relatively rare
 - Iron was the more common before steel, and steel was first imported from Britain for railroads because of its relative scarcity
 - However, this turned around and by 1900 the U.S. produced $\frac{1}{3}$ of the world's steel (as much as Britain and Germany together)
 - This was largely caused by the invention of the Bessemer process, which was a cheap process to purify steel

Carnegie and Other Sultans of Steel

- Carnegie quickly rose the ranks from a poor immigrant family to a head businessman
 - He chose officials wisely and eliminated middlemen
 - Together, he and his associates had \$40 million in profits a year
- J. P. Morgan was a banker that was considered trustworthy, with a high reputation for integrity
 - Carnegie was ready to sell his company
 - When Morgan was about to invest in the steel business, Carnegie threatened to run him bankrupt if he didn't buy Carnegie's steel for Carnegie's price
 - Carnegie ended up having his company bought for \$400 million
 - He spent the rest of his life as a philanthropist so that people would not look at him in shame for amassing so much money
 - Morgan's steel industry, later the United States Steel Corporation, was valued at \$1.4 billion dollars, the first company to reach over a billion dollars

Rockefeller Grows an American Beauty Rose

- The oil industry had a quick rise in the days after the Civil War
 - Abundant petroleum was discovered in Pennsylvania as "Drake's Folly"
 - Kerosene was a major petroleum product that burned brightly for lamps
 - It outcompeted whale oil as a lamp-burning fuel
 - It in turn was outcompeted by Edison's lightbulbs in the late 1800s
 - It was very profitable from the invention of the automobile
- Rockefeller also had modest beginnings like Carnegie, but he organized the Standard Oil Company in 1870, which became a trust in 1882
 - He came into an industry in which the oil competition was free and not dominated by a single company, but he came to dominate 95% of the oil sold in 1877
 - He was very aggressive with his economic will to dominate other companies, and even used illegal measures such as getting rebates from railroads (illegal as of the Interstate Commerce Act)
 - His oil was better-quality and very cheap compared to competitors because of efficiency of a large corporation and the ability to buy better equipment
- Other trusts developed, following the lead of the Standard Oil Company
 - There was the tobacco trust, the leather trust, and the harvester trust
 - There was a new class of arrogant wealthy people coming from the people who worked in the companies of these trusts
 - As a result, there was an increasing conservative reaction to this that aimed to stop this new class from proliferating, who were raised in a time of moderately-successful, less corrupt wealth

Culture and Society: The millionaire class was not something unheard of and strange; these three men—Carnegie, Rockefeller, and Morgan—were self-made men with similar stories. They all were from poorer immigrant families and worked their way up the social ladder. They all became extremely wealthy, the wealthiest in all of America; however, this was not totally exclusive, as they had many successful associates supporting them as well. They all had different personalities—indicative of the democratic diversity of American thought—but inventive financial workarounds to solutions, such as

Rockefeller's creation of a trust and Carnegie's threat of dominating the steel market to J. P. Morgan. These were the people that began to normalize the idea of an extremely wealthy class, which enforced some distinctly American ideas: the American Dream, that anyone could become anything (and just as rich) as anyone else; Social Darwinism, which split fellow Americans amongst one another along a socioeconomic divider; and also the idea of philanthropy, as Carnegie carried out when he retired with over \$400 million in his possession, leading to current-day philanthropists in a similar situation of wealth such as Bill Gates. In other words, these three men were the primary force in molding society towards the rich by exemplifying the ideals of the Gilded Age barons.

The Gospels of Wealth

- Social Darwinism was the idea that “individuals won their stations in life by competing on the basis of their natural talents”; the term “survival of the fittest” came from this era
 - This was the forefront of the religious justifications of the wealthy for their own riches
 - This justified the rich people’s contempt for the poor; they believed that the poor were simply lazy and did not have the perseverance to rise as they did
- Social and economical reform was delayed by the rich people’s beliefs
 - Social Darwinism caused the rich to patronize the poor
 - The wealthy used the ruling that prohibited state governments from interfering with interstate business to protect themselves in many court cases
 - The wealthy even manipulated the idea of the 14th Amendment to apply the idea of “citizenship” and therefore its rights of freedom and equality to corporations
 - The wealthy had their corporations in states with more lenient business regulation laws such as New Jersey

Government Tackles the Trust Evil

- The Sherman Anti-Trust Act (1890) was passed to try to limit big corporations’ power
 - It forbade the creation of any trust
 - It was not very effective, but it did end up limiting labor unions, which were thought to limit trade
 - However, it and the Interstate Commerce Act were amongst the first government regulations on business that would be strengthened in the future

The South in the Age of Industry

- The South was still less prosperous (smaller percentage of nation’s wealth) than the North in 1900
 - It had less of a technological and industrial boom like the North
 - Society was mostly stagnant, and remained agriculturally-based
- In the 1880s, tobacco became mass-produced with a machine-rolled variety under James Buchanan Duke
 - He formed a tobacco trust in 1890 with the American Tobacco Company
 - Trinity College was renamed Duke University because he donated money to them
- Northern railroads made it difficult for the Southern economy to develop

- It took raw goods (cotton) from the South and created a dependency on Northern manufactured goods for the South, so they could not really become economically independent and forge their own economy.
- The “Pittsburgh plus” was an unfair system by a steel company based in Pittsburgh with a factory in Alabama; when the Alabama steel was shipped elsewhere in the South, there was a shipping fee added as if it was being shipped from Pittsburgh, which was unfair
- The Southern textile industry prospered
 - More cotton mills were built in the 1880s
 - Cheap labor from poor whites and former slaves fueled this industry
 - The textile industry, related to the cotton industry that had once dominated the South, now dominated the South

Geography and the Environment: The South did not profit as much from the Industrial Revolution and the railroads as the North because of its geographical situation. It is far South, and its agriculture remains its primary occupation. More than any political or business-based decision, a continued agrarian life probably seemed the best option to many Southerners in this post-War era. Even the two main “industrial” advances to the South—mechanized tobacco rolling and the textile mills—were based off of agricultural products—tobacco and cotton, respectively. In addition to this, their relative remoteness from the North led to simply logistical difficulties such as shipping fees, which led to the unfair shipping fees known as the “Pittsburgh plus” that were far overpriced. This was the opposite in the northeast, the hub of industrial activity, in which cities were proliferating and there was still little arable land. It was the geographical situation that, even from the onset of the nation, decided basic economic opportunities for the North and the South.

The Impact of the New Industrial Revolution on America

- Standard of living in America greatly increased with increasing wages
- People began to move to the cities because they were the hub of industrial work, which boomed during this time period
 - This went against the idea of Jefferson’s ideal agrarian American with industry abroad; his vision was switched and closer to Hamilton’s view
 - People in factories began to live on strict work schedules
- Women’s role in society changed
 - They often worked in factories, especially on the typewriter and the telephone
 - For poor women, work was as long and as hard as it was for men
 - The Gibson girl was the new ideal for American women: “healthy, athletic, and confident”
 - The ideal of a regular American family meant later marriages and a smaller family
 - They earned lower wages than those of men for similar jobs
- There was an increasing economic class division
 - 10% of the nation’s population held 90% of the wealth in 1900
 - Most Americans ($\frac{2}{3}$) were dependent on wages by 1900
 - Wages were somewhat low, people had to struggle to work and survive

- International trade increased with better transportation and more manufactured goods in America
 - This was aided by the transatlantic telegraph and the Suez Canal that quickened international communication and transportation, respectively

In Union There Is Strength

- Industry became increasingly depersonalized and dreary
 - Sometimes machines replaced people's jobs
 - There was a great pool of poor and unemployed people, many of them immigrants, that allowed a corporation owner to choose for cheap labor
 - These people were very powerless against big corporations with a lot of money, who could hire better attorneys and get strikebreakers to end labor unions
 - The large corporations could also call upon the federal government to stop strikes, amongst other corrupt tactics
- In the end, society and economics favored big business
 - Ordinary people got tired of the repeated strikes
 - Big businesses were allowed to form trusts with little resistance

American and National Identity: The effect of industry on the norms of American society was profound. The national identity of American women became something of a factory worker, especially one on the fascinating new inventions of the typewriter or the telephone, but occasionally also as a hard laborer. This was the consolidation of the pre-Civil War surge of women factory workers such as the "Lowell girls," and now that this was established into American society it opened up the debate for equal pay and treatment because of the hard work that American women put into menial work just like their husbands. The stereotype of the factory worker was not only limited to women, however, and the great industrialization of companies and the replacement of jobs with machines have become patterns in the increasingly mechanized lives that we live in currently. Therefore, much of this Gilded Age industrialization has impressed similar connotations of the national identity of work between then and now.

Labor Limps Along

- Labor unions were bolstered by the Civil War
 - The war put an increasing importance on unifying people and on labor
- There were hundreds of thousands of workers and 32 national unions by 1872
- The National Labor Union (1866) was a major labor union for workers
 - Unified people across the U.S. and even between different industries
 - Had 600,000 members over six years
 - However, excluded Chinese and mostly excluded women and blacks
 - It tried to solve some industrial disputes and establish an eight-hour work day, but only to mild success
 - The depression in the 1870s made it lose power when uncontrollable strikes (not organized by the National Labor Union) broke out during the depression
- The Knights of Labor (1869) was another labor organization for the people

- Originally it was a form of secret society, but eventually broadened their scope
 - They wanted to be all-inclusive, including even foreigners, women, and blacks
 - Began with around 90,000 members, went up to around 750,000 by 1885
- They refused to act in politics but advocated social reform
- They had some successful strikes, such as some for the eight-hour day and against Jay Gould's Wabash Railroad

Unhorsing the Knights of Labor

- Haymarket Square (1886) had an incident between strikers and anarchists
 - A bomb caused multiple dozen casualties
 - Some anarchists were thrown into prison or given death sentences, even without strong evidence against them
 - Later the survivors were pardoned by the new governor who believed they were innocent; he was criticized by conservatives
 - This associated anarchists with the reformers such as the Knights of Labor in the public eye
- The Knights of Labor also became divided when workers from more skilled groups, especially higher-class craftsmen, decided to join more exclusive labor unions

The AF of L to the Fore

- The American Federation of Labor (1886) was a highly-organized system of independently-governing national labor unions with it as the overall governing structure
 - It was created and headed by Samuel Gompers, an immigrant
 - Gompers did not like socialism, but he did not like the injustice of capitalism either
 - He worked to authorize the closed shop idea, in which a company only employs labor union members
 - He was a strong supporter of the “walkout” and boycott as tools for the union
 - It was not very supportive of less-skilled workers because it was created by highly-skilled craftsmen
 - It had a membership of 500,000 by 1900
 - They had 23,000 strikes involving 6,610,000 workers that compromised \$450 million to employers and employees, with about a 50% chance of success

Culture and Society: The changes in the labor unions that people were a part of showed the changing needs of American society. At first, the National Labor Union was a generally inclusive labor union, but its downfalls were its lack of support for minority groups (especially blacks and women) and its lack of structure (which allowed the depression to rip it apart). Next, the Knights of Labor was held together a little more strongly from its beginnings as a secret society, and it advocated strong social, not political reform. Next, the American Federation of Labor had the greatest longevity and impact, and was less inclusive but better organized, with millions of involved workers and thousands of organized strikes. This shows the efficiency of a stronger and better-organized government against the monopoly of trusts, which was the general social trend—the government had begun to crack down on big business with acts

such as the Interstate Commerce Act and the Sherman Anti-Trust Act, and this trend would continue into the 20th century.

Chapter 25: America Moves to the City (1865-1900)

The Urban Frontier

- Cities grew very fast in America
 - NYC, Chicago, and Philadelphia grew to over a million in population between 1860 and 1890
 - Not only in U.S. — foreign countries also had population booms in cities (e.g., Shanghai and Buenos Aires)
- The steel skyscraper was invented, allowing for higher population density in the cities
 - Aided by invention of electric elevator for ease of vertical transportation
- Trolleys and subways increased transportation within a city
 - Increased the spread of a city and its suburbs
- Cities were “carved into distinctly different districts for business, industry, and residential neighborhoods—which were in turn segregated by race, ethnicity, and social class”
 - Shows widening socioeconomic divisions between upper and lower class in cities
- Industrial jobs in cities often outcompeted rural jobs
- Cities had a lot of electricity, indoor plumbing, and telephones—modern amenities at the time
 - This increased the appeal of living in cities
- Cities were not very sanitary
 - There was “impure water, uncollected garbage, unwashed bodies, and droppings” abundant in the cities
- There was a growth of slums
 - Many had tenements, small apartments that were often dumbbell-shaped
 - They often had very bad sanitation and poor living conditions
 - Low costs appealed to new immigrants and other poor people in the slums
- Cities were dangerous to live in
 - Most of Chicago burned down in a fire
 - The wealthy moved to the suburbs as a result

The New Immigration

- European immigrants were still moving in
 - Over 6 million immigrants between 1850s and 1870s
 - Western Europe was still the source of the most immigrants until the 1880s
 - These immigrants were dubbed the “Old Immigrants”
 - Wave of “New Immigrants” in 1880s — included “Jews, Italians, Croats, Slovaks, etc.”
 - These people came mostly from Eastern and Southern Europe
 - Had multiple causes of emigration from Europe:
 - Increased food production by U.S. and industrialization, so peasants looked to find work in America with a good supply of food
 - Persecution of minority groups in Europe drove more people to the U.S.
 - E.g., the Russians persecuted the Jews, which led more Jews to immigrate to the U.S.

- 60 million Europeans left Europe in the late 19th and early 20th centuries, and over half came to America
- Also some immigration from China (over 300,000)
- The rapid move to America was the "American fever," was very widespread
 - People spread "America letters" that caused American fever, which were optimistic letters from people recently moved to the U.S.
- Many immigrants planned to stay only long enough to make some money that would survive their family for some time
- Immigrants tried to preserve their own culture, but also assimilated American culture and language

Migration and Settlement: There was an overall settlement pattern of moving towards the cities of America. There was both the push from foreign nations to the U.S. (immigration) as well as the move from rural areas to cities (urbanization). There were many factors that affected this, particularly the wide availability of industrial jobs and housing in the cities, as well as the abundance of modern technological inventions such as the telephone and the elevator. From Europe, there were two waves of immigration: the first was the "Old Immigrants" from western Europe, and the second was the "New Immigrants" from Southern and Eastern Europe. Lastly, settlement within the cities were not evenly distributed; there were different districts for different types of business, each of which were subdivided further by race and class. Thus, the urbanization movement was a very complex movement involving multiple causes and involved people settling in complex pattern in urban areas.

Parties and Social Reformers Reach Out

- Governments (federal, state, and city) did little to regulate the cities and immigration
 - Federal government had little direct power over the people in the cities
 - State and city governments were overwhelmed by the sheer numbers of immigrants
 - Local, unofficial governments in political machines had the most power
 - Political machines were political groups that exchanged votes for them for support (i.e., monetary aid) to their supporters
 - Political machines were headed by bosses such as Boss Tweed, who were very powerful
 - They "provided jobs on the city's payroll, found housing for new arrivals, tided over the needy with gifts of food and clothing, patched up minor scrapes with the law, and helped get schools, parks, and hospitals built in immigrant neighborhoods" — had a large role in society for new immigrants who had little other help
- Several clergymen began to preach the "Social Gospel" (religion for social reform) for change to the cities
 - Walter Rauschenbusch and Washington Gladden were important pastors preaching the social gospel for pressing issues in the cities that they lived in (NYC and Columbus, respectively)
 - They believed in a socialist government as the logical and best outcome for a society that would follow the beliefs of Christianity

- Jane Addams was a middle-class, educated woman dedicated to improving the conditions for the poor in urban areas
 - She established the settlement house Hull House in Chicago
 - A settlement home “offered instruction in English, counseling to help newcomers cope with American big-city life, child-care services for working mothers, and cultural activities for neighborhood residents”
 - Settlement houses were hubs of women reformist activity
 - Florence Kelley was a major women’s activist in the cities
 - Other settlement homes were created in other major cities
 - Lillian Wald created one in NYC
 - She won the Nobel Peace Prize for her efforts on fighting poverty

Narrowing the Welcome Mat

- Nativism increased again in the 1880s
 - Originally started against Irish and Germans in 1840s
 - Revived against the New Immigrants (Southern and Eastern Europe)
 - Americans were worried that the New Immigrants, with high birthrate, would be mixed in and eventually become the majority population in the U.S., which would give them many votes and much political power
 - Americans blamed immigrants for making the urban environment too financially competitive, with immigrants working for such low wages
 - Anti-foreign organizations, such as the American Protective Association (APA), supported and sponsored anti-foreigner actions
 - The APA urged its members to vote against Roman Catholics (which many of the New Immigrants were)
 - Trade unionists found it hard to assimilate immigrants with a foreign language, worried that the cheap labor would bring down prices too much and make it too hard to compete
- Congress passed restrictive immigration laws
 - Passed a law in 1882 that prohibited paupers, criminals, and convicts from entering the U.S. at the expense of the shipper
 - Passed the Chinese Exclusion Act (1882) restricting the Chinese ethnic group
 - Passed a law in 1885 prohibiting immigration of workers upon a contract with Americans
 - Later immigration tightened against “insane, polygamists, prostitutes, alcoholics, anarchists, and people carrying contagious diseases”
 - A literacy test for immigrants was proposed in 1800s and enacted in 1917
- The Statue of Liberty was given to the U.S. from France as a gift in 1883
- Immigrants were important people in American history, toiling laborers who manned the machines essential to American industrial superiority

American and National Identity: The discord between the reconciliatory attitudes of some Americans (e.g., Jane Addams) towards immigrants and the hateful, xenophobic attitudes of others is a recurring theme

and a part of American identity. Americans have always been worried about immigrants stealing their jobs; as a result, the poorer, working class laborers, who make up the majority of the population, were able to create anti-immigration organizations and acts. This is in conflict with philanthropic Americans such as those who created and ran settlement homes; these people are wealthier, and decide to use their financial security (because immigrants cannot steal higher-level, higher-paying jobs) to help others. This is a core idea in American identity, and it lingers through today: there is still a common sentiment, especially amongst poorer classes, to stop immigration (and also prevent outsourcing, which also gives jobs to lower-pay foreigners), while the upper-class is supportive of immigration.

Churches Confront the Urban Challenge

- Churches suffered from the act of moving to urban areas, where influence was weaker because of less religious working-class people and higher rates of immigrants without church
 - They were often slow to act against urban injustices, because “the mounting emphasis was on materialism”; i.e., people were greedy and tended to try and keep their wealth rather than to help others
- Liberal Protestants came to be a main religion between 1875 and 1925
 - Had radical ideas based in “the Unitarian revolt against orthodox Calvinism”
 - They took the Bible less literally
 - They believed in the Social Gospel (reform-minded religion)
 - Had more modern religious ideas that appealed more to the citygoers of the time
- Roman Catholic and Jewish faiths (carried by many of the New Immigrants) were becoming very prominent in American demographics
 - Roman Catholicism was dominant faith by 1900
- There were over 150 religious faiths by 1890
 - Two new religious denominations were the Salvation Army, which provided practical services such as free soup, and the Church of Christ, Scientist, that claimed that Christianity heals sickness
 - The Young Men’s Christian Association, YMCA (and YWCA) was a popular organization for the youth that combined religious and physical education

Darwin Disrupts the Churches

- Charles Darwin suggested the theory of natural selection and evolution to explain the existence of all life
 - This directly contradicted the “dogma of special creations” (the religious model of creation) and thus offended the churches
 - This split the church into two sections:
 - There was a minority conservative faction that stood behind the bible, eventually led to fundamentalism (strong religious belief in the literal interpretation of the Bible) in the 20th century
 - Most religious members “refused to accept the Bible in its entirety as either history or science”; accepted the fact that Darwin’s theory of evolution was science and that the Bible was an allegorical book
 - Darwin weakened religious fervor and increased skepticism of faith

- Evolution had set a precedent for future scientific discoveries that contradicted religion: religion was often not discussed, but understood as a separate entity (as the majority of Christians had accepted evolution)

Culture and Society: The inability of churches to react to a more urban setting and to the alternate theory of creation by science are good indicators of the general decline of the religiosity of society. While some new religious sects form, such as “liberal protestants,” most new religious sects have some practical side to them, such as the Salvation Army (which does community service activities) and the Church of Christ, Scientist (which uses scientific observations to evidence its claim). Even YMCA, a religious organization for children, emphasizes practical skills such as exercise as well. Darwin’s theory is the epitome of the loss of religion; scientists began to study and teach only evolution as a theory of creation, shunning the biblical study as an allegory only. This shows how society is shifting towards realism, a representation of life in more vivid detail and less up to imagination, which includes scientific reasoning and shuns unrealistic, fantastical biblical stories.

The Lust for Learning

- People began increasingly to realize that education was necessary for a less ignorant, more functional political people
 - Most states required elementary school education by 1870
 - An increasing number of states supported free secondary education (high school) in the 1880s and 1890s
 - Teacher-training schools dramatically increased in number
 - Kindergartens increased in number
 - New Immigration increased popularity of private Catholic schools
 - Chataqua movement (1874) sponsored educational lectures and self-study courses
- Publicly-funded education was becoming more of a popular idea
- Urban centers generally had better education than rural ones

Booker T. Washington and Education for Black People

- The South had a 44% illiteracy rate for non-whites in 1900
 - Their education was far behind, mostly because of the relative poverty they were in without the profitable industry and urban centers like the North, and because they were still recovering from their loss in the Civil War
- Booker T. Washington was a former slave who taught at an industrial school
 - He helped many blacks gain a respectable part in society by teaching them useful trades
 - His method was “accommodationist” because it bolstered blacks without accusing white supremacy; didn’t touch on the idea of social equality, but simply helped blacks practically in society
 - He taught at the Tuskegee Institute, whose curriculum was greatly altered by his teaching so that it became the best place for African Americans to study
 - George Washington Carver, a famous black chemist and botanist, studied there
- Dr. W. E. B. Du Bois was another leader of the racial equality movement

- He criticized Booker T. Washington for accepting the black's fate as only capable of handling manual labor
- He himself was of many different ethnicities
- Wanted complete equality for blacks
- Founded the National Association for the Advancement of Colored People (NAACP) (1909)

The Hallowed Halls of Ivy

- Colleges sprung up in the decades following the Civil War
 - People looked at a college education as the key to financial success in the future
 - Women's colleges such as Vassar were becoming increasingly common
 - By 1880 ½ of college graduates were women
 - More colleges were accepting of blacks
 - This included Howard University, Hampton Institute, Atlanta University
- The Morrill Act of 1862 provided generous land grants to the states for educational institutes
 - Land-grant colleges, colleges built on government-given land, sprung up as a result of the Morrill Act
 - Many became state universities
 - The Hatch Act of 1887 funded "agricultural experiment stations" related to the land-grant colleges
 - Helped create incentive for land-grant colleges, over 100 land-grant colleges created as a result
- Many philanthropists supported public education institutes
 - Philanthropists donated \$150 million to schools from 1878 to 1898
 - Philanthropist-funded colleges included Cornell and Leland Stanford Junior
 - Philanthropists included Rockefeller (for U. of Chicago)
- There was a great increase of professional and technical schools with more modern equipment
 - Included John Hopkins University, which was a highly prestigious school that could compete with high-quality foreign schools, where scholars were often sent for the highest education
- Universities became secular
 - Initially they believed in the "unity of truth," or the idea that knowledge and morality existed together, in the same system
 - After the controversy over evolution with Darwin, because of the difficulty to reconcile and explain both sides, colleges separated religion from science
- Universities began to embrace specialization
 - Specialization was when a person took classes specific to their career goals
 - The idea of electives was becoming more popular, and people were taking more specialized courses—the beginning of having majors
- Medical schools increased in number after the Civil War
 - New, scientific medicines (rather than traditional ones) were beginning to gain ground and improved public health
 - New medical practices such as pasteurization were introduced into medical sciences

- William James was an influential intellectual at Harvard that supported the idea of pragmatism
 - Pragmatism is idea that “the truth of an idea was to be tested, above all, by its practical consequences” — moved far away from original religious beliefs
 - He wrote multiple books on psychology and faith

American and National Identity: This “lust for learning” that spawned huge government funding of free public education is caused by the aspect of American identity to never settle for less. People realize that education benefits a population by making them less ignorant, so they choose to reform towards it. The African Americans, like their efforts to achieve racial or legal equality, felt the need to strive for the same level of education, with or without the support of the federal government’s funding. Booker T. Washington motivated his students and himself to become equal to the whites by creating an efficient trade school of their own. Later, even this ceased to be enough, and secondary schools and universities popped up at an incredible rate. Not only does the increase in the educational system show American perseverance to always try to improve one’s situation, but it also demonstrates the American democratic ideal of needing a well-educated, active people who can participate in government. Had there not been adequate public schooling, neither would democracy be allowed to continue—public schooling preserves the fundamental American value of democracy.

The Appeal of the Press

- Books were a popular form of educational medium and enjoyment
- Libraries were becoming more common
 - Library of Congress was built in 1897, was the largest and costliest library yet
 - By 1900 there were 9,000 libraries with over 300 books
- Philanthropists such as Andrew Carnegie donated a lot of money to libraries
- Invention of Linotype machine (for printing) helped increase rate of printing readable media
 - However, this was accompanied by a fear of offending advertisers
- Sensationalism (i.e., “sex, scandal, and other human-interest stories”) became popular
 - The drama of stories simply written most for fun was very appealing to the semi-literate audience of the U.S.
 - Joseph Pulitzer (owner of *St. Louis Post-Dispatch* and *New York World*) and William Randolph Hearst (owner of *San Francisco Examiner*) both used sensationalism to their advantage to become very popular magazines
 - Pulitzer inspired the term yellow journalism, which means writing “based upon sensationalism and crude exaggeration”
 - However, they were overly competitive and tried too hard to exaggerate things for sensationalism sake; took away a little from the effect

Apostles of Reform

- Magazines were in wide circulation and widely read in the U.S.
 - There were many average ones such as the *Harper's*, the *Atlantic Monthly*, and the *Scribner's Monthly*
 - The New York Nation was very influential because it had liberal ideas that advocated “a civil-service reform, honesty in government, and a moderate tariff”

- Henry George was a controversial writer and political theorist
 - He wrote *Progress and Poverty* that theorized that a “a growing population on a fixed supply of land unjustifiably pushed up property values, showering unearned profits on owners of land”
 - His proposed solution was to take the profits away from the landowners (a 100% tax), which would remove the inequity of the situation and stimulate economic growth with more tax money
 - Landowners widely rejected his idea, made it difficult for him to publish his book
 - When his book did come out, it became a best-seller and sold 3 million copies, showing the popularity of his book among the poorer masses
- Edward Bellamy was another “journalist-reformer”
 - He published *Looking Backward* (1888) that imagined a socialistic utopia in which big business is acquired by the government to serve the public interest
 - Also was a bestseller like *Progress and Poverty* that sold a million copies because of the distrust towards trusts and the corruption associated with them

The New Morality

- Victoria Woodhull was a feminist and free-love advocate who was very controversial
 - She and her sister ran the newspaper, *Woodhull and Claflin's Weekly*
 - At the time, the idea of “free love” became more common
 - Free love is the ability to have relationships unrestricted by marriage
 - Most Americans were against free love, especially Anthony Comstock
 - With a greater degree of women's freedom, divorce rates and birth control increased
 - She was the first female presidential candidate of the U.S.

Politics and Power: What began as a source of entertainment and current events became a political issue. Newspapers and magazines during this period were very opinionated and reform-minded, rather than simply informational. The *Nation* spread liberal ideas; Henry George and Edward Bellamy spread socialistic ideas; and Victoria Woodhull advocated for free love. Thus this demonstrated the political potential of these periodicals to sway public opinion. Had their socialistic and pro-free-love views been less controversial, these publications likely would have carried a much greater effect in society. Secondly, the fierce competition between the yellow-journalists Pulitzer and Hearst furthers this potential by demonstrating that they can be used to compete against one another. This competition while economic, is also political in nature: both journalists try to achieve power by appealing more to the audience. Thus these periodicals are the basis for written advertisements for political candidates, and advertising continues ubiquitously up through today.

Families and Women in the City

- Urban life was hard on families, often leading to stress within the family that led to divorce
 - Divorce rates were so high that this was known as the “Divorce Revolution”
- Birth rates dropped in urban areas because it meant more food necessary to feed the family and more people crowding in a tenement

- Marriages were also delayed and contraceptives used, which helped to decrease birth rate
- Charlotte Perkins Gilman exemplified the growing independence of women
 - She wrote *Women and Economics*, a piece of feminist literature
 - She told women to become less dependent on men and advocated for a stronger involvement of women in the work force
 - Over a million women joined the work force in the 1890s, showing that her ideas were a trend of the era
 - Women's work was hard and could be limited by "race, ethnicity, and class," but still gave some degrees of economic freedom
 - She didn't believe in traditional feminist values all of the time and was very independent, doing non-conventional activities such as vigorous exercise and meditation
- Women were still trying to get the vote
 - The National American Woman Suffrage Association (NAWSA) (1890) was formed
 - Elizabeth Cady Stanton and Susan B. Anthony were amongst its founders, both of whom were long-time women's suffrage leaders
 - Carrie Chapman Catt was a leader of the woman's suffrage movement after 1900
 - Focused on the idea that voting would help increase women's freedom, rather than the idea that women were equal to men and therefore should be able to vote
 - Women were increasingly allowed to vote in local elections
 - Wyoming was the first state to allow women to vote in 1869
 - Urban life spawned some women-based organizations, such as the General Federation of Women's Clubs with over 200,000 members in 1900
 - The equal women's voting rights in New Zealand in 1893 inspired women's suffrage advocates in the U.S.
 - The women's suffrage movement was racist because they thought black women would make their chances of gaining suffrage lower
 - Black women created the National Association of Colored Women (1896) despite the white women's efforts against them

Prohibiting Alcohol and Promoting Reform

- An addiction to alcohol by men kept some poor families poor
- Alcohol consumption had risen during the Civil War days and stayed high
- Some foreigners were very resistant to restrictions on alcohol
- The National Prohibition party (1869) was created and advocated teetotalism
 - Only got a few votes in presidential elections, not very popular
- Women formed the Woman's Christian Temperance Union (WCTU) (1874)
- Carrie A. Nation made the temperance movement less appealing to most people by smashing bars and alcohol bottles with a hatchet
 - Showed to people a violence for temperance that they did not want to have
- The Anti-Saloon League (1893) was formed

- The 18th Amendment prohibiting the consumption of alcohol nationally was appended to the Constitution

Postwar Fiction, Lowbrow and High

- “Dime novels” were a popular form of literature amongst youths, often depicting fictional stories of heroism in the West
 - Harlan P. Halsey wrote 650 of these, made a fortune out of it
- General Lew Wallace wrote novel *Ben-Hur: A Tale of the Christ* (1880) that was very popular amongst anti-Darwinists
 - It sold 2 million copies because it was very popular amongst people who did not believe in evolution
- Horatio Alger wrote over 100 books of fiction for youth that sold over 17 million copies
 - They taught virtues and life lessons like any other allegory or fable
- Writing moved towards practical content: “realism, naturalism, and regionalism” rather than more romantic ideals of previous ages.
 - Realism was very common in Gilded Age literature
 - William Dean Howells wrote many books about ordinary subjects in a realistic setting, experimenting with the social background
 - Mark Twain was an influential realism-ic writer
 - He wrote *Roughing It* (1872) about a realistic journey to the West and co-authored *The Gilded Age* (1873), a political satire of the Gilded Age
 - He also wrote *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*, which were masterpieces that wrote about fictional adventures of ordinary boys
 - Henry James was a realist who wrote about the theme of American innocence (as compared to Europe)
 - He often wrote with women as central characters and points of complexity, creating a “psychological realism” that protagonized women
 - Naturalism was “a more intense literary response than mainstream realism to the social dislocations and scientific tumult of late-nineteenth-century America”
 - Edith Wharton wrote about moral shortcomings in the years after the Civil War
 - Naturalists examined the influence of heredity and social environments on a person
 - Stephen Crane wrote about grim stories of extreme psychological stress in urban, Gilded Age America and of Civil War fighting
 - Other naturalist writers included Jack London, Frank Norris, and Theodore Dreiser
 - Regionalism “sought to chronicle the peculiarities of local ways of life before the coming wave of industrial standardization”; i.e., “provincial nostalgia”
- Women also began writing novels
 - Kate Chopin wrote books dealing with serious topics in *The Awakening*
- Henry Adams was a gifted writer
 - Great-grandson of president John Adams

- He was a “historian, novelist, and critic,” writing historically and autobiographically

Artistic Triumphs

- Realism and regionalism also appeared in American art
 - Important artists included Thomas Eakins (painted images of hometown; regionalism), Winslow Homer (drew sketches of rural life; regionalism), James Whistler (portraits; realism), John Singer Sargent (portraits; realism), Augustus Saint-Gaudens (scenes of the Civil War; realism)
- Music also became more popular
 - The Metropolitan Opera House in NYC opened
 - The phonograph was invented by Edison, became a household product by 1900 (over 150,000 homes)
- There was the City Beautiful movement that wanted a “city not just to look beautiful but also to convey a confident sense of harmony, order, and monumentality”
 - Classical art styles were copied from Europe
 - This movement created the Grand Central Terminal and more buildings
 - David Burnham created a design for the World's Columbian Exposition for Chicago (1893)
 - This was a grand design that inspired many future city planners to create more artistic cities

Culture and Society: The advancement of art forms into three new movements—realism, naturalism, and regionalism—shows an increased cultural importance placed on art, and it shows how the societal perspective has shifted in the direction of these three movements. Realism shows life as it is, which demonstrates the moving away from the past passionate Romanticism and towards more realistic, scientific views. Regionalism reflects the general societal shift towards urbanization. Naturalism shows the strife and conflict caused by differences in opinion that characterized the Civil War and the era afterwards full of corruption and the difference between religious and scientific views. The same is true for both the visual and auditory arts, and they both represent changes in societal ideas.

The Business of Amusement

- Americans looked for fun diversions in ordinary living
 - People often went to see shows
 - “Vaudeville” and minstrel shows (performed by blacks) were popular
 - The circus became popular with the creation of Barnum and Bailey circus
 - There were “Wild West” shows that were also popular
- Baseball became a pastime for many people, and basketball was invented; football and boxing, despite their violence, also became popular
 - A professional league was created for baseball, and they went on a world tour
- The modern bicycle was invented
 - Many women used this to exercise and gain some freedom

American and National Identity: Fun was not a focus on the American agenda previously, and its expansion during the Gilded Age with the invention of new types of shows (e.g., Vaudeville, minstrel, circus, and

Wild West shows), sports (e.g., baseball, basketball, football, boxing, bicycling), and artistic enjoyments (e.g., listening to a phonograph) shows a new aspect of American identity. Previous to the Gilded Age lay the tumultuous times of the Civil War, the controversial land-expansion and slavery acts, the War of 1812, and the Revolutionary War. Only in the Gilded Age, when people were more comfortably settled in a conflict-less era were they free enough to readily develop new forms of entertainment for themselves, as in the examples above. Although it did not play a large role in history in the serious times of the Civil War and the antebellum period, fun has a dominant role in society today and since the Gilded Age: the “Roaring ‘20s” and the “hipster” age of the 1980s exemplified the continued fun side to America.

Chapter 26: The Great West and the Agricultural Revolution (1865-1896)

Chapter Synopsis

- Right after the Civil War, the West was still widely unsettled by Americans
 - There were few white people in between the 100th meridian and the settlements in California and some other areas along the Pacific coast
- People were still generally migrating towards the 100th meridian
 - The 100th meridian was defined as the Eastern border of the West, i.e., around the longitudinal center of America
- By 1890, the Americans had greatly colonized the Western area
 - They turned the West into four states (Utah, New Mexico, Arizona, and Oklahoma (the "Indian Territory"))

The Clash of Cultures on the Plains

- By 1860, there were about 360,000 Native Americans
- Many Native Americans had been displaced
 - The Apaches were driven into the Rio Grande valley region in the 1700s
 - The Cheyenne had left Mississippi and Missouri Rivers regions
 - The Sioux moved to the Great Plains region to attack other tribes
- Problems for the Native Americans worsened
 - Bison were becoming scarcer
 - Horse-mounted tribes such as the Sioux and the Cheyenne quickly killed buffalo, making them rarer
 - Whites grazed livestock on the same lands as buffalo
 - Scarcer buffalo caused more violence in the Great Plains regions as they fought for buffalo
 - Whites spread cholera amongst the Native Americans
- Federal government tried to lessen violence in the plains region by signing treaties with tribal leaders at Fort Laramie in 1851, and at Fort Atkinson in 1855
 - This formed the reservation system of the West
 - The government tried to split the Native Americans into a northern and southern tribe "colony"
 - This did not respect traditional Native American culture
 - The Native Americans had a very family-based society (without so much emphasis on tribal leaders as the Americans had thought, hence limiting the effects of the tribal leaders' treaties)
 - The Native Americans often were roaming and followed the buffalo, and thus were not used to being confined to a defined area
- In 1860s, the reservation system was intensified by federal government
 - Native Americans were confined to smaller spaces, such as the Great Sioux Reservation in Dakota and the Indian Territory in Oklahoma

- Native Americans only gave in to federal agreements that required them to give up their land when the government provided supplies and were promised not to intervene in their lives any more
 - Unfortunately, some of the officials were corrupt and took some of the supplies
 - Usually the supplies were of low quality, such as “moth-eaten blankets, spoiled beef,” etc.
- There were fierce wars in the west after the Civil War
 - There were many army troops stationed in the West
 - % of the western troops were African American
 - The Native American tribes had great mobility and fought a tough fight against the Americans

Migration and Settlement: There was a general movement of the Native Americans farther west as the Americans moved west, because the latter kept on pushing the former away from its settled areas. All of the tribes east of the Mississippi were moved to federal lands designated for the Native Americans during the Indian Removal Act under President Jackson’s rule, and now all of the tribes were forced to move to even more constricted areas under the Reservation System. In the meantime, the buffalo population greatly declined and the way of life of the Native Americans degraded. This shows that forced settlement is a result of sociopolitical factors, with both political (the government’s acts) and social (the loss of buffalo and culture) able to effectively force the Native Americans into reservations. This shows a trend of all of the American attacks on Native Americans, with the original Anglo-Saxon colonists in the U.S. working to try and Christianize some of the Native Americans to try and break them down. However, with the natural process of the loss of buffalo and land, the Native Americans grew ever more weak and finally succumbed to the forced migrating and settling once their culture had collapsed.

Receding Native Population

- Whites often shot innocent Native Americans, and vice versa
- A Sioux war party attacked the soldiers under Captain William J. Fetterman
 - They left no survivors and brutally mutilated the dead soldiers
 - Led to the Battle of the Little Bighorn, or “Custer’s Last Stand”
 - One of the few Native American victories against the Americans
 - The U.S. army soldiers were completely wiped out
 - Victory led to government’s strict persecution of the Sioux Native Americans
- Some Nez Perce Indians, led by Chief Joseph, fled towards Canada for 1,700 miles
 - They were under the belief that they were to be returned home, but instead ended up on a Kansas reservation where many died
- Geronimo led Apache in the south, was chased into Mexico and eventually defeated and forced into reservations
- The Native Americans were greatly disadvantaged against the Americans
 - The Americans had railroads that could bring in troops and supplies quickly
 - The buffalo were almost extinct, making the Native American way of life very difficult
 - The government was very willing to enforce its land claims with military force
 - The Native Americans were weakened by American diseases

Bellowing Herds of Bison

- Tens of millions of buffalo originally roamed America
- By the time the Civil War ended, 15 million buffalo roamed America
- Buffalo were hunted to under a thousand in total (almost to extinction) by 1885
 - Some people were employed by the railroads to shoot oncoming buffalo
 - People shot buffalo for food or for sport

American and National Identity: The Nativist and Manifest Destiny views of the Americans is epitomized in the conquest of the Native Americans. The Americans used brutal tactics to ruthlessly force the Native Americans off of their land, even though the Americans knew how valuable land was to a civilization. This push showed the American's determination to keep the land that they believed was theirs to themselves, as they had shown during the Revolutionary War (pushing away the British from the colonies) and with Manifest Destiny (warring with Mexico and negotiating with Britain over Oregon in order to get the Mexican Cession and the Oregon territory). And then, with the popular sentiment of nativism appearing in the 1800s with the rise of immigrant groups, the Americans' hatred for non-Americans increased. All of these traits of American identity were exemplified in their struggle against the Native Americans.

The End of the Trail

- Some people began to sympathize with the Native Americans by the 1880s
 - Helen Hunt wrote *A Century of Dishonor* that analyzed the American mistreatment of Native Americans, and *Ramona* about a love story with Native Americans, both of which protagonistized Native Americans
 - Humanitarians wanted better treatment for the Native Americans
- There was still strong support for brutal government practices against Native Americans
 - Christian reformers, for example, wanted to totally eradicate the Native American way of life and Christianize them
 - They successfully outlawed the sacred "Sun Dance" and "Ghost Dance" (at the Battle of Wounded Knee) militarily
 - The Battle of Wounded Knee involved the death of hundreds of Native American civilians simply for their religious rite of the ghost dance
- The government passed the Dawes Severalty Act (1887)
 - This supported the high government intervention and control of Native American life by dissolving all the tribes, took away tribal ownership of their land, and set up Native Americans as families with 160 acres of land that would become theirs if they settled for long enough (like in the Homestead act)
 - About 50% of Native American land was lost
 - Extra land was to be sold, profits were to go towards Native American boarding schools
 - Native American children were taken away from families and educated at boarding schools that tried to take away their culture and American-ize them
 - This was reversed with the Indian Reorganization Act (1934) half a century later

- Native American population, ravaged by war and disease, began to increase again from this time on

Culture and Society: Society had divided views of the Native Americans. The majority, conservative opinion was to continue the harsh restrictions on them in the reservations, and this supported the nativist view against the Native Americans [See “American and National Identity” under “Bellowing Herds of Bison”]. On the other hand, some of the American conscience was warming to the Native Americans. This showed the increasingly inclusive and reformist side to American culture, the same that powered the black and women’s suffrage movements and the push for black emancipation earlier, during the Civil War. Like most of the reform movements, some women were at the head of this reform movement, such as Mary Lease. While these were mostly societal changes, politics eventually caught up half a century later with the Indian Reorganization Act that reversed the Dawes Severalty Act and attempted to revitalize Native American culture and stop the rough government efforts to integrate it into American culture.

Mining: From Dishpan to Ore Breaker

- Increase of railroad and decrease of Native Americans made mining in the West much more attractive
- In Colorado in 1858 and Nevada in 1859, there were many people pouring in to search for gold and other precious metals and minerals
 - Most people were poor, didn’t have major discovery
 - The Comstock Lode was a very large silver deposit that spurred mining in Nevada
- Boomtowns sprung up wherever there was a discovery
 - They became ghost towns when the mining finished
 - There was a crude “vigilante justice” sprung up from these towns without official justice systems
- The mining industry involved large businesses taking over expensive industrial processes in the mining process
 - Independent miners became simpler factory workers again for large mining companies
- Mining had given many men and women opportunity in the West
 - Women played a large part accommodating the men
 - This helped earn women the vote earlier in the West: in Wyoming in 1869, in Utah in 1870, in Colorado in 1893, and in Idaho in 1896
- Mining also helped to finance railroads, and intensified the support for silver as a national currency

Beef Bonanzas and the Long Drive

- Cattle became an industry in the Great Plains region
 - Railroads could transport cattle in cars for fresher meat, or move packaged meat in refrigerator cars
 - Cowboys would push cattle to railroads over the “long drive”
 - The long drive was when cowboys moved cattle from cattle-rich Texas and South upwards to a major railway terminal to be shipped away

- This eventually died off because more people began to claim land that could not be easily traversed (i.e., with fences and walls)
- Livestock owners eventually learned to fence livestock and grow meatier animals for their profit
 - Cowboys were respected in American culture for their masculinity

The Farmers' Frontier

- Many farmers moved west because of the Homestead Act (1862)
 - Gave people 160 acres of land in return for improvement of the land, a small fee, and settling for five years
- While lands were free, often took a lot of money to survive on land
 - Focus of land giveaway was not profit for national government like before, but expansion of the image of the ideal farmer and to populate the West
- Farmers faced a tough life in the West
 - While land east of the 100th meridian was fertile, left of it was very arid
 - People still tried to farm west of that line (mostly unsuccessfully)
 - More successful methods included tough strands of wheat from Russia and more drought-resistant sorghum
 - Irrigation changed this, with massive irrigation projects for the next century making farming easier in this area
 - There was some corruption and fraud caused by companies who bought up land with the resources they wanted

Work, Exchange, and Technology: While the Industrial Revolution had made its main course through Europe and the Americas in the early 1800s, there was still a great streamlining of processes into industrial and mechanical ones that improved the efficiency of the American economy. Such advances happened in mining, where the dull and dangerous job of the miner was overtaken by the large corporation, whose financial needs were met by rich businessmen. Similarly, “refrigerator cars” helped the meatpacking industry and the transportation of produce, and widespread irrigation alleviated some of the problems of farming in the West. The problem with this industrialization of these jobs was that it turned them into factory-like jobs, where each worker was nameless and paid low wages and placed under the control of company bosses. An exception would be the cowboys who drove cattle up the “long drive,” but they were soon driven out of business and thus their freedom too was limited. Thus, through the improvement of technology, most work became similar in structure to that of a factory, monopolized by a few officials and manned by a vast majority of poorly-paid laborers.

The Far West comes of Age

- By 1890, “a frontier line was no longer discernable” — indicated the “closing of the frontier”
 - Inspired the influential essay, “The Significance of the Frontier in American History” by Frederick Jackson Turner
- People thought that the land in the West would be inexhaustible, but it turned out to be quickly settle-able

- The government began to create National Parks to conserve some areas of the West from settlement as a result
- The frontier was a very American image, represented more than a place and played a crucial part of American history
 - It showed mobility of Americans and their value of arable land
 - It gave the Americans a “safety valve” option
 - The safety valve meant that if a depression came, the poor could easily move West and begin farming and become prosperous; supported the American Dream
 - There ended up being many people who moved West to *cities* to seek fortunes (e.g., Chicago, Denver, and San Francisco), not to farm
 - It showed the last American efforts at colonization (after that all American lands were colonized)
 - It showed the last major Native American efforts to fight against the Americans, and is where many of them still live
 - It is where many people from Asia immigrated, and where many still live
 - It shows a huge government-initiated socioeconomic change

American and National Identity: Manifest Destiny showed strongly in the frontier lands. It showed a movement towards expansion of land with many governmental policies (e.g., the Homestead Act, the Dawes Severalty Act, etc.), as well as the people's strong motivation to expand and innovate, with new mining and farming jobs popping up in boomtowns all throughout the West. When the Census Bureau declared that there was no longer a discernable frontier line, which essentially meant that the U.S. could no longer colonize land and continue Manifest Destiny, they still showed how they valued land—the importance of natural land forms an integral part of Manifest Destiny—by erecting National Parks such as Yellowstone National Park and Yosemite National Park. Furthermore, with all of the jobs opening up in the West, the American Dream, another facet of American Identity, was also supported; thus, some people claim the Wild West to be the most “American” part of America because of the ideals of American identity that it contains.

The Farm Becomes a Factory

- The mechanization of agriculture greatly changed farming in the West
 - There was the invention of the twine binder and the combine machines that greatly increased the speed of harvesting
 - Farmers began to use cash crops like wheat or corn on a large scale in order to compete
 - Expensive industrial equipment required rich businesspeople who hired poor farmers to do the manual labor
 - Farms became enormous plantations, with “at least a half-dozen of [the Bonanza wheat farms of Minnesota] larger than fifteen thousand acres, with communication by telephone from one part to another” by 1890
 - Creation of refrigerator train car increased market and allowed profits from sale in the East

Work, Exchange, and Technology: [See synthesis under “The Farmers’ Frontier”]

Deflation Dooms the Debtor

- High grain output around the world and by the mechanized agriculture of the West drove prices of grain down, causing deflation
 - Deflation is when each dollar is worth more (prices are low and more can be bought for the dollar)
 - This is hard on the debtor or renter, who has to pay back a higher value than they borrowed
 - This was partially caused by the lack of money going around; there wasn't enough currency for everyone, especially with the economic boom of the factories and farms
 - Continued high rates of farming and lowered price worsened the deflationary effects throughout the 1870s and 1880s
 - This led to high interest rates of 8-40%

Unhappy Farmers

- Farmers in the West had many grievances
 - There were destructive grasshopper/locust crowds
 - Floods worsened the topsoil erosion that had happened when cultivating on dry soil
 - Fertilizers were expensive
 - Government had high taxes on their land
 - The protective tariff, while protecting the Eastern manufacturers, offered no protection to them in the competitive world market and forced them to buy expensive foreign goods
 - Trusts controlled many of their products, and the railroad trust controlled their manufacturing
- Hardships of farmers led to entire Western towns to be abandoned sometimes
- Farmers were an unorganized group, but they made up $\frac{1}{2}$ of the population in 1890

Geography and the Environment: Geographical problems were the root of the problems for the farmers of the West. First of all, the land was arid, and the initial farming made the topsoil easily flake off, creating bad farmland and leading to the violent dust storms of the Dust Bowl. Floods worsened this. There were also swarms of locusts that could attack at any time, and to prevent this would require expensive fertilizer. The “environment” for the farmer also uncontrollable factors like the monopolies that controlled the manufacture of their equipment and transportation of their products, which also was problematic for them because trusts could easily manipulate prices and make a farmer's profit very low.

The Farmers Take Their Stand

- The National Grange of the Patrons of Husbandry (the “Grange”) formed in 1867
 - It was led by Oliver H. Kelley, whose first initiative was to improve the poor and isolated lives of farmers
 - He organized social activities such as picnics, which boosted the farmers' morale

- He was a Mason and made the Grange a bit of a secret society for farmers, which appealed to the farmers
- The Grange became very popular, had 800,000 members by 1875
- Goal of the Grange moved from “self-improvement to improvement of the farmers’ collective plight”
 - They established jointly-owned warehouses and machinery
 - They even tried to create machinery (to bypass heavy costs of buying from factories) but failed
- The Grangers even went into politics, trying to regulate the railroads and other businesses that monopolized farming—these were the “Granger Laws”
 - They held popular stances, but many of the Granger Laws were not well-written and could not compete with the highly-paid lawyers from the trusts they were against
 - The *Wabash* Supreme Court Case limited state intervention in railroad affairs, thus limiting the state-level control the Grangers had
 - The Grangers backed the Greenback Labor party that supported inflationary practices
 - The Greenbacks supported presidential candidate General James B. Weaver, a Granger and Greenback; however, he did not do well in the election, with only 3% of the popular vote

Prelude to Populism

- The farmers founded the Farmer’s Alliance in the late 1870s
 - They attempted to lesson the control of railroads on their businesses
 - Its downfall was caused by its lack of black members, who composed about half of the Southern farmers
 - African American farmers formed the Colored Farmers’ National Alliance in the 1880s, but when the two organizations were separate they weren’t very powerful
- The farmers formed the People’s Party, or the Populists, in the 1890s
 - They called for much reform: nationalizing the railroads, telephone, and telegraph; instituting a graduated income tax; and creating a new federal ‘subtreasury’ — a scheme to provide farmers with loans for crops stored in government-owned warehouses, where they could be held until market prices rose,” as well as the coinage of silver
 - Free coinage of silver was one of its strongest arguments, because it would cause inflation and help many of the debtor and tenant farmers who suffered financially from deflation
 - The Populists had taken several seats in Congress and polled over a million votes for their presidential candidate James B. Weaver

Coxey’s Army and the Pullman Strike

- There was the Panic of 1893 that caused increased support for the poor farmers that made up the Populists and strengthened their argument that large businesses and the governments were suppressing them

- Jacob S. Coxey demanded “that the government relieve unemployment by an inflationary public works program, supported by some \$500 million in legal tender notes to be issued by the Treasury”
 - He led an “army” of a few supporters into Washington D.C., but was arrested and stopped quickly
- Eugene V. Debs organized the American Railway Union, which had 150,000 members
 - The Pullman Palace Car company cut wages during the depressions but kept the same rent for company houses
 - The workers struck in the Pullman strike (1894), which paralyzed the railways from Chicago to California
 - This was not supported by the American Federation of Labor because of its lack of “respectability”
 - Conservatives and President Cleveland believed that this railroad strike hurt the postal service, demanded that it be broken up to restore mail service
- There was increased conflict after the Pullman strike between workers and large businesses and government
 - Organized labor cried that the government was “government by injunction,” or one by legal restriction, in which workers could be imprisoned without a trial (unconstitutional)
 - Employers also used courts to try to take down labor unions, showed again legal action against the common, poor people

American and National Identity: From the beginning of America, there was always the tendency to fight against injustice, especially the poor against the rich. The farmers are Americans again in the poor who have to fight against the rich and bully-like monopolistic trusts, such as in Coxey’s march or the Pullman strike. However, in both of these instances the government and a great part of the people were pro-business and allowed the large companies to keep their power, instead thrusting away the poor people. The government justified their actions by claiming that the strikers were disrupting national business, including by trespassing (for which Coxey was arrested) and for disrupting the postal service, for which the Pullman strike was stopped. However superfluous the acts for which these two strikes were charged for, it showed that the American government has a duty to stop any disturbance of the peace such as a strike, even if it is with good intent; it shows the ability inherent in American identity to think dynamically and prioritize the security over the nation over violence for a small issue.

Golden McKinley and Silver Bryan

- The issue of whether to introduce inflationary or deflationary policy was a large factor in determining the winner of the 1896 presidential election
 - The Republican presidential candidate was William McKinley, strongly supported business
 - He believed in “trickle down” economics, in which prosperity from big business would also make the laborers within less wealthy
 - Strongly guided into the pro-business stance by Marcus Alonzo Hanna, who was in the iron business
 - He supported the tariff and the gold standard

- The Democrats chose William Jennings Bryan as their presidential candidate
 - President Cleveland was not the candidate because he had acted pro-business in the Pullman strike, which made him seem like a Republican
 - Bryan appeared to people as a very honest and sincere person
 - He gave the “Cross of Gold” speech that showed his support for silver and saying that the gold standard was suppressing the poor people; it was a very influential speech
 - Bryan caused the fusion of the Democratic and Populist parties by incorporating the silver standard idea of the Populists into the Democratic agenda

Class Conflict: Plowholders Versus Bondholders

- Mark Hanna and the Republicans tried to make tariffs the main issue, but Bryan tried to make free trade the main issue
 - Both candidates caused fervent supporters in the East (Republican) and West (Democrats), with mudslinging as usual but also threats such as pro-Republican employers threatening to pay workers in the unlikeable idea of silver half-dollars if Bryan won
- The Republicans raised \$16 million in election funds, while the Democrats raised \$1 million; some Democrats claimed that the Republicans had bought their way into the presidency
- Republicans under President McKinley won the presidential election of 1896, with 271 electoral votes to 176
 - Bryan had great appeal to the mortgaged farmers, but not to unmortgaged farmers or factory laborers in the East, who were not in debt and therefore were not so negatively influenced by the gold standard and by deflation
 - This was a major victory for pro-business advocates and industrial cities
 - This was the beginning of the fourth party system with a high voter turnout and political zeal, the “third party system” being the less fervent political era between the Civil War and the 1890s

Republican Stand-pattism Enthroned

- President McKinley was a cautious man who usually stayed with the popular opinion, while keeping to his pro-business stance
 - Trusts gained more power under him
- The issue of the tariffs quickly became the most important issue in 1897
 - The Democratic Wilson-Gorman Act had tariff rates that were too low
 - A new bill was passed, with over 850 amendments (showing the great deliberation over the bill), that had higher rates of tariffs than the Wilson-Gorman Act and even rates that were in some places higher than the McKinley Act of 1890
- Farm prices rose after the depression of 1893, decreasing deflation and allowing the economy to prosper again
 - The money issue over deflation faded away

- Inflation continued to rise as more foreign gold was discovered and cheaper extraction processes were discovered, which lessened the need for inflationary actions by government
 - The Gold Standard Act (1900) "provided that paper currency be redeemed freely in gold"

Politics and Power: The presidential election of 1896 was almost completely dependent on the clash over whether or not to introduce deflationary or inflationary acts by the government. Both presidential candidates were very passionate on their side of the issue (Bryan for silver coinage and McKinley against). In the end, this highly controversial issue attracted many people to the polls, leading to the "fourth party system" of great voter turnouts. Although deflation decreased and the issue faded away rather quickly into McKinley's term, it still shows how politics is so easily divided and roused up by a single issue, and how American political elections is based on these divided issues. This again supports the idea of a democracy and a two-party system by showing that a nation is most politically active (high voter turnout, which is necessary to gain an accurate citizen opinion) if there is controversy in its politics and a choice of party for the people to choose from.

Chapter 27: Empire and Expansion (1890-1909)

Chapter Synopsis

- Right after the Civil War, the Americans were largely isolationist
 - They had a long period of internal reform (Reconstruction and the social/labor reforms of the Gilded Age)
- The time after the Gilded Age heralded much foreign affairs, with a new “age of empire” causing the U.S. to start on imperialistic affairs by 1900

America Turns Outward

- There were many reasons that America started to look to foreign nations for expansion
 - Farmers and factories needed more markets because industry was increasing so quickly
 - There was a “robust growth in population, wealth, and productive capacity” that increased American power in general
 - An overseas market might act as another “safety valve” for the tensions caused by labor unions if commerce and the economy improved in general
 - The “yellow press” (exaggerated magazines, such as by Joseph Pulitzer and William Hearst)
 - Social Darwinism was strong, which had people believe that the strong should rule, and the ever-stronger Americans should expand and rule more of the less-powerful nations
- Other nations were beginning to become more imperialistic as well
 - Africa was divided into colonies of European countries
 - China gave up several colonies to some European countries
 - Americans and Germans both tried to take the Samoan Islands
- Secretary of state James Blaine created the Big Sister policy that would give American markets Latin American support and put the U.S. in the lead
 - Led to the first Pan-American Conference in Washington, D.C. (1889)
- When Britain had a disputed border with Venezuela and threatened to invade to settle it, President Cleveland sent secretary of state Richard Olney to intervene
 - Olney told the Britons that invading would violate the Monroe Doctrine, and stated that the U.S. was a formidable power in the Americas and that they should avoid conflict
 - The British were skeptical of the power of the Monroe Doctrine and were originally going to avoid it, but Germany and the Netherlands also challenged Britain’s power back in Europe; therefore, Britain decided to avoid another conflict with the U.S.
 - This was one of the events leading to the Great Rapprochement, or the reconciliation between the U.S. and Great Britain (which had high hostilities following the American Revolutionary War and the War of 1812)

America in the World: The world was rapidly being transformed into another age of colonization, with the European powers such as Britain, France, Germany, Russia, and others claiming parts of Africa and the far East. America had become a superpower and a large country in terms of population and size, which caused it to begin an expansionist movement. The “peer pressure” of the other nations was strong enough to break America from its isolationist bonds, one that had focused America’s government efforts

mostly on internal reform and conflict since its engenderment; the only exceptions previous to this age of expansionism were from external threats to the U.S. security or to its economy. These previous efforts included the Monroe Doctrine, which protected U.S. markets in Latin America and the U.S. itself from being invaded, and the annexation of California and other western powers from Mexico in the Treaty of Guadalupe Hidalgo and the Russo-American treaty to prevent Russia and Britain from colonizing too much of the western North American region (which would then pose a European threat too close to the American border). This began a trend in which America imposed its will on other countries, rather than simply protecting itself and its markets from these same foreign powers, and shows the growing influence of the U.S. and its path towards its role of “global policeman” following World War II.

Spurning the Hawaiian Pear

- Hawaii was an important chain of islands for the Americans
 - It was a common stopping port for American ships
 - It had good sugar production
- Americans began to get a firmer grip on Hawaii
 - They warned foreign nations to keep off of Hawaii in 1840
 - They created naval base Pearl Harbor on Hawaii in 1887
- Asians on Hawaii outnumbered whites
 - The native population had mostly been killed off by the Caucasian diseases
 - The Americans were worried that Asian nations would intervene on behalf of their workers because of their poor treatment
- The sugar market in Hawaii declined when the high McKinley Tariff raised the price of Hawaiian sugar
- Americans tried to annex Hawaii, but Queen Liliuokalani of Hawaii prevented this
 - Americans led a revolt against the monarchy successfully (with the aid of American troops)
 - President Grover Cleveland refused to annex Hawaii, because he felt that the Americans were morally wrong in their actions to overthrow the Hawaiian people
 - Hawaii annexed after his presidency, in 1898

Cubans Rise in Revolt

- Cuban people were mistreated by their Spanish colonizers
 - Cuban revolutionaries against the Spanish government, called insurrectos, used shows of force (such as “torching canefields and sugar mills and dynamiting passenger trains”)
- The sugar market was hurt by the McKinley Tariff (like in Hawaii) because it raised the price of it in America
- America had a lot of money invested in Cuba, could not afford to lose it via their revolution against Spain
 - Cuba also lay between the U.S. and Panama, where the highly-precious Panama Canal (trade access to the East) was to be located
- “Yellow journalism” greatly sensationalized the horrors of the mistreatment of the Cubans, often with overexaggeration and sometimes even with lies

- An American battleship Maine exploded on its way to Cuba, and more suspicion was put on the Cuban people for this (even though it was likely just an accidental explosion)
- President McKinley declared war on the Spaniards to free the oppressed Cubans (1898)
 - This was despite the fact that diplomats had already made agreements with Spain to end concentration camps and stop the violence
 - This was for the popular demand of the people (who wanted war because of the sensationalized press warning of the horrors that the Cubans faced)
 - America also passed the Teller Amendment stating that the U.S. would make Cuba a free state once it was freed from Spanish rule

American and National Identity: Much of the American identity showed in its early interventionist efforts in Hawaii and Cuba. First of all, there is the idea of Manifest Destiny above all, justifying the Americans' efforts to in their attempts to "help" these other nations by intervening and the effort to annex Hawaii despite the wants of its people and leader. Manifest Destiny also goes along with the U.S. idea of its superiority in Latin America, which rationalizes its work specifically in the Caribbean and Latin America. The strong response of Americans to the supposed oppression of Cuba, albeit exaggerated and already negotiated-out, shows the rabid anti-oppression views of the Americans, which had its roots all the way at the beginning of American history. These three factors explain why the Americans were so eager to join the international movement towards foreign intervention, on top of the reason that America had become a well-established industrial goliath.

Dewey's May Day Victory at Manila

- Theodore Roosevelt, assistant secretary to Navy Secretary Long, ordered Commodore George Dewey to conquer the Philippines (owned by Spain) if war broke out (which it did)
 - This was meant to be a way to force Spain to release Cuba by putting military pressure on a second Spanish colony
 - When war began, Dewey won against old Spanish ships, and later American forces conquered the capital city of the Philippines, Manila
- Focus on the Philippines also added focus to Hawaii
 - Americans concerned that diverted American attention would allow Japan to steal Hawaii, which was becoming increasingly important (i.e., to send provisions to Dewey in the Philippines)
 - The U.S. annexed Hawaii in 1898 and made Hawaii a U.S. territory in 1900, with all citizens of Hawaii granted American citizenship

The Confused Invasion of Cuba

- The Spanish sent warships to Cuba
 - Caused panic amongst Americans along the Eastern seaboard
- The Rough Riders were a group of fighters meant to help invade Cuba
 - They were mostly cowboys and ex-convicts
 - Led by Lieutenant Leonard Wood
- Military invasion of Santiago was successful, the Spanish retreated
- The U.S. also conquered Puerto Rico to drive out the Spanish there

- There was less fighting there and an easier American Victory
- The Spanish signed an armistice in 1898 to stop the fighting in Latin America
 - If they had held it off, the Americans might have lost due to their degrading state (many of them died of disease)

America's Course (Curse?) of Empire

- The Spanish and the Americans met in Cuba to discuss negotiations over the war in Latin America
 - Cuba was freed from Spain
 - Spanish Puerto Rico and Guam was taken by the U.S.
- The Philippines were the most confusing aspect of the negotiations
 - The U.S. did not want to give it back to Spain, for whom they thought gravely mistreated their colonies, yet President Cleveland did not feel that he could rightfully lead the islands
 - The U.S. ended up annexing the Philippines due to the idea that Americans needed to continue to take care of it
- There were many opponents to the annexation of Philippines
 - The opponents said that this was against the idea of self-determination (right to choose the people's form of government) because it was still ruled by a colonizing power (the U.S.) and to deny the Philippine people's request for freedom
 - They formed the Anti-Imperialist League
- Pro-expansionists argued that the Philippines were a necessary part of American expansionism; had a very positive and patriotic tone

America in the World: The Spanish-American war caused a great deal of interaction between the U.S. and foreign countries, many of them nations that it had never come into contact before. It became favorably acquainted with Cuba, Puerto Rico, Guam, and the Philippines, all of which it “protected” against Spanish colonialism, and its relations with Spain worsened after losing many of the latter’s overseas assets. To other nations, the U.S. seemed more like any other western imperialist power, stealing colonies from another in its claims for land; however, it was somewhat different in that it claimed to free Cuba, the main source of contention during the Spanish-American war; this elevated their image over that of the monarchical, oppressive Europeans. While America ended up strengthening its interventionist policy in Latin America with the Roosevelt Corollary that was hated by the subordinate countries in South America and the Caribbean, it showed to the world a different interventionist scheme that avoided suppressive imperialism, which elevated foreign nations’ respect of the U.S. while also showing the capacity for the U.S. to govern responsibly even past its own borders, again setting the scene for its place as a “global policeman”.

Perplexities in Puerto Rico and Cuba

- Puerto Rico was anomalous
 - Anomalous means that its status is “neither a state nor a territory, and with little prospect of eventual independence”

- The Foraker Act (1900) established a little order by giving the Puerto Ricans a form of popular government
- Puerto Ricans were given full U.S. citizenship
- The Insular Cases were a group of Supreme Court rulings that stated that the Constitution and American laws did not fully extend to Puerto Rico and the Philippines
 - In other words, Puerto Ricans and Filipinos were not given full American rights even though they had full citizenship
- Many Puerto Ricans moved to New York City
 - Added to diversity of NYC's "melting pot"
- Cuba had "wondrous improvements in education, sanitation, and transportation"
 - There were cleanup efforts of the breeding areas of mosquitoes to reduce yellow fever (successfully)
- U.S. honored Teller Amendment by withdrawing troops from Cuba, but did not want to give Cubans full freedom
 - President McKinley was worried that Cuba was still weak on its own and that other imperialist powers such as Germany might try to take it (same reason they annexed the Philippines to keep under their control)
 - Cubans were forced to pass the Platt Amendment (1901) that essentially kept American power over Cuba
 - It stated that Cubans had to keep its treaties with the U.S., that the U.S. could restore troops in Cuba if it thought it was necessary to do so, and that its naval stations could only be sold to the U.S.
 - Guantanamo is a U.S. naval base in Cuba still owned by the Americans

Politics and Power: While Cuba was granted independence, the U.S. played a tricky power game with Puerto Rico to maintain control of it while avoiding to make it seem as though it were a colonial menace like it had shown of the Spanish in Cuba. Therefore, it established Puerto Rico as an official *territory* of the U.S. with full citizenship, but Puerto Rico was never granted the promise of citizenship at a population of 60,000 like any of the mainland states according to the Northwest Ordinance Act of 1787 that organized the Northwest and set the precedent for territorial admission as a state into the U.S. The U.S. passed the Foraker Acts and the Insular cases rulings that gave Puerto Ricans some, but not all, of the rights of Americans; among this were a lack of Congressional representation for the territory, even though Americans had long considered this of utmost importance for a country (hence the phrase, "No Taxation Without Representation!" by the Boston Tea Party raiders during the American Revolution). These political rulings show the changing political rights and powers that the Americans were granted since its creation, especially in this fervor of expansionism. Rather than giving total freedom to its territory of Puerto Rico and honoring its initial pledge to freedom and equality for all (as it had done for all of the states, slave and free, of the original colonies and new territories), it had decided to take a slightly imperialistic stance based on the global political trend towards acquiring new land.

New Horizons in Two Hemispheres

- The U.S. had showed itself as a military world power again

- “Britain, France, Russia, and other great powers” recognized America more seriously as a powerful nation and upgraded their ambassadors to improve their relations
- There was a general pro-fight spirit in America
 - This was strong enough to join North and South, helping heal the sectional wounds of the Civil War
- Adding new colonies to its grasp also gave larger responsibilities to the U.S.
 - In WWII, the Philippines showed to be more of a burden than a benefit, a “defenseless hostage” of Japan

“Little Brown Brothers” in the Philippines

- The Filipinos were not granted independence after the Spanish-American war like the Cubans, despite what they had originally hoped for
 - Emilio Aguinaldo, the same person who had helped create chaos that led to an opening in Manila that helped the Americans capture the city, led an insurgency against the Americans
 - The U.S. deployed 126,000 troops in response to quell the insurgency
 - The Filipinos led a guerrilla-style warfare
 - Americans tortured the Filipinos with the “water cure” and with reconcentration camps
 - Americans won when they captured Aguinaldo at a guerrilla camp (1901)
 - The American-Filipino War killed 4,234 Americans and 200,000 Filipinos
- Civil governor of the Philippines (and future president of the U.S.) William H. Taft was sympathetic to the Filipinos
- The U.S. government spent millions of dollars in the islands “to improve roads, sanitation, and public health”; also created a good education system
- The Filipinos kept asking for freedom, despite the funding provided by the U.S.
 - They got independence on July 4th, 1946

American and National Identity: The controversial efforts of the Americans to subdue the Filipinos showed the changing nature of American identity. The original view of the Americans afraid of suppression by Great Britain and other European powers had faded now that the U.S. was a powerful country that could rival those same European powers (i.e., it had defeated Britain in two wars and recently defeated Spain), which may have allowed the Americans to begin to wield those selfsame imperialistic powers that they had long despised. This goes along with the fact that the Civil War had ended only four decades prior; historians at the time may have looked back on that time as a lesson to keep the nation and its territories together at all costs to avoid the United States from splintering apart and losing the power in its unity and causing a disastrous conflict such as the Civil War. Also a part of national identity was an innate stubbornness, individual and political, that didn’t allow the government to stop an action that it had already begun, regardless if it was controversial or not; Andrew Jackson, for example, rammed through the “Intolerable Tariff” of 1828, which almost caused a secession of the Southern states; the subsequent rounding up of South Carolina showed the power and stubbornness of the central government; the American efforts in the Philippines echoed this part of American identity.

Hinging the Open Door in China

- Japan defeated China in 1895
 - Russia and Germany attacked economic systems of China, which was weakened from the conflict
 - Americans were alarmed because this could easily affect the free-trade status of China if the imperialistic powers of Europe and Russia monopolized the Chinese market
- Secretary of State John Hay wrote the Open Door note to all of the major world powers
 - This note asked all of these countries to leave China alone financially, and to respect Chinese rights
 - All of the major powers of the world accepted it but Russia
- The Chinese had the Boxer Rebellion (1899-1901) that aimed to drive out all foreign powers
 - Was caused by the economic destruction by the foreign powers such as Russia and Germany, even after the Open Door note had been issued
 - The boxers killed foreigners and Chinese Christians, and it besieged the foreign affairs department of Beijing
 - Allied forces stopped the rebellion
 - This included thousands of American soldiers from the Philippines
 - The Americans sought to support the Wanghia Treaty to maintain trade relations between the U.S. and China
 - The Allies demanded an indemnity of \$333 million
 - The U.S. spent some of its share on educating Asian Americans (a clear sign of the American efforts to Westernize foreigners)
- Secretary of State Hay wrote another declaration that told other nations to allow China to keep its territory
 - This prevented China from being split up by foreign powers
 - This was officially added to the Nine-Power Treaty (1922)

Work, Exchange, and Technology: The political intervention that happened in China during the American expansionist period of the late 1800s were all driven by the potential of the market of China for the Americans, even more so than the urge to protect “inferior” and less industrially-advanced, non-European countries from oppression as it had in Latin America. As a result, Secretary of State John Hay wrote two strong letters to the powerful nations of the world urging them to prevent the mutilation of China’s financial and territorial spheres of influence. This had the double effect of showing the apparent righteousness of the Americans to free a nation from suppression (and thus again elevating the moral politics of the Americans), while also protecting their commercial interests.

Imperialism or Bryanism in 1900?

- President McKinley was very popular in his first term as president
 - He had “won a war and acquired rich, though burdensome, real estate; he had safeguarded the gold standard; and he had brought the promised prosperity of the full dinner pail”
- McKinley’s vice president for the election for 1900 was Theodore Roosevelt

- Roosevelt was the hot-headed governor of New York, who had been “kicked-out” by the bosses of the New York political machines to the vice presidency
- He was also widely supported like McKinley
- The Democrats chose William Jennings Bryan again
 - Bryan’s main issue against McKinley was the Republican imperialistic sense
- President McKinley and Vice President Theodore Roosevelt won the election of 1900

Culture and Society: The presidential election of 1900 showed the face of American societal interests at the time. President McKinley was commander-in-chief over the highly-popular Spanish-American war and had gained a lot of land for America and easily became president with a large difference in popular votes over Bryan. This was reminiscent of the Whig Party that had preceded the Republicans (and was also the major opponent to the Democratic Party at the time), whose only two presidents were wildly popular generals; due to America’s long history of conflicts with foreign nations and common victories, it showed how America was prone to such conflicts and how it actually invigorated its spirit—this was shown a few decades later when the Great Depression ended in the excitement of WWII. Bryan’s second loss of the presidential election also showed the weakening of the Democratic Party, which was a strong supporter of the poor, non-industrial classes, which helped the industrial side of America keep advancing and monopolizing over the poor. However, the importance of the foreign issues at hand were much more interesting and urgent than the domestic labor issues, which therefore remained mostly unsolved while foreign affairs issues were quickly resolved.

TR: Brandisher of the Big Stick

- President McKinley was killed by an anarchist after six months into second term
 - Roosevelt became president
- Roosevelt had a very unique character
 - He was very well educated (Harvard, Phi Beta Kappa honors, other education in Europe)
 - He was asthmatic but well-disciplined (exercised)
 - He was squinty, had a mustache, and was a cowboy-like figure
- Roosevelt promoted a very active government stance
 - He denounced pacifists as “flubdubs” and “mollycuddles” and advocated for more muscular foreign affairs approaches
 - He believed that the president should lead boldly and should be very powerful
 - He believed that the president should be able to do anything that the Constitution does not specifically prohibit

Building the Panama Canal

- The Spanish-American War brought interest to having a canal through the isthmus of Central America again
 - Shipping and the U.S.’s naval needs would be greatly quickened by a canal through the Americas
- Old Clayton Bulwer Treaty with Great Britain prevented Americans from colonizing Latin America

- British had many hostilities in Europe and signed the Hay-Pauncefote Treaty (1901) that allowed the Americans to build the canal in Panama
- The New Panama Canal Company set a low price for building a canal in Panama (\$40 million)
 - Congress decided on building the canal through Panama (which settled the dispute over location; there had been previous claims to try and make it through Nicaragua)
- The Panamanians revolted in 1903, and Colombian forces almost revolted
 - Roosevelt quickly tried to ease tensions
 - Philippe Bunau-Varilla, the Panamanian minister, signed the Hay-Bunau-Varilla Treaty that settled some aspects of the canal and its cost
 - The canal began construction in 1904
 - There were some difficulties such as “labor troubles to landslides and lethal tropical diseases”
 - It cost \$400 million and completed in 1914

TR's Perversion of Monroe's Doctrine

- Many of the Latin American countries remained in constant debt to European nations
 - European nations as a result acted as chronic debt collectors that remained in Latin America, thus violating the Monroe Doctrine
 - This prompted Roosevelt to pass the Roosevelt Corollary (1905) to the Monroe Doctrine that stated that the U.S. would intervene in any financial situations of Latin America, paying off the debt and doing whatever necessary in order to keep Europe away
 - Roosevelt Corollary put into action with the Dominican Republic in 1905 when the U.S. organized the tariff system of the Dominican Republic
 - The Roosevelt Corollary was seen by the Latin Americans as being an a scheme by the Americans to exert total control over Latin America, was greatly detested by them

Roosevelt on the World Stage

- Russia and Japan broke into war in 1904 over control of China's markets and ports (the Russo-Japanese War)
 - Both sides were collapsing: the Russians suffered military defeats and the Japanese secretly were running out of men and supplies for the war
 - The Japanese asked Theodore Roosevelt to help negotiate a peace with Russia to avoid revealing Japan's weakness
- Theodore Roosevelt happily intervened in the treaty concluding the war
 - He made both sides agree to concessions that neither of them liked, such as no cash indemnity for the Japanese
 - This worsened relations between Russia and the U.S. and Japan and the U.S.; fierce economic competition between the U.S. and Japan in Asia ensued
 - He received a Nobel Peace Prize in 1906 for this stopping of the Japanese-Russian war and for the mediation of disputes in North Africa

Politics and Power: Theodore Roosevelt had a unique idea of the role of the president in American politics. Rather than leading passively in the executive branch and serving as a check and balance to the other two branches, as the Constitution intended it to be, he slingshotted his role to the forefront, using his power to engage in many foreign affairs issues just because he had the power to do so. As a result, his presidential power was used to extend the Monroe Doctrine with his stronger Roosevelt Corollary, he built the Panama Canal in Panama and resolved conflicts with Colombia (who had earlier had power over the Panama region) and Britain (who had a mutual non-interventionist treaty with the Americans in Central America), and he interrupted another war between Russia and Japan. This was a degree of American power on a global level that had not been experienced before. American politics since has forever been geared towards international intervention (even in times without direct threat to Americans prompting intervention) as well as domestic affairs, and the executive branch has arguably become the most powerful branch after he set the precedent of such unilateral control.

Japanese Laborers in California

- Russo-Japanese War displaced many Japanese, many emigrated to the west coast of the U.S.
 - This led American nativists to worry that the Japanese would overtake the Americans in California
- A school in California asked for segregation of Asian Americans from other ethnicities
 - This act produced a storm of rage, cooled by a meeting with president Roosevelt
- Roosevelt sent battleships around the world to show American military might
- Japan signed the Root-Takahira agreement (1908) with Japan
 - It said that both nations would “respect each other’s territorial possessions in the Pacific and to uphold the Open Door in China”

Migration and Settlement: The Russo-Japanese conflict caused many Japanese to resettle, and some of them moved to the U.S. As a result, a new wave of exaggerated nativist xenophobia arose, even though the population of the Japanese was never very large (never more than 3% of California’s population). A school in California even wanted to segregate Koreans, Chinese, and Japanese from the rest of its students for these nativist concerns. Thus just a little stimulus caused by external migration showed the intense condescension of the Asians by the Populist party and labor unions, who thought of the Asians as an economic threat to laborers. Therefore, while Americans saw great economic opportunity in China and vowed to keep the financial “Open Door” of China open, the settlement of a few Asians into America showed the fierce social undesirability of those same asians (i.e., it showed the racism that still existed in American culture).

Chapter 28: Progressivism and the Republican Revolt (1901-1912)

Chapter Synopsis

- America's population was about 76,000,000 by 1900
 - 13,000,000 more would immigrate before WWII in 1914
- The early 1900s were full of reform by reform-minded people called "progressives"
 - They tried to create reform to suppress "monopoly, corruption, inefficiency, and social injustice"

Progressive Roots

- Popular reform against social and economic injustice against the poor had happened with the Greenback Labor Party in the 1870s and the Populist Party in the 1890s
 - Reform sentiment was only getting stronger as socioeconomic gap between rich industrialists and poor husbandmen widened
 - The "laissez-faire" economics allowed by the federal government was increasingly becoming the culprit of social injustice and the target for progressives
 - William Jennings Bryan and the Populists saw "bloated trusts" as the problem and the cause of corruption
- The government was too weak to control industry, people felt that it was up to them to start reform movements
 - Several authors, such as Henry Demarest Lloyd, Thorstein Veblen, Jacob A. Riis, and Theodore Roosevelt wrote about the injustices of government in influential novels
- Socialism had some popularity
 - Socialism is the idea that all industrial processes are owned by everyone; similar to communism, except that in communism it is even looser without a central government to orchestrate the distribution of everybody's fair share
 - Some socialists preached the social gospel, which used Christianity to try and initiate reform
- Women were at the forefront of reform, advocating for women's suffrage and better social justice systems

Raking Muck with the Muckrakers

- "Muckrakers," publishers of cheap magazines targeting social injustices, were becoming more popular
 - Included magazines *McClure's*, *Cosmopolitan*, *Collier's*, and *Everybody's*
 - There was fierce competition between them, and circulation of them boomed, reaching a very large American audience
 - They criticized "the beef trust, the 'money trust,' the railroad barons, and the corrupt amassing of American fortunes," as well as tariff lobbies and other injustices
 - They also criticized the "vendors of potent patent medicines"
 - Some major articles included

- “The Shame of the Cities,” by Lincoln Steffens of *McClure’s* about “corrupt alliance between big business and municipal government”
- Ida M. Tarbell of *McClure’s* about a report of the corruption at Standard Oil
- “Frenzied Finance” by Thomas W. Lawson about corrupt stock trading
- “The Treason of the Senate” by David G. Phillips of *Cosmopolitan* about how most senators were loyal to trusts and not to the people’s interests

American and National Identity: The use of the press to express the people's complaints about society are a reference to the fundamental American right to freedom of expression and freedom of the press. Therefore, as America became more educated and books and periodicals became more commonplace and influential, an increasingly derisive view of American history in the writing of many authors was a powerful source of motivation for progressivism. These “muckrakers,” writing articles and books such as “The Shame of the Cities,” “Frenzied Finance,” and “The Treason of the Senate,” examined the social and economic injustices of the large trusts and the federal government. The sense of responsibility for the authors to expose these fundamental flaws in our society show the innate responsibility the people feel to participate in government, another necessary pillar of democracy. Thus, with the active criticism of society through writing, the U.S. is shown to be an especially healthy democracy that doesn't suppress the freedom of speech and one that is dynamic and listens to efforts by the people, such as these reform movements.

Political Progressivism

- The group of progressive reformers was very diverse
 - It included militarists like President Theodore Roosevelt
 - It included pacifists like Jane Addams
 - It included people from both political parties and at different official positions
- The progressives had unifying themes of “achieving two chief goals: to use the state to curb monopoly power and to improve the common person’s conditions of life and labor”
 - They wanted to take power back from interests groups to the people again
 - They advocated for direct primary elections (rather than through indirect legislation)
 - They favored the idea of initiative that people could propose laws by themselves (not requiring Congressmen to begin the process of lawmaking)
 - They wanted the idea of a referendum, which would allow some laws to be decided finally by a vote by the people
 - They liked the idea of the recall of “faithless elected officials, particularly those who had been bribed by bosses or lobbyists”
 - They tried to root out graft, or corrupt politics usually dictated by bribery
 - One policy they supported for this was the Australian ballot, in which people’s votes were secret so that people did not have to vote towards the direction of their bribe
 - They wanted the direct election of senators (as opposed to indirect election by state legislature which was the case back then)
 - The senators were often very rich and people worried that they were corrupt and not well-chosen

- This was approved with the 17th Constitutional Amendment, which allowed direct election of senators
- They often supported women's suffrage
 - They believed that women, often at the forefront of reform, would vote towards reformist policies
 - Women were especially against alcohol and saloons, another major problem that the progressives were willing to reform

Progressivism in the Cities and States

- Progressives had many reform movements in the cities
 - They created "expert-staffed commissions" as the head of urban affairs
 - This distanced politics from urban rule, which limited the corruption of political machine bosses and instead put power in the hands of qualified experts
 - They also "attacked 'slumlords,' juvenile delinquency, and wide-open prostitution" in red-light districts
 - They improved living conditions with better sanitation, electrical power, and transportation
- Wisconsin had a very strong urban reform movement
 - The governor Robert M. La Follette had to battle trusts' interest groups to get into the governor position
 - He took a lot of control away from corrupt corporations and returned it to the people and improved public regulation of facilities

Progressive Women

- Women's progressive reform was based in the settlement house movement started by Jane Addams with the Hull House
 - Women could not vote nor hold public office at the time
 - The settlement homes "exposed middle-class women to the problems plaguing America's cities, including poverty, political corruption, and intolerable working and living conditions" — women were more conscious of society's problems and therefore more willing to help with the progressive movement
 - Settlement homes also prepared women with skills to fight social injustice, such as "literary clubs" in which women improved their literary skills (which could be used to satirically expose the problems of society or call for reform)
 - Women believed that the settlement houses were an extension of the women's "sphere of influence" in the home — felt totally justified in helping out with the reform movement
 - Went further to dominate reform in more "maternal issues," especially those involving child labor (e.g., children in dangerous coal mines) and sanitation in homes (e.g., tuberculosis in tenements)
 - Women helped create reformist and regulationist organizations such as the National Consumers League, the Women's Trade Union League, the Children's Bureau, and the Women's Bureau

- The latter two in the Department of Labor in the Executive Branch, gave women and children laborers a stronger say in government
- Women were especially focused on the theme of reforming factory conditions to be more safe
 - Factories were often unsafe and unsanitary
 - In the Triangle Shirtwaist Company there was a fire (1911) that killed many people because of poor adherence to fire safety codes
 - This led to a strong backlash from women reformists, which passed stronger factory regulations and even insurance for industrial workers
 - Thirty states had followed NY's lead by 1917 with similar laws
 - Factory inspectors were being hired by the states to check for new regulations
 - Supreme Court case Muller v. Oregon (1908) allowed special, more protective labor laws to be given to women because of their bodies that were more prone to deterioration in the tough factory environment
 - Supreme Court case Lochner v. New York (1905) went against a law trying to establish a ten-hour work day for bakers (went against the reformist movement)
 - This was counteracted later in 1917 when the Supreme Court supported a ten-hour work day for factory workers
- Women were very strongly against saloons (alcohol-selling shops)
 - Alcohol was connected with prostitution, which was also strongly detested by reformists
 - Women created the Woman's Christian Temperance Union (WCTU) that went against the sale of alcoholic drinks
 - Allied themselves with the well-financed Anti-Saloon League
 - The 18th Constitutional Amendment (1919) banned alcoholic drinks in the U.S.
 - However, this only lasted temporarily

Culture and Society: The reform movements were so varied at the time period and showed how far progressivism spread—through every aspect in one's life. Not only did progressivism attempt to curb the monopolies of big business, but it also tried to improve the worker's standard of living, and it helped families by protecting children against child labor and tenements against disease from overcrowding, and it supported the women's suffrage movement that had been smoldering since before the Civil War, and it supported the temperance movement that had also been around for several decades. As a result, many influential organizations were created that had and still have a major role in society; the WCTU, for example, played a large role in the anti-alcohol movement that later spawned the 18th amendment banning alcoholic drinks, and it was the largest organization of women, an organization that persists up to today. Such a wide range of reform movements shows that it was not just a sporadic trend caused by the epochal issues of the early 1900s; rather, it was a systematic wave of progressivism that swept the nation and powered so many reform units simultaneously and with so much interest.

TR's Square Deal for Labor

- Roosevelt supported the progressive movement, believe that the public interest was being topped by company's influences
 - He created the Square Deal that advocated for the 3 C's: "control of the corporations, consumer protection, and conservation of natural resources"
 - First use of the Square Deal involved a coal miner strike in PA in 1902
 - 140,000 workers called for shorter working hours and an increase in wages, eventually led to a shortage of coal
 - When the situation began to get serious, Roosevelt called in leaders of the coal company and representatives coal strikers; felt that the former was in the wrong and enforced the Square deal by threatening to militarily control the mines if a compromise with the workers was not reached
 - This eventually ended with the (slightly reduced) demands of the coal miners and a decreased control over the factory workers by the company
 - Roosevelt created the Department of Commerce (1903) to help regulate trade and more intensely investigate the affairs of business to prevent corruption

TR Corrals the Corporations

- Theodore Roosevelt increased restrictions on trusts
 - The Elkins Act (1903) restricted the railroad companies
 - It cracked down on rebates with heavy fines, which helped the railroad companies unfairly
 - The Hepburn Act (1906) limited free passes and bribery, and it expanded the power of the ICC
 - The ICC had a larger range of relevant industries (e.g., now "express companies, sleeping-car companies, and pipelines" as well)
 - The ICC had power to "nullify existing rates and stipulate maximum rates"
- Roosevelt believed in the distinction between "good trusts" and "bad trusts"
 - Good trusts worked towards the public interest
 - Bad trusts worked to gain power and money without considering the public interest
 - Roosevelt began to "bust" bad trusts
 - The Northern Securities Company, part of J. P. Morgan's financial empire, was trying to monopolize the railroads; it was dissolved by Roosevelt in 1904
 - Roosevelt sued 40 trusts, earning his title as a "trust buster"
 - However, he was still controlled in his efforts, knowing that ending these trusts also meant ending very successful businesses that helped the American economy overall; he did it only to protect the interests of the people and not excessively

Caring for the Consumer

- There was a movement towards better food inspection acts as part of the progressive movement

- This was fueled by the gruesome (and true) reports of food-making conditions at factories
- This caused Congress to pass the Meat Inspection Act (1906) increasing federal regulations on prepared meat, as well as the Food and Drug Act (1906) to prevent mislabeling of foods

Politics and Power: While early progressivism had thought that the federal government was too unwieldy to initiate reform radical enough to satisfy the working people that asked for reform and that reform needs therefore to stem from nonpolitical efforts alone, Theodore Roosevelt with his “Square Deal” policy that the national government indeed should have the power to control American life, politically, and economically. By strengthening the ICC and passing laws such as the Elkins act and Hepburn act that strengthened government control and regulations over trusts, as well as with “trust-busting,” Roosevelt shows that the American government is not only strong in terms of foreign affairs and military (as it had shown recently under Roosevelt and McKinley with the Spanish-American war and the dealing with its colonies), but it also set the precedent of the national government to thoroughly intervene with economics. This was thus the end of the laissez-faire capitalism that allowed the oppressive trusts to form, and therefore political power was more merged with big business as a result of Roosevelt’s efforts.

Earth Control

- Most people didn’t care about the environment so much before Roosevelt
 - People colonizing the West destroyed the land with overfarming and logging
 - Roosevelt loved the outdoors and the wild, very much a conservationist
 - Roosevelt’s most lasting legacy was his conservation efforts
- A preliminary land protection act was the Desert Land Act (1877)
 - This sold land cheap to farmers as long as they irrigated it within three years
- The Forest Reserve Act (1891) allowed the government to set aside land for national parks and other reserves
 - 46 million acres of land were protected under this act originally
 - Roosevelt set aside another 125 million acres of reserves, as well as some coal deposits and water resources
- The Newlands Act (1902) allowed the government to collect money from the sale of land in the West to fund irrigation systems
 - This caused many dams to be built to redirect water into irrigation systems
- The Hetch Hetchy Valley had a dam built to create a water supply for San Francisco
 - Some people disagreed with this because they thought nature should stay totally untouched
 - Some people, like Roosevelt, agreed with this because although it didn’t totally preserve nature, it still conserved it *and* used it for the common good
 - This was a “multiple-use resource management” system that occurred under Roosevelt’s presidency
- Large lumber businesses and farmers learned how to work even with these conservationist policies; small, individual farmers and loggers could not compete, however

Geography and the Environment: Because land serves as an essential role in America's growth and has a large reason in America's overall economic and social structure, and also because Roosevelt was an conservationist, there was much change in terms of land reform in the U.S. during Roosevelt's presidency. Such land reform helped fix the arid land problems worsened by rapid farming of already-arid land with the Homestead Act (with the Desert Land Act), as well as collecting funds to do so (with the Newlands Act). These early conservationist policies also created the grounds for conservation efforts today, with the Hetch Hetchy Valley dispute serving as a precedent-setting case that showed the government's favoring of conserving land to a rational degree, while its opponents wanted total conservation of the land. But not only did preserving the land and the resources of America have practical benefits towards maintaining the natural sanctity and environmental healthy of America, it also had roots in the most basic, Jeffersonian view of America as an agrarian nation born out of hard labor in the agricultural industry. In other words, protecting the highly-valuable land also protects the heritage of American history.

The “Roosevelt Panic” of 1907

- Roosevelt was elected president in 1904
- There was a brief financial panic in the stock market in 1907 — the Panic of 1907, or the “Roosevelt Panic”
 - Many people blamed Roosevelt
 - Roosevelt in turn blamed trusts for purposely doing it to malign the government
 - This led to monetary reform
 - This created a more “elastic medium of exchange” when banks ran out of their reserves through the Aldrich-Vreeland Act (1908) that allowed banks to print emergency currency.
 - These monetary reforms allowed the Federal Reserve Act (1913) to happen a few years later

The Rough Rider Thunders Out

- The Republicans nominated William Howard Taft as presidential nominee for election of 1908
- The Democrats nominated William Jennings Bryan as presidential nominee (again)
- Taft won the election of 1908 to become the president
 - People wanted him to continue Roosevelt's popular policies
 - The Socialist Party (under Eugene Debs of the Pullman strike) also got 420,000 votes, which made it somewhat significant
- Theodore Roosevelt was very popular during his presidency because of his youthfulness and rationality
 - He was rational and did not totally go against trusts; he only went against them when it was necessary to do so and would benefit the economy and quiet the masses of laborers
 - He was full of energy and embodied the popular western cowboy spirit
 - Roosevelt also increased the power of the presidency with the big stick policy and with his dominance of domestic affairs

- Roosevelt was also a major proponent of reform movements (i.e., with his Square Deal), which would be the focus of many later presidents

Taft: A Round Peg in a Square Hole

- Taft was somewhat chubby but likeable and popular
 - He was also well-educated (graduated second from Yale) and experienced (was a lawyer and judge)
 - He had served under Roosevelt, both in the U.S. and in the Philippines
- Taft had many comebacks that didn't allow him to continue Roosevelt's policies in full
 - He wasn't as enthusiastic and zealous as Roosevelt, which was a trait that allowed for Roosevelt's outgoing-ness and use of crushing power
 - He was more pacifistic and status-quo than Roosevelt, who was militaristic and radical

American and National Identity: The peaceful transition of presidencies from Roosevelt to Taft showed multiple aspects of truly American identity. First of all, it shows the ability of the Americans to peacefully pass power down from one leader to another, as had been the case for almost all of the presidents. Here, however, was a very uneventful transition that did not involve major opposition from the opposite party (Bryan and the Democrats were not too popular), and Taft wanted to uphold the previous policies of Roosevelt. This was similar to the peaceful transitions between Washington and John Adams, or Jefferson and Madison, or Kennedy and Johnson (in the future); these peaceful duet-presidencies showed the power a democracy ruled by a popular interest with a healthy party system with strong parties (hence two presidencies in a row with similar policies) yet still fierce inter-party campaigning..

The Dollar Goes Abroad as a Diplomat

- Taft decided to use foreign investment as a method to strengthen foreign relations and increase American involvement and importance in the world; this was called "dollar diplomacy"
 - The main focus was in Manchuria (China), where Japan and Russia had bought up most of the railroads and threatened to monopolize China
 - This would then close the "Open Door" policy of China, which the U.S. did not want; Taft and Secretary of State Philander C. Knox proposed to buy up all of the railroads in Manchuria as a result but were laughed at
 - Another major focus was Latin America, which was full of revolution
 - Taft didn't want European nations to intervene because of the Monroe Doctrine, nor did he want their money to invest in the Latin American countries and thereby control them
 - Some of this led to hatred, such as when the U.S. marines occupied and supervised Nicaragua for 13 years
 - Taft urged investments in revolutionary Latin American countries to aid them in their struggles and investments in anything related to the security of the Panama Canal in order to keep it under America's grip

America in the World: While the age of rampant expansion and the fervor to protect the Americas and the Panama Canal from European intervention and to protect America's markets in East Asia were already past during McKinley's and Roosevelt's presidencies, Taft sought to still keep America's presence strong

in the world. While his method did not involve a militaristic regime, he emphasized American soft power through investments and stronger foreign relations. Besides the two major world wars that would follow in the few decades after that, this showed an increase in America's economic foreign policy as well as its militaristic one that had been so emphasized during Roosevelt's patriotic campaigns in the world during his presidency. After an era in which America had already proven its military prowess by winning essentially every international conflict it has become involved in, this economic involvement showed to the world America's economic superiority and trading potential as well, which elevated America's status in the world even further.

Taft the Trustbuster

- Taft sued 90 trusts in one term, while Roosevelt only sued 44 trusts in two terms
- In 1911, the Standard Oil Company was dissolved for violating the Sherman Anti-Trust Act
- Also in 1911, Taft dissolved the U.S. Steel Corporation
 - This angered Roosevelt because Roosevelt had personally been associated with a member of the U.S. Steel Corporation

Culture and Society: By this time, the third term of trust-busting so far, it had become nearly a normal task. Society did not really question the fact that Taft had noticed 90 monopolistic trusts. In fact, this shared the cultural view that trusts were all evil and monopolistic in general. Such a heavy-handed policy might have created a dent in the economy by preventing highly competitive and successful companies from operating, but it also increased wages and decreased the monopolies, which was what the laborers had been asking for all along. Therefore, by the cultural norms of that time period, this government policy of trust-busting was only a logical next step to the strikes, and this method used the power of law and thus was more effective than striking.

Taft Splits the Republican Party

- There were two main sections of the Republican party
 - One faction was more radical, the one that Roosevelt belonged to; they wanted a lower tariff (to more strongly discourage trusts) and more reform
 - The other was more conservative and was the section that Taft favored more of
- Taft signed the Payne-Aldrich Bill (1909) that increased the number of items that the tariff was on (therefore essentially increasing the tariff and strengthening trusts)
 - This enraged the radical Republicans
- Taft criticized Roosevelt-supporter and chief of the Agriculture Department's Division of Forestry, Gifford Pinchot, and supported the position of Richard Ballinger — this was the Ballinger-Pinchot quarrel
 - Roosevelt supporters cried out against Taft for this; this essentially split the Republican party
- Roosevelt was so against Taft's policies that he even orated a speech urging the federal government (i.e., Taft) to remember the social and economic injustices of large corporations and more strongly act against them, to support a more radical side of Republicanism
 - He deemed this strengthening of philosophy "New Nationalism"

- The weakening of the Republican Party caused it to lose a lot of votes in Congress in 1910 to barely hold a majority

The Taft-Roosevelt Rupture

- The National Progressive Republican League (1911) was formed as the radical branch of the Republican party
 - It chose Senator La Follette of Wisconsin as its leader, and then Roosevelt once he considered himself fit for re-election after Taft's unfavorable term
- At the Republican convention in 1912, the delegates chose Taft as the presidential candidate
 - Roosevelt was bitter and still wanted to run for a third term against Taft

The "Bull Moose" Campaign of 1912

- The Democrats were glad that the Republicans had split
 - They knew that if they chose a strong leader they would probably have a strong chance at the presidency
 - Woodrow Wilson, an academic and a progressive in education, was their presidential candidate—he based his campaign on a "New Freedom" ideal
 - The Democrats supported women's suffrage
 - The Democrats supported small government and personal entrepreneurs
- Roosevelt created his own New Nationalism third-party party
 - Its symbol was a bull moose
 - He wanted to consolidate trusts and labor unions, as well as stronger regulation by the central government
- Both presidents supported an active government role in an age of progressivism
- Woodrow Wilson won the presidential election
 - Roosevelt finished third, Taft fourth, and the Socialists (Debs) last with 900,000 votes

Politics and Power: The split of the Republican Party into a more radical and conservative faction, as well as the ensuing presidential election, proved to be a mess of a power play. Taft was not careful to respect the popular "my opinions" of Roosevelt as his party and the people wanted; instead he led a moderate in-between Roosevelt and a less progressive president and he had weakened the popularity of Rooseveltian reform. Next, the decision to shoulder rising progressive member Senator La Follette for popular leader Theodore Roosevelt, and to shed unpopular leader Bryan for a new and progressive leader, Woodrow Wilson, were both political plays designed to increase the parties' popularities by aligning with what the people want. The tactic of the Democrats eventually prevailed, putting Democrat Woodrow Wilson into the presidency. Therefore, the presidential election of 1912 was about the political competition between a weakened Republican party and a strengthening Democratic party, leading (unsurprisingly) to a Democrat victory. Also unique to this election were strengths of third-party candidates: Roosevelt's "Bull Moose" campaign won second in the presidential election, and the Socialists polled 900,000 votes. This shows the political diversity of opinion that the Americans had during this time period, simply not being married to a specific political view.

Chapter 29: Wilson Progressivism in Peace and War (1913-1920)

Wilson: The Idealist in Politics

- Woodrow Wilson was the second Democratic president since the Civil War (besides Cleveland)
 - He was the first Southern president since Taylor
- Wilson had strong Democratic beliefs
 - He believed in the self-determination of nations
 - He believed in popular sovereignty by an educated people
 - He believed that the president should be a strong leader for Congress
 - He believed that there was the negative “triple wall of privilege” that caused economic inequality: “the tariff, the banks, and the trusts”
- Wilson was more of a quiet but moralistic person, and did not incur roaring fervor from the masses (as Roosevelt had done)

Wilson Tackles the Tariff

- Wilson appeared in person before Congress to present the Underwood Tariff (1913) that lowered tax rates
 - This was a precedent-setting act with the President himself presenting the bill—shows Wilson’s determination to get his act through
 - Wilson also called on the people to support this bill in spite of Congressmen who approved it
 - This tax was quickly approved by Congress as a result of these actions
- Wilson also approved a graduated-income tax
 - The majority of the federal income tax came in from graduated-income tax (as opposed to the tariffs) by 1917

Politics and Power: President Wilson’s inauguration was significant because he was from the Democratic platform and immediately put Democratic values into the forefront of economic policy. He immediately has a decisive anti-Republican (anti-business) stance on the tariff, which he lowers immediately. In its stead he places graduated-income taxes, which hurt the large businessmen (who are typically Republican) and generally help the poor masses (who support the Democrats). Thus, adding graduated-income tax and lowering the tariffs with the Underwood Tariff were very effective in promoting Wilson’s own party. Of course, this engendered some outcries from businessmen and Republicans, but Wilson also believed that he should wield much power in leading Congress, and therefore his laws were accepted. Wilson’s early presidency shows the power of a heavy-handed president and the use of presidential power to get things done efficiently (i.e., enact laws quickly and switch the government’s position towards one’s party goals).

Wilson Battles the Bankers

- The banking system before Wilson’s presidency was flawed because money was concentrated in large cities and could not easily be mobilized in times of financial crisis
 - Wilson passed the Federal Reserve Act (1913) that combat this

- This act created regional “reserve districts” that could easily mobilize their money within their designated regions
- The act gave more power over the money in the federal banks to the people rather than to private banks
- The act allowed “Federal Reserve Notes” (our current system of paper money) to be issued by the new Federal Reserve Board

The President Tames the Trusts

- Wilson passed the Federal Trade Commission Act (1914) that increased the government’s control over monopolistic practices
 - This act created a commission that outlawing “unfair trade practices, including unlawful competition, false advertising, mislabeling, adulteration, and bribery”
- Wilson passed the Clayton Anti-Trust Act (1914) that targeted unfair business, especially in trusts
 - This was similar to the Sherman Anti-Trust Act but more specifically towards trusts and not towards labor unions
 - It made illegal some practices such as “price discrimination and interlocking directorates,” and it weakened the power of holding companies
 - Holding companies were large organizations that overlooked a series of other ones, and thus could coordinate those smaller companies’ efforts to essentially form a monopoly

Wilson at the Peak

- Wilson initiated many other reforms when he was president
 - He passed the Federal Farm Loan Act (1916) that “made credit available to farmers at low rates of interest”
 - He passed the Warehouse Act (1916) that insured the security of staple crops with government loans
 - He passed the La Follette Seaman’s Act (1915) that improved conditions and wages on merchant ships
 - He passed the Workingmen’s Compensation Act (1916) that helped financially disabled civil-service workers
 - He passed the Adamson Act (1916) that established the eight-hour workday and overtime pay for railroad workers
- Wilson nominated Louis D. Brandeis, a progressive (reformer) for a Supreme Court position
- Wilson was somewhat racist, did not promote progressive movement towards black equality

Work, Exchange, and Technology: Wilson passed a great multitude of laws that affected the economy in general, from commerce to labor unions. The large banks and other trusts were the first target of his economic policies, for which he passed the Federal Reserve Act of 1913, the Federal Commission Act of 1914, and the Clayton Anti-Trust Act of 1914. These acts weakened the power of large businesses and gave more power to the average, poorer American. Later acts such as the Federal Farm Loan Act and the Warehouse Act specifically targeted farmers, La Follette Seaman’s Act specifically targeted sailors, and the Workingmen’s Compensation Act specifically targeted industrial workers. The number and

increasing specificity of these governmental actions on different forms of work and exchange show the government's increasing role in managing the economy.

New Directions in Foreign Policy

- Wilson didn't like excessive foreign policy and dollar diplomacy
 - He opposed government support to foreign investors
 - He also opposed imperialism (as did other Democrats such as Bryan)
- Wilson signed the Jones Act (1916) that gave the Philippines a territorial status and the promise of independence once it had formed a stable government
- Wilson was forced to intervene (and turn back on his non-imperialistic words) in the Caribbean
 - In Haiti, there was a great disorder that caused Wilson to make Haiti an American protectorate and send in troops to protect American economic interests in lives there; they remained for 19 years
 - In the Dominican Republic, there were riots that made Wilson make it a protectorate as well for eight years
 - The U.S. also bought the Virgin Islands in the Caribbean

Moralistic Diplomacy in Mexico

- The Mexican people were poor and had been exploited by foreign powers for too long; they revolted in the early 1900s
 - A ruthless General Victoriano Huerta became president
 - Many Mexicans emigrated to the U.S. because of the revolutionary conflict in Mexico
 - Some Americans wanted to intervene in the Mexican revolution
- Wilson tried to "steer a moral course in Mexico" by refusing to recognize the new government and creating an embargo on Mexico
 - However, he later turned to military means by asking the navy to seize a Mexican port
 - This was stopped by some South American countries asking for mediation
 - He was offended by the Tampico Incident (1914), in which some American sailors were captured by accident
- Huerta was overthrown and Venustiano Carranza became president
 - His rival Francisco Villa tried to oust Carranza by provoking the U.S. into war with Carranza by killing Americans
 - Killing Americans only led to an American backlash with a military campaign into Mexico
 - The American forces in Mexico were withdrawn in 1917 because of the threat of war with Germany

Thunder Across the Sea

- World War I broke out in Europe
 - It started with an Austrian-Hungarian assassinating a Serbian prince
 - Russia was Serbia's ally, France was Russia's ally, Britain became their ally; these were the main Allied Forces (Allies)
 - Germany was Austria-Hungary's ally

- The U.S. declared that it would remain neutral in the conflict
 - However, political propaganda from Britain and other European nations often portrayed the Germans as evil and the Allies as the good guys, causing many Americans to feel anti-German

American Earns Blood Money

- America had a prosperous arms trade with the European nations involved in the war
 - The British created a blockade to stop the U.S. from trading with Germany, and this was largely successful (trade with Germany almost stopped)
 - Germany retaliated by using its U-boats to sink American merchant ships
 - The U-boats were the first submarines and were very advanced and deadly
- The sinking of ships by German U-boats greatly infuriated many Americans
 - The Lusitania, a large ocean liner, was sunk
 - Agreements with Germany said that the Germans could not sink a merchant ship without warning, but with the U.S. having to stop the British blockade in exchange
 - The U.S. reluctantly accepted this to avoid conflict

America in the World: Wilson's idealistic isolationism seemed to follow the Monroe Doctrine and the Roosevelt Corollary. Roosevelt's Corollary to the Monroe Doctrine still stood strong, and conflict in Haiti and the Dominican Republic initiated the military occupation of both of these nations as U.S. protectorates for multiple years. The Mexican conflict started a larger military campaign that eventually took the lives of a few civilian Americans, and there was still political turmoil with President Carranza in power (because of his political rival Villa). On the other hand, the U.S. tried very hard to stay out of the beginning of WWI, despite the loss of hundreds of innocent American lives and multiple attempts to reconcile over the issue of German U-boats against American merchant ships. This shows that, at this time, the U.S.'s influence extended (deliberately) only to the Americas — they had no need nor want to be involved in foreign military conflicts that were violent, thus their high tolerance against the German impudence.

Wilson Wins Reelection in 1916

- The Progressive (Bull Moose) Party did not have a presidential nominee for the election of 1916
 - Theodore Roosevelt, their main candidate, refused to run
- The Republicans nominated Charles Evans Hughes, a Supreme Court Justice and former governor
 - The Republicans didn't like the lowered tariff and antagonism of trusts
- The Democrats chose Wilson
 - His supporters chanted "He Kept Us Out of War," despite this not being a promise of his
- Wilson won the presidential election of 1916 with 277 to 254 electoral votes against Hughes

War by Act of Germany

- Wilson declared in an address (January 1917) that "peace without victory" would be possible with Germany; i.e., that America could remain neutral and continue trade with European nations without being involved in war

- Germany responded by revoking what they had said about sinking ships without warning; they said that they would sink any ship, regardless if it were neutral or not
 - Germany's motive was likely that it was too impractical to distinguish between war vessels and merchant or civilian ones
 - Wilson did not yet declare war after this act, instead deciding to wait for deliberate acts against the U.S.
- Germany sent the Zimmermann note that involved German secretary Arthur Zimmermann, who had secretly asked the Mexicans to join the Germans in fighting the U.S. and potentially regaining some of the land lost in the Treaty of Guadalupe Hidalgo
 - This enraged many Americans and increased the anti-German sentiment
- Continued U-boat attacks on merchant ships were recognized by Wilson as deliberate actions against the U.S., and Wilson asked for a declaration of war of Congress in April 1917
- Some people think that the war was caused by ammunition makers, who were making profitable business that wasn't too hampered by the British embargo and heavy taxation; their continued trade allowed the German U-boat attacks to continue, which caused the U.S. involvement in the war

American and National Identity: American policy has always existed on the balance between the power of the central, federal government and the popular wants of the people; this is a fundamental part of American identity detailed in the Constitution. The clash between these two motives is shown in this era: while President Wilson and the central government try their best to uphold the tradition of American isolation from foreign conflicts, the American masses fervently advocate for war. This is similar to the commoner "war hawks" during the War of 1812 that were so eager to go to war against Britain, except that in this situation the government was reluctant to engage in this conflict. Eventually, however, the popular sentiment is satisfied when President Wilson does declare war on Germany and join the war; this victory of the popular demands of the ordinary people, even if against more practical and logical federal interests, is also a facet of the Americans' national identity and its democracy.

Wilsonian Idealism Enthroned

- The U.S. had not taken part in major European wars for over a century (since the War of 1812)
- Wilson greatly invigorated the American people by making the goal of the war "to make the world safe for democracy"
 - He believed that America and other democratic nations would greatly benefit from the loss of the dictatorial powers such as Germany
 - His idealism was greatly taken up by the citizens of the U.S.

Wilson's Fourteen Potent Points

- Wilson delivered the Fourteen Points to Congress in January of 1918, which were the main idealistic motives behind the war
 - The first five were very broad, including:
 1. The abolishment of secret treaties
 2. Freedom of the seas (especially against the British fleet)
 3. Removal of economic barriers

- 4. Reduction of weapons
- 5. An “adjustment of colonial claims in the interests of both native peoples and the colonizers”
- Other points included self-determination and the creation of an international organization
 - The League of Nations was later created as a result of the latter point
- Some people opposed the Fourteen Points
 - The more conservative Republicans didn’t like the economic policy, instead wanting higher tariffs
 - Imperialistic nations didn’t want to have their colonies altered or removed from them

Manipulating Minds and Stifling Dissent

- Wilson created the Committee on Public Information that essentially brainwashed the Americans with anti-German political propaganda meant to up their war spirits
 - It employed 75,000 “four-minute men,” named for their short pep talks that were widely distributed
 - Many forms of media (e.g., billboards, movies, magazines, and even song) took on to this propaganda
 - The propaganda was perhaps too realistic and its end when the war finished caused disillusionment among the American people
- German-Americans were numerous (around 8,000,000 out of a total 100,000,000 Americans (8%)) and were somewhat discriminated against
 - German-created products and literature were often hidden or renamed (e.g., the German word “hamburger” became “liberty steak”)
- The Espionage Act (1917) and the Sedition Act (1918) showed the fears of Americans towards Germans and anti-war Americans
 - Socialists and members of the radical labor group Industrial Workers of the World were especially targeted
 - In the Supreme Court Case Schenck v. United States (1919), the Supreme Court ruled that these new laws were legal, saying that speech could be limited if it was dangerous to the nation
 - Only later after the war were some of the persecuted people pardoned

Culture and Society: Interestingly, the people were very enthusiastic to go to war after being provoked by Germany’s attacks, and despite the fact that the people had chosen Wilson to be their president because he had avoided going to war in his first presidential term. This was influenced largely by political propaganda with the newly-formed Committee on Public Information, specifically created to disseminate this kind of encouraging and patriotic message to the people. This is similar to the “yellow journalism” that racked up interest in the American people towards imperialism in the Caribbean, especially in Cuba. In both cases, there is a clear correlation between the exaggerated persuasion of the press and the public opinion. This shows the power of words on society, which is greatly swayed by contemporary literature.

Forging a War Economy

- The U.S. was largely unprepared for war, and needed a steady source of food and weapons
 - People didn't know how much ammunition and weaponry the U.S. was able to produce
- Wilson created the War Industries Board (1918) that was short-lived but set a precedent for government economic planning
- Herbert C. Hoover, the head of the Food Administration, rallied the people's support on a voluntary, popular basis
 - He asked people to save food for export using a voluntary basis, and this was fueled by the people's enthusiasm in war
 - His method was very successful, increasing farm production and food exports
- The restrictions on food were especially strict on alcohol, which helped the temperance movement
- The government-initiated popular movements increased the power of the federal government
 - The War Industries Board, for example, "issued production quotas, allocated raw materials, and set prices for government purchases"
 - Daylight-savings time were created by the U.S. government for practical purposes

Workers in Wartime

- Men were persuaded to work by the government's "Work or Fight" idea; i.e., if a man was not employed, he was likely to be quickly drafted into the war
 - This also discouraged labor strikers, whose voluntary unemployment could have caused them to join the war involuntarily by draft
- The American Federation of Labor, led by Samuel Gompers, was one of the major labor unions of the time
 - They loyally supported the war and ended up with good business and higher wages by the end of the war
- The Industrial Workers of the World were a radical labor union group that spoke out against the war
 - The workers in the IWW were often in very poor conditions and therefore had reason to speak out for better conditions
- The largest strike in American history was the steel strike (1919)
 - It involved over 250,000 steelworkers who wanted their "right to bargain collectively" to be recognized
 - The companies employed low-pay African-American strikebreakers to end the strike, and the strike collapsed
- Many African Americans and other migrants moved in the Great Migration to the North from the non-industrial South to look for work in factories
 - A small part of these people were the strikebreakers employed to break strikes
 - Movement of African Americans into predominantly white communities led to racial violence, such as the riots in St. Louis (1917) and Chicago (1919)

Work, Exchange, and Technology: Many people in America still worked in factories and industries during the war, and ordinary patterns of this type of work were continued through this time period. One pattern that characterized this time period, as well as the Gilded Age prior to this era, was the prevalence

of organized strikes. Distinctive to this time period were the existence of large labor unions, which had recently been legitimized by Wilson's early Clayton Anti-Trust Act. However, to match the feverish-ness of the time period, the strikes were becoming ever more momentous and risky. The steel strike of 1919 involved over 250,000 workers, and it still failed. The AFL and the IWW rose to power as major labor unions, and they organized strikes that sometimes became violent. The factories and industry also opened up a little to Southern blacks in what was known as the "Great Migration" of Southerners to work in Northern industry. As a result of the migration and the strikes, industrial workers generally had better conditions and were more diversified by the end of the war.

Suffering Until Suffrage

- Women's suffragists were split between pacifists and pro-war suffragists
 - The pacifists were united under the National Woman's Party, and they opposed war and women's involvement in the war and organized strikes against the war
 - A majority of the suffragists were in support of the war, including the National American Woman Suffrage Association, and believed that women should take a part in the war effort
 - Showing women's capability for protecting democracy by being involved in the war was seen as another reason to allow women's suffrage and to prove their worth
- President Wilson was impressed by the women's efforts in the war, and he thought that they were necessary in the war effort
 - Many states and even some European countries too became progressive with women's suffrage and voted for suffrage at the state (or national) level
 - The Nineteenth Amendment was passed, and it allowed women to vote in the U.S.
 - There was the Women's Bureau that was created in the Department of Labor as well to further protect women's rights
- Although Congress was progressive and supported women's political lives with the right to vote, it also passed the Sheppard-Towner Maternity Act (1921) that financially supported mothers in their conservative sphere of influence: the home
 - It provided "federally financed instruction in maternal and infant health care"

Culture and Society: With American government based on the fundamental ideals of democracy and equality, women had long fought for equality in voting and other rights. Beginning with the Seneca Falls Convention in 1848, the women's suffrage movement had increased as women formed large organizations vying for federal enfranchisement of women, such as the National Woman's Party and the National American Woman Suffrage Association. This increasing fervor of the women towards their suffrage rights, as well as the general societal trend of social and economic reform under President Wilson, prompted the federal government to (finally) grant the women the right to vote, thus legalizing the last of the Americans to vote. Furthermore, the federal government passed the Sheppard-Towner Maternity Act that further supported women, albeit in the home—still, this was another reform-minded act towards better treatment of women. This increased political power of women started a general trend that emphasizes equal rights for women, and from then on the equality of women has become a cultural norm in American society.

Making Plowboys into Doughboys

- The Allied nations began to run out of manpower, and required lots of American manpower to support the war
 - Wilson and Congress reluctantly passed a bill allowing a draft to fulfill the American Expeditionary Forces (AEF) in Europe
 - The draft increased the size of the U.S. military from 100,000 to 4,000,000 men
- Some women were also enlisted into the military (but not the army)
- Some African Americans were also enlisted into the war, but often for non-combatant positions (e.g., construction or unloading)
- There was a great urgency with the draft, and, as a result, many of the new recruits were very poorly trained for fighting
- N.B.: “doughboy” means a U.S. infantryman, especially in WWI

America Helps Hammer the Hun

- The Russians were tired and retreated from the war in 1918
 - This meant that Germany could concentrate its attack on its western front with France
- A great number of American soldiers arrived, and they were lighthearted and patriotic like they were in America
 - The first major battle they engaged in was the breach at Château-Thierry
- The U.S. formed its own army (now separate from the French army) in 1918 under General John J. Pershing
 - His army did the Meuse-Argonne offensive until the end of the war, and the largest military campaign of the U.S. up till that time (with 47 days and 1,200,000 Americans)
- The Germans were ready to give up due to lack of supplies and high rates of desertions
 - The U.S. also demanded that the kaiser be overthrown, and he was
 - The war ended on 11/11/1918 at 11:00 with an Allied victory
 - The Americans rejoiced
- The war had a large toll on the soldiers
 - There were 9 million deaths and 20 million injured people
 - 30 million people died in a flu pandemic
- The U.S. had not shown itself to be a world superpower, not winning many major battles and taking most of its supplies from Europe rather than from the U.S.

America in the World: America became an important world power when it not only supplied armaments to the Allied powers across the ocean, but also entered the stage of the world war by itself directly against the powerful German enemies. By establishing their own army that continued to fight through to the end of the war, the Americans showed themselves as a capable fighting force, even when abroad and against developed European powers. This greatly proved its worth to the great powers of Europe, who had previously only witnessed America engage successfully in military campaigns in the local region of the Americas (i.e., the American successes in the American Revolution, the War of 1812, the Mexican-American War, the Spanish-American War, and the conflicts against the Native Americans were all fought in or near their home country, while Europe was thousands of miles away). In addition,

the optimism and sheer numbers of the American reinforcement to the Allies also improved their standing in the eyes of the Allies. Both of these factors contributed in giving the U.S. (through President Wilson) such a big say in the Treaty of Versailles with the League of Nations and with anti-imperialist compromises.

Wilson Steps Down from Olympus

- President Wilson was very popular amongst the Allied nations around the world
- Wilson lost some of his popularity and reputation when there was a Republican majority in the Congressional elections of 1918
- Wilson went to Paris in person to help negotiate the peace treaty
 - He was the first president to have travelled to Europe during his presidency
 - This angered Republicans, whose trip to Europe “looked to [the Republicans] like flamboyant grand-standing”
- Wilson angered the Republicans further by not including a single Republican senator in his party
 - This especially angered Henry Cabot Lodge, a Republican

An Idealist Amid the Imperialists

- Wilson joined with three other Allied leaders to draft the Treaty of Versailles in Paris
 - Premier Vittorio Orlando of Italy, Prime Minister David Lloyd George of Britain, and Premier Georges Clemenceau of France joined him in writing the treaty
 - The first major point in the drafting of the treaty was to figure out how to redistribute colonies and land claims of the Central Powers
 - Syria was given to France, and Iraq to Britain
 - The French demanded the Saar basin from Germany, and the Japanese demanded the Shandong province from China; both of these claims were allowed, but with compromises
 - This went against his anti-imperialist stance a little, but was in the interests of the Allied nations
 - Wilson created the League of Nations, which was an international assembly to settle international matters
 - Only about four of the original 14 points were actually carried out
 - Germany was forced to accept the treaty
 - The treaty was more vengeful than reconciliatory
 - This allowed for Germans to hate the Allied powers and again go to war against them in WWII

Wilson's Battle for Ratification

- Many people opposed Wilson's treaty, especially the new League of Nations
 - Some people rejected the League of Nations as an entangling agreement; these were the “irreconcilables”
 - Some people thought that the treaty was not harsh enough on the Germans
 - Others thought it was too harsh on the Germans
- There was still a majority of the people that supported the treaty in early 1919

- However, Republican Senator Lodge, who despised President Wilson's Democratic policies, went through the treaty and added "reservations" that attempted to solve the grievances in the treaty
 - At the same time, Wilson had a stroke and could not do much to promote the treaty
- Two senatorial votes could not pass the treaty (with Lodge's reservations added) with the required $\frac{2}{3}$ majority
 - Wilson himself did not want to pass it because he did not believe in Lodge's appendations at all

The "Solemn Referendum" of 1920

- Wilson wanted the presidential election of 1920 to have a "solemn referendum" for the people, a vote during the campaign for or against the treaty without Lodge's reservations
 - This was thwarted by Republican Harding, who confused the idea of a referendum to the people and prevented it from happening
- The Republicans nominated Senator Warren G. Harding as the presidential candidate and Calvin Coolidge as their vice president
- The Democrats nominated James M. Cox as the presidential candidate and Franklin D. Roosevelt as their vice president
- The Socialists chose Eugene V. Debs to be their candidate, even though he was in jail at the time
- Coolidge won the presidential election of 1920, with 404 electoral votes to 127
 - This was the largest difference in popular or electoral votes up to that point
 - Coolidge had the newly enfranchised women mostly vote for him (the Republican party, which supported women's suffrage)
 - Debs won almost a million votes, which was the most ever for the Socialist Party

The Betrayal of Great Expectations

- The League of Nations was greatly hurt by the lack of the U.S. in it; U.S. inclusion may have potentially prevented WWII (but this can never be known)
- The treaty was too complicated and ended up without one of its contributors (the U.S.), leading to its failures

Politics and Power: Despite his great acclaim as a moralistic leader abroad, President Wilson failed to attract the enthusiasm of his people again after the fervor of war had ended. The Republicans had again gained the majority of the Congressional elections of 1918, which lessened his power as president. Criticism at the treaty—which some people considered too lenient and others considered too harsh—further lessened support for the treaty. Senator Lodge's persistent attacks against the treaty weakened the treaty even more, and Harding's shrugging-off of the referendum that Wilson called prevented the last-ditch effort at a referendum in order to pass the treaty. All of these anti-Treaty of Versailles efforts were caused by the rift between the ideologies of the two political parties and the desire of those parties to pass their policies through Congress. As a result of not signing the treaty, the U.S. was left out its brainchild, the League of Nations, which was arguably incomplete without the U.S. Many people even argue that the lack of America's presence in the League of Nations allowed WWII to happen.

Chapter 30: American Life in the “Roaring Twenties” (1920-1929)

Seeing Red

- Communists came to power in Russia with the Bolshevik Revolution (1917)
 - Support for Communists created a small Communist Party in the U.S.
- There were many strikes at the end of WWI
 - Many of them were fighting against high prices and were organized by labor unions, but the Communists were often blamed
- The red scare (1919-1920) was an anti-Communist/radical-left movement in the U.S.
 - There was a general national movement against Communists and radicals
 - Communists were often jailed or sometimes deported
 - There were the criminal syndicalism laws (1919-1920) that prevented the use of violence to carry out social change (only harmless words were allowed)
 - The Americans believed that the Communists used violence to get social change and enacted this law to prevent them from doing so
 - The red scare promoted business by suppressing unions and other socialist groups
 - Industrialists advocated the “open shop,” or a non-union-based labor system, as their idea of the American plan (their economic view of the U.S.)
- There was the controversial court case of Nicola Sacco and Bartolomeo Vanzetti for a murder
 - There was great prejudice against the defendants because they were “Italians, atheists, anarchists, and draft dodgers”—more fitting the foreign, socialist stereotype that the nativist Americans disliked

Hooded Hoodlums of the KKK

- The KKK sprung up again in the 1920s
 - It was similar to the nativist KKK group of the 1850s (and less like the anti-black KKK of the 1860s)—they basically were prejudiced against everything that was not the white Anglo-Saxon race
 - Basically an ultra-conservative, extremist movement that went against recent liberal policies and reform concerning race relations
 - They had wide membership (5 million at its peak) and had rallies and parades
- This KKK reprisal was stopped by the common people and by legislature
 - Basic human decency caused people to lose interest in such a backwards society that hated foreigners
 - The government investigated financial scandals in the KKK
 - Civil rights advocates forced through anti-lynching laws in the 1920s, also limiting the KKK’s power

Stemming the Foreign Flood

- America had become very industrial and isolationist, didn’t need a mass influx of immigrants
 - Most of the new immigrants in the early 1900s were coming from Southern and Eastern Europe, which the Americans condemned for not fitting their ideal stereotype of the

white northwestern European (like the Old Immigrants that formed most of the American population and its ancestry)

- Congress passed multiple laws to slow the flood of immigration into the U.S.
 - The Emergency Quota Act (1921) limited immigration from each country to 3% of the population in America of that nationality and based the quota numbers off of the 1910 census (by which many New Immigrants had already immigrated to the U.S.)
 - The Immigration Act of 1924 lowered quota to 2% and based quota numbers off of 1890 population (more Old Immigrants than New Immigrants)
 - Many countries revolted against this, believing that the U.S. was prejudicing against the Southern and Eastern European countries
 - This law exempted Canada and Latin American countries because immigration with those adjacent countries could be more easily facilitated
 - This law caused the first net emigration of foreigners from the U.S.
- Differences between isolated immigrant groups often weakened them and pitted them against one another
 - Industrial companies used this to their advantage to weaken potential labor strikes because the people were less cohesive
 - Horace Kallen proposed to solve this by having the U.S. government provide protection to different ethnic groups to preserve their culture and identity, which would strengthen each ethnic group and therefore all ethnic groups as a whole as a result
 - Randolph Bourne believed that immigrants should work together and interweave with each other (assimilation)

The Prohibition “Experiment”

- The Eighteenth Amendment (1919) banned the consumption of alcohol
 - The Volstead Act carried out the Eighteenth Amendment (later the same year)
 - Most supporters were churches and women
 - Very popular support in the South and the West
 - Mostly for moral reasons
 - Strongest opposition in large cities, which had high immigrant rates with people used to drinking
- Some corrupt politicians supported the Eighteenth Amendment but still used alcohol
- Prohibition was not very well carried out
 - Enforcement was weak and understaffed
 - Many people were killed in riots involving
 - Saloons were replaced with speakeries, or secret underground bars that brewed alcohol illegally
 - This allowed many people to still drink large amounts of alcohol
- There were many “homebrew” alcohol sales, which were unregulated and often unsafe
- Prohibition did have some effect, although it was rather minimal
 - Bank savings increased as a whole
 - People were less often absent from work
 - Death from alcohol-related diseases and complications decreased

The Golden Age of Gangsterism

- Prohibition created a large, profitable illegal alcohol market
 - There were many policemen bribed to avoid reporting the gangsters
 - There was a lot of gang violence between gangs competing to control the alcohol market
 - E.g., in Chicago there were 500 gangsters killed in the gang wars of the '20s
 - E.g., Al Capone was a major gangster and alcohol distributor
 - Very rich and powerful, bribed many policemen, eventually stopped by legal process on evading taxes
- Gangsters also operated in “other profitable and illicit activities: prostitution, gambling, and narcotics”
 - They also forced people to pay money to them so that the gangsters would not attack them
 - Racketeers (people who dealt with dishonest business practices) organized crime
 - Organized crime was very profitable, taking in more revenue per year than the U.S. government
 - They began kidnapping people for ransom (and killing some of the hostages)
 - The Lindbergh Law (1932) was an example of the public's response to one kidnapping, making kidnapping a death-penalty offense

Monkey Business in Tennessee

- Education reform greatly improved education in the South
 - Much higher graduation rates as a result
- Professor John Dewey created a hands-on philosophy of learning, moved away from simple lectures that were more common before
 - “Education for life” or “teaching a man to fish” philosophy
- There was better scientific and medicinal research, improving and lengthening the average life
 - Fundamentalists opposed the scientific view of the world and supported a more religious basis of understanding, and they opposed Darwinism and evolution
 - They were mostly congregated in the “Bible Belt” South
 - There was the “Monkey Trial” in Dayton, Tennessee, in which John T. Scopes was trying to teach evolution in school and the Tennesseians ruled that he was guilty of teaching that over religious beliefs

The Mass-Consumption Economy

- The war and the new tax policies allowed for people to invest more into companies
- There was a new electricity industry and car industry
- Advertising became common to promote commercial products
 - Advertising especially helped new industries and sports
- Borrowing on credit (i.e., modern equivalent is credit cards) became common as well
 - Many Americans, who were Puritan and previously frugal, began spending beyond what they had to get new products at that moment (not saving for the future)

Putting America on Rubber tires

- An enormous car industry sprung into being in Detroit
 - In 1910, 181,000 cars were produced per year and were relatively unreliable
 - Frederick W. Taylor helped improve the efficiency of large industrial processes such as the car manufacturing process
 - This new efficiency was called "Scientific Management"
 - Henry Ford and Ransom E. Olds (of Oldsmobile) were leading figures of the car industry
 - Ford standardized a cheap automobile and gained a lot of wealth
 - He created a moving assembly line that greatly improved efficiency of car making, and formed the basis of the industrial philosophy of his, known as Fordism
 - His cars were very cheap because of efficiency
 - In 1930, there were 20 million Ford cars
 - The U.S. had far more automobiles than the rest of the world combined at this point

The Advent of the Gasoline Age

- The automobile industry spawned other industries and opportunities
 - The steel industry expanded
 - The petroleum industry expanded
 - Rural farms were more prosperous because they could reach markets more easily
 - Many newer, paved roads were created in the U.S.
 - Buses were made common and helped carry schoolchildren
 - Many Americans became commuters now that they had a mode of transportation to work in the cities but live outside it
- Generally newer industries boomed, and older industries faded out
 - The railroad industry was hit by competition from cars for cheap transportation
- The automobile industry effected social change on top of economic change
 - They became more of a necessity than a luxury
 - They "developed into a badge of freedom and equality—a necessary prop for self-respect"
 - Driving gave women more independence
 - People had a new social pastime: joyriding
- Automobiles led to some negative social effects as well
 - It led to a high rate of death by crashes
 - It also allowed teenagers to be more free (not necessarily good if undisciplined)
 - Many people used cars for secret love affairs
 - Gangsters could get away quickly with cars

Humans Develop Wings

- Aviation began with the Wright brothers at their first flight at Kitty Hawk (1903)
- Planes were successfully used to some extent during WWI

- People celebrated fliers who were daring enough to do stunts or set records
 - Charles A. Lindbergh was a hero to the people because he traversed the Atlantic in a single flight by himself
 - Many people looked up to him, and the idea of aviation was popularized by him
- Airplanes became another large industries
- Planes were originally very unsafe, but later became even safer than cars on crowded highways

The Radio Revolution

- Radio technology was invented by Guglielmo Marconi in the 1890s
 - Radio was used during WWI for communication
- Radio was originally only for long-range communication; eventually it carried voice, phonographs, radiotelephones, and television
 - This led to the TV culture and programming
- Radios helped bring families closer together again (after automobiles gave them more independence and tore them apart)
 - Music and sports were often on the radio

Hollywood's Filmland Fantasies

- Movies were invented and became popular
 - Most of the early ones were aired at "five-cent theatres," or "nickelodeons"
- Hollywood quickly became the center of movie-making
 - Many of those movies were scandalous and the public requested censorship regulations
- Movies eventually had sound added
- Movies became the most popular form of entertainment
- Movies helped spread Americanism, especially to foreign groups; this helped overcome class conflicts and create a more mainstream idea of American identity

The Dynamic Decade

- The census of 1920 showed that over 50% of Americans then lived in urban areas (the first time this had happened)
- More women were employed outside of home, but still generally were employed in lower-paying jobs
- Fundamentalists were losing popularity to the Modernists
- Sexual appeal was commonly used in advertisements
 - More women became scandalous flappers, who flouted conventional societal standards
- Jazz became a common form of music in this time period
- Harlem, a black community in NYC, grew in size and popularity to become one of the largest black communities in the world
 - Marcus Garvey was a charismatic black leader from Harlem
 - The United Negro Improvement Association (UNIA) was created by Garvey to resettle African Americans back in Africa
 - Garvey's promotion of racial pride helped African Americans be more confident and assimilate into society better

Cultural Liberation

•

Wall Street's Big Bull Market

- There were dubious economic practices in the seemingly-prosperous “roaring twenties”
 - There was a lot of real-estate speculation into poor-quality real estate
 - There was a lot of speculation in the stock market
 - Many people were buying stocks “on margin”; i.e., with a small down-payment and not enough money to pay back if they lost money
- The government did little to stop this overzealous speculation
 - The national debt had greatly risen during WWI under Wilson, and fiscally conservative politicians aimed to use extra government money to lower the debt
 - The government created the Bureau of the Budget (1921) to help monitor and advise government spending
- The Secretary of the Treasury Andrew Mellon was very rich and sought to lower taxes so that he and other rich people would benefit
 - He ended up reducing taxes, and Congress similarly ended up “repealing the excess-profits tax, abolishing the gift tax, and reducing excise taxes, the surtax, the income tax, and estate taxes” so that rich people paid much lesser taxes
 - The federal debt was lowered under these policies (although some people have argued that it should have lowered greater considering the great financial boom of the 1920s)

Chapter 31: The Politics of Boom and Bust (1920-1932)

The Republican "Old Guard" Returns

- Warren G. Harding became president in 1920
 - He was known to be relatively gentle, easy-going, and weak-willed in personality
 - People liked him, but it was too easy to sway him politically, and he himself felt unfit for the presidency because he wasn't stern enough
 - He surrounded himself with some corrupted people in his cabinet
 - Charles Hughes, Andrew Mellon, and Herbert Hoover were good cabinet members, but Albert Fall (an anti-conservationist), Harry Daugherty (a corrupt politician) were greatly negatively influenced the country

GOP Reaction at the Throttle

- Harding was very pro-business, similar to President McKinley
 - He wanted to keep a laissez-faire government
 - He enforced this by staffing many of the courts and official positions with his supporters
 - Antitrust laws were "often ignored, circumvented, or feebly enforced by friendly prosecutors"
 - Trade associations were essentially free to create themselves and work against trade unions
- The Supreme Court was very conservative under President Harding
 - Four of the justices were chosen under him (most of them were very conservative)
 - The Supreme Court stopped a child-labor law, went against labor unions, took away minimum wage for women, and prevented special protection of women in Adkins v. Children's Hospital (1923)
 - This even contradicted a previous Supreme Court Case, *Muller v. Oregon*, that gave women extra protection over men
 - This prompted the debate about women's total equality (including benefits) now that they had the equality to vote

The Aftermath of War

- Government control of the economy quickly disappeared under Harding's rule
 - The War Industries Board (which "coordinated the purchase of war supplies") was taken down
 - Railroads were returned to private companies
 - The Interstate Commerce Commission changed its focus from regulating the railroads to ensuring their profitability
- The government tried to lessen its control of shipping (ensuring a more protectionist economic view with less foreign interaction)
 - The Merchant Marine Act (1920) allowed the Shipping Board to disassemble many of its ships for low prices

- The La Follette Seaman's Act provided cheap food and supplies to American sailors, essentially disallowing them from competing viably with foreign competition
- Labor unions were greatly hurt by the government
 - There was a steel strike in 1919, which was broken up by calling the strikers "reds" (because of the Red Scare and the hate for the communists) and by using racial divisions to weaken the strikers
 - Labor strikes were ruthlessly shut down by the government
 - Wages for labor were cut by 12%
 - Labor unions lost 30% of their members in the 1920s
- Veterans benefitted under Harding
 - The Veterans Bureau (1921) was created in government, as well as the patriotic organization The American Legion (1919)
 - The Legion lobbied for increased veterans' benefits, which eventually passed through Congress with the Adjusted Compensation Act (1924) (even though both Harding and Coolidge vetoed it)

Work, Exchange, and Technology: The primary effect of the Republicans returning to power in the U.S. from the former Democratic administration under Wilson was a change in economic policy to the more conservative Republican pro-business values. For example, labor unions and merchants were discouraged because of their anti-industry, anti-protectionist values. Some progressive acts, including even Supreme Court decisions such as *Muller v. Oregon*, were overturned by this new Republican pro-business legislature. This pro-business stance showed continuity from recent Republican leaders such as McKinley and his high tariff, but the harsh action against anti-business organizations (such as the harsh and absolute suppression of many labor strikers) arguably consolidated the Republican party's strictly pro-business view, a view that persists to today with Republicans such as President Donald Trump supporting business.

America Seeks Benefits Without Burdens

- U.S. officially declared peace with the Central Powers in 1921
- The U.S. was still very isolationist, and the Republicans did not like the idea of the League of Nations
 - However, the U.S. had to get involved in foreign affairs in the Middle East, where there was a feud with Great Britain for oil drilling areas
 - The U.S. won some land for oil drilling
 - The U.S. had to agree with other countries over the issue of disarmament
 - There was the "Disarmament Conference" (1921) that included all the major naval powers of the world (except the new Bolshevik Russia)
 - The countries agreed in the Five-Power Naval Treaty (1922) to scale down the navies of U.S. and Britain and allow Japan to increase by a little (ratio of 5:5:3 of number of battleships and aircraft carriers for U.S.:Britain:Japan)
 - Some concessions were made to Japan for having the smaller end of the deal

- The Four-Power Treaty put Britain, Japan, France, and the U.S. together to maintain the Pacific Ocean
- The Nine-Power Treaty (1922) ensured that China stayed open to trade to the major powers of the world
- There were some loopholes in the deals of the Disarmament Conference, such as the fact that small warships were not counted in the Five-Power Naval Treaty and no military backing in the Four-Power Treaty
- The Kellogg-Briand Pact (1928) was an agreement between 62 countries that war would not be used to resolve disputes between nations, but rather policy changes; this was an attempt to “outlaw” war, an idea popular in the U.S. at the time
 - The Pact was mostly idealistic and somewhat vague, only serving to show the American ideal against war but not enforced

Hiking the Tariff Higher

- Businessmen tried to increase isolationism and protectionism with higher tariffs
 - They were afraid of cheap goods from Europe flooding the American market, especially now that the war was over and the European nations were recovering
 - The Fordney-McCumber Tariff Law (1922) raised taxes again to an average of 38.5%
 - The new Tariff Commission advised the government on tariffs and its creation allowed for tariff changes by up to 50% on goods
 - Presidents Harding and Coolidge generally increased tariffs, and did so on generally commonplace items
- The high tariffs of America prevented Europe from trading with America
 - This was important in war-impooverished Europe, which needed the American market to help it recover
 - European nations generally ended up putting up high tariffs and other protectionist boundaries themselves, which hurt their economy even more

America in the World: Although the U.S. wanted to continue an isolationist view following WWI, it was inevitably drawn into some of the struggles of the post-war era. With the World War involving many countries, the U.S. had to agree with other nations multilaterally for the first time. In the Five-Power Naval Treaty, the Four-Power Treaty, and the Nine-Power Treaty, the U.S. put itself at the forefront of the deals by giving itself (and the other victors) a great deal of power. For example, the Five-Power Naval Treaty authorized itself and Britain to have the largest navies in the world, as well as a slightly smaller navy fellow victor Japan. The U.S. also made somewhat idealistic pacts as well, such as the Kellogg-Briand Pact that theoretically outlawed war, but gave no way to enforce it; this law was broken when the Japanese invaded China at the beginning of WWII. The U.S. also levied high tariffs in its government, which discouraged trade with the recovering European nations. In total, these international policies generally benefitted the U.S. the most and shut out the other nations; this trend of self-serving policies epitomized the “America First” idea of isolationist America in that time period.

The Stench of Scandal

- Colonel Charles R. Forbes robbed the government of \$200 million (1923) by building veterans' hospitals at ripoff prices (and sentenced to jailtime)
- The Teapot Scandal was when the Secretary of the Interior Albert B. Fall secretly accepted a bribe from two petroleum businesspeople (Harry F. Sinclair and Edward L. Doheny) in exchange for leasing oil-rich lands to them
 - The oilmen were acquitted but Fall was sentenced to jail
 - Very scandalous because it involved the Secretary of the Interior, the Secretary of the Navy, the President, rich businessmen, and petroleum reserved for the U.S. navy
- Attorney General Harry Daugherty illegally sold alcohol and was forced to resign
- Harding died on a trip to Alaska
 - He himself believed that he was too morally weak for the job, and as a result his presidency yielded the most political scandal since President Grant

"Silent Cal" Coolidge

- Vice President Calvin Coolidge was quickly inaugurated president upon Harding's death
 - Coolidge as more strong-willed and moral than Harding
 - He was rather mediocre and boring
- Coolidge continued Harding's pro-business and isolationist stance
- Coolidge helped to get rid of political corruption in government by excusing some of the officials

Frustrated Farmers

- During the war, prices of agricultural goods had been high, which helped the farmers
- After the war, with foreign competition re-entering the market and the tractor greatly increasing farmers' output, there were more surpluses and foreign goods, causing prices to drop and another depression to happen for the farmers
- A "farm bloc" formed of representatives from some of the Southern states worked together to try to help agricultural
 - They passed the Capper-Volstead Act, which made agricultural organizations exempt from being considered a trust and therefore immune to antitrust laws
 - They tried (unsuccessfully) to pass the McNary-Haugen Bill, which would make the government buy up agricultural surpluses to keep prices high and sell the surplus to foreign nations
 - Coolidge vetoed it twice, even though Congress had approved it twice as well

A Three-Way Race for the White House in 1924

- Republicans re-nominated Coolidge for the presidential election of 1924
- The Democrats were very split within their party between various groups over various issues
 - This included the "wets" and 'drys,' urbanites and farmers, Fundamentalists and modernists, northern liberals and southern stand-batters, immigrants and old-stock Americans"
 - They eventually decided on John W. Davis, although he was somewhat conservative
- The Progressive Party nominated Robert La Follette

- He was supported by farmers, the American Federation of Labor, and the Socialist party
- His party wanted the nationalization of the railroads and antitrust laws
- Coolidge won re-election into the presidency by a large margin

Politics and Power: As always, politics was associated with corruption and widespread discontent. Similar to under President Grant, being too lenient in the presidency caused much political scandal, such as the Teapot Dome which involved some of the offices closest to the President. On the other hand too much strictness on the farmer masses — which formed a great deal of the population at the time — caused great discontent amongst farmers against the federal government, even gaining enough power and support to pass laws such as the Capper Volstead Act and the McNary-Haugen Bill that specifically aim themselves towards benefiting farmers. Harding's successor Calvin Coolidge ended up being more of a happy medium of economic leniency, as well as a high moral standard, which prevented both political scandal and lashbacks from the public.

Foreign-Policy Floundering

- The U.S. disregarded its anti-interventionist policy in Latin America
 - It kept troops in Nicaragua and the Dominican Republic
 - There were disputes with Mexico about drilling for oil
- There was the confusion between America and the Allies about war debts
 - The U.S. had loaned \$10 billion to the Allies both before and after the war and then demanded its money back
 - The Allies believed that the loan should be a war cost, similar to human lives; they should expect it back
 - The Allies also justified their cause by saying that the high American tariffs had made it almost impossible to pay off the debt

Unraveling the Debt Knot

- To try to pay off the \$20 billion of debt to the U.S., France and Britain tried to make Germany pay \$32 billion to them, who in turn could pay back to the U.S.
 - The Germans responded by allowing their money to inflate, which meant that the \$32 billion was worth a lot less than it used to be
 - This inflation in turn also threw the German economy into chaos
 - The U.S. didn't want to have inflated money pay back their loans
- The U.S. created the Dawes Plan (1924) that helped solve the problem of debt
 - It allowed the U.S. to give loans to Germany
 - Germany in turn could give money to France and Britain, who could give money to America again
 - This allowed all of the countries to stay out of bankruptcy, passing money on, until the U.S. stock market and the end of the loans to Germany
 - This caused all of the debtor nations to the U.S. (except Finland) to default, so that the U.S. never received its full loan back

- The inability of the European nations to pay America back greatly influenced the American decision to remain neutral at the beginning of WWII

American and National Identity: In a time when money was being owed to the U.S., America felt that it should “do the right thing” and loan money out to the needy European nations. The reasoning behind that was largely idealistic, similar to the idealistic but impractical anti-war Kellogg-Briand Pact: the U.S. believed that if the cycle of money — loans to Germany, which would pay France and Britain and other victors, who would pay back the U.S. — continued for long enough, then the original \$10 billion loan from the U.S. to Europe would be repaid. However, the Americans learned a difficult lesson when it hit the depression of the 1930s, and the cycle of money-lending and loan-repaying in Europe collapsed, resulting in America not being repaid of its loans. This gave the U.S. a dose of practicality and a stronger sense of mistrust and disdain for foreign countries that strengthened isolationism, which was then a strong part of the popular national identity of the U.S.

The Triumph of Herbert Hoover, 1928

- Herbert Hoover, the Secretary of Commerce under Coolidge, was nominated as the presidential nominee for the Republicans in 1928
 - He was known for his moral rectitude and hard work, from which he became a self-made millionaire; he embodied the “American Dream”
 - Being an industrial engineer and a millionaire, he was pro-business and generally went against socialism
 - However, he did support labor unions and nationalization of the radio
 - “His real power lay in his integrity, his humanitarianism, his passion for assembling the facts, his efficiency, his talents for administration, and his ability to inspire loyalty in close associates”
- Al Smith, the governor of New York, was nominated to be the presidential nominee for the Democrats in 1928
 - He had a “colorful personality”; i.e., he was easygoing and happy and likeable in personality
 - He was Roman Catholic, from the cities, and promoted alcohol; all of these were not very popular among the people who were primarily Protestant, anti-alcohol, and recently from a rural majority
- Herbert Hoover won the presidential election of 1928 with 444 electoral votes to 87 for Al Smith
 - He was the first Republican president to win states that were a part of the Confederacy and all off the Border States

President Hoover's First Moves

- There was general prosperity at the beginning of Hoover's rule
 - However, the “unorganized wage earners and especially the disorganized farmers” were not still poor
- To help the farmers, the Agricultural Marketing Act (1929) was passed, which created the Federal Farm Board that helped farmers by buying up surpluses to keep prices high

- The Federal Farm Board created the Grain and Cotton Stabilization Corporations to manage wheat and cotton, respectively
 - Both of these failed when there were too many surpluses, and the prices of wheat remained low and the farmers poor
- The farmers looked on a high tariff and little foreign competition as their last hope
 - Congress passed the Hawley-Smoot Tariff (1930) that raised tariffs to an extremely high rate (60% from the already-high 38.5% from the Fordney-McCumber Act of 1922)
 - The high tariff increased resentment from European nations, who found it even harder to trade with the U.S. than before

The Great Crash Ends the Golden Twenties

- The stock market was on the verge of collapse by 1929 because profits had risen so lucratively just in paper money and people thought it would never stop
- In October of 1929, Britain raised interest rates for investors
 - Many American investors in Britain took out their money from the stock market to pay the British
 - This led to more and more Americans pulling out their money all of a sudden, especially on Black Tuesday (October 29, 1929), on which over 16 million stock shares were sold and the stock market collapsed
- The stock market lost \$40 billion by the end of the year (more than WWI had cost to the U.S.)
 - This in turn led to over 4 million unemployed workers in the U.S., which became around 12 million by 1931
 - Over 5,000 banks had collapsed
 - Many people became very poor and had to sell property because they could not afford it

Hooked on the Horn of Plenty

- There were many factors that caused the Great Depression
 - Overproduction was the main one: the U.S. was producing too many goods but not having an adequate amount of demand
 - The credit system was faulty and overexpanded
 - High tariffs in the U.S. and subsequently in Europe caused the restriction of trade, which weakened both the U.S. and the European nations' economies
 - This led to the collapse of many European nations right after the collapse of the American one
 - In 1930 there was a drought in the Mississippi Valley, worsening the depression for farmers
- "Hoovervilles" were the name given to "towns" of makeshift houses created by the newly-homeless during the Depression

Work, Exchange, and Technology: The Great Depression was of utmost importance during the presidency of President Harding. Economic policies meant to continue the smooth exchange of goods and were passed even before the Depression, such as the Hawley-Smoot Tariff and the Agricultural Marketing Act, both of which benefitted American farmers. However, by limiting the exchange of goods with

foreign nations with high tariffs such as the Hawley-Smoot Tariff, the U.S. invited financial disaster when the European nations did the same with heightened tariffs and none of the major world powers could help each other when the chain of events causing the Great Depression came and people panicked. However, the depression taught the U.S. that high tariffs and complete isolationism were bad in an increasingly globalized and interdependent economy, which paved the way for mostly free-trade policies in the future.

Rugged Times for Rugged Individualists

- Herbert Hoover's reputation dropped because he failed to keep the country profitable
- Hoover decided (at first) not to give government handouts to the people
 - He believed that giving money to the people would weaken their virtue of self-reliance, which the people should build by themselves in order to rebuild the national economy
 - Eventually Hoover was forced to give out federal money
 - However, he gave the money not directly to the people, but to "railroads, banks, and rural credit corporations" to create a trickle-down effect (i.e., if these large industries were prosperous, then their prosperity would continue down the economic ranks to the poorer people)
 - This strategy was criticized by people thinking that he was only supporting big business

Hoover Battles the Great Depression

- Hoover asked for large public works projects to try to stimulate the economy
 - Congress ended up giving \$2.25 billion to fund these projects
 - This included the Hoover Dam (completed 1936 under FDR)
 - Hoover still blocked anything that was socialistic
 - He blocked the Muscle Shoals Bill, which was a public works project but involved government sales in competition with private companies
- The Reconstruction Finance Corporation (RFC) (1932) was created to carry out Hoover's idea of government handouts
 - The RFC was given half a billion dollars to lend out to "insurance companies, banks, agricultural corporations, railroads, and even hard-pressed state and local governments"
 - It was very beneficial, particularly to the government and to the subsidized businesses
- Hoover helped labor unions with the Norris-La Guardia Anti-Injunction Act (1932) that prevented antiunion contracts and prevented the government from creating injunctions to "restrain strikes, boycotts, and peaceful picketing"
 - This trend of helping the poor masses through policy change was continued through with in FDR's presidency
- Hoover's presidency was hampered by Congress
 - Many Republicans did not agree with his policies and turned against him
 - The Democrats had gained a majority of both houses during his presidency
 - Both the insurgent Republicans and the Democrats opposed his policies

Routing the Bonus Army in Washington

- Many WWI veterans who were to receive the bonus in 1945 wanted to receive their entire bonus in 1932 from government
 - The Bonus Expeditionary Force (BEF) (1932) marched to Washington and set up shacks in a giant “Hooverville,” declaring that they would stay there until they received their bonus
 - Hoover evacuated them with the army under General MacArthur, but it turned out to be brutal and greatly diminished Hoover’s popularity

Culture and Society: From the engenderment of the U.S. with the American Patriots against Great Britain, Americans have always fought against economic injustices, whether they were true or not. The Patriots fought against the “high taxes” from Britain, even though their taxes were much lower than those of mainland Great Britain; similarly, the soldiers of the BEF claimed stakes to the bonuses that were not to be materialized for another 13 years to get immediate benefits during a hard time. While this strike was shut down by the government, this shows the weak hold that the people had on the government during this time. This followed a trend of shutdowns of labor unions and any other “socialistic” practices; the BEF ended with a terrifying military evacuation. This showed the great cultural influence of the “Red Scare” upon the people during this time, especially in the government.

Japanese Militarists Attack China

- Japan attacked China because it knew that there was an economic depression in the western powers (Europe and America) and that they wouldn’t fight back
 - The U.S. didn’t have a strong economic relationship with China but it still believed that the Japanese invasion was immoral
 - The Japanese violated various agreements with the League of Nations and more
- The League of Nations did not act
 - The lack of backing from the U.S. weakened their ability to act
- The U.S. did not act militarily
 - They gave the Stimson Doctrine (1932) that “declared that the United States would not recognize any territorial acquisitions achieved by force”
 - There were minor boycotts of Japanese products in the U.S., but this had very little effect and was mostly symbolic
- WWII was essentially begun by the Japanese aggression and invasion of China, unchecked by other world powers

Hoover Pioneers the Good Neighbor Policy

- Because of the economic depression, the U.S. had less money to invest in and intervene in other countries, particularly the South American countries that many American troops were stationed in
 - As a result of the less amount of money, the support for interventionist policies in Latin America

- The U.S. finally withdrew troops from Haiti and Nicaragua due to this newfound sentiment
- This was the beginning of the “Good Neighbor Policy” of FDR

America in the World: The Great Depression caused a profound change in the foreign policy of the U.S. Rather than looking to dominate the American continents, the Depression made the U.S. lose interest in any sort of interventionism whatsoever to focus its efforts on the domestic economic issue, and the U.S. consequently pulled out troops from Latin America. Similarly, the U.S. avoided intervening in east Asia where Japan attacked China without provocation. This decision to not involve itself in a world event with an economic trading partner shows the evolving, more cautious side of American politics: the need of avoiding a war was greater than the cause of losing a single trading partner. This essentially was the end of the American imperialism that had begun under McKinley and Theodore Roosevelt, and the creation of the “Good Neighbor” policy under FDR that promised non-intervention and better interactions with Latin American countries, which eased relations and lessened hostilities between the U.S. and Latin American countries.

Chapter 32: The Great Depression and the New Deal (1933-1939)

- The Great Depression was still happening in 1932 when President Hoover's term expired
- Hoover was re-elected by the Republicans for the presidential election of 1932
 - Republicans supported government anti-depression policies and anti-Prohibition
- The Democrats nominated Franklin Delano Roosevelt for the election of 1932
 - FDR was a distant relative of Theodore Roosevelt but much less arrogant and very suave
 - this was a trait that the desperate Americans wanted in this time period

FDR: Politician in a Wheelchair

- FDR had paralysis, was physically weak
 - He had a strong will to overcome the illness, and this was reflected in his strong moral strength, so that he had “patience, tolerance, compassion, and strength of will”
 - People liked him because of “his commanding presence and his golden speaking voice,” which made him a good orator
 - He believed in strong state and federal spending to help the poor (rather than simply holding back money)
 - FDR was nominated for the Democratic Party presidential candidate in 1932
- Eleanor Roosevelt, FDR's wife, was an activist for the rights of the poor and for the women
 - She joined the Women's Trade Union League and the League of Women Voters before women's suffrage was legalized
 - She employed many women activists in official positions, gave speeches, wrote a newspaper column to express her ideas

Presidential Hopefuls of 1932

- FDR tried to show that he was physically able and had a likeable personality
 - However, his speeches were vague and contradictory
 - Some of his speeches were written by a reformist group of professors known as the Brain Trust
 - He proposed a “New Deal” to improve the lives of the poorer people
- Initially FDR criticized Hoover's heavy spending policies and wanted to spend a more balanced budget

Hoover's Humiliation in 1932

- Roosevelt won the presidential election of 1932 472 to 59 electoral votes
- The lame duck period made little progress because Roosevelt and Hoover disagreed over economic policy

Politics and Power: The presidential election of 1932 was between the incumbent and unlucky president Hoover and the more jubilant, likeable Roosevelt. While Roosevelt turned out to be somewhat power-hungry in his presidential position, he embodied an oratorical presence and hid his physical illness. Hoover, on the other hand, had a bad reputation and thus had already lost the election from the beginning. This shows the importance of popularity on power: because America is a nation run by the people, where the government is created by a shared contract with the consent of the people, a popular

president is more likely to be elected (and is generally the better choice because they have more popular support to carry out their reforms). This was the case with Andrew Johnson and Zachary Taylor, who were elected into the presidency based solely on their military successes and the resulting popularity that followed.

FDR and the Three Rs: Relief, Recovery, Reform

- FDR's first hundred days as president (known as the Hundred Days (March 9-June 16, 1933)) passed a lot of policy for economic reform
 - FDR's program focused on "relief, recovery, and reform"
 - The former was for short-term
 - Recovery and reform were in the long term
 - This was partly possible because Congress was panicking like the rest of the nation and hastily agreed to most laws (even if they gave a lot of power to the President like some of FDR's policies did)
 - Many of the policies were continuation of pre-WWI progressive parties (which were overdue because of the emphasis on war and the anti-progressivism of the Republicans)
 - The people embraced Roosevelt's new progressive reforms, such as "employment insurance, minimum-wage regulations, the conservation and development of natural resources, and restrictions on child labor"

Roosevelt Manages the Money

- FDR passed the Emergency Relief Act (1933) that gave the president the power to manage banking and open closed banks
- FDR reassured people with his fireside chats, or radio conversations
 - About 35 million Americans listened to these and many were reassured of the banks' safety by his words, which caused people to hold their money in banks again
- Congress also passed the Glass-Steagall Banking Reform Act (1933) that established the Federal Deposit Insurance Corporation (FDIC) that insured people's money in banks
 - Originally it insured \$5000 of a deposit's money, but that has been raised
- FDR took the nation off the gold standard
 - Congress helped him carry this out by cancelling payments on gold and replacing them with paper money
 - This was meant to cause inflation, which would help the poor people and stimulate business and production again
 - Accordingly, the price of gold went up to \$35 per ounce
 - Gold became used only in for international trade if requested, but paper money became the preferred currency

Creating Jobs for the Jobless

- 25% of workers were unemployed when FDR became president
- Congress created the Civilian Conservation Corps (CCC) in the Hundred Days
 - It gave useful employment for 3 million men
- Congress created the Federal Emergency Relief Administration (FERA) for immediate relief

- It gave states about \$3 billion total to give out in wages to stimulate the economy
- The Agricultural Adjustment Act (AAA) and the Home Owners' Loan Corporation (HOLC) were created to help with mortgages on farmers' and non-farmers' homes, respectively
- The Civil Works Administration (CWA) (1933) was created simply to create jobs temporarily during the depression

Work, Exchange, and Technology: Roosevelt's "New Deal" for the "forgotten" people of America was mostly an economic plan that focused on distributing wealth more evenly to the average, poor people. This was in the form of many progressive reforms that changed work and exchange schedules to benefit the poor, even if it was at the expense of large business. This included the creation of the FDIC to insure bank deposits, the CCC to stimulate the economy by providing jobs for young men, the creation of the AAA to help the hard-hit farmers with their mortgages, and the CWA to create even more jobs during the Depression. All of these policies either created work or made life easier for the people who supported work. These acts from the Hundred Days, under the Emergency Congress, set a precedent of government-funded economic stimulation for both his presidency and for many Democratic presidents to come, with the modern ideology being that a depressed economy needs "priming" in order to recover.

A Day for Every Demagogue

- There were many demagogues (orators who rouse the peoples' support through popular opinion rather than through mostly rational thought) that went against the government's anti-depression programs
 - Examples:
 - Father Charles Coughlin formed a group who was anti-New Deal and "so anti-Semitic, fascistic, and demagogic that he was silenced [by religious people]"
 - Dr. Francis E. Townsend and Senator Huey P. Long gave ludicrous monetary promises to the people that they could not uphold
 - People were worried about the demagogues being fascist
 - This was especially troubling because Germany and Japan were becoming more authoritarian and fascist
- Congress created the Works Progress Administration (WPA) (1935) to give more jobs on useful projects
 - It ended up spending \$11 billion on infrastructure and art and other mostly useful projects

American and National Identity: The idea of demagogues is a purely American one. It combines the aspect of free speech with the idea of factions and a two-party system, both of which are intertwined deeply with the U.S. government. These demagogues preached unreasonable promises or hatred, which is an inevitable con of free speech and expression — this allows hate groups such as the White Knights or the KKK to exist lawfully in America. It also shows how there are always people opposed to the government's policies, such as with the two-party system: often one party dislikes the opposing party's policies. In this case, third-party demagogues express their hate for New Deal policies similar to the opposing party. This also shows the moral strength of American identity, because the unreasonable and hating groups

were eventually weeded out naturally without government interaction, but rather by religious superiors and by the people worried of fascist leaders.

New Visibility for Women

- There were many prominent women during FDR's presidency
 - His wife Eleanor Roosevelt was an outspoken activist
 - Secretary of Labor Frances Perkins was the first women cabinet member
 - Mary McLeod Bethune was an African American women and director of the Office of Minority Affairs, a high-ranking official position
 - Multiple women such as Ruth Benedict and Margaret Mead made important contributions to the fields of the social sciences and anthropology (which was new at the time)
 - Pearl S. Buck wrote about peasant life in China and won the Nobel Prize for literature with the book *The Good Earth*

Helping Industry and Labor

- The National Recovery Administration (NRA) was created to make industry more fair and help workers
 - Industries were to work out codes of fair competition
 - Lesser hours and higher minimum wages were to be given so that more people could get a better-paying job
 - Workers were officially allowed to bargain with their own representatives
 - More restrictions were placed on child labor
 - It temporarily boosted the economy
 - Eventually it started to get abused by businessmen who did not actually follow it, and it was deemed unconstitutional by the Supreme court in *Schechter* (1935)
- The Public Works Administration (PWA) was created to provide help in the long term
 - It gave \$4 billion to infrastructure projects such as the Grand Coulee Dam
- The 21st Amendment allowed the legal sale of alcohol again (repealing the 18th amendment)
 - There was a high tax put on alcohol to provide money for the government
 - There was a maximum alcohol content by weight to prevent too much of the negative effects of alcohol

Paying Farmers Not to Farm

- The Agricultural Adjustment Administration (AAA) was created to reduce the problem of a surplus of goods and the subsequent lowering of prices
 - The government paid farmers to reduce their output
 - Many farmers didn't like this, because it was ruining perfectly fine food
 - This increased unemployment and was overturned by the Supreme Court in 1936 by declaring its methods unconstitutional
- The Soil Conservation and Domestic Allotment Act (1936) was passed to reduce the acreage of farmers' crops, thus reducing output of farmers
 - The main emphasis was on conservation, so the Supreme Court did not find it at fault

- The Second Agricultural Adjustment Act (1938) was like a combination of the first AAA and the Soil Conservation Act by reducing acreage but also focusing on conservation; it also gave farmers fairer wages

Culture and Society: Many of Roosevelt's policies show the national surge of progressivism in its culture. This was a culture that rose in the Wilson administration but was subdued by Hoover and the Republicans. It is a societal sentiment that comes with the Democrats, a view that is seen even today with Democrats typically being more economically and socially liberal (essentially progressive). This included the inclusion of more women into powerful government positions, the creation of the NRA to help out labor unions, the PWA to encourage even more jobs and government infrastructure, the 21st Amendment to match the contemporary views of the time about alcohol, and the AAA to help the hard-hit farmers. This cultural fervor involved simply passing a multitude of more laws; in other words, it was the act of *doing* something that the people believed in. Ultimately, each act ended in something useful, even the 21st Amendment that reinstated the legality of alcohol: it gave the government revenue by taxes on alcohol and it limited the alcohol concentration in liquor. Thus the public was very optimistic about just enacting new policies and making them work with a progressivist culture.

Dust Bowls and Black Blizzards

- The area of the "trans-Mississippi Great Plains" were overfarmed and had loose topsoil and was dubbed the Dust Bowl
 - There was drought and winds and dust
 - New mechanization of farming methods loosened a lot of soil
- Many refugees fled from the Dust Bowl region to southern California, which had similar climate
 - 350,000 people migrated
- The Frazier-Lemke Farm Bankruptcy Act was meant to help the farmers by delaying foreclosure but stopped by the Supreme Court
 - A second law was passed that lessened its impact but was approved by the Supreme Court
- The Resettlement Administration (1935) was a policy meant to help farmers move to better land
- The Indian Reorganization Act (1934) reversed parts of the Dawes Act and allowed Native Americans to have their own governments and preserve their cultures
 - Over 200 tribes upheld this new legislature

Migration and Settlement / Geography and the Environment: The movement of the farmers from the Dust Bowl was perhaps the only forced migration of a large group of non-Native American people in America. Here, geography and the environment were the main factors causing the problem, which usually didn't matter because of the great technological growth that made farming easier and more productive; however, coupled with a natural drought and the excess of loose topsoil and the people's ignorance of the dryness of the fields, the Dust Bowl got steadily worse. 350,000 American farmers were forced to move and settle elsewhere to restart their life in a safe, arable environment. It shows that people tend to settle in areas in which there is the prospect for financial gain or at least a steady living, especially if the condition that person came from is worse. Such is the factor that drives all migration: is it better to leave and find a new life or stay in the dangerous but familiar environment?

Battling Bankers and Big Business

- The Federal Securities Act ("Truth in Securities Act") was passed to create more reliable stock trading
- The Securities and Exchange Commission (SEC) was created to watch over the stocks and prevent "fraud, deception, and inside manipulation"
- The Public Utility Holding Company Act (1935) was passed to prevent holding companies from forming unless they were necessary
 - Holding companies could cause monopolization and their collapse could mean the collapse of the financial system

The TVA Harnesses the Tennessee

- Electric power had formed a \$13 billion industry by FDR's presidency
- The New Dealers created the Tennessee Valley Authority (TVA) (1933), a massive public works system in the before-eroded and poor area of the Tennessee River Valley
 - The program included adding irrigation with dams to fix the eroded land
 - It also involved finding out how much electric power actually cost to serve as a baseline to check existing electricity rates against (because the New Dealers suspected that electric companies were ripping their customers off)
 - The program transformed the region into a prosperous one

Housing and Social Security

- The Federal Housing Administration (FHA) provided loans to householders to stimulate the creation of better homes
- The United States Housing Authority (USHA) was a program to lend money to states to help with low-cost home construction
 - This helped build many new homes and lessen the amount of slums in America
- The Social Security Act (1935) was passed
 - This was one of the most complicated and successful programs of the New Dealers
 - It provided unemployment insurance, financial security for seniors, and financial help for the disabled
 - This was mostly caused by the rise of an industrialized society where the government, rather than communities and families as it used to be in more localized businesses, had more of a responsibility over the people
 - It required people to be employed to receive benefits
 - This invalidated the Republicans' opposing thought that this would cause a "cult of leisure," because people had to be working first to receive it

A New Deal for Labor

- Under the National Recovery Administration (NRA) laborers thrived and strikes increased
- After the NRA was stopped by the Supreme Court, Congress passed the National Labor Relations Act (1935), or the Wagner Act, that gave labor the right to organize itself into unions and represent themselves with chosen representatives

- Unskilled workers began to form unions
- John Lewis formed the Committee for Industrial Organization (CIO), a large union for unskilled workers
 - They organized a “sit-down strike” at General Motors and won
- The United States Steel Company gave its workers the right to bargain collectively after threat of a strike
- Strikers at smaller steel companies had violent strikes
- The Fair Labor Standards Act (1938) was passed to put restrictions on hours and increase the minimum wage
 - The minimum wage was put at 40 cents per hour and the maximum hours was a 40-hour week
 - Child labor (16 year-olds and younger) were not permitted to work
 - It only applied to jobs that were not “agricultural, service, and domestic”—i.e., it applied mostly to industrial jobs
- The CIO eventually became the Congress of Industrial Organizations (Congress, not Committee) and separated from the American Federation of Labor
 - It was still headed by John Lewis and had around 4 million members

Work, Exchange, and Technology: During the latter part of his first term, FDR’s policies started to move from the very general, broad relief programs such as the PWA and the CCC to more specific, long-term, relief and recovery programs. This includes the creation of committees to monitor for unstable business practices, such as the SEC for the stock market, and a multi-faceted TVA project designed to rebuild a region, assess the value of electricity, and advance technology in electricity, as well as the creation of several long-term labor restriction laws that would survive longer in the workforce, such as with the Fair Labor Standards Act. These policies dealt more with long-term issues than the immediate problems of poverty, but they helped prevent future disasters with workers strikes and stock market crashes.

Landon Challenges “the Champ”

- The Democrats heartily supported FDR for re-election in 1936 because of the great progress made under him
- The Republicans chose Alfred M. Landon to run in the 1936 presidential election
 - Landon was an honest governor who was relatively moderate, supporting some of the New Deal policies but rejecting some
- FDR won the presidential election by 523 to 8 electoral votes, the greatest difference in all of American history since 1820 (James Monroe versus J.Q. Adams)
 - The labor unions and other economic groups such as the CIO were largely supportive of the Democrats
 - Blacks, who received much financial aid from the Democratic party, and because the parties were not split by race divisions any more, were more loyal to the Democrats than the Republicans (a trend that still holds true)
 - He had formed “a powerful and enduring coalition of southerners, blacks, urbanites, and the poor” as supporters of the Democrats because of his New Deal policies

Nine Old Men on the Bench

- FDR removed the lame duck period by passing the 20th Amendment, which shortened the time between election and inauguration by six weeks
- The Supreme Court was very conservative
 - They had blocked New Deal policies seven times out of the nine times they were brought up in the court
- FDR asked Congress to allow the president to add more justices every time there was a justice over seventy years old that would not retire because they were not current with the modern issues
 - There was much controversy over this because of the high prestige and power of the Supreme Court
 - This policy was not passed

The Court Changes Course

- After FDR's plan to add additional seats to the Supreme Court, known as the Court-packing plan, Roosevelt lost some of his popularity
 - This caused much fewer of the new New Deal policies in the years following the plan to be passed
- The Supreme Court justices happened to vote more favorably towards New Deal policies following the Court-packing plan
- All nine justices passed away or retired during FDR's presidency, allowing him to replace all of them with more liberal alternatives

Politics and Power: FDR made a clear mistake when he challenged the authority of the Supreme Court by proposing to change it himself. The opposition from the Supreme Court showed the other side of American politics: the conservative Republican view. This shows a successful separation of powers between the three branches of government: the Judicial Branch, with the conservative Supreme Court at its head, prevented the liberal New Dealers from getting too radical and too powerful, and the U.S. Constitution (as well as the Republicans and many of the common people) prevented the Executive Branch from infringing upon the sacred Supreme Court's power. This was not the case, however, with Congress, especially the Emergency Congress of the Hundred Days: these early days of Roosevelt were chaotic because of the Depression under Hoover, and Congress readily gave in to the President's acts. Thus, the Executive Branch's power was permanently extended to include some power over the Legislative Branch, but not so much over the Judicial Branch.

Twilight of the New Deal

- The economic growth under Roosevelt was rather modest
 - It had changed from 25% when he arrived as president to 15% by the end of his first term
 - There was an economic recession in 1937 due to the new income taxes for social security, which caused less spending to maintain a balanced budget
- FDR decided to embrace keynesianism, or the idea of stimulating a downed economy with more money, or "priming the pump"
 - This was inspired by European examples
 - This became the norm for stimulating the economy up to the present

- The waning popularity of FDR due to the Court-packing plan caused him to not be able to pass a bill allowing for a reorganization of the government for efficiency purposes
 - A more modest Reorganization Bill gave FDR more limited powers to reorganize the government
- The Hatch Act (1939) was passed, preventing government officials from “active political campaigning and soliciting” and “forbade the use of government funds for political purposes, as well as the collection of campaign contributions from people receiving relief payments”
 - In other words, it prevented the government officials from receiving large donations to help with their campaigning, which would give them an unfair advantage over less wealthy candidates

New Deal or Raw Deal?

- There were many opponents of the New Deal with many different justifications for opposing it
 - Some did not like the “chiseling and graft” in the alphabet agencies
 - Some claimed that the government employed “crackpot” college professors, leftist ‘pinkos,’ and outright Communists
 - Some thought he was Jewish and conspiring with Jewish leftists
 - Some did not like the improvisational style of Roosevelt, who came up with policies as he went and did not have a good plan of the policies to pass before becoming president
 - Some accused him of increasing the bureaucracy and making the federal government too complicated and too strong
 - The government became the largest “business” of the U.S. under FDR (it employed more people than any American business)
 - Some accused him of raising the national debt
 - The debt had risen from \$19 billion to \$40 billion under his presidency
 - Businessmen blamed the government for making it harder to get out of the recession
 - They blamed the government for being too socialistic and controlling or watching over their every economic move
 - Some people didn’t like FDR’s power-hungry rule, with him trying to take control of most of the government by himself
 - People didn’t like him because the New Deal did not solve the Depression

FDR's Balance Sheet

- FDR had many supporters who supported him for various reasons
 - They said that the main goal of the economy was to provide relief from the Depression, which it had done
 - They believed that the people should be protected and that some money could be spent to help the people
 - They claimed that the resentments between business and laborers had been mended, and that the “socialism” that his opponents had claimed he had was much milder than Communism
 - They claimed that he maintained democracy in America while other nations were resorting to communism and fascism

American and National Identity: Like it was for the demagogues, the option to oppose the president's policies freely showed the power of free speech and the two-party system in America. While FDR was very popular amongst the people, the opposing side opened up holes in his argument that might not otherwise have been noted, and it was done so in a peaceful, legal way. For example, the Republican anti-New Dealers fought against FDR's administration, pointing out that his New Deal had not stopped the Depression, which would only come later with WWII (which wasn't a result of his New Deal). On the other hand, the many supporters of the New Deal refuted these arguments by professing that the New Deal had still helped the economy in its most trying time in history, so that its progress was still impressive. The ability of the nation to accept both of these arguments and continue down the same path while taking into consideration the other side's arguments (and refuting them) is an important part of American identity and its two-party system.

Chapter 33: Franklin D. Roosevelt and the Shadow of War (1933-1941)

The London Conference

- The London Economic Conference (1933) was a assembly of 66 nations who wanted to work together to solve the global depression
 - They wanted to stabilize the currencies as a primary goal, so that exchange rates could remain stable
 - FDR did not send delegates to the conference because he wanted to focus on recovering the local economy before focusing on a global recovery scheme
 - The American negativity about stabilizing global currencies essentially doomed the Congress and it did not have much impact
- The failure of the conference allowed for bad values to develop
 - Very strong nationalism could develop with more isolated countries

Freedom For (from?) the Filipinos and Recognition for the Russians

- The American sentiment towards keeping the Philippines in America declined
 - Isolationism and the Great Depression greatly reduced the imperialist sentiment in the U.S.
 - There was strong domestic competition of sugar from the Philippines unhampered by tariffs for foreign nations
 - Congress passed the Tydings-McDuffie Act (1934) to provision the freedom of the Philippines in 1946
- FDR officially recognized the Soviet Union as a nation in 1933
 - This was partly to improve trade relations
 - This was mostly to improve relations to have Russia act as an ally against the aggressive Japanese and Russians

Culture and Society: The American decisions to avoid the London Economic Conference and give the Philippines its freedom goes along with the strong American peacetime non-interventionist scheme. It shows that while economic issues and a stable economy were a recent issue of the U.S., and despite strong imperialism from McKinley's presidency, isolationism remained the top priority of the Americans. This is an example of the strong isolationist feeling of the time period since WWI, which the Americans considered a failure (because few of the democratic goals in Wilson's Fourteen Points were achieved and the Treaty of Versailles wasn't even approved in the U.S.). This shows the societal fear of intervening, which was even more powerful than the urge to protect democracy. Unfortunately, this mindset helped the fascist and totalitarian governments of Germany and Japan, who were better armed than the Allied forces; this set up for a complete reversal of this mindset when the U.S. set off to war patriotically with an interventionist mindset after the bombing of Pearl Harbor.

Becoming a Good Neighbor

- Militaristic intervention in the Americas outside of the U.S. had brooded "an evil harvest of resentment, suspicion, and fear"

- FDR thus renounced military intervention in Latin America and promoted the Good Neighbor policy
 - It focused on “consultation and nonintervention”
 - American troops left Haiti in 1934
 - Some Platt Amendment provisions were removed from Cuba in 1934
- FDR personally visited some of the Latin American countries to promote his policy and establish kinder relations

Secretary Hull's Reciprocal Trade Agreements

- The Reciprocal Trade Agreements (1934) was passed by Congress to open up the U.S. to a more free-market economy
 - It was largely advocated by Secretary of State Hull, who believed that high tariffs worsened global economies, which in turn led to the violence and the war
 - Hull also helped negotiate trade with 21 countries
 - The new policy simply lowered tariffs, not actually revising the tariff system

Work, Exchange, and Technology: The Good Neighbor Policy and the subsequent Reciprocal Trade Agreements put a new emphasis on free and fair trade between nations. This broke the protectionist system of high tariffs and isolationism and enacted a new system of a more globalized economy with lower tariffs. These lowered tariffs were used to improve the economies of the nations involved in commerce, which was believed to be a cause of the Depression and WWII. As a result, this economic policy of free trade had the power to lower poverty internationally and therefore have the political effect of preventing against war based on the desperate situations that brought about WWII. It left a legacy of free trade that continues to be used instead of protectionism because of its economic benefits. This opening of trade, along with Roosevelt's New Deal policies, were two of the major policies that helped to reverse the Great Depression's bad economy and provide a long-term solution to prevent future depressions caused by protectionism.

Storm-Cellar Isolationism

- There was a rise of totalitarianism in nations of the world after the war and the depression
 - Joseph Stalin became the dictator of Russia
 - He caused purges of anti-communists and sent people to labor camps
 - Benito Mussolini became the fascist authoritarian leader of Italy
 - They attacked Ethiopia in 1935 and took over
 - Adolf Hitler became the dictator of Germany
 - He took Germany out of the League of Nations and began re-arming the nation
 - He allied with Italy to form the Rome-Berlin Axis
 - Japan also began to arm itself
 - It left the League of Nations as well and ended the Washington Naval Treaty
 - They joined Germany and Italy with the Tripartite Pact
- The U.S. continued to remain isolationist despite these dictatorial governments forming
 - One reason was that they knew that other nations would not repay their debts

- The Johnson Debt Default Act (1934) was passed, saying that the nations owing money to the U.S. could not borrow any more money

Congress Legislates Neutrality

- Some people thought that arms manufacturers, because they were so profitable from the war and the high demand of weaponry, actually caused the war to make money for themselves
- Congress tried to keep the U.S. out of war to preserve its isolationism
 - It passed the Neutrality Acts (1935, 1936, 1937)
 - These acts said that when the president declared that foreign war existed, certain trade restrictions would go into effect against the warring nations
 - Total neutrality helped the well-prepared dictatorships more than the other law-abiding nations; this policy actually helped the totalitarian nations

America Dooms Loyalist Spain

- The Spanish Civil War (1936-9) was between the republican government of Spain and fascist rebels
 - The U.S. sent 3,000 men to fight in the Abraham Lincoln Brigade for the republic of Spain
- The U.S. put an arms embargo on both sides of the war in Spain
 - The democracy lost the war because the better militarily-prepared fascist rebels benefitted more from American exclusion
 - Had America or other nations helped the republican government, they likely would have won

America in the World: The American neutrality during the early parts of the WWII, strengthened especially because of the Neutrality Acts of 1935, 1936, and 1937, was harmful to the Allied cause because it helped the aggressors more than the defenders of democracy. The Spanish, for example, could not protect their republican form of democracy in the Spanish Civil War because it received no aid against the militaristic, fascist rebels. Similarly, the Germans and the Japanese, who had geared up for war against international restrictions, were more prepared for war than the democratic nations were. As a result, the abstaining of the U.S. from favoring either side of the conflict helped the less war-ready British and French and Chinese. This would eventually lead to the demise of France to the Germans and an increasingly desperate Britain as the last stronghold of democracy in the west involved in the war. Only at that hopeless point did the U.S. deny their original plans to remain neutral and begin to favor the Allied side with the Lend-Lease Act. However, the strict sense of isolationism that held off the American Allied aid for so long showed how very reluctant the U.S. was to getting heavily involved in the war.

Appeasing Japan and Germany

- Japan began an invasion of China near Beijing in 1937
 - Roosevelt decided to not recognize this as war
 - This prevented the Neutrality Acts from going into effect
 - As a result, China still had access to American supplies (which they were dependent on)

- The Japanese still bought a lot of American weaponry
- Roosevelt gave the Quarantine Speech (1937) in response to the Japanese invasion
 - He said that the U.S. should try to quarantine the invaders by means of embargo
 - Many people were angry at his speech, believed that a quarantine would drag them into this war
- Adolf Hitler was becoming very powerful in Germany
 - He initiated mandatory military involvement (i.e., like a draft), which went against the Treaty of Versailles
 - He took over the German Rhineland, which had been given away in the Treaty of Versailles
 - He persecuted Jewish people, eventually killing 6 million by the end of the war
 - He took over Austria and threatened to take over Sudetenland (part of Czechoslovakia)
 - The western European powers decided to give Sudetenland to Germany to appease them, hoping Germany would not advance farther
 - Hitler broke this promise and took the rest of Czechoslovakia later

Hitler's Belligerency and U.S. Neutrality

- The Soviet Union signed a nonaggression treaty with Germany, known as the Hitler-Stalin pact
 - This means that Germany could attack western Europe without any opposition from eastern Europe (i.e., Russia)
- Germany and the Soviet Union invaded and captured Poland in only a few weeks
- The U.S. was strongly anti-Nazi but still wanted to stay out of the war
 - People started to debate the Neutrality Acts now that Britain and France had gone to war against Germany and needed American weapons, which were blocked by the act
 - The Neutrality Act of 1939 was passed, which allowed warring nations to buy from the U.S. so long as they brought their own ships (so that the U.S. merchant ships would not be torpedoed) and paid in cash (to avoid debt)
 - This helped the western European democracies, which had a strong navy, but hurt China, which was blockaded by Japan's strong navy

The Fall of France

- The “phony war” was a period of inaction in war after the capture of Poland
 - Soviet Russia took over Finland in the phony war period
 - The phony war ended with the German invasions of Denmark, Norway, the Netherlands, Belgium, and then France
 - France fell under the German and Italian invasions
- After France was captured, Britain was the only major anti-German power in western Europe
 - The U.S. was heavily alarmed by this
 - FDR called for “huge air fleets and a two-ocean navy” (one for Europe and one for Asia with Japan)
 - This called for \$37 billion dollars, more than all of WWI combined
 - Congress passed a conscription law (draft) in 1940

- At first it called for 1.2 million troops and 800,000 reserves but was increased
- At the Havana Conference (1940), the U.S. agreed to share the responsibility of the Monroe Doctrine with all of the Latin American countries
 - In other words, all of the countries in the Americas were to fight against European intervention

Politics and Power: WWII was all about military gain and power for the Germans, the Soviets (in the beginning), and the Japanese, and about stopping the Axis powers and Soviet Russia from advancing for the Allied forces. The U.S. and the western European nations first tried to appease Germany from taking too much of Europe by giving them a section of Czechoslovakia. When Germany continued to conquer more of Europe, the U.S. and the Allies looked to more military means of stopping Germany. While Germany conquered Poland, Denmark, France, and other European nations, the U.S. looked to gain Latin America as a potential ally. With the Havana Conference in 1940, the U.S. had the Latin American nations agree to protect the Americas from European rule — in other words, FDR rallied up the Americas together against the Axis. In the meantime, the U.S. also began gearing up for war by increasing their arms manufacturing rates. The beginning of the German invasion of other nations was when the U.S. really began preparing for war, even though it had not officially declared war yet. Therefore, the U.S. gained military (hard) power, while also gaining trust (soft power) with the Latin American nations, greatly increasing its potential impact in war when it became officially involved.

Refugees from the Holocaust

- The German people were goaded on to persecute the Jews
 - Pogroms were “mob attacks approved or condoned by local authorities” against the Jewish people
 - Nazi propaganda spread via the radio also increased anti-Semitism
 - Kristallnacht (“the night of broken glass”) was a night when 91 Jews died, 31,000 were sent to concentration camps, and many of their shop windows were shattered and vandalized
 - Many Jews tried to flee, but not all nations were welcoming
- The War Refugee Board (1942) was created to help Jews
 - It saved thousands of Hungarian Jews from being deported to a concentration camp
 - It only saved 150,000 Jews, while over 6,000,000 died over the course of the war

Culture and Society: Although there were many historical nativist efforts in the U.S. ranging from the forced re-settlement of Native Americans into reservations, Southern efforts to restrict the rights of African Americans, and anti-immigration violence and laws in the 19th and early 20th centuries, none were as terrible as the Holocaust and its anti-semitism. Germany's culture became tainted with the deaths and resettlements into concentration camps of millions of Jewish people. The persecution of Jews became a part of their culture, similar to the U.S.'s nativist efforts, but much more violently. Conversely, it became a part of American society to feel pity for the Jewish people and protect them with the War Refugee Board, but this was not too successful. Germany had exploited a war on an entire culture (Judaism) as well as on other nations.

Bolstering Britain

- Hitler was preparing for an invasion of Great Britain now that France had fallen
 - It began airstrikes on British cities, which were strongly protected by the British Air Force
- FDR had to choose between interacting with war or not
 - People who supported the war effort believed that Britain's fight was America's fight as well (against totalitarianism), and believed that the U.S. could involve without directly fighting in the war
 - Isolationists wanted to continue policy of isolationism at all costs
- When Britain needed warships, FDR gave them fifty old warships in exchange for naval bases in Europe
 - Pro-British Americans supported this
 - FDR pushed this through without the approval of Congress because of its urgency
 - This broke American neutrality, although it did not push it to war

Shattering the Two-Term Tradition

- The Republicans chose energetic Wendell L. Willkie for their presidential nominee in 1940
 - He was very likeable and popular, despite his lack of political experience
 - He made many speeches and criticized the manner of FDR's supposedly dictatorial rule
 - He supported many of the liberal policies of FDR, only differing on the way they were carried out
- FDR made few speeches because he was still busy with issues involving the war
- FDR won the presidential election of 1940
 - This broke the two-term precedent of previous presidents

American and National Identity: President FDR created a new precedent when he took on a third presidential term — this broke the standard two-term limit that George Washington had set, which was almost law and formed a part of the national history and identity. While this did not break any laws (at the time, presidents did not have term limits) but it did show that presidents could have the potential to be popular enough to go past the traditional two-term limit. This followed the “don’t swap horses in the middle of the stream” advice by Lincoln: because FDR had been successful with the New Deal policies in the midst of the worst economic depression in U.S. history, and because he had kept the U.S. out of war like promised for an extended period of time, the people chose not to switch him out because WWII was still raging. However, because Republicans and other critics viewed the two-term limit as a sacred part of American identity as an unofficial safeguard against an indefinite rule (which would then be similar to a dictatorship), the 22nd Amendment giving a two-term limit on the president was passed, thus preserving the two-term limit (for later presidents).

A Landmark Lend-Lease Law

- The Lend-Lease Bill (1940) allowed the U.S. to send a limitless amount of war supplies to the nations fighting the aggressors of WWI

- The bill was heavily debated because isolationists did not want to break the neutrality that was currently held by this bill, which would favor the Allies
- The bill gave over \$50 billion in war supplies to the Allies
- It ended up increasing U.S. war production, which would prepare the U.S. for its own military involvement in the war
- The Germans took the lend-lease essentially as an indirect declaration of war from the U.S., and started bombing U.S. merchant ships

Charting a New World

- The Soviet Union and Germany were having an uneasy partnership under the Nazi-Soviet pact of 1939 because of the division of conquered territory between them
 - Hitler decided to take action against the Soviets and attacked in 1941
 - The U.S. gave \$11 billion in supplies to aid the Soviet Union
 - A harsh winter and the Russian army stopped the German invasion
- The Atlantic Charter (1941) was a secret meeting between FDR and British Prime Minister Winston Churchill (and later endorsed by Soviet Russia)
 - It was similar to Wilson's Fourteen Points as it gave guidelines for the future of democracy
 - It was very specific, giving the people of conquered territories self-determination and sovereignty rather than annexation by a victor nation
 - It called for disarmament and more peace and security
 - It called for a new "permanent system of general security" (i.e., the UN to come)
 - It was widely acclaimed by liberals
 - However, isolationists didn't like it because it involved a great foreign involvement by the U.S.

U.S. Destroyers and Hitler's U-boats Clash

- Because the British did not have enough warships, the U.S. was forced to send convoys to escort the British supply ships to or near Britain
- Some U.S. warships were attacked and some of those were sunk
- The U.S. eventually ended the Neutrality Act of 1939 (because the country was not neutral and it was trading with warring nations, both actions contradicting the act)
 - As a result, merchant ships were allowed to be armed and trade with Britain

Surprise Attack on Pearl Harbor

- The U.S. decided to enact an oil and arms embargo on Japan because of its role as an aggressor in WWII
 - The Japanese had the option to attack the rich resources of the Pacific islands or to attack the U.S. to try to get them to give in
 - The Japanese decided to attack Pearl Harbor on December 7, 1941 ("a day that shall live in infamy")
 - 3,000 American lives were lost
 - Congress almost unanimously decided to declare war

■ Congress declared war on the Axis powers four days later on December 11, 1941

America's Transformation from Bystander to Belligerent

- The attack on Pearl Harbor helped to unite the Americans toward an interventionist cause, including many isolationists
- The U.S. had been leaning towards being involved in war, especially since France's downfall because the U.S. did not want to see Britain get taken by Germany and China by Japan, which would leave much of the world led by imperialist, dictatorial powers

America in the World: Beginning with the new Lend-Lease Bill, the U.S. became heavily invested in the World War. The U.S. began to give huge shipments of arms to the Allies, which shifted it away from Neutrality, so that it eventually terminated the then-useless Neutrality Act. Because they were essentially fighting indirectly by providing the means for which their ally Britain was to fight, Germany and Japan became more hostile towards the U.S., and German U-boats began to target U.S. merchant ships as well. Once the Japanese had bombed Pearl Harbor, the U.S. was already essentially geared into the mindset for war. The combination of the hatred for fascism and communism, the friendship with Britain, France, and China (the latter mostly for economic reasons), and the threat to the U.S.'s own national security combined provoked a strong push towards war and interventionism, even though isolationism was so strong so recently. The U.S. and Great Britain had already declared their secondary motive, on top of stopping Germany and its Allies, to be the protectors of democracy and republican ideals, as stated in the Atlantic Charter. It was really the attack on Pearl Harbor that gave the U.S. the necessary push to fully arm itself and aid the Allies and stop the neutrality that had only hurt the Allies against the more prepared Axis powers, as well as begin to fight for the sake of democracy.

Chapter 34: America in World War II (1941-1945)

- Although Pearl Harbor was devastating to the U.S.'s navy and while many Americans clamored to get revenge on Japan as the first action in the war, the U.S. and Britain decided in the ABC-1 agreement that the initial primary focus of the war would be Germany
 - This was a wise decision because Germany was on the verge of conquering all of Europe; this had to be avoided at all costs
 - There were angry protesters because they wanted revenge on Japan first, but they were ignored by the government

The Allies Trade Space for Time

- The Allied powers were more numerous than the Axis powers, but the Allies were less prepared for war
 - The U.S. was especially unprepared for war
 - It had to provide a huge amount of food and ship it across the world to its forces and to other Allied troops

The Shock of War

- The shocking attack on Pearl Harbor united many Americans against the Axis powers
 - This included even the people of German and Italian ethnicities
 - This was because immigration had been largely shut off since WWI with the Immigration Acts, and therefore the immigrant communities were mostly all well-established American communities already
- The Japanese were still mistrusted widely (despite the general acceptance of other immigrant groups)
 - Executive Order No. 9066 forced the Japanese into concentration camps during the war
 - The concentration camps did not guarantee basic American rights, and the prisoners lost much of their possessions
 - The Supreme Court supported this in 1944, only apologizing formally 40 years later for this savage act
- The wartime Congress became conservative
 - Many of the New Deal programs, such as the CCC and WPA, were taken down by Congress
 - This essentially meant that New Deal reform was over during WWII
- Americans basically fought the war to win over the enemy, but not to fight for democracy and ideals of the democratic world
 - I.e., many people did not know of the Atlantic Charter and the ideals of democracy it asked for

Politics and Power: The U.S. government became conservative in response to the war, focusing not so much on progressive reform such as in the New Deal policies but more on the war effort. This meant that the country became insensitive to the new ideas of racial equality and reformism that bolstered the nation during the progressive New Deal era. This allowed the nation to pass the Executive Order No. 9066, which strongly discriminated against Japanese Americans and forced them into concentration

camps. In a non-emergency situation, this rash and racist legislature would not have been passed. While this seems morally faulty, it gave the Americans some reassurance at home toward their fellow citizens so that the war effort could be focused solely abroad (with no focus on infighting within the U.S.). This therefore increased U.S. patriotism in war and an increased feeling of national security, albeit at the Japanese's expense.

Building the War Machine

- The War Production Board (WPB) organized the production of war supplies during WWII
 - It caused the massive increase in industry and employment of people in munitions factory jobs
 - In 1942 alone there was over \$100 billion in war products bought
 - It ordered for thousands of aircraft, ships, tanks, and millions of guns and ammunition
 - Wartime efficiency of the factories increased dramatically
 - The production of non-military, nonessential items (e.g., cars) were sometimes slowed
 - Farming efficiency improved with government subsidies in improved fertilizers and machinery
- The Office of Price Administration (OPA) brought inflation involved with the massive production down with regulations
 - Regulations included rationing to limit demand of goods
- The National War Labor Board (NWLB) "imposed ceilings on wage increases" to allow industry to stay afloat
 - This went against previous pro-labor laws to help the individuals, instead practically helping the factories' efficiency, which was more essential during this emergency war period
 - Labor unions protested the wage ceilings with strikes, such as the United Mine Workers who had several strikes
 - Congress in return passed the Smith-Connally Anti-Strike Act (1943) that allowed the government to seize industries that were frozen by strikes and operate them
 - This allowed the government to take control and force necessary production through regardless of wages — unidealistic but practical

Manpower and Womanpower

- WWII enlisted 216,000 women for noncombat jobs
 - This included the Women's Army Corps (WAC), Women Accepted for Volunteer Emergency Service (WAVES), U.S. Coast Guard Women's Reserve (SPAR)
- Millions of men were drafted into the war
 - The draft excluded workers from some key industries to keep production going
 - The draft created shortages of manpower in the factories and farms
 - The Bracero program with Mexico was a contract giving thousands of Mexican agricultural workers to work the land in the West to help the absent fighting American farmers

- Over six million women filled factory jobs left by men
- While women involvement in the war and war industry was great in the U.S., it was still not very significant
 - It was a small percentage of women working in the war effort compared to that of Britain or Russia or France
 - Over $\frac{2}{3}$ of the women returned to their domestic lives after the war was over

Work, Exchange, and Technology: The war effort made it necessary for many people to take part. This means that men and women, Anglo-descendants and immigrants alike were involved fighting for or working in the factories of America. Although the New Deal was over, this involved the creation of several new government programs (which expanded the government's influence much like the New Deal programs did) to manage the work necessary and prevent economic disaster. This included the WPB to manage war supplies, the OPA to bring down inflation, the NWLB to help war industries stay prosperous, and the Bracero program to increase manpower in the farms and factories of the U.S. when many men had left to fight in the war. Women too were very involved directly with the war, participating in programs such as the WAC, WAVES, and SPAR. This active employment of many millions of people gave many people work and increased spending power that had been lacking since the Roaring '20s, something that not even the New Deal could induce; this huge and necessary war industry allowed the U.S. to climb out of the Depression.

Wartime Migrations

- Many American soldiers (over 15 million) chose to resettle somewhere in America other than their origin after the war
 - Boomtowns ("Los Angeles, Detroit, Seattle, and Baton Rouge") grew dramatically
 - The South received a lot of government subsidies for industry and many people were sucked into those new industrial jobs and moved to the South accordingly
 - Over 1.6 million African Americans left to the North and the West to look for jobs
 - This was largely due to the creation of the mechanical cotton picker, which greatly outpaced the manual labor of the South's most widespread cash crop
- There was still discrimination against blacks during the war
 - Roosevelt passed the Fair Employment Practices Commission (FEPC) to ensure that blacks had an equal opportunity and no discrimination in jobs related to the war
 - Blacks were enlisted into the war but were often only given service positions
 - The National Association for the Advancement of Colored People (NAACP) and the Congress of Racial Equality (CORE) were created during the war as black support for no discrimination rose
- Native Americans got involved in the war effort as well
 - Thousands of Native Americans worked in the war industry factories in cities
 - Thousands served in the military
 - Some were "code talkers," who transmitted messages in their own language (which was unknown to the enemy European nations)
- Racial tensions grew between nativist white Anglo-Americans and other racial groups that had recently moved to the cities, causing violence sometimes

Migration and Settlement: Many people involved in the war, of all ethnicities, settled in different areas than they had before the war. This included 15 million soldiers, who moved to many boomtowns, especially in the South and West. The South grew the most because the government had spent much money in building factories for war supplies in the South, and therefore many people moved to the South. There was also a great emigration from the South with African Americans, especially because a mechanical cotton picker was invented and the demand for agricultural laborers (a job that many African Americans held) declined. Also prominent was the movement of the Native Americans away from the reservation system and into the workforce, even finding highly valuable jobs as “code talkers” in the war. All three of these ethnic groups had many people move away from their original economic situation to one with better financial security, especially in the war industry in boom towns or cities.

Holding the Home Front

- The U.S. fared pretty well during WWII
 - None of the fighting had really touched the U.S. (besides Pearl Harbor), whereas the European nations had been heavily bombed
 - The war had taken the U.S. out of the Great Depression and increased the GDP and corporate profits
 - Money from the war (sales of war supplies) helped mobilize the economy and drag it out of the depression
 - Wages and spending power generally increased during this time period
 - This happened especially when restrictions on wages (i.e., those imposed by the NWLB) were lifted
- The war cost \$330 billion
 - Income taxes were greatly increased to increase government revenue
 - The national debt rose to \$259 billion by 1945 (from \$49 billion in 1941)

The Rising Sun in the Pacific

- The Japanese quickly and efficiently conquered many lands in the Pacific Ocean
 - They attacked Pearl Harbor, Guam, Wake, the Philippines, and more at the same time
 - They took over Hong Kong and Malaya, important British economic centers
 - They cut the Burma Road, which carried most of the supplies to the Chinese army
 - The U.S. had to fly supplies over to the Chinese army
 - They took over the Dutch East Indies, which were rich with petroleum
- The Philippines resisted the Japanese invasion
 - General Douglas MacArthur held off the Japanese for a long time, despite being greatly outmatched
 - They were forced to retreat by the Bataan Death March, from which MacArthur went to Australia to defend it
 - At this point, the Japanese had also conquered the Philippines

Japan's High Tide at Midway

- The Japanese threatened to invade Australia

- The Americans and Australians won a victory in the Coral Sea in a battle of aircraft carriers
- Japan tried to take Midway Island, a strategic island that could launch attacks on Pearl Harbor again
 - The Battle of Midway (1942) was a crucial American victory won by aircraft carriers that saved Pearl Harbor and much of America's naval power
- After Midway the Japanese continued to take over more islands and move towards Alaska
 - The U.S. in response began to fortify Alaska in case of a Japanese invasion there

American Leapfrogging Toward Tokyo

- The U.S. won several victories in the Pacific Ocean after the Battle of Midway
 - It won Guadalcanal Island, New Guinea, Attu, Kiska, Tarawa, the Marshall Islands, Guam, the Marianas, and then it began non-stop bombings of Japan
 - Many of these battles were won by Admiral Chester W. Nimitz
 - The U.S. decided to bypass some of the major Japanese strongholds in their invasion, fortify their possessions and build airfields, and bomb the Japanese bases from their bases

Politics and Power: While Americans were fighting a defensive, primarily land-and-air war against Germany, it was also fighting a mostly defensive war with Japan at the same time. At the same time, modern warfare of the time was changing, and only the most up-to-date techniques could survive in the hellhole of WWII. Specifically, the use of aircraft carriers (only) in major naval battles such as the Battle of Midway became some of the most powerful battles of all time. Several other battles in the Pacific under Admiral Nimitz were fought and won by naval battles as well. The constantly improving technology, whether of war or of industry, that helped to keep America very modern showed the dynamic power of America, which is the source of its power. For example, if the U.S. had not helped invent radar or had been too stubborn with their neutrality and isolationism to ignore the helplessness of the democratic nations in Europe, WWI would have been lost and Germany would have become a world power; here, likewise, the U.S. was able to fend off the overexpanded (past international agreement) fleet of the Japanese with the ultramodern technology of the aircraft carrier, and by adopting new battle tactics to attack the Japanese islands quickly and successfully. These new tactics give the U.S. awesome power over other nations in times of war.

The Allied Halting of Hitler

- The Allies lost a lot of ships to the U-boat "wolf-packs" that ganged up on American ships
 - Eventually they started to lose fewer ships because of British code breakers (who had solved the Enigma code used to encode German messages) and because of radar
- The British victory of the Battle of the Atlantic prevented the Germans from having naval control of the seas and the repulsion of German troops in Egypt prevented the Germans from taking the vital Suez Canal
 - If either of these battles had been lost Britain had a high chance of losing the war to Germany, and Germany would mass-produce even more powerful U-boats
- The Russians held off the Germans at Stalingrad (September 1942)

- The Russians fought back in November of that year and reclaimed $\frac{2}{3}$ of the land lost to the Germans

A Second Front from North Africa to Rome

- The Russians had lost a great deal of land and many millions of people, and thus wanted a second front fought on the Germans from the west (i.e., from Britain or France) to aid its efforts
 - Most Americans and FDR wanted to open a second front on the west to strengthen the Allied offensive on Germany
 - Most British did not want to open a second front because they were worried that a direct attack on the Germans would likely end unsuccessfully and disastrously
- A compromise between U.S. and British was a second front in North Africa
 - Dwight D. Eisenhower led mainly American troops to defeat the German and Italian armies in Northern Africa
- FDR and Churchill met in Casablanca in 1943 and decided that they would invade Sicily and Italy and demand unconditional surrender of the Italians
 - The term “unconditional surrender” was made popular by Ulysses S. Grant and meant that the loser had essentially no power after the war was over (Google definition: “no guarantees are given to the surrendering party”)
 - It was criticized because it encouraged the enemies to fight to the last man and not surrender, because they would have no power unless they won anyways (and therefore losing was not worse than living under the complete power of the enemy)
- The Allies attacked Italy in August of 1943
 - Italy surrendered unconditionally to the attack and Mussolini was taken out of power
 - The Germans continued to fight in Italy, even if the Italians had already surrendered
 - It was only the next year after the Allied invasion of France that Rome was taken, and two years later and just before the official surrender of Germany that the German soldiers in Italy surrendered
 - The continued fighting in Italy only diverted a little bit of German attention away from the Soviet and French fronts, but was overall not that effective

D-Day: June 6, 1944

- FDR, Churchill, and Stalin met in Tehran in 1943 to discuss creating a second Allied front in France
 - Preparations were made in Britain and in the U.S.
 - Most of the men were American, and therefore their leader was General Eisenhower
- The Allied troops invaded France at Normandy on D-Day (June 6, 1944)
 - 4,600 ships attacked the beach, while an air force dominated the skies and cut off supply lines
 - The Allies secured the beach, despite strong resistance
 - There was a second attack in southern France, and the two Allied forces in France worked together towards Paris and liberated it in August 1944
 - The French front began to invade Germany

America in the World: The invasion of North Africa and D-day were the first major majority-American offensives in Europe during WWII. In both cases, the U.S. worked strongly with British troops to fend off the Italians and Germans. Both invasions were successful, and the U.S. helped lead the reconquering of North Africa, Italy, and France within a couple of months. These attacks again revalidated the American military strength as a world power as it had done during the American Revolution and the War of 1812 against the British superpower, but with the modern warfare of the 1940s this time. With these invasions there was a major distraction of the German forces from the Soviet front, thus providing the promise of a second front requested for their ally of Soviet Russia, first hesitatingly as a minor front in North Africa and Italy, but later in the all-out invasion of France through Normandy beach. Thus America expressed both its soft power (promise to the Allies of a second front) and its hard power (military strength and strategy), while also greatly weakening their enemy Germany.

FDR: The Fourth-Termite of 1944

- The Republicans nominated Thomas E. Dewey, the governor of NY, for their presidential nominee of 1944
 - He was young and had a reputation for justice against racketeers and grafters
- The Democrats again nominated FDR because he was their major political figure and the war was almost over
 - They chose Harry S. Truman as vice president
 - Truman was a trustworthy chairman of a Senate committee with a clean slate; few people had grudges held against him

Roosevelt Defeats Dewey

- Dewey was an active speechmaker during his campaign for presidency, while FDR was busy directing the war and not actively campaigning
 - Dewey advocated for the end of the New Deal and “better” fighting in the war
- FDR won the presidential election of 1944
 - The CIO helped with his campaign, asking people locally to vote for Roosevelt
 - He won mostly because he was leading a winning war and the people did not want him to stop leading them to victory

American and National Identity: Despite the most costly and deadly war of all of history, and despite talk of delaying the elections until the war’s end, American democracy and the ultimate law of the land, the Constitution, dictated that the president be re-elected every four years. The American people stayed true to this fundamental part of their identity, a rule established to prevent against the kind of despotism that had happened in other nations that gave unlimited power to its leaders. Thus the election of 1944 was carried out like usual. Both sides used a very likeable representative of their party as their nominee as president (victorious FDR and righteous Dewey) and chose slightly more moderate vice presidential candidates (young Truman and moderate Bricker). In the end, it came down to choosing the incumbent FDR, mostly because he was victorious in war. This continued a trend of choosing popular generals or other leaders of war that had occurred since the Civil War: generals Zachary Taylor and Ulysses S. Grant, for example, were popular generals-turned-presidents. Thus it became a stronger part of American identity when FDR followed this trend.

The Last Days of Hitler

- Germany was desperate by the time FDR's fourth term began
 - The Soviets had begun to invade Germany
 - The U.S. was nonstop bombing German cities and supplies
- Germany decided to throw a whole-hearted last offensive into one attack in December of 1944
 - They succeeded in invading for ten days but were stopped by the Americans
- The Soviets captured Germany up to Berlin
 - Hitler committed suicide when the enemy approached
- FDR had died in April of 1945
 - Truman had suddenly become president
- V-E (Victory in Europe) Day was May 8, 1945, the day after Germany surrendered unconditionally in the war

Japan Dies Hard

- Japanese ships were quickly being sunk by American submarines
- American planes bombed Japanese cities such as Tokyo
- The Japanese's last attempt to win over the seas was at Leyte Gulf (October 1944)
 - The Americans won this battle
 - The loss of so many important Japanese ships in this battle made them lose their place as a naval superpower of the world
- MacArthur and the U.S. navy went on after the battle at Leyte to capture the Philippines, Iwo Jima, Okinawa
 - They were slowed by Japanese kamikaze pilots, who would commit suicide by crashing their planes into American forces to inflict more damage

The Atomic Bombs

- The Japanese showed no indication of having an unconditional surrender to the Allied forces, and therefore the Americans prepared to invade
- At the Potsdam conference (July 1945), Truman, Stalin, and Churchill declared that Japan was to surrender or be destroyed
 - The U.S. had developed an atomic bomb through the Manhattan Project, a group of advanced scientists
 - The first atomic bomb was dropped on Hiroshima (August 6, 1945)
 - This killed or injured 180,000 people
 - The second atomic bomb was dropped on Nagasaki (August 9, 1945) after the Japanese refused to surrender
- The Japanese agreed to surrender on August 10 as long as their emperor could keep the throne
 - Although this went against "unconditional surrender," the Allies agreed to this
 - The surrender of the Japanese was known as V-J (Victory in Japan) Day (August 10, 1945)

The Allies Triumphant

- The U.S. suffered heavy losses (1 million soldiers)

- This would have been a greater number if not for the invention of penicillin (antibiotics)
- This was still small compared to the Russian loss of 25 million men
- American land was relatively untouched
 - The only attacks on the U.S. were small bombings in California and Oregon
- The U.S. was very well-prepared for the war and fought it well
 - This was mostly because it had begun unofficially fighting the Axis powers before they officially entered the war
 - The U.S. factories were also geared up to war production before they entered the war

Politics and Power: As was the case in WWI, the Allied powers were victorious in WWII. Hitler and Japan in this war are defeated, and the rule of those dictatorships are not a threat to the western democracies any more. Both sides executed desperate measures to try to become victorious in the war, but the power of the combined Allied forces, especially with the huge workforce and resources of war-untouched America, was too difficult for Germany and Japan (the former which was heavily burdened from the Depression and still paying off its debts from WWI and the second which had limitations in the Naval Treaty following WWI which limited its navy to a smaller size than those of Britain and the U.S.) to defeat. As a result, although not officially recognized, the Atlantic Charter's goals could be continued now that the major imperialist powers of the world were now under the control of the victorious Allied nations. Although the Allies called for unconditional surrender of the Axis powers, they realized that giving some leniency — such as allowing Japan to keep its beloved leader — was necessary to preventing future hatred and causing another WW, as was the case after WWI with the strict Treaty of Versailles that put heavy demands on the Central Powers. Therefore, the Allies had to maintain a strict, but not overly so, regime of power over the defeated dictatorships in order to reform them away from their imperialist and authoritarian ways but prevent a revengeful spirit from being aroused in those nations.

Chapter 35: The Cold War Begins (1945-1952)

Synopsis

- The American population was at 140 million by the end of WWII
- People still worried about the Great Depression because it was still recent and relevant
- Tensions with the Soviet Union threatened a new international conflict

Truman: The “Gutty” Man from Missouri

- He was considered somewhat of an average man
 - He didn’t have a college education, “had farmed, served as an artillery officer in France during WWI, and failed as a haberdasher”
 - He had a little political and judicial experience in Missouri and Kansas City
- Truman began handling postwar problems modestly but became more cocky as time went on
 - He kept many close political friends with him like Grant did who were may have been corrupt and stayed loyal to them, thus tarnishing his reputation with theirs
 - He was very stubborn and refused to change his mind about his decisions
- However, Truman still “had down-home authenticity, few pretensions, rock-solid probity, and ... moxie” — i.e., he was very righteous and confronted problems head on

American and National Identity: Truman was a pretty ordinary man and president. Nothing about him or the beginning of his presidency was out of the ordinary. He filled in the role of the late president FDR like six other vice presidents before him. He had led ordinary jobs such as farming and fighting in the military and had a medium education. He was honest and had a high probity like many other presidents such as Lincoln or Wilson. He was loyal to his political friends from the “Missouri Gang,” like Grant had been with his close friends. He was stubborn like Theodore Roosevelt as well. He was not extremely radical or conservative, running the path of most presidents. He was a very ordinary man with no major scandals or other negative mark, and the people probably felt that he represented them well. This was a part of American identity back to the second party systems, with people that were previously very ordinary, such as poor soldier-turned-hero Andrew Jackson, finding great popularity because of the greater relatability the poor majority felt with them.

Yalta: Bargain or Betrayal?

- Many details remained unclear after the Tehran Conference between the U.S. and Russia, especially the division of the conquered lands after the war
- The Yalta Conference (February 1945) helped finalize details about the end of WWII and post-war governments
 - The leaders talked strategy about ending the last of German occupation
 - The leaders agreed upon the occupation of Germany after the war
 - The leaders agreed upon a new representative government with free elections in Poland, Romania, and Bulgaria after the war
 - However, the Soviet Union broke this promise after the war
 - The leaders decided to create a new peacekeeping international organization, the United Nations (to replace the weak League of Nations)

- The leaders discussed the eastern stage of the war regarding Japan
 - The U.S. wanted to minimize losses in the far East after losing many soldiers in the bloody battles of Okinawa and Iwo Jima
 - Stalin agreed to attack Japan three months after Germany's defeat, in return gaining some bargain lands from Manchuria and from Japan
 - The agreement to sell out Manchuria undermined Chiang Kai-shek's popularity and power in China, leading to his overthrow by the Communist party soon after the war
- The Yalta conference was not so much an overall peace agreement as it was a show of the nations' "general intentions"

The United States and the Soviet Union

- The U.S. and Russia had a long history of having tense relations with one another
 - Russian communism and American capitalism were always at odds with one another
 - As a result, the U.S. didn't recognize the Bolshevik government for many years
 - Both nations tried to impose their respective philosophies on other nations
 - The British and U.S. had delayed opening a second front to help out Russia's anti-Germany efforts
 - The U.S. denied a lend-lease bill to Russia while allowing one with Britain the next year
 - Russia was more focused on a Russian-friendly sphere of influence in Eastern Europe; the U.S. wanted more of a global society without dedicated spheres
- While the alliance between the U.S. and Russia was necessary during WWII to survive against Germany, it was not a friendly relation in peacetime
 - The tense standoff was known as the Cold War and lasted for about 45 years
 - It affected not only the U.S. and Russia, but most other nations as well

Shaping the Postwar World

- The Bretton Woods Conference (1944) established a stable international banking system to prevent a global financial crisis like that before WWII
 - It established the International Monetary Fund (IMF) to regulate currency exchange rates and the World Bank (International Bank for Reconstruction and Development) to "promote economic growth in war-ravaged and underdeveloped areas"
- The General Agreement on Tariffs and Trade (GATT, 1947) was founded to lower tariff rates between member nations
- The U.S. was active in creating and participating in these new economic international organizations
 - This was very different than pre-war isolationist stance, because now the U.S. had a large influence over the world as a powerful victor of WWII
- The UN was different from its predecessor, the League of Nations
 - The US had a large role in this new organization
 - It gave the Big Five Nations (the main victors of the war: USSR, Britain, US, France, China) the right to veto

- This encouraged cooperation by only passing policies that all major world powers agreed to
- The UN...
 - Had its headquarters in NYC
 - Helped set up Israel as a Jewish state
 - Created UNESCO (United Nations Educational, Scientific, and Cultural Organization), the FAO (Food and Agricultural Organization), and WHO (World Health Organization) as early projects to improve people's lives globally
 - Said no to the outlawing of nuclear weapons because of a Russian veto
 - The Russians and Americans needed that they needed nukes to protect themselves in case other nations had them; they felt that they could responsibly wield them for self-defense

America in the World: The U.S. had a large say in the postwar agreements following WWII, unlike those following WWI. After WWI, Wilson had negotiated in the Treaty of Versailles to achieve many idealistic goals for the western democratic nations, such as harsh reparations from Germany and the creation of the League of Nations. However, the U.S. decided to uphold their isolationist stance rather than agree to the interventionist Treaty of Versailles policies. After WWII, however, the U.S. decided to have a large role in creating international regulating agencies to help recover after the war. This included the creation of the UN and its sub-organizations such as UNESCO, the FAO, and the WHO. It also helped establish economic stabilizing organizations such as the IMF and GATT, which helped remove protectionist measures that threw the U.S. and other nations into the downwards economic spiral of the Great Depression. Politically, they also established grounds for the democratic governance of conquered German lands following the war, such as Poland and Bulgaria. The exception to its interventionist stance was its relationship with Russia: relations became more tense as being allied with the Soviets was not necessary anymore for survival and their strong communism clashed with the U.S.'s capitalism.

The Problem of Germany

- The Allies agreed that German leaders needed to be punished if found guilty
 - The Nuremberg war crimes trial (1945-6) tried 22 top German officials for being inhumane in war and going against international treaties
 - Over half of the tried were hanged, and many were given long jail sentences
 - Many other smaller court trials for lesser German officials continued for a longer time
- The Allies had split intentions about Germany
 - Some Americans wanted to de-industrialize it, citing its pre-war industrial strength as the main source of its aggression and power
 - The Soviets wanted to take large reparations (money to repay for the wrongs done in war) from the Germans to help rebuild their nation
 - Neither this nor de-industrialization would help Europe in the long run; doing so would only cause great bitterness in Germany like the harsh punishments had after WWI
- Germany was divided into military occupation zones

- A section was given to each of the Big Four (France, U.S., Britain, USSR [the western nations of the Big Five])
- The western nations promoted the idea of a reunited Germany, while the USSR wanted to keep its part of Germany to itself (because of USSR intention, see above)
 - Eventually West Germany would separate from East Germany
- The USSR clung onto many Eastern European nations under its sphere of influence
 - This was often called the “iron curtain” of the Soviets, one with great secrecy and with totalitarian strength
 - This included eastern Germany, Poland, Hungary — these states under the iron curtain were termed “satellite” states
- Berlin was also split between the Big Four but was in the USSR section of Germany
 - The USSR cut off supplies to Berlin because of policy arguments over Germany with the other Allied nations
 - The U.S. responded with the Berlin airlift, a large movement to supply the cut-off Berlinians via plane, which eventually rendered the USSR blockade useless and led to the blockade’s end

Cold War Deepens

- Stalin broke an agreement to remove troops from Iran in order to try to get some oil stakes in Iran
 - Truman protested this action and Stalin backed down
- Truman became tired of constantly arguing with the Soviets and decided to keep them separate with the containment doctrine (1947)
 - This meant that the U.S. would try to contain the USSR and its ideologies to its own space, and not to allow communism and its ideologies spread to the U.S. or other nations
 - Truman delivered the Truman Doctrine (1947) declaring that the U.S. should be obligated to help any free people who are at risk to be suppressed by foreign military power or ideologies
 - Specifically, he wanted to send money to Greece and Turkey to resist the Soviets’ increasing influence on those nations to prevent them from becoming communist
- Many of the western European nations were suffering from famine and economic chaos from the war
 - Americans were worried that communism would take ahold of these countries because of these problems
 - The Marshall Plan (1947) was an economic plan to provide aid to European nations suffering from these post-war symptoms
 - It involved the spending of \$12.5 billion in 16 nations
 - This caused the end of the communist parties in Italy and France
- Truman supported the creation of Israel
 - This was because of the high humanitarian toll on the Jewish people

- However, there was strong opposition from the Arab nations in the area who opposed having their land taken by a new nation

America Begins to Rearm

- The National Security Act (1947) was passed by Congress that revamped the U.S. military
 - It created the Pentagon and made it the center of U.S. defense
 - It created a new secretary of defense and a group of military leaders (one for the army, navy, and air force) forming the Joint Chiefs of Staff
 - It established the National Security Council (NSC) as an advising committee and the Central Intelligence Agency (CIA) for foreign intelligence
- The military draft created under the Selective Service System drafted millions of young men
- Britain, France, Belgium, the Netherlands, Luxembourg, and the U.S. signed a defense treaty called the North Atlantic Treaty Organization (NATO)
 - This supported the idea of American containment of the USSR by ganging up in protection against it

Politics and Power: The issue of what to do with Germany, the aggressor, became a political power struggle between the Allied powers. Russia wanted much of it and much reparations from it to repay, while the western democratic nations sought to unify Germany and help it to recover. However, once the USSR tightened its grip of Eastern Germany (especially Berlin) and some other eastern European nations, the tension between the U.S. and the USSR greatly increased. This caused the U.S. to call on the containment policy to “contain” the Soviets and their communist ideology from spreading to the rest of the world. This included the Truman doctrine and the Marshall Plan, which benefitted the democratic nations by stimulating economic recovery and offering help in times of suppression, but was exclusive of the USSR. The politics of the situation became even more tense when the U.S. began to rearm itself as if it were in wartime, creating another draft and several security agencies, presumably to protect against possible Soviet aggression. All of these actions involved the increased power of the Soviets (e.g., addition of nations under its “iron curtain”) and the democratic nations (e.g., containment doctrine, Marshall Plan, rearmament).

Reconstruction and Revolution in Asia

- MacArthur led the reconstruction in Japan
 - There was a trial of Japanese officers similar to the Nuremberg trials in Germany
 - The Japanese cooperated because they knew that better cooperation meant a quicker and smoother occupation
 - New policies were adopted that included “renouncing militarism, providing for women’s equality, and introducing Western-style democratic government”
- In China, the communists took over due to the poor leadership of the Nationalists during WWII
 - This was considered one of the U.S.’s worst losses during the Cold War, because so many people fell under the new communist rule in China
 - Communist Mao Zedong won over Nationalist Jiang Jieshi
- The Soviets developed a nuclear bomb in 1949

- This prompted Truman to seek to outpace their development by engineering a more powerful “H-bomb” — this development was successful
 - The creation of such a destructive weapon created a state of “mutual terror” that prevented either side from detonating to prevent total global catastrophe

The Korean Volcano Erupts

- The Soviets took over the part of Korea north of the 38th parallel as part of the agreements near the end of WWII, and the Americans occupied the southern part
 - Although they asked for a unified Korea, Korea ended up being split into a communist north and a capitalist southern part
 - When the Soviets and American forces had both been withdrawn in 1949, North Koreans attacked South Koreans and almost wiped them out
- Truman had issued the National Security Council Memorandum Number 68 (NSC-68) stating that the U.S. quadrupled its defense spending
 - The need to protect South Korea from communism justified this additional spending (i.e., the Truman Doctrine)
- The U.S. declared North Korea as an aggressor in the Korean War and called on them to help restore peace in the region
 - Truman sent U.S. army and navy forces to fight in the Korean War, along with some of MacArthur's troops in Japan

The Military Seesaw in Korea

- The American assault by MacArthur proved successful and even went beyond the 38th parallel
 - However, they pushed too far north and irritated the Chinese, who launched a counterattack that pushed the Americans and South Koreans back to the 38th parallel
 - MacArthur wanted retaliation against the Chinese and began to criticize the president for not doing more to try to win the war
 - MacArthur was thus removed from command of the war because of his insubordination
 - Talks of truce began but nothing too groundbreaking occurred until the war ended two years later

America in the World: The Korean War was the next major military conflict by the Americans. Like all of its other military conflicts except for the Civil War and the Revolutionary War, it was not fought on U.S. turf, instead fighting on the behalf of another nation. In this case it was fighting for the democratic South Koreans against the suppressive communist North Korean aggressors because the Truman Doctrine pledged U.S. aid against any nation succumbing to communist pressure. This is similar to the Monroe Doctrine and the Roosevelt Corollary that prompted most of the other U.S. foreign wars, such as the Spanish-American War. This continued a trend of America fighting for other nations for an idealistic cause; for the Monroe Doctrine, it was for the purity of the Americas free from European intervention, and in the Korean War it was for the sake of protecting democracy much like how the U.S. aided Britain in WWII largely to protect its democracy from falling to the totalitarianism of the Axis powers. However, despite initial successes, the Korean War was costly and ended in a stalemate,

weakening the U.S.'s reputation as being such a powerful military power as it had shown in WWII with its powerful attacks in Europe and East Asia.

The Cold War Home Front

- A new sense of anti-communism was very strong in the U.S.
 - Many Americans worried that Soviet spies were in the American government and had to be weeded out
 - Truman had the attorney general draft up a list of unloyal, supposedly communist organizations, and the Loyalty Review Board investigated 3,000,000 federal employees
 - Loyalty oaths were common in local government positions
 - The House of Representatives established the House Un-American Activities Committee (HUAC) "to investigate 'subversion'" — i.e., to prosecute apparent communists
 - Richard Nixon was a member of this and
 - Unfortunately, most types of social change — e.g., "declining religious sentiment, increased sexual freedom, and agitation for civil rights" — could be condemned as communist, and therefore most liberal social reform stopped during this time period
 - One major anti-red person was Joseph R. McCarthy, who made ludicrous claims of communist Congressman — shows anti-communist hysteria but little truth
 - His paranoid philosophy is dubbed McCarthyism, which affected many Americans during the Cold War
 - Eventually he ended up criticizing the army of being communist in the Army-McCarthy hearings, which resulted in him losing his position as a senator
- Some people viewed the Cold War as a theological war, between the religious west and the non-religious communists
 - The fear of non-religion prompted the addition of "under God" to the Pledge of Allegiance in 1945
- Social change for civil rights were sometimes stopped because they were condemned as communist, but sometimes they were promoted to distinguish the U.S. from totalitarian and restricting Russia
 - For example, the Executive Order 9981 by Truman desegregated the U.S. military

Postwar Economic Activities

- After the war there was great economic insecurity in the U.S.
 - Joblessness went up and marriages and babies went down
 - Many soldiers came home to not have a job and income anymore
- The Taft-Hartley Act (1947) was passed by a majority-Republican Congress (but not approved by Democrat Truman)
 - This prevented the "closed shop" (labor-union-only factories) and made unions liable for damages they produce
- Operation Dixie by the CIO aimed to unionize southern laborers
 - However, it failed to "overcome white workers' lingering fears of racial mixing"
- The Democrats created the Employment Act of 1946 to prevent another economic depression

- It was “to promote maximum employment, production, and purchasing power” through the government’s policies
- The GI Bill (Servicemen’s Readjustment Act of 1944) gave soldiers a low weekly wage and money to go to school
 - Eight million veterans went to school for free by this bill

Culture and Society: Society was greatly influenced by the U.S.’s foreign policy. (This was as opposed to before the WWII era, when the U.S. was greatly isolated and was influenced mostly by internal affairs). Many Americans became intensely anti-communist, with some officials such as McCarthy becoming paranoid and unreasonably labeling people to be investigated for being communist. As a result, many millions of people investigated, and thousands lost their jobs. Many millions of Americans became very suspicious of potential spies. A consequence of this was that social reform was also dampened because of its potential link to communism. This retarded movements for more equal rights, especially in terms of labor unions and civil rights.

Democratic Divisions in 1948

- Republicans chose Thomas E. Dewey as their presidential nominee for the election of 1948
 - They believed they would easily win over Truman, who had left taxes and prices high after the war
- The Democrats nominated Truman to be president again
 - Some Southerners nominated J. Strom Thurmond of South Carolina because they didn’t like Truman’s support for blacks, especially the desegregation of the military
- The vice president Henry A. Wallace also ran for president in the Progressive Party
- Truman won the presidential election by a large margin, and the Democrats regained majority in Congress
 - One of Truman’s first acts of his second term was to aid developing nations in Latin America
 - Truman also quickly initiated the Fair Deal (1949) domestic program that “called for improved housing, full employment, national health insurance, a higher minimum wage, better farm price supports, new TVAs, and an extension of Social Security”
 - However, most of this was countered by Republicans

The Long Economic Boom, 1950-1970

- Gross national product (GNP) rose steadily and quickly from 1948 to 1970
 - By 1970, Americans formed 6% of the world’s population but had 40% of the world’s wealth
 - New prosperity allowed for the success of the civil rights movement, of new welfare programs, and of confidence in leadership (necessary in the Cold War)
- Women greatly benefitted from new prosperity
 - Many of the new jobs that came out of this era went to women, and women formed a half of the labor force 50 years later (vs. a quarter during WWII)
 - They had acceptable roles both in the home and outside

The Roots of Postwar Prosperity

- The U.S. had used WWII to boost its industrial power
- However, the great prosperity depended on a “colossal military budget” similar to that during WWII (i.e., a huge consumption and production of goods) — might be hard to maintain
- Cheap energy also allowed for the economic boom to happen
 - America had a large stake in the abundant and cheap Middle Eastern oil reserves
 - Americans’ consumption of oil and electrical power greatly increased
- Productivity greatly increased (3% increase)
 - Especially true in agriculture
 - New machinery and fertilizers allowed farmers to feed many more people per farmer
- 90% of school-age children were in school (up from ~50% in 1900)

Work, Exchange, and Technology: There was a large economic boom after the war. This was caused mostly by the huge wartime economy that persisted through the post-war years and the large desire to spend by American consumers. Another key part to the economic boom was the increase in work productivity with the mechanization of some jobs such as agriculture and the making cheaper of important commodities like electricity. The education sector also got busy as a higher percentage than ever of children went to school. Overall, the entire workforce (and student-force) got busy to their occupations, which increased spending power and spending in the long run, stimulating a good economy. This showed the effectiveness of a spending economy, as opposed to the lack of spending during the hard times of the Great Depression that worsened problems worse by creating a stagnant economy.

The Smiling Sunbelt

- There was a new increased mobility with the American people
 - After 1945, 30 million people moved house per year
 - Households became less well-established and family relationships weakened
- The Sunbelt region greatly grew in population
 - This included fifteen states “stretching in a smiling crescent from Virginia through Florida and Texas to Arizona and California”
 - People came to these regions “in search of jobs, a better climate, and lower taxes”
 - Jobs were abundant here, especially ones involving machinery and manufacturing
 - A lot of federal funding went into the Sunbelt states
- The popularity of the Sunbelt broke the trend of political dominance from the Northeast
 - All of the presidents from 1964 to 2008 came from the Sunbelt

The Rush to the Suburbs

- Most (white) people moved away from the cities and into the suburbs
 - This was encouraged by the Federal Housing Administration (FHA) and the Veteran's Administration (VA) that gave home-loan guarantees that made buying a home more attractive than a city apartment
- Increase in suburb development led to construction boom

- “Levittowns” were large suburban planning projects in which an entire neighborhood was constructed at once — like mass-producing houses
- Many blacks and poorer people moved to the cities to the vacancies that the migrating whites had left
- There was some degree of racial discrimination by the government in housing loans, which hurt racial tensions and the blacks’ economic standings

Migration and Settlement: Most Americans tended to move out of the urban areas into more suburban areas. This was in contrast to the earlier shift towards the cities from rural areas that had been happening since the Industrial Revolution, and was a result of the greater prosperity of Americans, who could now afford to move to larger homes rather than city apartments. This was further encouraged by the government, whose governmental programs such as the FHA and the VA helped civilians and veterans pay off home loans. This move to the suburbs triggered an entire industrial process of huge building projects that further stimulated the economy. Furthermore, the new empty apartments were filled by poorer African Americans who sought to work in the industrial processes of the cities, especially in the new boom towns of the Sunbelt: this also improved the economy by moving labor away from the improved machinery of the farms (which didn’t require so much labor anymore) and to the factories. Overall, the migration was caused by and caused an economic boom, a virtuous cycle of creating more jobs and cheaper homes.

The Postwar Baby Boom

- There was a baby boom — a great increase in the rate of births — from 1945-1960
 - More than 50 million new Americans were born between the end of the war and 1960
 - This ended with a declining birthrate beginning in 1957
 - This created a swell of jobs and products aimed at children of a certain age
 - E.g., more teachers and clothesmakers were necessary for the huge numbers of people in that one boom of people, and then the industries declined once the wave of people from the baby boom grew older

Culture and Society: The increased prosperity of Americans created a new “industry” — baby-making. This in turn triggered a swell of age-targeted businesses that flourished as the baby boomers reached a certain age. This increase in American population not only helped repopulate America after decreases in birthrates following the Depression and losses of American lives during the war, but it also raised morale by showing that Americans were recovering and also helped stimulate the economy by giving markets more consumers. Although this was an influx of babies that could not last forever, it still represented a cultural aim to heal the nation and restore its lost members.

Chapter 36: American Zenith (1952-1963)

Affluence and its Anxieties

- There was a surge in home construction, especially in the suburbs
- Electronic computing was invented
 - The transistor was invented in 1948, originally was huge
 - IBM was the major computer manufacturer
 - Allowed for “better billing and inventory control and opened new frontiers in areas like airline scheduling, high-speed printing, and telecommunications”
- The airplane industry, both military and civilian, grew
 - The government collected planes in the Strategic Air Command (SAC)
 - Boeing created the 707, the first large passenger jet
- There was an increase in service jobs or office jobs, known collectively as “white collar” jobs, that outnumbered the “blue collar” jobs (i.e., labor in factories)
 - $\frac{3}{4}$ of the new jobs created between 1950 and 1980 were “clerical or service work”
 - Lowering number of factory workers meant declining union membership because most union members fought against work conditions in factories
 - Unions peaked at 35% membership in 1954, declined after that
- Many women returned to traditional housewife lives after the war
 - At first, most embraced the “cult of domesticity” because no one found any objection to that traditional role
 - Later in the 1950s and in the next few decades, more women became employed in the new white-collared jobs
- Once women had established roles as both housekeepers and workers in the workforce, society began to question these dual roles
 - Betty Friedan wrote *The Feminine Mystique* (1963) that supported the women’s movement, promoting the idea of working at home and in outside jobs

Consumer Culture in the Fifties

- America became mostly a consumer economy, with many inventions and attractions to make buying easier or more attractive to customers
 - Fast food was invented with McDonald's (1948)
 - The credit card was invented with Diner's Club (1949)
 - Amusement parks were invented with Disneyland (1955)
- The TV was invented and became very popular
 - There were only 6 TV stations in 1946, but 442 by 1956
 - There were 7 million TVs in 1951 and almost every home had one by 1960
 - Companies spent \$10 billion annually on advertisements in the 1950s
 - Some critics complained that it was “degrading the public’s aesthetic, social, moral, political, and educational standards”
 - Television helped to spread religion and commercialize sports

- Sports teams generally moved to the South or West, setting off a general settlement trend of moving south or west
- Popular music was revolutionized
 - Elvis Presley created the rock 'n roll style, which melded white and black music and became very popular amongst children
- Advertisements became more sexually alluring
 - Marilyn Monroe became an icon and the infamous *Playboy* magazine became popular
- Some people (traditionalists) were opposed to this new social trend towards consumerism
 - This mostly consisted of well-educated people, such as Harvard sociologist David Riesman or Harvard economist John Galbraith

Work, Exchange, and Technology: The rate at which work occurred increased during the 1950s, especially with the production and sale of consumer goods. The invention of fast food and the credit card made it much easier to buy food and most other products. The rise of the passenger jet, and computing increased productivity to travel and compute more quickly. The creation of TVs and amusement parks allowed for advertisements to happen and people to feel obliged to buy the new products. All of this contributed to the rise of consumerism and more lavish spending, which had been downed by the economic downturns of the Great Depression and WWII. Overall, the increase of the mass sale of these ordinary products improved the standard of living of many Americans while also contributing to the overall economic growth from 1950 into the 1970s.

The Advent of Eisenhower

- The Democrats were unpopular because of “the military deadlock in Korea, Truman’s clash with MacArthur, and war-bred inflation”
 - The Democrats nominated Adlai E. Stevenson as their presidential election of 1952, not very enthusiastic for his win
- The Republicans nominated Dwight D. Eisenhower, war hero of WWII, as their presidential nominee
 - Richard Nixon was his vice president
 - Nixon was accused of receiving campaign gifts, he responded with denials in the Checkers speech and saved his reputation
- The Republicans won the election of 1952, 442 to 89 electoral votes
 - Eisenhower flew to Korea to try and make arrangements, and the Korean war was finally ended a few months later
 - By its end, the Korean War had lasted 3 years, killed 30,000 Americans and over a million Chinese and Koreans (North and South)
 - The end of the war did not enact much change, with the return of the 38th parallel marking the division between communist North Korea and democratic South Korea
- Eisenhower strove to be a “people’s person,” showing “sincerity, fairness, and optimism” — he wanted the people to confide in him
 - This made him extremely popular

- His critics claim that he could have used this popularity to mobilize the country for civil rights, but rather he “hoarded” his power of popularity to himself

Politics and Power: The presidential election of 1952 was won by the Republicans both because of a loss of confidence in the incumbent Democratic administration of Truman and because of the large popularity of the war hero Dwight D. Eisenhower. When Eisenhower flew over to Korea shortly after his election, his popularity was increased because he helped stop the bloody and stalemated war that ended only a few months later. Like in the past with generals Andrew Jackson or Zachary Taylor, Eisenhower also embodies the popularity of a war general for America — because the wars are so costly both in dollars and in human lives, the changes made by a general can be as influential as political change to the people. However, he also did not want to tarnish his high reputation with the idea of enacting social change, which was not totally encouraged under the Republican conservative government — as a result, he had the potential to wield a lot of power in social change but decided not to use it, potentially for selfish reasons. This decision to make a moral or a popular choice is a common one for the President, and often it ends up being the popular decision to keep himself in favor with the people.

Desegregating American Society

- By 1950, $\frac{2}{3}$ of America's African Americans still lived in the South, which featured strong segregation
 - The old and rigid Jim Crow laws were still in effect from the Reconstruction Era
 - Blacks in the South were forced to use “separate public toilets, drinking fountains, restaurants, and waiting rooms,” as well as schools and sections of a train
 - Only about 20% of eligible black voters in the South were registered to vote
- Segregation prompted violent protests by African Americans
 - There were multiple riots that ended in the death of some blacks
 - Some authors and artists expressed the troubled situation of race relations in the U.S. making the U.S. seem less idealistic to foreigners
- Mostly in the North, desegregation began to occur as blacks fought for integration into public facilities
 - The National Association for the Advancement of Colored People (NAACP) advocated for desegregation of schools in a Supreme Court ruling and won
 - Desegregation occurred concurrently with the repeal of other racist acts, such as the Chinese Exclusion Act
- In the South, desegregation happened at a slower rate
 - There were some riots, such as Rosa Parks and her determined effort to resist segregation in buses with the Montgomery bus boycott
 - This boycott involved many African Americans boycotting buses for over a year in order to desegregate buses
 - Martin Luther King, Jr. pushed for desegregation, influenced many people and organized moving speeches

Seeds of the Civil Rights Revolution

- Truman was horrified by reports of black veterans being lynched

- He responded by desegregating the armed forces
- However, the government was mostly unmotivated to help blacks, with Congress being majority conservative Republican and Eisenhower having little interest in racial issues
- Chief Justice Earl Warren led the Supreme Court to pursue social issues
 - Because the conservative government was largely indifferent towards social change, many people were against his initiative towards solving social issues
- The court case Brown v. Board of Education of Topeka, Kansas (1954) stated that segregation in public schools was unconstitutional
 - This reversed the ruling of the case Plessy v. Ferguson that allowed for the existence of “separate but equal” (segregated) facilities
 - This act was resisted in the deep South, with many southern Congressmen signing the “Declaration of Constitutional Principles” (1956) that pledged their support for segregation
 - As a result, ten years later there would only be 2% of the school-age blacks in desegregated schools
 - Eisenhower did not support the case
 - He had a personal background with interactions solely with other caucasians and dealt little with race relations
- Despite Eisenhower’s reluctance to support desegregation, he supported the ruling Brown v. Board of Education in Little Rock, Arkansas to allow nine black students to enroll in Central High School (1957)
 - He authorized federal troops to escort the black students to their classes against Arkansas’ governor’s use of the National Guard to prevent them from enrolling
- Congress passed a Civil Rights Act (1957), the first one since the Reconstruction Era
 - It created a Civil Rights Commission to protect blacks’ voting rights
- There were various forms of resistance by the black community to segregation
 - MLK created the Southern Christian Leadership Conference (SCLC) that “aimed to mobilize the vast power of black churches on behalf of black rights”
 - This was because “the churches were the largest and best-organized black institutions” in America, despite segregation
 - There was a “sit-in” movement begun in 1960 when blacks sat in whites-only segregated facilities and refused to move until they were served equally (similar to sit-in strikes of union workers in the early 1900s)
 - The Student Nonviolent Coordinating Committee (SNCC) was created by black students as another organization against segregation
 - Many of these members were young and very passionate against segregation

American and National Identity: After almost two hundred years of American history, blacks were still not socially equal to whites because of segregation. Despite legislation passed in the Reconstruction Era and into the 1950s giving blacks emancipation, citizenship, franchisement, and desegregation (in schools), the ultraconservative Deep South still rejected federal law and supported the harsh Jim Crow laws and segregation. Even federal law could not undermine the extremely strong cultural ties of the South to the slavery and subjection of the African Americans, even though slavery had been abolished a century

before. While the Border States and the North scrambled to comply with the laws, the South continued to reject them. This uneasy desegregation then led to the rise of civil rights leaders such as Martin Luther King, Jr. and Rosa Parks, as well as civil rights organizations such as the SCLC and the SNCC that actively but peacefully protested against segregation.

Eisenhower Republicanism at Home

- Eisenhower pledged to practice “dynamic conservatism”
 - He wanted to practice liberal policies relating to social issues and conservative policies concerning economics
 - This was a cautious approach that continued some of the New Deal programs and helped reassure the people in a time recovering from a time of economic depression and world war
 - For example, he supported social security, unemployment insurance, and labor and farm programs that he believed kept the economy stable
 - However, he also avoided increasing the national spending, especially on the military
- Eisenhower dealt strictly with illegal immigration from Mexico with Operation Wetback (1954)
 - This was caused by both pressure from Americans and from the Mexican government worrying that it would damage the (legal) immigration of Mexicans in the bracero program (program for Mexican farm labor in America)
 - Approximately 1 million illegally-immigrated Mexicans were sent back to Mexico in 1954 due to this program
- Eisenhower wanted to reverse the new Native American assimilation and return to the Dawes Severalty Act
 - This was reversed due to popular rejection of the idea by many Native Americans
- Eisenhower supported the Federal Highway Act of 1956 that gave \$27 billion of federal funding to build 42,000 miles of highways
 - This would help the U.S. in wartime (because the U.S. feared a military war with the Soviets) by allowing easier mobilization of troops and supplies, and during peacetime by mobilizing civilians, especially to and from suburbs
 - As a result, suburbs flourished (and some main city areas declined)
 - This also helped give many jobs for construction

A “New Look” in Foreign Policy

- The U.S. wanted to step up its military strength in case of a Soviet attack on any of the democratic nations while also lowering its military spending
 - Secretary of State John Foster Dulles created the Policy of Boldness to solve both of these problems
 - This policy dictated that the SAC would be built up with bomber planes and nuclear bombs (which were relatively cheap because they were a single bomb)
 - Despite the new Policy of Boldness, Eisenhower still looked to relieve tensions with the Soviet Union diplomatically

- The Hungarians revolted against the Soviet Union to try and gain their independence in the Hungarian uprising (1956)
 - They asked for U.S. aid, but the U.S. did not use its new Policy of Boldness nukes
 - This showed that the use of the nuclear weapons was to be reserved for only the direst of cases (i.e., all-out war with Soviet Russia)

The Vietnam Nightmare

- Some Southeast Asian countries, such as Vietnam, were sick of being under European (French) control
 - They became increasingly communist (as they went against the democratic French government)
 - The U.S. spent about \$1 billion a year to fund French troops in Vietnam to fight off the communists
 - The U.S. had the choice to use its bombers from the Policy of Boldness, but Eisenhower again decided not to use them to spare extraneous conflict
- The Vietnamese nationalists' guerrilla warfare won over the French troops in the Battle of Dien Bien Phu
 - This split Vietnam into a northern, communist section and a southern, democratic section (similar to Korea)
 - The northern section wanted to unify with the southern section, but the southern section did not want to unify with the northern section

Cold War Crises in the Middle East

- The U.S. was worried that the USSR would gain control of the rich and essential oil fields in the Middle East
 - When the Iranian government began to resist the influence of the western, democratic nations, the CIA organized a coup that installed a new, western-sympathetic leader
 - Later, the Iranians overthrew this resented new leader and held a newfound hatred for the Americans
- President Gamal Nasser of Egypt needed funds to build a dam on the Nile for irrigation and power
 - The U.S. and Britain initially offered financial funding but withdrew their help once Egypt started to negotiate with the Soviets
- In return to the withdrawal of the offer, Nasser nationalized the Suez Canal, which threatened Europe and America's access to the oil fields of the Middle East
 - The French and the British coordinated an attack on Egypt to try and free the Suez Canal, assuming that the U.S. would supply them with oil while they attacked and the oil supply from the Middle East was disrupted
 - Eisenhower refused to supply oil to the invaders, and the invasion promptly failed
 - This was known as the Suez Crisis, another major European attempt to impose its influence on other nations to strengthen its military power against the Soviets

- In response to the invasion, the oil-rich countries of the Middle East formed the Organization of Petroleum Exporting Countries (OPEC), which dominated the oil industry and controlled its sale to the European nations, which essentially limited their military power as well

America in the World: During the 1950s the U.S. decided for and against global intervention in several world issues, largely unsuccessfully. This was opposed to the solely isolationist view that the U.S. had between the two world wars and the very interventionist view directly after WWII. For example, the U.S. shunned illegal Mexican immigrants, essentially forcing some influence on Mexico. While this supported both the American and Mexican goals of keeping the Bracero program afloat (illegal, cheap labor migrants would undermine the program) it also ruined the prospects of the million Mexican immigrants deported back to Mexico. The U.S. decided not to intervene in the Hungarian uprising, nor directly fight in the Vietnam War or drop an atomic bomb. They did, however, intervene in the Middle East to try and gain the oil fields of Iran but refused to aid the invading Britain and France in Egypt during the Suez Canal Crisis. Thus the U.S. did intervene a lot in global politics, but usually did so unilaterally; aiding other nations or solving their conflicts, especially by dropping nuclear bombs, was out of the question.

Round Two for Ike

- The presidential election of 1956 was Eisenhower against Stevenson again, this time with a 457 to 73 electoral vote (even larger margin) to make Eisenhower president again
- Eisenhower tried to root out corruption from the government by passing the Landrum-Griffin Act (1959) because of multiple investigations of government officials that had exposed scandals
- The Soviets launched Sputnik I and II into space, the first artificial satellites
 - This worried the U.S. because they believed the satellites could be used to launch intercontinental ballistic missiles on the U.S.
- Eisenhower created the National Aeronautics and Space Administration (NASA) to research about space and missile development
 - By the end of the decade several satellites had been launched successfully (and some unsuccessfully)
 - Congress passed the National Defense Education Act (NDEA) (1958) to promote STEM education in schools

The Continuing Cold War

- Both the U.S. and the USSR wanted to stop nuclear tests so as to not pollute the atmosphere, but continued to do so out of mutual distrust
- The U.S. and USSR decided to meet at a conference in 1960 to negotiate, but this fell apart when a U.S. spy plane was shot down over the USSR and suspicions rose again
- Latin America became angry about the U.S.'s Cold War policies
 - They did not like how the U.S. invested billions in helping Europe but only millions to its neighbors in Latin America
 - They did not like how the U.S. supported dictators that only claimed they were fighting communism

- The dictator of Cuba was one example; he was ousted by new dictator Fidel Castro, who ended up being very hostile to the Americans and causing the break of economic relations between the U.S. and Cuba as well as turning Cuba into a communist state

Kennedy Challenges Nixon to the Presidency

- Richard Nixon was chosen to be the Republican nominee for the election of 1960
 - He showed himself to be mature
 - He had gained popularity in the kitchen debate with USSR leader Khrushchev in Moscow the year before about “American consumerism over Soviet economic planning”
- John F. Kennedy was chosen to be the Democratic nominee for the election
 - He was a Roman Catholic, which many of the majority Protestant population were somewhat against
 - While this spurred away some Southern Protestants, it encouraged many Northern Catholics to vote for him, perhaps even helping his campaign
 - Kennedy also became more popular in a series of on-TV debates with Nixon, in which he was more lively and appealing to the American people
- Kennedy won the election 303 to 219 electoral votes, but with only a 118,000 popular vote difference
 - He was the first Roman Catholic president and the youngest president
 - He had strong political backing in the election from “workers, Catholics, and African Americans”
- Eisenhower was respected in his last days as President for his “decency, goodwill, and moderation”
 - During his presidency Alaska and Hawaii had been admitted as states into the U.S.
 - He felt sad that he could not end the Cold War’s tensions with the USSR and warned of a military-industrial complex
 - This means a government’s military that is tied to the arms industry, which encourages war at the benefit of the arms industry and the economy but not necessarily for moral means

Politics and Power: The end of Eisenhower’s presidency was a time of difficult relations with the Soviets. The Soviets had sent out the first artificial satellites, which worried the U.S. because this meant also the ability to send intercontinental weapons out into space as well that could reach the U.S. at any time. As a result, the U.S. revamped its science research with the creation of NASA and science research with the NDEA. This “space race” was similar to the Cuban missile crisis in that it could mean a nuclear war at any moment. A U.S. spy plane was spotted and shot down over the USSR, which increased suspicions and ruined a meeting for negotiations between the two nations. Eisenhower even left his presidency with a warning in his farewell address against a nation wedded to the arms industry and therefore to war. Political relations between the U.S. and the USSR decreased as the military power of both increased.

- The U.S. had become a hub of the arts during this time period, especially in NYC
 - There was a focus on the modern arts, especially abstract expressionism by James Pollock in the 1940s through 1950s
 - This involved very abstract art, and regular concrete art forms were not as popular
 - This was more about what the author felt and less about what actually existed in the painting
 - Architecture was revolutionized with the popularization of the International Style, or the modernist style
 - This involved sleek modern, steel buildings that are now common in many American cities like NYC
 - Literature also improved in the postwar era
 - In war stories there was often a sense of realism, and often the war stories were written for satirical reasons
 - Also common were stories about the new affluence of the U.S.
 - Some writers tackled the issues of social issues such as homophobia in their writing
 - Many novels were about teenagers coming of age and the struggles involved (i.e., like YA fiction, still very popular genre today)
 - Poetry was often lamenting of the societal norms of a sexualized, consumerist economy
 - Theater brought to life some of the social issues of the time period, such as McCarthyism and women's rights
- The “Beat Generation” included people of the 1950s who believed that social conformity was becoming too prevalent and that everyone should be “marching to one’s own ‘beat’”
 - It “advocated free-form experimentation in life as well as literature”

New Cultural Voices

- Black authors in the North such as Richard Wright and James Baldwin built off of the literary achievements of the Harlem Renaissance literature to write their own literary masterpieces such as *Native Son* and *The Fire Next Time* (respectively)
- The South experienced a Southern Renaissance in black literature
 - African American writers turned away from being reminiscent of antebellum America and more appreciative of the modern South
- Jewish authors also became prevalent by writing many novels in the 1950s

Kennedy’s “New Frontier” Spirit

- Kennedy was very impassioned and empowering in his speeches, telling America that a new generation of Americans had come forth and it was glamorous
 - Kennedy encouraged the idea of a “New Frontier” — that the U.S. was always braving new challenges in science and in society
- Kennedy assembled very young cabinet members, including his brother Robert F. Kennedy as attorney general

- Because many were very highly-educated and somewhat stubborn, “these appointees made up an innercircle notable for its aura of brash confidence and self-conscious sophistication”
- Kennedy created the Peace Corps, a U.S. group of volunteers dedicated to help people in poorer nations
- Despite his enthusiasm, Kennedy was restricted by weak Democratic Congressional majorities
 - Kennedy expanded the House Rules Committee with Democrats to weaken the strong conservative majority in it
 - “Key medical and education bills remained stalled in Congress”
- Kennedy was both liberal and conservative when it came to corporate economics
 - He supported a tax bill that lowered taxes to support large companies
 - He became angry at steel manufacturers for unfairly raising the price of steel
- Kennedy supported NASA’s space research
 - After \$24 billion in research, two NASA astronauts landed on the moon in the Apollo mission (1969)
 - This helped regain some of the prestige of America after the USSR showed up the U.S. with their ability to beat the U.S. in launching the first satellite and man into space

Culture and Society: The economic growth of America allowed for people to live more comfortable lives, and less economically-necessary art fields flourished. NYC became a hub for the arts, and art developed for all people: in the North with modernism in urban architecture, in the South with the Southern Renaissance, for black authors, for abstract expressionists, among others. People began to move away from the depressing, nostalgic and concrete art forms to move towards more abstract, optimistic art forms relating to present and future rather than past. The same vibe that made the Harlem Renaissance artists so innovative pushed along this optimistic generation. Along with the optimism in art forms was a new social optimism led by Kennedy, the idea that the entire society was on a “New Frontier” that could help the poor (with the Peace Corps) and even land people on the moon (with NASA’s Apollo mission). Society was in a general upswing of emotion, allowing for rich cultural development and innovation.

Foreign Flare-ups and “Flexible Response”

- The USSR desired to cut off access of East Germany and East Berlin from the western nations, despite Kennedy’s insistence against it
 - They built the Berlin Wall separating East and West Berlin to prevent East Germans from going through to West Germany through Berlin
 - To western nations this looked like a prison wall, a sign of suppression and limitation
- Western Europe flourished in the early parts of Kennedy’s presidency
 - European nations benefitted strongly from the Marshall Plan and the creation of the European Economic Community (EEC), a free trade agreement throughout Europe (later the European Union, or EU)
 - Kennedy passed the Trade Expansion Act (1962) that promoted trade within the EEC
 - The level of global trade led to the new term: globalization, implying the immense degree to which nations are economically interdependent
- Kennedy wanted a better plan to face the USSR if conflict arose

- The Policy of Boldness essentially created the decision “between humiliation and nuclear incineration” — neither are great choices
- Defense Secretary McNamara created the idea of a “flexible response” — i.e., various degrees of military action depending on the gravity of the conflict
 - This made it easier to choose military conflict over diplomacy in smaller-scale conflicts, such as in Vietnam
- The Northern Vietnamese government grew corrupt and wanted to defeat the southern, pro-US Vietnam
 - Kennedy increased the number of troops in South Vietnam
 - Despite initially supporting South Vietnam against the communist North Vietnam, it eventually turned against them and ordered a coup against South Vietnam because it was too reactionary and could not impose enough promising social and political reform to match the American idea of a better government there

Cuban Confrontations

- Kennedy created the Alliance for Progress, essentially a pact of friendship with Latin America, but there was little amity and progress between U.S.-Latin American relations
- Kennedy authorized a CIA scheme designed to lead a coup against Fidel Castro with exiles from Cuba in the Bay of Pigs invasion
 - The invasion failed and the Cubans became ever more communist and hostile towards the U.S.
 - Later the U.S. found Soviet nuclear missiles being shipped over to Cuba, which was dangerously close to the U.S.
- Kennedy prevented a bombing of Cuban missile sites, instead diplomatically placing an embargo on Cuba and asking for the missiles to be removed — this tense time of almost all-out nuclear war was known as the Cuban missile crisis
 - He threatened the USSR that an attack on the U.S. would mean severe retaliation on the USSR
 - After a week, the USSR agreed to remove Russian missiles from Cuba if the U.S. would remove its own missiles from Turkey
 - This agreement showed Khrushchev as a soft-willed traitor to the Soviets, who ousted him
- After the Cuban missile crisis there was some attempt at reconciliation with the USSR
 - After long negotiations with the Soviets after the missile crisis, Kennedy finally got a nuclear test ban treaty with the Soviets passed
 - A hotline was drawn from Washington D.C. to Moscow for immediate communication in case of emergency
 - Kennedy gave a speech asking the Americans not to view the Soviets as all demonic people, encouraged them to think less negatively about them

America in the World: The Cold War peaked during Kennedy's presidency, but it began to decline due to the cautious acts of the president. Germany became ever more divided between East and West, Communist and Democratic; Vietnam also became more divided, North and South; Cuba became more

strongly against the U.S. after the Bay of Pigs incident, leading to the high-tension Cuban missile crisis. Only when the “war” reached its climax with Soviet missiles pointed at the U.S. from Cuba and US missiles pointed at the USSR from Turkey did the nations back down, presumably because they were so close to “mutual destruction” by atomic warfare that they decided that it was best not to go ahead with military action. U.S. diplomatic relations with the USSR began to improve as the Cuban missile crisis was diffused through compromise to remove both nations’ nuclear weapons from the other’s neighboring countries, when nuclear test bans were agreed upon, and when Kennedy encouraged the American people to stop antagonizing the Soviets. Thus the Cold War, although still tense, declined from the threat of all-out nuclear war.

The Struggle for Civil Rights

- Kennedy wanted to promote the civil rights movement
 - He strategically decided to target specific aspects of civil rights to improve by legislation instead of asking for wholesale racial justice, which many people were still strongly against
- African Americans took things in their own hands by creating Freedom Riders, interracial buses to demonstrate desegregation
 - An anti-desegregation group burned one of the Freedom Rider buses, which led Kennedy to send federal troops to protect the Freedom Riders
- The Kennedy Administration and the Civil Rights movement worked together
 - There was a little suspicion of the Civil Rights leaders being communist, but this suspicion cleared up with no evidence
 - The government helped civil rights leaders and the SNCC to create the Voter Education Project (1963) to enfranchise many of the South’s nonvoting blacks
 - Like before with Eisenhower, Kennedy was forced to send in federal troops to protect black students enrolling in schools
 - Kennedy gave a speech supporting civil rights in 1963
- MLK led major demonstrations against segregation
 - He peacefully protested in Birmingham, the most segregated big city, and the horrors of the treatment there of blacks were revealed to America (by TV)
 - He led the March on Washington, a peaceful demonstration that involved 200,000 demonstrators and ended in his famous “I Have a Dream” speech
 - Even despite his efforts, violence against blacks continued

The Killing of Kennedy

- Kennedy was shot in an open-top car on November 22, 1963
 - Vice president Johnson became president
 - The murderer Lee Harvey Oswald was murdered by a vengeful man
- Kennedy had really invigorated the nation in the baby boom generation and carried on with his ideals of promoting peace through civil rights and better relations with the Soviets

American and National Identity: Unfortunately, American history is riddled with assassinated presidents. This includes Lincoln, Garfield, and McKinley, and Kennedy is the most recent. This shows that the

American identity inevitably includes governmental policies that are controversial, such as President Kennedy's strong support of the civil rights movement, so controversial that some Americans such as Lee Harvey Oswald feel the urge to kill for their cause. Likewise, the Civil Rights movement was another demonstration of American Identity, with Americans fighting stubbornly for their causes, from the American Revolutionary War to union strikes. The Civil Rights leaders advocated passive and peaceful revolt, much like the peaceful worker strikes; the "sit-down" revolts were very similar to unions' "sit-down" strikes. The identity of the African Americans in the US showed an increasing improvement, one that began from slavery in the pre-Civil War era that continues to the less-common-but-still-existing racial violence today.

Chapter 37: The Stormy Sixties (1963-1973)

The LBJ Brand on the Presidency

- Lyndon B. Johnson inherited the presidency from JFK when he was assassinated
 - Johnson supported many New Deal policies
 - He was a manipulative politician, who used the “Johnson treatment” — an intimidating display of backslapping, flesh-pressing, and arm-twisting that overbore friend and foe alike”
 - He was a liberal president
- He passed the Civil Rights Act of 1964
 - It “banned racial discrimination in most private facilities open to the public, ... strengthened the federal government’s power to end segregation in ... public places, ... barred employers from discriminating based on race or national origin in hiring and empowered the Equal Employment Opportunity” — a very intensive act to help minority races
 - When conservatives tried to block the bill by adding gender equality to the bill as well (which they thought was too radical to pass), the bill actually passed and guaranteed gender as well as racial equality
- In Johnson ordered affirmative action (1965) for federal employers
 - Affirmative action is policy helping the victims of discrimination
- Johnson initiated a “War on Poverty” program to try to reduce poverty in the US
 - This included a tax bill
 - This was a continuation of JFK’s presidency (which had also considered an antipoverty campaign)
 - This was part of the “Great Society” that Johnson tried to create
 - The Great Society included “a sweeping array of measures encompassing New Deal-style universal social programs, targeted assaults on remaining pockets of poverty, and major new public investments in education and the arts”

Johnson Battles Goldwater in 1964

- Johnson was nominated as the Democratic nominee in 1964
 - Johnson was very liberal
- The Republicans chose Barry Goldwater (senator of AZ) as their presidential nominee
 - Goldwater was very conservative
 - He attacked “the federal income tax, the Social Security system, the Tennessee Valley Authority, civil rights legislation, the nuclear test-ban treaty, and ... the Great Society” — basically New Deal and more recent liberal programs
 - Goldwater was popular amongst a rising wave of conservatism, especially strong in the Sunbelt regions that was opposed to desegregation and new civil rights laws
- The Democrats condemned Goldwater as a trigger-happy politician that might elicit another world war
- Johnson passed the Gulf of Tonkin Resolution (August 1964)

- This happened after the Gulf of Tonkin Incident, in which two American destroyers near Vietnam were supposedly attacked unprovoked
- This was supposed to involve only a “limited” retaliatory air raid” against Vietnam, but it “covered everything,” giving the president great military power over Vietnam
- Johnson won the presidency, 486 to 52 electoral votes
 - He only lost in the Sunbelt and AZ (Goldwater’s home state)
 - Both houses of Congress also had majority Democratic factions

Politics and Power: Johnson’s introduction into the presidency after JFK’s death was a time of quick social change. He used his newfound political power to initiate many liberal policies, especially ones that JFK was already working on, such as the Civil Rights Act of 1964, affirmative action against discrimination, and the “War on Poverty” with his “Great Society” policies. These helped to give the society many policies helping the poorer sector of society, especially blacks and women, as the Civil Rights Act of 1964 established equal employment rights to all races *and genders*. His popularity with these radical new policies — reminiscent of FDR-age New Deal policies — to improve the lives of the common people won him the election of 1964. However, his expanded government power in foreign politics worsened the situation in North Vietnam when he passed the Gulf of Tonkin Resolution to bomb the North Vietnamese, heightening tensions between the US and North Vietnam.

The Great Society Congress

- Johnson used his large congressional Democratic majorities to his advantage
 - The government gave \$2 billion to the Office of Economic Opportunity and \$1 billion to develop Appalachia
 - He created the Department of Transportation and the Department of Housing and Urban Development
 - He created the National Endowments for the Arts and the Humanities
- Johnson had four main goals in his Great Society:
 - “Aid to education”
 - Gave educational financial aid to students, not schools (which helped all kinds of students and schools, did not target schools by religion)
 - “Medical care for the elderly and indigent”
 - Medicare (1965) for the elderly and Medicaid for the poor were established as government medical financial aid programs
 - These helped millions of Americans but involved heavy spending from the US government
 - “Immigration reform”
 - The Immigration and Nationality Act of 1965 undid the immigration quotas of the immigration laws since 1921
 - It allowed 290,000 immigrants to enter the US annually, and it limited the number of immigrants from the Western Hemisphere
 - It allowed relatives of US citizens to enter the US as well
 - The source of immigrants greatly shifted from Europe to mainly from Asia
 - “A new voting rights bill”

- The new Voting Rights Act of 1965 (see below)
- While critics said that the Great Society programs wasted a lot of government money and did not achieve much, they greatly improved American standard of living
 - Poverty greatly decreased
 - Medicare decreased poverty amongst the senior citizens
 - Infant mortality rates increased with better government help for the poor from Medicaid

Battling for Black Rights

- Despite the progress made by the Civil Rights Act of 1964, many blacks still were not voting in the South
 - For example, only 5% of the blacks in Mississippi were voting, due to “the poll tax, literacy tests, and barefooted intimidation”
- The 24th Amendment abolished the poll tax
- Freedom Summer was when thousands of blacks and white civil-rights promoters went to register many blacks at once in the summer of 1964
- Racial hatred increased as a result of these efforts towards improving civil rights
 - There was violence in Mississippi
 - The Mississippi Freedom Democratic Party were denied entry at the DNC in 1964
- MLK Jr. led a march in Selma, Alabama
 - It was a peaceful protest but was met by “state troopers with tear gas and whips [that] assaulted King’s demonstrators”
 - This involved two deaths
 - National footage of this shocked much of the nation and increased the pro-civil rights movement
 - Johnson responded to this in a televised national address with support for civil rights
- Shortly after the Selma incident, Congress passed the Voting Rights Act (August 6, 1965) that outlawed literacy tests and helped blacks register for voting
 - This again increased the power of blacks, who could now vote with protection by the government
 - For the first time there was a net migration of blacks into the South

Black Power

- There were wave of violent black protests after the Voting Rights Act of 1965
 - There was a violent conflict in Watts (Los Angeles) shortly after the passing of the Voting Rights Act, and other violent riots in Newark and Detroit
 - Malcolm X was a leader of the Nation of Islam, a militaristic group
 - The group supported the idea of black separation from American society, rather than integration like the peaceful protesters with MLK
 - The Black Panthers were a militant socialist black group
 - Their main group was to resist police brutality

- The SNCC's leader preached Black Power, the idea that African Americans will "smash everything Western civilization has created"
 - This was interpreted by some to support integration and others to support separation
- MLK was shot and killed in April of 1968
 - This sparked more violence by blacks
- There was some progress amidst this violent protesting in terms of civil rights
 - Voter registration in the South greatly increased
 - Some major cities had black mayors elected
 - Southern African American enrollment in schools increased
 - Many blacks moved above the poverty line

Culture and Society: Johnson's early presidency involved great social reform to help the common people, liberal policies reminiscent of the New Deal. This involved bolstering the Department of Transportation, the creation of the Office of Economic Opportunity, Medicaid and Medicare, and the Voting Rights Act of 1965. These all gave more economic or political opportunity to the poorer people of American society, such as with Medicaid to help the nonworking elderly and Medicare for the poorer people who cannot afford regular healthcare, as well as the Voting Rights Act that prevented restrictions against fair voting. These government-initiated welfare programs were matched in social reform by the Civil Rights movement, with leaders such as Martin Luther King, Jr. and Malcolm X leading the fight for total black equality under the law. These activists worked to achieve total racial equality for blacks in voting and integration into all public facilities. All in all, government welfare programs and civil rights protests enacted much liberal social change to help the underprivileged and poor people.

Vietnam Vexations

- The Viet Cong (Vietnamese Communists, i.e., Southern Vietnamese loyal to North Vietnam) attacked a US base
 - This led to retaliation in the form of the bombing of North Vietnam as "Project Rolling Thunder"
 - 184,000 American troops were involved in South Vietnam by 1966
- The US believed that a gradual escalation of US force would be most effective and efficient to win against North Vietnam, but every escalation was met with stronger guerilla defense by the North Vietnamese
 - By 1968 500,000 American troops were in Vietnam and \$30 billion was being spent a year on it
- The fact that a global superpower (the US) was meddling in the affairs of a tiny country (Vietnam) was appalling to other countries and to some Americans
 - Some countries repelled American Peace Corps troops and France showed its discontent by withdrawing from NATO
- The Six-Day War (June 1967) happened while the US was busy at war with Vietnam
 - Israel took over much Palestinian land, putting 1,000,000 Palestinians under Israeli rule and creating another 350,000 refugees
 - This worsened the tension that was already strong in the Middle East

- There were anti-war protests in the US
 - Some people dodged the draft
 - Some students protested with “teach-ins”
 - People in large cities such as NYC, San Francisco, and Chicago led marches against the war
 - Senator William Fulbright of AR led a series of televised anti-war hearings
- The war had become highly unpopular and expensive (both in money and human lives) by 1968
 - The people saw the war as brutal and expensive and unnecessary, and they distrusted the government more and more as they discovered the manipulation taking place by the government over the people
- The CIA was ordered to spy on domestic officials (despite being an foreign surveillance program) and the FBI condemned anti-war advocates as communist sympathizers

Vietnam Toppled Johnson

- The Tet Offensive (January 1968, during the Vietnamese New Year (Tet)) was a North Vietnamese and Viet Cong offensive
 - The Americans counterattacked and won
 - The US generals asked for 200,000 more troops in response to the Tet Offensive
 - The ferocity of the attack showed to many Americans that the war would not be easily won, even with such a high level of American interaction
- Many Americans were becoming anti-war
 - Eugene McCarthy, a Democratic candidate for the election of 1968, was strongly anti-war
- Johnson announced that he would not be running for re-election in 1968
 - This was due to mounting anti-war complaints that was widening the gap between pro-government and anti-war people
 - It was also due to the fact that Johnson had lost popularity in comparison to McCarthy and Robert Kennedy, another Democratic candidate
 - Johnson also announced that he would be scaling back the involvement in Vietnam
 - This appeased the “war doves” by promising lesser involvement in the war while also appeasing the “war hawks” by not specifying a total end to the war

America in the World: The Vietnam War was a major blunder by the US. While it was met initially by an enormous US effort to wipe out the communist North Vietnamese with 500,000 US troops and Project Rolling Thunder dropping thousands of bombs, it was met by aggressive guerrilla fighting that the US and South Vietnamese could not hold off. The war quickly became very expensive due to this fruitless and highly involved military spending, and it became unpopular as more Americans saw it as brutal to both the American troops involved and to the Vietnamese civilians caught in the war. The discovery of the use of national security agencies (the CIA and FBI) to silence opponents to the war and the strong Tet Offensive that weakened the American prospect of winning caused multiple anti-war protests. In the end, Johnson had to humiliatingly assure the nation that he would not be running for re-election, and instead focus the end of his presidency not on re-election but on drawing American troops out of Vietnam. The Vietnam War was thus an international US intervention that was highly unpopular and

pressured out by American popular sentiment, weakening the US reputation of being a righteous, always-victorious “international police.” They also gained further contempt from the North Vietnamese and the communists, worsening the Cold War.

The Presidential Sweepstakes of 1968

- Hubert Humphrey (Johnson's VP), Eugene McCarthy, and Robert Kennedy were the Democratic candidates for president
 - Kennedy was shot by an Arab immigrant resentful of Kennedy's pro-Israel stance
 - Herbert Humphrey thus became the Democratic nominee
- Humphrey supported the idea of continuing the Vietnam War at full involvement until the North Vietnamese were willing to negotiate
- The Republicans chose Richard Nixon, former Vice President, to be the presidential nominee
- George Wallace ran as an independent in the election
 - He was the one to block black students from entering the University of Alabama
 - He supported reversing civil rights measures (reactionary, extremely conservative)
- Nixon won the presidential election of 1968
 - He won 301 electoral votes to 191 electoral votes for Humphrey and 46 for Wallace
 - Wallace won several states in the Sunbelt, the most electoral votes for any third-party candidate
 - He was a minority president, winning mostly because the people distrusted the current Democratic administration that began the Vietnam War
- Johnson had created a mixed legacy of bad and good
 - He had passed many laws to help the poor people and African Americans
 - His dual attempts to reduce poverty and fight the North Vietnamese at the same time by federal funding was unrealistic and failed

The Cultural Upheaval of the 1960s

- Many Americans became disillusioned about the government's role because of their distrust of the government over the Vietnam War
 - They found out that “American society was not free of racism, sexism, imperialism, and oppression”
 - This caused many Americans to lose the sense of cultural dignity (their “moral rudder”) that they had for being American
 - For example, membership of the Protestant faith greatly dropped (48% to 41% in the 1960s)
 - The more educated generally became more secular, while the less educated became more religious
- Young people, especially college students, commonly had antiestablishmentarian protests against the government
 - The baby boom generation had reached college age, providing a large source of the college students
 - UC Berkeley had a peaceful Free Speech Movement protest
 - College protests would become more and more violent and radical

- The Students for a Democratic Society (SDS) became the terrorist group, the Weather Underground (the Weathermen)
- Drugs such as marijuana and LSD corrupted many youthful minds and led a many young addicts and drug dealers
- Sexual rights advanced
 - Birth-control pills were invented, preventing unwanted pregnancies
 - The Mattachine Society (1951, LA) advocated for gay rights
 - The Stonewall Rebellion was a revolt by gay supporters against police brutality against homosexuality
- The great social changes in 1960's stated in 3 P's:
 - "Population bulge of the baby boomers"
 - "Protest against racism and the Vietnam War"
 - "Prosperity that seemed a permanent fixture of postwar America"

Culture and Society: The changes in perspective of the baby boomers were dramatic and sometimes even radical. Many Americans suddenly became aware of the racial injustice and social inequality present in the US and protested these problems. Some of them had peaceful protest, such as the Free Speech Movement protest at UC Berkeley, but others had radical reactions such as the terrorist group Students for a Democratic Society that became the terrorist group known the Weathermen, and some groups turned to drug addiction to drown these newfound sorrows in American society. However, social change was generally positive, with protests such as the Free Speech Movement and the Mattachine Society (for gay rights) and the Stonewall Rebellion (against police brutality), as well as the invention of birth control pills (which gave people more sexual freedom), advanced social rights even in this time of despair in American inequality.

Nixon “Vietnamizes” the War

- President Nixon sought to soothe the Vietnam conflict through a process called Vietnamization, the gradual removal of American troops from Vietnam
 - He wanted to remove all 540,000 American troops from Vietnam, while training the South Vietnamese troops so that they could fight their own war
 - This led to the Nixon Doctrine, which stated that the US would help its allies militarily but without support of large groups of American troops — i.e., other nations have to fight their own wars
 - Nixon still wanted to win the war, but not militarily
- Anti-war “doves” still thought Nixon’s withdrawal was too slow
 - They wanted an end to the American involvement that “was prompt, complete, unconditional, and irreversible”
 - They had a anti-war protest of 150,000 people in Boston Common and Washington, DC
- Nixon tried to appeal to the silent majority
 - He believed that the majority of the people still supported the war despite the riots, hence the “silent majority”
- People were growing steadily more hateful towards the war

- The war drafted mostly poorer Americans, especially African Americans, because they did not occupy the essential roles in society that would exempt them from the draft
- The conditions in Vietnam against guerrilla warfare were especially brutal
- “Drug abuse, mutiny, and sabotage” were common amongst the American soldiers
- People were horrified to discover that American troops had slaughtered many innocent civilians at My Lai

Cambodianizing the Vietnam War

- Nixon ordered federal troops to attack North Vietnamese in Cambodia
 - Cambodia had been used to connect the North Vietnamese and the Viet Cong
 - Troops were withdrawn two months later in response to the riots
- The attack on the North Vietnamese in Cambodia caused angry students to riot
 - At Kent State University four student rioters were shot and killed by the National Guard
 - At Jackson State College the highway patrol shot and killed two students
- Several concessions were given by the government to appease the anti-war doves
 - The Senate repealed the Gulf of Tonkin Resolution that gave the government and the president so much military power in Vietnam
 - Fewer people were drafted and people were only drafted for one year instead of eight
 - The 26th Amendment lowered the voting age to eighteen
- The Pentagon Papers were released by a Pentagon official to *The New York Times* that showed deceptions of JFK and LBJ to the people, further fueling anti-government sentiment

Nixon's Détente with Beijing (Peking) and Moscow

- Russia and China were at odds with their different interpretations of communism
 - The US desired to exploit their differences to weaken communism or to better their relations with them by supporting one side or the other
 - Henry Kissinger, Nixon's military advisor, helped negotiate with North Vietnamese and with the two major communist powers to schedule a trip for the president
- Nixon traveled to China in 1972
 - He talked to the leaders and they decided to “normalize” the relationship between China and the US
 - The US lessened support to Taiwan as an independent nation to improve its favor with China; this was the “one-China” policy
 - He was the first president to have visited China during the presidency
- Nixon traveled to Russia in 1972
 - The USSR needed American food supplies and didn't want to conflict with China (which now was supported by the US), and therefore was ready to normalize relations with the US as well
- The improved relations with China and Russia meant an era of détente
 - Détente means relaxed tension between the nations before conflict occurs
 - This détente included an anti-ballistic missile treaty and the Strategic Arms Limitation Talks (SALT)
 - This détente greatly helped reduce the intense tension of the Cold War

- Nixon remained strongly anti-communist even in the détente with Russia and China
 - They were against a communist leader of Chile and supported his dictatorial, non-communist successor

America in the World: After the decision to start backing out of Vietnam, the US began a foreign-policy change towards improving relations with communist countries to ease the tensions of the Cold War. Exiting from Vietnam with the policy of “Vietnamization” was the first step—this showed that the Americans were willing to let Vietnam decide its own fate rather than simply stopping the communist North Vietnamese from taking over. This resulted in an American moral victory by taking its troops out of the immoral war, and a communist victory by having the North Vietnamese win over South Vietnamese two years after the American pull-out. Later, Nixon traveled to China and the USSR to speak with their leaders in order to ease tensions with détente and some negotiations such as SALT. As a result, the US began to resume more normal relations with China and Russia, which then eased the Cold War conflict.

A New Team on the Supreme Bench

- The Chief Justice under most of Nixon's presidency was Earl Warren
 - Warren was very liberal, and many liberal rulings passed under him:
 - *Griswold v. Connecticut* (1965) allowed the use of contraceptives
 - *Gideon v. Wainwright* (1963) gave criminals the right to free attorneys if they were too poor to afford them
 - *Escobedo* (1964) and *Miranda* (1966) gave the right to remain silent
 - *Engel v. Vitale* (1962) and *School District of Abington Township v. Schempp* (1963) prevented schools from requiring prayer
 - This angered many religious conservatives
 - Nixon had a campaign promise of changing the Supreme Court's makeup to be more conservative (following Republican ideals)
 - Conservative Warren E. Burger and three other conservatives replaced the Chief Justice and three other justices on the Supreme Court during Nixon's presidency
 - Interestingly, even Nixon's new Supreme Court ruled liberally sometimes
 - In *Roe v. Wade* (1973) they legalized abortion

Nixon on the Home Front

- Nixon supported welfare systems (which went against traditional Republican conservatism)
 - He approved policies increasing Food Stamps, Medicaid, and Social Security
 - He created the Supplemental Security Income (SSI) for the disabled
- Nixon implemented the Philadelphia Plan (1969) setting a quota of employers dedicated only to minorities
 - This was a new form of affirmative action that effectively forced privileges on African Americans rather than protecting their rights
- Nixon created the Environmental Protection Agency (EPA) (1970)
 - This was in response to 20 years of increasing concern about the environment, such as by influential author and environmentalist Rachel Carson

- This was related to the creation of Earth Day (April 22, 1970) that recognizes the importance of natural resources and is a holiday still celebrated today
- Nixon increased government control in industry
 - Nixon approved the Occupational Safety and Health Administration (OSHA) and the Consumer Product Safety Commission (CPSC) to protect workers and consumers from dangerous company processes and products
- Nixon created several policies in order to avoid inflation
 - He had a “ninety-day wage and price freeze in 1971”
 - He took the US off of the gold standard and lowered the value of the dollar
 - This ended the Bretton Woods system (based on the gold standard) of international currency balancing that had been in place since WWII
- Nixon’s methods of “appointing conservative Supreme Court Justices, soft-pedaling civil rights, and opposing school busing to achieve racial balance” were considered Nixon’s “southern strategy”
 - This was meant to convert more unsure Southern Democrats into becoming Republican

The Nixon Landslide of 1972

- The Vietnam War flared up again in 1972 in severity when the north Vietnamese entered South Vietnam across agreed demilitarized zones
 - The US decided to bomb the North Vietnamese in retaliation, luckily not provoking Chinese or Russian intervention on behalf of the attack
- Anti-war senator George McGovern became the popular Democratic presidential nominee for the election of 1972
 - McGovern took advantage of the new primary election system (which now favored the younger and poorer majorities) to bolster his popularity amongst the commoners
 - However, this had him labeled as “the countercultural candidate of ‘acid, amnesty, and abortion’” and was frowned upon by conservatives
 - When it was discovered that his vice president had gone through psychiatric therapy, he lost great popularity amongst the American people
- Nixon became very popular as the presidential nominee for the Republicans
 - He had the achievement of reducing the American troops in Vietnam from 540,000 to 30,000
 - Kissinger announced that the war would be over in only a few days, improving the hopes of the people on Nixon in a war-free era
- Nixon won 520 electoral votes to 17 for McGovern (a huge gap)

American and National Identity: The government began to favor new welfare systems, the primary, and OSHA that protected more rights for the common people and workers. The Supreme Court also passed many liberal policies, such as *Griswold v. Connecticut* (1965), *Gideon v. Wainwright* (1963), *Escobedo* (1964) and *Miranda* (1966), and *Engel v. Vitale* (1962) and *School District of Abington Township v. Schempp* (1963) that gave people more simple rights such as the right to use contraceptives and the right of people to remain silent in a court case. Even the creation of Earth Day and the EPA protected another gave more protective rights to an oppressed member of American society: its environment. These new changes under

President Nixon very much followed the same trend that governed the early Johnson Great Society policies — many of them were welfare acts that emphasized the rights of the common citizen. The emphasis on welfare, beginning with Social Security, became a much greater part of the American identity when new welfare systems such as Medicaid and Medicare were created, policies that remain today as a strong part of our national identity.

The Secret Bombings of Cambodia and the War Powers Act

- After his reelection, Nixon initiated a series of heavy bombings of North Vietnam in an attempt to pressure the North Vietnamese into negotiating
 - They agreed on a ceasefire in January 1973 (two months later)
 - While Nixon claimed that the cease-fire was a honorable way to achieve peace, it actually involved the withdrawal of many of the US troops while leaving many North Vietnamese troops in South Vietnam
- Americans became more concerned about Nixon's continued bombing of Cambodia
 - Nixon had secretly had 3,500 bombing raids against communist forces in Cambodia
 - Nixon was supporting the dictatorship of Cambodia over the communist forces of North Vietnam and the Viet Cong
 - Nixon vetoed congressional acts to stop his Cambodian military campaigns
- The War Powers Act (1973) was passed to limit the president's military power
 - Under this act the president has to report to Congress about new military campaigns he has unilaterally authorized and has to withdraw troops if Congress rejects it
 - This was part of New Isolationism, an era of cautious military intervention by the US

The Arab Oil Embargo and the Energy Crisis

- The Syrians and Egyptians attacked the Israelis in the Yom Kippur War (October 1973)
 - It was meant to regain territory lost in the Six Day War
 - The Israelis were losing badly until US weaponry was sent over
 - The US felt a dire need to support the Israelis because Israel was its democratic ally in the Middle East and there was a potential for the USSR to support the Arab nations
 - The US support led to Israel's victory and a ceasefire
- The Arab OPEC nations set an embargo to the US and some European nations supporting Israel in retaliation for their support of Israel
 - This caused an economic shortage as fuel for cars and heating was greatly decreased in supply
 - This marked the end to cheap and abundant energy in the US
 - The US had been declining in its oil production since 1970, and this embargo highlighted that fact and its dependence on the Middle East
 - The embargo lasted only five months but had international effects, even on nations that did not have the embargo (due to globalization all nations felt the economic depression)
- After the embargo, OPEC quadrupled its oil prices, which made oil still hard to obtain
- After the embargo, the US created the International Energy Agency to offset OPEC's power

America in the World: The heavily criticized aggressive bombing campaign of Cambodia and the oil restriction by OPEC made the US more cautious about its foreign-intervention policies in a new era of “New Isolationism.” The Cambodia campaign was ordered solely by Nixon and involved over 3,500 bombing raids and vetoes by Nixon against stopping the raids. This in turn caused Congress to pass the War Powers Act that limited the President’s unilateral war-making power, which in turn limited the US’s power to intervene in world affairs. In addition, the embargo of the US in retaliation for the support of Israel caused the US to lose much of its main oil supply, which again limited the US in turns of oil and therefore lost military and transportation ability (as tanks and cars are heavily dependent on oil). As US relations in the communist Far East and the radical Middle East worsened, the US lost its ability to majorly intervene in these other nations.

Chapter 38: Challenges to the Postwar Order (1973-1980)

Synopsis

- An economic phenomenon known as “stagflation” was prominent during the 1970s
 - This involved a mixture of economic stagnation (little economic growth or decay) due to a “broadly shared prosperity”), as well as inflation
 - This caused several major positive economic policies of the more earlier post-war era (“Keynesian economic policies, an expanding welfare state, shared prosperity, and stable corporations matched by strong labor unions”) to weaken
- A weakening economic system led to “political polarization, a weakened federal government, rising inequality, and the reassertion of traditionalist cultural values”

Watergate and the Unmaking of a President

- The Watergate scandal (June 17, 1972) was when five men tried to bug the Democrat headquarters to sway the election of 1972 towards the Republicans
 - The five men were part of the Republican Committee to Re-Elect the President (CREEP), and were arrested
 - It turned out to be a sort of dirty trick Nixon used to try to get himself re-elected (among others newly discovered such as the manipulation of the IRS, FBI, and CIA to aid him)
- The Vice President Spiro Agnew resigned (October 1973) because he took bribes
 - This worsened the suspicion about the President’s honesty because his running-mate was found guilty of corruption
 - The Vice President was replaced with Michigan Congressman Gerald Ford
- The Senate carried out televised court cases about Watergate (1973-1974)
 - Nixon denied all charges, but evidence from secret recording systems found him guilty of trying to cover up the incident
 - He initially only allowed select portions of the tape to be revealed; however, the Supreme Court ruled that he could not hide any potential evidence to possible criminal activity
 - The “smoking gun” tape was an especially incriminating tape of the President giving orders to cover up the break-in with the CIA’s help
 - The House drew up charges of impeachment: “obstruction of justice, abuse of the power of the presidential office, and contempt of Congress”
- Nixon resigned (August 8, 1974) following a dramatic farewell address
 - The resignation (which would have been forced anyways if the impeachment trial had followed through with its charges) showed the power of the process of impeachment to check corruption in American government without chaotic means

American and National Identity: Nixon became the first president to be impeached and almost removed from office (he would have been had he not resigned first) because of his corruption (“obstruction of justice, abuse of the power of the presidential office, and contempt of Congress”). Although other presidents had many unconstitutional policies enacted, such as ones that enforced discrimination against blacks or Native Americans, Nixon’s presidency was the first one that clearly involved a

manipulation of the electoral system. With the election system being a fundamental basis of US democracy, this enraged many people and caused a full impeachment trial of Nixon, in which he was found guilty. Thus the constitutional and democratic process of impeachment, also a fundamental idea in American ideology, showed its power to check blatant uses of political power for corrupt reasons.

Sources of Stagnation

- The 25-year economic boom of the 50s and 60s ended in the 1970s with stagnation
 - While productivity gains had caused the standard of living to roughly double since the beginning of the boom, wages and standard of living stagnated by the 1970s
 - Some attributed stagnation to the increase of women in the workforce, who often had fewer skills outside the home than men and often took part-time jobs, while others claim that a shift in emphasis from manufacturing to science industries caused a productivity decline
- Inflation also increased
 - The deficit spending on the Vietnam War and the Great Society programs caused great inflation
 - In addition, these programs turned potential civilian and education funds into welfare and military funding, which didn't help the workforce grow
 - Inflation tripled in the 12 years after Nixon's inauguration
- While working WWII-age factories in America found little incentive to modernize, ruined Japanese and German factories had to build new, ultramodern factories that would soon dominate some industries (including the automobile and consumer electronics industries)

Work, Exchange, and Technology: The decrease in the industrial processes during the 1950s made the US fall behind in terms of its industrial prowess. The US spent much of its money on the Vietnam War and on welfare programs, neither of which improved either the workforce's education level or the modernized the factories. In contrast, destroyed Japanese and German factories were forced to rebuild modern factories, many of which outpaced American WWII-age factories and led various areas in industry where the US used to operate, such as with automobiles. As a result of the US decrease in industrialization and movement towards the service section, it lost its 25-year economic boom; worse, the inflation caused by the deficit spending on the simultaneous money drains of the Vietnam War and the welfare programs tripled in the decade after Nixon's inauguration.

The First Unelected President

- Gerald Ford became the first president not elected by the people
 - Some people thought he wasn't very bright
 - His presidency was soured by his replacing of two corrupt leaders and his not being elected into office by the people
 - People liked him even less when he pardoned Nixon of any criminal charges
- Ford sought to improve the détente situation with the USSR to improve relations with them
 - The US and 30 other nations joined at the Helsinki Accords to officially end WWII by "formally legitimizing the Soviet-defined boundaries of Poland and other Eastern European countries" in exchange for a more open trade with the western nations

- While the Eastern European nations didn't like this because they were held under Soviet rule, the Western European nations and the US agreed with this because it was meant to lower tensions in the Cold War
- These accords ended up not being as optimistic as originally thought because of Jewish discrimination in Russia and few exports to offer from them, which caused Ford to eventually lose support of détente and the accords

Defeat in Vietnam

- The North Vietnamese quickly defeated South Vietnam in a 1975 campaign
 - It was so quick that the remaining American troops had to be rescued by airlift
 - 140,000 South Vietnamese were also moved to the US because they were worried about annihilation, with eventually 500,000 Vietnamese relocating to the US in the long run
- The US had provided military support necessary for the South Vietnamese but had lacked the will to fight
 - \$118 billion had been spent on the Vietnam War by the US
 - The US sustained 50,000 deaths and 300,000 casualties
 - The US retreated in 1973 at a standstill (so they technically did not lose; the South Vietnamese did two years afterwards)
- The defeat at Vietnam was humiliating to the US because the US was fighting an unjust war (simply because North Vietnam was communist, but violating their right to self-determination and savagely massacring them at times) and because the US were the bullies (a much larger and more powerful nation than Vietnam)
 - This also lost the US citizens' confidence in their leadership and military power

America in the World: The defeat in Vietnam defaced America to the world and to its citizens. The war, and then its defeat, all were very American. The US spent \$118 billion on the war and sustained hundreds of thousands of casualties, in a war in which the US was fighting a nation much smaller and weaker than itself as simply a proxy war in the larger ideological Cold War. In addition, the US lost the war — a huge bully of the West fighting a tiny Eastern Asian country. Although the US had technically surrendered during a standstill and had made their peace with the Vietnamese by backing out with "Vietnamization," the US had essentially lost because they had provided much of the South Vietnamese firepower, which was insufficient with the growing amount of US discontentment about the war. Because US citizens also lost faith in the war because it was a defeat and because it was immoral, it also helped to shrink the US's international policing powers that corresponded with the caution in the growing New Isolationism ideology.

Feminist Victories and Defeats

- Women demonstrators were strong and common in the 1970s
 - There was the Women's Stride for Equality march in 1970
 - In 1972 Congress "prohibited sex discrimination in any federally assisted educational program or activity" in Title IX of the Education Amendments
 - This helped not only women scholars but also women athletes at schools
- The Equal Rights Amendment (ERA) gave women total equality of rights under the law

- It won congressional support in 1972, and 21 states quickly ratified it
- The Supreme Court supported it with the controversial case Roe v. Wade (1973) that legalized abortion
- It was opposed by antifeminists and religious groups who blamed the rising divorce rates on feminists
- Antifeminist Phyllis Schlafly (a woman) said that the ERA would remove traditional women's protection in the home and workplace, and she and other antifeminists stopped the ERA from being ratified by enough states
- Despite the death of the ERA, women's rights advocated effected many changes in the social structures of America
 - Women in the workforce greatly increased in numbers, especially in white-collar professions such as "medicine, law, and higher education"
 - Feminist institutions (e.g., women's shelters) sprung up
 - The battle for feminism became a prominent idea in the media
 - The changes in families ("including the growing numbers of divorced, single-parent, and dual-income household") greatly changed family life

Culture and Society: Society was further increasing its women's rights with the strong women's protests in the 1970s. Both feminists and antifeminists clashed strongly, with feminists arguing that their freedom was a fundamental right of all Americans but antifeminists taking the conservative route by claiming that feminism stripped women of their traditional protections and that feminism caused the drastic increase in divorces and weaker family connections. The Women's Stride for Equality and the new Title IX of the Education Amendments gave women no discrimination in schools (for education and athletics). The ERA almost passed to give women complete equality under the law, which was still considerable taking into account the liberality of the proposal. And the workforce's percentage of women greatly increased. So despite strong conservative movements in the 1970s, the pro-feminist movement rode the wave of liberal reform (e.g., the welfare policy reform) to give women many more rights outside of the home during this decade.

The Bicentennial Campaign

- Gerald Ford won renomination for the Republican party over Ronald Reagan
 - Reagan supported the idea of the "New Right," a "swelling conservative movement" that "emphasized hot-button cultural issues — from the ERA and abortion to housing busing and school curricula — as well as a nationalist foreign-policy outlook that rejected détente and international treaties"
 - This New Right movement was more conservative and popular than moderate Ford, causing Reagan to gain popularity
- James ("Jimmy") Carter won the Democratic nominee for the election of 1976
 - He was a dark-horse candidate, a peanut farmer that was very sincere and humble
 - He strongly campaigned with his honesty (wanted to dissociate himself from the stigma of presidential corruption such as with Nixon)
- Carter won the presidential election, 297 to 240 electoral votes

- Carter won most of the Southern states, with 97% of the African Americans voting for him (although Ford won the majority of the White Southerners)
- Both houses of Congress were also majority Democratic
- At first, Carter was popular, but this diminished over time
 - Having both Houses of Congress with Democratic majorities, he quickly created a new Department of Energy and cut taxes
 - In the long run, Carter's lack of political expertise and unwillingness to consult other caused the fall of his popularity

Carter's Humanitarian Diplomacy

- One of Carter's main foreign-policy motives was for human rights
 - In Rhodesia (Zimbabwe) and South Africa he supported the oppressed black majorities
- Carter had Egypt's president Anwar Sadat and Israel's Prime Minister Menachem Begin to have peace talks at Camp David
 - Israel ceded land gained in the 1967 war and Egypt vowed to respect Israel's borders
- Carter resumed trade with China (which had been stopped for 32 years because of Cold War tensions)
- Carter advocated for the return of the Panama Canal to the Panamanians
 - This was fought against strongly by conservatives, but still passed
- The Cold War situation became more hostile again as Cuba deployed troops to help rebel groups in Angola and Ethiopia under USSR guidance

America in the World: Carter used his honest policy of presidency to extend to foreign nations. Rather than focusing on economic or political connections with other nations, he focused more on humanitarian efforts in other nations. In comparison to the other international conflicts of US history, which were mostly political (e.g., WWI, WWII, the Cold War and associated proxy wars, the Spanish-American War, the Mexican-American War, the Civil War, the War of 1812, and the Revolutionary War), these were simply meant to improve the American goodwill and show its simple honesty. Carter helped the suppressed in some African nations, improved the hostile situation between Egypt and Israel, improved the trade relationship with China, and restored the right of the Panamanians to the canal on their own land (even despite American investors' and shipping's protests). This helped to improve America's standing with the world again, showing itself as a benefactor to other nations rather than a bully like it had been in Cuba and in Vietnam.

Economic and Energy Woes

- The US entered a recession with Ford's presidency that had lowered the inflation rate to 6%, but Carter's presidency immediately raised it to 13%
 - This was worsened by the high cost of imported foreign oil
- The financial deficit reached \$50 billion by 1980
 - This caused massive inflation and huge debtor interest rates (because debtors did not want to lose their money by being paid the same number of depreciated bills)
- Carter said that the economic problems of the US stemmed from its oil dependency

- This was emphasized when the US-placed Mohammed Reza Pahlavi's pro-western regime was overthrown by a western-hating Muslim coup, which cut its oil production to the west (and therefore made oil prices and scarcity in the US shoot up again)
- Carter consulted over 100 leaders at Camp David for 10 days about the oil crisis
- Carter returned from the 10-day meeting with the malaise speech (July 15, 1979)
 - The speech was "chiding his fellow citizens for falling into a 'moral and spiritual crisis' and for being too concerned with 'material goods'"
 - He then went on to soon fire four cabinet members
 - These sudden and critical actions (criticizing the people and firing cabinet members) caused people to think that president Carter had fallen out of touch with them

The Turn Toward the Market

- The economic problems of the 1970s ("the energy crisis, stagflation, and Carter's political woes") led to the rise of neoconservatism
 - Neoconservatism was a conservative movement of thinkers believing in free market capitalism and denouncing large government regulation (such as Johnson's Great Society programs or FDR's New Deal programs)
 - They wanted traditional values restored at home and "took a tough, harshly anti-Soviet positions in foreign policy"
 - Many were former liberals appalled by the ineffectiveness of Democrats' large-government effects on the economy
 - A major neoconservative was Milton Friedman, who stood strongly against "Keynesian economics and activist government"
 - This caused the rise of Political Action Committees (PAC) and lobbying groups, and it killed many labor groups
 - Neoconservatives also blamed stagflation on government regulations, which led to many "deregulatory" policies in government
- President Carter supported neoconservative deregulation and free-market initiatives, believing that these policies would help improve the low economic standing of the US
- Anti-government-economics sentiment also caused a "tax-revolt" in California, causing many tax cut policies

Foreign Affairs and the Iranian Imbroglio

- The SALT II (Strategic Arms Limitations Talks II) happened between Carter and Brezhnev of Russia in June 1979
 - This slightly reduced US-USR relations
 - Conservatives strongly against the USSR wanted to block this treaty from being passed on Congress
- In Iran, anti-US militants stormed the US embassy in Iran, taking all of the US diplomats there hostage in the Iranian hostage crisis
 - They demanded that their exiled shah be returned to Iran

- The US worried about the hostages' safety and about the stability of the Middle East region, whose oil fields were susceptible to be overcome by the USSR military close by
- During the crisis, anti-American demonstrations were often aired on US TV
- The USSR entered Afghanistan and seemed to be ready to try and take over the Middle East region
 - Strongly fearing an attack on their oil supplies, Carter acted quickly and decisively
 - He put an embargo on the USSR for high-tech machinery
 - He asked nations to boycott the Olympic games in Moscow
 - He asked for a military draft to be prepared
 - The USSR met strong resistance in Afghanistan
- The US tried to apply sanctions against Iran to get the hostages back, but the chaos did not end
 - The US attempted a rescue mission to retrieve the hostages, but failed
- Carter's presidency turned the US towards lasting economic and social policies and trends
 - The postwar economic boom turned into economic stagnation that would largely be the standard for the decades to come
 - The nation moved towards a free-market economy
 - There was increasing "tolerance and inclusion for racial and ethnic minorities, immigrants, gays and lesbians, and women"

America in the World: The oil dependency and the embargo from the Middle East had a huge impact on the financial standing in America. With the Iranian hostage crisis with its roots in the CIA-backed coup, Iran became extremely hostile to the US and the oil fields became endangered. The Russian advance on the Middle East too caused panic in America. Previously, the oil embargo from OPEC had caused Carter to blame the oil dependency for America's financial woes and give the malaise speech criticizing the Americans for their laxation regarding material goods. This in turn gave rise to the economic idea of neoconservatism and lesser government intervention in economics (a more laissez-faire government) because of the negative effects of big-government on the economy, especially with foreign involvements in oil. This extended crisis involving the supply of Middle Eastern oil showed America's strong dependency on the Middle East and its need to protect it to prevent against financial depression at home.

Chapter 39: The Resurgence of Conservatism (1980-1992)

Synopsis

- In the 1970s the average age for Americans was becoming older than it was in the 1960s (which caused more conservatism)
- There was the rise of the conservative “New Right” movement that went against 1960s liberalism in “cultural issues like abortion, pornography, homosexuality, feminism, and affirmative action”
 - They strengthened the more traditional political objectives (anti-government) of the conservatives, which strengthened the Republican party

The Election of Ronald Reagan, 1980

- Ronald Reagan was a popular Republican leader following many of the conservative values of the decade
 - He was heavily influenced by pre-1960s (pre-Rights Revolution, more conservative) values and therefore supported the New Right
 - He was opposed to big government
 - He “condemned federal intervention in local affairs, favoritism for minorities, and the elitism of arrogant bureaucrats”
 - He was likeable (he had “good looks and away with words” and was an actor)
 - He was the president of the Film Actors Guild and helped purge the guild of communists (in the age of McCarthyism suspicion)
 - He was the governor of CA before his presidency
- The Democrats were weakened by the time of the election of 1980
 - Democrat President Jimmy Carter was becoming more unpopular, especially because he couldn't stop inflation
 - There was discontent within the Democratic Party (dissenters in the “ABC” (Anybody but Carter) group and suspicions with other Democratic candidate Edward Kennedy)
- Ronald Reagan won the presidential election of 1980 489 to 49 electoral votes
 - The Republicans also won the Senate for the first time in 26 years
- President Carter ended his presidency with multiple humanitarian acts
 - He called for the end of the arms race and the promotion of human and environmental rights, and he won the Nobel Peace Prize as a result

The Reagan Revolution

- The American hostages held in Iran were released on Reagan's inauguration day, which improved the American's optimism further
- Reagan's main goal was to improve the government's economic program
 - He aimed for “smaller government, less bureaucracy, and freer markets”
 - He shared common economic interests with Great Britain's Prime Minister Margaret Thatcher

- Thatcher tried to weaken labor unions and governmental involvement in business like Reagan
- Part of their joint goal towards less market involvement was a statement against communism, in which they believed that “shrinking government meant keeping their nations safer from communism”
- This common goal improved the relationships between the US and Britain
- Reagan's anti-government-involvement policy was supported by many Americans
 - In the 1960s and 1970s, government spending had greatly increased
 - Government spending had greatly shifted from an emphasis on defense to an emphasis on entitlement programs, and people thought they paid too much to help other people's benefits
 - This led to the tax revolt proposed by Proposition 13 (1978) in California, in which the Californians cut government taxing and spending on welfare programs
 - This common sentiment allowed him to propose a new bill to cut \$35 billion in government spending
 - He collaborated mostly with the Republican Senate to achieve his goals, and with boll weevils (“mostly southern conservative Democrats”) in the Democratic House of Representatives

The Battle of the Budget

- Reagan was very successful with passing his budget proposals in Congress, and also successful with bills to cut taxes
- Reagan's main economic philosophy was supply-side economics, which states that “a combination of budgetary discipline and tax reduction would stimulate new investment, invigorate productivity, foster dramatic economic growth, and eventually even *boost* rather than deplete tax revenues, thus reducing the federal deficit”
 - This is the opposite philosophy of Keynesian economics (which guided American economics in the decades before Reagan), which involves additional federal spending to stimulate the economy
 - It seemed not to work at first, causing a recession in 1983 (with unemployment, bankrupt businesses, a non-competitive car industry, etc.) but caused an economic recovery in 1982
 - However, the new economy of 1982 was based on a large economic gap, with the rich benefitting from this policy (fewer taxes) and the poor getting poorer (less welfare aid)
- Some people argued that supply-side economics was not the cause of the 1982 economic upturn, but rather a federal financial stimulus in the defense industry
 - \$2 trillion in federal financing was spent on the military
 - This actually caused massive deficit spending of \$100 billion, increasing by \$200 billion a year
 - It seems to go against supply-side economics and support the idea of Keynesian economics

- The US became the largest borrowers of money in the world beginning in the 1980s

American and National Identity: The “Reagan Revolution” of 1980 was a highly popular conservative movement. The national identity was decidedly aimed towards more traditionalist values and smaller-government economics, both acting as a backlash against the highly liberal Leftism of the 1960s and 1970s, but also against communism elsewhere in the world. The rise of the “New Right” movement especially exemplified Reagan’s presidency and the national sentiment at the time, beginning with Nixon’s presidency and the idea of a conservative “silent majority,” going against radical movements towards equal rights for women, homosexuals, and people of other races, as well as huge government spending on welfare. Likewise, Reagan held a hostile, militaristic stance against the USSR, increasing the military budget. This shaped the complex views of the Republican party: very conservative in terms of social issues and believing in smaller government involvement, but also in large military spending. This economic combination of supply-side taxation in civilian and business matters and trillion-dollar military spending characterized Reagan’s presidency and the Republican party to this day.

Reagan Renews the Cold War

- Reagan was very convinced that the Soviets were essentially evil when he entered the presidency
- Reagan believed that negotiations with the Soviets should be held “from a position of overwhelming strength” (i.e., only with the U.S. in control)
 - He believed that a massive new arms race would end up with America winning and the Soviets bowing down to the U.S. once their economic system collapsed from the stress of the arms race
- Reagan created the Strategic Defense Initiative (SDI) to try to initiate the arms race with the Soviets
 - It involved high-tech anti missile systems involving space stations that would not only defend the U.S. but threaten the Soviets
 - It was considered by many scientists to be bogus, but it was more politically/geared than scientifically plausible
- US-USSR relations worsened in the early 1980s
 - Poland became communist in 1981 by the hand of a large labor union
 - The U.S. imposed economic sanctions on Poland and the USSR as a result
 - Some of the old Russian leaders died, making negotiations more complicated
 - The Soviets shot down a Korean passenger plane with Americans onboard
 - Arms-control negotiations with the USSR ended by 1983

Troubles Abroad

- Israel was becoming imperialistic, creating settlements in their occupied territories
 - Israel also invaded Palestine and Lebanon, throwing Lebanon into anarchy
 - The U.S. sent some troops into Lebanon but they returned once the situation there became too dangerous to American troops
 - The Middle East violence surprisingly did not hurt Reagan’s popularity
- Anti-U.S. trouble worsened in Latin America

- In Nicaragua, a group called the Sandinistas led a coup that replaced the dictatorship with an anti-American revolutionary government
- The Sandinistas helped a communist-backed revolutionary group in El Salvador
 - The U.S. discovered this and sent help to the rebel group the Contras against the anti-American coup
- The U.S. invaded the island of Grenada with a huge military force to take the revolutionary communist leaders out of power

America in the World: The large military spending and interventionist foreign-policy of Reagan didn't work out too well for him. He essentially believed that the Soviets were evil and could not be confronted unless the U.S. had the upper hand, and he greatly increased the U.S. military as a result, which certainly was not a reconciliatory gesture towards the Soviets. Rather, arms-control negotiations with the Soviets withered by 1983 and Poland became communist. In Latin America, the Sandinista revolutionary group in Nicaragua and El Salvador fought for communistic, anti-American governments, which endangered democracy even in the Americas, far away from the source of communism in the USSR. And the U.S. only seems to be the aggressor in situations such as in Lebanon, Nicaragua, El Salvador, and Grenada, in which the anti-American governments all fought against American reinforcements. The failure of the use of force in all of these examples illustrated the need for more diplomatic ways to resolve world conflicts, as was illustrated later in Reagan's presidency with the summit meetings with Gorbachev.

Round Two for Reagan

- Reagan was enormously popular during his first term and won re-election in 1984 525 to 13 electoral votes against Democrat Walter Mondale, vice president of Jimmy Carter
- Reagan's second term was focused on foreign policy rather than economics
- The new Soviet leader Mikhail Gorbachev sought to pursue two Western-friendly policies:
 - Glasnost ("openness"), which gave people "free speech and a measure of political liberty"
 - Perestroika ("restructuring"), which gave some capitalistic practices to the Soviet economy
 - These policies necessitated a redirection of Soviet funding from defense to civilian purposes and improved relations with the West (which supported and practiced these policies)
- Improvements in relationships between the US and USSR happened over the course of four summit meetings
 - The Intermediate-Range Nuclear Forces (INF) treaty was signed at the third summit meeting, banning INFs from Europe
 - Reagan praised Gorbachev for his friendly and progressive intentions here
- Reagan helped a coup against the dictator in the Philippines
- Reagan supported an air raid on Libya in retaliation for terrorist attacks

The Iran-Contra Imbroglio

- Reagan had two major foreign-affairs problems
 - One was the holding of American hostages by Lebanese extremists

- In Nicaragua, Congress blocked bills that financially aided the Contras
- To try to improve both of these situations, Reagan secretly initiated an arms sale in exchange for the return of the hostages, and the money from the sale went towards supporting the Congress in the Iran-Contra Affair
 - This went against the American ideal of never negotiating with terrorists
 - The discovery of this plan in 1986 broke out in controversy and increased mistrust in the government
 - This was perhaps the most damaging policy to Reagan's reputation, but he remained very popular nonetheless

Politics and Power: The Iran-Contra Affair was a prime example of the use of presidential power and secrecy to achieve something that would increase the president's popularity, even if he undercut his own honesty. Like Nixon's Watergate Scandal, Reagan lied to the public by hiding the fact that the hostages in Iran were released because the U.S. had initiated trade (a civilized, normal exchange) with "terrorists" — something the Reagan administration had pledged not to do. However, with two major foreign policy issues frustrating Reagan in Nicaragua and Iran, this double-edged sword seemed to be the best option. However, Reagan had better luck negotiating diplomatically with the USSR in four summit meetings with the new Soviet leader, Gorbachev. Here he used his power responsibly by working out deals with another foreign power without rash use of force, creating nuclear treaties such as the INF treaty and other peacekeeping decisions. This shows the conservative, militant side of Reagan, as well as his more liberal, diplomatic side that evolved with his presidency and led to relaxed foreign relations.

Reagan's Economic Legacy

- While Reagan achieved his goals of reducing government spending and taxation, supply-side economics did not help the economy
 - The combination of lower taxation (less federal income) and high military spending (more federal spending) caused a "revenue gap" for the government, raising the national debt to over \$2 trillion
 - This was a higher amount of debt than all of the other presidents had accumulated together — a great economic failure
 - Heavy federal deficits resulting from this revenue gap actually helped Reagan's economic theory of less government involvement in the economy by preventing the formation of new welfare programs for another decade due to the large deficit
 - Reagan's economic policies increased the socioeconomic gap between rich and poor, and lowered the median family's income (more wealth unevenly concentrated in the rich)

Work, Exchange and Technology: Reagan's economic policy ("Reaganomics") was essentially a failure. The attempt at "supply-side economics" did not work because it is based on the idea that the rich will stimulate the economy by spending much of their wealth; however, lower taxes simply made the rich richer and they continued to save their wealth for themselves, while the poor became poorer out of lack of financial stimulation. In contrast, Keynesian economics (which had governed American economics for much of the 20th century up until Nixon) or higher taxation would force a stimulation of the economy by redistributing some of the wealthy people's money (collected through taxes) to the poor and by creating jobs, creating an active and healthy economy — this stimulated Work and Exchange, while

Reaganomics creates a stagnant economy based on the rich few. Reagan's economic policy of lower taxation and high military spending created a "revenue gap" that increased the U.S.'s deficit to over \$2 trillion, a massive amount compared to other presidents. His economic policy also caused the recession in the later 1980s, the largest economic recession since the Great Depression, which involved many banks going bankrupt on bad loans and investors losing money from a drop in the stock market. Although this policy was very popular among the rich, who benefitted from it, it hurt the economy and the poorer masses and Keynesian economics again became the predominant economic policy by the 21st century, governing much of the economic policy today.

The Religious Right

- A group of conservative, evangelical Christians known as the "Religious Right" rose to prominence in the 1980s
 - They formed a strong opposition to many of the liberal reforms of the 1960s, such as "sexual permissiveness, abortion, feminism, and the spread of gay rights"
 - A major religious right group was the Moral Majority, which gained over 2 million members its first year
 - They were especially persuasive by losing television (creating the role of the "televangelist") to reach large audiences
 - The Religious Right mimicked radical Leftist protests from the 1960s
 - For example, they had "sit-ins" at abortion clinics, practiced the "identity politics" of fighting for their Christian purity, and talked about freedoms (right to life (pro-life) stance)
 - Some of its leaders were disgraced by scandals in the later 1980s

Conservatism in the Courts

- The leader of social conservatism were the courts
 - Reagan appointed almost half of the federal judges during his presidency
 - Reagan appointed 3 of the Supreme Court Justices (including Sandra O'Connor, the first woman Supreme Court Justice)
 - The Supreme Court made many conservative rulings reversing decisions from the 1960s, such as laws making it harder to change employers of racial discrimination, a decision to allow the prohibition of abortion in most cases, etc.

Culture and Society: Similar to the Rights Revolution of the 1960s and 1970s, the courts were a major proponent of social issues. In the Leftism of the previous two decades, the courts passed many liberal decisions, such as *Roe v. Wade* and *Brown v. Topeka Board of Education* that corresponded with the liberal sentiment of Americans. However, the social conservatism with the "Religious Right" and the "Moral Majority," what with their massive popularity gained by "televangelists," led to a reversal of the courts' views. With many new conservative judges appointed by Reagan, including three Supreme Court Justices, the courts ruled largely in favor of new, anti-Rights Revolution policies, such as ones that made it more difficult for employers to be accused of racial discrimination in employment (weakening the Civil Rights Act of 1964) and allowed stricter restrictions on abortions (weakening *Roe v. Wade*). These court rulings highlighted how dramatic a reversal of cultural sentiment can be (in less than a decade)

from being very liberal to very conservative; hence, cultural alignment on the political spectrum can be considered very volatile.

Referendum on Reaganism in 1988

- The Democrats regained a majority in the Senate in 1986
- There was a huge economic decline at the end of Reagan's presidency, the largest recession since the Great Depression
 - There was the growing federal budget and international trade deficits
 - Falling oil prices hurt the Southwest economy
 - Many American banks with foreign investments in Third-World Latin American countries collapsed due to bad loans
 - Black Monday (October 19, 1987) was the largest single-day decline of the stock market value up to then, a result of many broke investors
- The Democrats hoped to use these economics woes against the Republican Party
- Despite their economic downfalls, Republican nominee George H. W. Bush won the presidency 426 to 111 electoral votes against Democrat Michael Dukakis

Work, Exchange, and Technology: [see section under "Reagan's Economic Legacy"]

George H. W. Bush and the End of the Cold War

- President Bush had a long political career before the presidency
 - He had served as a Congressman, emissary to China, director of the CIA, and vice president to Reagan
- At the beginning of Bush's presidency, many Democratic uprisings had sprung up in Communist nations
 - In China hundreds of thousands of pro-democracy protesters advocated for democracy but were harshly crushed by the Chinese military
 - The U.S. decided to resume regular relations with China rather than to intervene by helping the protesters achieve a Democratic government
 - In Eastern Europe, Poland, Hungary, Czechoslovakia, East Germany, and Romania became democratic in 1989
 - The tearing down of the Berlin Wall (1989) was very symbolic of the reunification of the Eastern and Western Europe and essentially **marked the end of the Cold War**
 - The USSR itself fell apart in 1990
 - Mikhail Gorbachev's capitalist policies caused a democratic swell
 - When Gorbachev resigned in 1990, the USSR fell apart into its component unions, with Boris Yeltsin, president of the Russian Republic, emerging as the most prominent leader
 - The end of the USSR marked the beginning of a new world order, one not governed by ideological battles of communism and capitalism
 - Yeltsin and Bush initiated some agreements, such as the START II accord that created further peace in the relationship

- The end of the communist regimes caused waves of ethnic warfare in the USSR and some other communist nations such as Yugoslavia
- The end of the Cold War left the U.S. unpurposeful
 - Now that the U.S. had no reason to actively pursue an interventionist foreign policy of anticommunism, what was it to do?
 - The loss of the defense industry cut many jobs, especially in California where many plants were located
- Democracy also overturned the communism in South Africa and Nicaragua
 - After the overthrow of the Sandinistas in Nicaragua, El Salvador regained peace two years later

America in the World: The Cold War was finally ending, with democracy emerging in many communist countries around the globe. Many Eastern European nations, South Africa, Nicaragua, El Salvador, and the USSR itself became more democratic in political uprisings of the late 1980s. Thus, a new world order was created: one in which the world was more generally on the same side, more together with democracy and capitalism and working towards better relations with themselves in an era of globalization. This is in contrast to the previous world order of the Cold War, in which foreign policy was mostly dictated by alignment with the democratic U.S. or the communist USSR. With the tearing down of the Berlin Wall and the creation of successful peace negotiations (e.g., the START II accords) with the USSR, the two sides of this old order demonstrated that they were more ready to work with each other. Now the U.S. was less of an international police and aggressor than it was an older sibling.

The Persian Gulf Crisis

- Bush sent troops to capture drug lord Manuel Noriega in Panama
- Iraq's leader Saddam Hussein took over oil-rich Kuwait
 - He sought to control all of the oil in the Middle East, and from then control the industrialized nations by controlling this vital resource
 - Ironically, the U.S. had helped Saddam Hussein grow to his level of military power because he was fighting U.S. enemy Iran
- After the quick invasion of Kuwait by Hussein, the UN condemned the invasion and authorized the use of force
 - 539,000 volunteer American troops and 250,000 other troops entered Iraq and Kuwait
 - A 37-day air attack began the war
 - The land attack, named Operation Desert Storm, won the war in four days when Hussein accepted a ceasefire
- While it was a military victory, Hussein was still alive and anti-American sentiments in the Middle East worsened

Bush on the Home Front

- Bush approved the Americans with Disabilities Act (ADA) (1990), prohibiting discrimination against disabled Americans
- Bush signed a bill in 1992 to improve irrigation in the West
- Bush continued the very conservative stance of the New Righters

- He was opposed to Civil Rights legislation that strengthened affirmative action
- He appointed Clarence Thomas, a conservative African American, to the Supreme Court, despite allegations of sexual assault
- His conservative views caused pro-choice women to become Democrats
- The economy worsened under Bush's presidency
 - Unemployment rose to over 7% in 1992
 - The deficit rose by over \$250 billion every year of Bush's presidency
 - This caused him to increase the federal budget and increase taxation
 - The increase of taxes broke his campaign promise of "no new taxes," angering many Americans

American and National Identity: The new America under President H. W. Bush leaned right in the social and foreign policy, and began to move left in terms of economic policy. The U.S. maintained an interventionist policy (a conservative stance) in Kuwait when Saddam Hussein attacked, serving like an international policeman. In terms of social issues, Bush was anti-Civil Rights legislation and he appointed a conservative justice to the Supreme Court. In terms of economic policy, although Bush had promised "no new taxes" during his election campaign, he had to increase the taxes to help increase the federal income (a liberal policy) during the time of the great revenue gap that had begun under President Reagan and had caused a federal deficit that was increasing by \$250 billion every year under Bush. This very conservative presidency continued the popular trend of conservatism under presidents Nixon, Reagan, and H. W. Bush in the latter part of the 20th century, and these policies (many of which were similar to Reagan's) imprinted itself on the conservative part of American Identity.

Chapter 40: America Confronts the Post-Cold War Era (1992-2000)

Synopsis

- After the Cold War and the collapse of the USSR, the US was the main superpower in the world
- The US needed to discover how to use its new political and economic power in the world
- The world was in a new era of rapid globalization
- The 1990s were a time of good economic health

Bill Clinton: The First Baby-Boomer President

- The social and economic problems caused by Reaganomics and the policies of the other conservative presidents that had ruled for most of the later 20th century made the Democrats more popular
 - The Republicans had caused “a slumbering economy, a widening gender gap, and a rising anti-incumbent spirit”
- Governor Bill Clinton of AR became the Democratic presidential nominee for the election of 1992 with Albert Gore of TN as his vice president
 - He was a “New Democrat,” which meant that he was more pro-business than other traditional democrats
 - He formed the Democratic Leadership Council (DLC) as a business-friendly liberal platform
- The Republicans tried to use their stance of pro-traditional family values to elevate themselves, but their popularity over the Democrats was lost due to their bad economic plan and the high financial deficit
 - Many people were frustrated with the Republicans but still against the Democrats’ traditional anti-business stance, so they voted for H. Ross Perot, a businessman against the current economic budget
- Clinton won the election against Bush and Perot, 370 to 168 to 0 electoral votes
 - Perot won a surprising 20 million votes, the second-best popularity for a third-party candidate (after Theodore Roosevelt and his Bull Moose Progressive Party)
 - The Democrats also won majorities in both houses of Congress
 - Democrats in Congress included many minority groups, “including thirty-nine African Americans, nineteen Hispanic Americans, seven Asian Americans, one Native American, and forty-eight women”
- Shortly after his presidency, Clinton elected a liberal justice to the Supreme Court, Ruth Bader Ginsburg (the second woman after Sandra Day O’Connor)

A False Start for Reform

- Clinton tried to enact some controversial social reform at the beginning of his presidency, to the fury of many more conservative Americans
 - He tried to end the ban on homosexuals in the military, but had to settle on a more moderate “Don’t Ask, Don’t Tell” policy that meant the military could accept gay

- officers without revealing it (essentially denied their participation in the armed services)
- He tried to reform the healthcare system with a committee led by his wife, Hillary Rodham Clinton, but this turned out to be a long and convoluted solution that was immediately rejected by Congress
- Clinton passed a bill for deficit-improvements successfully
 - However, this was passed solely with the Democratic majority in Congress, with no Republican support
 - This was a bitter issue that divided the two parties
 - This policy actually created a federal surplus by 1998
- Clinton successfully created an anti-crime movement
 - In 1994 he wrote an anti-crime bill, funding more police officers, building more prisons, and banning assault weapons
 - America's arrest rate was the highest in the world, but by 1995 violent crime began to decrease substantially
- Anti-government sentiment was strong during the beginning of Clinton's presidency
 - In response to a conflict between federal agents and "a Fundamentalist sect known as the Branch Davidians," there was the Oklahoma City Bombing (1995)
 - This was the destruction of a federal building by a bomb, killing 168 people
 - This sentiment was largely caused by the distrust in government by the disillusionment by the government about the Vietnam War (e.g., Pentagon Papers) and the Watergate Scandal
 - Some states created term-limit laws (even though they were prohibited under federal law) because of this anti-government sentiment

Politics and Power: Bill Clinton created the DLC and adopted a new political perspective of "New Democracy" in order to appeal to the conservative masses of the latter 20th century. In an era only briefly interrupted by one unpopular Democratic term under Jimmy Carter, Bill Clinton successfully politicked his way into the presidency by leveraging their problems against them ("It's the economy, stupid!" some of his campaigners would say against the Republicans' failed efforts to get the economy under control.) Newly elected into office, and with Democratic majorities in both houses, Clinton eagerly went ahead with reform such as homosexual rights and anti-crime laws. However, these faced a strong conservative backlash that limited his power and popularity. The strong decline in his initial, moderate personality because of his eager liberal reforms show the limits of the president to enact laws contrary to the public sentiment (which, at this time, was mostly conservative).

The Politics of Distrust

- The strong anti-government stance of many Americans and the failure of some of Clinton's early reform attempts gave the Republicans some popularity again
 - The Republicans led the Contract with America initiative under Newt Gingrich (who became the Speaker of the House) in the 1994 Congressional elections
 - These promised "an all-out assault on budget deficits and radical reduction in welfare programs"

- These increased Republican leadership by “eleven new governorships, eight seats in the Senate, and fifty-three seats in the House,” giving them control of both houses of Congress
- The new Republican-majority Congress passed the Welfare Reform Bill (1996) that “made deep cuts in welfare grants and required able-bodied welfare recipients to find employment”
 - This went against purely Democratic motives, but Clinton accepted it to remain somewhat popular with the large number of conservatives in the US
- Clinton strongly supported rights to welfare for immigrants (legal or not)
 - Despite Clinton’s wishes, the Welfare Reform Bill, Illegal Immigration Reform of 1996, and Immigrant Responsibility Act of 1996 all passed and represented the anti-immigrant sentiment in the US in the 1990s
 - Immigration reached an all-time high at this time, especially from Mexico and Central America
- The “Republican Revolution” of the conservative welfare-reform bills went too far
 - Americans began to question the overly-conservative Republican Congress (e.g., when they proposed to send the children of families depending on welfare to orphanages)
 - The government was forced to shut down for 27 days in 1995-6 because of heavy disagreement between the Democrats and Republicans in Congress
 - It lasted long enough to create a strong backlash against the Republican initiatives
 - Clinton agreed to a budget package to end the shutdown

Clinton Comes Back

- Robert Dole, Senate Majority Leader and Republican, ran against President Clinton in the presidential election of 1996
- Both Dole and Clinton fought for the votes of the moderate “swing voters”
 - Because neither major party had a clear majority of the US population’s support, these “swing voters” who were indecisive between the two parties were important for the election won
- Clinton was re-elected, 379 to 159 against Dole
 - He was the first Democratic president since FDR to be re-elected, showing the weak Democratic support in the latter part of the 20th century
 - Congress was still dominated by the Republicans, however
- Clinton’s new goals in his second term were considerably more moderate than the far-looking reforms that he had proposed in his first term because of the Republican Congress
 - Even with moderate economic reform, he was able to balance the federal budget with its spending by 1998 for the first time in 30 years

Racial Progress and Perils

- Clinton took a moderate stance on many social issues
 - He now welcomed the Welfare Reform Bill of 1996

- He supported a reform of affirmative action, knowing that many Americans wanted to get rid of it
 - However, he was against Proposition 209 in California and the court decision *Hopwood v. Texas* that took away affirmative action; he did not approve these decisions on affirmative action being so conservative
- Los Angeles racial riots broke out in 1992
 - Los Angeles was the home of many racial minorities at the time
 - White police were acquitted despite obviously having savagely beaten black suspect, causing mass riots and violence, leading to many deaths
 - OJ Simpson, an African American, was acquitted despite evidence suggesting that he killed his wife because of racial marks by the police
 - This divided many white Americans (who believed Simpson was guilty) and black Americans (who believed Simpson was innocent)
- In many American cities minority groups made up the majority of the population
 - 52% of African Americans lived in cities, while only 21% of whites lived in cities
 - Whites mostly moved to the wealthier suburbs and more expensive real estate in the cities, while many blacks moved to inner cities and early suburbs (that were now over 50 years old)
- African American representation in government and educational level increased dramatically
 - Over 9000 black officials were elected by 2000
 - Over 30 members of Congress were African American
 - Many more blacks completed higher education than had ever before (16.6% had a bachelor's or higher in 2000)
- African Americans largely voted for Clinton
 - 83% of the African American vote in both 1992 and 1996 went toward Clinton
 - This was part of a trend in which the majority of minorities voted Democrat

American and National Identity: While the “Contract with America” under hardcore conservative Republicans was initially very popular and regained the Republicans majorities in both houses of Congress, it could not last. Its call for radical reform on the right of the spectrum (even proposing that welfare-family children be sent to orphanages) made even conservative Americans doubt their motives. After such intense disagreement between the leftist Democrats and rightist Republicans, the President emerged more moderate, such as by promoting reform to make affirmative action more appealing to conservatives and supporting a conservative-backed free-market economy. This strongly demonstrates how the two-party system works in America, with popularity easily swayed from one party to another (in this case, twice within the same presidential term), to prevent against radical measures to either the Left or to the Right. This ability of the nation to center itself on the political spectrum but lean either left or right with the opposing political party to temper the changes makes the two-party election system of American very strong. This liberal/conservative checking of each other is a fundamental part of American identity, similar to the system of checks and balances between the branches of government.

- Clinton's administration created the "longest period of [economic] growth in American history"
 - "The Federal Reserve Board's low-interest, easy-money policies and the explosive growth of new Internet ... businesses helped fuel the boom"
 - Unemployment lowered to 4% and inflation decrease
- Clinton worked with the Republicans to pursue new deregulatory measures
 - He loosened regulation on trade
 - He repealed the Glass-Steagall Act that had "barred commercial banks from dealing in securities"
 - Clinton signed the North American Free Trade Agreement (NAFTA) (1993)
 - This opened up free trade between the US, Canada, and Mexico
 - This weakened support from the protectionists within the Democratic party
 - Clinton helped create the World Trade Organization (WTO) (1994)
 - This succeeded GATT as the main organization to supervise global trade
 - It was a long-awaited goal of free-market advocates since WWII, but many people also opposed it because it would lower wages and make the market more competitive against American companies
 - Clinton wanted to improve trade relations with China as it grew economically into an industrial superpower
 - He passed a bill to make China a full trading partner in 2000
- A new information age sped up the process of globalization
 - Microsoft made great leaps in the computing industry
 - The Internet greatly grew and gave the world's citizens much more connectivity
 - This especially helped speed up long-distance trade
 - It threatened to wipe out many other jobs, such as "postal carriers, travel agents, store clerks, bank tellers, stock-brokers, and all kinds of other workers whose business it was to mediate between product and client"
 - "Outsourcing" became possible for intellectual jobs and gave American jobs away to cheaper jobs to other countries such as Ireland and India

The Feminist Revolution

- Women were greatly influenced by the economic changes of the latter 1900s
 - At the beginning of the 1900s, women made up only 20% of the workforce, but by the 1990s they made up about half of the workforce
 - In the 1990s over half of working-age women worked outside the home
 - A majority of women with young children had jobs outside the home (compared to 90% of women with children under 6 years-old that didn't work in 1950)
 - However, women still earned much less than men for the same jobs — these were part of the "pink-collar ghetto"
 - Women were more likely than men to have domestic and familial obligations and take time off from work for it

- Only 33% of lawyers and judges (white-collar jobs) were women, and only 32% of doctors were women even as recently as 2010
- Clinton passed the Medical Leave Act of 1993, which gave working people job protection if they had familial obligations
 - This recognized the lower pay and lesser job opportunities for women, but it also applied to men
 - The higher recognition of people with obligations toward children and to gender equality led to some employers giving paternal leaves, but usually unpaid
- Traditional family values declined significantly in the 1990s
 - As women's role in the workforce increased, many households were single-parent households or both-parent-working households
 - Divorce rate increased to 50%
 - However, this (and teen pregnancy) began to decline in the mid-1990s
 - $\frac{1}{4}$ of white babies, $\frac{2}{3}$ of African American babies, and $\frac{1}{2}$ of Hispanic babies were born to single parents

Work, Exchange, and Technology: The efficiency of free trade and work were greatly improved in the 1990s as a result of the creation of multiple international free-trade organizations, the increase of women into the workforce, and the improvement of means of telecommunications. Clinton helped to create NAFTA (which improved free trade in North America) and the WTO (which helped regulate international trade fairly), and he improved trade relations with China by establishing it as a full trading partner of the US. While this didn't appeal to many pro-protectionist Democrats, it was well-liked by free-trade advocates, especially Republicans. The creation of these greatly sped up the role of globalization in the US, which helped US companies keep up with the pace of foreign industrial development (which had outpaced American industrial development in the immediate post-war era, in which destroyed nations such as Britain, Japan, and Russia were under greater pressure to rebuild and modernize) and form a more competitive international market. The introduction of new communications media, especially the Internet, sped up the rate and ease of trade throughout the world. And the rise of women's role in the workforce increased American productivity and prosperity even more, with many women (including recent mothers) creating a second income for their families. Together, the increased rate of work and exchange, partially bolstered by the introduction of new technology, helped the nation pull out of its economic gloom begun with the "revenue gap" under Reagan and gave the nation a federal surplus during Clinton's presidency.

Searching for a Post-Cold War Policy

- Clinton was initially unsure what to do in terms of American diplomacy now that the Cold War was ended and the main US foreign policy was not anticommunism
- Clinton sent peacekeeping troops to Somalia in 1994, but they quickly returned without having accomplished much when 18 were killed
 - This led him to withhold American support from the Rwandan genocide (1994), in which over 500,000 people were killed
 - Similarly, the US hesitated to send troops to Bosnia, where an ethnic conflict took place

- The US led a bombing campaign against Serbia, whose president Slobodan Milosevic, who was undergoing an “ethnic cleansing” in the region
 - The campaign was successful and Milosevic was brought before international court
- Clinton tried to mediate an agreement between Israel and Palestine
 - He presided over a meeting in 1993 between Israeli premier Yitzhak Rabin and the PLO leader Yasir Arafat
 - While agreements were made, Rabin was killed in 1993 and Arafat died in 2004 before any real progress could be made
- The Middle East spawned some extremists, which violently waged war against the US
 - Al Qaeda was a new anti-American Islamist group led by Osama bin Laden
 - They were against increased American influence on the Arabian peninsula and the US support for Israel
- Clinton intervened in Northern Ireland to help end conflict between the “predominantly Catholic nationalist and predominantly Protestant Loyalists” in 1998
- Clinton helped reduce nuclear tension in Korea, India, and Pakistan

America in the World: The Cold War was essentially the world order for the 45 years following WWII. Now that it had ended and the USSR was weakened by its dissolution, US political foreign policy became somewhat aimless without the central goal of anticomunism. When sporadic troubles arose in smaller countries, especially in the Middle East and Africa, the US felt the need to intervene. In Somalia, and to a lesser extent in Bosnia, the US fulfilled its role as the “international police,” similar to the highly interventionist policies of the McKinley and Theodore Roosevelt administrations. More specifically, it somewhat adhered to the American aspect of helping other nations in need that were established in the Truman Doctrine (to prevent nations from external suppression), which in turn has its roots in the Monroe Doctrine and the Roosevelt Corollary (which essentially protect some nations against political suppression and economic depression). This interventionist role of the international police has largely persisted as the dominant foreign policy for the US to date, causing both relief (such as in Somalia, where the racist dictator was removed from power) but also anti-American hate (as seen in the rise of anti-American extremist groups such as Al Qaeda).

Scandal and Impeachment

- Clinton was plagued by cries of scandal and corruption
 - Some people claimed that he corruptly dealt in a real-estate deal called the Whitewater scandal when he was governor
 - His most prominent scandal was the Lewinsky affair, in which he was accused of lying about having sexual relations with Monica Lewinsky
 - This led to the first impeachment trial since that of Andrew Johnson 130 years ago
 - Democratic minorities claimed that these sexual acts were not “high crimes and misdemeanors,” and many Americans agreed, especially with the good economic standing of the nation under Clinton
 - Clinton was voted 45:55 guilty:not guilty, not the % necessary for impeachment

Clinton’s Legacy and the 2000 Election

- Clinton was widely praised for his economic achievement (balancing the federal budget)
- Clinton was a New Democrat, which had mixed implications for the Democratic party
 - Although he was popular because he was moderate, he helped to consolidate many moderate and even some conservative, anti-New Deal policies established during the Reagan and Bush presidencies that went against traditional Democratic views
- Clinton's Lewinsky scandal undermined public confidence in the presidency again
- The Democrats chose Albert Gore, vice president of Clinton, to be their presidential nominee in 2000
 - He called for moderate tax cuts and the strengthening of Social Security
- The Republicans chose George W. Bush as their presidential nominee and vice president Richard Cheney
 - Bush was the governor of TX and had his father's popular presidency to help his reputation
 - He argued for tax cuts and private sector programs to give government surpluses (estimated to be as high as \$2 trillion in the early 2000s) back to the people
- The election was very close but had Bush as the winner
 - Bush won the electoral vote 271 to 266, all determined by the last state of Florida
 - Florida was won by Bush by only 537 votes
 - Many Democrats cried for a recount of votes in Florida, and some blacks there argued that they had been turned back from the polls and would've voted for Al Gore, but the Supreme Court declared a recount unconstitutional
 - Al Gore won the popular vote, 50,996,116 to 50,456,169
 - This was the first time since President Benjamin Harrison that a president had won the electoral vote without winning the popular vote

American and National Identity: Another presidential flaw, following LBJ's unlikely war, Nixon's Watergate scandal, Reagan's Reagonomics fail, Carter's failed economic budget, and Bush's broken promise of "no new taxes," occurred in Clinton's presidency. This time, like with Reagan, the crime was considered serious enough to be impeachable, but the general sentiment in America decided that the offense, which was personal and had no tangible implications on the American public, should not be enough to take Clinton out of the presidency, especially with his stellar economic record. This ability of Americans to differentiate between having a good leader versus a good person is a part of the American identity to fight against corruption. This was demonstrated in Nixon's presidency, when the Watergate scandal was considered an offense to the national system of the election, while Clinton didn't try to malign anyone, simply lying about a personal flaw. The choice to keep Clinton in the presidency allowed the economy to continue to improve and the country to move on, even if it did further undermine the people's trust in the government (which was already damaged by the aforementioned post-war scandals of the other presidents).

E Pluribus Plures

- "Multiculturalism," an acceptance of the diversity and cultural pluralism in the nation, was becoming more prominent in the 1990s

- For example, in education cultural pluralists advocated for more focus on the history of minority groups rather than being “Eurocentric,” focusing on Caucasian American politics
- The Census Bureau allowed people to respond with more than one ethnicity checked off, representing the cultural mixing prominent in the nation
- People from minority races were beginning to hold more important positions
 - E.g., Tiger Woods, Rosario Dawson, and Barack Obama rose to prominence in the early 2000s

The Postmodern Mind

- The rise in acceptance of multiculturalism “energized much of the cultural and intellectual output of the era”
- People described the 2000s as an age of “postmodernism”
 - The term, while controversial, “generally referred to a condition of fragmented perspectives, multiple truths, and constructed identities. The postmodern mind rejected rational, totalizing descriptions of the self or the world, and replaced modernism’s faith in certainty, objectivity, and unity with an eclectic celebration of diverse and overlapping outlooks”
 - Postmodernism was prominent in art: in architecture (which mixed old and new styles), music (blending many genres), visual art, performance art (such as break-dancing), and literature (usually satirical, and written from the views of female and minority authors (e.g., *Beloved*, *The Shipping News*, *Brokeback Mountain*, *Waiting, War Trash*, *Interpreter of Maladies*, *Unaccustomed Earth*, *The Brief Wondrous Life of Oscar Wao*, *Angels in America*, *Rent*, *The Vagina Monologues*))

Niche Nation

- A new age of telecommunications opened up the media world to a greater degree of diversity
 - “Mix and mash” music such as “Jay-Z ‘sampled’ beats” rose to popularity
 - The Internet became a playground of different sites of concentrated, similar interests (individual websites for all sorts of purposes)
 - Cable television “smashed the dominance of the Big Three broadcast networks,” allowing many smaller, more specialized programs to come about
 - These collectively allowed American culture to be more fragmented, more pluralistic

Culture and Society: The rise of cultural pluralism, or “multiculturalism,” into the broader scheme of “postmodernism,” highlighted the effective liberal reform movements in the mid- to late-20th century. The push for racial and gender equality spawned a new crop of authors and artists of minority groups, producing new mixtures of art that were both highly unique and mixing older styles and multicultural elements. This is similar to the Jazz movement, in which African American folk songs mixed with European music to form a popular music movement. The great acceptance of multiculturalism showed the success of the Civil Rights and gender equality movements of the 1960s and 1970s, showing that the members of these groups had grown enough recognition and gained enough rights to be fully accepted into society and able to focus their efforts on producing new art rather than the fight for equality.

Chapter 41: The American People Face a New Century (2001-2014)

Synopsis

- **Bush won a controversial election in 2000**
 - The nation remained heavily divided among party lines until the 9/11 attacks that united the US towards anti-terrorism
 - After that the US involved itself in the wars in Afghanistan (against Osama bin Laden) and Iraq (for possessing weapons of mass destruction (WMD))
- **Obama was elected in 2008 and re-elected in 2012, the first African American president**
 - This was during the Great Recession
 - He tried to enact large economic and healthcare reform
 - He triggered a strong Republican backlash
 - The strong disagreement between the two sides even shut down the government once for two weeks in 2013

Bush Begins

- Bush was from a wealthy family background, but he tried to hide it with the manner of a “self-made good ol’ boy” and with humor
- Bush said that he would work well together with the Democrats, as he had done as governor of Texas
 - **However, he ended up being very conservative and this divided the parties more**
 - He lowered funding for “international health programs that sanctioned abortion, advocated federally financed faith-based social-welfare initiatives, and sharply limited government-sponsored research on embryonic stem cells”— i.e., very anti-liberal acts
 - He was pro-business and anti-environmental protection (another conservative alignment) by “challenging scientific findings on groundwater contamination,” not supporting the Kyoto Treaty, an international agreement to lower greenhouse gas emissions to reduce global warming, and working with major American oil companies to drill oil in Alaska
 - He passed major tax cuts (\$1.3 trillion) in 2001 and 2003 that led to massive financial deficits (> \$450 billion in 2008)

Culture and Society: Bush initially boasted that he would keep the two parties united by working with the Democrats and by promoting an aura of a “self-made good ol’ boy” rather than showing his privileged background. This was in order to keep his popularity high despite his controversial election, in which he won by a potential miscount in Florida against Albert Gore. However, with the nation already heavily divided down party lines by Clinton’s administration, it was difficult for Bush to work together with the Democrats, and he ended up passing many very-conservative measures that actually angered the Democrats rather than pleasing them. He went against improved welfare and healthcare initiatives, went against stem-cell research (a liberal-supported action), went against environmental-protection agreements — even going against the widely-praised Kyoto Treaty to reduce greenhouse gas emissions — and passed huge tax cuts. These showed how biased the nation, with its generation of an increasing

number of conservative-minded seniors, stayed inevitably Republican-minded, even despite its attempt to reconcile with the liberal-minded Democrats. Despite the popularity of the Clinton era, with its federal surpluses, the nation found its society remaining strictly conservative—economically (tax cuts), environmentally (ignoring global warming), socially (anti-stem cell research), and politically (generally anti-Democrat).

Terrorism Comes to America

- **The 9/11 attacks happened on September 11th, 2001**
 - Four planes were hijacked, two crashing into the Twin Towers in NYC, one into the Pentagon, and one attempted to fly into the White House
 - This broke a long tradition of no attacks on American soil
 - 3,000 people died on this day
- Bush responded to 9/11 by giving an address to Congress identifying the main enemy as Al Qaeda, the terrorist group headed by Osama bin Laden
 - He specifically “emphasized his respect for the Islamic religion and Muslim people” to avoid offense
 - Osama bin Laden was in Afghanistan, which was ruled by the Taliban
 - bin Laden drew on the anti-American hatred that was strong in the Middle East
 - **Bush attacked Afghanistan** when the Taliban refused to hand over bin Laden
 - The US and rebel Afghan forces overthrew the Taliban in 3 months but did not find bin Laden
 - Some people suggested that asymmetric warfare (when the military powers of the two nations be very different) to combat the smaller, more guerilla-type warfare of the Taliban; these were not adopted because
 - This involved “employing not just traditional military muscle but also counterinsurgency tactics like innovative intelligence gathering, training of local police forces, economic reprisals, infiltration of suspected organizations, and even assassinations”
 - A recession coincided with the terrorist attacks, worsening both the economy and people’s spirits
 - The tourist and air travel industries were especially hurt as paranoia over hijacked planes was high
 - Congress passed the USA Patriot Act (2001) that “permitted extensive telephone and e-mail surveillance and authorized the detention and deportation of immigrants suspected of terrorism,” as well as the Department of Homeland Security to “protect the nation’s borders and ferret out potential attackers”
 - These showed the high paranoia about terrorism, enough for the government to override the citizens’ rights to privacy

- The Justice Department and Bush held suspected terrorists and rounded up immigrants among this hysteria, and many Taliban fighters were stuck in prison at Guantánamo Detention Camp in Cuba
 - After this, Americans began to doubt this excessive crackdown on anti-terrorism

Bush Takes the Offensive Against Iraq

- Iraq had resisted weapons inspections by the UN
 - In 1998, Clinton declared Saddam Hussein's removal for his resistance to these weapons inspections
 - In 2002, with the heightened anti-terrorism sentiment in the US, Bush "claimed that Iraq, along with Iran and North Korea, constituted an 'axis of evil' that gravely menaced American security"
 - Iran and North Korea both had nuclear missile programs
 - Taking down Iraq and Saddam Hussein became the main goal of the Bush administration at this time
- Bush greatly criticized Iraq in defense of the US attack
 - He accused them of "oppressing its own people; frustrating the weapons inspectors; developing nuclear, chemical, and biological weapons of mass destruction ("WMD"); and supporting terrorist organizations like Al Qaeda"
 - Many Americans (including the Secretary of State) and European nations felt that Bush was naive and that his view of solving all of Iraq's problems was too utopian
- In 2002 Congress passed a resolution to allow the US to use force to "defend against Iraqi threats to America's national security"
 - The UN passed a resolution to allow Iraq a final chance to adhere to the mandatory weapons inspections
- **After the weapons inspectors were turned back again, the US invaded Iraq on March 19, 2003**
 - The UN did not give approval to the US to use force to force Iraq to comply to the weapons inspections
 - The US quickly toppled Saddam Hussein's military, taking over Baghdad (the capital of Iraq) in a month and capturing Saddam Hussein in 9 months

Owning Iraq

- After the fall of the Hussein regime, cultural wars and anti-American hatred broke out, making Iraq ever more unstable and dangerous for American troops there
 - The Sunni and Shia Muslim groups were the largest ethnic groups in Iraq, and they clashed viciously with each other and against the US forces
 - After the US decided to disband the Iraqi army and after it was discovered that US soldiers had tortured Iraqi prisoners in the Abu Ghraib prison an insurgency in Iraq began to brew
 - Jihadist terrorists moved into the chaos to support their own extremist views, such as Al Qaeda

- In summary, “three battles—Shia-Sunni ethnic violence, counter-occupation insurgency, and jihadist terrorism—fed a spiraling maelstrom of bloodshed” in Iraq
 - By 2006, more Americans died in the Iraqi invasion than on 9/11
- The US slowly withdrew their troops, almost from the beginning of the invasion
 - In 2004, “the American military ceded political power and limited sovereignty to an interim Iraqi government”
 - While national elections in 2005 called for a national constitution to be drafted, the ethnic wars and other violence in the country made it difficult for peace to last
 - The majority Shia government was under attack by “bombings and political assassinations” by the minority Sunni people

America in the World: The terrorist attacks of 9/11 and the resulting wars begun by Bush essentially defined the new foreign policy of the US. Now that the Cold War was safely ended and communism was no longer a threat to the US, the terrorist attacks were the only threat to American security, with the 9/11 attacks killing some 3,000 Americans on its own soil, the largest attack on the American homeland to date. Bush immediately began the Afghanistan war to try to take down Osama bin Laden, the leader of Al Qaeda and the coordinator of the 9/11 attacks. Shortly thereafter, Bush enforced the anti-Hussein sentiment by invading when weapons inspectors were ousted from the nation once again. Both of these attacks were eventually successful in their initial objectives (the Taliban was quickly defeated and Osama bin Laden was found in 2010, and Hussein was captured in 9 months) but caused chaos in those countries in the Middle East, which was already riotous with the Israeli-Palestinian conflict raging. As a result, the US foreign-policy seemed centered around taking down extremist leaders such as Hussein and bin Laden, and then to keep order after the regimes fell and conflicts such as Shia-Sunni ethnic conflict arose. With the Arab Spring and the emergence of ISIS very recently, this continues to be a major part of American foreign policy.

Reelecting George W. Bush

- America was very divided during Bush's first term
 - Some people were concerned that the government took civil liberties (e.g., privacy) in exchange for “fighting terrorism”
 - There was “flagrant corporate fraud” that angered many Americans
 - There was increased cultural tension when LGBT rights advanced in San Francisco and Massachusetts
 - Affirmative action was still controversial
- Bush tried to spur his popularity because of these divisions in American society
 - He claimed that his tax cuts had greatly helped the economy
 - He created the No Child Left Behind Act (2001) that “mandated sanctions against schools that failed to meet federal performance standards”
 - He stayed very conservative, opposing liberal advocates for stem cell research and gay marriage
- John Kerry, a Democratic Massachusetts senator, ran against Bush in the 2004 presidential election
 - Kerry pushed for progressive reforms and a strong anti-terrorism initiative

- **Bush won the election of 2004 286 to 252 electoral votes**
 - However, he only won by one state, like it was in the 2000 election against Gore

Bush's Bruising Second Term

- Bush began his second term with very conservative actions
 - He appointed two conservative justices to the Supreme Court, John G. Roberts (the new chief justice) and Samuel A. Alito, Jr.
 - He attempted to privatize much of Social Security, an action that had a major backlash by AARP (the American Association of Retired Persons) and eventually lost popularity as a result
 - He attempted to ban gay marriage, but this lost popularity as well
 - He argued that immigrants were "usurping American tax dollars, jobs, and privileges," but many people were sympathetic to immigrants and wanted the legalization of many illegal immigrants
 - Bush tried to make a bill that made a compromise between the two sides (giving a path to citizenship with a fine), but it displeased both sides and lost popularity as well
- There was scandal in Bush's second term that lessened support for the government again
 - The Vice President's chief of staff was convicted of perjury
 - People discovered that the government was illegally tapping into Americans' wires
- Hurricane Katrina (2005) hit New Orleans, and the federal government had a very poor response
 - It "flooded 80 percent of the historic city and caused over 1,300 deaths and \$150 billion in damages"
- **Bush's inability to respond effectively to social, economic, and political emergencies caused him to be recognized as an "impetuous, unreflective, and frequently feckless leader"**
 - As a result of the anti-government sentiment, Democrats gained control of both houses of Senate in 2006
 - Americans were especially opposed to the Iraq war, with Iraq having no confirmed connection to Al Qaeda nor 9/11

The Presidential Election of 2008

- The Democratic Party had Barack Obama and Hillary Clinton as its main political candidates for the election of 2008
 - Obama barely won against Clinton because he had a better idea of globalization, having lived in Hawaii and Indonesia
 - He had raised a record \$700 million for campaign funds
- The Republicans chose John McCain as their main presidential candidate, with Sarah Palin as his running-mate
 - Palin was supposed to be photogenic and help popularize the Republicans, but her lack of political knowledge hurt the Republicans
- The economy plummeted in 2008 with the housing crisis

- The “American housing price bubble, fed by years of the Federal Reserve System’s easy-money policies and the private banking system’s lax lending practices, burst”—in other words, cheap and risky loans failed to pay out and house prices dropped
- Many homeowners defaulted, losing much of the value of mortgage-backed securities
- Many financial companies, in America and abroad, had to deleverage, or sell off many of their assets whose values were rapidly declining
- **This led to the Great Recession, the worst financial disaster since the Great Depression**
- Bush responded to the Great Recession quickly (within a few days)
 - The Federal National Mortgage Association and the federal Home Mortgage Corporation, the two largest mortgage companies in the US, were nationalized, as well as the American International Group (AIG), the world’s largest insurance company
 - The Troubled Assets Relief Program (TARP) authorized the use of \$700 billion federal dollars to be injected into American banks and companies
- The financial crisis under Bush’s Republican rule gave Obama more popularity over McCain
 - **Obama won the election 365 to 173 electoral votes**
 - He won most of the minority votes, showing an ongoing trend of minority voters’ support for the Democratic party

Politics and Power: Bush’s presidential terms showed that he lacked the political expertise to use his power efficiently in the situations that he was presented with. He could not manage to reconcile the two parties, trying to pass conservative bills banning gay marriage and compromise bills giving some liberal concessions that failed. He did not respond promptly to Hurricane Katrina and his economic policies allowed for the financial “housing bubble” to collapse and cause the Great Recession. Especially unpopular were his newfound wars, which were costly in both money and lives, and Iraq’s connection to the terrorist attacks of 9/11 was weak. As a result, there was somewhat of a liberal backlash in contrary to the failed Republican actions of Bush: President Obama, inaugurated in 2008, fit this role. He had a greater sense of globalization because he had lived in Hawaii and Indonesia (and therefore would work better with other parts of the world rather than starting new wars), and the Democrats had a good recent track record with Clinton’s balanced federal budget. Thus the political alignment of the nation switched once more in response to the conservative issues of the nation at the time to the political Left.

Obama in the White House

- The Great Recession was strongly under way when Obama came into office
 - The US was losing 700,000 jobs a month, home construction slowed, mortgage foreclosures increased, many businesses went out of business, and unemployment rose above 10%
 - Obama quickly passed bills to stimulate the economy, such as the American Recovery and Reinvestment Act
 - This act cut \$1 trillion in taxes, increased spending on “jobs, infrastructure projects, and relief to state and local governments,” as well as helping bankrupt businesses (such as General Motors and Chrysler)
 - These saved an estimated 3 million jobs
- By mid-2009, the economy began to slowly improve

- Unemployment remained high (above 9%) and many people remained paranoid about the state of the economy
- Obama passed the Patient Protection and Affordable Care Act (2010) (a.k.a., Obamacare)
 - This was his attempt to reform healthcare, a long-term liberal goal that received almost no support from the Republicans in Congress
 - This mandated health insurance for all Americans, new state-organized “exchanges” to buy insurance, allowed children under 26 to be covered by their parent’s health insurance plans, and gave subsidies to lower-income families
 - This had an estimated \$940 billion cost over 10 years but had an estimated \$1 trillion deficit reduction in 20 years
- Obama also reformed financial regulation with the Wall Street Reform and Consumer Protection Act (2010)
 - This “aimed to curb the risky, high-flying practices that had contributed to the debacle of 2008 with new controls on banks, investment houses, and stock markets, and with new truth-in-lending rules to protect consumers”

Back to Backlash

- Obama’s policies were not too popular because they did not have any apparent immediate effect
 - His reforms and relief programs only slowed the recession, but did not really improve the economy
 - The federal budget had greatly increased over Obama’s presidency (partially because of Bush’s programs), which people thought was irresponsible in the middle of an economic recession
- **A conservative, anti-big government movement named the Tea Party became popular against Obama’s heavy-spending initiatives**
 - They used “street-theater demonstrations” as well as the media to protest against heavy government spending
 - The Tea Party had support from billionaires and PACs
 - They blocked liberal legislation such as an anti-global warming law limiting greenhouse gas emissions
 - This conservative movement led the Democrats to lose the majority in the House of Representatives in 2010
- Despite the high anti-liberal sense in government and with the people, Obama still passed some liberal measures
 - Obama elected two liberal justices to the Supreme Court, Sonia Sotomayor and Elena Kagan (two women, including the first Hispanic Supreme Court justice)
 - He passed “an \$858 billion package that extended unemployment benefits as well as the Bush-era tax cuts”
 - He ended the “Don’t Ask, Don’t Tell” policy created by Bush for gays in the military
 - He created a new START nuclear arms reduction treaty with Russia
- Republicans in Congress created strong opposition to Obama simply raising the debt ceiling

- Raising the debt ceiling was usually a routine matter but the strong conservative sentiment gave the Republicans a sense of authority to demand more from the Democrats before raising it again
- The prolonged indecision in government lowered many people's trust in the government
- Obama agreed to increase the debt ceiling in exchange for no tax increases and lower federal spending

The Politics of Inequality

- Poorer people protested against the richest people because of the high economic inequality after the 2008 recession
 - Some people seemed to be unfairly gaining huge sums of money, such as financiers
 - Many people camped outside Wall Street in protest in the Occupy Wall Street movement
 - While this movement failed (it did not cause any new legislation), Obama acknowledged that this was a problem that needed solving
 - By 2012, the top 1% held 20% of the nation's wealth, and even the top of this top 1% was growing wealthier
 - The issue of inequality was especially high in the US, higher than in other industrialized nations
 - This was caused by a variety of factors, including
 - The lower taxes that favored the wealthy under Reagan and Bush
 - There was a higher level of global competition (because of globalization and more of a free-market economy)
 - There was a reduction in highly-paid intellectual jobs (and the increase in manufacturing jobs)
 - The decline of unions
 - More part-time and temporary work
 - Increasing number of lesser-skilled immigrants
 - Tendency of intermarriage within the same socioeconomic group
 - The best colleges were extraordinarily expensive, and schools in poorer areas were underfunded

Work, Exchange, and Technology: With the rise in cultural and economic pluralism (a greater acceptance of cultural diversity and a growing economic stratification) came a sense of injustice with the American masses. After the wealthy-favoring tax cuts by Reagan and Bush and the economic loss of the Great Recession, many middle- and lower-class Americans were angry at the unfair tax rates of the wealthy, the unfair earnings of some professions such as financiers, and the heavy spending by Obama's administration that seemed to have little effect on people's diminished incomes after the economic crisis. As a result, frustrated Americans formed a hyper conservative group named the "Tea Party" that clashed with Obama's heavy spending initiatives, Americans formed the "Occupy Wall Street" movement, and the Republicans regained control of the House of Representatives. This continued a social trend of inequality of work and incomes, with the rich becoming richer and the poor becoming poorer. This problem had many underlying and unfixed causes, such as the decline of unions, the

increase of lesser-skilled immigrants, the inequality of education quality, and a decline in intellectual, high-paying jobs.

New Directions in Foreign Policy

- **Obama sought to wind down both wars that Bush had begun (the Afghanistan and Iraq Wars)**
 - He employed many advisors who had served in Clinton's administration, including Hillary Clinton as his secretary of state
 - His efforts to "repair frayed alliances, forge new arms-control agreements, and engage the citizenry of regional hotbeds of anti-Americanism" — these efforts won him the Nobel Peace Prize in 2009
 - He announced that American combat in Iraq would end by 2010 and combat troops would be removed by 2011, and he kept this promise
- Obama declared that it was necessary to win the war in Afghanistan to defeat Al Qaeda, but it was difficult because of increasing jihadist terrorist resistance to American forces
 - The Taliban and Al Qaeda moved to Pakistan, threatening to move the fight there as well
 - Obama announced that he would start withdrawing troops by 2011, which he did
 - However, in the meantime he greatly increased the number of troops there, which led to the successful assassination of Osama bin Laden in 2011
 - Troops in Afghanistan were taken out as promised, but they were replaced with unmanned drone attacks, which was very controversial
- Obama tried to revert Bush's controversial anti-terrorism measures
 - He successfully made waterboarding, a torture technique, illegal
 - He tried to close down Guantanamo prison but Congress didn't allow him to

America in the World: [see synthesis under "Owning Iraq"]

Battling for the White House in 2012

- Obama ran for re-election in 2012
 - He claimed that his economic policies were sound and fair, and that he would lower income tax levels on the wealthy
- The Republicans chose Mitt Romney and Paul Ryan as their presidential / vice-presidential candidates
 - Romney was a businessman before he was a politician and was moderate as the governor of Massachusetts
 - He aimed to "repeal the Affordable Care Act and the Wall Street Reform Act, cut domestic spending, and slash taxes" — all traditionally conservative measures
- A new Supreme Court Ruling, *Citizens United v. Federal Election Commission*, ruled that people had unlimited spending power in politics
 - This meant that advocacy groups — now "super-PACs" because of the huge sums of money they poured in — could pay as much money as they want to sway political elections
 - **As a result, the two candidates spent over \$2 billion in campaigning combined**
- **Obama won the election 332 to 206 electoral votes**

- Democrats also regained control of the Senate
- This was partly because whites contributed to a smaller percentage of the voters (more multiracial people that supported the Democrats voted)

Second-Term Stalemate

- Obama's second term remained divided between the political parties
 - Under conservative John Boehner, the House was very resistant to Obama's liberal policies
 - They refused to lift the debt ceiling any more, but Obama also refused to negotiate; this led to a 16-day government shutdown until the Republicans relented
- The people began to worry, especially because a growing number of people were aging and welfare programs for the wealthy still had to be funded by the government
 - By 2012, over 13% of Americans were retirement age, and it was estimated that over 20% of Americans would be retirement-age by 2050
 - **Social Security and Medicare were both federally-funded welfare programs for the elderly, and the increasing number of elderly people (especially in the baby-boom generation, which was growing older) made it difficult for the government to pay for all of these seniors**

Politics and Power: The political divisions and stalemate of Obama's second term shows the occasional inefficiency of the two-party system. In a time that arguably needed political action to take place quickly and efficiently, whether Republican or Democratic, the government stalled (actually shutting down for two weeks) because the party divisions were so strong. Furthermore, the election of 2012 was especially heated, with Mitt Romney essentially promising to *undo* many of Obama's major policies, such as Obamacare and the Wall Street Reform Act, showing how opposite the two parties' ideologies were. Although the government shutdown in 2013 gave the government some time to debate it out and did end up in a more moderate compromise with Obama conceding to not increase taxes and to lower federal spending, the inability of the government to effectively coordinate its actions between the two parties and work out solutions together frustrated the people and increased the anti-government sentiment strengthened after the Great Recession and the great amounts of inequality by the Tea Party and other hyperconservative groups, essentially weakening the authority of the government against the people, frustrated the American people further, and made ongoing problems such as economic inequality slower to resolve politically.

Citizenship and Civil Rights

- Obama tried to cause immigration reform with the DREAM Act (Development, Relief, and Education for Alien Minors Act) to create a path for citizenship, but the Republicans blocked it
 - This was especially important because of the growing number of illegal immigrants in the US (especially Latinos)
 - Many Americans, especially Republicans, were against the bill, however

- In Arizona, where there were many illegal immigrants from Mexico, a law was passed that allowed police to detain people if they had “reasonable suspicion” of illegal status, and Alabama and South Carolina passed similar laws
- **The Supreme Court helped the immigration reform movement by declaring some discriminatory laws unconstitutional**
 - It didn’t allow Arizona’s new law
 - In *Shelby County v. Holder* it declared unconstitutional some parts of the Voting Rights Act that discriminated against some states, making voting rights more equal for all states
 - It also passed a new liberal law that declared unconstitutional the Defense of Marriage Act that discriminated against gay couples
- Obama was accused of allowing large NSA wiretapping of internet and phone lines
 - This showed the increasing effect of the Internet on people’s lives and the increasing resistance that the people had against government control over it
 - Households with Internet went up from 18% in 1997 to 75% by 2012
 - The Internet increased the people’s vulnerability to spying by criminals or the government

Gridlock Locks On

- Obama was becoming ever less popular as the parties became more divisive
 - His approval ratings dropped to 40%
 - His economic policies had not helped many people’s incomes
 - More problems broke out and the government was unsure how to handle them
 - The deadly Ebola virus broke out in Africa
 - The Islamic State of Iraq and Syria (ISIS) was a new terrorist organization that emerged
 - This disapproval caused the Republicans to gain majorities in both houses of Congress again

The American Prospect

- The US was “both an old and a new nation”
 - It was the world’s oldest democracy
 - However, it valued “innovation entrepreneurship, and risk-taking”
- The beginning of the 21st century was similar to that of the 20th century
 - There were many waves of immigrants in the early 2000s like in the early 1900s
 - There were massive technology inventions in the early 2000s, especially with the rise of globalization
- **Americans were becoming increasingly pluralistic in a more globalized world**
- Despite the many advances of America, it still had multiple problems at its hands by the beginning of the 2000s
 - Jihadist terrorism and the conflict-full Middle East were difficult for anyone to figure out how to resolve
 - Global climate change is a major social, economic, and political problem

- Major improvements in technology give ethical changes (such as stem cell research)
- Inequality and race relations still beleaguer the nation
- **The state of democracy is dynamic, and the changes occurring in America are to be expected.**

American and National Identity: The ongoing conflict is, unfortunately, an innate part of American culture. Being a free people means that the government is inherently weaker than that of a dictatorship, whether it be of the radical Left (e.g., communist dictators such as Stalin) or reactionist Right (e.g., jihadist terrorist groups such as ISIS), but the people have some say to work out decisions. The nation is often switching between political parties (since 1900, for example, no political party has been in power for more than two consecutive presidents) as a way to check itself from becoming so far left or right, which leaves people the fundamental right to remain free to express themselves and affect the government as they see fit. Recently, for example, this happened with immigration reform, when Obama tried to allow a path to citizenship (a liberal move) with his DREAM Act, which was subsequently blocked by the Republicans (a conservative move). Every issue of national or international importance, whether it be how to deal with Ebola or ISIS or global warming, gives the people the choice to influence the government's decision, whether towards a conservative or liberal direction, which shows the dynamic nature of American identity.

Colonial Society on the Eve of Revolution

Chapter 5: 1700-1775

- The British had 32 colonies in the Americas; only the 13 seaboard countries revolted (others such as Canada and Jamaica did not)

Conquest by the Cradle

- There was a greatly growing population in the seaboard colonies
 - Population doubled every 25 years
 - 300,000 → 2,500,000 from 1700-1775
- Many of the Americans were young; mean age around 16
- By 1775 only three English citizens per American one
- Most people (90%) lived in rural areas
- Virginia, Massachusetts, Pennsylvania most populous states; Philadelphia, New York, Boston most populous cities

A Mingling of the Races

- Demographics were diverse, including:
 - Germans (7%). They were fleeing religious (persecution), economic (depression), and political (war) problems, and were mostly Lutheran (Protestant). They settled mostly in Pennsylvania and kept to their language and customs
 - Scots-Irish (7%). They were Scottish, moved to Ireland, fared badly, and came to the Americas. Many also came to Pennsylvania. They were often restless and did not create steady farms or lifestyles; they fought with white and native citizens for land and exhausted farming land quickly. Many lived on the frontier and pushed the line. Many became revolutionaries in the American Revolutionary war
 - Led the Paxton Boys, an armed march in Philadelphia against the aristocracy's leniency towards the Indians
 - Led the Regulator movement in North Carolina against their political domination
 - Other (5%): "French Huguenots, Welsh, Dutch, Swedes, Jews, Irish, Swiss, Scots Highlanders"
 - African (slaves, 19%)
- The South had most of the black population; the middle Americas were the most diverse (half not English); New England mostly Puritan English (least diverse)
- African and Native American populations became more diverse as different groups were forced together: the "African American" race formed

Migration and Settlement: The great influx of people from a diverse background led to the creation of the United States as a melting pot of races and religions. The Germans, for example, brought the Lutheran Church and the German language; the Scots-Irish brought their inherent restlessness to the frontierlands, affecting European-indigenous interactions by pushing their territory and instigating numerous conflicts within the colonies. Other, more minor groups such as the French Huguenots also contributed their bit of religion, language, and culture to the

diverse land of America. The massive importation of slaves allowed for the prevalence of the African-American culture and the future struggles with slavery that would define civil rights movements. The demographics of the Americas were also unique in other ways: for example, the great number of young people, with the colonies having a mean age of 16, set the stage for revolutionary and religious fervor that still resonates among the youthful. The population boom also set a stage of discomfort (great portion of England's population) and helped to precipitate conflict.

Africans in America

- Life terrible for all African American slaves
 - In the low south (South Carolina), slaves worked in oppressive weather and tended to crops such as rice and indigo. Slaves died quickly, and the slave trade was very important throughout.
 - In the Chesapeake (Virginia), slaves were slightly better off with tobacco. The plantations were larger and closer to one another, allowing for more closely-knit slave populations. As a result, the slave population actually populated itself quickly enough to survive, a rare occurrence.
 - In New England, slaves often worked for craftsman, but many still worked in the fields
- A unique African-American culture formed
 - A new mixture of language was formed, called "Gullah," with many words that still exist in the American language, such as "voodoo"
 - African music mixed with Europe's music, forming jazz; the banjo and the bongo were also introduced
 - African religion also adopted Christianity, but kept traditional views of heaven and had slightly different interpretations that favored their freedom
- Slaves also revolted for freedom
 - The New York slave revolt (1712) ended in nine white and 21 black deaths
 - The South Carolina slave revolt (1739) involved over fifty slaves, stopped by police, along the Stono River
 - No black slave uprising as great as that of the indentured servants (i.e., Bacon's Revolution)

Culture and Society: Fear and oppression ruled supreme in African American culture, beginning from these days of slave owners. African lives were subjected to a life of labor and little chance of social mobility or freedom, whether it was in the deep South or New England. Like the colonists against their dictatorial royalist leaders, they too rebelled, as was the case with the New York and South Carolina slave revolts; these were unsuccessful and marked the European dominance over the black population that would continue for many years to come. The oppression of African Americans did give a positive contribution to society, however: out of the hardships came ways to cope, especially through music. African music, culture, and religion tended to mix with that of the Europeans, creating in-betweens such as jazz. Even with such a strained relationship with the Europeans, the African-Americans still managed to use their enemy's culture to create a new culture of hope through art, which symbolized the will of the impoverished and suppressed to survive, as they did.

The Structure of Colonial Slavery

- Besides the slaves, people were equal in general; nobility was frowned upon
- High level of social mobility, unlike in Europe
- Aristocracy class beginning to form in the 1700s
 - Rich gained wealth through selling weapons that fueled the conflicts
 - People were seated in Church and State based on social rank and wealth
- A greater number of people became poor and had dead family members due to war
- Many people found it difficult to find land, because much of the land had already been claimed
- In the South, the rich became richer: those who owned a lot of slaves had enormous amounts of wealth
- Many (over 50,000) prisoners of England were dumped in the colonies; because they mostly hated England only, they were not always disrespectful in the colonies, which had different systems of governance
- Some people tried to stop slave owning, but the rich slave owners in the south and the British government tried to preserve the slave trade and slavery

Politics and Power: Although the colonies were founded on strict terms against a class of an aristocracy as there was back at Europe, politics naturally began to favor the rich and wealthy as opposed to giving an equal opportunity for all. Although social mobility was high and the equality was better than in Europe, the rich became wealthier, and the suppressed more suppressed. Highly profitable jobs, such as the weapons industry and slave-owning, began to hold higher seats in politics and in religion—this decreased the power of and rekindled the repugnance of the ordinary people to an oligarchical system. The only exception to this were the slaves, who retained their position as the sewer of society.

Clerics, Physicians, and Jurists

- Christian ministers were the most honorable position
 - Christian faith declining, but still very prevalent
- Doctors (physicians) not well trained and somewhat dishonored
 - Plagues of smallpox and diphtheria still were rampant in the Americas
- Lawyers were dishonored because people usually presented their own cases and did not require lawyers

Workaday America

- 90% of the people farmed
 - Tobacco was common in Virginia; later wheat was common
 - Led to a general high standard of living
- In New England, fishing was a large industry that also fostered shipbuilding and other maritime industries
 - Trade was very common and supported by this
 - Continued trade with the West Indies (food and supplies)
 - Carried gold and oranges to Europe for trading
 - Triangular Trade was a profitable form of trade in the Atlantic (profit at every part)
 - New England rum → Africa
 - African slaves → West Indies

- West Indies' molasses → New England (refineries)
- Industry to a small extent
 - Rum distilleries
 - Beaver cap makers
 - Iron forges
 - Household manufacturing (textiles)
 - Craftspeople
 - Lumbering (most important industry)
 - Needed by shipbuilders in colonies and Britain alike
 - Britain wanted to retain its maritime control, kept ample supply from the americas
- The Americas began to look for other markets because of limited market in Britain
 - Molasses Act passed by the British to attempt to restrict America's foreign trade in order to maintain their trading exclusiveness
 - The people worked around this with illegal markets and smuggling

Work, Exchange, and Technology: Like the demographics of the colonies, the range of jobs performed by the colonists was highly diverse. Jobs concerning religion, medicine, industry, trade, amongst others, gave people a wide choice of profession to choose from; combined with the diverse backgrounds and origin that the immigrants come from, this choice provides the essential range of options to suit most everyone's needs to pursue the "American Dream." There is also a focus on slave-owning plantations and maritime trading, both of which cause major contentions in the future (ethics of slave trade and the British incompetency in trade that leads to the Molasses Act, respectively). The Triangular Trade was a popular and profitable manifestation of the latter; however, it proved to be controversial later on with the concerns about the slave trade.

Horsepower and Sailpower

- Colonies had bad methods of transportation
 - Roads were often dirt roads: slow, dangerous, dusty in the summer and muddy in the winter
- Waterways were also often used for transportation, especially when roads were not available
- Taverns sprung up around roadways
 - Were often places where political discussions were brought up, such as with Samuel Adams
- Public mail system created in the mid-1700s
 - Mail carriers notorious for reading letters to pass time

Geography and the Environment: The inhibition and facilitation of widespread communication and transportation were both done by way of natural means. Dirt roads were subject to being dusty, muddy, and/or uneven and dangerous, making them largely impassable. However, they were sometimes the only practical method of transportation between two spots, especially in the spread-out South. Large delays in communication or transportation like this prohibited any major successful rebellious action, because a lack of communication left the country largely divided. On the other hand, the environment also helped the colonists: in lieu of roads, the waterways that most towns were built around were a means of transportation when necessary.

With the use of waterways and the roads that greatly improved in the 1700s, communication became more reliable. A system of mail and newspaper could be established, and this was a major catalyzing factor that gave way to propaganda and a unified political zeal.

Dominant Denominations

- “Established church” = tax-supported church
 - The Anglican and Congregational churches were established churches
 - Anglican Church was the English church and supposed to be a way of imposing English culture on the colonies, but it was unfavorable and not strict enough
 - Congregational Church sprung out of Puritanism, was established in most of the New England colonies
 - Not many people belonged to these two churches
- Politics and religion began to get mixed up, with revolutionary thoughts at some sermons
 - The Anglicans, however, kept to English beliefs, but were limited by lack of local bishop
- People were generally religiously free

The Great Awakening

- Religion was weakening, especially the Puritan Church:
 - Very complex beliefs systems
 - Elaborate schemes to lower membership requirements and increase participation
- Many sermons became boring, and people worried that holy men had lost the original inspiration (the “fire”) of religion
- New liberal beliefs challenged traditional Church values
 - Arminianism (Jacobus Arminius) said that a person’s free will could save them; that it was not predestination but the acceptance of God’s will that could save a person
 - Church reluctantly accepted this under popular pressure
- The Great Awakening (1730s-1740s), Jonathan Edwards, Northampton, MA was when Edwards proclaimed that salvation through God’s grace and not one’s free will (as in Arminianism) was the only way
 - Greatly detailed explanation of hellfire
 - George Whitefield continued this trend; was an amazing orator
 - Inspired Jonathan Edwards and Benjamin Franklin, as well as many other followers who copied him
- “Old lights” were the old, orthodox priests; “new lights” formed this revivalist movement
 - The Revivalist movement greatly weakened the old lights, who were based on scholarly teachings and education, while the new lights were based on this populist fervor
- New lights created competition between different religions
- New lights formed the first major all-American movement; a unified interaction that destroyed walls

Culture and Society: This is a classic example of cause-effect in societal movement: people lose interest in religion, and an opportunistic populist religious leader takes advantage of the situation and revives the loss of faith. In this case, the Church was losing support because the people began to take more liberal approaches to their lives that did not have to do with the superstitions of religion. This was especially carried out by Arminianism, a populist liberal movement that swept the colonies. Later, however, cunning orators created the Revivalist movement, also a populist movement that swept people back to religion, albeit in a more unorthodox sense (a “new light” view). Both of these represent the strong response of the people to popular movements, especially in relation to religion, as well as a unity of all of the colonies towards a common goal for the first time in their history. Both of these factors will be in place for the Revolutionary War, when a quick sweep of revolutionary passion takes over the nation.

Schools and Colleges

- Education was in England only for the rich
- In the Americas, especially in New England, education was meant to promote religiosity
- Later in the 1700s was religion shaped more towards general education
- New Englanders established many schools (primary and secondary)
- In the middle colonies, education was less prevalent
- In the southern colonies, being very spread out inhibited the growth of the school system
- Schools generally taught classical language and orthodox thinking; creativity was suppressed
 - Discipline was high, included whipping
- College was created mainly to prepare men to become clergymen
 - People who wanted a “real” education of non-religious basis sent their children to England for education
 - Movement towards newer, more modern education in the 1700s

A Provincial Culture

- Americans still very much inclined to similar tastes as the Europeans, but American art was not as developed
 - Many artists had to travel to Europe to have a market (e.g., John Trumbull, Benjamin West, John Singleton Copley)
- Literature was unimportant
 - Phillis Wheatley (a slave girl poet) and Benjamin Franklin (with the pithy sayings of Poor Richard's Almanack) were notable exceptions
- Science was not very advanced, except for Benjamin Franklin’s numerous inventions

American and National Identity: The institution of education, as well as the fields of art and science, were still highly based on religion by the beginning of the 1700s in the colonies. Schools were taught in a (quite literally) “old-school” fashion, stressing orthodoxy and religiosity. Art and science were mostly unconsidered in the Americas because of their unimportance to religion. America at this time period, as a whole, was almost solely based on religion (or lack thereof) as the defining factor of institutions, fields, and entire colonies. However, this began to change in the later 1700s, as people began to note the importance of secular institutions; many people began sending their children to England to receive a full, unbiased education, and many

artists and scientists received their training and recognition back in Europe. This marked a shift in the interest of non-religiosity, because that is what the people wanted. This is an overall trend in American history: a societal system ever the more secular, a trend broken only by blips like the Great Awakening.

Pioneer Presses

- Printed books became more prevalent, created by the rich and having membership by subscription
- Newspapers were also becoming more prevalent
 - Often had long essays signed by pseudonyms
 - Newspapers were slow to deliver news, especially overseas
 - Were used to rally patriot support against British
- **Zenger trial** (John Peter Zenger, 1734) involved charges against accusing the royal governor
 - Andrew Hamilton defended him, won with eloquence and argument of the freedom of speech
 - Successful defense symbolic of American freedom of speech and press; set a precedent that allowed future printers to print revolutionary content

Politics and Power: After the Zenger trial, newspapers became a usable form of political propaganda. Now that improved roadways were being built, newspapers became a primary form of long-range communication that was otherwise absent in the lives of many Americans. This ability to print whatever one wishes is exemplary of the freedom to speech and press, two of the guiding principles of the Bill of Rights (the Constitution); in the case of the lead-up to the Revolutionary War, it can be used as a political weapon to garner support.

The Great Game of Politics

- Governments were diverse in the different colonies
 - Eight royal colonies with governors appointed by king
 - Three had proprietors choose governors (proprietary colonies)
 - Two self-governed ones
- Most colonies had two-house system; the higher chosen by same system that chooses the governor, the lower by the people
 - Higher one usually incurred hate because it was misrepresented (majority by rich landowners)
 - Lower one could appoint taxes as necessary; considered an important privilege
- Colonial governors were generally disliked
 - Most were able, but some were corrupt and bad (Lord Cornbury)
 - Represented England, 3,000 miles away and ignorant
 - Colonies withheld salary until governor did as they wished
- The South was governed by county governments; New England by town-hall meetings
 - New England had democracy to some extent
 - Not everyone was allowed in, but people could work to get to be the entry-level status

Colonial Folkways

- Most people working all the time

- Americans ate much more than Europeans on average
- Life was generally uncomfortable, especially without heating
- The military met in “musters,” short training periods
- People danced and played games when they could
- All colonies generally:
 - English and Protestant
 - Had a form of self-rule
 - Was religiously tolerant
 - Had social mobility
 - Had methods of communication and transportation

Culture and Society: There is an interesting dynamic between the social and political aspects of society. The government is becoming more and more independent, and the colonies are more united in their beliefs. Although they have slightly differing political systems, they are mostly the same at the core. The culture of the different colonies was becoming slightly homogenized as well, with all of the colonies primarily English and Protestant, religiously tolerant, and socially mobile. The colonies develop as a whole unit now, with links showing an unprecedented cultural stability. This is the cultural stability and unity that will be necessary to challenge the British Empire in the American Revolutionary War.

Chapter 6: The Duel for North America Notes

- The Europeans were fighting for North America
 - England, France, Spain
- Four wars were fought in Europe
- N.B.: England + Scotland → Great Britain (1707)

France Finds a Foothold in Canada

- France had clashes between Protestant Huguenots and Roman Catholics
 - Huguenots slaughtered (10,000 on St. Bartholomew's Day), sought religious freedom
 - Edict of Nantes gave a little toleration to Protestants, lessened religious wars
 - France became very powerful because of this (less internal conflict)
- Québec was founded in 1608 (right after Jamestown), first settlement of New France (Canada)
 - Founded by Samuel de Champlain, the "Father of New France"
 - Allied with the Huron tribe against the Iroquois Confederation (allied with British)
 - The Iroquois became French enemies, sabotaging and slowing them
- New France became directly ruled by the king, very autocratic
 - No democratic system nor trial by jury
- Population did not grow very quickly (60,000 by 1750): it wasn't very attractive to settle there
 - French peasants would not gain more in New France
 - No religious freedom guaranteed in Canada
 - France had wealthy colonies in the West Indies.

Migration and Settlement: The French had similar strife back in their homeland as England, especially religious persecution. However, since they had the Edict of Nantes their religious freedom back at home was greater than that in the New World, so they had less of the motivation many of the English had, especially in New England. Because France also had wealthy colonies in the West Indies, there was little incentive for people to immigrate into New France, which was desolate and infertile being so far north, compared to the productive lands of the south. This lack of interest in Canada led to a low population, and a low population led to a dependence on Native American allies (the Hurons). Later on, simply lacking manpower was also a disadvantage in military campaigns against the more populous British colonies.

France Fans Out

- Beaver was an important commodity to the French
 - Considered luxurious and was warm
 - Coureurs de bois ("runners of the woods") were the fur-trappers looking for beaver
 - Lived free lifestyle
 - Gave many names to places such as Baton Rouge and Des Moines
 - Voyageurs had Native Americans join the fur trade
 - Life was perilous for Native Americans with disease and alcoholism introduced by the Europeans
 - Up to 400 boats to look for beavers at the height of the trade

- Fur trade went very far: to the Great Lakes, Arkansas, Missouri
- Jesuits were French missionaries; not very successful with conversion, but good explorers
- Detroit founded by Antoine Cadillac in 1701
- Robert de la Salle created Louisiana
 - Tried to block out the Spanish in the South
- In Illinois, French had a lot of farming

Geography and the Environment: A large part of the economy of early colonial New France was based on two natural products: beaver pelts and wheat farming. Two new professions of people: forest explorers (coureurs de bois) and fur-trappers (voyageurs) created an economy based on a hot commodity: beaver. These beavers created furs that helped keep the French warm in the cold Canada and to maintain a high degree of trade and a strong relationship with the Native Americans. Further south, the French became exploratory, discovering vast swaths of land that included Louisiana and Illinois. In these southern colonies, the climate was more temperate and suitable for farming. As a result, a farming economy was established here; being at approximately the same latitude as the British middle colonies (the “bread colonies”), they were able to grow wheat efficiently. However, the French were not very diversified in their economic abilities with only these two major professions; perhaps this was another reason the French were less prosperous and more weak than the British that they fought, who had much industry and trade.

The Clash of Empires

- King William's War and Queen Anne's War were earliest fights between European nations for American control
 - Part of the War of Austrian Succession (a global war)
 - Battles between French (with the Spanish) and English with Native American allies
 - Mostly guerilla warfare
 - The British won, were given Nova Scotia, Hudson Bay, Newfoundland
 - Some trade began between British and Spanish, but did not end well
- War of Jenkins Ear in Caribbean and Georgia, led to a standstill
- King George's War was between English and the French/Spanish again
 - Again an English victory
 - Captured Louisbourg, a major strongpoint
 - Was returned because of peace treaty, left Americans outraged

George Washington Inaugurates War with France

- Ohio Valley was a major place that both countries wanted
 - English colonists were going to push into it
 - French needed it to connect Canada with Louisiana
- English colonists had ownership of land there, but the French had built forts
 - Fort Duquesne at Pittsburgh was largest one
- Washington led 150 militiamen and killed some French soldiers
 - French returned, made Washington surrender and retreat
- In the north in British-conquered Acadia, French Acadians scattered to prevent rebellion

Politics and Power: The events in these sections are major power plays over land between the English and the French, ones that set up for the French and Indian War (and eventually the American Revolutionary War). In these wars, the two parties had different interests: the French were keen on building a more connected empire, one from Canada all the way into Louisiana in the south to avoid being weakened by separation; and the English colonists were on the search for new land for colonization simply as part of the natural westward expansion as they needed more land for the growing population. Ultimately, this resulted in conflict between the two countries. This conflict set three precedents that would remain throughout the French and Indian War and the Revolutionary war: firstly, with the exception of the War of Jenkins' Ear, the wars were won by the British; secondly, guerilla warfare proved to be a very deadly weapon against the outdated techniques of the past; thirdly, the English had a common cause that gave them unity and strength. Although these skirmishes may seem minor compared to the following wars, they gave the English colonists experience for the violence to come.

Global War and Colonial Diversity

- French and Indian War (Seven Years' War) was first Anglo-French starting in the Americas
- First "world war": in America, Europe, West Indies, Philippines, Africa, on the ocean
 - English and Prussia vs. France, Spain, Austria, Russia
 - French weakened mostly in Germany, had weak fight in the Americas
- Albany Congress was meeting summoned by the British to create greater colonial unity
 - Benjamin Franklin was major advocate, created famous political cartoon:



- Also tried to have the Iroquois on their side

America in the World: Being the first time the Americas are engaged in European-versus-European conflict (as opposed to conquistador-versus-native), the Americas became a stage of global importance, a battleground perhaps equal in importance to the others happening simultaneously around the world in the world-wide War of Austrian Succession. This may have had several factors that raised the importance of these events to a critical level: the British had the potential in losing the Americas, and therefore assembled the Albany Congress to establish unity; as a result of this, the colonies did become more unified as politicians like Benjamin Franklin persuaded the people that separation would equal death; lastly, this involved greater interaction with the Native Americans, whose regard had been growing ever less since the beginning of the colonization. This increased effort did end up strengthening the colonies as a whole by unifying them—making them stronger against the French, Spanish, and Native Americans, as well as the British in the Revolutionary War to come.

Braddock's Blundering and Its Aftermath

- General Edward Braddock had many poorly trained men
 - Had many British regulars (trained military men) but many poorly trained Americans
 - Went slowly with heavy guns and hacking a way through the forest
 - Many died in a guerilla fight by Native Americans in the forest
 - Easy victory for French, major losses and death of Braddock for the English
 - The Native Americans continued fearlessly along frontier, colonists vulnerable

Pitt's Palms of Victory

- William Pitt ("Great Commoner") was likeable military leader: eloquent, handsome, confident
 - Became "Organizer of Victory" when he changed military tactics of the British
 - Focus away from West Indies, instead at major centers (Québec, Montréal)
 - Use younger, energetic leaders (like Washington, unlike Braddock)
 - Won Louisbourg, Québec (in Battle of Québec, on the Plains of Abraham), Montréal
- British won the war and a great deal of land
 - French all of Canada to British, Louisiana to Spanish
 - British and Spanish traded Cuba and Florida
 - Britain became dominant naval power and power in the Americas

Culture and Society: In his attempt to fight the French, Pitt fell under heavy fire in guerilla warfare. Using many conventional British soldiers ("regulars") as well as untrained American citizens, this led to an easy defeat. William Pitt, a popular general, did the opposite of Braddock and suggested storming the more important centers and to use younger leaders with newer tactics. This was an unprecedented change in strategy that was very successful and helped create the innovation in America even today. The choice to completely change focus during a war under the command of a single man is one part, as well as to say to go along with a dynamicism based on youthful, inexperienced—albeit more creative and innovative—leaders is another; this is carried in the spirit of young, even teenage, entrepreneurs and leaders in today's society. Also uncommon was the rise of a handsome, likeable, political leader that rises out of popularity and not age and experience; following him are many cases of it, from young commander George Washington to popular real-estate tycoon and presidential candidate Donald Trump.

Restless Colonists

- American colonists gained much experience; ~20,000 fought during the war
- Americans saw British as not always invincible (such as in Braddock's battle)
- Increased conflict between patronizing British and the Americans
 - British saw the Americans as lowly and uncivilized
 - Americans thought they had done a lot of work and risked a lot to help the British
- Americans had some sense of self-interest, promoting trade with enemies during the war
 - British forced them to stop all trade
- Colonists were pretty disunited before the war
 - During the war, fighting colonists from different areas learned that they were not all that different—began to create some unity within the colonies

American and National Identity: The war led to a great change in the way Americans saw each other and the Britons. During the war, a great number of citizens from different regions of colonial America came together to fight; during this time, many reconciled their differences and realized that they were not all that different. Along with the greater political unity that was required to successfully fight off the French and the Spanish, there existed a more natural, personal relationship between them. As for the British, winning the war for them had not improved their view of the American citizens; in fact, it worsened it, as the British considered the colonists uncoordinated, uncivilized soldiers; this led to a condescension of the Americans, and a resulting disdain between mother country and colonies. This was also a great influence on the American sentiment (hate) that led to the American Revolutionary War.

War's Fateful Aftermath

- Loss of great enemies allowed for great American independence
- French hopeful that the Americans might be able to break free of England eventually
- Spanish also largely gone
 - With them, the Native Americans had limited trading/ negotiating options
- Pontiac's Uprising was a rebellion by the Ottawa tribe and allies against the British
 - Laid siege to Detroit, captured many British forts in the west, killed 2000 colonists
 - British had strong counterattack, rebellion crushed and Pontiac killed
 - Removal of the Pontiac Indians rid of another enemy and gave westward freedom
- Proclamation of 1763 by British prevented colonists from settling west of Appalachians
 - Was meant to prevent future conflicts like Pontiac's Uprising
 - Angered many Americans, who felt it was their right to own that land
 - Many of them went west in revolt

America in the World: As the opposition disappeared, the British American colonies suddenly had a much lesser fear and a greater potential in exploring and innovating. The French and Spanish, who were also powerful empire-builders, could not infringe on their land anymore; the Native Americans would not attack them at the frontier unpredictably. This paved the way for the era of the pioneers in the westward expansion. Also, going deeper in the backcountry allowed the colonists to have more protection from enemies, for whom it would be difficult getting in so far and not knowing the secrets of the land. In this way, during the Revolutionary War, the colonists lost some coastal cities but were largely successful farther inland.

Chapter 7: The Road To Revolution Notes

- **The French and Indian War was very expensive**
 - The British government had to have **the Americas pay some of cost**
 - Very likely the most important catalyst for the American Revolution

The Deep Roots of the Revolution

- Everything in the American colonies was revolutionized
 - People questioned the convention, i.e., weren't content to be stuck in social class
 - Developed a new system of republicanism
 - A political model based on Classical Roman and Greek republics
 - Based on the idea of the common good and opposed to aristocracies that were common in Europe
 - Radical Whigs were a "group of British political commentators"
 - Many Americans read their works
 - Wrote about fear of losing freedom by the corruption of King and Parliament
- Americans had been separated from Britain long enough to lose conventional ideas of aristocracy and monarchy, were used to more free ways

Politics and Power: Republicanism (a political system) and the Radical Whigs (a political party) were both relatively new ideas that were encouraged in the American colonies and played a critical long-term role in shaping American perspectives on the distribution of power. In contrast to the abundance of aristocracies in Europe, remnants of the Middle Ages of feudal-style manors, the New World was more lacking in social stratification, especially in New England—this led to the beliefs of equality and the common good that led to the rise of republicanism. Similarly, this belief fostered a subscription to the Whigs, a British political party that worried about the corruption of the rich and wealthy politicians. In the American colonies, the rich royal governors too ruled the lives of the common people, who were constantly suspicious of losing their freedom to the British officials. These two opposing political ideas (equality for the common good, and corruption of the rich aristocracies) not only shaped the hatred that the Americans felt about themselves and their wealthier British rulers, but they also set the groundlines for political systems for many years to follow, eventually merging itself into the Articles of Confederation and ultimately the Constitution of the United States of America. Even today, our government is a democracy (a form of republic) formed on the same roots of classical-era republicanism.

Mercantilism and Colonial Grievances

- **Mercantilism** is an economic system based solely on amassing as much wealth as possible
 - Usually involved exporting more than importing
 - Colonies provided extra exports and a market
 - Essentially an economic exploitation of the colonies
 - Colonies supposed to be dependent, not form their own independent economy
- Britain passed some unfavorable **laws to limit trade** (to promote mercantilism)
 - Navigation Law (1650) said all trade to Americas must be made in British ships

- Other laws said that all trade to Americas must pass through Britain first, and some products be sold only to Britain
- Currency was low because more was bought from Britain than was exported
 - Ended up bartering much between Americans
 - Had to print paper money, which depreciated and was banned by the British
- British could veto any law regarding mercantilism made in the colonies
 - This system hated by the Americans.

The Merits and Menace of Mercantilism

- Economic laws were loosely enforced at the beginning, could get away with them
- British did help the economy
 - Paid bounties for American-built ships
- Colonists felt that the mercantile system was humiliating and restricting
 - Added to much emphasis on British economic officials
 - The nation was emerging, and yet they had so many rules like a little child

Work, Exchange, and Technology: One of the major motivators for England in creating the American colonies was to create profits from them in a system of mercantilism (the accumulation of money through commercialism). This hard belief in mercantilism branched off into various laws that would create resentment by the colonists for the British because they seemed to be economic exploitation by England that had little benefit for the colonists. For example, the Navigation Laws restricted trade to British-owned ships, and others mandated the facilitation of all American trade directly through Britain. Although these strengthened British control on trade, they ended up limiting the Americans' freedoms on the opposite end. Eventually, with the law that the British could veto any colonial legislature regarding trade, this consolidated England's total control on the imports and exports of the colonies, effectively making them totally dependent on Great Britain. This dependence was forced, however, and was precisely the limitation that caused the hatred for Britain that fueled the American Revolution—the revolutionaries were adamant in their want for freedom and independence.

The Stamp Tax Uproar

- 140 million pounds of debt, half from Americas
- Prime Minister George Grenville made colonists angry
 - Made Navigation Laws strict (1763)
 - Created the Sugar Act (1764) that made taxes from sugar to Britain
 - Taxes were lowered when colonists got angry
 - Quartering Act (1765) passed that made colonists have to provide food and shelter for British soldiers
 - Stamp Tax (1765) required stamps that showed tax paid on all paper
- George Grenville and Britain thought the new laws fair; colonists thought opposite
 - Colonists saw economic limitation and clamping down on freedom
- Admiralty courts for offenders of new acts
 - A new and different "guilty until proven innocent" system was hated
 - No jury system was hated — no vote, not fair
- Americans said "**No taxation without representation**"

- Said that the British had the right to rule them, but not to tax them (that is robbery of property that the British shouldn't be able to do)
- George Grenville dismissed it, said Americans were already represented by every member of Parliament
 - American colonists not satisfied, buildup of more hate

America in the World: The interactions between Great Britain and the American colonies here were pivotal. For the first time, Britain saw the Americas an essential provider, because they were in great debt because of the war, and the Americas were a large sink of money during that war. Instead of simpler trade-restricting laws such as the Navigation Laws, these new "acts" now asked for money from the colonists. Each act, which put a small "duty," or tax, on a common tradeable item with the Americas, was met by anger in the colonies; Great Britain responded to multiple revolts in this, such as by lowering the sugar tax. In this way, England created a closer and more money-oriented bond with the American colonies, and a new sense of a feedback mechanism was created as the colonists cried out and the British responded. This set the stage for higher rates of both policy changes and rebellions in the colonies, because now communication was better established.

Forced Repeal of the Stamp Act

- Stamp Act Congress (1765, NYC, 9 colonies represented) met to protest the stamp act
 - Wrote up rights and grievances against the king
 - Had little effect on history
- American people had nonimportation agreements in which they bought little from England and encouraged buying colonial goods (like a boycott)
 - A strong step towards uniting the colonies, as it promoted interaction between them
 - More colonists than ever participated in efforts like these, in boycotts and rallies
- Violent Sons of Liberty and Daughters of Liberty groups protested
 - Raided houses of officials against the nonimportation acts, stole their money, hung effigies (models) of them
- Stamp tax collectors were forced out of business so that Stamp Act was never really carried out
 - Act was later nullified and repealed because it couldn't be enforced
 - Britons angry because they had to pay heavy taxes while the American colonies paid lesser taxes ($\frac{1}{2}$ of the cost they used up in the war)
- The Declaratory Act (1766, same year as repealing of the Stamp Act) **said that the British had absolute rule over the American colonies** (could "bind" them whenever necessary)

American and National Identity: The repeal of the Stamp Act and the resistance to the other, similar taxes that Britain imposed on the Americas exemplify the expanding sense of the ideal of independence and rebellious freedom in the American colonies. When Britain made a single company the monopoly of American tea trade, the lower prices did not trick the colonists into buying the tea; rather, the colonists believed that the loss of choice over tea choices and the potential exploitation of this large company would be to their detriment. Therefore, they declined the material benefit (lower prices) to protect their ideals; this is like much of the hate building up to the Revolutionary War, in which the taxes were not too detrimental to the colonists' pocketbooks (they paid much lesser taxes than the citizens of Great Britain), but it was the idea of unlawful "taxation without representation" that caused them to flare up. This in

turn led to the sense of rectified rebellion, with the boycotting of British goods through the nonimportation agreements and the loss of the stamp officials so as to prevent the Stamp Act. In both of these cases, the result is also nonviolent, which demonstrates that Americans will be industrious to solve their problems as well—this will be evidenced much later in MLK's famous preachings of love to fight enemies, not hate—by looking for better solutions than fighting. However, when further provoked, violence became the only option and the Revolutionary War broke out.

The Townshend Tea Tax and the Boston “Massacre”

- Charles Townshend create Townshend Acts that taxed (put a “light import duty” on) many common goods
 - Charles Townshend was a very gifted orator in Parliament
 - Among the items taxed were “glass, white lead, paper, paint, and tea”
 - There was a minute distinction that made it “an indirect customs duty” that was unlike the Stamp Act and therefore more legally taxable—however, the colonists were still angry and didn’t care about this tiny distinction
 - Colonists worried that this was simply a way to get control of them—the money was going straight to royal governors, and taxed the tea that so many Americans drank
 - People didn’t care as much about Townshend Acts as the Stamp Act, because it was lesser and because smuggling was common
- British sent some troops over to Boston to maintain order
 - Troops were intoxicated and without orders
 - Men began to taunt them, and they panicked and fired, killing or wounding 11 people
 - This was the Boston Massacre—greatly angered colonists for loss of life
 - Soldiers got away with little to no punishment
 - Crispus Attucks was leader and one of the first to die

The Seditious Committees of Correspondence

- King George III was a bad leader, arrogant and greedy for power
- Townshend Acts brought in very little money to Britain (295 pounds annually from tax instead of 170,000 pounds spent during the war annually)
 - Lord North (under King George III) pressured into repealing the Townshend Acts
 - Purposefully leaving behind the tea (the ones the Americans hated the most) just to keep their presence on the American colonies
- Samuel Adams and other revolutionaries in the colonies were keeping the rebellious spirit alive
 - Continued to oppose Navigation Laws and tea tax
 - Samuel Adams especially faithful to his rights and he cared much for politics
 - Created a system of committees of correspondence in Boston, in which revolutionary letters could be exchanged to keep the revolution alive
 - Similar systems set up in 80 other cities
 - A central colonial system was set up in every colony, achieved the same purpose but allowed for intercolonial communication

Culture and Society: In this time period of greater British intervention, the colonists began to foster a new sense of overall suspicion. After listening to the radical Whig's speculation on the potential of the

monarchy to impose absolute power on the colonies to do his bidding, the colonists too were worried that all of the recent development in the new acts (e.g., the Townshend acts) were simply a scheme to control the colonies or unrightfully steal money from them. As a result, revolutionary groups such as the committees of correspondence and the similar intercolonial system set up by revolutionaries such as Samuel Adams were created, and these together kept alive the idea of revolution. As the ideas of revolution became more popular as the preaching of the revolutionaries became more widespread, the very idea of suspicion and revolution if necessary (such as in this case) became ingrained into American society. This time period made revolutionary ideas not absurd or overly radical, which allowed for greater support and anti-British settlement to be garnered for the revolution.

Tea Brewing in Boston

- In 1773, the British East India Company had a lot of extra tea (17 million pounds), needed a market to sell them
 - British government gave the company complete control of the tea trade with the Americas
 - Tea became cheaper than ever before from this company
 - However, the Americans were still suspicious and saw this as an act to limit the American's choices by establishing a monopoly upon them
- English tried to enforce law, faced strong opposition by the Americans
 - Philadelphia and New York turned the ships back
 - Annapolis burned ships
 - Charlestown seized tea because tax not enforced
- Thomas Hutchinson, governor of Massachusetts, didn't want his colony to rebel
 - Forced ships to stay in harbor until their load was transported onto land
 - Infuriated the colonists
 - About 100 colonists dressed as Native Americans stormed the ships, and dumped 342 crates of tea—this was the **Boston Tea Party**
- There were many supporters of the Boston Tea Party amongst fellow colonists, but some worried that it would lead to widespread anarchy

Parliament Passes the “Intolerable Acts”

- British wanted to punish Massachusetts (especially Boston) after Boston Tea Party
 - **Intolerable Acts** were severe measures to punish them, hated by the Americans
 - Boston Port Act one of them—closed Boston ports until damages repaid
 - New Quartering Act gave more freedom to British soldiers
- Quebec Act passed also in 1774
 - Allowed French freedom to practice Catholicism and old traditions
 - Traditions did not include republican-like assembly nor trial by jury
 - Gave French more land southward
 - American colonies annoyed—showed that British would not give freedoms of trial by jury nor republican assembly, and it stole some land just west of the American colonies
 - In contrast, it is generally viewed as a good law that gave more freedom and land to the French; negative interpretation by the American colonists

Politics and Power: The efforts by the British to maintain the British East India Company, and, later, the Intolerable Acts were actions meant to levy their power on the American colonies. The monopolization of the American tea trade by the British East India Company was a move by the government of Great Britain that was meant to help the economy by reducing lost tea taxes, but it also consolidated British rule by only giving them a single option from which to buy tea. The colonists, recognizing this, forcibly rejected this by various means of boycotting and destroying tea, such as in the Boston Tea Party. This was followed by a penalization of the colonists with the Intolerable Acts, meant to subdue them into following Britain's rule. These were essentially little quarrels and revenges that paved the path to the American revolution, but they also were demonstrations of power for both groups. The British threatened with their legislature; the Americans showed their rebellious might in their sometimes total rejection of the British laws.

Bloodshed

- First Continental Congress (1774) was written to address the problems colonists were facing
 - Many talented speakers and future leaders (e.g., Samuel Adams, John Adams, Washington, Patrick Henry)
 - Eased tensions between the colonists with social activity
 - John Adams persuaded against a moderate position—wanted to be strict about rights
 - Wrote a Declaration of Rights to the king
 - Created the Association, a complete boycott of British goods
 - Stronger than nonimportation laws: included nonexportation and nonconsumption
- British ordered capture of Lexington and Concord where ammunition and leaders were located
 - Lexington taken, a few casualties
 - Concord defended itself (caused 300 British casualties)
 - Colonial minutemen were the rebel defenders

America in the World: In the first real clash between the mother nation of Great Britain and her daughter of the American colonies, the politicians of the colonies truly stood up for themselves. Meeting in the First Continental Congress, the people were greatly inflamed with their beliefs of rights and the grievances that the British had inflicted upon them. They drafted a straightforward document (the Declaration of Rights) and sent it to King George III. This shows the ability of the colonies, even in their fledgeling state, to autonomously make decisions and have their independent stance on the situation, accusing even the mighty British for sake of rights. Secondly, the colonists fended off the British military at Concord, proving their growing military prowess as well as their diplomatic one. For the first time with an international conflict, the American colonies seemed a suitable rival—they demonstrated their ability to hold their own in difficult situations like this.

Imperial Strength and Weakness

- British strengths:
 - British had greater population (three times that of the American colonies) and was more wealthy

- British had professional army (numbering 50,000), some of which were imported (German Hessians)
 - Also had 50,000 Loyalists (Americans loyal to the British side) and some Native Americans
- British weaknesses:
 - Ireland and France leached away soldiers from the American cause because of potential conflict there with Britain
 - Bad leadership under arrogant George III and Lord North
 - There was some support for the American colonies in Britain
 - The (radical) Whigs party supported them, but the Tories (the other, opposing political group in England) opposed them
 - Poor quality of life for the British soldiers
 - Colonists had an easier job than the British (restore status quo vs. conquer people)
 - **3000 mile separation made communication between orders from British government and action in British army very slow and unreliable**
 - Sometimes transmission time was long enough to make the message obsolete considering the present circumstances
 - Americans were very spread out, with no large targets
 - Large space also meant slower conquering; slower meant more time to train, strategize, even reproduce at a rate that far exceeded the killing

American Pluses and Minuses

- Americans had strong leadership
 - Military under George Washington
 - Diplomats with Benjamin Franklin
- Americans had strong foreign help
 - Had French aid
 - Had recruits for pay
 - Marquis de Lafayette is an example: came to fight for glory and liberty, became general at age of 19
- Americans were on the defensive (favorable position)
 - Were economically and food-wise independent and self-sustainable
 - **They had a strong belief in principles; defending principles as well as homeland**
- Americans had weak sense of unity and were not well-trained
 - Did not have a strong governing / leading body (Continental Congress simply for debating)
 - Did not have a central government (by Articles of Confederation) until near end of the war
 - Jealousy between colonies arose, and little trust of Congress
- Problems with currency, because metal money had largely been used up in the trade with Britain
 - Depreciation with paper money happened, leading to great confusion and debt

Geography and the Environment: Distance played a crucial role in providing an American advantage over the British in conflict. The Americans were fighting on their homeland, perhaps even minutes from their towns and homes that they are so familiar with. The English, on the other hand, have a 3,000 mile journey that takes at least a month in order to reach the Americas. Small, strategic maneuvers from the British headquarters in London could not be carried out in the Americas because of the long time delay, so the second-rate British generals in the Americas had to do much of the decision-making, while the colonists could easily communicate their strategies between the colonies. The movement of news and new soldiers would also have a delay in transmission, which would further complicate the situation. In addition, the colonists had the task of solely preserving their land and keeping the status quo, while the English had the intention of completely conquering the Americas so as to take it under their control, a much more difficult task. Also, the colonists knew the land better, especially in the forested backcountry, which allowed them to more quickly commute through these lands because of their knowledge of the land, which allowed for another advantage over the British.

Culture and Society: The British were better in terms of more conventional fighting, but the Americans were more industrious and radical. The British greatly outnumbered the Americans (3:1), and they had better trained troops; on the other hand, the Americans had a ragtag group of people willing to sacrifice their lives to a cause, and they had young, strong leaders. Both sides did have foreign aid. As was shown by William Pitt's new ideas in the French and Indian War, it seems that the newer methods of fighting employed by the Americans—with minutemen and local militias—would end up being the dominating force in the Revolutionary War, while older and more obsolete methods of straight forwards combat with little motive, as the British were trained to do, would not fare as well against the war that the Americans fought desperately for independence.

Imperial Rivalry and Colonial Revolt (Special Section)

- In Spanish colonies, also were tax revolts
 - Stamp Act revolt and Quito revolt happened in same year
 - In 1781 another tax revolt in New Granada occurred
- Treaty of Westphalia stopped some conflict in Europe over religion (the Thirty Years' War), so attention turned over to the Americas
 - After the defeat of French and Spanish in the French and Indian War, the French and Spanish became hostile to the British—important allies to the colonists during American Revolutionary War
- Complex social structure in Spanish America complicated relations and prevented a strong revolt against Spain
- The old habits of republicanism of the English colonists that were violated by the British gave them cause to fight back

America in the World: By comparing the British taxation of the American colonies to the Spanish with theirs, it appears that the Americans did not truly have to revolt. The Spanish colonies in South America had received taxation and too rebelled; however, their rebellion ended with force by the Spanish, and they did not achieve a full revolution and independence from Spain. This demonstrates that while most of the colonists credit the British acts for their misery, it was not only them who were given taxes; in addition, the taxes were already reduced in comparison to those for the British citizens. However, it was

ultimately the sense of American freedom that swayed the decision, even if it was unconventional to successfully win against a colonizing power

A Thin Line of Heroes

- Americans had previously relied on the British for weaponry, but now they couldn't
 - Relied on the French later for steady supply of materiel
- Valley Forge (PA) was location of great military hardships
 - Lack of food and clothing in cold, harsh winter
- Militia largely made of untrained, young Americans—skittish and incomparable to British
- Smallpox weakened forces
- **Women played a large role in assisting the men**
 - At home, they maintained farms and businesses
 - Camp followers were groups of women following the American army and providing services like cooking and sewing
- Around 7000-8000 men were trained
 - Baron von Steuben (German) trained many men
- **African Americans also made up large part of army** (around 5000)
 - Most came from northern colonies (where there were more free slaves)
 - Fought in major battles ("Trenton, Brandywine, Saratoga") and had other important roles in the army ("cooks, guides, spies, drivers, and road builders")
 - British promised to free slaves that helped them; thousands of slaves fled to them and many were relocated after the war to free places
- Some Americans were working for profit, worked against common interest by trading with British
 - Made profit but encouraged the British and did not help the starving American troops.

Culture and Society: The Americans working against the British in general were a diversified group. There were the majority white men who made up the soldiers. These were the men who braved the winters and famines and diseases of Valley Forge, that made up the bulk of the fighting force. With them ran many African Americans, who fought for freedom not only for America but also for themselves. Behind them were the women as "camp followers," who supported the effort by performing household tasks for the fighting men and also at home by upkeeping the regular life. The important role of these two groups that were suppressed by white men by most of American history was largely masked and led up to a great resentment for the fortunate white men. Just like white men, they had fought for their freedom as well—their contribution in the American Revolutionary War would become a major point of contention in the women's suffrage movement and the anti-slavery and anti-segregation movements.

Chapter 8: America Secedes from the Empire Notes

- Battle of Lexington and Concord was the first major battle of the war
 - Many minute-men (20,000) swarmed Boston to trap British
- Second Continental Congress (1775) met to readdress grievances
 - People wanted to continue fighting for their rights, but were not anticipating all-out war and complete secession
 - Money for a new army and navy was raised for defense

Congress Drafts George Washington

- George Washington was chosen to lead the troops attacking the British in Boston
 - He was a Virginia planter aged 43
 - His largest command was 1200 men 20 years ago, and he lost more than half of his battles (not the best general, but morally just)
 - Very good leadership qualities: was patient, courageous, just had good self discipline
 - Congress chose him because he was rich and was not in it for money

Culture and Society: George Washington was the epitome of American ideals, and his spirit were the major factor in determining him as military leader. Although he was not an invincible military leader (he had lost before, and he had never commanded a very large troop), his morals revitalized the troops. He was patient, courageous, disciplined, positive leadership traits that the colonies looked for (as opposed to arrogant and harsh rulers such as King George III). He was also a wealthy but average citizen, being a middle-aged Virginia farmer. Because he was already wealthy and he refused pay, it showed that he was not in it for the money, a clear representation of the colonists' loathing for aristocracy.

Bunker Hill and Hessian Hirelings

- Ethan Allen and Benedict Arnold captured Ticonderoga and Crown Point to get ammunition for Boston (1775)
- Battle of Bunker Hill (1775) at Boston, many British slaughtered by American sharpshooters
 - Americans ran out of ammunition and had to retreat
- Continental Congress created Olive Branch Petition (1775) for attempted reconciliation with Great Britain
 - Declined because of Bunker Hill
- King George III formally proclaimed colonies treasonous because of rebellion
 - Sent many Hessians
 - Hessians were foreign troops to help them, mostly from German region of Hesse
 - Many Hessians were in only for the money, not so interested in fighting to win
 - As a result, many deserted to become Americans for land

Politics and Power: The roots of the American Revolutionary War laid in the complex love-hate relationship between the colonies and Great Britain. While the Americas trained militarily, it was not to declare independence from Great Britain, but rather to have the king address their grievances. However, after the Second Continental Congress had set up an official militia, the Americans had slaughtered

many British at the Battle of Bunker Hill, and George Washington was appointed leader of the military, tensions were high. Efforts to reconcile, such as the Olive Branch Petition, were in vain. As a result, King George III declared the colonial rebellion as treason, and he began to hire Hessians (European aid, especially German) to aid him in the Americas. This was a critical time that allowed the Revolutionary War to happen; if the king had decided instead to accept the Olive Tree Petition and answer to the colonies' wants, he may not have lost the colonies at all because that is what they wanted.

The Abortive Conquest of Canada

- Colonists believed that the Canadians also were angry under British rule
 - They were wrong: French Canadians had Quebec Act, were treated nicely by British
- Colonists attempted to take Canada to make Britain weaker (less land and less chance of a northern attack on the colonies)
 - Generals Richard Montgomery and Benedict Arnold had famished armies that were defeated by the French
- Lots of other fighting in the colonies with victories on both sides in 1776:
 - British took Norfolk
 - Americans took Boston
 - Americans took Moore's Creek Bridge
 - Americans took Charleston harbor

Politics and Power: The attempted conquest of Canada was based strongly on a (false) belief that the Canadians hated the British like the Americans. They believed that it would gain them a military advantage as well, gaining a fourteenth colony and reducing threats from the north. Therefore, the campaign against Canada was highly strategic and would have benefitted the colonies if successful—however, a less-than-average force arrived there, deprived of food and morale. In this case, the Americans were wrong with their political presumption, and their military power was weak, hence leading to an easy defeat. In the colonies, there was also the power struggle to maintain major cities. These were also strategic and gave both sides, especially the British who had lost Boston and Charleston, heavy losses.

Thomas Paine Preaches Common Sense

- Loyalty to the king was still very strong long after fighting began
- Thomas Paine published *Common Sense*
 - Promoted view that the colonies were righteous and that the king was at fault
 - Said that the king needs “consent of the governed”
 - Influenced later thinkers such as Thomas Jefferson
 - Also said that they have to be independent in order to have foreign aid
 - Was an instant bestseller

Paine and the Idea of “Republicanism”

- Paine not only asked for independence, but also the formation of a new form of government a republic
 - A republic had power from the people; leaders were chosen by the people, have “authority by popular consent”

- Idea of republicanism came from Classical Rome and Greece, revived in Renaissance in Europe
 - British politicians worried about the king's power supported it
 - Republicanism already to some extent in American colonies with town hall system in New England, and lack of aristocracies strengthened it
 - Americans also believed in the common good, which Thomas Paine emphasized
- Not all Americans agreed with the policies, didn't want social leveling, wanted aristocracy

Jefferson's "Experiment" of Independence

- Henry Lee wanted independence of the colonies and a clear break from Britain
- Thomas Jefferson appointed to write formal Declaration of Independence to match Lee's claim (approved July 4, 1776)
 - Talked about natural rights of mankind (not just political, British rights)
 - Talked about all men being equal
 - Listed grievances against Great Britain
 - Included "taxing without consent, dispensing with trial by jury, abolishing valued laws, establishing a military dictatorship, maintaining standing armies in peace time, cutting off trade, burning towns, hiring mercenaries, and inciting hostility among the Indians"
 - No more loyalty to the king after the Declaration of Independence; cleared ambivalence
- Inspiration for the creation of the French Declaration of the Rights of Man

American and National Identity: Thomas Paine's ideas truly revolutionized the way the Americans thought. Following the trend of individualistic political beliefs that was revived during the Renaissance in Europe, and having been practiced to some extent in the colonies already with almost-democratic systems as the town halls in New England, the book became a bestseller and reached a great audience. This was the action the decided the necessity of war and break from England—the Declaration of Independence, heavily influenced by *Common Sense*'s ideas, would follow soon afterwards. After this, the colonies believed in a republic, a government that worked solely for the common good and by the consent of the citizens, as well as protecting the natural rights of the citizens. These new ideals became ingrained into American society, especially in the founding document of the Declaration of Independence, as well as the French Declaration of the Rights of Man.

Patriots and Loyalists

- Loyalists (Tories) were colonists loyal to the king
 - Usually older, wealthy, educated—wanted to maintain the status quo
 - Also included people who benefitted from the British and Anglican clergy
 - Sometimes American farmers sold to British for profit (against Patriot cause)
 - Usually denser in Anglican regions, except Virginia
 - Everyone was taught to be loyal to king
 - Included many different groups:
 - Ethnic minorities, who thought that the Americans were prejudiced (racist) and that the British would be more fair
 - Many African Americans joined in hopes for freedom; some were, some were not given freedom at end

- Patriots (Whigs) were American rebels
 - Patriots were a minority group
 - Spread their thinking with soldiers by “politically educating” others
 - Usually younger, fiery
 - For example, Samuel Adams and Patrick Henry yelled famously, “Give me liberty or give me death!”
 - Usually denser in Congregational and Presbyterian areas, and in New England
 - Stronger sense of individualism and self-government in New England

Culture and Society: Although there had been numerous conflicts between the poorer, average Americans and the British officials, such as during Bacon’s rebellion between the indentured servants and Governor Berkeley or during Leisler’s rebellion against the aristocracy of New York, society became even more divided as the “Whigs” (the Patriots) and “Tories” (the Loyalists) emerged as polar opposites caught in a conflict. Both sides tried to sabotage the other. These different groups were also different in terms of demographics: the Patriots were often young white Americans, such as former indentured servants who looked for greater freedom and equality. The more conservative, educated, wealthy white men were often Loyalists, as well as the beneficiaries of Britain (such as through trade), African Americans (who were often promised freedom if they helped the British), and Native Americans (who believed that the British would keep the Americans from advancing into the frontier lands). Never had such a strong distinction been created in American history, nor had such widespread hate of fellow colonists occurred.

The Loyalist Exodus

- Persecution of Loyalists became evident after Declaration of Independence
 - Many were imprisoned, some hanged
 - Patriots respected order, so there was no absolute terror
 - 80,000 Loyalists fled or forced out
 - A few hundred thousand milder Loyalists allowed to stay
 - Houses confiscated and sold when left
 - Many worked for the British in the war: as spies, working together with Indians, attacking Patriot homes (and therefore keeping some opponent soldiers home and away from war)

Migration and Settlement: For the first time, persecution of whites happened in the Americas and forced people back to England. Instead of the religious persecution that had plagued many of the early American settlers, it was political persecution that forced many British-minded Loyalists back. This led to a huge migration (80,000) of Loyalists back to England. In the colonies, this led to an increased sense of unity (with fewer enemies among them), as well as benefits from selling confiscated houses. However, it also resulted in the remaining Loyalists to either take a milder stance or join the Patriots, or to gain a greater hatred against them; as a result, many Loyalists worked for the British, acting as spies, diplomats with the Native Americans, and harassers of the Patriot homes.

General Washington at Bay

- Washington greatly outnumbered (35,000 British + 500 ships versus 18,000 Patriots)
 - Lost at Battle of Long Island, chased out and luckily escaped

- General William Howe of the British (who also commanded at Bunker Hill) decided not to chase them, because it was wintertime, supplies were coming in slowly, and he had selfish priorities
- Washington stealthily won two victories:
 - Took Trenton that had a thousand Hessians as a surprise attack the day after Christmas
 - Took a small British army at Princeton

Burgoyne's Blundering Invasion

- British strategized to cut off New England from southern and middle colonies by taking the Hudson River Valley
 - From the north, General Burgoyne would come from Lake Champlain
 - Started slowly south the next year after the winter (after being held back by General Benedict)
 - Had 7,000 troops
 - Had many women coming along and a lot of luggage
 - Had to chop through the forest
 - Was swarmed by American forces, who trapped the British and won
 - This was the Battle of Saratoga (1777), won by General Gates, a very decisive battle of the war
 - Boosted American morale
 - Gave Americans French support
 - From the south, General Howe would come from New York
 - Went to attack Philadelphia (the capital) instead of following his plan
 - Captured Philadelphia by winning Washington twice in battle
 - Washington retreated to Valley Forge
 - Stopped at Philadelphia for his comfort, ignoring original plan
 - From the west, Colonel St. Leger would come from the Mohawk Valley
 - Was forced back by Americans
- General Arnold Benedict, who had tried previously to capture Quebec, was still in the area and stalled the British efforts
 - Created a small "fleet" of any floating vessels that held off the British
 - Held off the British for another year because the British could not move in the winter
 - If he hadn't, British would probably have won Fort Ticonderoga again

Politics and Power: This was a confused time of both wins and losses for both sides of the war. Washington, for example, lost New York but won two battles in New Jersey. The British won New York and Pennsylvania, but lost the major force of Burgoyne and the smaller one of St. Leger. At this point of the war, with loyalties well-defined, both sides became ruthless with their strategy. The British attempted to sever the New England colonies from the southern and middle colonies by cutting through the Hudson River Valley, thus ending their colonial unity that was their greatest asset; they failed, luckily for the Americans, and the continued unity was probably what allowed the Americans to win. Meanwhile, Washington had to let Philadelphia and New York be taken by the larger and more powerful British forces, because they were not central to the campaign of preserving the entire nation; he knew

that losing them would not be the most damaging, and the Americans instead fought the British attempt to take the Hudson River Valley, which would likely have led to their doom. To help them, political and military incompetence by General Howe of the British with his self-indulgence probably also helped the Americans greatly, as they were not pursued through the winter and the British plan was not fully carried out as a result of him.

Revolution in Diplomacy?

- Common foe of Britain for Americans and French
 - French wanted to redeem itself and diminish British after defeat in Seven Years' War
- French knew Americans needed help
- Americans had revolutionary ideas about foreign policy
 - Wanted to stop colonialism, mercantilism
 - Supported free trade, freedom of seas
 - Were somewhat impractical, but became ideals of American society
- Model Treaty was a document that described colonies' relation with France
 - Said that the relationship was solely to be commercial and not military or political
- Benjamin Franklin was the diplomat sent to France to negotiate relations
 - Did not exactly conform to Model Treaty (had some military relations), but it did recognize the colonies as independent and benefit the Patriots

The Colonial War Becomes a Wider War

- French, Spain, Holland all turned against Britain in 1778, especially with their navies
 - The American Revolutionary War was now an international war
- Catherine the Great of Russia created the Armed Neutrality of European nations against Britain
 - Threat by European nations made American war not as important, Europe all turned against Britain and was more dangerous
- French gave immense military help to Americans: "guns, money, immense amounts of equipment, about one-half of America's regular armed forces, and practically all of the new nation's naval strength"
- Britain evacuated troops from Philadelphia into New York City
 - Troops were attacked along the way by Washington
 - Troops were trapped in NYC by Washington after that

America in the World: The war quickly became a war of international importance, when more European powers became involved. While the Americans were working towards their best interests of independence from Britain, so were the other European nations: the French, the Dutch, the Spanish, and even the Russians all wanted European superiority, and Great Britain was already weakened. This was another pivotal point in the war; although the American colonists had solely directly worked with the French, they were indirectly cooperating with the joint forces of multiple European superpowers as well. This greatly increased the strength of opposition to Great Britain, whose existence was at threat more from the offensive Europeans rather than the defensive Americans. As a result, the strategy was changed in the Americas with the British forces centralized in New York City only, and not Philadelphia. Meanwhile, the French provided enormous support in arms and men, which further strengthened the war against the British. Without all this help from foreign nations, the war would have been much less

dire and intense for Great Britain and would probably have been drawn out much longer, probably with a British victory.

Blow and Counterblow

- 6,000 French arrived in Newport in 1780 for support
- Benedict Arnold turned traitor in 1780 by selling out information and then fleeing to British
- British began capturing from the southern colonies up
 - The South had a higher percentage of Loyalists
 - Took Georgia and South Carolina
 - Taking Charleston, South Carolina was a heavy blow to the Patriots
 - Americans started winning back in 1781
 - Won King's Mountain and the Cowpens
 - General Greene (the "Fighting Quaker") had a stand-retreat strategy that tired out the enemy, was effective and rid most of the South of British troops

Geography and the Environment: Both sides used geography to their environment. The British, who had more supporter Loyalists in the south, decided to start there and move up. Therefore, it would progressively gain power until it had reached the Patriots who were stronger in the northern colonies. This was successful, until American troops began to fight back. One strategy they used was meant to tire the British out by using physical distance to separate them—a sort of cat-and-mouse game that used geography to the smaller American forces' advantage. Using the terrain was effective for them against the unwieldy British; as a result, General Greene used this method to capture back most of the South for the Patriots.

The Land Frontier and the Sea Frontier

- Native Americans still protective of their land, mostly sided with British
- In the Iroquois, three tribes joined British and two the Patriots
 - Believed that British rule would continue to suppress the Americans from entering their land
 - Leader was Joseph Brant, who had converted to Anglicanism and strong supporter of British
 - In 1779, Americans stopped their ferocious raids
 - In 1784, the British-supporting Native Americans had to sign Treaty of Fort Stanwix
 - First treaty of Americans to Native Americans
 - Native Americans lost much of their land
- Westward expansion still occurred during the war
- George Rogers Clark captured in the weak British west
 - Took Kaskaskia, Cahokia, Vincennes forts with only 175 men by surprise
- American navy consisted mainly of little, ordinary boats and ships
 - Mainly did damage to British merchant shipping
 - Didn't do much against British navy
- Americans had many privateers, small and quick boats that pirated British ones
 - 1,000 privateers with 70,000 men during the war
 - Made Americans more focused on wealth and took men away from war

- Raised morale and brought in necessary gold
- Made British shippers anxious to end the war, insurance rates up extremely high as well

Yorktown and the Final Curtain

- Great inflation in the American colonies, low interest repaid by government
- General Cornwallis went to Yorktown to receive more supplies from British fleet
 - French's Admiral de Grasse had large and ready fleet in West Indies, cut off British ships
 - General Washington and Rochambeau (French) won Cornwallis
 - Cornwallis surrendered, major shock and disappointment to British
- King George III not willing to give up, 54,000 troops still in the Americas
 - Washington stayed at New York

Politics and Power: Like much of the war, the final part was much about strategy: to get the greatest political or military advantage with the fewest losses. This was true for the Native Americans as well: they had mixed loyalties based on who they thought they would benefit from more, and the ones that sided with the British were harshly treated. For the colonists, they resorted to small-scale, tricky tactical maneuvers. For example, General Clark took only 175 men to capture three forts in the sporadic west by surprise attacks. On the seas, little flotillas of ordinary boats were meant to thwart the British, or at least slow them, to sabotage their speed. Lastly, privateers were essentially pirates seeking to gain from British ships, a sneaky and difficult move, but effective for the colonies. Each one of these gained a little bit of power to the Americans over the British, who had stuck to conventional military tactics that did not work against the radical-thinking Americans. This was capped in the final battle at Yorktown, in which the French cut off the British fleet and Washington and a French army worked together to destroy Cornwallis' army—this was essentially a surprise attack of large proportions, similar to the aforementioned smaller acts of sabotage that had been so successful.

Peace at Paris

- American independence and a weariness of war was getting more and more favorable, even in England
 - Whigs replaced Tories in England, more sympathetic to American cause
- Peace negotiators were Benjamin Franklin, John Adams, John Jay
 - Were told to work with the French all throughout, but they denied it because they knew France's interests were different than theirs
 - France wanted American support, but they did not want something strong that could threaten them
 - France wanted to "get their money's worth back," as they had a huge part in the Revolutionary War as well
 - John Jay was suspicious, made agreements that went against France
 - British quickly and eagerly accepted to remove France from agreement
- Treaty of Paris (1783) officially recognized the United States as independent
 - United States bounded by Mississippi (west), Florida (south), Great Lakes (north), including large trans-Appalachian region
 - Americans had some share in Newfoundland
 - Americans vowed to not persecute Loyalists and finish paying debts from before

- Treaty of Paris also benefitted Britain
 - Stopping of war stopped British from using up all its resources, which were necessary to become the major world power and to win Napoleon

America in the World: Finally, with war-weary Britain surrendering, the United States were recognized as their own, independent nation in the eyes of the British. What were simply colonies to a powerful mother country became a powerful country of its own, with the independence that it long merited. The Treaty of Paris sealed this decision, and it gave the American colonies much land as well. Although they had not exactly adhered to the French's wants, the treaty was the first mutual agreement between America and Europe. This set the scene for sovereignty and the fulfillment of all of the ideals that they were fighting for; now that it was legitimized, it could create its own policies and elect its own officials to make what they had dreamed with the ideals of Locke's *Common Sense* or Jefferson's Declaration of Independence.

A New Nation Legitimized

- Huge amount of land given to entice Americans away from the French, and to prevent future conflict about trans-Appalachian region
- Americans created a "separate peace" by not going with the interests of the French
 - French were relieved to end costly conflict and not to have to pay Spanish their promises
 - French did not benefit much out of it, led to revolution soon
- American independence won from international conflict, freedom as major theme

American and National Identity: It is significant that America was born out of conflict. This way, the United States was born from a time of inequality and suffering, as well as their overcoming of this ordeal at great odds. This represents American tenacity and their everlasting struggle for freedom—the nation is established on the blood of the martyrs and the enemies they faced, a fact that will never be forgotten and that will continue to empower the nation. Also involved in its creation were the international interactions, especially those with the French (and the British); these also set a tone for an abundance of foreign policy and intervention that would come in the future of America.

Chapter 9: The Confederation and the Constitution Notes

Chapter Notes and Thematic Connections

- American Revolution was not a true revolution
 - Not sudden or very violent like the French or Russian Revolutions that followed shortly afterwards
 - Many people still lived normal lives and were not greatly affected by the revolution
 - More of an “accelerated evolution” than a true revolution
- People unsure what to do with the extra freedom from when they won independence

A Shaky Start Toward Union

- It is very hard to set up a new government, never mind a “new type of government”
- Political spectrum shifted far left (unstably radical) after losing many Loyalists
 - 80,000 Loyalists left during the Revolutionary War (the “Loyalist Exodus” from last chapter)
- Unity and allegiance came from common cause of war, but that had disappeared in peacetime
- “Hard times” set in after the war
 - British had a surplus of goods, lowered prices and became very competitive against less advanced American industries
 - Led to the allurement of a resumed dependence on Great Britain similar to the previous system of mercantilism; Great Britain had better goods at cheaper prices, but their monopolization of the American market would mean less economic freedom
 - Americans urged fellow Americans to buy American-made goods
- The political structures of the states were very similar
 - Some ideas from Great Britain, some from colonial rule; combined, these led to a “rich political heritage” of traditional and revolutionary government beliefs that later affected the creation of the government of the states
- Had many good leaders
 - E.g., “George Washington, James Madison, John Adams, Thomas Jefferson, and Alexander Hamilton”
- The Revolution had made many economic and social changes
 - Changes in “social structures and customs, economic practices, and political institutions”

Work, Exchange, and Technology: Shortly following the American Revolution, many of the greatest concerns were economic. Besides the daunting task of creating a new government from scratch, the Americans had to survive without the help of the British. The British, however, tried to lure them back into their power by offering superior goods at lower prices than the ones produced from the “baby industries” from America; this, however, would violate the original cause of the Americans during the Revolution to create total independence for themselves from Great Britain. As a result, this resulted in an encouragement of domestic industries. This promoted the Hamiltonian idea of a more industrial society, but also had the self-sustenance that Jefferson advocated in his ideas for about an independent

society of yeoman farmers. This fits strongly into the theme of “Work, Exchange, and Technology” in all its facets: work increased in the United States as it faced global competition; exchange decreased as America continued to fight for its independence, economically as well as politically; and technology improved as the baby industries grew to compete with those in Europe.

Constitution Making in the States

- Second Continental Congress (in 1776) told states to write their own constitutions
 - In essence asking them to become new states under the idea of republicanism (drawing power from the people)
 - Massachusetts had Constitution drafted and then ratified by the people; this process was copied with the federal Constitution (10 years later)
 - Most of the state Constitutions were very similar
 - Most had a bill of rights, which guaranteed rights for the people that the government could not violate
 - All had weak judicial and executive branches and strong legislative branches for fear of corrupt justice system or despotic leader (as had happened in Great Britain during their rule of the colonies)
 - View started shifting after Jefferson said, “173 despots [in a legislature] would surely be as oppressive as one” — this meant that a legislative branch could be corrupt as well as an executive branch
 - Most required regular elections of the officials so that they would “stay in touch” with the people and keep to their interests in order to be re-elected
 - All were written documents that declared fundamental law, law that governed the government and could not be easily changed like the more transient constitution of Great Britain
 - In Great Britain, a “constitution” was a collection of legal documents, which was not as cohesive or as binding as the American constitutions
- Greater involvement in the democracy from people from farther west, who were usually poorer
 - They decided to move the capitals of most of the colonies farther inland from the “haughty eastern seaports” to the “less pretentious interior” of the states
 - Included “New Hampshire, New York, Virginia, North Carolina, South Carolina, and Georgia”

Politics and Power: The creation of the many state constitutions was a culmination of Revolutionary beliefs into concrete, written documents that cemented in rights and established a firmer sense of equality for all. All of these were alike in that they promoted the same new political ideals from the Revolution, namely the fundamentals of Republicanism (drawing power from the consent of the governed). This meant that all of the states created a strong legislative branch and a weak executive and judicial branch in order to give greater representation and prevent a despot from taking power like in Great Britain. They began incorporating the new idea of regular elections as another safeguard to prevent against authoritarianism. Lastly, they united themselves by creating a common body of legislature defined by the Constitutions that delineated “fundamental law,” which was the *basis* of all the government, but not the decider for every little situation (as was previously with English constitutions that were simply

collections of laws). All of these were radical changes in political structure, many of them strongly engineered against English governing ideals, which were ideals that persisted through the Articles of Confederation and were motivators of the antifederalist movement (as some of these radical political ideas were against those more stable laws of the later Constitution).

Economic Crosscurrents

- War created positive economic changes
 - Land was more equally divided
 - Lands owned by Great Britain were taken by the states and redistributed
 - Large estates were redivided (e.g., Roger Morris' estate → 250 lots of land)
 - Redistribution of land accelerated "economic democracy" (self-governed equality of citizens)
 - Industry was growing in the Americas
 - Before and during the war, the nonimportation agreements encouraged local industries to grow without competition from Great Britain (forced lack of imported British goods)
 - Although industry grew, farming was still the major driver of the economy
 - After Revolution, British cut off main supply for goods, forcing Americans to make goods for themselves and therefore also promoting industry
 - New trade with other countries opened up (now that exclusive trading in the mercantilistic system with Great Britain was gone)
 - Lots of trade in Baltic and China seas
 - War created negative economic changes
 - War created "demoralizing extravagance, speculation, and profiteering" (profiteering is illegal means of quick income, e.g., through the black market)
 - Profiteers made up to 300% profit
 - Profiteers became very wealthy and "noisily conspicuous," while many of the richer class from the beginning of the war became poor
 - State governments borrowed a lot of money, very difficult to pay it back
 - Caused inflation that made life for citizens difficult (regular goods cost too much)
 - Taxes were held in high disdain
 - Made people value all laws and the legal system much less

Work, Exchange, and Technology: Not only was economics a concern in early U.S. history, but it quickly began to look positive. Great Britain (which was bitter after their defeat in the American Revolutionary War) stopped trade with the United States, which made goods more difficult to obtain. However, this need was met with an increase in domestic industry, and this further supported the American ideal of non-dependence on another country (hence the pre-Revolutionary non-importation agreements; the British embargo essentially enforced this and promoted American ideals further). Despite the increased need for industry, farming was still the predominant driver of the economy, which promoted the Jeffersonian-Republican's ideal of the yeoman farmer and the independence (self-sufficiency) of

economy. Also benefitting the economy was the seizure and sale of former Loyalist lands, as well as the breaking up of large aristocratic estates. On the flip side, debt and inflation built up as taxation became more loosely enforced (the colonists strongly opposed it because they had been suppressed by English taxes). These economic flaws called for the need for a strong central power that could officially and powerfully enforce the collection of taxes for the common good (and not for the exploitation of the states), which was later fulfilled by the stronger central government in the Constitution.

Creating a Confederation

- The Second Continental Congress had little power over the colonies, who were mostly sovereign
- Articles of Confederation (began drafting in 1776, adopted by Congress 1777, unanimous ratification by 1781 with Maryland's approval) was the document that defined the first government of the United States
 - Used to convince the French that the Americans were serious about creating their own government in order to strengthen their alliance during the war
 - Had to be ratified by all the colonies; Maryland was the last to adopt it, only a few months before the war ended with the Battle of Yorktown
- Greatest reason that states didn't want to ratify it right away was because of the Articles' distribution of western lands
 - Some states had more land than other states; the smaller states argued that larger states could sell off their land to pay off debt, while the smaller states could not
 - Maryland was the last state to agree, and only did so because New York gave up some of its western lands and Virginia almost did as well
 - Western lands claims of the states were given up to the central government, which they claimed were for the "common benefit" — later it would be used to create new republican states like the current ones (not colonies under a subordinate position like Great Britain had done with American land claims)
 - In the Northwest Ordinance of 1787 the large western lands were defined and given to Congress to handle
 - Common western lands helped bond the states together
 - If a state left, it would not get any benefits from the sale of land in the western lands that it has claims in
 - Westward-expanding pioneers had to buy land directly from the federal government, not the state governments

(see *Geography and the Environment* under "Landmarks in Land Laws" (two sections down))

The Articles of Confederation: America's First Constitution

- Some people call it the "Articles of Confusion"
- Supposed to provide a "firm league of friendship" between the states, allowed them to work together for common problems like foreign affairs
- Strong (but "clumsy") legislative branch (Congress), weak executive branch, little judicial branch (left to the states to handle)
- Equal representation in the states
 - Unfair because more populous states had the same one vote as less populous ones

- Nine states' approval (~¾) were necessary for most important bills
- Unanimous approval (all 13 states) necessary for amendment to the Articles of Confederation
 - Was almost impossible to get unanimous support for any decision, and therefore little to no change to the original Articles of Confederation could be made
 - If this were not the case (if less than unanimous support was required for amendments to the Articles of Confederation), then perhaps the Constitution would not be necessary to overhaul the Articles of Confederation, but the Articles of Confederation may have been "fixed"
- Even Congress, the strongest part of government, was weak
 - People didn't even trust an American version of Parliament for fear that it would turn out to be despotic similar to that back in England
 - It could not regulate commerce nor tax the states
 - States often had conflicting policies for these, which made trade and collecting taxes much more difficult and confusing
 - It asked states for a quota of taxes, but these were not strongly enforced or fulfilled
 - Congress couldn't even protect itself from some soldiers who were making a demonstration outside of Independence Hall in Philadelphia for lack of pay; they were forced to flee to Princeton College and held even less power there
- Some people were proud of the Articles of Confederation—although it was weak, it did manage to keep the colonies together
 - Thomas Jefferson praised it as the best governmental structure "existing or that did ever exist" in comparison to more monarchal European governments
 - It was considered effective in that it defined the first government of the United States and defined its main powers, such as making treaties and making a postal service
 - Was a stepping stone to the Constitution, keeping the colonies together, even weakly, before its successor would establish a firmer grip on the colonies

Culture and Society: The Articles of Confederation epitomized societal ideals at the time. Rather than being a very politically-sound document that used working, existing systems as a model, it was very radical in that it promoted the Revolutionary Republicanism ideas that had never truly been implemented. Societal thoughts were translated into political ones; perhaps this was not the best choice. This included the unanimous approval of all the thirteen states in order to ratify the Articles of Confederation and to make amendments to them, a weak central government and strong state governments, and the lack of a standing army. All of these, while they sounded altruistic and futuristic, ended up being the flaws of a weak and impractical government that the Constitution sought to fix. Although it did not last, it did create a legacy as the first formal American government, a sort of experiment or stepping stone whose mistakes were learned and the lessons turned into the greatly-revised Constitution.

Landmarks in Land Laws

- Congress was very prudent with the Western lands, created positive land distribution laws that helped in the long run

- Western frontier lands, known as the Old Northwest, been the subject of controversy during the ratification of the Articles of Confederation and were subsequently given up to Congress in order for the Articles to be ratified
 - Old Northwest area stretched westward up to lake superior, north to Canada, south to Kentucky
- Land Ordinance of 1785 was first land distribution law, saying that the land of the Old Northwest should be sold to pay off national debt
 - Land would be surveyed first to prevent lawsuits and confusion
 - Orderly distribution into 6x6mi “townships,” which were divided into 36 1x1mi chunks, one of which would be for a school
 - Very different from the unorderly westward expansion of the southern regions, which had high rates of uncertain ownership and fraud
- Northwest Ordinance of 1787 mentioned the governing of the Old Northwest
 - Land would first be under the Congress, until it reached 60,000 inhabitants
 - When this threshold is reached, it can become a state (rather than a subordinate colony) with the same rights as any of the already-established states
 - This system worked very well, prevented another Revolutionary War that came from colonialism and mercantilism (that wouldn't happen because these new states are equal), was used in future frontier lands for establishing new states.

Geography and the Environment: During the drafting of the Articles of Confederation, the greatest source of controversy was the distribution of large land claims by the states (a geographical issue). The issue was that smaller states were concerned that larger states had a great advantage from the extra land area that they owned, because they could sell off land excesses to pay off their debt, while the small states, more hard-pressed for land, would not have the liberty to use land as a source of income. Congress resolved this by passing various land laws, such as the Northwest Ordinance of 1787 that put the western claims of the states in a massive land reserve (the “Old Northwest”) that would be eventually turned into states. This had a huge lasting legacy: it prevented conflict by not giving Congress a dictatorial power over this land and by giving full equality to the future states that would occupy this land, and its effectiveness would be used in future westward-expanding pioneer adventures. Another law was the Land Ordinance Act of 1785 that organized the distribution and sale of land very neatly, which prevented chaos and violence when land was claimed and bought, as was the case in the South.

The World’s Ugly Duckling

- Great Britain had very bad relations with the United States shortly after the Revolution
 - Britain refused to send a minister to the United States for eight years
 - Britain refused to repeal the Navigation Laws or create trade treaties
 - Also closed off trade with the Americas from West Indies colonies (although the Americans smuggled some goods from there to the United States)
 - Britain believed that they would eventually take over American trade (Lord Sheffield of Britain’s view)
 - Britain kept trading posts (for fur trade with the Native Americans) along the Canadian (northern) border

- Excuse was that the Americans refused to pay debts to Loyalists after the war (a condition for the Americans from the Treaty of Paris)
- Main cause was probably to keep Native Americans loyal to the British to help them if the Americans attacked
 - Some Americans called for uniform, higher tariffs against the British to make them comply and keep off their strict trade restrictions; however, Congress was limited in commerce and could not regulate this
- Spain was also hostile to the United States
 - Spain controlled much of the land south of the United States, and they claimed more land that included land granted to the Americans by the British, such as in Florida
 - Spain cut off the river of the Mississippi to the Americans, which was a major avenue of trade for the western United States
 - Spain, like Britain, sided with the Native Americans and pushed the Americans east of the Appalachians by antagonizing them and their greedy land policies
- About half of America's total territory was under British or Spanish threat; Americans did not truly own all of their land independently
- France was satisfied after defeating Britain, relations became worse with them
 - Demanded debt from aid in Revolutionary War to be repaid
 - Limited trade with the West Indies to the Americas
- Pirates (from North Africa, such as Dey of Algiers) took many merchant ships
 - Americans were not under the protection of the British, could not bribe the pirates or pay for protection from them
- John Jay (secretary for foreign affairs) thought these hardships would provide the American colonists some humility and experience for future times, one of the few positive outlooks on such destructive means

America in the World: The interactions between America and the powerful European nations (England, France, Spain) were not very great during this time period. The English were very bitter about their loss to their own colonies, and therefore stopped their trade with the colonies and kept a suspicious close watch on the Canadian border in case of attack. The French were surprisingly hostile, and they demanded repayment of the debt the colonies owed to them. The Spanish infringed on American land now that Great Britain was not protecting them. Pirates stole from American merchant ships now that they had lost Great Britain's protection. Although it had won its independence from Great Britain, the United States were beginning to feel the daunting aspects of ruling themselves. Rather than the mania of Revolutionary ideals that ruled the Revolution, the reality of the global situation began to set in the colonists with these hardships.

The Horrid Specter of Anarchy

- System of raising taxes was breaking down as interest at home built up and credit with other countries faltered
- Heavy inflation made buying regular items difficult; some states began to start printing the useless "rag money" again

- Shay's Rebellion (MA 1786) was when Captain Daniel Shays led debtor farmers to lobby the government for lighter taxes, issuing of paper money, and the end to property seizures
 - The farmers suffered from not being able to pay tax and therefore having their properties taken by the government
 - Local government raised army against them, small skirmishes stopped the movement
 - Led to condemnation of Shay to death (but later pardoned) and debt-relief laws
 - This led to a legacy of fear of a “despotic democracy”
 - Land-owning people worried about rule by mobocracy, worried about people who were too anxious to own land and gain “liberty” and were thereby driven mad by these ideals
 - The elite wanted a strong central government, but the debtors didn’t fear of being forced to pay off their debt
- Despite fears of anarchy, economic situation was actually improving by the time the Constitution was beginning its drafting
 - Less worthless money was being printed
 - People were beginning to become wealthy again
 - Merchants began shipping around the world again and resuming normal trade

Work, Exchange, and Technology: Again, the economic concerns of society were the greatest problems that the nation had. The increasing taxes and inflation made many of the lower, working classes angry, which sparked Shay's Rebellion, a coalition of angry farmers that had their property confiscated because they could not afford to pay the high taxes. Shay's Rebellion in turn sparked the fear of mobocracy, and the government had to create certain debtor-relief policies to stop it. Also like before, the economic situation was not so one-sided: there was also a positive side to the economics of the time, with inflation slightly decreasing and trading globally (exchange) beginning to start up again. This was the beginning of the upwards economic trend in the U.S., with trust in the taxes at its low but a stronger central government from the Constitution and a uniform taxing policy was soon to come.

A Convention of “Demigods”

- Convention in Annapolis, Maryland in 1786 about commerce
 - Only five states represented
 - Would have been complete fail if Alexander Hamilton hadn’t allowed for the adoption of the report and called for Congress to reconvene to overhaul the Articles of Confederation
- All states but Rhode Island sent delegates to the next convention (Constitutional Convention)
 - Most of the delegates were elected by voters that were property owners, which may have made the results a little biased as the delegates were mostly wealthier, more well-established members of society
 - However, the delegates were opposed to making the Constitution something that puts wealthier people at an advantage
 - They were considered the “demigods” of society by Jefferson—the most capable people, using their time for their country rather than for personal matters
 - Had many great leaders
 - George Washington was head of the assembly because of his military prestige

- Benjamin Franklin was a senior member, albeit somewhat talkative
- James Madison made many contributions to the Constitution, called “the Father of the Constitution”
- Alexander Hamilton (who called for the Assembly) was a strong advocate for a strong central government
- Some Revolution leaders were in Europe (e.g., Jefferson, Adams, Paine), were not elected (e.g., Hancock, Adams), or did not want to come (e.g., Henry)

Patriots in Philadelphia

- All 55 delegates were wealthy and not in the poorer classes
- 19 of the delegates (~ $\frac{1}{3}$) owned slaves
- Many were young (in terms of politicians) and were all nationalists
 - Wanted to strengthen the government rather than simply allow the current situation of poorly-ruled popular democracy to reign
- Delegates wanted to make a solid, stable government
 - Had to balance republicanism but protect it from “excesses at home and its weaknesses abroad”
 - Mobocracy and popular democracy forming at home, leading to debt and unsolved problems (“excesses at home”)
 - Strong opponents to the United States, such as the pirate Dey of Algiers and the British trade opposer Lord Sheffield, prompted the need for true central power in foreign relations (“weaknesses abroad”)
 - Constitution was formed out of necessity from the above weaknesses

Culture and Society: During this time period, most of the lawmakers were property-owning white males. This means that the wealthier citizens of society still ruled America, despite all the calls for a completely egalitarian system. At the Constitutional Convention, however, this was viewed as a positive point: Jefferson called them the “demigods of society,” the smartest and most well-established members of society that had the greatest interest to help their country (and were well-educated). Also during this time, many of the liberal and young, the older conservative Loyalists having been pushed out of the states during the Revolution. These leaders agreed that it was most important that a government that was stable and would endure for a long time (especially against mobocracy such as in Shay’s Rebellion and foreign threats such as with Spain’s encroachment on American land, which were the greatest threats to the unity of the states at the time) was more important than fulfilling all of the ideals of the Revolution; therefore, they tried to find a compromise that leaned towards longevity. Eventually, these two factors that were based on contemporary societal norms and concerns (young, liberal, able American politicians and the push towards stability) played a major part in framing the new government in the Constitution.

Hammering out a Bundle of Compromises

- Delegates decided to completely create a new ruling document rather than revising the Articles of Confederation
 - Technically this meant to peacefully overthrow the government
- Multiple schemes of government created

- Virginia's Plan ("large-state plan") wanted to have a Congress based on proportional representation (number of representatives based on state population)
 - This would favor large states because they get more representation, can boss around little states
- New Jersey Plan ("small-state plan") wanted to have a Congress based on equal representation per state (same number of representatives for every state)
 - This would give small states an unproportional amount of power, may not fit the true majority population's opinion
- Great Compromise created a system with equal representation in the Senate (Art. I, Sec. III of the Constitution) and proportional representation in the House of Representatives (Art. I, Sec. II)
 - Bills for taxes and revenue must come from House, where population mattered more
 - Broke the deadlock that came from the large- and small-state plans
- The Constitution was very short (only about ten pages and seven articles)
 - It was an example of common law, which gives an outline for government rather than delineating every little detail under it
 - As opposed to civil law, which states the rules for many different situations (e.g., India's 200-page Constitution)
- Role of the President was created
 - Inspired by governor during Shay's Rebellion, in which strong and able governor held off the revolt
 - President is powerful but still restricted by other parts of government (e.g., can appoint many officials but cannot declare war)
- President was one of many compromises in the Constitution because his powers and limitations
 - Another example would be the indirect means of election via the electoral college, which would give more power to the large states in the first round with proportional representation, and then give more power to the small states if there was a tie in the first round
 - There was also the three-fifths compromise that said a slave would count as % of a person when calculating proportional representation (North said they did not count as citizens but South wanted the extra representation from the great population of slaves in their region, so an arbitrary number was chosen)
- Slavery was a difficult subject when drafting the Constitution
 - The word "slave" was carefully avoided in the Constitution
 - According to the First Continental Congress, the international slave trade could be stopped by Congress in 1807, and all states but Georgia banned the overseas slave trade

Safeguards for Conservatism

- The delegates agreed on most matters (otherwise the complete re-write of the government would probably have been aborted very quickly)
 - Agreed on stopping mobocracy, worthless money, anarchy

- Very worried about mobocracy after Shay's rebellion: as a result created indirect election of the federal judges, the President, and the Senate, leaving only the House of Representatives up to popular vote (and the voters were property-owning people, not the poor like in Shay's Rebellion)
- Most favored a strong government and a separation of power into three branches with a system of checks and balances between them
- Based system on republicanism idea of a power derived from the consent of the governed and that the powers of the government should be limited
 - First idea backed by opening words "We the People" in the preamble of the Constitution

Politics and Power: The Constitution had many compromises in order to be ratified by all of the states. Compromisation is a political power scheme: the Framers were adamant that the Constitution be ratified, but they also needed the support of the states; therefore, they formed it so that all the states would be satisfied to some extent with the resulting government. The largest proponent to this controversy was the representation in Congress; the Small- and Large-State Plans appealed to lesser and greater populated states, respectively, while the Great Compromise incorporated a two-house system in Congress with both systems to make it more fair (equal representation in Congress and proportional representation in the House of Representative, with slightly different delegations of tasks such as taxing bills only for the House). It also created compromises for the role of President and for the legality for slavery in that the President was limited and the overseas slave trade was to be stopped in a few years. The creation of the Constitution showed a great political prowess that allowed the politicians to work out the problems and create a working document, and it also showed that while not all the Republican ideals were promoted, this was because it had a compromise with efficiency. This extra efficiency created by a stronger central government became the key to the practical government that was established and continues through to today.

The Clash of Federalists and Antifederalists

- The Framers (drafters of the Constitution) saw the unanimous ratification of the Constitution as near impossible, especially with many people sticking by the Articles of Confederation and not wanting change and because Rhode Island did not send delegates and would likely veto the ratification
 - They proposed to ratify the Constitution if nine of the thirteen colonies approved — at the time, very radical idea (as opposed to the unanimous decision that ratified the Articles of Confederation and was the acceptable method at the time)
- The new Constitution was given to the states without recommendation, and it shocked the people
 - The secrets of the Constitutional Convention were so well kept that the people were very surprised by the complete change in the government; they had been expecting a revision of the current Articles of Confederation
- Division amongst the people to antifederalists (who opposed the new Constitution) and federalists (who supported the new Constitution)

- The antifederalists consisted of mostly poorer people, debtors, “paper-moneyers,” people who wanted more power to the states, and some prominent Revolutionary leaders (e.g., Samuel Adams, Richard Henry Lee, Patrick Henry)
 - They thought that the Constitution was a scheme to steal power from the poor people with a strong, oppressive central government that favored the more wealthy
 - Opposed the Constitution’s new systems of indirect representation, a federal stronghold at the capital (which became Washington, D.C.), a new standing army, a secular government, and a $\frac{3}{5}$ ratification plan
- The federalists were at the higher classes of society, with many of the Revolutionaries from the Constitutional Convention (e.g., George Washington and Benjamin Franklin) and were typically settled on the eastern seaboard, were more educated, and controlled the press
 - Most of the newspapers were federalist; only about $\frac{1}{8}$ were antifederalist

American and National Identity: With the Constitution being released for the first time to the common people of America, it created strong divisions in the people. The Federalists supported the stronger central government and included many of the delegates from the Constitutional Convention, as well as richer, more well-established members of society. Many of the poorer, less-educated people worried that this stronger central government would cause oppression of the lower classes again, and therefore they were against it; they were the Antifederalists. This separation would continue until the ratification of the Constitutions, and therefore did not create a huge rift in American society; however, it was the last time people had strong votes for the system under the Articles of Confederation that supported popular democracy and was not efficient nor strong enough to rule effectively.

The Great Debate in the States

- States had elections to decide who would be going to vote for the Constitution
- Four small states were the first to approve the Constitution, with Pennsylvania second, then Massachusetts, and then three more states
 - Massachusetts also ratified the Constitution but only on the promise that an amendment would be passed that secured citizens’ rights through a Bill of Rights

The Four Laggard States

- Virginia had strong antifederalist opposition including Patrick Henry, but leaders such as George Washington swayed it; plus, with New Hampshire ratifying it, there would already be the nine states; Virginia ratified the Constitution as well
- New York had strong antifederalist opposition as well, but Alexander Hamilton, James Madison, and John Jay wrote the book *The Federalist* that thoroughly explained the intentions of the Constitution to the people and swayed the population
- All states eventually ratified, but Rhode Island and North Carolina took until 1789 and 1790 to ratify (vs. the rest in late 1787 through 1788)

A Conservative Triumph

- It was a minority of Americans that had engineered the Constitution and allowed for its ratification
 - It was the minority's second victory, the first being the American Revolution over the British-style subordinate government
 - If the majority had voted, the Constitution may not have been ratified
- Conservatism won over more radical people
 - Rather than mob mentality, a stricter government was promoted
 - Worked towards stability more than the radical Revolutionary cause now for long-term government
- The Framers still had the three branches of government embody the Revolutionary principles

Politics and Power: It was ultimately the Federalists who won the majority votes against the Antifederalists and therefore ratified the Constitution, replacing the Articles of Confederation as the federal document defining the government. All of the states ratified the Constitution (over the nine out of thirteen threshold necessary for ratification) eventually, despite fierce opposition in the “laggard states”; however, even these states, which did not want to change the government or did not really care (as was the case for Rhode Island, which did not show up to the Constitutional Convention), were pressured into joining the new government rather than remaining in the old Confederacy alone. This led to again a conservative “revolution” that went to protect old ideals and return the government to some extent to European systems. The system was less radical and more stable. The fact that only a small minority of the people were able to exert enough influence and power over the entire United States was an amazing feat; also, it led to a political revolution of great import, which solidified a modified government that stands to today because of its stability.

The Pursuit of Equality

- People at the time looked for complete social equality (mainly amongst white men)
 - Many states “reduced” the requirement of holding property for voting
 - People wanted to be called the same titles as everyone else
 - Indentured servitude became almost gone by 1800 because of equality
 - Society of the Cincinnati was a hierachal society created by former Continental Army officers, was laughed at by society because of its inequality and non-adherence to the trend of greater social equality
 - Primogeniture (dating back to medieval times and one of the major motivators of early immigration into the Americas) was stopped
- Religious equality and secularism were conflicting ideas of the time
 - The Anglican Church became the Protestant Episcopal Church and was disestablished
 - “Disestablishmentarianism” is the act of losing a church’s official status
 - Congregational Church was still practiced during the time, however
 - Thomas Jefferson advocated for the Virginia Statute for Religious Freedom, which was passed
 - This disestablished the Anglican Church and guaranteed freedom of religion, which served as a precedent for the First Amendment (which includes freedom of religion)

- The fight for antislavery was strong
 - In liberal Quaker Pennsylvania, slavery was abolished
 - Some northern states phased out slavery, some individuals from middle colonies freed their slaves
 - Overseas slave trade became illegal, but domestic slave trade was still a problem
 - For the most part, slaves in both the North and the South were enslaved until the Civil War because of the slowness of abolitionist actions
 - There was still strong discrimination towards slaves, along with discriminatory laws such as the prevention of interracial marriage, education, property, and job positions for slaves
 - Slavery was not the most pressing issue of the time period (colonial unity, stability, and strength were) and the Framers had to focus on those; it was out of political convenience that the slaves did not get addressed in the Constitution, despite the rising wave of egalitarianism views
- Similar to equality for slaves, women's rights advocates were becoming more common
 - Some women fought in the war, and were allowed to vote in New Jersey for a while
 - No significant improvement in the civil rights (legally-defined) of women
 - Women were entrusted to teach children civic virtue
 - Civic virtue is a facet of republicanism, the idea that "democracy depended on the unselfish commitment of each citizen to the public good"
 - Women were respected in this new system of "republican motherhood", in which they had a strong role as "keepers of the nation's conscience" (by raising the next generation with the right mindset)

Culture and Society: After the Revolution, with its Enlightenment-Age ideals of natural rights, other minority groups that felt that they were suppressed began to speak up. Slavery was a major hypocrisy, with the white slaveowners vying for freedom yet subjecting to lifetime bondage other human beings; as a result, society shifted to more sympathetic views of the slave, stopping the horrific international slave trade. However, it could not stop domestic trade and violence towards the slaves. Similarly, women sought to improve their rights, but they were also mostly rejected; they were respected for their aid to the men in war, as well as for their dedication at home in the role of "republican motherhood" (teaching the children civil virtue—the Republicanism belief that government should work towards the common good) but they did not gain any civil (legal) rights. In society, the words of freedom and independence ran high, but it was only the white men who truly benefitted from it. This led to the continued suppression of the slaves for almost a decade until the Civil War, and women's suffrage rights would be denied until the twentieth century.

Common Sense and Declaration of Independence Synthesis

The pamphlet *Common Sense* by Thomas Paine and the *Declaration of Independence* by the Second Continental Congress were both extremely important to the formation of the American Revolution. While the ideas in the documents had already begun formulating in Europe with the Enlightenment and in the rebellious lifestyle of the Americans, these two documents were amongst the first to rouse popular support for the idea of a complete separation of the colonies from Great Britain, and they both provided a set of logical claims to persuade the colonists.

Paine's *Common Sense* was the most important document to bring the revolutionary idea to the American colonists. Before he had published the pamphlet, the colonists were still highly loyal to Great Britain: the Stamp Act Congress had politely asked for reforms, the First Continental Congress petitioned the king for amendments to their relationship; and no major leaders called for the revolution of Great Britain. However, being born in Enlightenment-era Europe and inspired by the radical ideas of contemporary thinkers such as John Locke with his philosophy of "natural rights" and a "social contract," Paine brought to America a new view that was previously deemed too radical to the colonists: complete separation. He claimed that Great Britain offered no advantage at all to the colonies, that it had repeatedly denied the colonists' calls for redress, that it was even worse than "brutes" and "savages" in that it exploited the Americas. He said that this was the problem, and that military conflict would be the only solution, and that this conflict would affect an entire continent. His entire writing was written in a very confident tone, as he asserts that it is only common sense that gives him such perfidious thoughts towards Great Britain; that anyone that "love[s] mankind" would stand up to fight this obvious despotism.

The important idea about Paine's writing was not its content—the grievances had already been enumerated in other documents such as the Stamp Act Congress' petition to Parliament and the king—but the radicalness of his expression. No one had previously thought that the injustices of Great Britain towards the colonies had been so fundamentally damaging; Thomas Paine worded his document to seem as though it was sensible and ordinary (hence "common sense") to feel the need to rebel in such times. When it became the best-selling book in the American colonies, it showed that this sentiment was already common, but had not been voiced—Paine's passionate writing set the precedent for other Revolutionary writing. If the other revolutionaries were hesitant, scared of being the sole dissenting voice against Great Britain, *Common Sense*'s direct antagonism of Great Britain paved the path and made the idea of revolution and complete separation acceptable in society.

The *Declaration of Independence* was a similar document in its content and tone, but it had the advantage of being a formal document that listed, with all of the colonial legislative power, the absolute independence and war that the Americans so wanted. While *Common Sense* may have put the colonists on a tipping point that considered revolution as a plausible alternative to the oppressed life they were living, the *Declaration of Independence* gave the official signal to begin fighting. Because *Common Sense* was already a hot commodity in the colonies, the *Declaration of Independence* does not deserve much credit in sparking revolutionary sentiment, but it certainly plays a role in solidifying it.

This was because there existed more continuity in the *Declaration of Independence*. It lists, specifically, the grievances that been plaguing the colonists; it provides a sound reasoning of the want of natural and civil rights; and it lists specific powers that they want as an independent country. While these ideas have been brewing in American society for decades and were not new ideas, this summarized the revolutionary wants and needs of the people, creating a solid claim for revolution.

Cultural Movement: The Environment (1960s-70s)

- Environmentalism is more than simply protecting the environment, but it has become a policy that “intersects local, state and federal politics. It impacts business practices, art and the media, education and health”
 - “Environmentalism was based on the spread of an ecological consciousness that viewed the natural world as a biological and geological system that is an interacting whole.”
- Caused by environmental concerns of the era
 - Industrial waste of the immediate post-war period caused alarm
 - SO₂ emissions kill 20 people and injure 600 others near a steel plant in 1950, prompting the Clean Air Act
 - Smog in New York City causes and worsens asthma and other breathing conditions, killing “170-260 people” — also influences the future Clean Air Act
 - Hydrogen bombs were dropped (Bikini Atoll) and caused mutations in the surrounding wildlife
 - In 1961 there were almost two nuclear bomb detonations and a nuclear meltdown
 - There were oil spills near California
 - The increasing use of chemical pesticides and insecticides (e.g., DDT) triggered fear of harm
 - Bald eagles were negatively affected by DDT, and their population decrease was especially shocking to the Americans (the bald eagle being their mascot)
 - The Cuyahoga River branching off of Lake Erie was so polluted that the debris caught fire
 - This event was especially inspirational for the environmental movement, inspiring the song “Burn On” and getting a reference in Dr. Seuss’s “The Lorax”
 - The great increase in the number of cars on the roads lead to high concentrations of CO₂ in the environment
 - This prompted the creation of the Motor Vehicle Air Pollution Control Act of 1965
 - Rachel Carson wrote the book Silent Spring (1962) that helped raise awareness of the harmful effects of pesticides on the environment
 - The TV show “Our Vanishing Wilderness” brought attention to the loss of biodiversity in the US with photography
- The Environmental Protection Agency (EPA) was created in 1970 by Nixon
 - Conservation was a liberal idea, showing the overwhelming support for this movement even by the conservative president
- Most of the movement was the push for conservation of the environment to protect from human-caused natural disasters (e.g., the Lake Erie Fire, oil spills, DDT water contamination, etc.)
 - The Endangered Species Act of 1973 passed to preserve wildlife
 - The Environmental Pesticide Control Act of 1972 passed to limit the danger of pesticides on the environment
 - The National Wildlife Fund was created in 1961

- Some of the movement focused on the issue of the human damage to the environment and its effects back on humans
 - The National Environmental Policy Act of 1970 (NEPA) set many regulations to protect the environment, and the Toxic Substances Control Act of 1976 controlled toxic chemical output by humans
 - The Clean Water Act of 1972 and the Clean Air Act of 1970 controlled water and air pollution
 - The Safe Drinking Water Act of 1974 helped improve the quality of drinking water for Americans
- There was an evolution of ideas from more current to more global
 - "In the 1960s and 1970s, the environmental movement focused its attention on pollution and successfully pressured Congress to pass measures to promote cleaner air and water. In the late 1970s, the movement increasingly addressed environmental threats created by the disposal of toxic waste. Toward the end of the century, the environmental agenda also included such worldwide problems as ozone depletion and global warming."
- The first Earth Day occurred on April 22nd, 1970 to recognize the importance of environmentalism
 - 20 million Americans celebrated the first Earth Day
- The Sierra Club, headed by environmentalist John Muir, gained many members and lobbied the government
 - For example, they blocked the construction of the Echo Park Dam successfully
 - By now they have ended 251 coal plants and established 439 national parks
 - Other groups formed included the Friends of the Earth, the National Resources Defense Council, and Greenpeace
- Even now NGOs ask for improvements of the Clean Water and Clean Air Acts and more regulation to prevent climate change and the loss of the ozone layer
- The movement slowed with Reagan's anti-regulation movement, but was revived later with a large industrial incident in India (1984) and the Chernobyl accident (1986), slowed again with Clinton's presidency because of the emphasis on "market-based environmentalism" and with the focus on terrorism after 9/11/01, and revived again with more scientific research on the melting ice caps and decreasing ozone layer

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To the future students of APUSH:

Hello! You're about to embark on the journey through the struggles and successes of the great American nation, the people and places and events and movements that form its lifeblood. Political, economical, societal, and a little military history -- you get the whole spiel. Most importantly, however, is that you get to delve into the historical rationale for different events -- the "why" of events that are seemingly inexplicable when taken out of context -- by learning the skill of connecting events and themes of American history together.

That being said, it's a rigorous course. You learn so much, too much for me to fill pages and pages off of my mind, so many associations that make me think APUSH every time someone mentions a historical happening in the last four hundred years. But it's hard. There's a lot of effort necessary to get this reward.

I could say the same as the people before us, who wrote letters to our grade in the same manner that we write to you. Make sure you don't procrastinate, they said. The chapter notes will kill you mentally, they said. And while I do agree with this, there's nothing more important than getting into the history mode. You have to see history, think history, be a zealot for the American causes and have an open mind to see both sides of a controversy. Throw away your misconceptions of the Reds and lose your bias on the racist actions of strict conservative Confederates: see what lessons they have to offer.

On top of that, just make sure you stick with it. Even with my poor time management I was able to get through it. There were moments when I wanted to scream my eyes out because it was already far into the morning and I still had not finished my chapter notes and had to cram it into study hall. There were times when some of my classmates were essentially betting on whether or not the notes were going to be collected and deliberately choosing not to finish them. Whatever you do and whatever you face, know that it's just a class that stresses the development of intensive critical thinking skills based on a large repository of memory. I can speak more freely and intelligently about still-relevant history, such as the Civil Rights Movement and the Cold War. It's tough but it's rewarding. As long as you stick with the class, the benefits will overcome the hardships.

Rewarding. I say this because for the worry that every DBQ or LEQ has caused me, there has been so much less worry on essays in other classes. The writing guidelines provided by the AP test on these essays was perhaps more helpful in my English class than in this class. The difficult multiple choice questions and the strategies that we learned helped in all classes and even standardized test-taking strategies. The short-answer taught us how to read carefully and answer the question and just the question.

So many skills and so much knowledge. I guess I can call APUSH the epitome of my academic days to date.

But how often do you hear that APUSH is fun? In class we watched numerous slowed-down John Green Crash Course history videos (the music at 0.75 speed is hilarious) and we learn about the most insensible historical details (such as the War of Jenkin's Ear). The small-class culture (which will likely continue next year) is lively and personal, and we celebrate with '60s-age Woodstock Festival music to fit the theme. The final comes early (before the AP exam) and there's a fun yet historical project to top off the year. Either from the fear of taking some test or the interest of the class, you can't really lose focus from the class.

In closing, I'd advise you to open your ears to Mrs. Pinsky and your heart to the qualms of history, because everything you do in the class will only help you.

Have a great year of APUSH!

~ Jonathan Lam

Major Problems in American History Chapter 13 Documents

Summaries

Document 5: Senator Charles Sumner Addresses the “Crime Against Kansas,” 1856

This document was an address by Senator Sumner against slavery in the Senate, especially in response to the controversial Kansas-Nebraska Act. He begins by claiming that the Kansas region had previously been among the most pure, free land in the Americas and that by introducing slavery to that region would be a hateful and unjust act solely meant to increase the power of pro-slavery states in Congress. He goes on to claim that slavery is unconstitutional and the source of unhappiness, because it makes slaveowners accustomed to absolute power over others, who would form a tyrannical, undemocratic society. Sumner then explains that the South is always ready to protect slavery without second thought or logic, as if it were married to the institution. The Southern ignorance in their inflexible support for slavery and its inability “of his own position unable to see himself as others see his” causes the national sectionalism and tension of the time period. Next, he tauntingly singles out Senator Douglas and his Kansas-Nebraska Act for supporting the introduction of Kansas as a slave state (thus reinforcing his first main idea). Sumner accuses Douglas for trying to “subdue the North,” but that the “immortal principle” (the natural law that makes all men equal) and God itself is against slavery and acts such as the Kansas act.

This speech is the famously provocative “Crime Against Kansas” speech that led Southerner Congressmen Brooks to beat Sumner with a cane, showing the brutality (Sumner with accusatory words and Brooks with physical force) of both sides of the national sectionalism.

Document 8: Republican William Seward Warns of an Irrepressible Conflict, 1858

This speech was a systematic explanation of why slavery is immoral to a discussion of the national problem of slavery to the probable future exploitation of slavery by the South that would extend the national problem to an intolerable extent. He begins with logical claims that slaves are only enslaved because of societal norms based on race, and that “the white laboring man ... is not enslaved, only because he cannot, as yet, be reduced to bondage.” He explains why slavery harms not only the slaves but also the free white men who cannot compete with the free labor, which is thus unfair for its undeserved commercial advantage. Seward brings in Enlightenment ideas such as the “divine law of equality” to help explain why “constant danger, distrust, suspicion, and watchfulness” stem from this odious system. He proposes the free-labor system as an alternative that would eliminate these risks of slavery.

The next section warns that the U.S. has existed with slavery and anti-slavery systems simultaneously, but that these opposite systems were becoming ever more in conflict as the U.S. was becoming more tightly related through infrastructure. He imagines the impending conflict between the two sides as a “collision” that would be “an irrepressible conflict between

opposing and enduring forces, and it means that the United States must ... become either entirely a slaveholding nation or entirely a freelabor nation." Thus he predicted the conflict of the U.S. Civil War

The final part of Seward's address was an explanation of the immoral acts that the South was committing in order to increase slavery's hold on the nation and eventually win the "collision." This explanation antagonizes the South and shows Seward's view of Southern intentions as evil or immoral.

Document 9: Abolitionist John Brown Makes His Last Statement to the Court Before Execution, 1859

John Brown begins this speech by clarifying his motives to justify his actions. He claimed that any of his actions resulted from his "design ... to free slaves." He explained that his intentions were all moral, and that he "never did intend murder, or treason, or the destruction of property, or to exercise or incite slaves to rebellion, or to make insurrection." He thus informs the court of his simple, righteous motive, which is meant to show his simple ideal of anti-slavery. He then justifies his motive with religion, stating that he did what he believed was right, even if it was radical and against the common sentiment in the South.

The final section of his speech shows his final feelings. He states that he had no guilt because he did not mean to harm anyone, but to preserve an ideal. He finishes by again asserting that he did not want to commit treason or to create rebellion.

Holt Essay: The Political Divisions That Contributed to Civil War

Holt's essay breaks down several political abnormalities in the U.S. that led up to the Civil War. He begins by explaining that the Civil War deviated from the typical manner of compromise that resolved or deferred many of the issues of the previous decades and broke out into a violent outburst, and that this is caused by several political factors.

Holt first explains that there is little debate that the general cause of the war was the increasing tensions between pro-slavery and anti-slavery areas of the U.S. Some historians believe that it was political ineptitude caused politicians to deviate from typical compromise-based diplomacy to war, but most historians agree that the war was the culmination of decades of sectional conflict. This is background information that Holt uses to build off of in the rest of his essay.

The first question that Holt points out is the arbitrary timing of the Civil War. He asks why the war began when it did and "why not in 1820 or 1832 or 1846 or 1850 or 1854," each of which are years of debate over the slavery issue. He explains that this had a root in party politics. The Democrats became the sectional power in the South and the Republicans became the sectional power in the North. The two-party system and national parties in general disappeared, making politics much more geared towards local issues. Also, people lost faith in the party system, especially that of established parties, and people sought to revive republicanism, the idea that the power should come from the people. Both the North and the

South wanted to restore republicanism, but they had different ideas that they wanted to bring up through it (pro-slavery in the South and anti-slavery in the North). However, republicanism supports public opinion over law, and secession was the Southern idea of starting anew based on the popular agreement in the South to keep slavery. This was especially true of the deep South, which Holt believes never recovered its belief in a normal national government system with the North and thus seceded first.

Holt then discusses why the political parties break down. He explains that this is because competition between political views is necessary for the survival of a party system, but there was no party competition between the Whigs and the Democrats: the two parties were too similar and agreed on too many sides. As Holt put it, "what destroyed the Second Party System was consensus, not conflict." Therefore, the people became confused between the two parties and the Whig party broke apart to leave the Democrats to dominant power.

Holt then discusses the balance of political power between the national (federal system) and local (states' rights) levels. The local political levels were more important to the average citizen than the national issues, which explained why sectionalism became prevalent: a person's loyalty and political knowledge was more or less confined to his or her state, rather than the entire U.S.

Levine Essay: The Economic Divisions That Contributed to a Civil War

Levine begins his essay by stating the importance of the Civil War, including the great change of the social and economic structure of the U.S. by the removal of slavery and the slaveowning elite. He then explains that the ordinary people, not the elites, were the most affected by the Civil War and their demographics shifted due to the societal pressures (the slavery dispute) of the time. Thus having clarifying his emphasis on ordinary people, Levine divides the remainder of his essay into two sections: the slave economy of the South and the industry of the North.

The South originally held a very high opinion of slavery in an idealism of slavery that disregarded the morality of holding other human beings in bondage and instead focused on the the great economic benefits to white slaveowners. However, this did not take into fact the reality of slave-owning, which was in reality a risky job. Along with the rapidly growing numbers of white non-slaveowners, the proportion of slaveowners in the South declined in the years leading up to the Civil War. Meanwhile, the wealth gap between the rich and the poor in the South increased. Poor white Southerners, unable to compete with plantations and slave labor economically, often went to the free states to work.

On the other hand, the northern population increased at a much faster rate than the South, including from immigration. The transportation revolution and the commercialization of agriculture greatly improved Northern industrial power; the introduction of many new western free states expanded it. Cheap labor in the North was plentiful, especially with new immigrants; along with improved machinery from industrial advancements, productivity

surged in the North. A new millionaire class emerged in the North, and the social gaps between the factory owners and the “wage slaves” increased. However, the economic benefits of this era in the North were balanced out by the low incomes of the wage slaves, who were a lowly and hardworking class necessary for this system to work.

Synthesis Questions

Was the Civil War inevitable? Can you think of ways in which compromises might have forestalled the division between the North and the South?

Yes, the Civil War was inevitable. The compromises regarding slavery that led up to it increased in risk and backlash as the nation sought to make ever more desperate attempts to keep the nation together while respecting both sides of the slavery issue. As Holt mentioned in his essay, the war likely could have broken out in “in 1820 or 1832 or 1846 or 1850 or 1854” almost as easily, and the impending “collision” was a matter of *when*, not *if*. Every compromise strained the conflict more, with the highly controversial Kansas-Nebraska Act sparking the first violence of the war in “Bloody Kansas” in 1854.

Compromises such as the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act were amongst many others in American history (others include Jay’s Treaty, the Adams-Onis Treaty, the Treaty of Paris) and were a part of American history, but the importance of war to solve the most pressing problems of American history (for example to resolve the conflict between the U.S. and Britain in the Revolution and the War of 1812, and Mexico in order to gain a massive amount of Western land and prevent the British from buying it first) prevailed in this highly volatile situation. This shows a different aspect of *American identity*: the flexibility to act accordingly in various difficult situations, knowing when compromise is possible and where war is necessary. The use of war to solve the slavery and disunity dispute was an important event that prevented prolonged discontent and disunion through redundant and unpopular compromises.

In addition to the controversial compromises, there was the increasing force of abolitionism in the North and pressure on the South to protect their economy and way of life that heavily depended on slavery. Books such as *Uncle Tom’s Cabin* or *The Impending Crisis of the South* antagonized slavery and increased Republican support in the North. Many advanced foreign nations, especially in France in Britain, also sided the Northerners with the free countries farther east. The increase in commerce and the transportation revolution of the North made the Northern economy far outpace the Southern one. The North had elected an anti-slavery president for the anti-slavery Republican party without any representation from the South. There was no relent on the increase of anti-slavery movement, and therefore the South felt that they needed to act with increasing importance—eventually, the cause would be too great and conflict would need to follow. The anti-slavery movement became more passionate and gained momentum as it went on, and the increasing anger that the North felt

for the South— as could be seen in Sumner’s accusatory “Crime Against Kansas” speech— and vice versa also distanced the North from the South.

If the South had not been so bold and have held off until the Northern strength was stronger relative to the South, the North may have been able to force a diplomatic compromise abolishing slavery, enforced by a military threat. The South may also have created a compromise to re-enter the Union on the premise that slavery could be retained, thus preserving Lincoln’s original goal of national unity above all else, including slavery. However, such a compromise would not solve the underlying issue of slavery and may require further intervention— whether as another compromise or a war. Due to the nature of the sectional growth, with advancements more rapid in the North, either compromise or war was necessary with Northern provisions, and the former would likely not be a permanent solution. It was also a matter of *politics and power*: the North had to act immediately on the event of the Southern secession to immediately solve the issue of slavery and prevent slavery from over-proliferating in the Confederacy before the North intervened. The Union also decided that they were powerful enough to attack the South at the moment, and were heavily advantaged in terms of economy and population, and thus had more military might than the South.

Were economic or political issues at the base of the conflict?

The fundamental cause conflict was economic, but the differences between the North and the South became increasingly political as the conflict moved on. Slavery was the system that allowed the Southern economy to prosper, and its economic basis (a system of *work, exchange, and technology*) of the South was its greatest practical concern. As Levine discusses in his essay, the South was suffering because slavery, although difficult and risky, was the only major source of income in the South. When the North became more profitable and the wealth gap in the South widened between wealthy plantation owners and small farmers, the single-crop economy of the South (based almost completely on cotton produced from slave plantations) had no other option to turn to. Hence, even though it alienated the poor majority of its population, the South had no choice but to support the institution of slavery in its best attempt to save its economy.

Economics was not only at play when the South cried out against losing its profit-gaining activity, but also when the free states of the North and the poor farmers from the South argued against free labor as an unfair system that only benefited a select few who had slaves. Any paid laborer had a difficult time competing with slaves, who could be paid nothing at all. Levine used examples of Southerners being violent to slaves because of the tough economic conflict that they faced, which strengthened the cause and conflict against slavery, even in the South. Senator Seward also mentioned that free farmers could not compete against unpaid laborers in the South.

By the time of the Civil War, however, the basis of the problem was more political than economic. The North had turned to the debate over the morality of slavery. John Brown

mentioned that it would bring out the worst in people, giving slave-owners an undeserved sense of absolute power over someone else. These people, he reasoned, would be unfit to be good citizens of a democracy, because they fostered a tyrannical attitude. Senator Seward mentions that the idea of slavery violates the “divine law of equality” that should exist in America— although there is little mention of total racial equality, there is the emerging sense that slaves, among other men, should be treated equally. The Compromise of 1850 and the Kansas-Nebraska Act were strictly political decisions that regarded slavery as something strictly to be compromised in order to achieve the purpose of the new annexation of land, and there was little economic or social consequences that were taken in mind. The result of these political actions that disregarded slavery as a moral or economic issue greatly inflamed the issue— such as with Sumner’s radical speech and his subsequent beating— and formed the basis of the South’s grievances for the Civil War. The politics surrounding the debate formed a strong anti-slavery movement in the North and pro-slavery movement in the South, thoroughly affecting *culture and society* to be more at odds with one another. For example, Stowe’s *Uncle Tom’s Cabin* and Helper’s *The Impending Crisis of the South* were written in response to the Kansas-Nebraska Act and the horrors that they felt of slavery.

Of the documents you have read in this chapter, which is the most conciliatory toward the other side? Which is the most antagonistic?

Both of the essays are the most conciliatory towards the “other side” of slave-owners. Holt’s essay mentions both sides of the debate: that the North was being provocative with its creation of the new sectional Republican party, and that the people were simply trying to promote their own interpretation of republicanism. He defends the causes of the Civil War as simply a historical and political anomaly of bad leadership and culminating social tension, and doesn’t place blame on the South for having seceded. Levine’s essay writes about the economic troubles and risks of slave-owners in the South. His view of the South and the North is impartial: he sees the economic advantages of the North and the decline of the Southern economy, which helps to justify the loss in the South. While there is no true “side,” they portray both sides as defensive in their own right and accusatory in other aspects: the North was trying to defend its unity and the South its slavery, and both were trying to protect republicanism. This is another ideal and important facet of the *national identity*: the idea of power by the consent of the people is a fundamental right of democracy and a republic. Both sides were hence portrayed as justified in their own beliefs.

All of the primary source documents from people during the time period, on the other hand, were clearly accusatory of the South from a Northern perspective. John Brown’s address to the Court was meant to forgive and justify his actions more than to attack the slavery institution, and therefore his was the least antagonistic of the three. Seward had a logical explanation that went through various key points of slavery and why they are immoral, and is more critical of the South. Sumner’s address to Congress, however, is the most antagonistic,

being an emotionally-charged attack on slavery. It was considered so foul by the South that he was physically beaten by Southern Congressman Brooks with a cane. The political bitterness between North and South again reflected itself in *cultural and societal* scorn and violence—Brook's violence was applauded by the South, and Sumner's hateful speech against slavery was applauded by abolitionists in the North. Unsurprisingly, debate over Kansas and Nebraska led to the first violence of the war in the Kansas and Nebraska Act, and the normalization of violence in ordinary culture and politics allowed the violence to more easily break out.

Sumner claimed that slavery made the slave-owners tyrannical and that the South would try to take over the North simply to spread slavery. Sumner specifically targets the Kansas-Nebraska Act and Senator Douglas as the perpetrators of this conflict; he claims that they are trying to “subdue the North” and he portrays the actions of the South in a negative light. He portrayed the South as the aggressor and the North as being on the defensive, while it was probably the other way around with the South attempting to defend their institution of slavery and the North attacking the South in order to keep it in the Union in the Civil War. His claims are clearly biased against the South with an anti-slavery and portrays the North in a higher-than-thou tone over the South, which he falsely claims to provoke the North.

Major Problems in American History Chapter 1 Documents

Document 4

This document is an Aztec person's account of the Spanish invasion of Tenochtitlán, retold by Fray Bernardino de Sahagún. In this account, the Spanish first ruthlessly and without warning obliterate the native people of the Cholula settlement. This is followed by the story of Cortés at Tenochtitlán, which causes great fear among the city's citizens. The city was thrown into turmoil as the Spaniards took over: they executed the king, stole his gold, and killed the men without mercy. This was followed by a Aztec counterattack, which trapped the Spanish inside the king's palace; they fled one night two months later via an aqueduct. After their escape, smallpox infested Tenochtitlán, greatly weakening the city. The new ruler died, along with many of his people; Cortés won over the city with a siege. The city was ransacked, the new king executed, and hundreds of thousands of people were killed. The Spaniards finally left quietly, leaving the city in a deathly silence. Overall, this story was told with a general fright towards the Spanish.

Document 8

In this document, initial Native American responses to English colonists are described by William Wood. Wood begins by explaining their extreme awe at the superior technology of the English for inventions such as boats, windmills, and plows. He later goes on to describe the lifestyle of the Native Americans, especially their women. Wood describes the longhouses of the Native Americans in great detail, noting their architectural significance and build. He then describes their methods of gathering and preparing food: the cultivation of corn, fishing, and storing food, much of which is done by women. Next, he describes the leisure activities, which include sewing and creating patterns, which is also done by women. The document ends with a description of the interaction between Native American women and English women: the latter being more privileged, English culture becomes highly revered to Native American women. This results in much respect and many gifts from Native American women to the English.

The Indians' Old World (Salisbury)

Salisbury describes in great detail what he believes should be the proper way that American history is taught in relation to Native American culture and the European colonization. He asserts that although many modern textbooks view the Americas prior to European colonization as a mostly "virgin" land that was largely untouched, this view misses the importance of the great interactions of the complex Native American cultures that thrived in the Americas previously. He describes the great interactions that the Native Americans were involved in that expanded their cultural and social prowess; this continued through the European colonization as trade, which was still a sacred cultural interaction. The Native

Americans had a complex agricultural and social system, with many advanced cities of thousands of people and many houses. Salisbury emphasizes the importance of the 1500s as an era to study, because this is when the greatest amount of interaction between the European colonists and the Native Americans took place — instead of thinking of it simply as a time of European discovery, it was rather a time of great cultural exchange. This period involved the cultural exchange of food and livestock, as well as the biological exchange of pathogens; it was not a simple one-sided encounter, and the Native Americans were no simple bystander in this interaction. Salisbury uses multiple examples of prominent tribes, such as the Apache, the Navajo, the Iroquois, and the Hurons to demonstrate the struggles between the colonizers and the indigenous people. Only after the disease had decimated many of the Native Americans did the sense of superiority largely set in, and the colonies became more independent and disrespectful of the Native Americans.

Synthesis

How would the story of Indian-European contact have differed if Indians had been better able to resist disease?

The Native Americans would have a much stronger resistance to the Spanish colonization if disease had not been a problem for them. Over three-quarters of the Native American population had been wiped out during the colonization, while the Europeans' population in the Americas steadily grew. As Bernardino had reported in his retelling, it took only 75 days for the Spanish to win over the great city of Tenochtitlán by siege because of the great death and famine in the city; without such a dramatic rate of death by disease, it is very unlikely that they would have fallen so easily. Salisbury too had claimed that while there existed many harmonious trade interactions and close relationships between the colonists and the Native Americans, this was greatly offset by the feeling of superiority the Europeans felt when the Native Americans began dying in flocks. The Native Americans were sophisticated, advanced people; the greatest reason that the Europeans were able to wipe out many of the Native Americans was because of their natural "ecological advantage" from their immunity to so many deadly diseases. If not for the lack of immunity to disease, Native American culture would still probably be very prevalent in today's culture, because the colonists would not have been able to wipe it out so entirely; the culture of entire nations lost by annihilation through disease may be preserved to today. As a result, our American identity would likely be more diverse, with many more people connecting themselves to Native American heritage and practicing non-European rituals.

In what ways did Europeans of different nationalities treat Indians?

Depending on their needs, different European colonial powers treated the Native Americans differently. The Spanish, for example, focused their colonization on the basis of "gold, glory, God" — not the preservation of the native people. As a result, they treated the

Native Americans very inhumanely: for gold, they raided and ransacked, as was evident in Bernardino's account of Tenochtitlán. At the beginning of his retelling, he reveals that sometimes they did it so ruthlessly and suddenly, upon unsuspecting soldiers and civilians alike. Similarly, for glory, they took control over these great empires. For God, they attempted to convert Native Americans to Christianity — however, as Salisbury had mentioned, this was a futile effort that often resulted in hatred between the Spanish and the Native American tribes, such as with the Pueblo Revolt (which also involved the Navajo and Apache tribes) that ended with great Native American casualties. In terms of this Spanish interaction, it generally was simply a power play, a manifestation of politics and power: the Spanish tried to impose their beliefs and control on the people; when they didn't listen, they were penalized.

The French and the Dutch were involved with the Native Americans more focused around an economic goal. As a result, because they were trading partners, they supported their Native American partners: the Dutch the Iroquois, and the French the Hurons. Ultimately, this led to war between the opposing French and Iroquois, however. This was a system of economic exchange that resulted in better treatment of the Native Americans.

The English had varied interactions with the Native Americans. As Salisbury had mentioned, sometimes Native Americans had partnered with the English to help remove other Native Americans (as was the case with the Iroquois promising the English that they would help remove other tribes that would be interfering with colonization). This began as a system of economic exchange stemming from the Dutch trade, but turned into a hostility as people began to migrate west. Ultimately, migration and settlement (the western migration) and politics and power (less-dependent colonists looking to rid of the Native Americans) led to negative treatment of the Native Americans by the English.

What differences did Europeans focus upon between themselves and Indians?

The Europeans liked to think of themselves as superior to the Native Americans. William Wood captures this sentiment in his writing: he states that the men are in awe at the technology of the Europeans, at inventions such as the ship, the windmill, even the plow. This difference in technology gave Europeans an advantage over the Native Americans. Technology of war was also a point of contrast: the Europeans often won in combat, further inflating their confidence over the Native Americans.

Similarly, the Europeans also liked to think of themselves as culturally superior to the Native Americans. Salisbury points out numerous conflicts between the Spanish and the Native Americans because of cultural imposition; that is, they believed that their religion (Christianity) was greater than the Native American religion. Wood also wrote about how the Native American women and the Europeans alike believed that European culture was more civilized and advanced because of the greater respect for women. Overall, it is these cultural and societal differences — technology, religion, beliefs — that the Spaniards set themselves apart with.

What role did violence play in creating the new world?

Violence greatly accelerated the colonization by asserting the superiority of European strength. The differences between the Old World and New World demographics were too different, so that conflict was inevitable; in the end, violence precipitated it. Bernardino recalls that the two-thirds of the Spanish escaping Tenochtitlán after being trapped were killed on their escape because they were so covered in gold, and he also tells about the useless murdering of hundreds of thousands of Native Americans from the cities — this shows the intense greed of the conquerors, their burning passion to vanquish the Native Americans and steal all their wealth. Instead of diplomacy, which would result in too little to themselves, colonists often settled on violence, in which they had the advantage of weaponry and tactic. Like the disease, violence could be used as a power play over the Native Americans because the Europeans were much more sure to win, and it provided a quick alternative to logical negotiation.

This violence also created a nature of fear and rebellion that is so inherent in nature today. Our entire culture and society is based off the idea; it is part of our American identity. There is the sense of indignance that is shown by the Aztec memory and embedded in Native American culture; a fear to be overthrown, to be annihilated. This probably contributed to the strong sense of rebellion and patriotism during the Revolutionary War, and may be why violence is still so prevalent today. The United States is based on violent conflict.

Was this period defined by conquest of one group over another or by contact among many groups?

It is the latter: contact among many groups. Even before the arrival of the Europeans, this was evident by the complex systems of exchange between many different tribes; this allowed for the complex housing and agricultural systems that Salisbury describes. During the conquest, the period was defined by the many interactions of the Columbian Exchange; as the name implies, it was an *exchange*, a two-sided interaction in which the Native Americans were not simply the ones waiting to be conquered. Instead, trade existed, benefitting both sides. Economics played a huge role in facilitating the mutual influences the Native Americans had on the Europeans, and vice versa. Neither is it correct to say that the time period was defined by the conquest of only a single group over another; there existed many different colonial nations vying for power (i.e., the Dutch, the Swedish, the French, the English, and the Spanish) and many more indigenous nations. And while there was a conquest of the Native Americans in the end, many Native American groups, such as the powerful Iroquois, persisted sovereignly while maintaining relations with the Europeans. It is more accurate to say the time period was defined by culture shocks — and later, cultural assimilation — than simply by conquest: it was the exchange of people, of differing values that defined this period of colonization.

Major Problems in American History Chapter 2 & 3 Documents

Chapter 2

Document 1: Account of Indian Attack (Edward Waterhouse, 1622)

In this account, Waterhouse details an attack of the Native Americans on a Virginian settlement. He begins by noting that the Native Americans were typically well-inclined to the colonists previously; as a result of the recent actions, however, Waterhouse interprets this as a “treacherous dissimulation,” a false facade simply meant to deceive the Europeans that they sought to destroy. He describes the attack as an event that was unexpected, cruel, and worthy of revenge — a view common to the English, who often dismissed the Native Americans as “Savages” as Waterhouse had done. In his report, the Europeans were saved by God’s mercy, and the Native Americans seemed to have their actions propelled by some unknown and inexplicable means that Waterhouse cannot grasp. Waterhouse concludes by asserting that the Europeans have now a right to avenge this action and take everything the Native Americans have for themselves, without exception.

Document 4: List of the Governor’s Misdeeds (Nathaniel Bacon, 1676)

Here Nathaniel Bacon lists eight misdeeds of Governor Berkeley of Virginia, as well as the consequences that should follow if compensation is not met. Among these wrongs include corruption by holding and spending large sums of money for selfish reasons, causing corruption in the judicial system, monopolizing the beaver trade, supported acts harmful to the colonists by the Native Americans, protecting the Native Americans when conflict seemed inevitable, for weakening the colonists’ frontier defenses, and limiting the colonists’ rights when they believed that the Native Americans were of true concern. Bacon argues that these claims mean that the governor is deliberately attempting to ruin the colony of Virginia by allowing it to fall into such disarray. He says, on behalf of the people, and chosen by the consent of the people, that failure to act to fix such measures would make all of the governing figures traitors and open to be “confiscated” by the regular citizens. Bacon also says that these men should be deemed traitors and should be moved to the middle colonies. The stance is very harsh and unforgiving, representative of the general view of average American resentment towards the aristocracy.

Document 8: Account of Horrors of Slavery (Olaudah Equiano, 1757)

Equiano retells the impressions that he first gained as he was sold into slavery in the West Indies. His account begins in his homeland, where slave traders — also Africans — stole them and brought them aboard a slave ship. The entire experience was completely new and foreign to Equiano — the white men, the ship, and brutality on this scale were things that he

had never encountered. On the ship he recalled a level of unprecedented cruelty, with men cut for trying to abandon ship and whipped for denying to eat. When the ship approached Barbadoes, the strangeness of the situation expanded to the wonders of the New World: people on horseback, a desperate slave trade, masters owning slaves on a huge scale with the same level of suppression as on the slave ship. Equiano recounts various inequalities between the white men and the Africans; for example, Europeans receive no punishment for sexually taking advantage of a black slave girl, but the other way around could warrant terrible punishment or death. Separating families, hanging, burning, whipping, cutting, and countless other abuses were mentioned in Equiano's passage, and told in a hopeless tone. The tone was matched by Equiano's memory of wishing death (without success) over a slave life for such horrors; this is the widespread sentiment of African slaves, sold only for the benefit of white men.

Synthesis

Were the roles of Europeans as servants and Africans as slaves based mostly on racial connotations or on economic availability? Which makes the most sense?

Although it is reasonable to infer that the role of indentured European servants as "servants" and African laborers as lower "slaves" is due to racism, it is actually the economic availability of the Africans that allowed for their exploitation and the subsequent racism. As a result, it is not that one of these schools of thought are wrong; instead, the idea of cheap labor led to a role of racial subordinance.

Equiano, for example, notes that the white men were sometimes as cruel to one another as they were the slaves: he recounted a "white man ... flogged so unmercifully with a large rope near the foremast that he died in consequence of it; and they tossed him over the side as they would have done a brute." This reduces the possibility that the cruelty of slaves was only due to race. As Waterhouse and Bacon mention, the Native Americans were the more aggressive race (through their attack of the Virginian settlement and through their competitive trading with the aristocracy) probably elicited more racism and hatred between the two groups. To say that the African race, who had never done much harm to the Europeans (none more than Cato of the Stono Rebellion, which did not nearly match the scale of the rebellions by the Native Americans or the indentured servants), is not a well-founded argument.

Instead of an inherent hatred of the Native Americans, the more major cause of their enslavement and suppression was a new perceived inferiority because of their economic availability. As was shown in Bacon's strong support, the indentured servants as a whole had a great level of power over society; Bacon's Rebellion led servant masters to realize that their workforce of indentured servants were a potentially dangerous and lossy source of labor; instead, they turned to the increasingly cheap African labor. As the slave trade increased, people were herded into slave ships and maintained with the bare necessities for survival, punished incessantly by the cruelties and despair that Equiano noted, providing a cheap and available

source of labor — it built up an impressive system of economic exchange. Because they could not and did not have any significant revolt against the Europeans, this was probably perceived as a sign of weakness that the Europeans interpreted as their own superiority. This led to a vicious cycle of increasing racism and suppression that led to greater and greater social gaps, a play on politics and power based on their changing beliefs.

How did the increasing complexity of the colonial South change the relationships between rich and poor; black, red, and white; free and unfree?

A more complex society settled into a system of classes centered around the wealthy and powerful free Englishmen. What began as a give-take relationship between the new colonists and the Native American population became more of a one-sided aggression; what was once a job of hope as an indentured servant became a life of suppression by the aristocracy; what was once a modest source of labor from the African slaves became a culture of extreme oppression and brutality. In every situation, the white majority won over the unfree and un-white, which in turn invoked hatred directed back at them.

The Native Americans had the largest cultural switch in their society. Waterhouse mentioned that they had previously been “friendly entertained at the tables of the English, and commonly lodged in the bed-chambers,” meaning that there existed an amity between the two groups prior. What they did not realize was that when they pushed for Native American land and won the skirmishes along the border, there built up a hatred for them. This exploded in the attack of the Powhatans in 1622, which was followed by a swift retaliation and change of mind: the Native Americans were not allies but “Savages,” and then the Europeans believed that in return for the attack they deserved absolute jurisdiction and control over the Native Americans. Overall, this fostered a new hatred between the two groups and an increased English prevalence when they defeated the Native Americans.

The increasing awareness and population of the indentured servants gave a build-up of the sentiment of hate amongst the poorer white citizens — namely, the indentured servants — and the aristocratic minority — mostly royal governors. Bacon wrote a list of wrongs the average colonists of the Virginian colony felt that the governor had placed against them, and he created extensive terms for which the governor was to follow, exemplifying the extent of hatred that existed even within the white population. In this way, society was stratified one level further, with a level of rich white men on top, followed by the less wealthy and powerful commoners underneath them.

The slaves had little cultural change in the Americas except for an increasingly worsening situation. Equiano notes in his account that men were herded over in slave ships of terrible conditions, and that there was inexplicable inequality between the African Americans and their white counterparts. In the eye of the white slave owners, the greater volume of the slave trade made the slaves more commonplace and replaceable; the value of the life of a slave greatly decreased, almost like the inflation of money.

Overall, the culture and society of the colonies became more complex as it became more stratified. Very often would an American be poor and suppressed, whether a slave or an indentured servant. As a result, a new American identity of suppression and freedom-seeking would arise, which formed the basis for the great number of rebellions such as Bacon's and Leisler's rebellion, as well as the American Revolutionary War.

Chapter 3

Document 1: Model of Christian Charity (John Winthrop, 1630)

In this document, Winthrop (Governor of the Massachusetts Bay Colony) urges his people to create a society with religion blended in, to have a “due form of Government both civil and ecclesiastical.” He urges that the colonists should be “professing [them]selves fellow members of Christ” and consider their work to be for God as well as for society, so that God’s grace will be upon them. This, he explains, will have to be carried out in regular life rather than in theory only at church; he also says that it is necessary to do this with honesty. Winthrop concludes with his belief that his city should be a religious model for all other cities, and that following his guidelines to become a city of faith would maintain God’s gift of help to the colonists. Throughout the document, Winthrop maintains the “evil” world is born with “Curses upon us,” in which Christianity is “maintain[ed] as a truth in profession only”; however, he asserts optimistically that his plan will save the city.

Document 3: Captivity during King Philip’s War (Mary Rowlandson, 1675)

Rowlandson describes her account of her capture by the Native Americans and the mindset by which she survived. The account begins with the fight that resulted in her capture, a battle of King Philip’s War: there was a panic as the Native Americans invaded, leaving many from both sides injured or dead, eventually leading to the colonists’ defeat. When she and her children were captured, she expressed her fleeting thought to take her own life rather than to be taken by the “ravenous beasts” of the Native Americans, but she decided against it. It turned out to be a fortuitous move for her: she goes on to explain that despite the great longing she felt to return to the normal colonial life, she was not abused by the Native Americans despite being held prisoner, and she felt the strong pull of God’s grace. By saying this, Rowlandson portrays an interesting and unique account of the Native Americans only possible by being taken captive and experiencing living with the Native Americans: at first, she described the Wampanoags as “barbarous creatures,” yet ones that “offered [her] the least bit of unchastity” — she ascribed this to God, saying that she “ha[s] learned to look beyond present and smaller troubles, and to be quieted under them.” Thus, her view of the Native Americans grew greatly sympathetic and gentle, knowing the true nature of the indigenous people.

Essay: "Worlds of Goods" by T. H. Breen

The historical discussions of the rise of consumerism in the Americas, especially through trade with England, are brought up in Breen's essay. He brings up the claim of the importance of consumer commercialism in the Americas that allowed the colonies and all of its citizens to prosper. To strengthen his claim, an alternate theory about the "self-sufficient yeoman" as the major advancement in American economy — the idea of the patriotic, inventive self-made man — is brought up and refuted for its lack of evidence. On the contrary, historians Appleby and Lemon find strong evidence for Breen's claim of capitalism, "witness[ing] a steady commercialization of economic life" and people "far from being opposed to the market ... act[ing] as agents of capitalism." This is further supported by statistics regarding the rise of trade between the colonies and their mother nation, as well as regarding the resultant benefit to the colonies and dependency on Great Britain. Then Breen describes the implementation of this new system: which items were desirable, to what ends the colonists looked for tradeable items, the spread of influence from the rich to the poor. This he capitalizes in the discussion of tea, one of the many commodities sold with increasing desirability for all classes and dependence on England, even if it is not a very practical application — it is the drive for consumerism that allows this. Other indirect effects are described: for example, the increase in choice (and therefore economic power), the proliferation of the peddler profession, the increased demand for cost efficiency and style, the entertainment of shopping, a unity of goods between the colonies, the paradox of "Americanization ... through Anglicanization," a stronger connection between the trading partners; all these stemmed from an increased flow of goods.

Synthesis

What psychological anxieties might have resulted from the transition of religious colonies into secular societies? In what ways might these anxieties have been manifested in society?

For the religious, the change to a secular society would surely cause extreme anxiety because of the lack of faith. Not only are people leaving the religion and the membership physically shrinks, but it may also matter that the belief systems instilled in that religion may be forgotten due to a lack of support. In society, this may be represented by the decline in registered members of a faith, as well as attempts to restore faith to prior levels.

For instance, John Winthrop, governor of the Massachusetts Bay Colony, created a model for the future of Christianity in his colony. Originally, the colony had been formed on Puritan ideals, but the importance of religiosity was waning; as a result, efforts such as Winthrop's became more evident. In his model, he describes the outside, secular-becoming world as one of "evil" where their "prayers [will be] turned into Curses" — he diagnoses the problem as one without sufficient religiosity, saying that the colony must be "both civil and ecclesiastical." In this way, Winthrop asks not to completely overhaul the new systems of government that were popular in the liberal society of the 1700s, but asks to re-introduce

Christianity back into a major role in society — it is more of a compromise than a demand in order to coax more people into keeping a strong religious belief. Ultimately, the Great Awakening was the largest movement that encouraged people to join Christianity, and it greatly affected culture and society by reviving Protestantism to some extent, a great push similar to Winthrop's that relieved some of this anxiety.

How did the population of the northern colonies differ from that of the South in terms of occupation and ethnic background? How did this contribute to a colonial world different from that of the plantation south?

The population of the North was generally more religious and less likely to farm. As shown in Winthrop's description of the world as-is as evil, it becomes clear that society has a strong foothold in religion, especially those in the Puritan denomination. This strong religious background affected everything from the community-based governments and the so-called "Protestant work ethic." Ethnically, there was little diversity; most of the New Englanders came from England to escape religious persecution.

The South, on the other hand, is well-suited for farming in its more tropical climate. From the get-go, the colonists realized the importance of using the land for cash crops through plantations and slave systems. This land was generally more ethnically diverse, not forced here for religious regions as some colonies in New England were. A greater part of their population was made up of slaves than in the northern and middle colonies; this was very important for the plantation life that fueled much of the economy in the South. This led to the horrors associated with slavery, such as in Equiano's account, to become a part of the identity of the South. In contrast, in the large cities of the North such as Boston, there arose a large economy grown around trade, as described by Breen, because there were large trading hubs and less slavery. In this way, the presence of slaves in the South was a major factor in determining the economics of a region.

Major Problems in American History Chapters 4-6

Chapter 4: The American Revolution

Document 1: The Stamp Act Congress Condemns the Stamp Act, 1765

Similar to the Declaration of Independence, this is a document that lists the major grievances, or complaints, of the people of the colonists against Great Britain. After the Stamp Act, the colonists had been peeved by the lack of representation and the restrictions that the Acts had caused, concerns which they had delineated here. The document begins with a preamble that explicitly states the allegiance the colonies have to the crown, a statement that proves their continued respect for their relationship with Britain and a clear sign that division from Britain was not the purpose of this document, but rather to improve the conditions of the relationship with Great Britain that existed at this time. There are thirteen declarations listed, as well as one more at the end. Their grievances included the fact that the colonies were being taxed without consent of the colonial people or the colonial legislatures, the fact that any representatives for the colonists should be chosen by the colonists, that trial by jury is a right of the people and should not be taken away (such as in admiralty courts for smugglers in the colonies), that the most recent acts by Parliament such as the Stamp Act have been restricting the rights of the colonists by extending Britain's power over them, that these new acts will also limit the commercial ability of the colonists and make it difficult for the colonists to pay them back, that the colonies have a right to petition Parliament for changes, and that the repeal of these new acts will be advantageous to both sides and should be considered. The entire document is written in a strict and formal tone, but without an imposing tone or suggestion of rebellion or separation.

Document 4: Abigail and John Adams Debate Women's Rights, 1776

This is an exchange of letters between Abigail Adams and her husband, John Adams, one of the freedom fighters and the future second president of the United States. Abigail's letter begins as one of ordinary content, reporting her status and asking that of her husband. Her letter begins with a series of letters asking where he is and how his troops are doing. She then discusses how her town has fallen somewhat into chaos, with most of the city remaining in order but some being taken with "Ravages." She then expresses her concerns about the future, in which she worries that it will be insecure with all of this conflict and that life would be worse. These sentiments are probably common among the American citizens, who lived in a tumultuous time in which the outcome was uncertain, especially in such early phases of the conflict.

The latter part of her essay begins a discussion of women's rights. She asks her husband to "Remember the Ladies." She claims that men can be "tyrants" and it is necessary to give women some rights. She also says that women have the right to rebel if they are not given representation; in this way, she is imitating the voice of the freedom fighters and fighting for her own independence.

Although her reasoning follows the same course of logic as that of American patriots, her husband mocked her statement by replying that the current system of male dominance was necessary, and that it was not as severe as she had mentioned, being more in name than in practice. He then goes on to say that it was men such as George Washington who were the ones fighting for freedom. This shows that women's rights were very weak back then, with even a husband denying his wife equality.

Document 6: Mohawk Leader Joseph Brant Commits the Loyalty of His People to Britain, 1776

This document expresses the general concern of the Native Americans to the white colonists, and their subsequent allegiance to the British. Brant begins by complimenting the King and stating that there was always an amity towards the British crown, and that the Native Americans were having trouble in the Americas, being deceived in the Americas such as in Canada when many of their warriors were killed. As a result, the Native Americans expressed their desire for the British to set things right in the colonies and prevent more damage done to the Native Americans by lies of the Europeans. Brant then affirms that he will follow through with the King's orders and tell his tribe, the Mohawk, exactly as he is told, as well as saying that the Mohawks are a respectable tribe. The last paragraph simply restates his gratitude for the British help. Like the declarations of the Stamp Act Congress, this document is very cordial because it asks favors of Great Britain for help; each paragraph even begins with a "Brother," a familiar address. This document explains the common sentiment of many of the Native Americans against the British colonists, which in turn causes the harsh punishment of the Native Americans after the colonial victory.

Document 7: African Americans Petition for Freedom, 1777

African slaves plead for freedom to the Massachusetts Bay colonial legislative body in this speech. They show the inconsistency of the beliefs of the colony, with black slaves in a free white country, specifically citing the "Natural and Unalienable Right to that freedom which [God] hath Bestowed equally on all m[a]nkind and which they have Never forf[ei]ted by any Compact or agreement whatever" that the American freedom fighters argued in their fight against the British. This is similar to Abigail Adams' call to women's rights in that they use the philosophy of the Patriots to fight for their own cause of freedom, and the overall movement of American freedom that was greater than the struggle for independence from Britain. Similarly, this speech argued that "A Life of Slavery ... is far worse than Nonexistence," similar to Patrick Henry's concluding statement that implied that life without liberty is worse than death. The last paragraph emphasizes the hypocrisy of their treatment against the Patriots' ideals, and it acts as a call to action to the colonial government to give rights to the slaves to fix this inconsistency.

Document 8: General Washington Argues for Greater Military Funding by Portraying the Plight of Soldiers at Valley Forge, 1778

The first part of this speech is Washington's claim that continuing the war effort is of utmost importance to the colonies. He mentions that, although there is still some support for the war, the necessity of funding is unaddressed and is growing ever more important. The reason, he says, is that Great Britain will try to come to terms of peace with them, either to deceiving or sincere intent. Washington argues that either way, this will lead to a dependence that is contrary to the independence that the colonies were originally fighting for, which will mean that their cause is lost and that life will return to the life they abhorred. He is careful to make this distinction of life of peace with the British versus a life of independence from them to his audience, which is meant to explain the enduring cause for which the colonists, however weary, are still fighting. This in turn serves as a vindication of the prolonged war efforts and an encouragement to keep fighting.

The latter part of the speech mentions the dire situation at Valley Forge that requires funding. Washington portrays the men as poor and helpless, without clothes, food, or shelter, people that desperately need help and yet still have a "patience and obedience ... can scarce be [matched]." This is

meant to evoke an emotional response to his audience to show the utmost importance of funding for the deprived troops.

How did the Revolution alter the lives of various groups—men and women; Indians and slaves; loyalists and patriots—in different ways?

To the white Patriot men, the Revolution was a welcome change that was a call to freedom and the other rights that had been suppressed in the previous years with British taxation without representation. For all of the other groups—women, Native Americans, slaves, and Loyalists—the fight was not meant to benefit them nor their rights.

In her letter to her husband, Abigail Adams asked to have women's rights be included with the men's rights, because she deemed it reasonable that all people should have the same rights. The slaves held a similar view in their address to Massachusetts, citing the Enlightenment ideas of the "natural and inalienable rights" that the Patriots were holding themselves to. Therefore, even while using the same reasoning as the white men, these minority groups were laughed at for trying to gain freedom for themselves—in the eyes of the ones in power, it was this system of male dominance that had powered society for so long, and they believed that it was their rights that they were fighting for. As a result, these minority groups did not have an improvement of independence or rights, and stayed in their positions in society. Culture and society did not change in this aspect.

Native Americans, who were always in conflict with the European colonists, did not try to gain freedom from the colonists because they had no hope for reconciliation. Instead, they turned to the British for help against the colonists, such as when Joseph Brant declared the Mohawk's loyalty to Great Britain. Unfortunately, the colonists won the war and placed even harsher conditions on the Native Americans, who became even more suppressed than before the Revolution.

The Loyalists were against the Patriots, and naturally were frowned upon by the Patriots. As a result, they were the ones that were greatly persecuted by the Patriots. The Patriots, on the other hand, looked at the Revolution as an opportunity for independence, as was evident by Patrick Henry's powerful speech. George Washington also mentioned that it was important that they separated from Britain, rather than simply obtaining a peaceful dependence on them, so that they could earn their rights for themselves. As a result, the Patriots were the men who gained the most from the Revolution and were the most optimistic about it. Their thoughts of independence, although they did not guarantee rights for minority groups of people, did become the cornerstone of American identity and ideology.

Do the British measures leading up to the Revolution in retrospect look reasonable? If so, how can one explain the American response to them?

They do seem reasonable, considering that Great Britain had gone through a heavy war with great financial losses and had a large empire to maintain. Considering the great spending that they had in the Americas, it was reasonable to tax them. They were also taxing the colonies at lower rates than they were their own citizens. The acts were only reasonable in their eyes.

The colonists did not render the practical side of the taxation as important as the political side, however. The colonists looked at acts such as the Stamp Act as a form of unfair colonial control, because they had not been represented in Parliament. The Stamp Act Congress wrote a document that listed the grievances of the colonies; among these were that the Stamp Act and other acts had been done without the consent of the colonial legislative bodies, and therefore was violating the people's rights and should not be allowed. They further claimed that this was restricting their freedom and commercial ability, and

was greatly unfavorable to the colonies. Patrick Henry and George Washington claimed in their speeches that the dependence on Great Britain would inevitably lead to these restrictions, no matter what reconciliation might be attempted; they claimed that all was futile except complete separation from Great Britain. As a result, the separation was a political move that meant to fulfill the new cultural ideals of freedom and natural rights that were arising in the American colonies.

Would you characterize the Revolution as a conflict that looked forward or backward?

For the most part, the Revolution was a conflict that looked forward to ideas that had never been put to practice before. The Patriots were looking to establish independence for the new Enlightenment ideals that put freedom and independence at the forefront; behind the scenes, women's and slaves' rights were being advocated. Although it was first considered unfavorable to split from Great Britain, with positive attitudes seen towards a continued relationship with Great Britain such as in the Stamp Act Congress, the colonists were soon looking ahead to new ideas. Patrick Henry and George Washington advocated strongly against the subordination of the colonies to the British as had been the case for almost two centuries, but instead looked forwards to a new world that could protect their freedoms and rights.

The fight for freedom hid the conflict that happened internally in the colonies, however. Women's rights were being fought for behind the scenes, as well as the abolition of slavery. While these were being fought for, the white men who were already in power suppressed them. Therefore, while they fought for the advancement of their own liberties on an international scale against the British, the men also looked to traditional societal and cultural customs when it came to these minority groups. They used their own power hypocritically, raising themselves using words of justice while suppressing others who seek equality with the same terms of justice.

Chapter 5

Document 1: The Articles of Confederation Stress the Rights of States, 1781

The Articles of Confederation set the framework for a new government, stressing the revolutionary ideas of equality free of oppression from a central government. This document is the preamble of the Articles of Confederation, which gives a summary of each article of the Articles of Confederation. While the central government is very weak, focused only upon a legislative body that meets once a year with delegates sent by the states (Article V), and which many major governmental policies could not pass without the consent of nine of the colonies (Article IX). The states, on the other hand, were totally sovereign (Article II) had the responsibility to protect each other at all times (Article III), had an equal say in Congress (one vote each, Article V), and had the power to collect taxes (Article VIII). Although idealistic in terms for the Patriots during the Revolutionary War, this set the groundwork for failure as the Americans began to realize the need for a more practical and efficient system with a stronger central government.

Document 3: Slaveholders in Virginia Argue Against the Abolition of Slavery, 1784-1785

In this article, Virginia slave masters complain about efforts to abolish slavery. Like the freedom fighters, they cite the natural rights of Man: they believe that the new legislature was attempting to take their property (slaves) from them, which was their birthright. Furthermore, they compared this to the British, who had wrongly had the power to take possessions without consent; this struck a chord with

many of the Revolutionaries at the time, who had wanted their system of governing to be totally opposite of that of the British. The slaveholders also mention that slavery is a holy right, listed in the Bible, and that a general emancipation of slavery by law would result in “Want, Poverty, Distress, and Ruin ... Neglect, Famine, and Death ... the Horrors of Rapes, Murders, and Outrages”—they are afraid of too much change that might upset the current system of economic exchange powered by slavery. The passage is concluded by the slaveholders’ general contempt for the slaves, and it emphasizes the word “free.” This document provides clear evidence of why the slaveholders were so passionate to keep slavery—to keep their property and to prevent change—despite the work of abolitionists.

Document 7: *The Federalist Papers Illustrate the Advantages of Ratification of the Constitution, 1787-8*

In this essay to the New York citizens by James Madison, the benefits of a representative republic (which the Constitution features) over a pure democracy (which the Articles of Confederation feature) are argued to the citizens. Madison’s main point is that “factions,” or dissenting groups in society that are violent and work against the good of the whole, have less power in a republic. He argues that the sense of opposition in these groups is inherent in human nature, and that they are persistently working negatively towards the government. Madison argues that in a pure democracy, there is no oversight, and no one can control the factions. On the other hand, a representative republic would have a few Enlightened officials with the true interest of the citizens, who would be more virtuous and unfazed by popular and unreasonable sentiment. The penultimate paragraph in this passage is full of rhetorical questions meant to promote Madison’s point: he asks himself, and then answers how the idea of a representative republic would be more virtuous (because of even-minded representatives), secure (without the violence of factions), and opposed to the destruction of factions. It is also argued that as a country becomes larger, a pure democracy would become less practical because of the sheer number of votes to collect; a republic is more scalable and practical to handle a greater number of citizens.

In his essay about checks and balances, Madison again talks about human nature and the greed for power. The struggle for power was a great source of contention between Great Britain and the colonies; therefore, the new Americans were very opposed to having a strong executive branch and Madison’s speech was crucial in convincing the Americans. Madison argued that in order to balance power, the government should be split into different branches, so that not all of the power was concentrated in the central legislative branch, and that the branches “by their mutual relations be the means of keeping each other in their proper places.” Thus the idea of checks and balances was born—a system in which branches were under the power of other branches so as to avoid power abuse.

Alexander Hamilton persuades the people into allowing a presidency, despite popular sentiment against a single ruler because of their negative experiences with the dictatorial rule of the kings of England. Hamilton directly acknowledges and addresses this; much of the piece is written in a compare-contrast structure that compares the proposal of a new President to the idea of the king. His claim includes the fact that while the king has absolute jurisdiction over many matters, the President must work with the consent of other branches; that while the choice of king is hereditary, the President is a qualified, elected representative; and that while the king is spiritually divine, the President will have no say in religious affairs. Overall, he presents the President as a very moderate leader, one that will not become the despotic leader the English king was.

Document 8: *Patrick Henry Condemns the Centralization of Government if the Constitution is Ratified, 1788*

In this document Patrick Henry is concerned that the Constitution is too radical and rests on too many assumptions that have never been carried out. He claims that the Constitution is as revolutionary as the Revolution itself, and that the decision to go from the Confederation created by the Articles of Confederation to the more united nation of the Constitution should not be taken. He argues that the current system of government adheres to the principles that the revolutionaries had been fighting for during the Revolutionary War, and that it was a working system that did not bring up many issues, specifically citing that Virginia had no issues with the current system despite Constitution-advocates warning that “the Union is gone” and wanting a stronger central government. The latter part of his essay describes that not only are the Articles of Confederation functional, but the Constitution acts as a threat to their morals. He argues that the President may become like a king, the representatives may become corrupt, and Congress may hold all the power, essentially forming an oligarchy. He also argues that the system of checks and balances is a new idea that has not been put to practice. To more conservative Americans, Henry’s argument gave many powerful reasons why the Constitution should not be ratified, being so new and hypothetical.

Would the United States have survived as a nation if the Articles of Confederation had remained the framework of government? How would government and society have differed if the Articles had not been replaced by the Constitution?

The United States probably would have survived if the Articles of Confederation had not been replaced by the Constitution. The Constitution was meant to be a re-write of the Articles that switched out some of the traditional revolutionary values—i.e., greater power to the states than the national government—for more practical ones—i.e., the separation of power amongst multiple branches of government and a greater central government—but life under the Articles of Confederation would still be tolerable.

Patrick Henry, for example, argues that the Articles of Confederation created a working system, while the Constitution created a stronger government that put the freedom of the people at the mercy of their representatives and the president, effectively creating an aristocracy again. This was a common sentiment at the time, and many people in that time period supported the Articles of Confederation for promoting the rights of individual states against a strong central force, which would then prevent against a monopoly of power, one similar to Great Britain’s dictator-like rule over the colonies, from forming. The system would appeal to the most fundamental ideals of the recent Revolution.

The problem with the Articles of Confederation was the great inefficiency with which it functioned. Madison argued that the more lax, egalitarian society would foster “factions,” dissenting groups that no central power could dissuade. As a result, a “mobocracy” might result, forming anarchy; this would be prevented with a central government at the head. Similarly, Hamilton argued that a President and an executive branch would be necessary for government (a *leader* of government, rather than simply a headless legislative body), but would not have the powers that the king of England had. Therefore, what the Framers imagined for a Constitution was simply an improvement aimed at the current problems in society. Without the Constitution replacing the Articles of Confederation, American society would likely be more chaotic and less efficient, albeit more free and friendly to the revolutionaries. Government would operate solely based on the legislative branch, which should still promote the interests of the public, but there would be no executive or judicial branches to lead the government or handle legal matters—the government would be less powerful and narrower in its scope,

while the state legislatures would handle most legal and economic matters. Ultimately, this might lead to lesser unity between the colonies as they coexisted without a central political power, and therefore culture and society would be much more disorganized and dissimilar throughout the colonies.

Was the framing of the Constitution “counterrevolutionary”?

Although the Constitution ostensibly returns to some anti-revolutionary methods of governing—e.g., an introduction of a single-person head of government and a greater central government—it does so while maintaining the principles upon which the Revolution stood. In other words, it returns to some old customs in light of the new ideals—the Revolution still rules the hearts of the people, but the old, slightly-modified English ways of governance that might be re-introduced so as to carry out the law to the revolutionary ends.

Hamilton highlights this in his essay. He relates to the audience that the idea of President is necessary for practical purposes, just as a king is necessary to lead his country and government, but that other than his principal role of leadership, everything else still adheres to the American ideals. For example, he lists that the President will be elected rather than be chosen hereditarily, that he will be head of government and not a religious ruler, and that many momentous actions by the President, such as the decision of war, must be done with the consent of the other branches of government—all this is in contrary to the powers of the British king, yet the fundamental role still exists.

Madison has a similar concept of the idea of stronger central governance for the purpose of eliminating factions. Without factions, there would be less of a sense of mobocracy, and therefore there would be less anarchy and more order in the United States. Instead of using this greater central power to despotic ends like the British did over the colonies with the wrongful taxation preceding the Revolution, Madison views the increase in central government as a strong regulating power that would protect the rights of the people and maintain a healthy democracy.

But the Constitution did not only reinstate English systems of governance; completely new systems were introduced as well, making the Constitution revolutionary. The systems of the separation of powers and checks and balances, as stated by Madison, would allow the new central government to be better-regulated than traditional systems. In contrast, in England the Parliament appointed members of the Cabinet—the executive branch of government—so that the entire British government was one branch with almost unlimited jurisdiction. The Constitution provided new political measures to combat the rise of corruption and protect the revolutionary ideas of society, limiting the power of the president and the new central government.

Compare and contrast the focus upon religious freedom and physical enslavement. How did the United States justify slavery, but accept freedom of religion?

In both the cases of slavery and religious freedom, the European colonists deemed it their right that ought to be protected—the right to property (slaves in the chattel slavery system) and the right to freedom of religion. The slaveholders of Virginia mentioned in their address that slaves were their property, and the right to property was a sacred, natural right; like the women's and slaves' rights advocates, they emulated the freedom fighters in wants for freedom of basic rights. The only potential disagreement between the two is the interpretation of “property”—the idea of slaves simply as property was a common idea in that time period, however, and therefore the continuity of slavery was considered a sound practice. In this case, the slaves' rights were not considered, as they were reduced to chattel and were not true people that deserved the same natural rights as the Europeans.

On the other hand, religious freedom was a right that the colonial Americans had constantly been fighting for. Ever since the engenderment of America, many colonists had emigrated from England in order to escape religious persecution, such as with the Pilgrims in the Massachusetts colony at Plymouth. Like the right to property, the freedom of religion was also a highly cherished right to the Americans—it constituted another of the three natural rights that Locke had proposed in his highly-influential paper, *Common Sense*: liberty (specifically of worship). Therefore, like the fight to continue slavery, both of these movements for the continuation of slavery and for religious freedom were attempts at preserving rights (for the European colonists) central to the ideals of the Revolution, which became the central beliefs of culture and society.

How important was slavery in this important time?

Slavery had become less recognized in this time of political turmoil, but they still held a role in the war and in abolitionist movements that followed afterwards. During the war, many slaves had fought for both sides of the war, and especially for the British who gave promises of freedom for slaves bound to lifetime service. After the war, despite anti-abolitionists such as the Virginia slaveowners, the slaves fought for freedom, citing the natural right to liberty that their white Patriot masters had been fighting for. As in the 1777 petition by slaves to the Massachusetts Bay Colony legislature for freedom, the slaves sensed a hypocrisy in societal ideals, with the natural rights that are supposed to be applied to *all* people being denied to a select group. As a result, the African Americans were fighting an internal social conflict for emancipation while their masters were fighting a political power play with the Europeans for their rights.

After the war, especially with the new ideals of the Jeffersonian Democratic-Republicans, the increased societal emphasis on farming called again for the need of slavery. While Jefferson imagined a land of hardworking white citizens tilling their land and staying independent and free of corruption, it was inevitable that increased farm output would bring the need for increased labor, which again was met by slavery. Thus, slaves again were heavily relied upon and even played a part in carrying out the will of Jefferson's party through the augmentation of its economic system.

Chapter 6

Document 1: Republican Thomas Jefferson Celebrates the Virtue of the Yeoman Farmer, 1785

In this document, Thomas Jefferson emphasizes the importance of the role of yeoman (subsistence) farmers in society. He claims that land is a great resource that the Americans have, being an expansive realm much greater in area than European nations, and that God's "chosen people" are those who work the land as humble farmers. These people are the ones who are the most virtuous and the least corrupt, even extrapolating so far as to say that the ratio of non-farmers to yeoman farmers in a society is representative of how sound a society is. He argues that the yeoman farmers are independent, while their customers (the rest of society) are dependent on them; this dependence fosters negativity and corruption. It can be reasonably inferred that this was inspired by Revolutionary ideas based on the dependence of Great Britain and the favorability of independence over dependence. Based on this independence, it is favorable to have a greater population of farmers here and other professions—such as "carpenters, masons, smith"—back in Europe so as to avoid corrupting the citizens of the United States. Thus, Jefferson proposed an entire system of economics, based around the profession of agriculture for necessity and trading with Europe for other goods.

Document 2: Judith Sargent Murray Argues for the “Equality for the Sexes,” 1790

Murray angrily argues that women and men are equal, and should be treated equally but are not. She begins by asking how women and men really differ from each other; in what ways women are inferior to men. A logical answer to her own question is given, proving using a broad measure of intellect to support her claim that women are intellectually equal to or more adept intellectually than men. Having asserted this claim of women’s competency, she explains that women have a feeling of inferiority, and therefore live a wrongful life of shame. Because they are looked down upon by men and not given the same opportunities as men, they are subjected to a life of “sexual employments or amusements” in vain, and a “mortifying consciousness of inferiority, which embitters every enjoyment.” The document then shifts to become a call to action to support the betterment of women’s education because that would greatly enrich a woman’s life so that it would rightfully become equal in standard to a man’s life. Like Abigail Adams, Murray was one of the first women to openly challenge the long-standing superiority of man, bringing Revolutionary ideas of natural rights to social issues as well as political ones.

Document 3: Federalist Alexander Hamilton Envisions a Developed American Economy, 1791

Hamilton imagines a system of lifestyle that augments the nation’s ability to profit from industry, which directly opposes Jefferson’s want for a farming-based society meant to combat corruption. Hamilton lists seven points that his plan will center around that are very similar to liberal systems today, such as stimulating employment in lesser-staffed fields, promotion of immigration, greater diversity of talent and less discrimination, as well as farming (but not as the foundation of the economic system as was Jefferson’s plan). Each of these points are discussed in detail, making up the rest of the document. All of these points are based around optimizing profit by using as many resources as possible: this means the use of more people (from immigration), machines (who can work as efficiently as humans in some cases), more types of jobs (industry and farming), and more fields (a diversification and anti-discrimination of talent). This system of economics contrasts strongly against Jefferson’s, which was based around the morality and religiosity of farmers; Hamilton’s plan, on the other hand, focused on material advancement.

Essay (Kerber): The Fears of the Federalists

After Jefferson was elected, the Federalists showed great concern. The Jeffersonians were characteristically free, but the Federalists believed that there ought to be more structure in the new society that the Americans had; as a result, they believed the Jeffersonians were naïve in their calls for idealistic freedom. Their greatest concern was the growing proletariat, the class of poor and less educated people, who had the tendency to form a mob mentality contrary to that of the government or the common good—the “factions” that Madison warned against. The federalists argued that the United States were born out of turmoil, and that the freedom that the Jeffersonians wanted would only lead to the rebellious attitude that allowed the colonies to separate themselves from Great Britain. It turned out that the idea of the moral, noble farmer that Jefferson wanted was an idealistic and impractical image, and even Jefferson said that the mobs would be the problem with society (and that was why the idea of the non-corrupt farmers was the foundation of his plan). As a result, the industrial views of Hamilton became somewhat more popular, with industries already forming. With the federalists worrying that human nature prevented mankind from being naturally virtuous, they turned to other sources of virtue:

the principle source of this was religion. Religion, which formed the moral basis of many people's lives, eventually saved the public such as during the Great Revival of 1801. The victorious Jeffersonian liberal view clashed strongly with the more conservative, concerned Federalist view in politics, economics, and social issues of morality.

Essay (McCoy): The Fears of the Jeffersonian Republicans

This document begins with the origin of Jefferson's political and economic views during a French questionnaire of the members of the Continental Congress. However, his answer to the survey became a widely-supported view that idealized the hard work and high morals of farmers, as well as the need for foreign interdependence for goods other than the bare necessities that agriculture could provide. The latter was a view that was not customary in the colonies, but Jefferson considered the vast arable land of the United States a comparative advantage for the United States that could be used for the greater benefit of the citizens, while higher-quality goods would still be cheaper if bought from the industrial nations of Europe. McCoy goes on to explain many points of Jefferson's *Notes on the State of Virginia* in great detail, such as the fear that Jefferson had of extensive manufacturing that was similar to European economics, or his disdain for dependence on others, for which the self-sufficient yeoman farmers would provide a solution.

The next section of McCoy's essay talks about the changes to government from Jefferson's presidency on. In 1800, the year of Jefferson's election, he deemed his election a revolution, one that prevented the Federalist view of Anglicanized manufacturing that he strongly opposed from being implemented, and therefore allow a truly republican government. Jefferson proceeded to attempt to lower spending and the debt and erase Hamilton's financial policies such as higher taxes, which Jefferson thought was corrupting society. This view became very popular amongst many people, even industrial or non-farming people that the Federalist view advocated for.

Next, McCoy discusses the belief of Malthus, a parson who believed that societal aging—into corruption, as was usually observed—was inevitable, and that no system, not even the Jeffersonian view of anti-corruption, could hold it off forever. This was in contrary to Jefferson's belief that a virtually-indefinite resource of land and the abundance of farming would hold off corruption, but Malthus disagreed. However, Jefferson acknowledged Malthus' work for its liberal economic views that corresponded with his own, and rejected Malthus' population views for a belief in American self-sustainability.

The final section of McCoy's essay focused on the Louisiana Purchase, which gave the United States much more arable land, which further alleviated Jefferson's concerns. This, he argued, allowed for the spread of a republican system by allowing more land to the farmers. However, McCoy ends with a curiously opposing thought that as the United States began to open up to free trade and more international relationships, the beliefs of the Jeffersonians would become more idealistic and titular and lose their importance.

Whose vision of America's future, Jefferson's or Hamilton's, is most appealing to you? Whose vision was most fully realized?

Hamilton's view seems the more appealing worldview to me. It supports the optimization of American resources, especially its human resources and industrial capabilities, in order to augment American superiority in the world. He focused on practical ways to allow a forward movement of American society, especially economically, that correspond with many successful liberal policies that

extend even to today, such as the supporting of immigration for greater manpower, greater diversification of the workforce, and stimulating lesser-staffed fields of work. His view makes sense and gives a clear indication of progress with sound reasoning and measurable steps to realization—it was an entire system of economic exchange waiting to be realized.

However, it was not Hamilton's industrial view, but Jefferson's agrarian view, that became the vision that was more greatly implemented. After Thomas Jefferson's ascension to presidency in 1800 and the subsequent efforts of the Jeffersonian Republicans to remove traces of Hamilton's work, society became tilted in the favor of Jefferson. He believed that industry and dependence on others would lead to corruption and greed, while the hard-working, humble farmers were "God's people" and would be the least corrupt because of their own independence. Therefore, he supported the theory that the greater the amount of land a nation has, and the greater the percentage of humble yeoman farmers, the less corrupt the nation would be. Therefore, as McCoy stated in his essay, as much as 90% of the people in the United States were husbandmen, and even workers of industry supported Jefferson's view. Following the Louisiana Purchase, this view became even more solid with the expansion of the United States, because there was more land to create more work for the farmers who would continue his theory. Therefore, while Hamilton's view was more of a practical, economic model, Jefferson had more of a moral ideal that the people favored, showing that cultural and societal wants during the tumultuous time were more important to the colonists than economic desires. Corruption of political power was a major concern of the revolutionaries, who worried that the new government of the United States might become corrupt and dictatorial like the British one; this view of anti-corruption and moral sanctity, based on cultural values of revolutionary ideals, proved very alluring.

How did the fears and hopes of those who belonged to the Federalists and to the Democratic-Republican Party differ?

The major concern of the Federalists was that the excessive freedom granted by the Jeffersonians would foster a proletariat class that would create mob mentality. This was because the ideal yeoman farmer that Jefferson had in mind was very rare, and there was no strict correlation between a higher degree of morality and the subsistence farmers. The Federalists hoped that the United States would have better economic policies, including better foreign relations; this was very different from the Jeffersonians' moral and independent theories.

The Jeffersonians, on the other hand, had won power in 1800 with the election of Thomas Jefferson, and did not have as great a fear of the other party's policies. Jefferson quickly began removing the policies that the Federalists had put in place, such as increased taxes and industry. However, they were concerned about the integrity of their system as time went on: Malthus had spread a popular population theory that asserted that any society, no matter how virtuous its principles, will follow the path to corruption. Furthermore, Jefferson's policy depended on the availability of land. Luckily, and especially after the Louisiana Purchase shortly after Jefferson's election, land was abundant for the colonies, much more so than that of any European nation; this, he claimed, would be enough to survive the nation for centuries to come for farmers and their humble rectitude. Therefore, while the Jeffersonians based their society on moral principles—an unprecedented system—and while doomsayers like Malthus preached the inevitability of a social degeneration, the view of the Jeffersonians was still generally positive.

How did Federalists and Democratic-Republicans represent and misrepresent one another?

Both parties, being in opposition to one another, naturally misrepresented the other party as a polar opposite. The Federalists, for example, saw the Jeffersonians as the key to the detriment of society because they were *too equal*—they were promoting exaggeration of the benefits of the yeoman farmers, who the Federalists believed were simply ordinary farmers struggling to make a living and profit and not the idealized heroes that the Jeffersonians made them out to be. The society they saw was one that was still highly reactive, born out of an age of turmoil and not completely settled.

The Jeffersonian Republicans saw the economic views of the Federalists as potentially corrupting, as it fostered a capitalistic society that may foster an aristocratic class and cause people to deviate from their moral beliefs. They saw the Federalists as a more elitist group focused on profit rather than the common good; this turned out to be a popular belief amongst the American citizens, which contributed to the victory of the Democratic-Republicans over the Federalists.

Ultimately, the very image of the two parties stood distinct from one another, the Federalists being the progressive party of economic concerns, and the Democratic-Republicans being an ethical society based on the commoner. Ultimately, the recent cultural ideals that were more prevalent in Jefferson's party led to his election, as well as the strengthening of revolutionary ideals into the fabric of American identity as well.

Major Problems in American History Chapter 13 Synthesis Questions

Were the sixties a decade of hedonism, or heightened social responsibility?

The sixties were a time of “heightened social responsibility,” both for the government and the people. Clearly, the central government was unwilling to give into a self-indulgent hedonism and the lack of order that would likely result. While Vice President Spiro Agnew (Document 7) calls the amount of student demonstrators “impudent” because to him they appear to undermine traditional American congressional lawmaking by taking to the street in rowdy crowds to achieve the legislation they want. His point of view is clearly careful — clearly not hedonistic — which is influenced by his background of being the vice president of conservative Republican President Nixon. Even so, he believes that Americans should “question the credentials of their leaders” and give a “healthy in-depth examination of policies and constructive realignment.” In other words, he strives for a cleansing of the political system, but one that is “healthy” and “constructive,” a belief in the responsibility of the government to reform itself to fit the people’s needs. Liberal Presidents Kennedy and Johnson before him also believed in a strong social responsibility of Americans (Document 2) to work together in “the struggle against the common enemies of man: tyranny, poverty, disease, and war itself.” While Kennedy’s liberal platform is much more optimistic (e.g., believing that “a new generation of Americans has come” and that “survival and success of liberty” will result from people working together against these societal evils) and his inaugural speech is chronologically earlier than most of the riotous movement of the riotous protests, his later cooperation with civil rights leaders such as Martin Luther King show his support for organized, peaceful riots. Following Kennedy’s passing, LBJ continued his legacy with the Civil Rights Act of 1964 to legislatively help racial and gender equality. As usual, these presidents and the federal government hoped to keep balance and promote healthy social change, not the occasional violence that sometimes came. And they certainly did not endorse hedonism, only helping the essential rights of people such as improved voting rights and anti-discrimination laws for blacks and women.

The demonstrators too advocated for social change because they felt it was justified. They did not encourage rash and irrational action and personal pleasure, but had good reason to ask for the social changes they requested. Carl Wittman wrote in his “Gay Manifesto” (Document 9) that homosexuals had been tormented and were forced to flee to the “refugee camp” of San Francisco, and that they “have been drummed out of the armed services, thrown out of schools, fired from jobs, beaten by punks and policeman.” The protection he seeks from the government is for basic survival and equality. Likewise, the Columbia student who protested that long hair for men should not be condemned (Document 6) believed in his basic American right of freedom to expression. He argues that “medical science has yet to discover any positive correlation between hair length and anything — intelligence, vanity, morality, cavities, cancer — anything.” While this isn’t a necessity for survival, nor is it a hedonistic claim that wastes government efforts, such as a hypothetical claim to the right of free government handouts or the like. Rather, the student is demonstrating his American right to freedom against unnecessary government suppression against superficial items like long hair. Similarly, Cmiel’s essay details the rise of an extremely liberal and sometimes violent “counterculture” that characterized the 1960s, little about it was inherently wrong. The only potential deviations from “social responsibility” may be the rise of drug abuse, but that is a personal preference, not a social norm. People fought for black nationalism

with both civil and more desperate ways, but it was always out of frustration and the want and responsibility for societal improvement that drove these struggles, never a completely selfish motive.

These liberal movements most strongly represents the theme of American and National Identity, in which Americans fight out of necessity or out of the defense of their national liberties rather than for selfish needs. America is fundamentally for the people, and the surge of pro-change politics that happened through the use of demonstrations, especially during the time of high mistrust of government during the Vietnam War, exemplifies this American spirit of fighting for one's rights.

How and why did both the Left and Right become radical by the end of the decade?

The Left became radical out of the desire for freedom and the Right out of the desire for order. Generally speaking, the Leftists were the demonstrators: for racial, women's, and gender equality. Activists became more radical by openly defying the government with open demonstrations, such as the student demonstrator at Columbia University (Document 6): they were stationed there to "look [out for] radical leftists." Even despite the fear of being arrested, many demonstrators openly flouted their right of freedom. Civil Rights advocates marched in the thousands such as at Washington D.C. and Selma, and bus boycotts such as the one in Montgomery, and sit-ins such as those in Woolworth occurred, and Freedom Riders rode through the South. But in many cases, especially the latter, violence erupted. In Birmingham, MLK's peaceful marches were met by fire hoses and dogs and arrests, radical Rightist opposition. Malcolm X and the Nation of Islam eventually advocated for more extreme methods, such as violence, and more extreme goals, such as complete black separatism. Sometimes it was simply ideology that became so radical because suppressed groups felt a need for independence, such as with black separatism and also homosexual beliefs. Carl Wittman wrote openly against the ancient rite of marriage, claiming that it is "a contract that smothers both people, denies needs, and places impossible demands on both people" (Document 9) Clearly this sounds somewhat irrational and very radical, but it was born out of the need to survive against suppression from the majority heterosexual population.

More specifically, Cmiel's essay clearly delineates the process of the Leftists becoming more radical in terms of civility. At the beginning of the decade, there was a great push by Civil Rights advocates and other demonstrators for freedom to protect civility over civil rights. The benefits of a civil, equal society had to be felt by the opponent conservative Rightists. But as peaceful protests didn't seem to create many policy changes to help the Leftists, they became more frustrated and radical. The Rightists became more radical to counter the radical Leftists. All in all, this is the ultimate showdown of American Culture and Society, showing that there exists a dynamic equilibrium always in its culture: every radical Leftist movement triggers a Rightist reaction, and vice versa. This is similar to the constant shift back and forth between the liberal and conservative (Democratic and Republican) parties in government, as both are necessary to balance one another out.

But while there was a more radical shift in the culture of the common people, the government stayed amazingly level-headed. While the beginning of the century began with a Democratic, liberal administration (JFK and LBJ), it ended up with a conservative, Republican one (Nixon). The Supreme Court was originally more conservative but became more liberal under Chief Justice Earl Warren. Both JFK's (Document 2) and Nixon's administrations (Document 7) held similar beliefs that the nation ought to undergo political and social change, and they certainly did not call for radical measures to carry this out. The executive branch of government held both moderate calls for change (leaning Left) and order to counter these drastic changes (leaning Right) that allowed social change to happen smoothly.

Which changes initiated in the sixties are still with us today, and who “won” the culture wars?

The advocates for social change arguably “won” the culture wars. Despite conservatives’ wants to restore old orders of society, the most fundamental American desire for freedom won out. As a result, better women’s rights, racial equality, and homosexual rights have improved since the 1960s’ “culture wars.” It is obvious that “long hair” for men (and likewise short, boy-ish hair for women) is not considered socially unacceptable anymore, as it used to during the 1960s (Document 6). And now, with gay marriage legalized and an increasing awareness of LGBT rights in the US, it’s not difficult to see that homosexual rights have advanced as well, largely due to the efforts of people such as Carl Wittman (Document 9). Both President Kennedy (who spoke of working together as a “new generation of Americans” (Document 2) against social evils) and Vice President Spiro Agnew (who talked about a routine, in-depth inspection of American government and society (Document 7) were not adverse to some degree of social liberal change, as well as President Johnson (who initiated multiple welfare programs such as Medicare, Medicaid, and the “War on Poverty”) and President Nixon (who created the EPA in response to rising waves of environmentalism). Cmiel writes in his essay about the increasing degree of American counterculture rebelling for social change, caring less for civility and more for civil rights and equality as time went on. All of these changes in social culture, spanning the anti-war movement, the civil rights movement, and a push for women’s and gender equality worked together to spawn a highly liberal push towards equality in society. Therefore, the Leftists arguably “won” the culture wars, albeit with heavy opposition and setbacks (e.g., the blockage of the ERA by antifeminists, the assassination of the civil rights leaders MLK, Malcolm X, and JFK, etc.) from the conservative Rightists.

Six Degrees of Separation

1. Jamestown (1607)

The founding of Jamestown was the first successful permanent settlement of the English in the Americas. The Virginia Charter used to settle there guaranteed the new colonists the same rights as the English in Europe; this set the foundation for the systems of rights and the sense of equality the new colonists demanded in the new colonies from then on. Having a settlement here also provided a physical gap of three thousand miles from the mother country, thus providing a sizable buffer area that would give them a greater degree of autonomy and eventually protect them from Europe in the wars to come. The settlers of Jamestown encountered many of the same hardships as many of the colonies to come, such as interactions with the Native Americans (in the Anglo-Powhatan Wars) and the simple struggle for survival (which was alleviated by help from the Native Americans). They also set the foundation for tobacco planting in the Americas, which became a very common cash crop for the plantation colonies involving many people and labor systems (both indentured servants and slaves).

2. The Great English Migration (1620-40)

The Great English Migration was a great movement of English, especially Puritans seeking refuge from religious persecution, to the American colonies, especially in New England. Not only did this greatly increase the population of New England, but society greatly changed to adhere to Puritan beliefs. They founded Puritan-tolerant colonies such as Massachusetts, which Governor Winthrop said would be a “city upon a hill,” a model for future cities in terms of religious freedom—it did fulfill this goal with many following cities, as well as the most fundamental American ideals, practicing religious freedom. This differed from most of the western world, such as Great Britain in which Puritanism was persecuted; this religious difference from England was one of the first great point of contention between the English and the Americans that separated them. Lifestyle changes happened as well, with the “Protestant work ethic” based on their religion becoming common. Politics in the New England colonies also changed to become more religious as well, with Puritan men being able to participate in town hall “governments” in every town, a system very close to democracy.

3. Bacon's Rebellion (1676)

Bacon's Rebellion was the uprising of the oppressed majority—the poorer indentured servants such as Nathaniel Bacon—against the privileged minority—the aristocratic ruling class, such as Governor Berkeley. This represented the overall hatred for an oligarchy or for corrupt officials, which were abundant in England and in English-appointed colonial ministers. The rebellion shows that this sentiment was very popular in the colonies, enough to unseat authority (Bacon temporarily ousted Berkeley), which was a demonstration of the feasibility of the revolution that later enlightenment philosophers such as John Locke advocated. To the aristocratic Americans, it showed that having white, freedom-fighting laborers were not the most reliable because of the newfound potential for revolt; hence, the slave trade grew as a source of labor, replacing the headright system of indentured servants as the predominant labor system in the colonies. To England, Bacon's Rebellion (and later Leisler's Rebellion) showed the need for stricter discipline on the unruly colonies, which led to developments such as the Dominion of New England to have greater control.

4. The Dominion of New England (1686-9)

Ten years after Bacon's Rebellion, the English wanted to consolidate power over the Americans by creating the Dominion of New England. This was a super-colony consisting of most of New England with a British governor, Edmund Andros. The colonists had previously created the Confederation of New England, but that was to their own benefit and governance; this development, however, led to a great hatred by the colonists of the extra colonial power, such as by increasing taxes for the Church and restricting town hall meetings—Andros was a strong believer in England's absolute control over the colonies. The colonists were infuriated and forced Andros out, creating another successful rebellion by the colonists over British rule. This was followed in 1689 by Leisler's Rebellion, which similarly ousted a New York British ruler. This had a similar effect on the colonists, who celebrated another victory against extra and unwarranted British rule.

5. The First Great Awakening (1730s-40s)

The First Great Enlightenment was a movement to revive the diminishing religious fervor that had helped found the colonies. Jonathan Edwards began the movements, who was an emotional speaker that carried very orthodox lessons to the people, such as with his famous sermon, "Sinners in the Hands of an Angry God." Later on came George Whitefield, a similarly captivating speaker that preached new ideals such as the fact that people were allowed to interpret religion in a more personal way. This was a "new light" approach to religion, as opposed to Edward's "old light" view that was common among most of Europe; again, this was a source of religious difference that the Americans fostered: a newer, livelier, freer religion that England didn't have.

6. The Seven Years' War (1756)

The Seven Years' War was the first major international conflict that the American colonies had participated in. In it, the Americans were introduced to formal military engagement, as opposed to the more informal wars they had had with the Native Americans and the unruly rebellions against the English. As a result, they gained a great military experience from this, which would help them in fighting the British during the Revolutionary War. Secondly, this war greatly humiliated the French, whose loss of land and prestige led to a sense of revenge that showed in the Revolutionary War when they agreed to help the American colonies battle their strongest colonial competitor in Europe, Great Britain. This war also was the source of the discontentment between the American colonies and Great Britain, because Great Britain had come under heavy debt because of this war and had to cause the controversial taxes that had set the Americans over the tipping point and into the American Revolutionary War.

The Help: A Voice for Stifled Heroes

In the midst of the Civil Rights of the radical 1960s, segregation persisted very strongly in the South. While a few prominent Civil Rights activists, such as the marches of Martin Luther King, Jr. and the bus protests of Rosa Parks, made their mark on public television and national sentiment, the story of the more common, silent, domestic workers — the “help” — goes largely untold until the publication of Kathryn Stockett’s book and the subsequent movie, *The Help*. These maids made up a large portion of Southern blacks, and the movie portrays the prejudice and shame that they felt in deeply segregated Jackson, Mississippi. While the exact plot is fictional, the movie accurately shows the occupational limitations, segregational measures, and social lack of control that the Southern maids felt during this time period.

All of the black women in the movie were portrayed as maids, except perhaps Constantine’s daughter, who lived in the North. While this may seem an outrageous exaggeration of the African American population, this is mostly accurate. Estimates of the maid percentage of the total African American women population in the South range from 65% (“Domestic Work in the South: Maids are no Longer Servants”) to 90% (Armstrong) during the mid-20th century (1940-1960). This was especially true of the deep South, such as the scene of the story in Jackson. While blacks in the North had already been incorporated deeply into culture (e.g., the Harlem Renaissance) and states in the upper South had slowly been gaining rights (such as the introduction of intellectual jobs in Virginia to black women at NASA, as shown in the movie *Hidden Figures*), the lower part of the South remained *very* conservative. Being a maid was one of the only available occupations to the black women amongst the deeply-prejudiced Southern population, and still a measly one at that: maids earned on average only \$139 (inflation-adjusted) per week (“Domestic Work in the South: Maids are no Longer Servants”), and there were no labor unions or regulations to help them against mental, verbal, or physical abuse by their employers (Cassanello). The main sense of despair for African Americans begins here in the lack of economic opportunity, which causes the maids to live in their own, poorer neighborhood: the lack of available occupations with any resemblance of equality to white women.

Ironically, their employers such as Hilly and Elizabeth head charity foundations that help kids in Africa, without noticing the poverty that exists in the maids around them, all the while hosting bridge gatherings and extravagant charity dinners. This detail indicates that the women had a sense of indignance against low-welfare people (as then-President LBJ's "War on Poverty" initiative was a major point in his "Great Society" policy), but simultaneously failed to regard the domestic social inequality as poverty. This again demonstrates the strict conservatism of the Southerners, which masks their ability to see the level of hardship of their overworked, underpaid maids. This is much like the Confederate conservatism that limited 19th-century Southerners from seeing their slaves as nothing more than chattel or animals, as evidenced from the movie *12 Years a Slave* in which Master Epps compares his slaves to baboons.

This conservatism also was evident in the movie because the more radical-minded, tolerant people in the movie were shunned by their more socially-involved counterparts. Skeeter, for example, was dismissed by her mother several times for showing concern about Constantine's firing and whereabouts, until her mother was also overcome with regret about the loss of Constantine. Skeeter's mother was in turn shunned by Hilly, for protecting Skeeter's defense of her book on the maids. Celia was also labeled as a social outcast, in part because of her disregard for social norms of segregation: Celia wholeheartedly welcomed Minny into her home and appreciated her work, an act that was condemned by Hilly.

Another astonishing fact that was shown in the movie was the white people's "scientific" evidence to support segregation. A report on the supposedly-scientific studies of germs specific to African Americans states:

"Scientists, bolstered by **scientific racism**, undertook unethical studies that would never have been allowed with white subjects. While many emphasize the horrors of Nazi-supported science, white supremacists in the U.S. **conducted their research and published their findings with impunity**. While working as the Assistant Secretary of Labor, Daniel Patrick Moynihan wrote a controversial report in 1965 (*The Negro Family: The Case for National Action*) using sociological methods to define a "**pathology**" **inherent to families of African-Americans — that black mothers caused their own**

poverty and destroyed their own progress toward economic and political equality”
(emphasis added) (Hollingsworth).

Other historical evidence mentioned in the report stated that sometimes diseased blacks were denied medical treatment and that lower-quality, poorer facilities for blacks often fostered more diseases than cleaner white-only facilities (Hollingsworth), both of which caused a vicious cycle that increased pathogen growth among blacks that further supplemented this “scientific racism.” The segregated bathrooms illustrated in the movie were just one aspect of this segregation, both as a result of the conception that African Americans carried different, more dangerous germs, and resulting in more dirty conditions among African Americans. The movie does not even mention separate-but-equal facilities outside of the domicile, such as in education or in public restrooms.

Finally, and perhaps most potently, was the fear incited amongst subordinate African Americans in a white-dominated society. Even though *Brown v. Topeka Board of Education* had ruled segregated facilities unconstitutional a decade earlier, implementing the law was not easy. Vivian Malone, the first black student to attend the University of Alabama, was held back by the governor from entering the university before Eisenhower ordered National Guard troops to uphold the *Brown* ruling by allowing her admission; even after her admission, a fellow student at the university recalled that guarding National Guard members had said, “I hope you have a gun,’ or, ‘I hope you have a bomb” (Davey) — indicating that they too wanted Vivian *dead* despite their orders to protect her. In the movie, the murder of Civil Rights activist Medgar Evers by KKK members in Jackson was portrayed as a night of chaos, confusion, and fear, rightfully so. At that point, Minny says to Aibileen, “Things ain’t never gone change in this town, Aibileen. We living in hell, we trapped. Our kids is trapped” (Stockett). Intimidation methods such as murder still controlled the South stronger than the law did, and as a result Jim Crow laws effectively held priority over Civil Rights rulings.

One of the few positive aspects of the movie, which actually occurred between many Southerners and their maids, was an inseparable friendship between child and caregiver. The relationship between Skeeter and Constantine, or between baby Mae Mobley and Aibileen, was

one that existed for thousands of children, mediated by their parents and by social norms. In a real-life person's memory, "[her maid] Elisabeth was chosen to look after me, and I had no idea that I was her job — I thought she was my friend who came to play" (Davey). Before these children grew up there was no distinction between skin color because they don't understand racial relations; after they grew up, however, relationships often became strict and work-based.

Despite all of these realities displayed in the movie, the actual, historical accuracy of the events may be entirely fictional. Stockett herself claims that the story is entirely fictional (Bremner). However, there has been a legal dispute over whether or not many of the stories, especially those of Aibileen, were stolen from a former maid that worked for Stockett's brother, Aibileen Cooper ("Based On True Story? "The Help" Author Battles Family Maid In Court"). The publication of an anonymous book titled *The Help* in the 1960s is fictional, however, and the stories within are geared towards the readers of the 2009 novel and movie adaptation. However fictional it may be, the movie was very effective in determining the realities of maid hardships — I did not even know that the story was fictional until researching it after watching it.

On a scale of one to ten for historical accuracy and relevance, I would rank this movie a nine. The only issue is that it is not entirely nonfictional, even if the basis of its stories may have been. However, this was not the focus of the movie, which was meant to convey the idea of Southern segregation from the perspective of the segregated holistically rather than provide an actual, factual record. The perceived reality demonstrated in the movie — in the historical references (such as building separate restrooms within a house), shock value (such as the death of Medgar Evers), and comical moments (such as the "terrible awful") — give a powerful voice to the silent help of the 1960s South. They were very much heroes in their own right: with no chance to speak out for themselves, they kept their heads low and fostered so many children indignantly, selflessly, having nothing but hope in their hearts.

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Rape, Torture, and Intimidation: Sad Truths in *12 Years a Slave*

The racial issue in the South during and in the period immediately preceding the Civil War was extremely punishing on black slaves in the South. Even with the free black situation in the North and the rarer free black or freedman in the South, the prevailing Southern sentiment remained of the same slave-as-property mindset that dated back to the origins of the United States. The movie *12 Years a Slave*, modelled after the 1853 memoir of the same name by the main character and protagonist Solomon Northup, remains very true both to the book's contents as well as to the historical context of the story. The producers' decisions to go through with unspeakably foul acts — rape, torture, and intimidation — to illustrate the brutality of Southern slavery create the authenticity of the movie. The only possible source of contention are minor discrepancies in Solomon's attitude toward different masters, as well as the differing roles of blacks throughout the North and the South, but these extend beyond the scope of the movie's focus on slavery. For the most part, the movie *12 Years a Slave* ranks high (9/10) for historical accuracy due to its multifaceted display of the cruelty in Southern slavery of African Americans.

One of the most horrifying aspects that the movie brings to light is the sexual exploitation. The producers were willing to tell the story with scenes very suggestive of rape of African American women and girls by white men. The first instance was of Eliza on the ship from Washington D.C. to the slave market, which was fortunately stopped by another slave. The second suggestive scene was when the slave dealer wouldn't sell Eliza's daughter because there were "piles of money to be made off of her" (Northup) — probably from the dealing of sexual favors. Then, Patsey is raped by Master Epps, and lastly Mistress Shaw proudly admits to letting Mr. Shaw take advantage of her in exchange for her being his wife. There was simply no choice for a woman to resist much as there was no choice for a slave to resist doing the work he or she was told to do. While statistics for rape of female slaves by male masters are difficult to find because of the secrecy of the acts, it was very common because laws guarding against statutory rape did not apply to Native Americans nor slaves, and those who resisted were often subject to beating (Browne-Marshall). The keeping-off-the-market of Eliza's daughter showed that it was even considered socially acceptable to raise human beings simply for profit— Master Epps concurs with this theory, comparing African American slaves to baboons. The separation of

families is further barbaric: despite Eliza's pleas for her sale with her children, her son is separated from her to do manual work, and her daughter to be used simply for the profit of a slave dealer. It's obscene but it was real. This practice of splitting up families — often deliberately — traces back to the transatlantic slave trade, when west African slave smugglers split up ethnic groups in order to weaken connections between the slaves and lower their morale so that it is more difficult for them to revolt. In the case of the slave dealing in *12 Years a Slave*, it is both to weaken morale and to obtain the maximum profit. The slaves, naked and on display, were treated and advertised by the slave dealer as if they were objects and not human beings.

Another policy of the time that only further enabled white men to do injustice to slave women is that a child's social status is the same as that of his or her mother (Rael). A child of a slave mother, even if unwillingly brought into the world by a white slave owner father, was to grow up working the fields as a slave. The converse of that — in which a black male has an affair with a white woman — can be a crime punishable by death, such was the severity of Southern racism. The extent of the Southern traditionalist racism by white women against blacks can be seen even over a century later with the brutal murder of an African American boy, Emmett Till, for simply *whistling* at a white woman — at the even more conservative time of Solomon's enslavement, the punishments were sure to have been severe as well. The movie accurately portrayed this by having no contact whatsoever between any of the slaves to the white women, knowing full well the respect women had in society; instead, all of their anger was directed towards their most direct master, the male masters of the plantations.

Interestingly, while the focus of the slave ownership in the movie is placed on the male masters and overseers, there is also immense power in the owning lady of a plantation. Mistress Epps was glowering when Solomon said that he knew to read even a few words, and indicated that she would have him whipped if he knew any more. She also had the power to limit the affair between Patsey and her husband, being the only one able to openly shame Master Epps. In general, she is cultured to a wealthy Southern lifestyle, ordering around slaves and doing little work herself. Similar to her are Mistress Ford and Mistress Shaw, the former of which seems to support the slavery system by letting Solomon suffer from almost being hanged for several hours, and the latter of which is a *former slave* who feels no remorse at having slaves work for

her now. This accurately represents the strong conservatism in the South, which at the time was very separated from the more liberal, more industrialized North that had an ever-increasing population of women working in factories such as the Lowell Girls.

The conservative value can also be seen in the strong sense of religion in the slave owners, who recite sermons to their slaves, some (as those by Master Ford) to educate and others (as that of Master Epps) as a biblical interpretation to make a point. In the latter case, Epps takes a very literal interpretation of “beaten with many stripes” in the Bible to justify his punishment of the slaves by whipping.

Lashing was another of the graphic brutalities depicted in the movie. Immediately after Solomon’s kidnapping, Solomon was beaten with a wooden board and a whip, the blood from his back soaking his shirt. Throughout the movie, Epps is shown whipping slaves who slack off for just a moment, and towards the end of the movie Solomon is even forced to whip Patsey at gunpoint. This was a show of intimidation — by having a slave whip another slave by the order of his masters, it shows that even slaves would hurt other slaves to save their own lives. If a slave revolt broke out, then other slaves, ordered by their plantation masters, would likely be the ones to kill the rebelling slaves. As a result, no major slave revolt was successful in the South and slave escapes were few, uncommon because of the prospect of being killed or returned by the Fugitive Slave Act of 1850.

The only action in the movie that trumps the whipping in terms of brutality was the hanging. This served not only the purpose of punishment, but also intimidation to keep slaves from revolting. With slave codes treating slaves as chattel, hangings such as those that Solomon witnessed on his way to the market, as well as the aborted hanging attempt of Solomon himself, were met with little justice to the perpetrators. Even after slavery was abolished, Jim Crow laws lingered in the South, and racist actions such as lynching often had few consequences for the white criminals.

Another cruel reality for African Americans at this time period were the kidnapping of free blacks in the North or the South. The Fugitive Slave Act sometimes caught not only runaway slaves but also free blacks such as Solomon, as the courts apprehending the supposed fugitives did often did not review their cases with due process of law. The situation of free black

kidnapping worsened to the point that “several black leaders suggested that people of color carry weapons for self-defense” (“The Northern Migration”), and this new militaristic policy led to further racial conflict.

All in all, after rape, torture, and intimidation, the southern slave population was greatly repressed by their owners. *12 Years a Slave* shows each of these horrors very graphically, but to great effect — none of these actions can really be expressed so simply in words, and the movie’s attempts to embellish the hellish acts cannot do the true horrors justice.

However, the movie does miss out on a few details of both Northern and Southern life, which is understandable given that the purpose of the movie was to cover a conflict about Southern slavery. First of all, Solomon thought very kindly of Master Ford, once commenting that “there never was a more kind, noble, candid, Christian man than William Ford” (Li). This was expressed subtly at most in the movie, but some master-slave relationships lasted the better part of a lifetime and were mutual friendships that meant safety and some degree of trust. The return of a runaway slave to his master on the arrival of the ship in the South, for example, show the gratitude that some slaves have of staying with their masters. Solomon, too, saw kindness in Ford and was grieved to be taken away to a more strict master. Another rare but positive aspect of the South is that there were always some free black, comprising 2.6% of the Louisianian population at the time of the Civil War (Taylor). Some were originally free upon entry to the Americas, or became free when they or their parents were married to whites, and sometimes they were slaves that bought their way to freedom. The second case is that of the child Master Epps is shown to be playing with (presumably Patsey’s child, shown at the end of the movie), and Mistress Shaw is free from her marital association with Master Shaw. However, this was more common in some areas of the South more than others: for example, more urban areas and previously French-inhabited parts of Louisiana, such as New Orleans and Baton Rouge, had higher populations and greater tolerance of free blacks than in more rural areas such as the plantations of Solomon’s masters (Taylor). However, this number was highest in 1803 when the land was granted to the U.S. — up to one quarter of landowners were free blacks in Louisiana according to one estimate — and was in steady decline due to free black migrations to “the North, France, Haiti, and Latin America” (Taylor). Furthermore, Solomon’s account of his life in

the North is very positive, but there was certainly societal restrictions in the North much as there was in the South, even if slavery was outlawed. His memory includes the entire family on an outing, dressed well and not at all unhappy as they enter a store and buy a luxurious item on an impromptu request by Mrs. Northup — however, blacks often had a lower education level and much lower incomes than whites and few became of a high social status as Solomon had done.

In keeping with the book, the movie did a fantastic job. The affair between Patsey and Mr. Epps was not fabricated, nor was Bass's conversation about a "day of reckoning" — actually, the latter was cut short in the movie for brevity because there were months of semi-fruitful collaboration between the two before his safe return to the North (Wickman). This adds a dramatic sense to the movie to focus more on his suspenseful struggle to survive rather than his eventual successful rescue.

There's little to argue with about this theatrical production of *12 Years a Slave*. While Solomon's experiences do not represent those of all slaves in the South, nor do they represent the majority of free African Americans in the North, it does give an impressive overview of some of the unfortunate atrocities of slavery in the pre-Civil War Era South.

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Vietnam War Research

Other info about the war

- A.k.a. "Second Indochina War" or "Resistance War Against America"
- 1/1/1955 - 1975 (fall of Saigon to communist forces)
- North Vietnam + Viet Kong (Southern allies) against South Vietnam + US
- Up to 500,000 US military troops involved in the war at a given time
- President Nixon ordered the withdrawal of US forces in 1973
- There was strong opposition to the war in the US

Causes of the war

- Rise of Ho Chi Minh in North Vietnam and his Viet Minh (League for the Independence of Vietnam) communist party
- Japan had occupied Vietnam during WWII, and the French had a colonial system set up in Vietnam
 - The Viet Minh fought against the Japanese and the French colonialists
 - Vietnam became independent when Japan withdrew its forces in 1955
 - The Emperor Bao Dai (educated and supported by the French) in power when Vietnam became independent got overthrown by the Viet Minh, who declared the Democratic Republic of Vietnam (DRV) with Ho as president
 - Capital at Hanoi
- France supported Bao Dai in order to regain the land lost to the DRV
 - It set up Vietnam (South Vietnam) and had armed conflict against the DRV
 - Capital at Saigon
 - It lost a decisive battle at Dien Bien Phu (1954) against the North Vietnamese
 - Vietnam became split along the 17th parallel
 - North and South Vietnam agreed to have a vote to reunify in 1956
- Before the vote in 1956, Ngo Dinh Diem was elected leader of South Vietnam
 - South Vietnamese became the Government of the Republic of Vietnam (GVN)
 - Ngo Dinh Diem was strongly anti-communist
- The US supported Diem and South Vietnam because of its anti-communist stance in the Cold War
 - After the creation of the NLF, the U.S. increased US troops to South Vietnam (9,000 by 1962)
- Diem began to persecute communist supporters in South Vietnam (vietcongs)
 - 100,000 people were arrested by him in South Vietnam, many of whom were executed
 - In retaliation, the National Liberation Front (NLF) was formed by dissenters of Diem's harsh regime, including communists and non-communists alike
 - The US was concerned that it might be a communist-backed organization led by North Vietnam, even though the NLF declared themselves as anonymous
- Diem was assassinated in 1963 (shortly before Kennedy's assassination)

- The instability in South Vietnam after this allowed the US to have stronger support for the South Vietnamese, and US aid to Vietnam increased
- North Vietnam also torpedoes two American ships, making the US even more anti-North Vietnam
 - This led the US to retaliate by bombing Vietnam
- In 3/1965, Johnson authorized the US military to fight in Vietnam
 - Many Americans supported this action
 - Originally had 82,000 troops, 200,000 more given in the next two years
 - US-South Vietnamese troops generally fought on the ground
- South Korea, Thailand, Australia, and New Zealand also gave troops to South Vietnam to help them the American and South Vietnamese troops against communism
- The war strategy was very brutal
 - The main war strategy was to kill as many enemy troops as possible rather than to achieve a certain objective (strategy of attrition, weakening enemy as much as possible)
 - There were many civilians killed in heavy bombing raids
 - Some areas were evacuated of citizens and considered “fire-free zones,” in which both sides ruthlessly killed each other
- North Vietnam and the DRV, supported by China, refused to surrender
- US citizens began to lose confidence in the war, believing that it was “supporting a corrupt dictatorship in Saigon” and that the US was not truly winning the war like the government claimed
 - This was due to the media that portrayed terrible scenes from the war
 - This led to the protest of 35,000 people outside the Pentagon
- The largest anti-war protest in American history happened against the Vietnam War on November 15, 1969
 - Over 250,000 Americans protested peacefully in Washington DC
 - This split anti-war and pro-government advocates
- There was a high rate of desertion and “draft dodging,” especially near the end of the war
 - This ended when Nixon introduced an “all-volunteer” army, removing the draft in 1972
- The US and South Vietnam invaded Cambodia and Laos to try to get rid of North Vietnamese troops there
 - This broke international law and sparked strong conflict
- After another failed round of North Vietnamese attacks against the South Vietnamese and another attempt at peace talks, the US bombed North Vietnam again in the “Christmas bombings”

Vietcong

- Literally meant “Vietnamese Communist” — North Vietnamese sympathizers in the South
 - Originally used by the South Vietnamese leader to belittle the vietcongs
- They were guerrilla troops that fought against the South Vietnamese in South Vietnam with the support of North Vietnam
 - Their focus was to overthrow the democratic government of the South Vietnamese and reunify the nation (as a communist nation)

- They were connected to North Vietnam with the Ho Chi Minh Trail (through Laos and Cambodia)
 - This trail was as a result a target of the bombing of Operation Rolling Thunder
- It formed the Provisional Revolutionary Government (PRG) against the South Vietnamese government

Gulf of Tonkin Resolution

- August 7th, 1964
 - Happened shortly after the assassination of Diem and the torpedoing of US ships by North Vietnam
- This resolution gave the US “broad war-making powers” in Vietnam
 - Johnson commenced Operation Rolling Thunder the next year
- Critics (especially in hindsight) view this as Johnson misleading Congress into an expansion of the war effort

Vietnamization

- Happened when the Vietnam war was already largely unpopular
- Nixon began to hand over military control of the war to South Vietnam and end US involvement to appease the Americans
 - This included “a program of withdrawing troops, increasing aerial and artillery bombardment and giving South Vietnamese control over ground operations”

Kent State U protest

- Protests at Kent State University and Jackson State University were strong student responses to government invasion of Cambodia and Laos (against international law)
 - These were some of the strongest and most violent riots in America during the Vietnam War
 - Together six students were killed in the riots

Operation Rolling Thunder and Agent Orange

- Operation Rolling Thunder (1965-1968) happened after the Gulf of Tonkin Resolution
 - It was a bombing campaign of North Vietnam by the US
 - It was meant to weaken the North Vietnamese against the South Vietnamese
 - It was the first major US military involvement in the Vietnam War
 - It failed to achieve its purpose of dissuading the North Vietnamese from communism
 - This was largely due to the anti-air missile systems that the North Vietnamese had installed (with the help of the Chinese), taking down hundreds of American planes
 - Unexploded bombs from Operation Rolling Thunder has killed tens of thousands of Vietnamese after the war
 - It was ended in 1968 by Johnson in order to attempt peace talks with North Vietnam, but after those failed Nixon began Operation Linebacker, another bombing project on North Vietnam

- Agent Orange was a harmful herbicide sprayed in North Vietnam forests
 - It was used to destroy North Vietnamese crops and forest cover (to unveil their troops)
 - Over 19,000,000 gallons were sprayed over 4,500,000 acres of land
 - It had harmful health effects not only for the plants but for Americans and Vietnamese soldiers and civilians

Tet Offensive

- The North Vietnamese were growing impatient about the lack of progress and launched the Tet Offensive
 - This included fierce attacks on 100 South Vietnamese cities with 70,000 DRV troops
 - This took the Americans by surprise, but they were able to recover and strike back, taking back all of the cities
- The Tet Offensive caused the US citizens to lose even more hope in the war, causing President Johnson's popularity to drop
 - As a result, Johnson decided to take out many of the troops from Vietnam after that and seek peace in Vietnam
 - This led to the beginning of peace talks with North Vietnam

My Lai Massacre

- The US had massacred 400-500 civilians at the village of My Lai
 - My Lai was believed to be a Viet Cong stronghold, and the Americans were ordered to destroy the village
 - However, when the Americans arrived, only civilians were found, but they were still all killed
- It was covered up by the military until soldier Ron Ridenhour began a campaign to bring light to it
 - The covering up of this horrific act only sparked more outrage by the American citizens
- Of the 14 officers committed for war crimes at My Lai, only 1 was convicted
- This gave stronger support to anti-war advocates thought that the US involvement in the war was violent and corrupt

Pentagon Papers

- The Pentagon Papers were a secret report of the status of the Vietnam War by the Department of Defense
 - It was the military history in Vietnam from 1945 to 1967, prepared for Secretary of Defense McNamara in 1967
 - It included 47 volumes of 3,000 pages of narrative and 4,000 pages of supporting documents
- Daniel Ellsberg, a military analyst, was anti-war and decided to secretly have the NYTimes publish it
 - Ellsberg worked on the report and believed that the US would not win the war and that the information on the war should be made open to the public

- The government tried to stop the publication for the reason of national security but lost a Supreme Court ruling against the publishers
- The Papers revealed that all of the presidents since Truman had misled the public about the degree of involvement in Vietnam
 - This only increased the Americans' anti-war suspicion and pleading
- Ellsberg was almost convicted of criminal charges against the government but the trial involved a burglary of Ellsberg's office

How the war ended/outcomes of the war

- The US ended hostilities toward North Vietnam in 1973
 - However, the war between North and South Vietnam continued until April 30, 1975, when Saigon fell to North Vietnam
- Over 3 million people killed
 - 58,000 Americans killed
 - 2 million Vietnamese civilians killed
- 3 million Vietnamese were wounded, 12 million became refugees
- Saigon fell to the communists, who had lost US support with Vietnamization
 - A year later the country was reunited as the Socialist Republic of Vietnam
 - However, there was still internal violence and conflict with China and Cambodia
 - Reconstruction was slow but was aided by a free-market economy
- >500,000 of the American forces involved in Vietnam suffered from PTSD
- \$120 billion was spent by the US on the war
 - This was made worse because of an oil crisis in 1973
 - This caused massive inflation and extremely high fuel prices

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Woodstock Festival Music Choices

1950s

“Hound Dog” (written by Jerry Leiber and Mike Stoller, 1952, sung by Elvis Presley, 1956)

“Hound Dog” was a blues song of modest popularity before Elvis sang it; when he sang it, it won many accolades and became a top hit of the 1950s. First of all, it (like many of Elvis’s songs) carried the youthful vibrancy and sexual appeal of Elvis, sentiments that began to blossom after the seriousness of the war. The earliest baby-boomers would have reached adolescent age by this time in the mid-1950s, and its continued popularity throughout the decade showed the youthful majority of Americans in the postwar era. The emphasis on the carefree, loud nature of this song appealed to these younger audiences, who were to become the life of the “Rights Revolutions” in the next two decades — by normalizing slang such as “you ain’t” and criticism such as “that was just a lie” these youthful people of America became more rebellious, more eager to fight. Specifically, the word “hound dog” was meant to refer to a man, as if this song were sung from the perspective from an abused wife. Written in an era of improving awareness for women’s rights, with the new inventions of birth control pills and the publication of the widely-read *Feminine Mystique* eight years later, this showed young Americans that it was socially acceptable to fight back for your rights against abusive, lying “hound dog” husbands.

“Johnny B. Goode” (Chuck Berry, 1958)

“Johnny B. Goode” was an influential early rock song of the 1950s. Its contribution to rock and roll music even caused it to be included in NASA’s “Voyager Golden Record” because it was so influential to music as a whole. Like “Hound Dog,” its upbeat tune and catchy rhythm enticed the youth. What is most powerful about this piece is that it was supposed to be mostly autobiographical about black singer Chuck Berry. He writes of his humble beginnings, living in “a log cabin made of earth and wood,” probably when the countrysides became increasingly less populous and prosperous as people moved to the city to work in the manufacturing industries for WWII. But, despite these humble roots, the song goes to say that “maybe someday your name will be in lights,” emphasizing the American Dream and the potential prosperity of anyone. This highlights the economic boom in the 1950s in the beginning of the postwar era, in which the manufacturing war industry created a general economic upswing. Being such a successful and an optimistic African American singer, his message to the younger generation was especially positive: this song brightened the prospects of many Americans, both economically and morally. Arguably, its upbeat-ness helped motivate the Civil Rights Movement because of the connotations of blacks with equality and prosperity in his song.

1960s

“Stand By Me” (Ben E. King, 1960)

While “Stand By Me” is mostly seen as a lively, romantic song, it can be interpreted in a way to match the patterns of the century. To “stand by” someone means to support them, especially “whenever [he or she] is in trouble.” While a relationship goal appears to be the focus of this song, the words “Stand By Me” are very vague. They seem inviting, as if to ask others to join its cause, which

occurred in the many Rights Revolutions: a few bus boycotts and sit-ins and Civil Rights marchers grew to many thousands as people stood by each other and faced the federal government's oppression of rights in these different categories. The song even claims that "if the sky ... should tumble and fall / Or the mountain should crumble to the sea" support from another person is all that is necessary to survive. This is more meaningful because Ben E. King is African American— although he was not known to be a Civil Rights movement advocate, by being a African American artist who could top the charts (it was a #1 rated song in the US and the UK during the decade) during the Civil Rights Movement and asking for people to "Stand By [him]" it can be interpreted as a call for action against racial inequality. This is emphasized by its being in the "soul music" genre, which "combines elements of African-American gospel music, rhythm and blues and jazz" ("Soul Music - Wikipedia") and ties of the song to its African American roots.

"Bad Moon Rising" (Green River, 1968)

"Bad Moon Rising" by Green River can be interpreted in multiple ways. More literally, it shows the environmental concern of the 1960s and the "hurricanes" and "rivers overflowing." While many of the environmental protection policies (such as the creation of the EPA, the Clean Water/Air Acts, NEPA, etc.) occurred in the 1970s during Nixon's presidency, environmental concern grew steadily throughout the 1960s as industrially-caused accidents (such as deadly smog in NYC and deadly SO₂ emissions near a steel plant) caused rising concern over environmental issues. This was similar to *Silent Spring*, a book raising awareness about environmental concerns caused by humans; this song could be warning that all of this "nasty weather" could occur in the near future if humans continue creating unregulated industrial waste at the rate they then did. However, the Green River Band actually stated that the terrible weather mentioned in the song also referred to the fact that "the times seemed to be in turmoil. Martin Luther King and [US senator] Robert F Kennedy had been assassinated. [They] knew it was a tumultuous time." The band probably felt that these (of the President and Civil Rights leaders, no less) caused too much chaos. This coincides with the growing level of distrust in the central government, the growing idea that radical Leftism (the Rights Revolution) has gone too far and that it should be stopped with conservatism. This leads to the rise of the conservative "silent majority" wanting peace by the end of radical liberalism.

1970s

"Imagine" (John Lennon, 1971)

"Imagine" by John Lennon is universally recognized as a pacifist call-to-action. He tells Americans to imagine the possibilities of a world that exists in peace. He tells people to "imagine no countries" and "no religion," these being the aspects by which people of different nations are separated. Specifically, in this time at the beginning of Nixon's presidency when Vietnamization is beginning to happen, this song is especially relevant as it voices the wants of the anti-war majority of American citizens. Lennon asks that the "world would be as one" — an idealistic request for a world depending almost completely on loyalties to one side or another. But however idealistic his request, it was a popular stance in the increasingly anti-war America: when people learned of the massacres of Vietnamese (e.g., at My Lai) and the bombings of Cambodia and Laos, and when the Pentagon papers were earlier the same year of the release of this song. Lennon muses that if there was "nothing to kill or

die for,” that we could reasonably “imagine all people living life in peace.” This simple, moralistic goal portrays Lennon as a stereotypical peace-loving “hippie” out of the many anti-war and pro-peace and pro-equality people (“hippies”) in the 1960s and ‘70s.

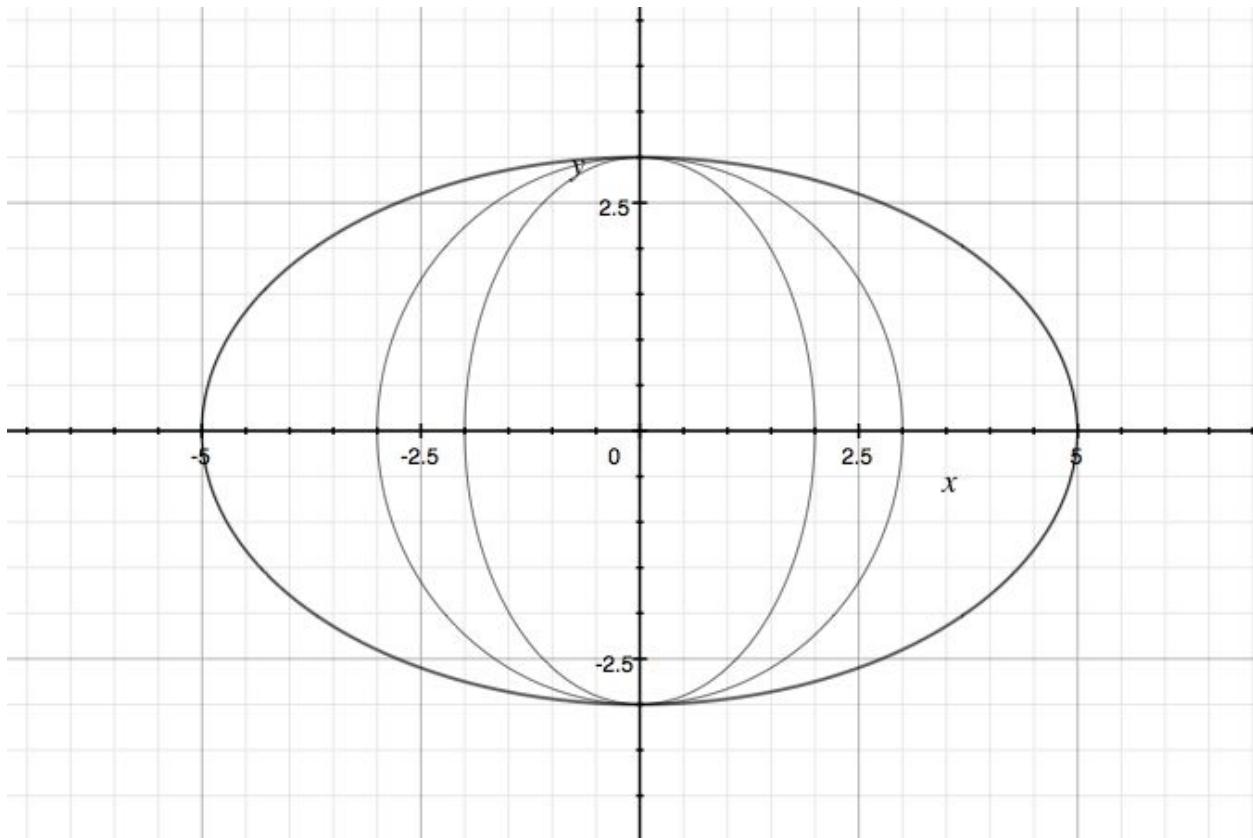
“I Will Survive” (Gloria Gaynor, 1978)

“I Will Survive” is a very passionate song about showing individual strength. It emphasizes the themes of individuality (as opposed to giving in to strong government and social influences) and women’s equality. It most literally is about how a woman changes from “thinking I could never live without [her partner] by my side” to a woman that “grew strong, and I learned how to get along.” This clearly demonstrates the increased power of a woman to control things within her own home, having more independence and less need of a husband: this corresponds with the rise of smaller families, higher divorce rates, and more single parents. While anti-feminists believe that this was destroying families, it also gave women freedom from oppressive partners. Thus this song is similar to the song “Hound Dog” from the 1950s; however, the woman’s perspective in this song in 1978, two decades later, is much more well-defined and confident, just as women in society were. They believed that they could “just walk out the door” if they needed to escape oppression. Because the phrase “I Will Survive” is so vague, it can also mean the ability to survive against an oppressive political regime. Hardly Americans braced themselves from the political manipulation scandals such as from the Pentagon Papers and the Watergate scandal, and did not get too caught up from it — they ended up “surviving” the big-government liberalism of the 1960s and the untrustworthy Nixon after his scandal and continuing enthusiastically into Ford’s and Reagan’s presidency.

Works Consulted

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- <http://www.azlyrics.com/lyrics/elvispresley/hounddog.html>
- <http://classroom.synonym.com/feminism-1950s-9814.html>
- <https://genius.com/Chuck-berry-johnny-b-goode-lyrics>
- <http://www.azlyrics.com/lyrics/beneking/standbyme.html>
- http://www.lyricsfreak.com/c/creedence+clearwater+revival/bad+moon+rising_20034328.html
- <http://www.azlyrics.com/lyrics/johnlennon/imagine.html>
- <http://www.azlyrics.com/lyrics/gloriagaynor/iwillsurvive.html>
- https://en.wikipedia.org/wiki/Soul_music

Circle and Ellipse Grapher Lab



$$\frac{y^2}{9} + \frac{x^2}{4} = 1$$

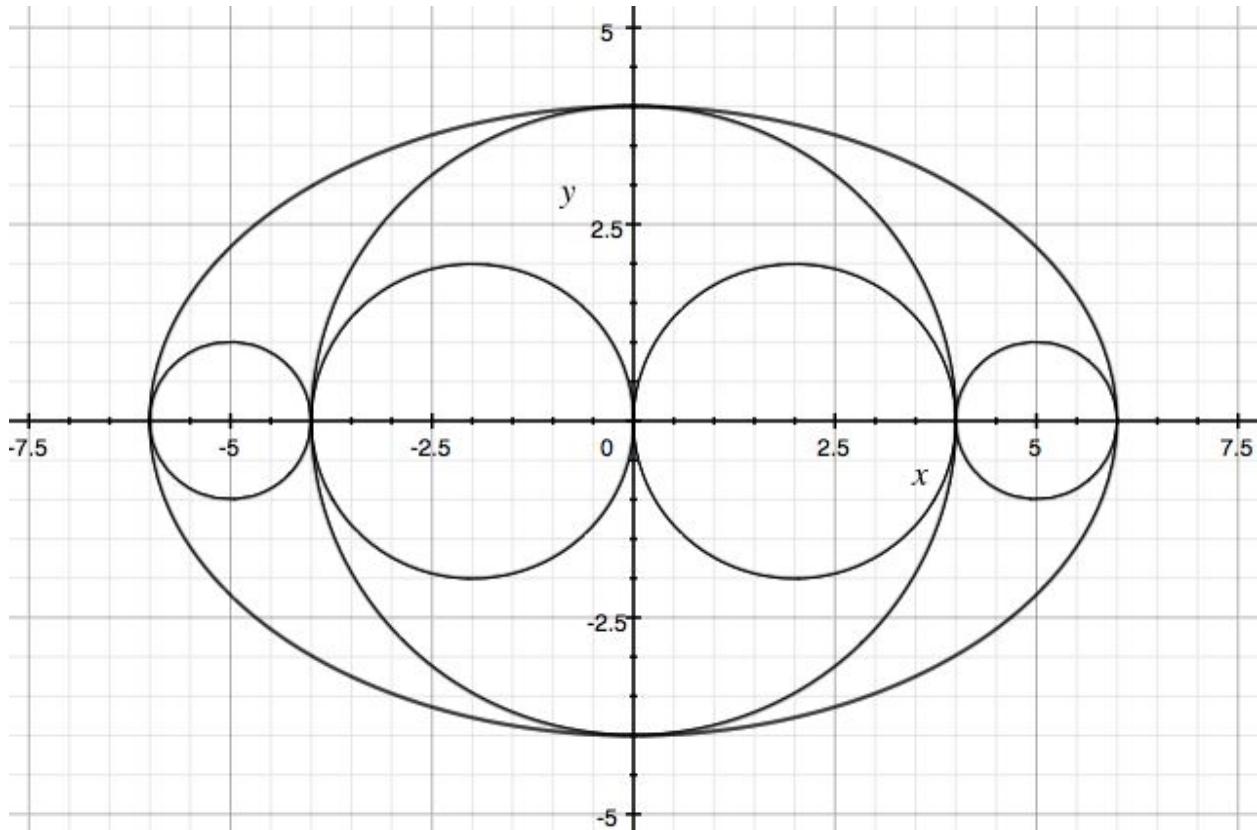
$$4y^2 + 9x^2 = 36$$

$$\frac{x^2}{9} + \frac{y^2}{9} = 1$$

$$x^2 + y^2 = 9$$

$$\frac{x^2}{25} + \frac{y^2}{9} = 1$$

$$9x^2 + 25y^2 = 225$$



$$(x+2)^2 + y^2 = 4$$

$$x^2 + y^2 + 4x = 0$$

$$(x-2)^2 + y^2 = 4$$

$$x^2 + y^2 - 4x = 0$$

$$x^2 + y^2 = 16$$

$$\frac{x^2}{16} + \frac{y^2}{16} = 1$$

$$(x+5)^2 + y^2 = 1$$

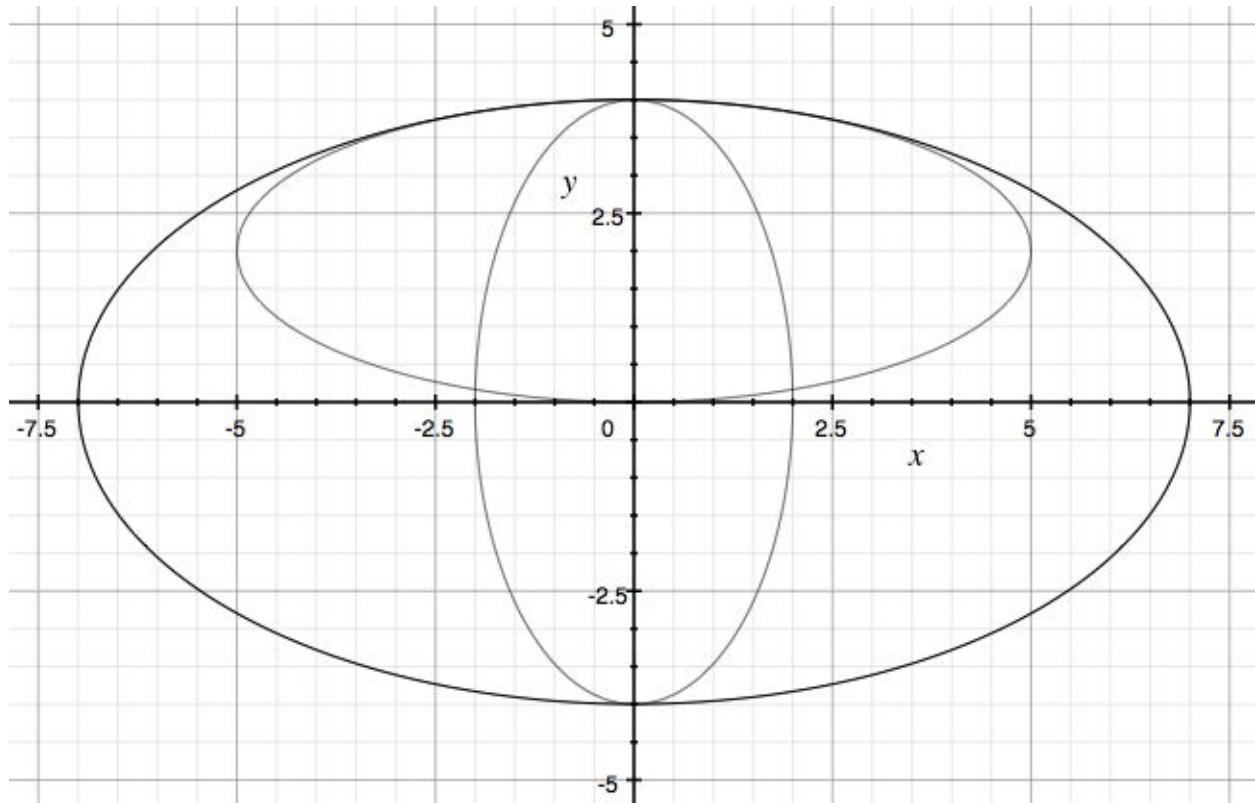
$$x^2 + y^2 + 10x = -24$$

$$(x-5)^2 + y^2 = 1$$

$$x^2 + y^2 - 10x = -24$$

$$\frac{x^2}{36} + \frac{y^2}{16} = 1$$

$$4x^2 + 9y^2 = 144$$



$$\frac{y^2}{16} + \frac{x^2}{4} = 1$$

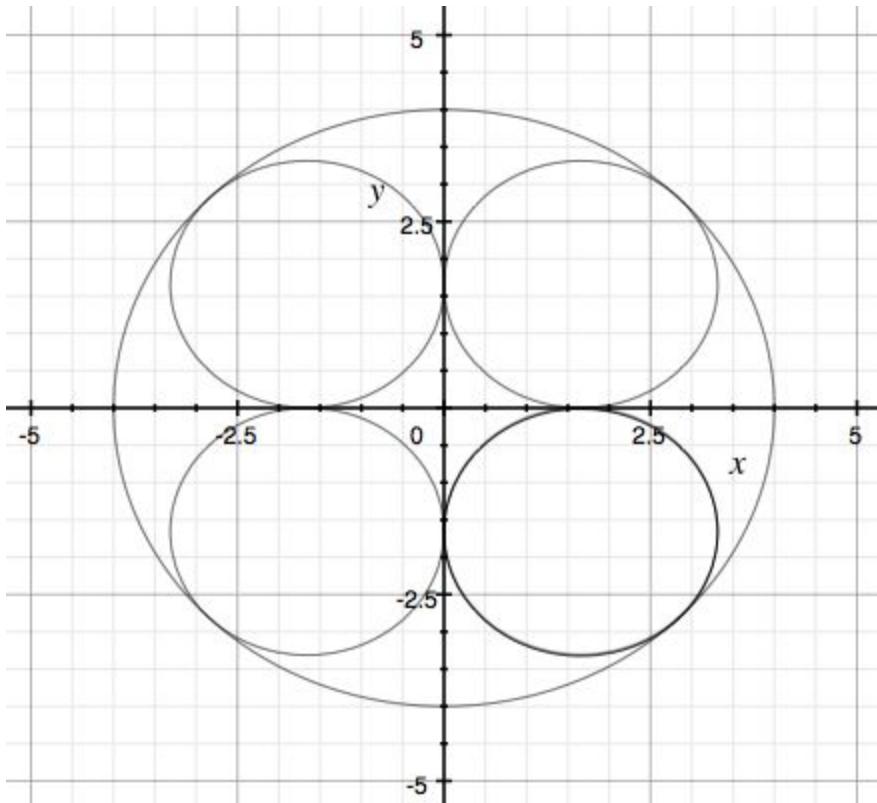
$$y^2 + 4x^2 = 16$$

$$\frac{x^2}{25} + \frac{(y-2)^2}{4} = 1$$

$$4x^2 + 25y^2 - 100y = 0$$

$$\frac{x^2}{49} + \frac{y^2}{16} = 1$$

$$16x^2 + 49y^2 = 784$$



$$x^2 + y^2 = 16$$

$$\frac{x^2}{16} + \frac{y^2}{16} = 1$$

$$\left(x - \frac{4\sqrt{2}}{2+\sqrt{2}}\right)^2 + \left(y - \frac{4\sqrt{2}}{2+\sqrt{2}}\right)^2 = \frac{16}{3+2\sqrt{2}}$$

$$x^2 + y^2 - \frac{(8x\sqrt{2})}{2+\sqrt{2}} - \frac{(8y\sqrt{2})}{2+\sqrt{2}} = -\frac{16}{3+2\sqrt{2}}$$

$$\left(x + \frac{4\sqrt{2}}{2+\sqrt{2}}\right)^2 + \left(y - \frac{4\sqrt{2}}{2+\sqrt{2}}\right)^2 = \frac{16}{3+2\sqrt{2}}$$

$$x^2 + y^2 + \frac{(8x\sqrt{2})}{2+\sqrt{2}} - \frac{(8y\sqrt{2})}{2+\sqrt{2}} = -\frac{16}{3+2\sqrt{2}}$$

$$\left(x + \frac{4\sqrt{2}}{2+\sqrt{2}}\right)^2 + \left(y + \frac{4\sqrt{2}}{2+\sqrt{2}}\right)^2 = \frac{16}{3+2\sqrt{2}}$$

$$x^2 + y^2 + \frac{(8x\sqrt{2})}{2+\sqrt{2}} + \frac{(8y\sqrt{2})}{2+\sqrt{2}} = -\frac{16}{3+2\sqrt{2}}$$

$$\left(x - \frac{4\sqrt{2}}{2+\sqrt{2}}\right)^2 + \left(y + \frac{4\sqrt{2}}{2+\sqrt{2}}\right)^2 = \frac{16}{3+2\sqrt{2}}$$

$$x^2 + y^2 - \frac{(8x\sqrt{2})}{2+\sqrt{2}} + \frac{(8y\sqrt{2})}{2+\sqrt{2}} = -\frac{16}{3+2\sqrt{2}}$$

- The quality of a parenting partnership and its impact on parenting success
- Your perceptions of yourself as a teen parenting
- Age and parenting
- Expectations by teens of parenting vs. the reality
- Qualifications of a successful parent

Jonathan Lam
Mrs. Albano
Wellness 11 p. 1
3 / 16 / 17

Baby Project Reflection

Everything about being a parent revolves around responsibility. Unfortunately, I'm not one to say that I'm on top of every issue right as they come up, and that disqualifies me as being a great parent. I almost left the baby behind when switching classes once, and although I learned from that and don't think I will repeat my mistake, any little error like that could be frightening, dangerous, or even fatal. Or when we learned about shaking baby syndrome, just shaking a baby — out of frustration or perhaps joy — can end in a brainless baby. Unfortunately, teens are generally more irresponsible than adults in their twenties or thirties, and I'm sure the rate of accident or negligence with teenage parents is relatively high or higher compared to that of more mature parents. A parent also is necessarily caring and empathetic towards their child, realizing and tending to the baby's needs over their own. A baby is inherently vulnerable, and this initial level of intensive care is necessary to raise the baby.

I'm not sure of my expectations of having a baby before the baby project, but the project set a reference point of expectations. We did not have diapers, but learning that a baby goes through approximately six diapers a day is astonishing. I thought previously to the experiment that a baby had only to be diapered once or twice a day, but apparently I was very wrong. I would assume that one expectation of an innocent teenage parent would be that a baby would only truly require love and some patience, in turn rewarding the parent with unimaginable cuteness and success, but we learned through the baby project that this idealized concept of a baby is not practical at all, what with diapering and feeding and soothing. To be able to set aside so much time to calm a baby who just pooped or peed and feels uncomfortable, or even to carry around diapers if the parents were away from home for an extended period of time, and to deal with the stench of changing a diaper and getting their hands dirty between work sessions, seems highly undesirable if not almost impossible to handle. The baby did not cry or need to be fed, but a parent would have to deal with him or her many times a day, interrupting or quitting school or work to attend to the baby. Otherwise, the parent would need to hire a babysitter — which would be expensive, live on government aid — which would make the family feel dependent and lose confidence, or give up the baby to adoption. Therefore, an older age, especially an age at which a person is already financially stable and grown into an intimate relationship with his or her

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Mrs. Albano
Wellness 11 p. 1
3 / 16 / 17

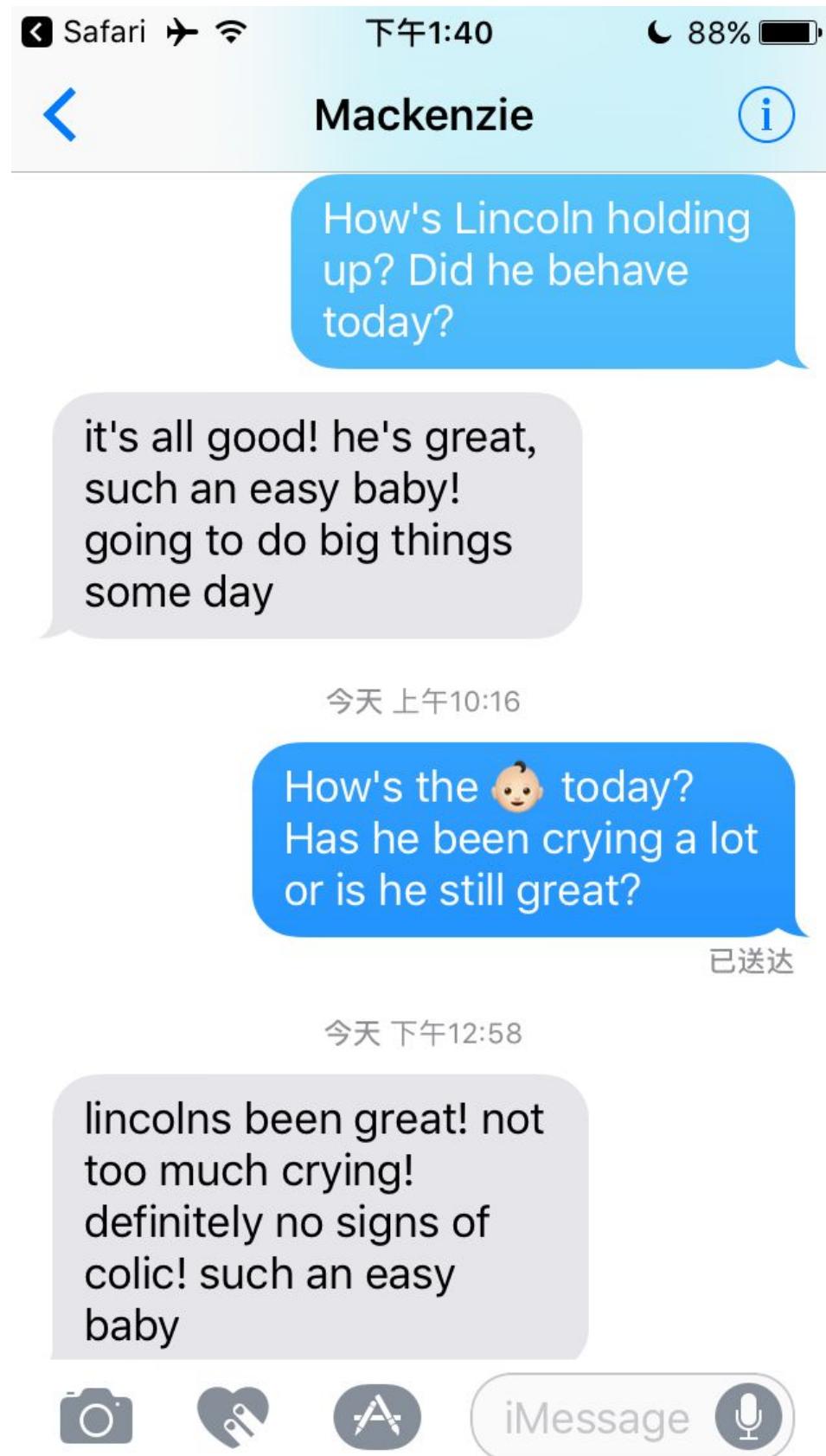
partner, is essential to raising a healthy and happy baby. In addition, being older than a teenager means a more stable emotional state and better reasoning — the same reason why underage drinking or driving is not permitted by law. Unfortunately, human reproduction is a primordial part of human existence and cannot totally be governed by law, thus allowing the high rate of teenage pregnancies.

In my case, I know that my partner, Mackenzie, was very responsible and very essential for the progress of this project: I had an afterschool activity almost every day this entire week what with bowling and the science research project and the AP Lang project, and was very busy with a project this weekend. On my busiest days she took the baby, and she had the baby over the (extended) weekend, greatly便利izing my time. It was a busy week, but considering that life will get much more complicated as we enter college and then the workforce, having a partner there is an immense help with raising a child. Needless to say there's much more to having a partner staying in a relationship than simply watching over the baby; the partner increases the confidence and security of both the other parent and the baby, and he or she provides a strong member of the familial support system. Therefore a second parent, especially as a teenager, is very helpful in raising a child happily and independently (i.e., without dependence on government support) if not necessary. We learned in class how much a baby costs over time, and all of the single parents quickly went broke.

I wouldn't rank my performance during the baby project too highly. I am not really qualified to be a parent, without an income source, the responsibility to drop anything I'm doing at the moment to take care of the moment, nor the mentality to deal with diapers and crying and baby food all day. I don't have a car nor vocational skills, and a baby would likely drag down my grades. Frankly, I'm not too excited about ever having a baby (but that sentiment may change in the future depending on who I meet). While I did everything that was required of me in this project, it was the bare minimum: I contacted Mackenzie only once each day over the weekend, kept baby Lincoln with me but did not give him much attention — this would not be enough to raise a real baby. A real baby would require all the love and attention a parent could give, and I don't think I have that capacity for affection. But I feel that this is a problem all parents have to achieve, no matter at what age: there is probably some initial awkwardness for anyone who's had no experience with a baby.

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Mrs. Albano
Wellness 11 p. 1
3 / 16 / 17



Cross Country as a Leisure Activity

Cross country running can both be a competitive sport and a great leisure-time activity. Running long-distance is an aerobic exercise, a great heart and all-body workout, and it is convenient to do. However, there are some barriers and risks of running that should be noted before running too intensely. Here is a simple guide for new runners on the history, benefits, and risks of long-distance cross-country running.

Cross country running largely originated from a sport called “paper-chasing” in England during the 1800s to condition off-season athletes in the spring and fall, especially rowers. In this game, two runners called “hares” or “foxes” set a trail of shredded paper with a head start, and then younger runners called “hounds” chase the trail and older runners called “huntsmen” followed the hounds and closed in on the haress or foxes when in sight. Another popular sport was the “steeplechase,” which involved crossing rugged terrain, including fences and deep water, eventually evolving into the modern steeplechase event on the track. Eventually these sports became international sports, with the first international race occurring between England and France in 1903 and the International Association of Athletes Federations (IAAF) began regulating the sport in 1962. The sport has thus grown into what it currently is: typically five- or ten-kilometer race across uneven terrain. Because of the varying difficulty of different courses, cross-terrain cross-country running (as opposed to 5K and 10K races on the track) do not keep time records.

While the history of the modern sport of cross country as we know it dates back to these relatively modern games, the sport of true cross-country running dates back to the origin of Man. Running long-distance, usually on uneven terrain, is the most basic method of transportation and an easy form of athletic training for physical endurance. Running cross-country for leisure does not have to always be in the form of racing, but instead slow, distance running just to stay in shape or as a means of transportation.

One benefit of cross-country running is the social or spiritual aspect of the sport. Cross-country or running distance can help the runner’s wellness, whether he or she is running alone or in a team or group. In a team, there is always support and competition that encourages the runner on, increasing both the runner’s athletic ability and social wellness through social interaction. Alone, running distance can be a form of mindfulness, allowing the runner to immerse in him- or herself with running as a passive activity in the background. To many people, slow distance running is relaxing and can be a way to relieve stress.

Physiologically, running is a very physically-intensive sport. Major muscle groups in the core and legs such as the quadriceps (front thighs), hamstrings (back thighs), gluteus (buttocks), hip flexors, abdominal muscles (core), gastrocnemius (calves), tibialis anterior (shin), and peroneal muscles are heavily utilized when running. For an average person, running burns approximately 100 calories per mile — mostly independent of speed — according to the American Council on Exercise (ACE). The ACE estimates that a 120-pound person with an average build uses approximately 11.4 calories per minute, amounting to approximately 100 calories per mile regardless of speed. As a result of running’s ability to quickly burn calories, it is a great way to lose weight and keep fit.

While running may be helpful in controlling temporal health issues such as being overweight, it can also improve health in the long run. The health benefits of running on a regular basis, around 150

minutes of moderate aerobic activity such as distance running according to the CDC, can help lower cholesterol and blood pressure, reduce anxiety and depression, and lower the chances of developing diabetes, heart disease, and osteoporosis.

However, running can be dangerous if it is approached improperly. Running too intensely without adequate training, without stretching, without proper form, with malnutrition, with unhealed injury, or in bad weather conditions can all cause pain and (further) injury to the runner. Runners should always have a balanced diet and stay hydrated, and also maintain enough rest every night. It is encouraged that runners build up their endurance slowly, perhaps beginning with a lower-mileage program that progresses slowly to a higher-mileage program over the span of several months, in order to build up stamina to prevent injury. Injuries from overwork should be treated with resting from running and built up gradually when running is recommenced to prevent another injury; more serious injury such as bone breakage or fractures should be taken care of with full attention to a doctor's note. Running on any type of injury or pain can cause improper form, which makes the runner more prone to further injury. For example, muscle recovery after a marathon can last as long as twelve weeks, and runners are more prone to injury and should focus on less intensive, more recovery-oriented running during this period. Weather is also a factor that should be noted when running: running in rainy, snowy, or icy may be slippery and should be avoided. Running in extremely hot conditions can cause hyperthermia and should be countered with enough water intake, and running in colder conditions can cause hypothermia and should be prevented by wearing enough layers (usually a warm inner layer and a wind-resistant outer layer).

That being said, there are some accidents that cannot be fully prevented. Running on the roadside always has the potential of an accident with a motor vehicle. A runner should make sure to follow all traffic instructions for runners, such as running against the flow of traffic on the left side of the road. To avoid traffic accidents, running in brightly-lit areas and wearing reflectors at night are recommended. A runner should always be highly aware of his or her surroundings, as dangers such as falling trees and uneven terrain — dangers that are inevitable to running outside — can happen at any moment. In dangerous running environments such as very uneven terrain or running very close to cars on the roadside, distractions such as headphones or cellular phones should be avoided.

Sometimes physiological or biological problems such as heart attacks or asthma attacks can happen as well, and therefore runners should be aware of their medical conditions before running. Even well-trained runners can be at risk of these dangers — a 1996 study concluded that 1 out of 50,000 marathon runners have a fatal heart attack during the 24 hours during and after a marathon. Intense running when the runner or the runner's family has a history of joint issues can sometimes cause osteoporosis. Because running can be such a strenuous exercise, one can only minimize these risks by staying fit, keeping good form and nutrition, and not overworking oneself when running.

Running cross-country or distance (or any other form of running) is one of the most primitive forms of exercise and can thus be carried out without any equipment. In short, running cross-country can be *free*, especially for leisure purposes. However, most running should be done with comfortable, well-fitting footwear and clothing. Both the footwear and the clothing should be non-abrasive and breathable, because running involves many repetitive movements that would aggravate abrasion by clothing and generates much heat that should be dissipated through the clothing to avoid hyperthermia.

These are all the basic materials necessary to run, and most people already have this equipment (in the form of sneakers, a t-shirt, and shorts).

Of course, more professional running would involve more equipment, but these are not necessary. Specialized running shoes, whether they be trainer sneakers with increased padding or light, lesser-padded racing shoes can be equipped to benefit a runner's comfort or speed when training or racing. Specialized, breathable and tight-fitting clothing can be worn to increase performance, and body-monitoring devices such heart-rate monitoring devices or GPS smart-watches can be used to help train a person at a specific intensity of training. Additionally, recovery tools such as foam rollers or joint wraps can be bought to increase the rate of recovery and prevent further injury. Lastly, a treadmill can be bought to run indoors in the case of un-runnable weather (such as snow or the previously-mentioned ill-weather conditions), but this too is highly optional equipment. Cost of equipment depends on the level of intensity and can range from \$50-100 for a pair of racing or training shoes; to \$100-300 for a GPS watch or heart-monitoring device; to \$1000-\$4000 for the average treadmill. Cost is determined by the runner's needs and can be free.

Running is a sport with a long history that gives the athlete much freedom in their goal and methods. A runner may choose to run competitively or slowly, to lose weight or to simply stay fit, to increase social wellness or self-awareness, and at almost any time with any degree of equipment. It provides many health benefits and many of the health risks are preventable. Running is a great leisure-time activity that is flexible and can fit everyone's needs.

Sources of Information

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- <https://www.britannica.com/sports/cross-country>
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Reflective Essay on Goals and Relationships

A. Goals

Today: (as of 7:37PM, 3/27/17) I hope to finish my homework before midnight and do about an hour of SAT practice to prepare for the April 5 exam. I also need to shower and brush my teeth soon to prepare for bed.

1 week from today: I hope to have finished the practice problems from the SAT review book, and to have finished all of the homework due by next Monday (a week from today) so I don't have to sleep too late on the weekends. I also aim to have bowled well in Saturday's league so I'm better-prepared for the tournament in April. In my free time (but I don't know how much there would be), any juggling of piano practice, Rubik's cubing, and extra math practice is desirable.

1 month from today: I hope to feel accomplished about the SAT taken in school and be prepared for the programming challenge (a month and two days from today), the bowling tournament (a month and three days from today), and the AP tests I have (beginning a month and four days from today). This means a lot of steady, hard practice in all three of these fields/exercises. I also aim to improve my sleep habits, going to sleep before midnight about half of the time on weekdays and every day on the weekends. I also hope to have continued practicing from my driver's test, which is a month later.

1 year from today: Hopefully, much more has happened in the last year. SAT subject tests, more SAT tests to try and improve my score, passing the driver's test, applying to colleges, and hopefully getting accepted into some of the colleges I apply to, if not all. After college admissions and entering four or five more AP classes, I hope that my intellectual wellness will improve, with my intelligence growing and my mind more at ease now that I've become more used to the idea of AP classes and have already completed college applications. I also want to have improved my sense of occupational wellness by working over the summer for some time at my aunt's bakery in NYC, so I can get some real on-the-job experience (and spend some time with family I rarely see!).

And then, hopefully, I'll aim Rubik's cubing and bowling champion. But only if I have enough spare time :-).

10 years from today: It's much more fuzzy where I'll be after college, but I aim to go to postgraduate studies and achieve a PhD. in the computer sciences or mathematics. I don't know what institute this will be at, and it doesn't really matter—as long as they have the resources and the teachers with the necessary know-how, I'm in. I aim to improve my social wellness—not necessarily with a romantic partner, but I'll never know—by creating a solid friend group out of later-high-school friends, college friends, and any people I meet along the way, a support group that I can rely on for the rest of my life. And hopefully I'll meet some business partners and find a job, using that occupational wellness I gain from 2017's summer experiences with my aunt as my first job experience on my résumé. Lastly, I hope to gain spiritual wellness after I leave school. School has been the institution to guide my life for as long as I can remember (ever since I was very young), and moving away from it and out into the “real world” will be a great shock for me, as I'm sure it is for everyone else. I hope I don't get distracted from the greater picture in life—I hope to discover what matters to me and work towards it, to re-prioritize from school to whatever that may be.

B. Relationships

Grandma (maternal): My grandma was the greatest influence on my youth, and our visits to her where she lives now in NYC are the most dear moments in my life. Almost all of who I fundamentally am, excluding the recent changes from high-school stimuli, come from her and her early care for me and my siblings. Even my parents have had much less of an impact on me, them working for most of my early childhood while my grandmother stayed home. Also, while I grew up often on bad terms with my parents, who scold me and try to correct me when I make mistakes, she was always the understanding and rational one. Sam Levenson quipped that “the reason grandparents and grandchildren get along so well is that they have a common enemy” — and while this may only seem a joke and a funny generalization to many, it feels so true to me. I’m sure my parents have tried their best to do their part, not to always be my friend but fill the role of a responsible parent, but it often seems that they are not on my side. My grandmother, even when she used to yell at me, always felt on my side, supporting me and understanding my motives.

Unfortunately, she moved away to help raise my younger cousins when I was only six years-old, so I don’t have many clear memories of her. She always played with us (even once trying to learn to bike alongside us), withstood our crying, and fed us in the absence of our parents. While my goals back then were not clear, she helped mold as I grew up under her responsible lead.

Jessica Lam: My older sister. Like my parents at times, bossing me around. Sometimes even meaner, believing that she has authoritarian authority over me and my younger sister. But the age gap between her and me is much smaller than the gap between my parents and me, and it is much easier to relate to her worries, goals, and frustrations and vice versa than it is to communicate with our parents.

Jessica was always the model child. She is more obedient, hardworking, and confident than my younger sister or I. She had to brave the same challenges a year before I did, with little preparation from my parents, creating a year-long buffer zone of awareness before I dove into those same challenges. So of the three of us children, she definitely had it the hardest, not knowing what came next. And while she whines about it and is often uber-worried about the things to come because she is unaware of what comes next, this makes her an excellent role-model as a leader.

So when I need consoling, she can comfort me because she’s already gone through those challenges, recently enough that the challenges and the outcomes are still fresh in her mind. She can help with homework, can participate in the same clubs as me, and even acts as a temporary chauffeur for me sometimes with my inability to legally drive myself. She knows better than me what decisions will benefit me and which ones delude me, because she has already faced them herself. So she is my seer, an advisor more true and honest than anyone (except perhaps my wise grandma).

Quote Assignment

The video about Robert Looks Twice shows a combination of all of the four characteristics: justice, wisdom, self-mastery, and courage. Robert embodies justice when he wants to become the first Native American President of the U.S. Not only does this show the courage to be follow a unique path, or the arduous but educational “muddy road” as he puts it, but it shows the desire to follow a just and prestigious career path to represent an underrepresented and mistreated ethnic group: the Native Americans. As the reporter in the video stressed, the Sioux Native Americans live unhappy lives on an outdated reservation system that stands for the brutal American victory over the Native Americans and their subsequent suppression into small and unkept reservation lands with poor education, many alcoholics, and high levels of suicide. Robert looks to become President presumably because he wants to give a fairer system to the Native American people, because he knows that the reservation life has been neglected by government and can be made better with simple policy changes; this is very brave of him to want to do the right thing, even if it means a hard life of studying and work. The example he provides of being able to provide his grandmother with a house and her favorite foods is an example of that: he wishes to bring justice into her difficult life. There is wisdom in this goal of his, as well as the analogy that he adopted from his uncle about the easy and the muddy road. He does not mention anything about becoming rich or successful, but talks about the hard work necessary to get to the goals he wants. It shows that his moral standards are about his own integrity and perseverance, rather than about financial gain and social manipulation to reach the ends you want; to know this is a wisdom beyond the age of a 12 year-old. Self-mastery is present in his life when he works hard to excel in school, go to college, acquire the politics and other know-how of being a politician, and keep up his cultural heritage at the same time; such a far-spread life shows the discipline and perseverance that he has, which requires a lot of self-mastery. He pursues his goals rather than giving in to the laxed life of alcohol and illiteracy that is common in the area that he lives in.

My favorite quote is a quip by Bill Gates: “I will always find a lazy person to do a hard job because a lazy person will find an easy way to do it.” This also connects to the idea of courage— but not in the positive way like Robert sees it. Rather than taking the “muddy road,” Bill Gates takes the “easy road” to achieve the goal of financial success for his company, Microsoft. In the modern world that is ruled by money and the people who have money, this quote provides a practical step to striking it rich. After all, the lazy people *do* indeed do the lazy way, while the scholar might over-complicate and require higher pay. For this reason, Gates’ quote is snarkily satirical, and this hides wisdom in it as well. A wisdom that understands the inherent laziness in human nature.

However, to the teenager, this quote should not apply. Teenagers should look to solve problems with integrity: they should try to use a correct, foolproof, righteous way to achieve a goal. Even if the goal is to win in the corrupt game of business, the brightest, most ingenious minds often make it to the top out of pure intellect. The lowly cheaters always get caught up in their own lies at some point and fall behind. Bill Gates is very experienced and has learned over the years the exact tendencies of his employees, allowing his company to profit, but an impulsive teenager may wreck his fledgling company if he wished to use such shortcuts. Thus it is the necessity of strengthening oneself’s moral basis that is most necessary to the formative education of an adolescent, to which money and success should have a lower priority.