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HIST 200

*Hist 200 Notebook*

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## Lecture 1: *Colonization, Conquest, and Cultural Collisions Part I*

### **Native American Societies**

- 15,000 to 40,000 years ago
  - Along a piece of land called Beringia
- 1492 Population is estimated to have been 2 to 10 million
- Complex societies: Trade, Culture, and Politics
  - Ex.
  - Diaz and Tenochtitlan -> Capital of Aztec Empire,
  - Cahokia -> Native A. society that existed in what is now St. Louis
- Widespread diversity

### Summary

There were complex societies well before Columbus came to the Americas. Native A. are more complex however covering History 200 in 10 weeks people must be put into groups such as Native A.

### **Common Characteristics of Native Americans**

- Identity Through immediate social group
  - Native A. were not joined as a nation; thus, their identity is through immediate groups surrounding them.
    - This includes Family Lines, Blood Lines, and even a language shared among a group.
    - Not through NATIONS as seen in Spain, and European countries
- Localism and Spirituality
  - Stays w/ objects -> Local Faith
  - Travels everywhere -> Universal Faith
- Land as common resource
  - The earth owns us, and we do not own the earth mentality
    - Did not believe one person could own land and cultivate it for themselves because a piece of paper said that they “own” it.
    - Civilized = people who owned land
- Gender Relations
  - Matrilineal – Traced back names to mothers as opposed to Europeans Patrilineal society
  - Women had many roles in society unlike in Europe
  - Premarital sex and divorce were not as taboo as it was in Europe

### Summary

Europeans viewed Native A. as heretics since they were worshiping false gods in their eyes.

Animism – Everything in the natural world is imbued with a spiritual force

- Leads people to believe Native A. are polytheistic
- Europeans saw difference as sign of inferiority

Europeans saw all these differences between them and instead of embracing or at least acknowledging that they live different casted them as inferior and uncivilized.

### **Cultural Conflicts**

- Not necessarily antithetical to Europeans
- Europeans constructed argument in a body of writing known as the “Discourse of Civilization”
  - This is used to convince to Europeans that their expansion was justified.

### Summary

Europeans started to justify their expansion in arguments rooted in religion -> **Hinged on division rooted in religion**

Christians = civil

Non-Christians = uncivil

Barometer shifts from religion to skin color. This shift also goes from permeable (conversion to Christianity) to something that you cannot change which is skin color.

Europeans were like Native A. but chose not to look at those similarities and only looked at the differences.

### ***Ecological Imperialism***

- Coupled w/ cultural divisions
  - Comes down to ecological factors and most importantly pathogens
    - Natives A. died from exposure because they were vulnerable and not immune from these pathogens that the Europeans brought with them.
- Pathogens
  - ♦ “beneficiaries of catastrophes”
  - ♦ American Holocaust
    - Not fair to use because Europeans did not pre plan their extermination of Native A. through use of pathogens
- Animals
  - Were introduced into ecology and disrupted it when Europeans brought animals such as horses
- Technologies
  - Swords and guns but argument is inadequate now and obscures argument for pathogens
    - Eurocentric Argument
  - Most of these inventions were Chinese based and Europeans merely had access to these technologies.
- Columbian Exchange
  - Exchange crops and animals and led Europeans to have access to crops, animals, etc... Which made their respective countries better off and more successful.

### Summary

Most important historical factors to explain European success to conquer Native A. societies were ecological and biological

This is known as Eco. Imper.

Pathogens affected Natives A. more so than anything

This includes animals, diseases, crops, that disrupted the ecology.

### ***Origins of Spanish Empire***

Able to identify, compare, and contrast 3 European powers discussed in lecture. (FRENCH, ENGLISH, SPANISH)

1. Spanish Empire
    - “gold, glory, and god”
- Religion and state fused and complimentary
    - Reconquista of 1492
      - King Ferdinand and Queen Isabella reclaimed Spain after 700 years of Muslim Moor rule (711 – 1492)
    - Treaty of Tordesillas (1494)
      - Portugal gets ½

- Spain gets ½
- Protestantism
  - Threatens catholic way of life and encourages Spain to spread Christianity even more

### Summary

After the Treaty of Tordesillas Spain's goal was to convert Native A. to gain favor of the Pope

Portuguese Empire

Spanish Empire

Protestantism starts as a protest and gains popularity in the 1500's

Conversion created many rebellions, and this made Spain vulnerable.

### ***Qualities of Spanish Empire***

- Huge – Rise of Local Elites
  - Wealthy loyal elites that enforce laws of Spanish Empire
    - Elites form their own agenda and leads to rebellions
- Attractive Pull Factors
  - Gold, Silver
- Mineral Wealth and Agriculture
- Urban, Large Cities
  - Very asymmetrical
    - Located at central areas where gold and silver were plentiful
- No African Slaves, Indians as Forced Laborers
  - IMPORTANT FOR CONTRASTING ENGLISH AND SPAIN
    - Spanish tended to bring African-Slaves to Caribbean instead of the mainland.
- Intermarriage, Large Mestizo (mixed) Population -> unique to Spanish Empire

### Summary

The size of the Spanish Empire led to its demise because it was hard for the King to control the land that was so far away.

### ***Pueblo Revolt of 1680***

- Santa Fe established in 1610
- Small, vulnerable population
- Widespread violence and intimidation
- 1675 Pop'e publicly whipped
- 1675 Pop'e leads rebellion, expels Spanish
  - 2,000 dead colonists
- 1692 Spain retakes Santa Fe

### Summary

Spanish used terror and intimidation to force them into obedience upon conversion

1675 - Spanish took leader Pop'e and publicly whipped him to demonstrate superiority

1692 – Take Santa Fe but do not employ intimidation tactics and co-exist

## Lecture 2: **Colonization, Conquest, and Cultural Collisions Part II**

Goal – Compare and contrast the Spanish, French, and English empires

### **French Empire**

#### I. French Empire

- Exploration begins mid-17th century (1600's)
- Claim lands in present-day Canada
  - St. Lawrence River valley and Great Lakes region
- Unwanted Land Grants issued

### Summary

Largest city in Michigan as Detroit (Anglo name) derived from Détroit (Franco name)

Iowa capital Des Moines (Name from the French)

Not many French settlers came to North America which is why they were unsuccessful in their efforts of establishing an empire here

- Many stayed in France
- Underpopulated in North America

Spanish had to convert Native Americans

### **Small, Dispersed Populations**

- Little push factors
- Bad reputation for Canada
- Attracting Settlers, a continued problem for New France

### Summary

Few push factors urging citizens to leave France (land was already abundant)

Land in England was limited meaning there push factor was the tiny amount of land available.

Gold is a pull factor, however, there was no pull factors for New France

- It's a cold miserable place so there is no pull factor, hard to farm in the current time period
- Many formidable Native American tribes in the land already
- Attracting settlers was difficult

England = Positive connotation of North America

French = Negative connotation of North America

### **Furs and Faith**

Those French who did come to America came for "**Fur and Faith**"

Fur = economy of New France

- Centered on fur trade (beaver hats that were trendy at the time)
- Hunted the animals (beavers, weasels, etc...) for their fur

- French colonists and Indians bond together
  - Had no choice but to enter into alliances with Native Americans for the waterways and things needed to hunt the animals for the Fur trade because it was one of the only things you could do to make money
  - Could not conquer or enslave
  - No biological advantages
  - Alliances vital for economy, military

### Summary

French entered into alliances with the Native Americans not out of niceness but because they had no choice.

- Saw Native A. as savages, backwards, heathens
  - Would have conquered them if they had the choice.

Native American chiefs get tribute and treasure from Europe while French get protection and access to hunt animals

### **“Middle Ground”**

Key term for unique aspect of French America is “Middle Ground”

- Used to describe the unique aspects of the alliance system in French America
- Describes relationship between French and Native Americans
- Neither ascendant
  - Neither group is controlling the other
- Interdependent
  - Reciprocal relationship where French need access to fur trade and protection and Natives profit from the riches given to them by the French
- Share together
  - Intermarriage
  - Acculturation
    - Groups begin to blend together
      - Cultural borrowing
- Limited efficacy for Jesuits
  - Tended to send Jesuits to New France because they were seen as the most intellectual since people had to learn languages of the Natives

### Summary

“Middle Ground” refers

1. Relationship between French and Native Americans
2. Location of France in America
  - a. The Midwest or middle of America

French and Natives began to use cultural borrowing where Natives learned French and French learned Native languages

Both learned about each other's cultures to maintain their interdependent relationship

Mixed population did not come about too much because so few French settlers came in the first place

Jesuits were unsuccessful in conversion because so many few Jesuits arrived in New France

- Was hard for Jesuits to inspire Natives of their religion

### **English Colonies**

## II. English Colonies

English who came to Americas came because of the **“Land”**

- Land, Land, Land!!!
  - Chances of owning land in England was limited
  - Land in Americas was abundant
  - Those who came were permanently staying, they did not intend to go back to England
- Prospects of Land Ownership excited Dreams of Freedom and Autonomy
- Strong push factors
- 1607 to 1700: 500,000 English journeyed to Americas

### Summary

English becomes the most **powerful, populous, and profitable of the European efforts**

Had strong push factors of having a private ownership of land

Longview of American history is the idea of freedom associated with ownership of land

- Opportunity to own land
- Owning land = “being free”
  - More than a physical asset or resource

### **English Americas and Rights**

- Virginia Company Charter
  - Idea in English law
    - That being English entitles you to certain rights and protections and liberties
    - Established early in Virginia Company Charter

Colonists were just as English as the people in England which meant they had the same rights as well

- Greater Rights than Colonists of Other Empires
  - Elected assemblies
    - To deal with local problems in the colonies
    - English deserve a representative government
    - These assemblies were limited to wealthy, white, landowning males
  - Trial by jury
    - Habeas corpus
  - Access to land

Story of the “fight for democracy”

- Meaning democracy was not initially there but it needed to be fought for

### Summary

#### COMPARE AND CONTRAST

French = couldn't get enough people

Spanish = Sojourners

- Wanted to get rich and go back to Spain

English = came for land and did not intend on going back to England

1765 – Sense that English are not getting their traditional rights

- Pushing people to revolt
- Key and cause to the American Revolution

Taxed w/o representation = deprived of your property w/o consent

## **Virginia**

1<sup>st</sup> of 2 locations of English colonization in the 1600's

- Jamestown – 1607
  - 1<sup>st</sup> permanent colony in the Americas
  - People who came were guaranteed land if they could survive the journey
    - Freedom was only a boat ride away
- 50 acres to each free male colonist
- 1619 – House of Burgesses
- Rise of local elite
  - Once it is clear that Tobacco grew well wealthy elites started flooding to the “Tobacco Colony” to make lots of money
- “Tobacco Colony”
  - Land scramble, population growth, divided society
    - Need for labor to harvest the “cash crop” tobacco
  - Grows well in the land in Virginia

## Summary

Colonists saw Native A. as obstacles when trying to secure their “land” given to them by the English

Farming was first a struggle because they were not used to farming in the different region

- Natives taught Colonists how to farm the land

Tobacco emerges as the “cash crop” in Virginia and it becomes a **“Tobacco Colony”**

Need for labor causes

1. Indentured servitude
2. Slavery

## **New England (Massachusetts, New Hampshire, Vermont)**

Colonies were founded in 1600's

- Different Dreams: God's Order, “City on a Hill”
- Flee persecution, economic betterment, anxiety over England's future
- Families as settlers
  - Brought their families to New England
    - Stirs population growth
  - English will not intermarry like the French
- Family as Foundation for Society

Most important group to settle New England are the Puritans

- Started by John Winthrop
- “Beacon of Light”
- Came to create a religious place

- Puritans were persecuted in England
- Puritans believe they were the only “pure” religion and everyone else was not pure (the only real Christians)
- Believed England was in the command of the devil, they think that’s the reason they were being persecuted

### Summary

Puritans were most important group of settlers in New England

Maintains the stark divide between Native Americans → Will not intermarry with Natives

Introduction of patriarchal values in America that will be in place for a long time

### **English and Native Americans**

- Strong divide maintained
- Land claims
- Legal tide
- Virginia + Tobacco Boom
  - New England + Stable population = land hunger, recurrent warfare

### Summary

English **do not have incentive or need to have a friendly relationship** with the Native Americans

→ Result is that English engage in warfare with Native Americans

English saw Natives as a threat, unworthy occupants, the land as an asset

Leads to cycles of warfare between Natives and Colonists

### **Early Conflicts**

- Virginia: Uprising of 1622
  - Only about 15 years after settlement of Virginia
- New England: Pequot War (1636-1638)
  - Pequot exterminated
  - Attempt to wipe from history

### Summary

Colonists displaced and killed Native Americans near the Boston region known as Pequot

→ Goal was to exterminate them (genocide waged by English)

- Burned their villages

### **King Philip's War**

King Philip was a Native American and saw what the English were doing

→ Launches series of attacks to combat the displacement that has taken place by the English colonists  
→ English saw Philip as a blood thirsty savage

- 1675 Attacks begin in colonial New England
- 1676 half of New England towns attacked; 1000 English killed, 12 entire towns destroyed
- Mid-1676 tide turns
  - King Philip is captured

- Head is cut off and put on a pike
  - Just as “savage” as the Native A.?
- Cements divide, enables further incursions
- Compare with Pueblo Revolt

### Summary

Flashpoint event = “King Philip’s War”

Event tells us why the English becomes the most Powerful, Populus, Profitable of the European powers

- Convinces English even more that the Native A. are savages
- Convincing they were biologically savage (race)
- English were unified in this idea and is why the English become so successful

Pueblo Revolt vs. King Phillip’s War

- Spanish are weaker and must share power with Pueblo Indians at end of Pueblo Revolt
- English were more unified and more determined to displace Native A. at end of King Philip’s War

## Lecture 3: *Servitude, Slavery, and Solidarities*

Examining two forms of labor systems developed side by side within English colonies

1. Indentured servitude
2. Slavery

### ***Indentured Servitude: Origins and Characteristics***

- Land, land, land!!!
  - 17<sup>th</sup> century English Colonies: 2/3 of settlers came as indentured servants
- ➔ This is due to or in response to the need for labor of harvesting of the tobacco crop
- Similarities to Slavery:
  - Bought and sold
  - No right to marry
  - Physical abuse, sexual abuse, and punishment
  - Unfree individuals
- Differences with slavery
  - Temporary (7 years)
  - Received “freedom dues”
  - Were still English citizens which meant they still had some rights
  - Based on contractual agreement not on race

### Summary

Some Indentured Servants were people who were in prison for debt and used this as a way to “pay off their debts”

- Contract of 7 years of indentured servitude would pay off all their debt that they had accumulated (~ 35 years life span)

Slavery eventually becomes sole labor system

### QUESTION TO KEEP IN MIND

How does slavery become sole system?

- ➔ Had certain characteristics that made it more profitable and therefore more preferable
- Slavery was permanent
  - No compensation or “freedom dues”

### ***Indentured Servants and Freedom***

- Tobacco Boom, Labor Source Vital, Immigration Zoons
- Servants came dreaming of their own Land Ownership, not Lifetime Laborers
- Hardships: High Death Rate, Meager Freedom Dues, Inhospitable conditions
- An unreliable. Unstable labor source
  - Unlike slavery because it was permanent

### Summary

Indentured servants often ran away because of the inhospitable conditions and thought they could escape before their 7 years

- Could blend into cities and assume a new identity (since they were English)

Unstable and unreliable source of labor and was ended by late 1600's and replaced by slavery

### ***Slavery: Origins and Characteristics***

Advantages for owners

1. Lifetime service
2. Could not claim rights of English law
3. Not competitors for land
4. Children become slaves
  - a. Because it is not contractual and based on race as opposed to a contract
5. Africans did not suffer diseases
6. Escapees could not assimilate
  - a. Because Africans could not blend into their environment.

### **Summary**

Slavery was more profitable and advantageous for landowners and for the people in charge

- Permanent vs. Temporary
- Non-Citizen vs. Citizen
- Cannot own land vs. Competitor for land
- Children are slaves vs. Contractual agreement
- Not being able to assimilate vs. Blending in and assimilating after escaping
- Resistance / immunity to disease vs. Susceptibility to disease and pathogens

### **RESPONSE TO QUESTION POSED**

**Slavery becomes sole system because there were factors that made it economically profitable for the landowners who were in charge. These factors have to do with the differences between indentured servants and slavery.**

### ***Slavery and Racism***

What came first, slavery or racism?

- Discourse of "civilization"
  - Christian = civilized
  - Non-Christian = uncivilized
- Ant-Black stereotypes do develop
- Advantages lead to greater use of slavery, greater reliance, and thus intensifies these prejudices

### **Summary**

Discourse of "civilization" initially was centered on religion but eventually became about race

Anti-Black sentiment harkens back to AN INTERPRETATION OF THE BIBLE

- Point is that racism existed before slavery, since the beginning of civilization

Once slavery was advantageous the landowners would justify slavery and racism in the years to come

### ***American Form of Slavery***

- Chattel slavery

- Based on race rather than bad luck
- Plantation economy: one owner, many slaves
- Very demanding labor
- Lifetime of service
- Slavery becomes synonymous with race
  - White = free
  - Black = unfree

### Summary

Chattel Slavery – Effort to dehumanize the individual or human being, to deny your humanity

Chattel slavery differs from other forms of slavery used in history because it tries to deny humanity

- Disconnect between owner and slave
  - Allows the owner to easily see them as less than human and dehumanize them\
  - Limits are off when you dehumanize someone

### ***Slavery and the Law***

- In 1620's
  - First legal divides
    - No blacks in militias
    - Free blacks cannot testify
- 1660's
  - Legally tie race with slavery
- 1662
  - Virginia Law
    - Children inherit status of mothers
- 1667
  - Conversion did not release slaves
- Stop growth of free black population
  - Manumitted slaves out of colony
    - Free slaves were removed to preserve the idea of slavery that existed

### Summary

Law is tied to slavery, that creates a way of thinking, making it natural for the society.

Before it was clear that slavery would be profitable for landowners freedom from slavery was possible

Ambiguity of half-black / half-white children that under Virginia Law are still slaves even though your half English

One Drop Rule

1667 marks the change in the “Discourse of Civilization” from religion to race\

### ***Bacon's Rebellion***

Flashpoint event = “Bacon’s Rebellion”

- Virginia – 1676
- Former servants
  - Pushing into frontier
  - Poverty
  - Many w/o voting rights

- Bacon's promises
- Create white, male solidarity

### Summary

Occurs around same time around King Philip's war in the north

Nathaniel Bacon had

- Slaves, indentured slaves

But did not have

- Governor position

Reached out to indentured servants and promised them land in order to kick out the sitting governor

- Create chaos and put blame on the governor
- Attack Native A. to create this chaos

Bacon tries to appeal to the commonality that "we are both white men"

Transition from class-based society to a race-based society

### ***Bacon's Rebellion II***

- Attack Indians
- Drive out governor
- Bacon takes over
- Great effort to restore power
- Agitate anxieties of elite
- Cement ties to poor white

### Summary

Took months to eventually restore order back

Significance

- **Elites build solidarity between rich and poor with a racial identity of being white**
  - Elites give indentured servants the land

### ***Bacon's Rebellion: Lasting Consequences***

- Disastrous for Indians and Africans
- More aggressive frontier policy
- Accelerated shift from indentured servitude to slavery
- Land incorporated into "freedom dues"
- Filling poor whites with sense of freedom which rested on dispossessing Indians and enslaving massive numbers of Africans

### Summary

Worked to solidify race relationship between rich and poor white men

## Lecture 4: *The American Revolution*

Revolution marks the end of the Colonial period

### ***Liberalism and Republicanism***

- More notions of liberty circulating through the colonies in the 18<sup>th</sup> century
- Very influential in sparking resistance
- Both serve to define idea of “liberty” at the heart of American Revolution

#### Summary

Rhetoric of freedom is seen in the documents of this time

Freedom means different things to different people at different moments

What did it mean for the people who rose up to the British at the time?

- ➔ Liberalism and Republicanism is what freedom meant to the colonists at this time

### ***Republicanism***

- Stresses the public, community
- Active participation of economically independent citizens is vital to liberty (freedom)
- Idea of civic virtue, the public good
- Independent citizens would serve to check any infringement of liberty

#### Summary

Republicanism is a way of thinking

Absolute individualism = chaos

- ➔ To create freedom, you need order and stability
  - With rules and community that come together (like minded individuals)
    - Civic Virtue or the common good

Must check any infringement so no one individual could become too powerful

### ***Liberalism***

- John Locke
- 1680 published “Two Treatises on Government”

#### Summary

Liberalism is a way of thinking

Father of liberalism in America is John Locke (a philosopher)

Enlightenment and Scientific revolution influenced John Locke

Fundamental truths in how people can be organized can be ascertained like any other scientific law

## ***Liberalism II***

- Contrast with republicanism
  - Focus on the individual, the “private” realm
- Locke and “natural rights”
- Life, Liberty, property
- Liberty = freedom from interference from state into these private, natural rights
- Natural rights for some... for all?

### Summary

Defines freedom through the individual and their natural rights

Natural Rights – rights given to individuals when they are born (unalienable rights). They cannot be taken away

Peoples rights are stripped away when the government (monarchs) rules without the consent of the governed

Rules are imposed on the individuals that take away our rights

Your liberty should not be restrained unless it infringes on someone else's liberties

“universal” language is shown in these documents, however it still only applied to white, landowning males.

- Establishing the vocabulary of American History, aka universal terms

### ***Liberalism and Republicanism***

- Overlap, compatible
- Abstract ideas of liberty
- Match with real, culturally rooted ideas of liberty associated with being a free Englishman
- Invoked by rebellious colonists

### Summary

Ideas of Liberalism and Republicanism are associated with being a free Englishman

### ***Imperial Policies after 1763***

- Legacy of Seven Years War (French and Indian War)
- 1765 – Stamp Act
  - Unprecedented direct taxes that affect all the colonists
- Conflict over ideas of freedom
  - Crown: freedom to order Empire
  - Colonies: Freedom from confiscation of property without consent

### Summary

Great Britain wins Seven Years War against France and Spain

- Result is that Britain becomes most dominating Empire in Americas
- France gives up Empire in Americas
- Spain loses a lot of its territory in Americas

Great Britain went deep into debt in order to win the Seven Years War

Direct tax on all economic activity in the 13 colonies, without knowledge or a decision from representatives from the colonies

More than money was at stake, their property and freedom were at stake

### ***Repeal of Stamp Act***

- Stamp Act Crisis
  - Riots, attacks on tax collectors
- Boycotts of British goods
  - Commodities as common language. Common experience
- Language of liberty
- 1765 Stamp Act Congress meets
- 1766 Stamp Act repealed

### Summary

Resistance becomes more deliberate and planned and coming together as an effort

13 colonies were coming together for a common cause against the British in the name of liberty

“UNITED” States of America

Stamp Act Congress

James Otis and Ben Franklin would go to Britain in a speech to repeal the Stamp Act who speak for ALL the colonists

- King listens and repeals the Stamp Act
  - Had no real choice unless the King wanted a revolution

### ***Tea and Intolerable Acts***

- 1773 Tea Tax
  - Colonists object
    - Refuse to concede that Crown has right to tax
- Boston Tea Party
- Intolerable Acts
- Freedom of assembly, private property rights imperiled

### Summary

King still needed money from the levy of taxes

- Levied taxes in a more covert way, hidden taxes into the final price of goods
- One of these items being taxed was the special commodity of tea
- Tea couldn't grow within geography of the Americas
- Political resistance to open resistance against the Crown

### ***Continental Congress***

- A colonial crisis, connect Massachusetts
- A coordinated response
  - Halt trade to Britain
- Changing identities
  - Patrick Henry
    - “I am not a Virginian, but an American”

Cause of Boston, cause of all colonies

### Summary

Intolerable acts were taken as a threat to all colonies even though it had applied only to Massachusetts, the place of the Boston Tea Party

### Continental Congress

Identity of American is first articulated and expressed in the Continental Congress

“Give me liberty, or give me death”

Identity shifts from British to a separate identity called American (meaning part of the 13 colonies of America)

### ***Discontent to Independence***

- 1775 fighting breaks out in Massachusetts
- Continental Congress meets to formulate coordinated response
- Many delegates still seek to be seen as full and equal members of Empire even as they rebel against dictates of that Empire

### Summary

Colonists call themselves Rebels

Some delegates of the 13 colonies do not agree with rebelling against the British Empire

Loyalists (Tories) vs. Patriots (Rebels)

### ***Common Sense (1776)***

- Attacks monarchy, aristocracy, religious authority
- Hopes of a future free of Europe
- America as new, different
- Clear, accessible
- 150,000 copies sold

### Summary

Rather than having a monarchy we can have a country where elections are held (a representative government) in a republic.

Common Sense was an accessible book that could speak to all the colonists (no matter their background) that helped the American Revolution.

- Helped spread the word of Locke, Republicanism, Liberalism, to the masses

### ***Declaration of Independence***

- 6 months after Common Sense, delegates made the transition
- July 2<sup>nd</sup>, July 4<sup>th</sup>
  - Document brimmed over with specific grievances but also transcendent ideas of freedom and “natural rights”
- Long, arduous war ends in 1781, treaty in 1783
- What government will rule now?

### Summary

Continental Congress signs the Declaration of Independence detailing their grievance sand justifying their breaking away from England

## Lecture 5: *The Federalist Era*

### *Articles of Confederation*

- First government of United States
- No president, no judiciary, required nine states to pass any laws. National government impossible
- Problems:
  - Debt, trade restrictions, inflation, no coordinated economic policy, security concerns

#### Summary

Articles of Confederation bears no resemblance to our constitution

- It was weak, could not levy taxes, etc....
  - Only a “request”
  - VERY WEAKKKKK
- Loose way of tying together the 13 states
- Against a strong central government seen today
  - Which meant states were not forced to pay taxes, because there was no central government to enforce the collection of those taxes
  - Today the saying “the more you make, the more they take” was not a thing under the Articles of Confederation
- We wanted to address our debt to show other countries we were worthy of being lent money
- Western border was being attacked into what culminates into the War of 1812
- Eastern border attacked by the angry Britain who lost the war against the Americans

### **1787 Constitutional Convention**

- Federalists
  - Madison and Hamilton
- Strong central authority, suspicion of masses, stabilize national economy
- Madison
  - Separation of powers, division of powers
- Checks that secure and maintain liberty

#### Summary

Two representatives from the 13 states came to try and revise the Articles of Confederation

Two groups at Constitutional Convention

Federalists – those who advocated for a federal government (Madison and Hamilton)

- Federal government to fix some of the problems that plagued the early republic
- Continuation of republicanism (freedom comes from those who come together)
  - Argued for strong central authority to make liberty and freedom possible
- Afraid of the simpletons and common people making decisions about taxes and laws
- Comfortable with elite rule, indirect democracy
- Dividing federal government into three branches of government
  - Meant to separate powers
  - Diffusion of power so no one person got too big or powerful
  - “Locus of power”

### **Alexander Hamilton**

- Central authority
- Fear of masses
- “rich and well-born”
- Freedom through government
- Interests of elite
  - Economic advancement
- Taxes, tariffs, banks

#### Summary

Has great influence even though he never became president

Predicted and anticipated Industrial Revolution (factories) from Agrarian (farming) society in the late 1700's

- The “Economic Revolution”

### **Anti-Federalists**

- Worried about tyranny. Power of a small aristocracy
- Idea of liberty based in limited government
- Would not ratify constitution without explicit guarantees for individual rights
  - Would be known as the Bill of Rights

#### Summary

Agreed the Articles of Confederation was bad, but disagreed on how to deal with a new government

- Afraid to put the power in a strong central government
- Continuation of liberalism (individual liberty. Freedom comes from being a human being)
  - Strong central government could threaten once again the individual freedoms of Americans
- Led by Thomas Jefferson
- Enough Ant-Federalists to stop Ratification of Constitution

### **Bill of Rights**

- Specific rights for all citizens
- Revolution influence
- Also, transcendent rights, Lockean, “unalienable”
- Immediate and future impact

#### Summary

Influenced by actions taken by England (Intolerable Acts, unlawful search, and seizure of property)

Government cannot give you rights but only take them away

- They were always there, therefore they cannot give them, only take them away

Story of the struggle for democracy

- Built on vocabulary seen in the Declaration of Independence, Bill of Rights

Anti-Federalist's fears were amended and now a federal government soon followed

### ***1788 – Constitution Ratified***

- Compromise
- Federalist believed Bill of Rights was redundant
- Ant-Federalists melt away, Federalist take reins of government

#### Summary

The Great Compromise

Anti-Federalists fade away and is not a political party

Federalists do not fade away and become a political party in early American History

### ***1788 – 1800 Federalist Era***

- One party rule
- Hamilton's plans into action
  - Debt, tariffs, Bank of U.S., promote industrialization
- Path toward industrialization and international trade
- Opposed by South, create D.C.
- Popularity pf President Washington

#### Summary

Period of one-party rule

Washington was president unanimously as a Federalist

Washington – President of United States

Hamilton – Secretary of Treasury

Passed laws to levy taxes and tariffs to pay off debt

Tariffs

- Goods imported are taxed
  - Thus, U.S. goods are promoted as opposed to more expensive foreign goods
  - Way to protect American industry, rather than help foreign industry

American South did not like Industrialization because

- It threatened slave-based agriculture in the south

North = Industrialized Economy

South = Agrarian Slave Based Economy

### ***John Adams***

- 1796 – John Adams is elected
- Close, disputed election
- Increasing opposition to Federalist Policies
- Alien and Sedition Acts of 1798
- “Revolution of 1800”

#### Summary

Colin Morris-Moncada

HIST 200

Hated by fellow Federalists

Was not popular among Federalists nor Anti-Federalists (North and South)

Signed Alien Act

- Designed to silence opposition

Signed Sedition Act

- Designed to put people in jail who went to criticize the government
  - Intended for Southerners, who voice their discontent of the government

Election of 1800 – First Election in U.S. history where two parties oppose one another

Our Constitutional Rights have been taken away multiple times

The line between **Freedom and Protection** is first brought to attention

### **EXAMPLE**

Patriot Act – Signed by Bush as a response to 9/11 that is meant to strengthen national security by taking away some of our freedoms and privacy

## Lecture 6: *Industrialization and the Market Revolution Part I*

### **Economic Transformations of Early 1800's**

- Transportation Revolution
  - Rapid change from Colonial Period
    - Railroads, canals, roads, telegraph, steamboats
- Market Economics
  - Cash crops, sell to distant markets
- Urbanization and immigration
  - Surplus labor heads to urban cores
- Industrialization
  - Production and wage labor

### Summary

4 elements of economic (Economic Revolution) change sweeping through northern states in the 1800's

#### Transportation Revolution

- Prior there was no change in how goods and ideas were transported (horse)
  - Any change is a big change
- New inventions and machines that change transportation of people, ideas, and goods
  - Sewing machine, revolver, steamboats, typewriter

#### Market Revolution

- Concerned **where** and **how** farming took place
  - Shift from original state in union into states in the westward expansion
    - Connected by roads, canals, steamboats
  - Market Rev. depended on the Transportation Rev.
- Shift from subsistence farming to market farming (commercial)
  - Cash crops
  - Sell to distant markets because crops could be transported

#### Urbanization and Immigration Revolution

- Inventions allowed use of mechanization that displaced the need for physical laborers
  - These people moved to cities and urban areas grew larger
- Internal migration & external migration with open borders

#### Industrialization Revolution

- Rise of factories
  - Proved Hamilton's predictions
  - Shift from Agrarian society to an Industrial society
  - Factory labor and wage labor (time for money)

### ***Transportation Revolution: “Annihilate Space and Time”***

- Roads
  - 1806 construction National Road
    - Links Maryland to Ohio River Valley
- Steamboats
  - Commerce on rivers, Great Lakes, Atlantic Ocean
- Canals
  - Success of Erie Canal inspires other cities
    - By 1837 3,000 miles of canals were built
      - Linking Atlantic states with Ohio and Mississippi River Valleys'

#### Summary

Change on how people, goods, and ideas circulated

An investment into infrastructure with the building of roads that was passed by Congress

- Cumberland gap

Steam engines power brought efficiency to boats that did not depend on the nature of the wind

- Allowed us to take advantage of rivers across all the states
- 1815 Erie Canal is built that linked Great Lakes region to New York City (linked NYC to west)

### ***Economic Integration***

#### Summary

By 1840 America quickly expanded westward (Ohio, Indiana, Illinois)

Roads, railroads, canals, that connect all these states

- A web and grid of roads

### ***Railroads and Telegraph***

- Railroads open interior to settlement
- 1828
  - B&O Railroad begins (with horses) and opens July 4<sup>th</sup>, 1828
- 1830
  - Steam locomotive adopted
- Shorten travel times, allow urban growth, lower costs, develop iron and coal industries, reading material, resort town, watches, and clocks
- 1844
  - Morse invents telegraph
  - 16 years later 50,000 miles of wire linked the nation

#### Summary

Railroads were biggest impact in 19<sup>th</sup> century

Linked farmers in eastern states to the goods they used

Print industry develops

Resort towns are established as transportation goes to a mobile age

### ***Market Revolution***

- Integrated economy of commercial farms and manufacturing cities in northeast
- Farmers grow surplus, sell to distant markets
- Purchase goods formerly produced at home
- Mechanization lowers production costs and decreases labor demands

#### Summary

Concerned farmers in what is now the Midwest (where)

Commercial farming grew in surplus of crops for profit (how)

Prior farmers produced only what they needed (subsistence farming)

Instead of making clothes and items one could buy those same items with the surplus money made from the crops

- Embrace of mechanization (machines) made commercial farming possible
  - Led shift to machine tasks from human driven tasks

### ***Urbanization and Immigration***

- 12 cities over 5,000 in 1820
  - 150 in 1850
    - Most rapid period of urbanization
- Western cities develop
  - Ex. Cincinnati
- Lure of the city
  - City jobs less physically demanding, better material life, theatres, parades, urban markets
- 1820's 1830's
  - 667,000 immigrants
- 1850
  - 4.2 million
    - New York triples in size

#### Summary

Cities sprout up near and along railroad lines in the Midwest

Shift from 18<sup>th</sup> century rural America to the 19<sup>th</sup> century urban America

Push factor from land, land, land

Pull factor of the allure of cities and preferable jobs (hard labor farming to less physically demanding factory jobs)

Factory is not chained by the nature of the outside world like farming is

Dreams of fame and stardom pulled people into bustling cities (people could make it big and live large)

### ***Industrialization***

- Factory system develops slowly, regionally, but steadily
- Replaced artisan labor, world of the ready-made
- Textile industry develops in the Northeast
- 1820's
  - Boston Associates create first modern factories, factory town Lowell

### Summary

Decline of blacksmiths, artisan laborers, tailors, etc....

Mass production is at the forefront

Abstraction of the consumer that is needed when there is mass production of items for the shelves

Consumer capitalism is dependent on this abstraction of the consumer

Cotton factories cropped up for mass production of textiles to sell to nation

### **Lowell**

- Mechanized, all phases of production
- Relied on female and child labor
- Women participate in public world
- 1850
  - 52 mills
  - 10,000 workers
- Model to follow
- Advent of wage labor

### Summary

Women are hired as first laborers in factories

- Women were active in this time even if their wages were not their own

Child labor was normal and was not illegal until the early 1900's

New thing was selling your time for money

### **Transportation of American Economy**

- Transportation Revolution
  - Market Revolution
  - Urbanization / Immigration Revolution
  - Industrialization and Wage Labor
  - North/South Divide
- 
- How did this massive, integrated change affect the American public?

### Summary

4 elements of economic change sweeping through the northern states

Change confined to the Northern states and applies solely to the north

South is becoming more reliant on slave-based agriculture

## Lecture 7: *Industrialization and the Market Revolution Part II*

### ***Internalization the Market***

- With economic changes, there developed a changing sense of self
- Autonomy, self-determination
- Individualism, individual as agent
- Competitiveness as Natural
- Social mobility both real and imagined
- Market Revolution
  - Stifling?
  - Dislocation?
  - Emancipating?
  - Renewal or Resignation?
- Market demand
  - Make peace or Make war

### **Summary**

American identity, values, self, changes

Value that shifts to individual from land (wage labor from agricultural labor)

- Individualism is something valued
  - From the “we” to the “me”
    - “We” the people

One can maximize their labor and people can select their job

- Idealistic view of wage labor
  - Land ownership was seen as being locked up or fixed to the land and the natural laws tied to it

“Rags to riches” stories of hardworking and admirable people

### ***Industrial Morality***

- Cultural program flourished with Market Revolution and Second Great Awakening
- Socializing out pre-industrial culture
- Socializing in the virtues of the market
- Temperance movement
- Churches and temperance societies
- “Society for the Promotion of Industry, Frugality, and Temperance”

### **Summary**

Changed culture of what it is right and wrong (new moral code of industrial morality)

- Dedicated to shifting out the old values and in the new values

Religious revival of religious enthusiasm in early 1800's (1820's – 1850's)

- Huge influence on American society
- Causal factor in industrial morality
- Two Core tenants
  - God is knowable, accessible (not opaque or invisible). Anyone can know God if they open their hearts up to him and he reveals himself

- Its up two you to respond accordingly (idea of free will)
- Make the righteous choice or sin, but you have free will

#### Idea of temperance and Sin Attached to Drink

- Moral judgement attached to alcohol because of factory machines (could not be hungover)
  - On time, aware, and ready to work
  - If you are frugal from temptations you are not sinning and this is for your own good
  - To be frugal you must be temperate from alcohol

### ***Evil Alcohol***

#### Summary

Consumption of alcohol is ones moral ruin, evil, and sinful



### ***Civil Laws and “Experts”***

- Civil Law and Regulation of Pleasure
- Constables
- The Healthy, Prosperous Worker
- C.W. Post
- John Harvey Kellogg

#### Summary

Civil laws were passed

- Prohibition of alcohol on Sundays
- Curfews
- Age limit
- Origins of urban police force
- Hire thugs as police force to enforce prohibition laws

### ***Workingmen's Parties***

- Social anxieties, economic pressures
- Disparities in Wealth
  - 1840's
    - 5% owned 70% of property, "millionaire" invented
- Bankruptcies and Debtor Prisons
- Poor living conditions, city of filth
- Wage labor as wage slavery, fear of dependency
- 1820's and 1830's
  - Working Men's Parties emerge

#### Summary

Growing gap between rich and poor between factory owners and their workers

Diseases spread as the sanitation seen today did not exist in early 1800's (trash, piss, shit)

Many Americans thought that the new system made you dependent on the economy instead of dependent on the nature of the Earth

Urban labor unions served as the voice of the grieving workers

- Offered a critique of the new economy

### ***Reform, Not Repeal the Revolution***

- Free public schools
- End imprisonment for debt
  - Double punishment (debt and jail)
  - If debtors were not in jail they could not work
- 10-hour workday
- Help workers recover wages from bankrupt employers
- Improve the lives and wages of urban workers
- Strikes common in 1830's

#### Summary

Wanted to fix the problems of this new industrial age not a total repeal

Accepted change but offered critiques

Offered reforms

Selling time for money required a certain amount of education and skills that were needed for many jobs cropping up in this new age of industrial age

Protection of workers even if your employer goes bankrupt

### ***Market Revolution Reviewed***

CHANGE CONFINED TO NORTHPOWE

- Large-Scale factors
  - Transportation
  - Industrialization

- Urbanization
- Market Economy
- Wage Labor
- Market gets personal
  - Internalize individualism
  - Competitiveness
  - Industrial Morality
  - Labor Movements
- Efforts to exclude Blacks and Women, yet the market touches all

## Lecture 8: *King Cotton: Slavery and the Old South*

Market Revolution was confined to the north of the United States while the south was developing a different economic path.

### **Cotton is King**

- Growing important of slavery in 19<sup>th</sup> century
- Cotton production doubles every decade from 1840 to 1860
- U.S. produces 75% of world supply
- White gold:
  - Most important commodity, southern planters wealthiest Americans
- Slave population:
  - 1/3 of the entire south in 1860
  - ½ of Deep south
- 1860:
  - 4 million slaves worth 3.5 billion dollars
    - Worth more than railroads, industries, manufacturing together
- King Cotton and West:
  - 1/3 of cotton crop produced West of Mississippi River:
    - Growing political power in west

### Summary

Southern states do not industrialize or building canals and there are no large cities except New Orleans (based on slave labor)

Change from Tobacco/Slavery Economy to Cotton/Slavery Economy

Cotton Gin allows for slave-based agriculture based on cotton instead of tobacco

U.S. produces 75% of the worlds cotton and was in high demand

**Leads the south to depend on a cotton economy because it was more profitable and stable than the new industrial society noted in the north**

Cotton Belt (Deep South) – States that include Alabama, Mississippi, Louisiana

- Slaves are sold from Chesapeake areas into the Deep South areas (from Tobacco areas into the Cotton areas)

External slavery is less common and internal slavery becomes the norm (women that had babies and are those babies are born into slavery)

*Question during the era of the Civil War:*

*Will the West be open or closed to slavery?*

*North = closed (stop slavery westward)*

*South = open (continue slavery westward)*

### **To A Slave Society**

- By 1830's
  - Slave Economy to Slave Society
- Slavery affected every aspect of society
- 3 out of 4 white families owned no slaves
- Planters the exception:
  - Most slaveholders owned only a few slaves

- Yet most poor, non-slaveholding whites identify with planters through racism, regional loyalty, concepts of honor and paternalism
- Rented Slaves, worked on Slave Patrols
- Shared idea that their liberty depended on slavery

### Summary

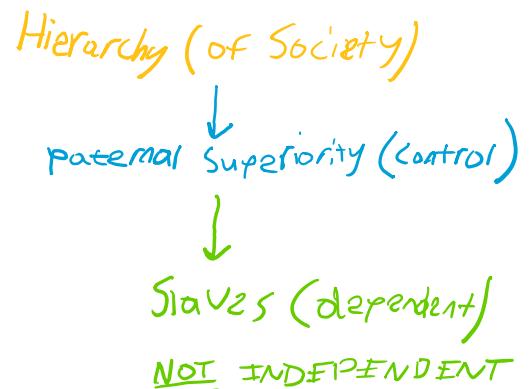
- Slave Economy becomes a Slave Society
  - Affects all aspects of life in the south even if you did not own slaves
    - Racist mentality permeates throughout the south

White male solidarity based on race not wealth (poor whites are invested in slave society even when they do not own slaves because they fight for other whites to have the ability to own slaves)

- They feel “connected” to other white people
  - Regional identity (part of being southern)

Southerners do not believe that “all” men were free

Belief is in the hierarchy of those who “deserved” to be free



### **Proslavery Arguments**

- Paternalism and Racism
- Conservative Argument:
  - Do not upset social order, slavery is natural order
- Positive Good Argument
- Biblical, historical argument
- Economic Argument
  - Property rights

### Summary

Argument outlines the **values of the south** (what they believed to be good and bad)

Southerners felt threatened by the new values of the north (abolition of slavery and rights of women)

Opposed to change

South thinks slavery is good because it has helped the south prosper and “freed” the whites and allowed them to become wealthy

South thinks slavery is good because they would have been worst off in Africa (believe it or not this is an argument still used today in America)

South reinforces that slaves are merely property and private property was very valued

- This would prove to be an influential argument for south for awhile
- Default argument when all others failed

### **Slavery and Freedom**

- Freedom:
  - From wage-slavery, freedom as a privilege, freedom for whites depended on power to command blacks
- Richmond Enquirer:
  - “Freedom is not possible without slavery”

### Summary

Southerners do not believe in Locke philosophy of (all men are created equal)

Southern believed in white superiority

South believed freedom depended on slavery

To be free was to own slaves for the south

### **Value of freedom**

### ***Slave Culture and Resistance in the Cotton Kingdom***

- Slaves’ desire for freedom and self-determination manifest in efforts to forge semi-independent culture centered on
  - Family and Religion

### Summary

The enslaved African Americans understood their identity and values through slave resistance

- That they were human beings NOT property
- Express what they feel is right and wrong

Resistance included running away and rebelling among other forms of obvious resistance

### ***Slave Family Life***

- Most slaves married
  - Most married for life
- Disruption through sales, led to more female-centered households, kinship networks
- Different gender roles

### Summary

Marriage was not legal or official in any capacity but research has proven that marriage was existent

Slaves form families and relationships as a form of resistance

- Because being a family gave them a life as a human in a dehumanizing time and place for African Americans
- Relationships form a sort of control over their lives
- Female orientated
- Fictive kin – relationship of family not by blood but still provide that role of family

### ***Slave Religion***

- Slaves affected by the Second Great Awakening
- Every plantation had black preacher
- Master believe to serve as social control
- Slaves understand Christianity on their own terms
  - Value of Exodus story
    - A front for heroes

### Summary

Second Great Awakening touched all parts of the United States, both the north and south, white and black

1. God is knowable to all
  - a. Accessible no matter who you are
    - i. Only requirement is to open your heart
2. Free will
  - a. Once God is revealed you must act accordingly through your actions
    - i. Salvation vs. Sinning (Damnation)

These parts of religion appealed to slaves that you have a soul and control in a time where slaves were taught they did not have a soul and were not in control of their lives (controlled by white slave owners)

Culture is alive

Slaves took the Bible and rebelled with passages from Exodus for example (a slave rebellion)

Bible inspired slaves to rebel

### **Slave Religion**

- Great institutional power vs. desire for freedom
- Day to day resistance, silent sabotage
- Fugitive Slaves:
  - Rampant but dangerous, run to North (Douglass) or cities
  - Role of Native Americans
  - Role of Underground Railroad
- Uprising on slave ships:
  - Amistad (1839), Creole (1841)

### Summary

Vast majority do not runaway or grab a pitchfork because the whites were so maintained to keep the institution of slavery

Form of resistance is harder to see (slave family and relationships and slave religiosity)

To rebel so apparent was suicide

If you have a shitty job you find ways to avoid doing that shitty job – Prof Hawkins

Douglass fought as an advocate for ending slavery before 1830's and Civil War

Douglass fought as an advocate for universal freedom and civil rights for women and blacks after 1830's and Civil War

Escaped from freedom and fought for what he thought freedom should be about

Slaves would escape to Canada through underground railroad to Native American tribes where they would be adopted into their tribes as equal members.

Some Native Americans hunted runaway slaves for subsistence in these times

1803 – Majority of African Slave Trade banned in U.S.

Amistad is a Spanish slave ship that in 1839 revolted and rebelled and made its way to New York.

- Inspired Creole American Slave Ship to revolt to British colony to get their freedom

### ***Nat Turner's Rebellion***

- Religious origins
- Aug 22<sup>nd</sup>, 1831
  - Uprising in Virginia, swells in size to 80 slaves, 60 whites killed
- Turner and followers captured and executed
- Turner:
  - "Was not Christ crucified?"
- Increase in "insubordination"
- Widespread panic and anxiety

### **Summary**

Nat Turner turned to book of Revelation in the Bible

- He interpreted the bible on his own terms as a slave rebellion
- Slavery is example of evil and the devils work
- Any rebellion is a blow to the devil and evil itself
- Believed he was a servant of God and could bring the end of the world through his actions
- 1831 freed a number of slaves
- Killing whites (children too) and releasing more and more slaves
- Local militia was called and he was executed

Secular non-religious basis for his rebellion

- Originally planned his uprising for July 4<sup>th</sup>, 1831
- Was sick and had to postpone

### **After Math**

Slave insubordination and resistance spread to other parts of the United States

- Inspired other slaves to take some sort of action
- Slaves to read and write soon became a crime
  - Whites could not decrease rebellion so they made slaves to not be able to think for themselves

## Lecture 9: Jacksonian Era Part I

Lecture will focus on politics in early 19<sup>th</sup> century (Jacksonian Era of 1820's and 1830's)

### **Politics in Early 19<sup>th</sup> Century**

- “Revolution” of 1800
- Federalists fade away:
  - Sanctioning of their policies
- “Era of Good Feelings”:
  - Return of one-party rule
- Universal Manhood Suffrage
- Notion of individualism, self, determination, liberty:
  - Western expansion, market revolution and political democracy

### Summary

Federalists vs Ant-Federalists begins the two-party system in America

Peaceful transition of power from one party to another

Federalists vs. Democratic-Republicans

War of 1812 pitted Britain against U.S. once again

Was not super important in terms of what was won in the battle but important for symbols used in America (Star Spangled Banner)

Federalists faded away because Democratic-Republicans built on the Federalists and accepted and supported the policies and views of Federalists.

Federalists were also seen as unpatriotic for not supporting the War of 1812

James Monroe ran unopposed (no opposition party to challenge him)

Voting rights were expanded to all white males not just rich or wealthy ones

Expanded democratic ideals but still not include women or people of color

“One man one vote”

- ➔ We are all individuals who all deserve to vote
  - Is not universal because it is limited to white males

Universal white manhood suffrage ended the Era of Good Feelings

- ➔ Brought in many white males that could now vote who do not own land

### ***Universal White Manhood Suffrage***

- All new states admitted to Union did not have property requirements
- 1820's older states revise suffrage laws
- Pressure from urban wage-earners
- Separation between landownership and capacities for voting
- Contradictions within nation
- Powerful notions of individualism and self-determination

### Summary

All white men in these new states could vote

Old states had to adopt these standards to solidify the Union and had faced pressure to do so

Market revolution pushed out small scale farmers who could not compete with the new technology and lost their land

- ➔ Losing their land meant they lost the ability to vote

People who had embraced the market revolution also could not vote because they might have not owned property

People who owned land were seen as somewhat smarter or better than people who did not own land

Change of values (embracing the market revolution and dismissing the old value of land ownership)

Contradiction of different laws regarding voting in different states

Nation went from "We" mentality to "Me" mentality

### **A Democratic Age?**

- Changes:
  - Mass participation in politics
  - Spectacle of democracy:
    - Parades
    - Bon fires
    - Mass meetings
    - Party conventions
- Defines "We, the People":
  - Defines who belongs to the nation and deepens divide between those who did not
- Voting as emblem of citizenship
  - "The badge of the freeman"
- 1851:
  - U.S. Magazine, suffrage meant "white males of age constituted the political nation"

### Summary

Politics becomes more available than in previous years and becomes an urban, expressive culture

Prior to Jackson, Presidents did not actively go out and make speeches to be leader

- ➔ Jackson marked the first President to try and rally support and explain why the people should vote for him

Age of Jacksonian Democracy (Expanded upon Democracy but still excluded a lot of people in America)

- ➔ Native Americans, Slaves, Free Blacks, Women were all excluded

“We the people”

- ➔ Who is American and who is not?
- Only those who could vote were seen as true citizens
    - Voting is a marker and badge of being a citizen

### ***Election of 1824***

- Last election of “Era of Good Feelings”
- Four Candidates:
  - Andrew Jackson
  - Henry Clay
  - John Quincy Adams
  - William Crawford
- All Running as Republicans
- Jackson wins popular vote, most electoral votes
- “Corrupt Bargain”
- Party system remade:
  - Whigs and Democrats

#### Summary

No one won minimum number of electoral votes in the Election of 1824

Jackson had the most electoral votes

Henry Clay gives his votes to Adams which is enough to win the election

Ends the “Era of Good Feelings”

Democratic Party is created by Andrew Jackson in opposition to the “Corrupt Bargain”

Whigs are founded to counter Jackson and identify with factories, railroads, universal white manhood suffrage

1. Federalists vs. Anti-Federalists
  - a. Federalists vs. Democratic-Republicans
2. Democrats vs. Whigs

Adams wins and is sworn in after the House of Representatives votes on the issue (picking Adams)

### ***Democratic Party***

- Formed as soon as Adams takes office
- New style of politics, participation by common people against entrenched interests
- Embraced party politics, mass participation
- Individual liberty, states' rights, limited government

#### Summary

Democratic Party is the “party of the people” and the common man against the elites (Democrats still believe this today)

- ➔ Bernie Sanders against the 1% blah blah blah

Democrats of today do not believe in limited government this flips sometime in American History.

### ***Enter Jackson***

- War Hero
- Westerner
- Humble Origins
- Indian Killer
- “Man’s man”
- Champion of the common man
- Suited to the age of universal manhood suffrage

#### Summary

Treaty of Ghent was signed and ended the War of 1812 but news did not come to the States until much later

Jackson proved himself to be a champion of the common people because he fought in the Battle of New Orleans

Rose to prominence in Tennessee in “new America of the West”

1. Grew up poor
2. Rose in the military
  - a. Was a rags to riches story that would resonate with many poor people

Hated today because of his policies and treatment towards Native Americans

### ***Election of 1828***

- Democrats embrace mass, popular style
- Jackson a popular hero, campaigned himself
- Scurrilous, personal attacks
- Adams as pampered aristocrat, corrupt, wife born out of wedlock, pimp to Tsar of Russia
- Jackson as son of prostitute married to “mulatto”, bigamist, murderer

#### Summary

Adams and Jackson both launched personal attacks against one another to win the election

Adams installed a billiards table in the white house and Jackson used this to attack him

Jackson's mom was called a whore and his dad was a Mulatto

Jackson was a murderer

### ***Jackson Victorious***

- Double turnout in 1828
- Strong victory for Jackson, Democrats
- Changing political landscape:
  - Jackson carries South and West
- New age of mass participation, universal manhood suffrage, active campaigning, intense party rivalry institutionalized
- America had entered “Age of Jackson”

#### Summary

Colin Morris-Moncada

HIST 200

All states had adopted the removal of land ownership as a requirement to vote which bolstered voter turnout

Jackson wins a clear decisive victory against Adams

## Lecture 10: *Jacksonian Era Part II*

Politics when Andrew Jackson was President after the Election of 1828

### **Second Party System: Democrats vs. Whigs**

- Issues stem from Market Revolution:
  - Banks
  - Tariffs
  - Currency
  - Internal improvements
  - Balance of power
- Battle over ideas about freedom and power
- Whigs:
  - Freedom and power interrelated
  - Government had a role in promoting economy, opportunity, and social order
- Democrats:
  - Strong central government a threat to liberty
  - Morality a private matter
  - Government interference brought social inequality

#### Summary

Two party rivalry forms

Role of federal government was a contention in these two parties

Freedom and power was discussed in these debates

Whigs identified with the policies of Federalists (taxes and ideas of Republicanism)

Jackson identified with at least in rhetoric identified with Anti-Federalists (individualism and limited federal government, states' rights)

- ➔ Saw big government as a threat to the individual

### **Nullification**

- Jackson's first term dominated by effort to uphold Federal Law
- 1828:
  - "Tariff of Abominations"
- Calhoun and Slave Power
- Jackson and Force Act
- Sectional Divide

#### Summary

Rhetoric was for less federal government but in practice after he became president went against these ideas

1828 introduced a Tariff on foreign imported goods and was designed to protect the industries in America

American was more inclined to buy the American manufactured good

Protecting domestic goods from foreign competition

Tariff of Abominations in the South

- ➔ North is industrializing
- ➔ South is committed to slave based agricultural

Tariff favors the north this is made up of factories

South is buying imported goods and hurts them because they have to pay the Tariff

John C. Calhoun among others wanted to get rid of the Tariff

Calhoun wants to put pressure on Jackson to overturn the tariff law

Jackson says no to overturn the tariff

- ➔ Refuses because it is not in the interest of a small-time farmer but overturning would help the rich slave owners instead

Jackson passes the Force Bill which forces states that are not complying to give in to these taxes

Calhoun resigns as Vice President and becomes a Senator in South Carolina who fights for the interests of wealthy southern slave owners

South Carolina becomes first state to resign from the Union during the Civil War

### ***Indian Removal***

- Key limits of the “common man” or “age of democracy”
- Pressures for western expansion:
  - Market revolution and cotton kingdom
- Indian Removal Act (1830):
  - “Five Civilized Tribes”, 60,000 Indians, out of Deep South
    - Leads to Trail of Tears
- Repudiates assimilation:
  - Removal over coexistence
- Farmers, slaveholders, governed by constitution, yet to Jackson – “Savages”

### **Summary**

Called for force and expulsion of Native Americans from the south

Many “Five Civilized Tribes” were Christians, owned slaves, spoke English, and were as American as you could get at the time

- ➔ It did not matter in the eyes of Jackson and he did not care and felt they could never be American
  - Race based society as opposed to wealth or religion

Cherokee takes their case to the Supreme Court and they rule that the removal is unconstitutional because they are a sovereign state and Jackson could not force laws on a sovereign state

### **Cherokee Nations v. Georgia (1831)**

### **Worcester v. Georgia (1832)**

### ***Jackson and the Bank War***

Re-elected in 1832

- Declares war on “Monster Bank”
- Distrust of “nonproducers” and paper money
- Veto Bank of U.S. and create “pet banks”

- Jackson leaves office in 1836, triumphant
- No central bank, no regulation, wild speculation, massive speculation
- Panic of 1837:
  - Depression, unemployment, bankruptcies, mortgage defaults

### Summary

Believes the bank is not in the interest of the common people

Thinks bankers do not “do” anything

Does not believe in paper currency and only in gold and silver standards

Takes money from bank of U.S. and distributes them to local banks known as “pet banks”

Jackson told the banks to loan out to poor common men so they could buy property

Martin Van Buren (Jackson's 2<sup>nd</sup> Vice President) gets elected in 1836

w/o central bank economy descends into a depression

Panic of 1837 (depression) lasted well into early 1840's

### ***Immediate and Long-Term Effects of Panic of 1837***

- Democrats incur blame, crushes popularity
- Martin Van Who?
- Whigs gain popularity, election gains
- 1840:
  - Log Cabin campaign
    - Whigs nominate William Henry Harrison, seize the new political style
- Long Term:
  - Calls for western expansion as panacea, debate over economic future and the West

### Summary

Immediate effects

Martin Van Buren is blamed for Jackson's mistakes and policies regarding the central bank

1840 William Henry Harrison is elected and Whig uses that he was born in a log cabin to drive home that he fought for the common people

Ascendance of Whig Party

Long Term Effects

Western Expansion as Panacea (solution) to cure economic problems faced in the depression

## Lecture 11: *Antebellum Reform Part I*

Examining the Era of Antebellum Reform seeking to reform individuals and society

Antebellum (Before the War – aka the Civil War)

1830's 1840's and 1850's

### ***The Reform Impulse***

- “In the history of the world, the doctrine of reform has never such hope as at the present hour” – Ralph W. Emerson, 1841
- Industrialization, Urbanization
- Looking backward, looking forward

### Summary

Ralph W. Emerson is a key figure in American society and culture during this period

➔ Known for Transcendentalism

Industrialization created discontent against injustices of that era

➔ Brought reform

Abolition movement was part of Antebellum Reform

Industrialization

1. Created problems and grievances
  - a. People living in filth and squalor in big cities
2. Through technological changes inspired people
  - a. Inspires reform movements and ideas to influence people in ways not possible before
3. Radically ideas such as abolition and feminism could spread because of urbanization

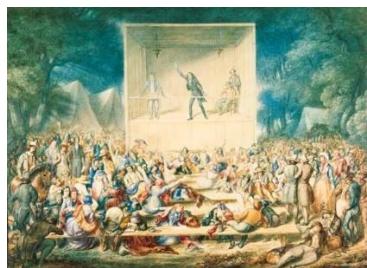
Some wanted to go backwards and live a simpler life

- a. Saw market revolution it as corrosive and obnoxious

Others embraced the market revolution

- a. Embraced greater possibilities with railroads and an America where more freedom was possible for different people

### ***The Reform Impulse***



Second Great Awakening (1820-1840)

### Summary

Individualism is valued by Americans

You are in charge of your life

Period of Economic change, Technological change, Politics (party system) change, Excitement for politics, and Awakening of Religion

Second Great Awakening itself is a reform and part of the Antebellum Reforms

This reform focused on the individual life and was an influence on Antebellum Reform

1. God is knowable to all (black, white, women, men)
2. Free will (it is up to you to do the moral thing)
  - a. Moral vs. Immoral
  - b. Salvation vs. Damnation

### ***Second Great Awakening***

- Swept across nation in 1820's and 1830's
- Strongest in urban areas, migrant magnets
- Contagious, infectious passionate experience
- Mass, democratic expression
- Emphasis on self-improvement, self-reliance, self-determination

### **Summary**

Influential in urban areas and spoke to Americans who felt uneasy in the new way of the Market Revolution. This reform through religion spoke to many of the people in these big cities because it gave them control over their lives.

People are clustered in filth and this also allowed the Second Great Awakening to spread like wildfire.

Big Cities were magnets for several people

1. Magnets for immigrants
2. Magnets for people being pushed off their land in wake of new industrialized society

American religious tradition of emotional and passionate that paralleled the American government at this time with the Jacksonian Era

Colin Morris-Moncada

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Lecture 12: *Antebellum Reform Part II*

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Lecture 13: *Westward Expansion*

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Lecture 14: *Civil War*

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Lecture 15: *Reconstruction*