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United States History Regents Review Packet

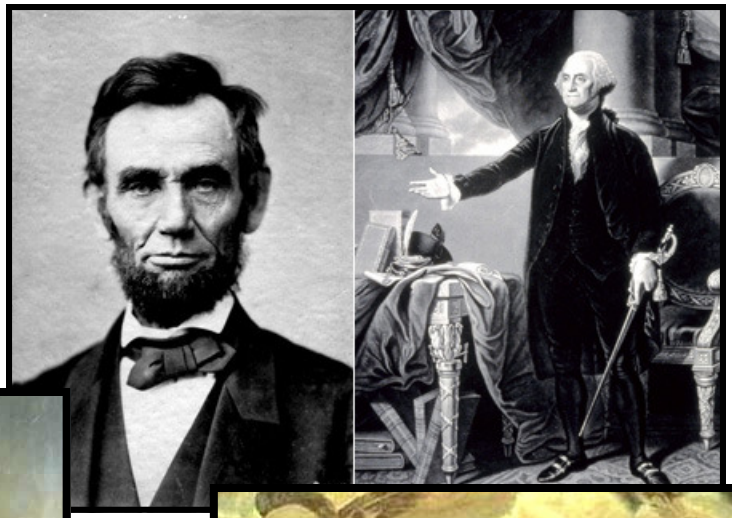
This study guide will assist you in preparing for the NYS Examination in United States History.



Social Studies Department

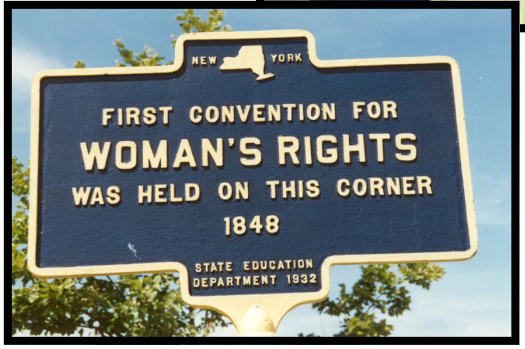
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Continental United States

Geography

- Atlantic and Pacific Oceans most influenced U.S. foreign policy throughout the 18th, 19th, and 20th century.
- Oceans on the east & west coasts helped the U.S. maintain its foreign policy of neutrality during much of the 1800s.
- **Natural harbors** contributed to the **development of commerce**.
- **Appalachian Mountains** served as the western boundary for British colonial settlements prior to the Revolutionary War.
- **Proclamation Line of 1763**- Border established by Great Britain in order to avoid conflicts between American colonists and Native Americans.
- Early colonial settlements were similar in that each developed near the coast line. EX) Jamestown (1607) Plymouth (1620) New Amsterdam (1625)
- **New England Colonies-** Influenced by good harbors, abundant forests, rocky soil, and a short growing season. Geographic factors influenced the economy of New England by promoting the growth of trade and manufacturing. Developed villages with town-hall meetings. Had small farms, commercial fishing, and the first American college.
- **Southern Colonies**- The climate and topography of the southeastern U.S. had a major impact on the history of the U.S. before 1860 because the region provided agricultural products that were processed in the North and in Europe. Developed plantations (large farms that used slave labor) because of fertile land and a long growing season.
- **Great Plains** The relatively **flat, grassy region** of the U.S. **between** the **Mississippi River** and the **Rocky Mountains** is known as the Great Plains. The states with the largest percentage of land used for agriculture are located in areas with relatively flat terrain. Known for producing grain crops (aka food).

Colonial Period

- **Triangular Trade-** led directly to the increased importation of enslaved Africans to the Western Hemisphere (colonies)
- **British Mercantilism**- Economic policy used by the British in which the American Colonies served as a source of raw materials and a market to sell goods. British buy raw materials from the colonies and sell them finished products. **Limited manufacturing** in America. **Limited colonies' trade with other nations.** This policy would eventually become **one of the reasons for the American Revolution**.
- **Salutary Neglect**- Period of time when the British ignored the colonies because they only wanted to benefit from the economic prosperity of the colonies. Led to the **development of independent colonial trade practices**.
- **French and Indian War**- Caused by disputed land claims in the Ohio River valley between the French and the British (the French and Indians were on the same side). War **led to the end of the period of Salutary Neglect**, because of the British need to tax the American colonists in order to pay for the war. This increase in taxes became one of the major causes of the **Revolutionary War** (war for American independence from Great Britain).
- **Virginia House of Burgesses/Mayflower Compact/Town Hall Meetings-** Early colonial efforts in self-government. They all contributed to the development of **representative democracy.**
- **Albany Plan of Union (1754)-** Early attempt to unify American colonies but under British rule. Many colonies objected to it because colonial assemblies did not want to give up their individual power.

Independence Movement/Revolutionary War (American Revolution)

Declaration of Independence-

- States the colonial grievances against British rule (**a list of reasons for separating from Great Britain**).
- Written by **Thomas Jefferson** who was most **influenced by** the writers of the **Enlightenment**.
- Is described as a statement of democratic principles rather than a framework for government.
- Takes ideas from **John Locke's theory of natural rights**-power to govern belongs to the people ("*consent of the governed*").
- Contributed to the political development of the U.S. by presenting a clear statement of the **social contract theory of government**- the fundamental purpose of government is to secure the natural rights of the people. If a government denies its people certain basic rights, that government can be overthrown.
- Similar to the Bill of Rights because both documents support limitations on governmental power and stress the importance of individual liberty.
- **NO TAXATION WITHOUT REPRESENTATION-** Many colonists believed they could not be taxed by the British because they had no representatives in the British government, which means that the British did not have **consent of the governed**.

- **Thomas Paine**- Published ***Common Sense*** which was influential in persuading American colonists to support colonial independence from Britain. Convinced many Americans who had been undecided on declaring independence from Britain.
- **Response to Mercantilist Policies**- Committees of Correspondence/Non-importation Agreements/Boston Tea Party First Continental Congress

Major Events Leading to Revolutionary War-

Sugar and Stamp Acts- tax foreign molasses and printed material. **Quartering Act**-requires colonists to house and feed British soldiers. **Townshend Acts**-taxes imported goods and tea. **Boston Massacre**-five people killed by British soldiers.

- Revolutionary War begins shortly after the signing of the **Declaration of Independence**.
- American Colonies win the war and independence with the help of familiar land and foreign aid (France).
- At the end of the Revolutionary War the **Mississippi** became the **western boundary of the U.S**.

Articles of Confederation

- First form of government used by the U.S. after independence from Britain. First plan of union for the original 13 states.
- At this point many **Americans distrusted a strong central government** because of their experiences under the rule of **Great Britain**. They wanted to limit the central government's opportunities to infringe upon the people's liberties so they established a **decentralized** (*power is broken up and divided among many groups, not unified*) political system in which the state governments had all the power.
- **Problems and Weaknesses**- Largely unsuccessful at solving many major problems because **most power remained with the state governments.** Congress depended on the states for men and money to support an army. National (aka Federal) government could not enforce its laws. Congress constantly overrode the President's vetoes.
- States had the power to collect taxes, coin money, and control trade.

- **Success of the Articles**- It provided a system for **governing** the **Western territories** and a process for **admitting new states** to the union.

Constitutional Convention (1787)-Major American delegates (politicians) meet in Philadelphia to revise (correct) the weaknesses of the Articles of Confederation.

- Called primarily because the **central government needed additional power** (the states had too much power).
- **Shays' Rebellion (1786)-** Significant because it convinced many Americans of the need for a stronger national government. Exposed the weaknesses of the Articles of Confederation. Led to a call for the Constitutional Convention.
- Led to the creation of the **U.S. Constitution**.

Great Compromise-

- Settled a dispute over how the states would be represented in the **national legislature aka Congress** (group of people who write and vote on laws). Delegates from **states with small populations supported** the idea of **equal representation** for the states in the national legislature (ex New Jersey). Delegates from **states with large populations supported** the idea of **representation based on the size** of population (ex Virginia).
- **Solution**- Created a **bicameral legislature** (two houses that write and vote on laws). One house would be based on population (**House of Representatives**) and the other house would have equal representation for all states (**Senate**).

- **Three-Fifths Compromise**- Solution to the problem of how to determine the number of representatives in the *House of Representatives* (*branch of Congress*) from states with large slave populations. Determined that **3/5 of the slave population would be counted for representation in the House.**
- **Other Major Compromises**- Slave Trade, Taxation, Election of President.

U.S. Constitution vs. Articles of Confederation

Differences

- Constitution strengthened the power of the Federal (aka national) Government.
- Constitution granted **Congress** sole **control** over **interstate** and **foreign commerce** (trading between different states and trading with other countries).
- Constitution created **three** separate**,** independent **branches of government**.
- Constitution gave the Federal (national) Government the power to collect taxes.

Similarities

- Both provided a **national legislature** (lawmaking body).
- Both provided some form of **cooperation between states**.

Federalists- Group that **supported ratification** (make into a law) of the **U.S. Constitution**. Wanted a strong national government to provide order. Published the ***Federalist Papers*** which encouraged ratification of the Constitution.

Anti-Federalists- Group that was **against ratification of the Constitution**. They believed it would **threaten the rights of individual citizens**. Did not want the national government to have too much power. Only agreed to ratify the Constitution after the addition of the **Bill of Rights** to the Constitution.

Bill of Rights- First ten amendments to the U.S. Constitution.

- Main purpose is to **protect civil liberties** and protect the people **from government abuse**.
- Similar to the Declaration of Independence because both stress the importance of **individual liberty**.
- **Unreasonable Search and Seizure**- Protects U.S. citizens from being jailed or searched for no reason. This amendment was put in because the British government used **writs of assistance** against American merchants during the colonial/Revolutionary War era.
- 14th amendment extends the protections of the Bill of Rights to include actions of state governments (states must also obey the Bill of Rights).
- **Major Rights**- Right to assemble peacefully, freedom of speech, protection against unreasonable search and seizure, etc.
- **Separation of church and state (**religion is separate from the government) is established in the 1st Amendment.
- **Freedom of Speech** (1st Amendment)
    - **John Peter Zenger-** Arrested by governor of New York (1733) for printing an article that criticized the governor. Was found to be **not guilty** because the article was based on fact. Led to a **strengthening of freedom of press.**

Constitution: Basic Principals

U.S. Constitution- A statement of rules and procedures for governing the U.S.

Enlightenment Influence-

- Idea of **sovereignty of the people** came from **social contract philosophers** of the Enlightenment period. *Sovereignty is derived from the consent of the governed* (only the citizens give the government the power to rule).
- Consent of the governed concept comes from enlightenment philosophers.
- Limitations on the power of government were influenced by the ideas of **John Locke** and **Baron de Montesquieu** (**checks & balances**, three branches of government).

Democracy- A government for the people by the people. A democracy must have citizen participation in government. Ex) the citizens of the U.S. choose their congressional representatives (House & Senate) through elections. The most essential feature of democratic government is a free and open election process.

Republican Government- Described as one in which representatives are elected by the people.

Division of Power-The framers of the Constitution included the concepts of federalism, checks &balances, and separation of powers in the document because they feared a government with unlimited power.

Federalism- Division of powers between the national and state government.

- A constitutional principle that establishes limits on the powers of the government (the state and Federal government share different powers so neither can become too powerful).
- **Reserved Powers**- **Powers only granted to the state governments** by the Constitution. Ex) Public Education,

- **Delegated Powers** - **Powers only granted to the Federal Government** by the Constitution. EX) Power to declare war, coin money, control interstate commerce.
- **Concurrent Powers-** Powers shared by the federal and state governments Ex) power to tax.

Structure of the Federal Government

- **Legislative Branch-** AKA Congress (**House of Representatives** and **Senate**) Group of representatives from each state that propose, write, vote on laws, approve treaties.
- **Executive Branch-** The President of the U.S. and his cabinet.
    1. **Chief Legislator**- It is the President's role to ask executive department staff to propose and support legislation.
    2. **Chief Executive**- President is highest military official (Commander & Chief).
    3. **Chief Diplomat**- President meets and negotiates with other foreign rulers. Ex) Wilson at treaty of Versailles, Regan meets with Gorbachev, Jimmy carter negotiates Camp David Accords.
    4. From time to time, the President must inform Congress and the nation about the state **of the Union** (condition of the country).

Judicial Branch- Federal Courts and **Supreme Court**.

Marbury v. Madison

- Heard under Chief Justice **John Marshall.**
- Established **judicial review**.
- Strengthened the **Judiciary branch** (Supreme Court) of the U.S.
- First time **a Federal law was declared unconstitutional** by the **Supreme Court**

Checks & Balances- Each of the three branches of government (executive, legislative, judicial) checks the other to ensure that no one branch has too much power.

- President can be **impeached** (removed from office by trial) by congress.
- **Congress** (legislative branch) can pass a bill and the President (executive branch) can sign the bill into law or **veto** (reject) the bill. Congress can override the veto by a two-thirds vote of both houses.
- President can negotiate treaties but the **senate** must ratify (pass) them.
- The **Supreme Court** can rule that a law is unconstitutional.
- The President appoints Supreme Court judges but the Senate must approve the appointments.

Flexibility of Constitution- Amendments (changes to the constitution), the Elastic Clause, necessary and proper clause, unwritten constitution, and Judicial Review all allow for the Constitution to meet the needs of a changing society (adapt to changing times).

- The elastic clause has been used primarily to broaden the power of Congress (because it allows Congress to pass more laws).
- **Examples**- Pure Food and Drug Act (1906), Social Security Act (1935), Louisiana Purchase, creation of Federal Communications Commission (FCC), creation of Federal Reserve were all enacted using the **elastic clause**.

Unwritten Constitution- Practices of the U.S. government that are **based on custom and tradition**, but not actually written anywhere in the Constitution.

- **Examples**- creation of the presidential cabinet, political parties, committee system in Congress, Judicial Review, lobbying,
- Limiting the President's time in office to two terms was established under the unwritten constitution and later included in the written Constitution.

Electoral College- President of the U.S. is **elected by winning electoral votes** from each state, **not a popular vote**.

- The number of electoral votes a state receives is based on the size of its population.
- - records population data to determine the number of electoral college votes from each state, as well as the number of members in the House of Representatives.
- Some presidential candidates skip campaigning in low population states.
- The winner of the popular vote can lose the election (happened in 1876 and 2000).
- This indicates that the authors of the original Constitution did not completely trust the common voter to make decisions.
- Ratification of a constitutional amendment is the only way to eliminate the Electoral College.

George Washington- First President of the U.S. and Revolutionary War general.

- Did not want to become entangled (involved) with European affairs.
- Issued the **Proclamation of Neutrality** in order to isolate the U.S. from Europe and keep it independent.
- Set a precedent (example) for all future presidents by using the **unwritten constitution** to form the **first cabinet** (group of close advisers to the President).
- **Whiskey Rebellion**- Passage of a **new excise** tax led to a **rebellion** in western Pennsylvania. Washington used state militia (army) to put down the rebellion, demonstrating that the new national government intended to **enforce federal laws**.
- His actions and policies strengthened the Federal Government.
- Washington pursued **neutrality** because he believed the U.S. needed time to gain economic and military strength.
- **Farewell Address**- Washington urges the U.S. to **avoid European conflicts**, stay neutral, and avoid alliances with any other nation of the world.

Alexander Hamilton- First Secretary of Treasury of the U.S.

- Proposed a **national bank** to improve the economic position of the U.S. government.
- Argued that the government has the power to create a **National Bank** based on the **elastic clause** of the Constitution.
- Established a sound financial plan for the new nation.
- Devised a plan to **pay off U.S. debt**.
- Urged Congress to pass a **protective tariff** (tax on foreign goods) to encourage the growth of U.S. manufacturing.
- Believed the government should exercise all powers necessary and proper to meet its responsibilities (loose interpretation of the Constitution).

Thomas Jefferson-

- **Opposed** Hamilton's plan to create a **national bank** because the plan depended on a loose interpretation of the Constitution.

- **Believed in strict interpretation of the Constitution** (you have to follow the Constitution exactly as it is written).
- Sought to avoid involvement in European affairs (isolationist).
- Disagreement between Hamilton and Jefferson over the interpretation of the Constitution led to the development of the **political party system**.
- Authorized the Lewis and Clark expedition in order to explore a route to the Pacific Ocean (helped lead to westward expansion).
- Made the **Louisiana Purchase** while President of the U.S.

Louisiana Purchase-

- In deciding to purchase the Louisiana Territory, Jefferson had to overcome the problem of contradicting his belief in a strict interpretation of the Constitution.
- He used the **Elastic Clause** and **implied powers** to make the purchase.
- The purchase was made because he was worried about a strong French and Spanish presence and wanted American control of **New Orleans** which had a valuable port.
- Secured U.S. control of the **Mississippi River**.
- Farmers needed a water route to help ship their products to market.
- **Farmers** in the **Ohio River Valley** gained greatest **economic benefit** as a result of the purchase.
- Focused the U.S. on westward expansion**.**

Nationalism/ Sectionalism

John Marshall- Chief Justice of the U.S.

- Decisions as Chief Justice of the U.S. resulted in expansion of the power of Federal Government.
- Helped create a sense of national unity by strengthening the Federal Government at the expense of State government.
- Helped make the Constitution more flexible by interpreting the Constitution broadly.

War of 1812- War between U.S. and Britain over trade in the Atlantic Ocean.

- **War Hawks**- A group of Congressmen from the South and West who supported the War of 1812.
- Ended by the **Treaty of Ghent**.
- Increased American **nationalism**- the loyalty of a people to their values, traditions, and/or geographic region (intense pride for one's nation or culture).

President James Monroe-

- **Monroe Doctrine (1823)**-Foreign policy intended to limit European influence in the Western Hemisphere.
    - Warned Europe against any further colonization in Latin America.
    - Resulted from the close geographic relationship between the U.S. and Latin America.
    - U.S. foreign policy increased enforcement of the Monroe Doctrine during the late 19th and early 20th century.
- **Roosevelt Corollary to Monroe Doctrine** - President **Theodore Roosevelt** would later add to the Monroe Doctrine to make the U.S. the "**policeman of the Western Hemisphere**.". Roosevelt's foreign policy was that the Monroe Doctrine permitted the U.S. to intervene actively in the affairs of Latin American nations.

President Andrew Jackson-

- Starting with the election of Jackson in 1828, voter participation increased due to the end of property requirements for voting by many states (White, male U.S. citizens no longer had to own property in order to vote which meant that lower class citizens who could not afford land, gained the opportunity to vote).
- Used the **spoils system** to provide jobs to political party supporters. The spoils system resulted in elected officials rewarding their supporters with government jobs.
- Jackson claimed that the spoils system increased democracy in the federal government because it allowed larger numbers of citizens to hold office.
- Expanded presidential powers through frequent use of the veto.
- Forced Native Americans to move west of the Mississippi River to modern day Oklahoma (the trip became known as the Trail of Tears.
- **Worcester v. Georgia**- Supreme Court ruled in favor of Native Americans who were being forcefully removed from Georgia, but President Andrew Jackson did not enforce the ruling.
- **Whig** party began as a group unified against Andrew Jackson.
- **Political Machines**- Politicians in these organizations often accepted bribes in return for favors.

Erie Canal- A waterway connecting Lake Erie to the Hudson River that aided the economic development of the U.S. by lowering the cost of shipping goods from the Midwest to the Atlantic coast. The farmers in the Midwest could ship their goods to merchants in the east who would trade and sell the goods for a larger profit. North East economies (ex, New York, New England) promoted the growth of trade and manufacturing as a result.

Westward Expansion

Gold Rush 1849- Resulted in an increase in westward migration. Led to the growth of the populations of California and the western territories.

Homestead Act 1862- Promoted development of western lands by **providing free land to settlers**. Demonstrated the federal government's commitment to the settlement of western territories. Most directly affected the **Great Plains**.

Pacific (Transcontinental Act) Railway Act 1862

- In the second half of the 1800's, the federal government encouraged the building of transcontinental railroads by giving land to the railroad co mpanies.

Manifest Destiny- Idea that the U.S. should possess the entire continent.

- Used to support **westward expansion** of the U.S. to the **Pacific Ocean**.
- Used as an excuse to expand into lands claimed by other nations.
- Led to the **annexation of Texas**, and the **Mexican War**.
- During the 1840's **abolitionists** (people who wanted to make slavery illegal) opposed annexation of new western territory because they feared the admission of new slave states.
- **Major Abolitionists**- William Lloyd Garrison, Harriet Tubman, Harriet Beecher Stowe
- Territorial expansion led to increased tensions over slavery (should the new territories be open to slavery?).

President James Polk- Policies involving Texas, California, and Oregon Territory were all efforts to fulfill the goal of Manifest Destiny.

Missouri Compromise 1820/Compromise of 1850/Kansas-Nebraska Act 1854- All were efforts to settle disputes over the spread of slavery to the western territories. The debate was whether new states admitted to the union would be free or slave states. Rapid migration caused by the discovery of gold in California led to the Compromise.

Popular Sovereignty- The idea that settlers had the right to decide whether slavery would be legal in their new territory or not. Set up by **Kansas-Nebraska Act**.

Dred Scott v. Sanford 1857- Supreme Court decision which ruled that Congress could not ban slavery in the territories.

Plantations- Large farms in the south that used slave labor. Slavery became more widespread in the South than in the North because geographic factors contributed to the grown to the southern plantation system. Slavery expanded in the South in the first half of the 1800's because new inventions led to an increase in cotton production.

Bleeding Kansas- Phrase used to describe clashes between proslavery and antislavery groups.

Uncle Tom's Cabin- Written by **Harriet Beecher Stowe**. Book describing slavery that contributed to the start of the Civil War by intensifying Northern dislike of slavery.

Underground Railroad- A secret network that aided slaves in escaping slave-owners and reaching free states. **Supported by** many **abolitionists**.

U.S. Civil War

- Abraham Lincoln is elected and Southern states secede (leave or break away) from the Union, causing a war between the North (Union) and the South (Confederate States). The two major issues dividing the North and South were **States rights** and the **status of slavery**.

Reasons for Succession of Southern States-

- Increasing **sectionalism**
- Disagreements over **states rights** issues (the South felt that the Federal Government did not have the right to abolish slavery in their states).
- Breakdown of compromise- failure of the Compromise of 1850 1820 and Kansas Nebraska Act.
- Election of **Abraham Lincoln** in 1860. Lincoln made it very clear that he opposed slavery in the new territories. Southerners wanted slavery extended to the new territories so the south could keep enough strength in the Senate to protect Southern interests (slavery).

Abraham Lincoln-

- Believed that sectional differences threatened to destroy the Union. *"A house divided against itself cannot stand."*
- As the Civil War began, Lincoln stated that his primary **goal was to preserve the Union** (states remain united).
- Claimed that the government was a union of people and not of states.
- Lincoln justified the war by stating that his oath of office required him to defend and preserve the **Union**.

Lincoln expands Presidential powers during wartime

- **Suspended** the **writ of habeas corpus** (law that prevents a person from being held in jail without just cause) during the Civil War.
- Arrested and jailed anti-Unionists without giving a reason.

- Increased the size of the army without congressional authorization.
- Censored some anti-Union newspapers and had some editors and publishers arrested.
- This demonstrates that restrictions on people's rights may occur during wartime.

Emancipation Proclamation- Order issued by President Abraham Lincoln in 1862 (effective Jan. 1863) that declared slaves free in the areas still held by the Confederates. Major purpose was to help the North win the Civil War because it helped keep England from siding with the South.

Reasons for North (Union) Victory-

- North was better prepared economically to fight the war.
- North had more human resources and war material.

Results (U.S. Civil War)-

- Power of the **central government** (aka Federal Government) was **strengthened** over the power of the States.
- The passage of the 13th, 14th, and 15th amendments all led to **greater Federal supremacy over the states.**
- Secession was no longer regarded as an option to be exercised by States (States can't try to leave the U.S. anymore).
- **North** undergoes **rapid economic** growth **and industrialization** because it was stimulated by increased government demand for many products. The North's economic growth during the Civil War was stimulated by increased government demand for many products in order to fight the war (ex: guns, supplies, transportation).

Post-Civil War/ Reconstruction Era

Reconstruction Era- Time period following the Civil War, when the Southern States were reorganized and reintegrated back into the Union.

- Marked by the military occupation of the South, attempts to remove a President, and major constitutional amendments.
- Withdrawal of federal troops from the South marked the end of Reconstruction in the U.S.

Lincoln's Plan for Reconstruction-

- Primary goal was to **restore Southern representation in Congress**.
- The Union should be restored as quickly as possible. Which could only happen if……..
- The former Confederate States are treated as if they had never actually left the Union.
- Reject the idea of harsh punishments for the South.
- Forgive the Southerners and welcome them back into the Union.

Radical Republicans- Group of Republicans that **wanted harsh punishments for the South**.

- **Opposed Lincoln's plan** for Reconstruction because the plan offered amnesty (official forgiveness) to nearly all Confederates who would swear allegiance to the U.S.
- Believed that Reconstruction should be used to **force political and social reform** in the Southern States.
- A major goal was to gain voting rights for the newly freed slaves.
- Did not want to readmit Southern States into the Union unless they ratified the 14th amendment.

Solid South- Nick-name given to the former Confederate States after Reconstruction because they **consistently supported** (voted for) **the Democratic Party**.

Lincoln is Assassinated- Lincoln's death allowed the Radical Republicans to control Reconstruction policy.

President Andrew Johnson- Takes over for Lincoln after his assassination.

- **Supported Lincoln's policy of Reconstruction**- wanted to allow the Southern States to reenter the nation as quickly as possible (wanted Southern States back in Congress).
- The Radical Republicans in Congress disagreed with Johnson about how to handle Reconstruction, which led to the **impeachment of Johnson**. Johnson was officially impeached because he fired the Secretary of War, Edwin M. Stanton, without Senate approval, but the impeachment failed and Johnson remained in office.

Constitutional Amendments During Reconstruction13th, 14th, 15th were all passed during the Reconstruction Era and showed that Federal powers could be expanded to protect the rights of minorities.

13th Amendment (1865)-Law that formally abolished slavery in the U.S.

14th Amendment-

- Law that officially gave citizenship to African Americans and legally protected them under the Bill of Rights and U.S. Constitution.
- **Extends the protections of the Bill of Rights** to **include** actions of **state governments**.
- Allowed the National Government to place more restrictions on the actions of state governments.

15th Amendment- Law that granted African Americans voting rights. Southern States collected **poll taxes** and required **literacy tests** in order to keep African Americans from exercising their voting rights.

Jim Crow Laws- 1870's 1880's

- Attempts by state and local governments to **restrict the freedoms of African Americans** after the end of the Civil War.
- Led to an increase in violations of the rights of African-Americans.
- **Limited** the effectiveness of the **13th, 14th,** and **15th amendments**.
- Provided the legal basis for racial segregation in the late 19th century (late 1800's) U.S.

Plessy v. Ferguson (1896)- Supreme Court case that upheld the Jim Crow Laws based on the idea that the laws provided "***separate but equal***" public facilities for African Americans. This was based on a narrow interpretation of the 14th amendment. Jim Crow Laws would not be ended until the passage of the **Civil Rights Act 1964.**

Black Codes Ku Klux Klan - Attempted to restrict the rights of former slaves and limit the effectiveness of the 14th and 15th amendments.

Sharecropping- system of farming most common in Southern States after the Civil War. Large numbers of former slaves earned a living by becoming sharecroppers on Southern farms, keeping them economically dependent on those farms (they still needed the same farms to survive even though they were no longer slaves).

New South- Term that described changes in the Southern economy. Industrial development and agricultural diversification (growing different types of crops) were encouraged.

- In the decades following the Civil War, overproduction which led to lowers prices of farm goods, caused economic hardship for farmers.

Carpetbaggers- Northerners who moved down South to participate in Reconstruction governments.

Industrialization/Industrial Revolution

Causes of Industrial revolution-

- **Starts in** the **northeast** in the 19th century (1800's) because this region had the **greatest supply of capital and labor.**
- The completion of the **Erie Canal** and the **transcontinental railroads** contributed to industrial growth by making the movement of goods easier and cheaper.
- After the Civil War, the Federal Government provided land and money to build railroads.
- Availability of water to power machines.
- **Mechanization of agriculture**- Led to an increase in production

Effects of Industrial Revolution-

- Smaller industries had difficulty maintaining their competitiveness.
- Many **business practices** were developed to **eliminate competition**. Ex**: Monopolies, trusts, pools**.
- Growth of big business resulted in the **widening** of the economic **gap between rich and poor.**
- **Immigration** to the U.S. **increased**, because more jobs were made available as industry was growing.
- Urban middle class increased.

Tariff- Tax on foreign goods in order to raise revenue and protect domestic manufacturing (tax that makes foreign goods more expensive so people by American goods instead). Leaders of big business gave support to the passage of tariffs because it increased their profits.

Corporation-

- Became an important form of business organization in the U.S .after the Civil War.
- Has advantage because corporations could generate large amounts of **capital** (money and materials needed to run a business) with limited liability (risk/responsibility) for investors.
- Major goal was to consolidate (unite into one) the manufacture and distribution of products.
- Used **mechanization** and the **division of labor** which made it difficult for smaller industries to be competitive.
- Increased efficiency in production methods.

Social Darwinism- Theory which believed that the growth of large business at the expense of others was merely survival of the fittest (the stronger businesses will succeed and the weaker one will fail).

- **Used to justify** the formation of business **monopolies**.
- Used to explain the differences in income between the rich and poor.
- Believed that economic success comes to those who are the hardest working and most competent.

Laissez-faire Capitalism - Economic policy which argues that **government should limit any interference in the economy** (the government should leave the economy alone).

- **Free Enterprise System**- investments and profits are controlled by individuals.
- **Prices** of products are **determined by** the interaction of **supply & demand/ marketplace**.
- Claimed that **government regulation of business** would be **harmful** to economic growth.

- Influenced the growth of the U.S. economy during the late 19th century, which led to **economic domination by business trusts**. EX: **Standard Oil Trust** was intended to **control prices** and practices in oil refining.

Rise of Big Business (1865-1900) Federal Government followed laissez-faire economic policy. Trusts and monopolies were created by entrepreneurs to maintain control of the market.

Robber Baron- Term used during the **Gilded Age** to characterize **leaders of big business** who used **ruthless tactics** when dealing with competitors. Ex: **John D. Rockefeller, J.P. Morgan, Cornelius Vanderbilt**.

Gilded Age- **Mark Twain** labeled the late 1800's the *Gilded Age* to describe the extremes of wealth and poverty (big differences between the rich and the poor).

Urbanization- Rural (countryside) residents move to urban (inner city) areas in search of jobs. Size of cities increase.

- Caused by industrialization.
- **How the Other Half Lives**- Book by **Jacob Riis** that exposed the living conditions of urban slums (working-class, inner-city neighborhoods). Exposed the desperate lives of poor people to the general public in the U.S.
- Urban middle class increased the most as a result of the Industrial Revolution.
- **Working Conditions -**Rapid industrial growth leads to **shift from rural to urban lifestyle**, widespread use of **child labor**, and growth of **tenements & slums** (overcrowded inner city neighborhoods located near factories).

Immigration- Many immigrants traveling to the U.S. settled in urban areas in the North because rapid industrialization created many job opportunities.

- **Large numbers of immigrants** were admitted to the U.S. **during** most of the **1800's** because the economy needed many unskilled **factory workers**. Factory owners strongly supported an open immigration policy in order to get **cheap labor**.
- **Immigration increased from Ireland** to the U.S. during the 1840's **due to crop failures** (Irish Potato Famine) in Ireland that led to mass starvation. During the 1850's, Irish immigrants were discriminated against because they practiced the Roman Catholic Religion.
- **New Immigrants**- Came primarily from **southern and eastern Europe** (Ex: Italy & Russia) between 1890-1915. Were culturally different from the earlier immigrants. Many believed they would fail to assimilate into American society.
- During the late 1800's and early 1900's many members of Congress supported legislation requiring **literacy tests** for immigrants in an attempt to **restrict immigration** from southern and eastern Europe.
- **Chinese Exclusion Act** (1882)- Limited the amount of Chinese immigrants entering the U.S. An example of **Nativism**.

Nativism- Group of **Americans** who were **angry about Immigrants** taking jobs from Americans and **working for cheaper wages.** Wanted the adoption of **a quota system** to **limit immigration**. **Supported** the **Chinese Exclusion Act**, the **Gentlemen's Agreement**, and the **National Origins Act**.

Economic/ Progressive Reform:

Monopoly- A company that controls or dominates an industry in order to **eliminate competition** and **control prices**.

Pools/ Trusts- Created by industrialists during the late 1800's to **increase profits by minimizing competition**.

Interstate Commerce Act (1887)- Created the **Interstate Commerce Commission**. Marked the first time that a Federal regulatory agency (a branch of the government that watches the economy) was established. Was passed in response to demands of farmers and small business owners.

Sherman Antitrust Act (1890)- Law passed by congress in an **attempt** to **limit the power of monopolies**.

Clayton Antitrust Act – Declared that **unions were not conspiracies** in restraint of trade (made Unions legal). In response to business combinations limiting competition.

Gibbons v. Ogden (1824)- Supreme Court case that allowed the Federal Government to **regulate interstate commerce** (business and trading between different states). .

Wabash v. Illinois- limited the power of big business.

Federal Reserve System- Established by the Federal Reserve Act (1913) which was intended to provide a stable supply of money and credit. Supported by **President Woodrow Wilson**. The Federal Reserve can reduce a recession by lowering interest rates.

Graduated/Progressive Income Tax- Authorized by the **16th amendment** (1913). Based on the idea that people with higher incomes should pay a greater percentage of their income in taxes (taxes are based on the ability to pay).

Progressive Era (Late 1800's -1917)

- **Progressive Movement-** A movement to correct the economic and social abuses of industrial society. Supported **consumer protection, women's suffrage, secret ballot, income tax, direct election of Senators, Prohibition**.
- **Progressives-** Believed the **government needs to regulate big business** to protect consumers and workers. **Opposed the Laissez-faire** attitude of the late 19th century. The progressive movement was **a response to the industrialization and urbanization** of the U.S. because these factors led to poor, unsafe living conditions and abusive big businesses.
- **Jane Adams-** Established settlement houses that provided assistance to the poor.
- **Robert M. LaFollette**- Progressive reformer who wanted to start a civil rights movement for African Americans (was unsuccessful).
- **W.E.B. Du Bois-** Formed the National Association for the Advancement of Colored People (**NAACP**) in order to end segregation and win equal rights.
- **Booker T. Washington-** Believed that African Americans should pursue education as the key to improving social status. Founded a vocational training institution in the late 1800s to improve economic opportunities for African Americans. Differed from W.E.B. Du Bois on the best way that African Americans could effectively achieve equality.
- During this era, states established public schools and passed compulsory education laws. Reformers argued that an educated, literate population was necessary for a successful democracy.

Progressive Era Political Reform

- Through laws such as **initiative, referendum, recall, direct primary,** and **secret ballot** progressives attempted to **increase participation in government** by citizens and **involve voters more directly**.
- **Direct Election of Senators**- Established by the 17th amendment. Citizens directly voted on who would represent them in the Senate in order to make the Senate more responsive to the people.

- **Civil Service Exams-** Laws were passed requiring individuals to pass tests before obtaining government jobs in order to **eliminate patronage and corruption** in government hiring (prevent the people in the government from hiring their friends or accepting bribes). This was a reaction to the **Spoils System** (officials rewarding their supporters with government jobs).

Progressive Labor Movement/Unions

Labor Union- An organization of employees formed to bargain with the employer in order to get certain things such as better working conditions, benefits, and pay. Business leaders opposed the efforts of Labor unions to organize and improve conditions. **Clayton Antitrust Act** made unions legal.

Collective Bargaining- Discussions between labor union leaders and management (owners/ bosses) to agree on a contract for workers.

Wagner Act (1935)- Legalized collective bargaining.

Triangle Shirtwaist Company Fire- Tragedy in which many women workers were killed in a factory fire. Drew national attention to the need to protect the safety of workers.

Samuel Gompers- Organized workers into unions in order to strive for better conditions and better pay.

American Federation of Labor- The first long-lasting, successful labor union in the U.S., because it fought for the rights of skilled workers, focused on gains in wages and working conditions, and was organized on a nationwide basis,

Pure Food & Drug Act (1906)- Law that provided federal inspection of meat products and forbade the manufacture, sale, or transportation of unsafe food products and poisonous medicines. Resulted from demands for direct **consumer protection**. Federal government was able to pass it because of the **elastic clause**.

Meat Inspection Act- Created **sanitary standards** established for slaughterhouses and meat processing plants. Passed as a result of writings of **muckrakers.** The publication of **The Jungle** by **Upton Sinclair** led congress to pass the law.

Muckraker- Writers during the progressive era that exposed social ills of inner cities, factory conditions, and political corruption. Focused on issues including the monopoly of Standard Oil, cattle processing, meat packing, child labor, and wages. Ex) **Upton Sinclair, Ida M Tarbell, Lincoln Steffens, Jacob Riis.**

Populist Party- A political coalition of **farming interests** directed **against banking and railroads**.

- A **third party** that eventually disappeared but **proposed ideas that later became law**.
- Expressed the discontent of many **farmers** with their ongoing economic problems.
- Proposed the national **income tax**, free and unlimited coinage of silver, **direct election of senators**, **government ownership of railroads**. Supported **anti-trust laws.**
- **Similar to the Progressive Party** because both **opposed** the strict **laissez-faire** attitudes of the federal government, and both wanted the use of **Federal power to correct social and economic problems**.

Granger Movement- Wanted to force **railroads to lower freight fates**. Wanted to pass laws increasing Federal regulation of monopolies. Supported by farmers in the west.

Theodore Roosevelt-

- **New Nationalism**- Policy designed to help the U.S. solve problems caused by industrialization.
- **Square Deal**- Increased the role of the Federal Government in dealing with social and economic problems.

- **Trust Busting-** Had policies that encouraged competition in business by **attacking monopolies, trusts, pools**, etc. Became known as the ***Trustbuster*****.** Believed the **government should regulate big business**.
- **Big Stick Policy-** *"Walk softly but carry a big stick."* Policy that was used by the U.S. to police the Western Hemisphere and intervene in Latin American affairs. Wanted to prevent the extension of European control over Latin America.
- **Expanded the Monroe Doctrine-** Claimed the Monroe Doctrine permits the U.S. to intervene actively in the affairs of Latin American nations.
- U.S. influence in the Caribbean Sea region is significantly increased as a result of Roosevelt's policies.
- Helped negotiated the end of the Russo-Japanese war (war between Russia and Japan).
- A primary objective of his was to awaken public interest in **conservation efforts** (saving the environment). Set aside land for **national forests** and **water projects**.

U.S. Global Involvement/ Imperialism

- Between the 1890's and the start of World War I (1914), the U.S. **expanded** its access to **overseas markets** and **raw materials** through the policy of **imperialism** (a policy of extending your rule over foreign countries).
- **Reasons for Imperialism-** Due to the **expansion of American industry** (big businesses and factories) during the 1800's, the **U.S. needed** to obtain **raw materials** and **new markets** (the U.S. needed more raw materials to make products and a place to sell those products).
- **Dollar Diplomacy** -attempted to **increase the U.S. power in Latin America**. Indicated a U.S. desire to interact with foreign countries in ways that were profitable to U.S. corporations. Corporations needed a place to sell surplus (extra) goods.
- U.S. practices **economic nationalism** by implementing **protective tariffs** to help American industry.
- **Protective Tariff**- A tax on foreign products making them more expensive so people will buy American products instead.
- **Open Door Policy** (1899-1900)- Issued in order to secure **equal trade opportunities in China** and guarantee access to its markets.
- U.S. annexes (take over a territory) Hawaii and the Philippines.

Spanish American War- (1898)

- **Joseph Pulitzer** and **William Randolph Hears** used **yellow journalism** to **generate public support for the war**. They wrote articles about the sinking of the U.S. battleship Maine in Havana Harbor.
- As a result of the war, the U.S. built the **Panama Canal** so they could move more quickly between oceans in order to increase trade and military security.
- A major **result** was that U.S. obtained overseas **colonies** and was recognized as a **world power**.

Woodrow Wilson

- **Supported** the creation of the **Federal Reserve System** (1913) in order to regulate the amount of money in circulation.
- Worked to **limit the power of big business**.
- **New Freedom**- Designed to help the U.S. **solve problems caused by industrialization** (big business).
- Adopted a policy of **neutrality** (not taking sides in the war) at the **beginning of World War I.**
- Claimed that the Progressive movement would be best served by continued peace (avoiding WWI).

- During his reelection campaign in 1916 he used the slogan "***He kept us out of war,"*** but after he was reelected in 1917 Wilson asked Congress to declare war on Germany because Germany resumed unrestricted submarine warfare.
- In the years before the U.S. entered WWI, Wilson **violated** his position of strict **neutrality** by supporting **economic policies** that **favored the Allied nations** (Britain & France)**.**

U.S. in World War I

Causes of WWI

- At the outbreak of WWI in Europe (1914), most Americans believed that their country should stay out of war.
- During the first 3 years of WWI, the U.S. tried to maintain freedom of the seas and trade with European nations (Britain & France) but Germany attacked any ships that traded with their enemies.
- German's violate the freedom of the seas by resuming **unrestricted submarine warfare** (which became a major reason for why the U.S. entered WWI in 1917.
- Wilson declares "***The world must be made safe for democracy"*** in order to justify his decision to ask Congress to **declare war against Germany.**

During War

- **Espionage Act/ Sedition Act (1917)-** Used by **Wilson's administration** during WWI to **silence critics of the war** effort. This illustrated that national interest is sometimes given priority over individual rights.
- **Schenck v. U.S. (1919)-** Supreme court ruled that freedom of speech for war protesters could be limited during wartime. The "**clear-and present danger"** doctrine **permits the government to limit speech** that threatens the security of the nation. Freedom of speech is not absolute.
- During WWI, relations between the U.S. and Mexico were characterized by hostility and suspicion.
- **Wilson ordered controls on the U.S. industry to fight WWI**.
- These actions show that Executive (aka **Presidential) power can increase during times of international crises.** Similar to Andrew Jackson, Abraham Lincoln, and Franklin D. Roosevelt because they all expanded presidential powers.

Economic Effects of WWI

- WWI was a significant **benefit to the U.S. economy** because it **provided a market for the U.S. industry** (the armies of the U.S. and its allies needed a lot of supplies which gave U.S. factories a lot of business).
- **Growth of automobile industry** after WWI changed the U.S. economy by stimulating the development of other new industries.
- In terms of international trade and finance, the **U.S. emerged from WWI as a leading creditor nation** (U.S. becomes the world's leading economic power).
- American **women** helped gain **support for the suffrage** (right to vote) movement by working in wartime industries.
- **African Americans migrate to the North** during and following WWI as a result of the availability of **new factory jobs**.

Political Effects

Fourteen Points-statement of **principles proposed by President Wilson** that would **govern the postwar world.**

- Designed to provide for a **just and lasting peace**.

    - Aimed to prevent international tensions from leading to war again.
    - Believed that the principal of self-determination should be applied to people of all nations (they should be free to rule themselves (aka no more colonies).
    - Established the **League of Nations**.
- U.S. follows a policy of **neutrality & isolationism** during the 1920's and 30's because of a disillusionment (disappointment, frustration) with WWI and its results.
- **Congress refuses to sign the Treaty of Versailles** (even though President Wilson wanted them to) because many **Senators objected to the U.S. membership in the League of Nations**, fearing that it would pull the U.S. into another major war.
- **Washington Naval Conferences & Kellog-Briand Pact**- Were attempts by the U.S. to achieve peace and arms control in the decade after WWI
- **Bolshevik Revolution** (Communist takeover of Russia 1917) increased nativism leading to the **Red Scare** (fear of Communism in the U.S. following WWI).
- Passage of the **immigration quote acts of 1921 & 1924** (restricted the amount of immigrants from Southern and Eastern Europe) because of a recurrence of nativist attitudes following WWI (Americans became more fearful and hatful of foreigners being communists).

Women's Rights

- Women were granted the right to vote through the **19th Amendment** during the **Progressive Era** (1917).
- The national effort to ratify women's **suffrage** (right to vote) was strengthened by the economic opportunities created by **World War I** because women had to perform the jobs of men while they were away at war.
- Seneca Falls Convention-
- **Susan B. Anthony, Carrie Chapman Catt, Elizabeth Cady Stanton,** and **Lucretia Mott** were major female leaders of the women's rights movement.
- Many of the **western states granted** women the **right to vote before** the adoption of the **19th amendment** because frontier (western) women played important roles in society.

Roaring Twenties

The 1920's are called the "Roaring Twenties" because of widespread **social and economic change** and **changing cultural values (social change).** During the 20's there was a conflict between old and new American ideals.

Social Change

- **Prohibition**- Law authorized by the **18th Amendment** that **banned** the manufacture and sale of **alcoholic beverages**.
    - Led to an increase in organized crime.
    - Respect for the law decreased.
    - Led to a public awareness that unpopular laws are difficult to enforce.
    - Prohibition was officially **ended by the 21st Amendment**.
- **Increase of nativism** can be illustrated by the **Red Scare, trial of Sacco and Vanzetti**, and the activities of the **Ku Klux Klan**.
- Immigration acts of the 1920's attempted to use quotas to limit immigration from southern and eastern Europe.

- **Sacco and Vanzetti**- Two immigrant anarchists who were convicted of murder and executed with very little evidence during the height of the Red Scare. **Demonstrated** U.S. **intolerance toward immigrants**. Represented a **threat to civil liberties**.
- **Scopes Trial** - John Scopes was convicted in 1925 for **teaching about evolution** (because it conflicted with what the Bible says).
    - The conviction was supported by some Americans who wanted to promote traditional **fundamentalist values** (people who believe strictly in a set of principals and do not consider other views or opinions).
    - Illustrated **a conflict concerning religious beliefs and scientific theories**.
    - Illustrated a larger **conflict over cultural values** in American society during the 20's.
- **Harlem Renaissance**- African American authors and artists used literature and art to celebrate the richness of their heritage. Increased pride in African American culture. Ex) **Langston Hughes, Bessie Smith, Duke Ellington**.
- **Flappers**- Women during the 1920's that **rejected traditional feminine roles**. Refused to conform to society's expectations (they acted and dressed how they wanted to, not how society told them they should).
- Automobiles, radio, and motion pictures standardized American culture (influenced what people considered to be "American culture").

Economic Change

- **Henry Ford**- Use of the **assembly line** in the production of automobiles led directly to a **decrease in** the **cost** of automobiles.
- Growth of the automobile industry changed the economy by stimulating the development of other new industries.
- Development of many **new consumer goods led to rapid economic growth** during the 1920's.
- The number of **credit purchases increased** (people bought on credit rather than using cash).
- Emergence of a "***consumer culture***" because advertising and installment payments encourage buying.
- **Installment Buying**- Paying for something a little at a time rather than all at once.
- Increase in consumer buying and spending.
- A belief in never-ending prosperity (economic success) helped to promote **heavy increases in stock speculation**.
- During the 1920's prevailing view of government's role in the economy was that the **government should interfere as little as possible**.
- **President Warren G. Harding**- Called for "a return to normalcy" by advocating for reduced international involvement and **less government regulation of business**. Supported **isolationism**.
- **President Calvin Coolidge**- believed the economy functions best if government allows business to operate freely (**free enterprise system**). Small farmers did not fare well during the Coolidge prosperity in the 20's.
- **Overproduction of Farm Crops**- Demand for American farm goods dropped dramatically during the 1920's because European need for imported farm products declined after WWI. Owners of small family farms experienced the most severe economic problems during the 20's.
- **Dust Bowl-** Caused by over-farming and severe drought. The Great Plains (flat farming center of the U.S.) suffered most directly from the Dust Bowl. Resulted in increased westward migration (people in the Great Plains moved west in order to find a better living).

The Great Depression

Causes of Great Depression

- **Stock Market Crash of 1929-** Considered the start of the Great Depression. Largely caused by speculators that purchased shares of stock on margin with borrowed funds (bought stocks on credit).
- Decline in farm prosperity.
- **Overproduction** and the **excessive use of credit.**
- **Overproduction** and **underconsumption** (U.S. businesses and factories were making more products than the U.S. people could buy). Consumer demand was low, while industrial production was high.
- **Uneven distribution of income** between the rich and poor (people were either really rich or really poor).
- Wages lagged behind the cost of living (workers were getting paid too little and could not pay their bills).
- Rapid, worldwide spread of the Great Depression of the 1930's was evidence of **global financial interdependence** (economies all over the world are tied to each other and depend on each other. If one falls they all fall).

President Herbert Hoover- President of the U.S. at the start of the Great Depression.

- His policies **favored big business.**
- **Trickle Down Economics**- Believed that economic growth depends on making increased amounts of capital available to big business.
- Believed that the problems of the Depression could be solved by relying on private enterprise and individual initiative to improve economic conditions.
- Hoover's response to the Great Depression was criticized because it **failed to provide direct relief for the neediest people**.
- Refused to provide funds for the unemployed during the Depression based on his belief that **Federal relief programs would destroy individual initiative** (people would not be motivated to work hard if the government helped them).
- Hoover and the Republican party believed that the economy would recover on its own.
- **Hoovervilles**- Nickname given to poor communities because of Hoover's refusal to provide direct federal aid to the homeless. Hoover was blamed for the suffering of the poor.
- **Bonus Army**- WWI veterans march on Washington in protest, demanding to be paid for their services. Demonstrated the growing discontent with Republican efforts to deal with the Great Depression.

FDR and the New Deal

- **Franklin Delano Roosevelt (FDR) wins an easy victory** over Herbert Hoover (1932), demonstrating that most **voters blamed Herbert Hoover** for the Great Depression.
- The big difference between FDR and Hoover was that **FDR** was more **willing to use government intervention to solve economic problems**.
- The election of FDR in 1932 reflected the desire of many Americans to have government take an active role in solving economic problems.

FDR's Administration

- **Supreme Court declared** several **New Deal laws unconstitutional** because they overextended the power of the federal government. **FDR** responded by proposing legislation to **increase the size of the court** to make it favorable to New Deal laws. This was seen by his opponents as a **threat to the system of checks & balances**.
- Used deficit spending to stimulate economic growth.
- **FDR Reelected to 3rd Term in 1940-** Seen as controversial because it challenged a long held political tradition of presidents stepping down after 2 terms. Most strongly influenced by the advent of **WWII in Europe**.
- FDR's **reelection to 3rd term** in 1940 eventually **led to the establishment of presidential term limits**.
- **Good Neighbor Policy**- Reduced U.S. military intervention in Latin America. Designed to improve relations with Latin America.

New Deal-

- Most immediate **goal** was to **provide work for the unemployed**.
- Tried to stimulate economic recovery by creating **public works jobs**.
- Social welfare programs were expanded.
- **Increased government involvement** with both business and labor.
- **Agricultural Adjustment Acts**- Designed to increase prices of farm products by reducing farm output.
- **Tennessee Valley Authority (TVA) 1933**- Created to improve economic conditions in a poor rural region. An example of federal intervention to meet regional needs.
- **Social Security Act 1935**- Considered an important program because it extended support to elderly/retired citizens.
- **Federal Deposit Insurance Corporation (FDIC)-** Tried to **restore public confidence in banks**. Safeguards savings (government insures the money you have in the bank so that you can't lose it if the bank fails).
- Declared a **bank holiday** (1933) in order to restore confidence in the nation's banks.
- **WPA-** Intended to help unemployed workers.
- **Civilian Conservation Corps (CCC)-** Intended to help unemployed workers.
- **Securities and Exchange Commission (SEC**)- Regulates certain economic activities of banks and the stock market. Develops rules to limit speculation. Designed to correct abuses in the stock market.
- **National Labor Relations Act (Wagner Act)-** Strengthened labor unions because it legalized **collective bargaining**. Labor movement grew rapidly during the 1930's once the right to organize was protected by law.

Opposition to New Deal

- The strongest **opposition** to FDR's New Deal programs came **from business leaders**. New Deal policies ran contrary to (against) the tradition of **Laissez-Faire (**government shouldn't interfere with the economy).
- Republicans criticized the New Deal because it spent more money than was taken in.
- **Critics of the New Deal claimed** the TVA and Social Security System threatened the U.S. economy by applying **socialist principles**.

Impact of New Deal

- **Raised national debt** (the U.S. owed a lot of borrowed money).
- Resulted in the **expansion of the power** of the **Federal Government**
- Resulted in a stronger link between the national and local levels of government.
- Changed political thinking in the U.S. because it supported the idea that the government should become more involved in the social and economic life of the people.

- Sate governments **increased** their **powers of taxation**.
- The effectiveness of the New Deal in ending the Great Depression is difficult to measure because the U.S. involvement in **WWII rapidly accelerated economic growth (**many historians say that WWII ended the Great Depression, rather than the New Deal).

World War II

U.S. Neutrality

- In the 1930's Fascism rises in Europe (Germany & Italy). U.S. responds by passing a series of **neutrality laws**.
- In the 1930's Germany was seeking to dominate the European continent. Great Britain and France followed a policy of **appeasement** (avoid war at all costs) when they allowed Germany to expand its territory. WWII started when Germany went too far and invaded Poland (1939) causing Britain & France to declare war on Germany.
- **Primary objective of the U.S.** foreign policy during the 1930's was to **avoid involvement in Asian and European conflicts** (**Neutrality and Isolationism**). This was due to **disillusionment** (disappointment) over the failure to achieve U.S. goals in the postwar world.
- Congress passes **Neutrality Acts** in mid 1930's in attempt to avoid mistakes that led to WWI.
- **Lend-Lease Act/ Cash-and-Carry Act/ Destroyers for Naval Bases-** - Efforts to help the **Allies** (Britain/France/Soviet Union) without formally declaring war. Signaled a shift from neutrality toward more direct involvement.
- Japan invades Chinese territory which heightens tensions between U.S. and Japan.

U.S. Involvement in WWII

- Bombing of **Pearl Harbor** by Japan brought the U.S. directly into World War II.
- U.S. became involved to fight totalitarian aggression (Germany, Italy Japan) and because Germany and Japan achieved important military successes in Europe and Asia.
- **D-Day Invasion June 1944**- Important to the outcome of WWII because it opened a new Allied front in Europe (Germany had to fight enemies from the East and West instead of just the East).
- A key challenge faced by the U.S. during World War II was fighting the war on several fronts (Europe and Asia).
- The cooperation between the U.S. and Soviet Union during WWII supports the idea that alliances are built upon **mutual self-interest** (the U.S. and Soviet Union were enemies but formed an alliance because they were both enemies with Germany).
- 1944 election of FDR to a fourth term can be attributed to the unwillingness of voters to change leadership during a major crisis.
- The personal diplomacy conducted by FDR during WWII strengthened the President's role in shaping U.S. foreign policy.

The U.S. Home-Front During World War II

- Women replaced men in essential wartime industries.
- Posters of **Rosie the Riveter** were used to recruit women into wartime industries.
- During the war, economic opportunities expanded for women.
- After the end of the war, many working women left their factory jobs because they were forced to give up their jobs to returning war veterans.
- More African Americans migrated to large cities because industry was expanding.

- **GI Bill (1944)-** Extended educational and housing opportunities to war veterans. Provided federal funds for veterans to attend college.
- U.S. government ordered **rationing** during WWII to **conserve raw materials for the war effort**.
- To help pay for WWII, the U.S. government relied heavily on the sale of **war bonds** (lends from citizens to help fund the war. Also contributed to the national debt).
- WWII impacted the U.S. economically by **accelerating** its **recovery from the Great Depression**.
- **Manhattan Project**- U.S. project to develop an **atomic bomb**.

Korematsu v. U.S.- The U.S. government considered Japanese Americans a threat to national security during WWII, causing them to place Japanese Americans in confinement in internment camps.

- Supreme Court said that the removal of Japanese Americans from their homes was constitutional because this type of action was necessary during a national emergency.
- Supreme Court ruled that wartime conditions justified **limitations** being placed **on civil liberties**.
- Many Japanese lost their homes and businesses.

President Harry Truman

- **Fair Deal**- continue reforms begun during FDR's presidency
- Decided to drop atomic bombs on Japan (Hiroshima & Nagasaki) because the bombs' destructive power might end the war quickly.
- Decided to use atomic weapons against Japan in order to end the war while limiting the loss of American lives.
- Truman believed that an invasion of Japan would result in excessive casualties.
- Advanced the cause of civil rights for African Americans by ordering the **desegregation of the Armed Forces** (Black and White troops fight together and are no longer separated).
- **Truman Doctrine**- Originally designed to contain communism by giving aid to Greece and Turkey (later expanded by Eisenhower).
- Relieved General Douglas MacArthur of his command in the Korean conflict because General MacArthur challenged the concept of civilian control over the military.
- Required loyalty checks due to the fear of communist influence in government.

End of World War II/ Impact of World War II

- **Nuremberg Trials**- Held to make German leaders accountable for the Holocaust (mass genocide against Jews and other minorities). Established the principle that leaders of a nation may be held accountable (put on trial) for crimes against humanity/ war crimes.
- **United Nations**- Replaced the League of Nations in order to prevent international disputes from escalating into major wars. Unlike the League of Nations, the U.S. joined the United Nations because it recognized that efforts to achieve world peace required U.S. involvement.
- **Marshall Plan** (1948-1952)- U.S. provided economic aid in order to help Europe's economic recovery after WWII.
- U.S. foreign policy changed following WWII as the U.S. became more involved in world affairs.
- **Eleanor Roosevelt**- Helped create the **United Nations Universal Declaration of Human Rights**.
- In the decade after WWII, rapid growth in personal income contributed to the expansion of the middle class.

1950's/ Post World War II Era

- 1950's were marked by the beginnings of the space race, suburbanization, and a continuing baby boom.
- **Baby Boom-** Population burst caused by the delay in marriages during WWII (soldiers came home from the war, got married and had lots of kids, causing a population burst).
- Immediately after WWII, white, middle-class Americans migrated from the cities to the suburbs.
- After WWII, the U.S. was better able than its allies to adjust its economy from wartime to peacetime because the U.S. had suffered no widespread wartime destruction (the war was not fought on U.S. soil, so U.S. cities and factories were not destroyed, unlike Europe and Japan).
- **Interstate Highway Act 1956**- Increased suburban growth.
- Population increases that resulted from the baby boom of the 1950's & 60's contributed to a rise in demand for consumer goods.
- The post-WWII baby boom affected American society between 1945-1960 by increasing the need for educational resources.

Cold War(1946-1989)-An era of political tension and military rivalry between the U.S. and Soviet Union (Communist Russia) after WWII, that stopped short of full-scale war (the two nations never directly fought each other in a war).

- After WWII, the U.S. and Soviet Union were no longer allies because each nation believed that the other was a threat to its national security.
- Developed mainly as a result of the Soviet domination of Eastern Europe (after WWII, the Soviets did not withdraw their troops from Eastern Europe).
- **Iron Curtain**- Nickname given to the boundary of Soviet domination in Europe during the Cold War.
- During the Cold War era, the U.S. and Soviet Union were hesitant to become involved in direct military conflict because of the **potential for global nuclear destruction**. The superpowers supported opposing sides in conflicts, but did not confront each other directly.
- **North Atlantic Treaty Organization (NATO)**- Formed in 1949 in order to protect Western Europe from the Soviet Union and provide **collective security against Communist aggression**.
- **Marshall Plan (1948)-** U.S. plan to economic aid to European nations threatened by communism.
- **Sputnik Launch(1957**)- Soviet Union launched the first satellite into space. Led to American fears that the Soviets had achieved technological superiority. Heightened the space race as a form of Cold War competition.
- **Containment**- U.S. policy dedicated to **stop Communist influence from spreading**. NATO, Truman Doctrine, Marshall Plan, Korean War, Vietnam War, and the Eisenhower Doctrine were examples of the U.S. foreign policy of containment (started by President Truman).
- **Truman Doctrine**- Originally designed to contain communism by giving aid to Greece and Turkey.
- **Eisenhower Doctrine**- Expanded the principles of the Truman Doctrine by extending Middle East military assistance in order to offset communist influence in the region.
- **Berlin Airlift**- Soviet forces cut off Berlin from the Western world, causing the U.S. to airlift supplies to West Berlin.
- **Fall of the Berlin Wall** is most closely associated with the end of the Cold War.

McCarthy Era- Resulted from charges that Communists had infiltrated the U.S. government.

- **Senator Joseph McCarthy**- Led a "witch hunt" for Communist spies in the U.S. government during the early 1950's.

- **McCarthyism**- Fear of communist influence in the U.S. The term has since been applied to events that are related to reckless accusations unsupported by evidence.
- Opponents of the Senate hearings led by McCarthy during the 1950's argued that these investigations **violated the constitutional rights of many people**.
- House Un-American Activities Committee
- The reputations of many people were ruined by false accusations of disloyalty.
- Execution of Julius and Ethel Rosenberg reflected the post-WWII concern over spying by communists in the U.S. (the Rosenberg's were executed in the U.S. for being Soviet spies.)

Korean War (1950-1953)-Civil war between Communist North Korea (supported by Communist China & Soviet Union) and South Korea (supported by the U.S and United Nations).

- U.S. intervened in the war because of its policy of containment (stop the spread of communism).
- Marked the first time that the United Nations used military force to oppose aggression.
- General Douglas MacArthur was relieved of his command in the Korean War because he threatened constitutional principle of civilian control of the military.
- Presidential wartime powers were expanded.
- Major outcome of the Korean War was that Korea continued to be a divided nation (neither side was able to win).

Vietnam War- Civil war between Communist North Vietnam and U.S. backed South Vietnam.

- U.S. became involved to prevent the spread of communism in Southeast Asia/Indochina (following the policy of containment).
- **Domino Theory**- Idea that if one country falls to communism, others around it will as well. Used by the U.S. as a **justification for the Vietnam War.**
- Different from World War II because the Vietnam War **caused** a significant amount of **protest in the U.S**. The Berkeley demonstrations, riots at the 1968 Democratic National Convention, and the Kent State protest all reflect student disapproval of the war. Protests against the Vietnam war grew in the late 1960's and early 1970's because many Americans believed that the war was unjust.
- The ratification for the 26th amendment, which lowered the voting age to 18, was a result of the participation of the U.S. in the Vietnam War (many 18 year olds went to war, causing the people to feel they deserved the right to vote).
- Presidential wartime powers were expanded **during** the war (but limited after).
- U.S. pulls out of Vietnam in 1975 resulting in a North Vietnam victory and all of Vietnam falling to communism.

Effects of Vietnam War

- **The War Powers Act 1973**- Limited the president's ability to send troops into combat abroad (asserted the role of Congress in the commitment of troops). Passed by Congress as a response to the U.S. involvement in the Vietnam War.
- The U.S. questioned its role as a police officer of the world.
- Caused a reluctance to commit U.S. troops for extended military action abroad.
- Showed that foreign policy can be altered by public opinion.
- Led to greater public distrust of governmental policies.
- U.S. experience in the war showed that superior military technology does not guarantee victory.

President Dwight D. Eisenhower

- Eisenhower Doctrine 1957- an effort by the U.S. to counter the influence of the Soviet Union in the Middle East.
- Used the "Domino Theory" to justify U.S. involvement in Vietnam.
- Sent federal troops to Little Rock, Arkansas, in 1957 to enforce a Supreme Court decision to desegregate public schools.
- In a farewell message to the American public, Eisenhower warned of the growth of the "military-industrial complex" referring to the influence of defense contractors on Congress.

President John F. Kennedy

- Established the **Peace Corps**- Gave support to developing nations.
- **Bay of Pigs Invasion 1961**- An effort supported by Kennedy to remove a communist dictator (Fidel Castro) from power in Cuba. Kennedy's most significant foreign policy failure.
- **Cuban Missile Crisis 1962**- The Soviet Union placed nuclear weapons in Cuba (only 90 miles off the U.S. coast). Kennedy attempted to deal with the situation by imposing a naval blockade to isolate Cuba from the Soviet Union. Eventually led to Kennedy negotiating the limited Nuclear Test Ban Treaty with the Soviet Union.
- **New Frontier**- Program that was successful in expanding the U.S. space program. The Soviet Union launched the Sputnik satellite which led Kennedy to set a goal of landing a man on the Moon and increase funding for science and math education.

Civil Rights Movement

- Movement to end segregation based on race during the 1960's.
- **Civil Disobedience**- Lunch counter sit-ins and freedom riders are examples of nonviolent attempts to oppose segregation.
- **Jackie Robinson** breaks color barrier in Major League Baseball.
- President Truman issues executive order desegregating armed forces.
- **NAACP (National Association for the Advancement of Colored People-** Focused on higher education, full political participation, and continued support for civil rights. Challenged school segregation.
- **Brown v. Board of Education of Topeka**- Required the integration (desegregation) of all public schools in the U.S. Overturned Plessy v. Ferguson ruling of "separate but equal." Says that "separate educational facilities are inherently unequal." Demonstrates that the Supreme Court can change an earlier decision.
- In 1957 President Dwight D. Eisenhower sends federal troops into Little Rock, Arkansas to enforce a Supreme Court decision to desegregate public schools. This showed that the Federal Government would enforce court decisions on integration. Some Supreme Court decisions are not effective unless the President enforces them.

- **Martin Luther King Jr.-** Leader of the **civil rights movement** during the 1960's.
  - Believed that **civil disobedience** (nonviolent protest) is sometimes necessary to bring about change.
  - Believed that unjust laws must be disobeyed and the consequences accepted peacefully.
  - Was **against using violence** to express frustration in achieving racial equality.
  - Led the **bus boycott** in Montgomery, Alabama.
  - Wanted to replace racial segregation with an integrated society.
- **Malcolm X-** Civil right leader during 1950's and 60's that advocated black separatism.
- **Rosa Parks-** Practiced civil disobedience by refusing to give up her seat on a bus to a white man in Montgomery, Alabama.

- **Civil Rights Act 1964-** Passed in an effort to correct racial and gender discrimination. Ended the Jim Crow laws.
- **Voting Rights Act 1954**- Removed the literacy test as a voting qualification because different standards of literacy had been applied to different groups of voters. Attempted to remove racial barriers within voting.
- **Affirmative Action Programs**- Main goal is to promote economic gains for minorities and women.
- **Fair Housing Act** & **Americans with Disabilities Act-** Government efforts to end discrimination against various groups.
- **Chief Justice Earl Warren**- Followed a policy of judicial activism and expanded individual rights in criminal cases.

President Lyndon Baines Johnson

- **Great Society**- Attempted to **end poverty** and discrimination in the U.S. Similar to the New Deal and Fair Deal because it **increased government commitment** to the well-being of the people.
- Major goal was to reform society through expanded government social welfare programs (similar to Progressive Era reforms).
- **Volunteers in Service to America (VISTA)-** Similar to Kennedy's Peace Corps because it attempted to improve the quality of people's lives.
- **Medicare**- Established by Congress in 1965 to provide health care to the elderly.
- **Gulf of Tonkin Resolution**- Increased U.S. involvement in the Vietnam war and provided justification for Johnson's involvement in Vietnam.
- Vietnam War reduced Johnson's domestic reform programs (Great Society could not accomplish as much because the U.S. was distracted by the Vietnam War).
- Decided not to run for reelection in 1968 because his **Vietnam War policies had reduced his popularity** with voters.
- **Gideon v. Wainwright (1963)-** Expansion of rights for persons accused of crimes.
- **Miranda v. Arizona**- Expansion of rights for persons accused of crimes. Assured accused persons the right to be informed of certain constitutional rights at the time of their arrest.
- **New Jersey v. T.L.O. / Tinker v. Des Moines School District** - Supreme Court ruled that civil liberties can be both protected and limited in schools. A student's right to privacy is limited under certain conditions.

President Richard Nixon-

- **Détente**- Policy to ease tensions between the U.S. and Soviet Union.
- **Strategic Arms Limitations Talks (SALT)**- Part of the presidential policy of détente. Attempt to reduce world tensions.
- Expanded economic relations with communist nations.
- Nixon visits the Peoples Republic of China in 1972 in order to reduce tensions between the U.S. and Communist China. Attempted to counteract growing Soviet power and influence in Asia.
- **Watergate Scandal**- A break-in at the headquarters of the Democratic National Committee led to the investigations that resulted in the resignation of President Nixon.
    - A lasting effect of the scandal was that trust in elected officials was undermined (the people developed a distrust in elected politicians).
    - The Watergate investigation demonstrated that separation of powers works effectively because congress (the legislative branch) used its power to put the President (executive branch) on trial.
    - Showed that the laws of the U.S. are superior to the actions of a President.
    - Nixon **resigned** his presidency because he was facing **impeachment** by the **House of Representatives**.
    - Executive privilege was weakened as a result of Watergate.

- **United States v. Nixon (1974)-** Supreme Court case that directly limited the president's power of executive privilege.

President Gerald Ford

- Different from all previous Presidencies because he was the first President who was not elected to either the Presidency or the Vice-Presidency.

President Jimmy Carter

- **Camp David Accords (1978)-** Carter succeeded in providing a foundation for a peace treaty between Egypt and Israel. Significant because they represented the first peace agreement between Israel and an Arab nation.
- Attempted to bring peace to the Middle East.
- Emphasized moral principles in foreign policy.
- Urged the development of alternative fuel sources.

President Ronald Reagan

- **Supply-Side Economics**- Lowered tax rates on personal and business income.
- Supported economic changes **favoring big business**.
- **Trickle Down Economics**- Believed that economic growth depends on making increased amounts of capital available to business.
- **Supply Side Economics**- Provided incentives to stimulate business growth.
- Used **tax cuts** to encourage economic growth.
- **Lowered federal income tax rates.**
- **New Federalism-** Plan to change the relationship between the states and the Federal Government.
- Fall of the Berlin Wall marks the end of the Cold War.
- National debt increased greatly during the 1980's because of the Federal Government's growing reliance on deficit spending.
- Reagan's Federal budget proposals came under criticism because they included very **large deficits** (the country spent more money than it took in).
- Involvement in world affairs in the 1980's was based on a concern for advancing the nation's self-interest (looking out for America before any other country).
- Sought to prevent the extension of European control over Latin America (tried to keep European nations away from Latin America).

President George Bush-Committed U.S. troops to the Persian Gulf War was to assure the flow of Middle East oil to the U.S. and its allies. A direct result of the Persian Gulf War was that the U.S. liberated Kuwait from Iraqi control.

President Bill Clinton-

- Similar to President Carter because both leaders attempted to bring peace to the Middle East.
- Similar to President Andrew Johnson because he was impeached but not convicted.
- Supported NAFTA because it would stimulate economic growth in the U.S.
- **North American Free Trade Agreement (NAFTA)-** Increased commerce and eliminated tariffs. Encouraged countries to participate in the global economy. Reflected the U.S. commitment to globalization.
- Sent U.S. troops to Haiti and Bosnia during the 1990's to stop conflicts within those nations.
- Participated in the bombing of Kosovo in 1999 because of human rights violations.