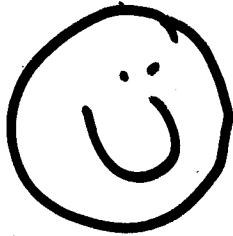


All AP Key Terms!



## COLONIAL AMERICA 1492-1754

### I. FIRST EUROPEAN CONTACTS WITH NATIVE AMERICANS

#### A. THE IROQUOIS CONFEDERACY

1. Political and linguistic differences hindered Native Americans as they attempted to respond to the threat posed by the European colonists.
2. The Iroquois Confederacy was the most important and powerful Native American political alliance. It successfully ended generations of tribal warfare.

#### B. TRADE AND THE COLUMBIAN EXCHANGE

1. The exchange of foods, plants, animals, and diseases between the Europeans and Native Americans is known as the Columbian Exchange.
2. Native Americans who interacted with the English became increasingly dependent on the fur-and-hide trade.
3. European diseases such as smallpox, influenza, and measles decimated the population of Native Americans.

#### C. SIMILARITIES AND DIFFERENCES BETWEEN NATIVE AMERICANS AND ENGLISH SETTLERS

1. Similarities included the following:
  - ▶ Both lived in village communities.
  - ▶ Both shared a strong sense of spirituality.
  - ▶ Both divided labor by gender.
  - ▶ Both depended on agricultural economies.

2. Differences included the following:
  - ▶ Native Americans did not share the English concept of private property.
  - ▶ Native American children were often part of their mother's clan.

### II. THE PLANTATION COLONIES

#### A. THE VIRGINIA COMPANY

1. This was a joint-stock company.
2. The primary goal was to make a profit.
3. Religious motivation was much less important than in the founding of Maryland, Pennsylvania, Rhode Island, and Massachusetts.

#### B. TOBACCO

1. The introduction of tobacco cultivation made the British colonies in the Chesapeake region economically viable.
2. By the mid-1700s, tobacco was the most valuable cash crop produced in the Southern states.

### III. THE PLANTATION COLONIES AND THE GROWTH OF SLAVERY

#### A. FROM SERVITUDE TO SLAVERY IN THE CHESAPEAKE REGION, 1607-1690

1. Indentured servants played a key role in the growth of the tobacco plantation system in Virginia and Maryland. They were the chief source of agricultural labor in both of these colonies before 1675.
2. Planters in Virginia and Maryland used the "headright" system to encourage the importation of indentured servants. Whoever paid the passage of a laborer received the right to acquire 50 acres of land. Masters thus enjoyed the benefits of this system.
3. The number of slaves increased dramatically in the last quarter of the seventeenth century.

4. Slave labor in colonial Virginia spread rapidly in the late seventeenth century, as Blacks displaced White indentured servants in the tobacco fields.

#### B. BACON'S REBELLION, 1676

1. Bacon's Rebellion exposed tensions between the former indentured servants, who were poor, and the gentry (the genteel class of planters), who were rich.
2. As planters became more suspicious of their former indentured servants, they turned to slaves as more reliable sources of labor.

#### C. GROWTH OF PLANTATION ECONOMIES AND SLAVE SOCIETIES, 1690-1754

1. Slavery developed and spread because the cultivation of tobacco required inexpensive labor.
2. Slavery was legally established in all 13 colonies by the early 1700s.
3. Although enslaved, Africans maintained cultural practices brought from Africa.
4. Rice was the most important crop grown in South Carolina during the mid-eighteenth century.
5. The Stono Rebellion (1739) was one of the earliest known acts of rebellion against slavery in America. It was organized and led by slaves living south of Charleston, South Carolina. The slaves tried to flee to Spanish Florida, where they hoped to gain their freedom.

### IV. THE PURITANS

#### A. KEY FACTS

1. The Puritans came to New England in family groups. They wanted to escape political repression, religious restrictions, and an economic recession.
2. Their leader was John Winthrop.
3. The Puritans typically lived in small villages surrounded by farmland.

- The typical Puritan community was characterized by a close relationship between church and state.
- The Puritans believed in the necessity for a trained and educated ministry. They founded Harvard College and Yale College to ensure an adequate supply of ministers.

### B. "A CITY UPON A HILL"

- John Winthrop called on the Puritans to build a model society, which he referred to as "a city upon a hill."
- The Puritans had a powerful sense of mission—to build an ideal Christian society.
- The Puritans created a model Christian society with a strict code of moral conduct. For example, Puritans banned the theater.
- Here is the full quote from Winthrop's famous sermon, in which he defined the purpose of the Puritan colony:  
"For we must consider that we shall be as a city upon a hill. The eyes of all people are upon us. So that if we shall deal falsely with our God in this work we have undertaken, and so cause Him to withdraw His present help from us, we shall be made a story and a by-word through the world."

### C. THE PURITANS AND RELIGIOUS FREEDOM

- The Puritans immigrated to America for religious freedom. However, they did not tolerate religious dissent or diversity.
- Not everyone shared Winthrop's vision. Both Anne Hutchinson and Roger Williams were expelled for challenging the Puritan authorities.

### D. ANNE HUTCHINSON

- She is best known for her struggle with the Massachusetts Bay authorities over religious doctrine and gender roles.
- Hutchinson challenged clerical authority and claimed to have had revelations from God.
- Massachusetts Bay officials banished Hutchinson to Rhode Island. She later moved to New York, where she and all but one of her children were killed by Indians.



Few Americans can identify Anne Hutchinson. She is most frequently remembered by New York motorists driving on the Hutchinson River Parkway and by tourists who admire her statue in front of the Boston statehouse. Hutchinson is a noteworthy example of a dissident who challenged the early Puritans. APUSH test writers admire dissidents and think you should know about them.

### E. ROGER WILLIAMS

- Roger Williams founded Rhode Island.
- He advanced the cause of religious toleration and freedom of thought.
- He believed that the state was an improper and ineffectual agency in matters of spirit.

### F. THE HALF-WAY COVENANT

- As time passed, the Puritans' religious zeal began to diminish.
- The Half-Way Covenant eased requirements for church membership by allowing the baptism of the children of baptized but unconverted Puritans.

### G. THE FIRST GREAT AWAKENING

- Key points to remember about the First Great Awakening:
  - It took the form of a wave of religious revivals that began in New England in the 1730s.
  - The wave soon swept across all the colonies during the 1740s.
- A key consequence was that "New Light" ministers advocated an emotional approach to religious practice; this weakened the authority of traditional "Old Light" ministers and established churches.
- New Light ministers did the following:
  - Promoted the growth of New Light institutions of higher learning, such as Princeton
  - Sparked a renewed missionary spirit that led to the conversion of many African slaves
  - Led to a greater appreciation for the emotional experiences of faith

- Led to divisions within both the Presbyterian and Congregational churches, resulting in growing religious diversity
- Led to the growing popularity of itinerant ministers
- Led to an increase in the number of women in church congregations (Women became the majority in many church congregations.)



It is easy to allow the First Great Awakening to slip off your APUSH radar screen. Don't let that happen. The First Great Awakening has appeared on five of the six APUSH released tests. Pay special attention to reviewing the consequences of the First Great Awakening.

## V PENNSYLVANIA AND THE QUAKERS

### A. PENNSYLVANIA

- The colony was founded by William Penn.
- Penn created an unusually liberal colony, which included a representative assembly elected by the landowners.
- Pennsylvania granted freedom of religion and did not have a state-supported church.

### B. QUAKERS

- Quakers were pacifists who refused to bear arms.
- Quakers advocated freedom of worship and accepted a greater role for women in church services.
- Quakers opposed slavery and were among America's first abolitionists.

## VI COLONIAL SOCIETY ON THE EVE OF THE REVOLUTION

### A. KEY FEATURES

- Northern merchants and Southern planters amassed great wealth. Nonetheless, colonial society did not have a hereditary aristocracy.

- The number of non-English settlers continued to increase. For example, Scotch-Irish and German immigrants moved into Appalachia as the Native Americans were defeated.
- The 13 colonies were religiously diverse. As a result of this religious pluralism, there was no single dominant Protestant denomination.
- Slavery was generally accepted as a labor system. The institution was legally established in all of the colonies.
- Functioning primarily as mercantile centers, colonial cities collected agricultural goods and distributed imported manufactured goods. Most colonial cities were ports that maintained close economic and cultural ties with England.

### B. MERCANTILISM AND THE NAVIGATION ACTS

- Mercantilism was England's dominant economic philosophy during the seventeenth and eighteenth centuries.
- The goal of mercantilism was for England to have a favorable balance of trade. To achieve this goal, the colonies were expected to export raw materials and import finished goods.
- Mercantilism was designed to protect English industry and promote England's prosperity.
- The Navigation Acts were part of the British policy of mercantilism. They listed colonial products that could be shipped only to England.
- The mercantilist system led to the subordination of the colonial economy to that of the mother country.
- The North American colonies took advantage of Great Britain's policy of salutary neglect to work out trade agreements so they could acquire needed products from other countries.

### C. WOMEN IN COLONIAL AMERICA

- During the colonial period, a woman usually lost control of her property when she married.
- During that period, a married woman had no separate legal identity apart from her husband.
- During that period, single women and widows had the right to own property.

## D. REPUBLICAN GOVERNMENT/REPUBLICANISM

1. Republicanism is the belief that government should be based on the consent of the governed.
2. Republicanism inspired eighteenth-century American revolutionaries.
3. Key principles include the following:
  - ▶ *Sovereignty comes from the people. Representation should therefore be apportioned, based on population.*
  - ▶ *A republic is preferable to a monarchy because it would establish a small, limited government that is responsible to the people.*
  - ▶ *Widespread ownership of property is the bulwark of republican government.*
  - ▶ *Standing armies are dangerous and should be avoided.*
  - ▶ *Agrarian life is both desirable and virtuous.*

## E. COLONIAL LITERATURE

1. Anne Bradstreet (1612–1672) was the first notable American poet and the first woman to be published in colonial America.
2. Phillis Wheatley (1753–1784) was the first published African American poet. Her writing helped create the genre of African American literature.

## THE AMERICAN REVOLUTIONARY ERA 1754–1789

## I THE ROAD TO REVOLUTION

## A. THE FRENCH AND INDIAN WAR, 1754–1763

1. As a result of the French and Indian War, France relinquished its North American empire. England now dominated lands east of the Mississippi, as well as parts of Canada.
2. The French and Indian War was a pivotal point in America's relationship with Great Britain, because it led Great Britain to impose revenue taxes on the colonies.

## B. THE PROCLAMATION OF 1763

1. The Proclamation of 1763 forbade British colonists to cross an imaginary boundary along the crest of the Appalachian Mountains.
2. The primary purpose of the Proclamation of 1763 was to avoid conflict between the trans-Appalachian Indians and British colonists seeking inexpensive land.

## C. STAMP ACT, 1765

1. The act's primary purpose was to raise revenue to support British troops stationed in America.
2. The issues raised were these:
  - ▶ *Does Parliament have the right to tax the colonies?*
  - ▶ *Can Parliament truly reflect colonial interests?*
3. A debate was provoked over the issue, "no taxation without representation."
4. The act was important for the following reasons:

- ▶ *The colonists demonstrated their willingness to use violence rather than legal means to frustrate British policy.*
- ▶ *The British maintained that the colonies had no right to independence from parliamentary authority.*
- ▶ *Patriot leaders claimed that the act denied them their British birthrights.*
- ▶ *Many colonists believed they were entitled to all the rights and privileges of British subjects.*

5. The act was repealed because of a colonial boycott of British exports.

## D. THE COERCIVE ACTS, 1774

1. The Coercive Acts were Parliament's angry response to the Boston Tea Party.
2. They were designed to punish Massachusetts in general and Boston in particular. Massachusetts lost many of its chartered rights, and the Port of Boston was closed until damages caused by the Tea Party were paid.

## E. "COMMON SENSE," 1776

1. "Common Sense" was a political pamphlet written by Thomas Paine.
2. The pamphlet was a strongly worded call for independence from Great Britain.
3. Paine opposed monarchy (he called King George a Pharaoh!) and strongly favored republican government.
4. Paine offered a vigorous defense of republican principles.
5. Paine's words helped overcome the loyalty many still felt for the monarchy and the mother country.
6. Paine used biblical analogies and references to illustrate his arguments.

## F. ENLIGHTENMENT

1. Enlightenment is an eighteenth-century philosophy stressing that reason can be used to improve the human condition.

## The American Revolutionary Era, 1754–1789

2. Enlightenment thinkers, such as Thomas Jefferson, stressed the idea of natural rights—an idea that can be seen clearly in the second paragraph of the Declaration of Independence: "We hold these truths to be self-evident that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness."
3. Benjamin Franklin and Thomas Jefferson were representative examples of American Enlightenment thinkers.

## G. DEISM

1. Deism is the belief that God created a universe that is governed by natural law.
2. These natural laws can be discovered by the use of human reason.

## H. THE DECLARATION OF INDEPENDENCE, 1776

1. The authors of the Declaration of Independence used the philosophy of natural rights, derived from the writings of John Locke.
2. The authors appealed to the sympathies of the English people.
3. They accused George III of tyranny.

## II THE REVOLUTIONARY WAR, 1776–1781

## A. REASONS COLONISTS SUPPORTED THE WAR

1. The colonists believed that George III was a tyrant.
2. They believed that Parliament wanted to control the internal affairs of the colonies without the consent of the colonists.
3. They were convinced that British ministers and other government officials had a corrupting influence on the colonists.
4. They wanted greater political participation in policies affecting the colonies.

5. They resented the quartering of British troops in colonial homes.
6. They wanted to preserve their local autonomy and way of life from British interference.

#### B. THE FRENCH-AMERICAN ALLIANCE AND THE BATTLE OF SARATOGA, 1777

1. The Battle of Saratoga was important because it convinced the French government to declare war on Great Britain and openly aid the American cause.
2. French military and financial assistance played a key role in enabling America to win the Revolutionary War.
3. French leaders were not motivated by a commitment to republican ideals. Their primary motivation was to weaken the British Empire.
4. The French-American Alliance influenced the British to offer generous peace terms in the Treaty of Paris.



APUSH test writers rarely ask questions about battles, but the Battle of Saratoga is an exception. Although you are not expected to know the military tactics or commanders, you are expected to know the consequences of this pivotal battle.

#### C. THE TREATY OF PARIS, 1783

1. The treaty established America's new boundaries. The United States stretched west to the Mississippi, north to the Great Lakes, and south to Spanish Florida.
2. America agreed that Loyalists would not be further persecuted.

### FROM THE ARTICLES OF CONFEDERATION TO THE CONSTITUTION

#### A. THE ARTICLES OF CONFEDERATION

1. The writers of the Articles of Confederation were cautious about giving the new government powers they had just denied Parliament.

2. Weaknesses in the Articles included the following:
  - ▶ A lack of authority to tax
  - ▶ A lack of authority to exercise authority directly over the states
3. The most important accomplishment was the Northwest Ordinance of 1787. That ordinance did the following:
  - ▶ Provided for the orderly creation of territorial governments and new states (Ohio was the first state admitted to the Union from the Northwest Territory.)
  - ▶ Excluded slavery north of the Ohio River
  - ▶ Supported public education

#### B. SHAYS' REBELLION, 1786

1. The rebellion was sparked by the economic frustrations of Massachusetts farmers who were losing their farms because they could not pay debts in hard currency.
2. The leaders of Shays' Rebellion sought these changes:
  - ▶ An end to farm foreclosures
  - ▶ An end to imprisonment for debt
  - ▶ Relief from oppressively high taxation
  - ▶ Increased circulation of paper money
3. The leaders of Shays' Rebellion did not attempt to overthrow the government of Massachusetts.
4. Shays' Rebellion helped convince key leaders that the Articles of Confederation were too weak and that the United States needed a stronger central government.

#### C. THE FEDERAL CONSTITUTION

1. The Constitution was the result of a series of compromises that created a government acceptable to large and small states, as well as to free and slave states.
2. The following provisions were in the Constitution, as submitted to the states in 1787:
  - ▶ The separation of powers, which organizes the national government into three branches
  - ▶ The authority of Congress to declare war
  - ▶ A guarantee of the legality of slavery

- ▶ The creation of an Electoral College to safeguard the presidency from direct popular election
- ▶ Provision for impeachment of the President
- ▶ Provision for the presidential State of the Union message
- ▶ Provision for ratifying the Constitution
- ▶ Federalism
- ▶ A bicameral legislature, as created by the Great Compromise
- ▶ Enumeration of the powers of Congress
- ▶ The Three-Fifths Compromise (Slaves counted as three-fifths of a person for purposes of representation and taxation.)

3. The following provisions were not in the Constitution, as submitted to the states in 1787:
  - ▶ A two-term limit for presidents
  - ▶ Universal manhood suffrage
  - ▶ A presidential cabinet
  - ▶ The direct election of senators
  - ▶ Guarantees of freedom of speech and of the press (added in the Bill of Rights)
  - ▶ The right to a speedy and public trial (added in the Bill of Rights)
  - ▶ The idea of political parties (The framers opposed political parties. They believed that political parties promoted selfish interests, caused divisions, and thus threatened the existence of republican government.)



APUSH test writers often qualify their questions on the Constitution with the phrase, "as ratified in 1788." Remember, the Bill of Rights was not part of the Constitution as ratified in 1788. As a result, guarantees of freedom of speech and press were not part of the Constitution when it was ratified. Always read each question carefully, paying special attention to qualifying phrases.

#### D. THE FEDERALIST PAPERS, 1787

1. Alexander Hamilton and James Madison wrote the Federalist Papers (sometimes known as *The Federalist*) to support ratification of the Constitution of 1787.
2. The prevailing conventional wisdom was challenged when Madison and Hamilton asserted that a large republic offered the best protection of minority rights. "In an expanding Republic," wrote Madison, "so many different groups and viewpoints would be included in the Congress that tyranny by the majority would be impossible."

#### E. ANTI-FEDERALISTS

1. Those opposed to federalism feared that a strong central government would become tyrannical.
2. Opponents of federalism did the following:
  - ▶ Drew support primarily from rural areas
  - ▶ Argued that the President would have too much power
  - ▶ Feared that Congress would levy heavy taxes
  - ▶ Feared that the government would raise a standing army
  - ▶ Believed that the new national government would overwhelm the states
  - ▶ Argued that individual rights needed to be protected

THE  
**NEW NATION**  
— 1789–1824

**I. ALEXANDER HAMILTON'S ECONOMIC POLICIES**

**A. PURPOSE**

1. The aim of Hamilton's policies was to do the following:
  - ▶ Promote economic growth
  - ▶ Strengthen the new nation's finances
  - ▶ Give financial interests such as Eastern merchants a stake in the new government ("A national debt," Hamilton observed, "if it is not excessive will be to us a national blessing. It will be a powerful cement to our union.")

**B. PROPOSALS**

1. Hamilton proposed to do the following:
  - ▶ Establish a national bank
  - ▶ Adopt a protective tariff to raise revenue
  - ▶ Fund the national debt
  - ▶ Assume state debts incurred during the Revolutionary War
  - ▶ Tax distilled liquor to raise revenue
  - ▶ Expand domestic manufacturing
  - ▶ Subsidize domestic manufacturers (Note: Congress rejected this proposal.)

**C. CONTROVERSY WITH JEFFERSON**

1. Hamilton favored a "loose" interpretation of the Constitution. He used the implied powers of the "necessary and proper" clause to justify his proposals. Hamilton believed that what the Constitution does not forbid, it permits.
2. Jefferson favored a "strict" interpretation of the Constitution. He believed that what the Constitution does not permit, it forbids.

**II. WASHINGTON'S FAREWELL ADDRESS**

**A. THE WARNING**

1. Washington warned Americans about the dangers of foreign entanglements.
2. "The great rule of conduct for us in regard to foreign nations," Washington advised, "is, in extending our commercial relations, to have with them as little political connections as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop."

**B. IMPACT ON AMERICAN FOREIGN POLICY**

1. President Wilson's opponents would use Washington's Farewell Address to justify their opposition to the League of Nations.
2. During the 1930s, isolationists would use Washington's Farewell Address to justify their support of the Neutrality Acts.

Washington may have been "first in war, first in peace and first in the hearts of his countrymen," but he has not been first in the minds of APUSH test writers. With the exception of his Farewell Address, Washington has been largely ignored on the AP US History exam. In contrast, his Secretary of the Treasury, Alexander Hamilton, is an APUSH superstar. Almost all exams include at least one question about Hamilton's financial plans. Washington's successor, John Adams, only appears in conjunction with the quasi-war with France and the resulting Alien and Sedition Acts.



**III. THE PRESIDENCY OF THOMAS JEFFERSON, 1801–1809**

**A. THE "REVOLUTION OF 1800"**

1. The victory of Jefferson and the Democratic-Republicans marked the end of what has been called the Federalist Decade.
2. The election of 1800 has been referred to as a revolution because the party in power gave up power peacefully after losing an election.

**B. KEY TENETS OF JEFFERSONIAN DEMOCRACY**

1. The yeoman farmer best exemplifies virtue and independence from the corrupting influences of cities, bankers, financiers, and industrialists.
2. The federal government must not violate the rights of the states. This principle of "states' rights" is proclaimed in the Kentucky and Virginia Resolutions.
3. Freedom of speech and the press are essential rights, since governments must be closely watched. The Alien and Sedition Acts violated this principle.
4. The scope and activities of the federal government should be reduced. The President should practice republican simplicity.

**C. THE LOUISIANA PURCHASE, 1803**

1. The Louisiana Purchase had its origins in Jefferson's desire to acquire the port of New Orleans to provide an outlet for Western crops.
2. The failure of the French army to suppress a slave revolt in Haiti played a role in motivating Napoleon to sell the Louisiana Territory.
3. Purchasing the Louisiana Territory violated Jefferson's belief in a strict interpretation of the Constitution. As a result, Jefferson had to be pragmatic and do what was in the best interest of the country.
4. Jefferson hoped to perpetuate an agricultural society by making abundant lands available to future generations.
5. The Louisiana Purchase was America's largest acquisition of territory—even bigger than Alaska!

## IV. THE MARSHALL COURT

### A. BELIEF IN A STRONG CENTRAL GOVERNMENT

1. Chief Justice John Marshall believed that a strong central government best served the nation's interests.
2. Marshall opposed states' rights.

### B. *MARBURY v. MADISON*, 1803

1. This case established the principle of judicial review.
2. The ruling gave the Supreme Court the authority to declare acts of Congress unconstitutional.

### C. OPPOSITION TO STATES' RIGHTS

1. Under Marshall's leadership, the Supreme Court upheld the supremacy of federal legislation over state legislation.
2. For example, in *Dartmouth College v. Woodward*, the Marshall Court ruled that a state cannot encroach on a contract.

### D. ECONOMIC NATIONALISM

1. Marshall was an economic nationalist who promoted business enterprise.
2. For example, in *McCulloch v. Maryland*, the court struck down a Maryland law taxing the Baltimore branch of the National Bank.



John Marshall has cast a long shadow across both American judicial history and the APUSH exam. Most exams have a question about *Marbury v. Madison* and judicial review. It is also important to remember that Marshall was a proponent of a strong central government and an opponent of states' rights.

## V. THE WAR OF 1812

### A. CAUSES

1. Causes of the war included the following:
  - ▶ *British impressments of American seamen*

- ▶ *British interference with American commerce*
- ▶ *British aid to Native Americans on the frontier*

### B. CONSEQUENCES

1. Consequences of the war included the following:
  - ▶ *Contributing to the demise of the Federalist Party*
  - ▶ *Intensifying nationalist feelings*
  - ▶ *Promoting industrialization*
  - ▶ *Advancing the career of Andrew Jackson*

## VI. THE PRESIDENCY OF JAMES MONROE, 1817–1825

### A. CLAY'S AMERICAN SYSTEM

1. Internal improvements referred to transportation projects such as roads and canals.
2. Henry Clay believed that new transportation links would promote trade and unite the various sections of the country.
3. Clay's "American System" called for tariffs to protect domestic industries and fund internal improvements.
4. Because of its dependence on agricultural plantations and slave labor, the South benefited least from the era of internal improvements.

### B. AN ERA OF GOOD FEELINGS OR RISING TENSIONS?

1. The demise of the Federalist Party left the Democratic-Republicans in control of Congress and the presidency.
2. The illusion of a national political consensus was shattered by such contentious issues as protective tariffs, federal aid for internal improvements, and the expansion of slavery into the new territories.

### C. THE MISSOURI COMPROMISE OF 1820

1. The Missouri Compromise settled the first major nineteenth-century conflict over slavery.
2. Maine entered the Union as a free state.

3. Missouri entered the Union as a slave state, thus maintaining the balance between free and slave states in the Senate.
4. The Compromise closed the remaining territory of the Louisiana Purchase above the 36° 30' line to slavery.



Feelings were not always so harmonious during the so-called Era of Good Feelings. Clay's American System and the Missouri Compromise of 1820 both generated heated debate. Both of these topics have also generated a large number of APUSH questions. Make sure you review the purposes of Clay's American System and the provisions of the Compromise of 1820.

### D. THE MONROE DOCTRINE, 1823

1. The Monroe Doctrine was a unilateral declaration of principles that asserted American independence from Europe in foreign policy.
2. The Monroe Doctrine asserted that the political system in the Western Hemisphere is different and separate from that of Europe. (Note that this assertion is similar to the same point in Washington's Farewell Address.)
3. It warned European nations against further colonial ventures into the Western Hemisphere.
4. It promised that the United States would not interfere in the internal affairs of European nations.
5. The Monroe Doctrine was successful because of the power of the British navy.

## THE AGE of JACKSON 1824–1840

## I. KEY TENETS OF JACKSONIAN DEMOCRACY

### A. BELIEF IN THE COMMON MAN

1. The Jacksonians had great respect for the common sense and abilities of the common man.
2. Andrew Jackson was seen as a common man who represented the interests of the people.

### B. EXPANDED SUFFRAGE

1. The Jacksonians dramatically expanded White male suffrage.
2. During the Federalist Era, caucuses of party leaders maintained discipline and selected candidates. During the Jackson administration, nominating conventions replaced legislative caucuses.

### C. PATRONAGE

1. The Jacksonians supported patronage—the policy of placing political supporters in office.
2. Many Jacksonians believed that victorious candidates had a duty to reward their supporters and punish their opponents.

### D. OPPOSITION TO PRIVILEGED ELITES

1. As champions of the common man, the Jacksonians despised the special privileges of the Eastern elite.
2. Special privileges were anathemas to a government dedicated to promoting and protecting the common man.



## II. THE TARIFF OF ABOMINATIONS AND THE NULLIFICATION CRISIS

### A. THE TARIFF OF ABOMINATIONS, 1828

1. The tariffs passed between 1816 and 1828 were the first tariffs in American history whose primary purpose was protection.
2. The Tariff of Abominations forced John C. Calhoun to formulate his doctrine of nullification.

### B. THE DOCTRINE OF NULLIFICATION

1. Developed by John C. Calhoun, the doctrine of nullification drew heavily on the states' rights arguments advanced in the Kentucky and Virginia Resolutions.
2. In the *South Carolina Exposition and Protest*, Calhoun argued that a state can refuse to recognize an act of Congress that it considers unconstitutional.

### C. OPPOSITION TO NULLIFICATION

1. In the Webster-Hayne Debate, Daniel Webster forcefully rejected nullification. Webster concluded with his great exhortation, "Liberty and Union, now and forever, one and inseparable."
2. Jackson's opposition to nullification enhanced his reputation as a strong President.

## III. THE BANK WAR

### A. JACKSON'S VETO

1. Jackson vigorously opposed the bill to re-charter the Second Bank of the United States (BUS).
2. Jackson believed that the bank was a bastion of special privileges. He argued that the BUS was beneficial to advocates of "hard money" and thus inimical to the interests of the common people who elected him.

### B. CONSEQUENCES

1. Jackson supported the removal of federal deposits from the Bank of the United States.
2. Jackson's attack on the BUS caused an expansion of credit and speculation.
3. The number of state banks, each issuing its own paper currency, increased.
4. Jackson's war on the BUS was an important catalyst for the emergence of a competitive two-party system. The Whigs hated Jackson and supported Henry Clay and his American System.

## IV. JACKSON AND THE FORCED REMOVAL OF NATIVE AMERICANS

### A. WORCESTER v. GEORGIA, 1831

1. The Cherokee differed from other Native American tribes in that the Cherokee tried to mount a court challenge to a removal order.
2. In the case of *Worcester v. Georgia*, the United States Supreme Court upheld the rights of the Cherokee tribe to their tribal lands.

### B. JACKSON AND THE CHEROKEES

1. Jackson's antipathy toward Native Americans was well known. In one speech he declared, "I have long viewed treaties with American Indians as an absurdity not to be reconciled to the principles of our government."
2. Jackson refused to recognize the Court's decision, declaring, "John Marshall has made his decision: now let him enforce it."



There are normally very few APUSH questions devoted to specific presidents. Andrew Jackson is the exception. Because of his pivotal role in the nullification crisis, the bank war, and the forced removal of Native Americans, a number of APUSH questions focus on Andrew Jackson and his policies. So while it is safe to skip John Quincy Adams and Martin Van Buren, it is important to study Andrew Jackson.

### C. THE TRAIL OF TEARS

1. Jackson's Native American policy resulted in the removal of the Cherokee from their homeland to settlements across the Mississippi River.
2. The Trail of Tears refers to the route taken by Native Americans as they were relocated to the Indian Territory of Oklahoma.
3. Approximately one-quarter of the Cherokee people died on the Trail of Tears.

## V. PLANTERS AND SLAVES IN THE ANTEBELLUM SOUTH, 1816–1860

### A. KING COTTON

1. The following factors contributed to making cotton the South's most important cash crop:
  - ▶ The invention of the cotton gin, which made it possible and profitable to harvest short-staple cotton.
  - ▶ Rich new farm land in the Deep South was opened to the cultivation of cotton. By 1850, the geographic center of slavery was moving southward and westward.
  - ▶ The rise of textile manufacturing in England created enormous demand for cotton.

### B. SOUTHERN SOCIETY

1. It is very important to remember that a majority of White adult males were small farmers rather than wealthy planters.
2. The majority of White families in the antebellum South owned no slaves.

3. Nonetheless, a small minority of planters who owned 20 or more slaves dominated the antebellum South.
4. The cost of slave labor rose sharply between 1800 and 1860.

### C. SLAVE SOCIETY

1. Slaves maintained social networks among kindred and friends, despite forced separations.
2. The dramatic increase in the South's slave labor force was due to the natural population increase of American-born slaves.
3. During the antebellum period, free African Americans were able to accumulate some property in spite of discrimination.
4. Although Southern legal codes did not uniformly provide for the legalization and stability of slave marriage, slaves were generally able to marry, and the institution of marriage was common on Southern plantations.
5. The majority of slaves adapted to the oppressive conditions imposed on them by developing a separate African American culture.
6. Slave revolts were infrequent. Most Southern slaves resisted their masters by feigning illness and working as slowly as possible.

## VI. THE TRANSPORTATION REVOLUTION

### A. NEW DEVELOPMENTS

1. Completed in 1825, the Erie Canal sparked a period of canal building that lasted until 1850.
2. Steamboats became widely used in the 1820s and 1830s.
3. The first railroad appeared in the United States in 1828. Within 30 years, the United States had built 30,000 miles of track.

### B. CONSEQUENCES

1. The Erie Canal strengthened commercial and political ties between New York City and the growing cities on the Great Lakes.

- Canals helped open the West to settlement and trade.
- Steamboats dramatically increased river traffic while significantly lowering the cost of river transportation.
- Like the canals, the railroads enabled farmers in the Midwest easier access to urban markets in the East.
- Canals, steamboats, and railroads had the least impact on the South.

## SOCIAL AND CULTURAL MOVEMENTS IN ANTEBELLUM AMERICA

### I THE ROLE OF WOMEN IN ANTEBELLUM AMERICA

#### A. THE CULT OF DOMESTICITY/REPUBLICAN MOTHERHOOD

- American women could not vote, serve on juries, or perform other civic tasks. These restrictions raised the question of what role women should play in the new republic.
- The concept of “republican motherhood” advanced the idea that women did have a vital role to play as wives and mothers. Proponents argued that women should be educated to rear their children to be virtuous citizens of the new American republic.
- The republican mother should be concerned with domestic, family, and religious affairs.



Many students are surprised when they encounter APUSH questions on the cult of domesticity/republican motherhood. They shouldn't be. Most APUSH exams have one, possibly even two multiple-choice questions on this important concept. Test writers have used straightforward definitions, quotes, and even pictures to see if students can identify the cult of domesticity/republican motherhood. A recent APUSH exam devoted the DBQ (document-based essay question) to this topic.

#### B. FACTORY WORKERS IN LOWELL

- During the first half of the nineteenth century, textile mills in Lowell, Massachusetts, relied heavily on a labor force of women and children.
- During the 1820s and 1830s, the majority of workers in the textile mills of Massachusetts were young, unmarried women.

- Prior to the Civil War, Irish immigrants began to replace New England farm girls in the textile mills.

### III CHANGING THE ROLE OF WOMEN IN ANTEBELLUM AMERICA

#### A. CHARACTERISTICS OF THE WOMEN'S MOVEMENT

- The movement was led by middle-class women.
- It promoted a broad-based platform of legal and educational rights.
- It had close links with the anti-slavery and temperance movements.
- Followers held conventions in the Northeast and Midwest but not in the South.

#### B. THE SENECA FALLS CONVENTION, 1848

- The Seneca Falls Convention was organized and led by Elizabeth Cady Stanton and Lucretia Mott.
- The “Declaration of Sentiments and Resolutions” issued by the Seneca Falls Convention demanded greater rights for women. The declaration's first sentence clearly stated this goal: “We hold these truths to be self-evident: that all men and women are created equal.”
- The Seneca Falls Convention called for women's rights in the following areas:
  - ▶ Women's suffrage
  - ▶ Women's right to retain property after marriage
  - ▶ Greater divorce and child custody rights
  - ▶ Equal educational opportunities



It is important to know what reforms the Seneca Falls Convention called for. It is also important to know what reforms the convention did **not** call for. For example, the Seneca Falls Convention did **not** call for more liberal abortion laws or equal pay for equal work.

#### C. DOROTHEA DIX

- Dorothea Dix worked to reform the treatment of people with mental and emotional disabilities.
- Dix was not involved in the women's rights movement.

### III ABOLITION AND ABOLITIONISTS

#### A. THE SECOND GREAT AWAKENING

- The Second Great Awakening was a wave of religious enthusiasm, led by itinerant preachers such as Charles Finney and Lyman Beecher.
- Finney achieved his greatest success in central and western New York. This area became known as the “burned-over district” because of the fervent prayer meetings held during the Second Great Awakening.
- The Second Great Awakening played an important role in making Americans aware of the moral issues posed by slavery.

#### B. AMERICAN COLONIZATION SOCIETY

- The American Colonization Society worked to return freed slaves to the west coast of Africa.
- The American Colonization Society was primarily led by middle-class men and women.

#### C. WILLIAM LLOYD GARRISON

- Garrison was the editor of the radical abolitionist newspaper *The Liberator* and one of the founders of the American Anti-Slavery Society.
- In the first issue of *The Liberator*, Garrison called for the “immediate and uncompensated emancipation of the slaves.”
- Here is a famous quote published in the first issue of *The Liberator* on January 1, 1831: “Let Southern oppressors tremble . . . I will be as harsh as Truth and as uncompromising as Justice . . . I am in earnest—I will not retreat a single inch—and I WILL BE HEARD!”



- Garrison's support of women's rights caused the American Anti-Slavery Society to split into rival factions.

#### D. FREDERICK DOUGLASS

- Frederick Douglass was the most prominent Black abolitionist during the antebellum period.
- Although best known as an abolitionist, Douglass championed equal rights for women and Native Americans. He often declared, "I would unite with anybody to do right and with nobody to do wrong."



*Most APUSH students study Frederick Douglass, and a significant number have read portions of his autobiography. In contrast, many students only have a vague memory of William Lloyd Garrison. Be sure to update and sharpen your notes on Garrison. Although Frederick Douglass reigns supreme in textbooks and courses, APUSH test writers have written a number of questions about this fervent abolitionist.*

#### E. SARAH MOORE GRIMKÉ

- Grimké was one of the first women to publicly support both abolition and women's rights.
- "I ask no favor for my sex," declared Grimké. "I surrender not our claim to equality. All I ask of our brethren is that they will take their feet off our necks."

### IV. TRANSCENDENTALISM AND UTOPIAN COMMUNITIES

#### A. TRANSCENDENTALISM

- Transcendentalism is a philosophical and literary movement of the 1800s that emphasized living a simple life while celebrating the truth found in nature and in personal emotion and imagination.
- Henry David Thoreau and Ralph Waldo Emerson were the leading transcendentalist writers.

#### B. UTOPIAN COMMUNITIES

- Utopians shared a faith in perfectionism—that is, the belief that humans have the capacity to achieve a better life through conscious acts of will.
- The best-known utopian communities included Brook Farm, New Harmony, and the Oneida Community.
- Utopian communities strove to escape the competitiveness of American life, regulate moral behavior, and create cooperative lifestyles.

### V. CULTURAL ADVANCES

#### A. EDUCATION

- McGuffey Readers* were the best known and most widely used school books in the nineteenth century. Also known as *Eclectic Readers*, the books included stories, poems, essays, and speeches supporting patriotism and moral values.
- Newspapers flourished during the first half of the nineteenth century.
- Educational reformers worked to pass compulsory school laws, create more teacher-training schools, and use state and local taxes to finance public education.

#### B. THE HUDSON RIVER SCHOOL

- The Hudson River School was a group of artists led by Thomas Cole, who painted landscapes emphasizing America's natural beauty.
- The Hudson River School was America's first coherent school of art.

## THE GATHERING STORM 1840–1860

### I. MANIFEST DESTINY AND TERRITORIAL EXPANSION

#### A. THE RIGHT TO EXPAND

- Manifest Destiny was the name given to the belief that the United States would inevitably expand westward to the Pacific Ocean.
- Manifest Destiny was used to gain public support for American territorial expansion.

#### B. TEXAS

- Texas became the Lone Star Republic in 1836.
- Although he favored territorial expansion, President Jackson opposed the admission of Texas into the Union. Jackson feared that debate over the admission of Texas would ignite controversy over slavery.
- Texas was an independent republic until 1845, because Americans were divided over the issue of admitting another slave state into the Union.

#### C. OREGON

- During the 1844 election campaign, the slogan "fifty-four forty or fight" referred to Polk's promise to take all of the Oregon land under dispute between the United States and Britain.
- The United States and Britain reached a compromise that established the northern boundary of Oregon at the 49th parallel.

D. THE MEXICAN WAR, 1846-1848

1. President Polk justified the Mexican War by claiming that Mexican troops had illegally crossed into American territory, where they attacked and killed American soldiers. Hostilities had thus been forced on the United States by the shedding of "American blood upon the American soil."
2. Led by Abraham Lincoln and supported by the transcendentalist writer Henry David Thoreau, Whigs opposed the Mexican War.
3. The Treaty of Guadalupe Hidalgo ended the Mexican War. Under the terms of the treaty, the United States gained California and New Mexico (including present-day Nevada, Utah, and Arizona, as well as parts of Colorado and Wyoming) and recognition of the Rio Grande as the southern boundary of Texas.
4. The Wilmot Proviso called for the prohibition of slavery in lands acquired from Mexico in the Mexican War.
5. Although the Wilmot Proviso never became federal law, it was eventually endorsed by the legislatures of all but one of the free states, and it came to symbolize the polarizing issue of extending slavery into the territories.



The Wilmot Proviso is so well known that it is easy to believe that it became a law. In fact, it did not. Although the House passed the Wilmot Proviso twice, the Senate rejected it. APUSH test writers use the phrase "passage of the Wilmot Proviso" as a tempting but incorrect answer. Note that the Wilmot Proviso did not support popular sovereignty.

III THE COMPROMISE OF 1850

A. NEGOTIATIONS

1. Stephen A. Douglas, Daniel Webster, Henry Clay, and John C. Calhoun all played key roles in the negotiations that resulted in the passage of the Compromise of 1850.
2. Abraham Lincoln did not play a role in the negotiations that led to the Compromise of 1850.

56 | Free Soil party → slavery should not spread into territories

B. PROVISIONS

1. Provisions of the Compromise of 1850 included the following:
  - ▶ Admission of California as a free state
  - ▶ Abolition of the slave trade in the District of Columbia
  - ▶ Continued protection of slavery in the District of Columbia
  - ▶ Passage of a more stringent fugitive-slave act
  - ▶ Establishment of territorial governments in New Mexico and Utah, without an immediate decision on the status of slavery

argued lot of people ←

IV POPULAR SOVEREIGNTY AND THE KANSAS-NEBRASKA ACT, 1854

A. POPULAR SOVEREIGNTY

1. Senator Stephen A. Douglas was the leading proponent of popular sovereignty.
2. The principle involved was that the settlers of a given territory would have the sole right to decide whether or not slavery would be permitted there.

B. THE KANSAS-NEBRASKA ACT

1. The act proposed that the Territory of Nebraska would be divided into two territories—Kansas and Nebraska.
2. Their status as slave or free states would be determined by popular sovereignty.

C. CONSEQUENCES OF THE KANSAS-NEBRASKA ACT

1. The act did the following:
  - ▶ Repealed the Missouri Compromise of 1820, thus heightening sectional tensions
  - ▶ Permitted the expansion of slavery beyond the Southern states
  - ▶ Led to a divisive debate over the expansion of slavery into the territories

- ▶ Ignited a bloody contest for control over Kansas
- ▶ Split the Democratic Party
- ▶ Sparked the formation of the Republican Party

IV THE DRED SCOTT CASE, 1857

A. THE RULING

1. Dred Scott was a slave and thus could not sue in federal court.
2. Under the Constitution, slaves were private property and thus could be taken into any territory and legally held there in slavery.
3. Slaves could not be taken from their masters, regardless of a territory's "free" or "slave" status.

B. THE CONSEQUENCES

1. The ruling invalidated the Northwest Ordinance of 1787 and the Missouri Compromise of 1820.
2. The ruling became a major issue in the Lincoln-Douglas debates.
3. The decision widened the gap between North and South, thus bringing them closer to war.



It is very important to remember which compromises, acts, and Supreme Court decisions restricted the expansion of slavery and which did not. The Missouri Compromise of 1820, the Kansas-Nebraska Act, and the Dred Scott decision all permitted the expansion of slavery beyond the Southern states. Although the Compromise of 1820 did restrict the expansion of slavery above the 36° 30' line, it allowed Missouri to enter the Union as a slave state.

Direct Quote from Dred Scott

V THE ELECTION OF 1860

A. THE REPUBLICANS AND DEMOCRATS

1. Led by Abraham Lincoln, the Republicans accepted slavery where it existed but opposed the further extension of slavery into the territories.
2. The Democratic Party split. Northern Democrats supported Stephen A. Douglas and popular sovereignty. Southern Democrats supported John C. Breckinridge, the extension of slavery into the territories, and the annexation of Cuba.

In Freeport Doctrine, Douglas says a territory ~~not~~ wanting slavery can pass laws to not protect it

- B. CONSEQUENCES
1. Lincoln won the electoral vote but did not receive a majority of the popular vote.
  2. Led by South Carolina, seven Southern states seceded from the Union.

North goes to war to preserve the Union!

During the war...

- Af. Am. soldiers paid less than white soldiers of equal rank

# THE CIVIL WAR

1861-1865

## I NORTHERN ADVANTAGES AND DISADVANTAGES

### A. ADVANTAGES

1. An extensive railroad network
2. A strong industrial base
3. A superior navy
4. A larger population
5. An abundant supply of food

### B. DISADVANTAGES

1. A shortage of experienced and skilled military commanders
2. A divided population that did not fully support the war

## II SOUTHERN ADVANTAGES AND DISADVANTAGES

### A. ADVANTAGES

1. A defensive war fought on its home territory
2. A long coastline that would be difficult to blockade
3. An important cash crop in cotton
4. A group of experienced and skilled military commanders
5. A close economic relationship with Great Britain

### B. DISADVANTAGES

1. A smaller population than the North
2. A smaller industrial base than the North

↓ North afraid Britain will ally with South

U.S. almost brought Brit. into War when captured Confederate diplomats from British steamer "Trent" 161

## III THE BORDER STATES

### A. IMPORTANCE

1. Strategic location
2. Important industrial and agricultural resources

### B. KEY BORDER STATES

1. Kentucky
2. Maryland

## IV THE BATTLE OF ANTIETAM AND THE EMANCIPATION PROCLAMATION

### A. THE BATTLE OF ANTIETAM

1. The Union victory persuaded England and France to remain neutral. While both European powers saw advantages in a divided America, they followed a cautious policy toward both the North and the South.
2. The Union victory enabled Lincoln to issue the Emancipation Proclamation.

The Battle of Gettysburg and Sherman's March to the Sea are pivotal events that played a key role in the Civil War. However, like other military battles, they are totally ignored by APUSH test writers. Lee, Grant, and Sherman will not appear on your exam. Antietam is the only Civil War battle you need to remember. Keep in mind that the Union victory convinced England and France to remain neutral while enabling Lincoln to issue the Emancipation Proclamation.



### B. THE EMANCIPATION PROCLAMATION

1. Lincoln delayed issuing the Emancipation Proclamation because he didn't want to antagonize slave owners in the Border States.
2. The North originally went to war to preserve the Union. The Emancipation Proclamation strengthened the Union's moral cause.

3. The Emancipation Proclamation rallied anti-slavery support in England and France.
4. The Emancipation Proclamation did not free slaves in the Border States.
5. The Emancipation Proclamation freed only the slaves in Confederate states that were still in rebellion.



It is important to focus on what the Emancipation Proclamation did and did not do. It did significantly enhance the Union's moral cause. However, it did not actually free a single slave. It was much stronger on proclamation than on emancipation. Slavery was legally abolished by the Thirteenth Amendment.

## V KEY POLITICAL ACTIONS DURING THE CIVIL WAR

### A. CONGRESSIONAL ACTIONS

1. Congress established a national banking system to provide a uniform national currency.
2. Congress chartered two corporations—the Union Pacific Railroad and the Central Pacific Railroad—to build a transcontinental railroad connecting Omaha, Nebraska, with Sacramento, California.
3. Congress passed the Homestead Act of 1862, offering cheap—sometimes free—land to people who would settle the West and improve their property.
4. Congress passed high tariffs to protect American industry from foreign competition.

### B. EXPANSION OF PRESIDENTIAL POWER

1. Lincoln found that the war required active and prompt presidential action.
2. Lincoln suspended the writ of habeas corpus for everyone living between Washington, D.C., and Philadelphia.

5. Also Morrill Land Grant Act  
brought some land to states who

# RECONSTRUCTION AND THE NEW SOUTH 1865-1900

What were the constitutional questions following the Civil War?

- Serious question over political + legal status of the former Confederate states

## THE RECONSTRUCTION AMENDMENTS

- A. THE THIRTEENTH AMENDMENT, 1865
  1. Abolished slavery and involuntary servitude
  2. Completed the work of the Emancipation Proclamation
- B. THE FOURTEENTH AMENDMENT, 1868
  1. Made the former slaves citizens, thus invalidating the Dred Scott decision
  2. Provided for equal protection of the laws for all citizens
  3. Enforced congressional legislation guaranteeing civil rights to former slaves
- C. THE FIFTEENTH AMENDMENT, 1870
  1. The amendment provided suffrage for Black males.
  2. It stirred controversy among women's rights advocates.
  3. Some women's rights supporters, including Lucy Stone, Julia Ward Howe, and Frederick Douglass, supported the amendment.
  4. Other women's rights supporters, led by Susan B. Anthony and Elizabeth Cady Stanton, opposed the amendment. They advocated, without success, for a universal suffrage amendment.

## Lincoln's 10% Plan:

- restored loyal govts that recognized emancipation of slavery

## II RADICAL RECONSTRUCTION

Wade-Davis Bill = 50% take oath - pocket-vetted by Lincoln

- A. CAUSES
  1. Former Confederates were elected to Congress.
  2. Black Codes were enacted in Southern states.
  3. Race riots broke out in New Orleans and Memphis.
  4. There were attempts in the South to undermine the Fourteenth Amendment.
- B. PROGRAMS AND POLICIES
  1. Military occupation of the South was permitted.
  2. Punishment of Confederate leaders became policy.
  3. Restrictions were placed on the power of President Andrew Johnson. (Impeached for breaking Tenure of Office Act)
  4. The House of Representatives impeached Johnson because he obstructed enforcement of the Reconstruction Acts.
- C. ACHIEVEMENTS
  1. Public school systems in the Southern states were improved.
  2. African Americans were elected to the House and Senate.

→ Reconstruction Acts of 1867

→ survived "redeemer" administration

What was Congress' reconstruction plan?

## III THE PLIGHT OF AFRICAN AMERICANS

- A. FROM SLAVES TO SHARECROPPERS
  1. The majority of freedmen entered sharecropping arrangements with their former masters.
  2. Sharecropping led to a cycle of debt and depression for Southern tenant farmers.
  3. The freedmen did not receive 40 acres and a mule.
- B. BLACK CODES
  1. The codes were passed by Southern state legislatures.
  2. They were intended to place limits on the socioeconomic opportunities and freedoms open to Black people.
  3. The codes forced Black Americans to work under conditions that closely resembled slavery.

66 scalawags = southerners who supported

## IV THE ELECTION OF 1876 AND THE COMPROMISE OF 1877

- A. THE ELECTION OF 1876
  1. Samuel J. Tilden polled more popular votes than Rutherford B. Hayes.
  2. Tilden won 184 of the 185 electoral votes needed for election.
  3. There were 20 disputed votes in four states, 3 of which were in the South.
- B. THE COMPROMISE OF 1877
  1. The Democrats agreed that Hayes would take office.
  2. The Republicans agreed to withdraw all federal troops from the South.
  3. Hayes promised to appoint at least one Southerner to his cabinet.
  4. The Republicans agreed to support internal improvements in the South.
  5. The Republicans abandoned their commitment to racial equality. For example, the Civil Rights Act of 1875 guaranteed equal accommodations in public places and prohibited racial discrimination in jury selection. The law was not enforced.
  6. The Compromise of 1877 ended Congressional Reconstruction.

Reconstruction ends b/c N. voters lose interest + don't see S. trying to change

## V THE RISE OF JIM CROW SEGREGATION

- A. THE 1883 CIVIL RIGHTS CASES
  1. The cases weakened the protections given to African Americans under the Fourteenth Amendment.
  2. Much of the Civil Rights Act of 1875 was declared unconstitutional.
  3. The cases declared that the Fourteenth Amendment prohibited only government violations of civil rights, not the denial of civil rights to individuals.

Order

**B. PLESSY v. FERGUSON, 1896**

1. The case involved a dispute over the legality of segregated railroad cars in Louisiana.
2. It upheld segregation by approving "separate but equal" accommodations for African Americans.
3. It led to the establishment of separate school systems for African Americans.
4. The doctrine of "separate but equal" was reversed in 1954 by the landmark decision in *Brown v. Board of Education of Topeka*.



*Plessy v. Ferguson and Brown v. Board of Education of Topeka are two of the most important Supreme Court cases in American history. APUSH test writers recognize their significance and have included at least one question about these cases on each of the released exams.*

**C. DISENFRANCHISING BLACK VOTERS**

1. Literacy tests and poll taxes were used to deny African Americans the ballot.
2. The grandfather clause exempted from these requirements anyone whose forebear had voted in 1860. Needless to say, Black slaves had not voted at that time.
3. Electoral districts were gerrymandered to favor the Democratic Party.

**VI. BOOKER T. WASHINGTON****A. ATLANTA COMPROMISE SPEECH, 1895**

1. Booker T. Washington called on African Americans to seek economic opportunities rather than political rights.
2. Washington declared, "In all things purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress."

**B. KEY POSITIONS**

1. Washington supported Black economic self-help.
2. Washington supported accommodation to White society.

3. Washington supported vocational education.
4. Washington supported racial solidarity.
5. Washington opposed public political agitation.

**VII. THE NEW SOUTH****A. ECONOMIC DEVELOPMENT**

1. Proponents of the New South supported building a more diversified Southern economy.
2. New South advocates championed the expansion of Southern industry.

**B. POLITICAL REPRESSION OF AFRICAN AMERICANS**

1. New South advocates supported the return of White conservatives to political power.
2. New South advocates supported the withdrawal of federal troops while ignoring the rise of the Ku Klux Klan and the increase in lynching.
3. African Americans who migrated to Kansas were known as Exodusters.

## THE OLD WEST —1865–1900

**I. THE TRANSCONTINENTAL RAILROADS****A. CONSTRUCTION**

1. The first transcontinental railroad was completed in 1869.
2. Five transcontinental railroads were constructed during the nineteenth century.
3. Irish and Chinese workers played key roles in the construction of the transcontinental railroads.

**B. CONSEQUENCES FOR THE GREAT PLAINS**

1. The railroads played a key role in the near-extinction of the buffalo herds. This dealt a devastating blow to the culture of the Plains Indians.
2. The railroads brought a tidal wave of troops, farmers, miners, and cattlemen to the Great Plains.
3. As the settlers built farms, range-fed cattle rapidly replaced the now decimated buffalo herds.

**II. THE TRANSFORMATION OF THE PLAINS INDIANS****A. KEY CAUSES**

1. The virtual extermination of the buffalo doomed the Plains Indians' nomadic way of life.
2. The Plains Indians were ravaged by diseases.
3. The transcontinental railroads transformed the economy of the entire region.

B. PUBLICATION OF *CENTURY OF DISHONOR*, 1881

1. The book was written by Helen Hunt Jackson.
2. It aroused public awareness of the federal government's long record of betraying and cheating Native Americans.

## C. THE DAWES ACT OF 1887

## 1. Goals

- ▶ Inspired in part by *Century of Dishonor*, the Dawes Act was a misguided attempt to reform the government's Native American policy.
- ▶ The legislation's goal was to assimilate Native Americans into the mainstream of American life by dissolving tribes as legal entities and eliminating tribal ownership of land.

## 2. Consequences

- ▶ The Dawes Act ignored the inherent reliance of traditional Indian culture on tribally owned land.
- ▶ By 1900, Indians had lost 50 percent of the 156 million acres they had held just two decades earlier.
- ▶ The forced-assimilation doctrine of the Dawes Act remained the cornerstone of the government's official Indian policy for nearly half a century.
- ▶ The Indian Reorganization Act of 1934 partially reversed the individualistic approach of the Dawes Act by restoring the tribal basis of Indian life.

## D. THE GHOST DANCE

1. The dance was a sacred ritual expressing a vision that the buffalo would return and White civilization would vanish.
2. The army attempted to destroy it at the so-called Battle of Wounded Knee in 1890, fearing that the ceremony would cause an uprising.
3. As many as 200 Indian men, women, and children were killed at the Battle of Wounded Knee.

## THE FADING FRONTIER

## A. A WATERSHED REPORT

1. In 1890, the superintendent of the census reported that for the first time in American history a frontier line no longer existed.
2. The "closing" of the frontier inspired Frederick Jackson Turner to write one of the most influential essays in American history—"The Significance of the Frontier in American History."

## B. AN INFLUENTIAL THESIS

1. Turner argued that the existence of cheap, unsettled land had played a key role in making American society more democratic.
2. The frontier helped shape a distinctive American spirit of democracy and egalitarianism.
3. The frontier acted as a safety valve that enabled Eastern factory workers and immigrants to escape bad economic conditions and find new opportunities.
4. The frontier played a key role in stimulating American nationalism and individualism.
5. Because of the frontier, America did not have a hereditary landed aristocracy.

*What first comes to your mind when you think of the Old West? Most Americans probably think of Custer's Last Stand, Chief Sitting Bull, cattle drives, and gun duels between lawmen and outlaws. As you might guess, APUSH test writers have a very different set of priorities. Although it is unlikely that your exam will have questions about Custer and Sitting Bull, there is a high probability that you will have to identify Helen Hunt Jackson's book *Century of Dishonor* and Frederick Jackson Turner's frontier thesis.*



## INDUSTRIAL AMERICA

### 1865–1900

## BIG BUSINESS

## A. THE CONSOLIDATION OF BIG BUSINESS

1. Vertical integration occurs when a company controls both the production and distribution of its product. For example, Andrew Carnegie used vertical integration to gain control over the U.S. steel industry.
2. Horizontal integration occurs when one company gains control over other companies that produce the same product.
3. By the end of the nineteenth century, monopolies and trusts exercised a significant degree of control over key aspects of the American economy.

## B. CONSEQUENCES OF CONSOLIDATION

1. Corporations built large, systematically organized factories where work was increasingly performed by machines and unskilled workers.
2. Corporations introduced systems of "scientific management," also known as Taylorism, to increase factory production and lower labor costs.
3. Corporations accumulated vast sums of investment capital.
4. Corporations used the railroads to help develop national markets for their goods.



### C. CELEBRATING AMERICA'S INDUSTRIAL SUCCESS

1. The World's Columbian Exposition of 1893 showcased America's industrial development.
2. The popular Horatio Alger Jr. stories provided concrete examples of the ideal of the self-made man.

## II LABOR AND LABOR UNIONS, 1865–1900

### A. KEY TRENDS

1. Immigrants, women, and children significantly expanded the labor force.
2. Machines increasingly replaced skilled artisans.
3. Large bureaucratic corporations dominated the American economy.
4. Corporations developed national and even international markets for their goods.

### B. THE KNIGHTS OF LABOR

1. The Knights were led by Terence V. Powderly. Under his leadership, the Knights grew rapidly, peaking at 730,000 members in 1886.
2. The Knights grew rapidly because of their open-membership policy, the continuing industrialization of the American economy, and the growth of urban population.
3. The Knights welcomed unskilled and semiskilled workers, including women, immigrants, and African Americans.
4. The Knights were idealists who believed they could eliminate conflict between labor and management. Their goal was to create a cooperative society in which laborers, not capitalists, owned the industries in which they worked.
5. The Haymarket Square riot was unfairly blamed on the Knights. As a result, the public associated them with anarchists.

### C. THE INDUSTRIAL WORKERS OF THE WORLD

1. The Industrial Workers of the World (IWW) was led by "Mother" Jones, Elizabeth Flynn, and Big Bill Haywood.

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2. Like the Knights of Labor, the IWW strove to unite all laborers, including unskilled African Americans, who were excluded from craft unions.
3. The IWW's motto was "An injury to one is an injury to all," and its goal was to create "One Big Union."
4. Unlike the Knights, the IWW (or Wobblies) embraced the rhetoric of class conflict and endorsed violent tactics.
5. IWW membership probably never exceeded 150,000 workers. The organization collapsed during World War I.

### D. THE AMERICAN FEDERATION OF LABOR

1. The American Federation of Labor (AFL) was led by Samuel Gompers, the leader of the Cigar Makers Union.
2. The AFL was an alliance of skilled workers in craft unions.
3. Under Gompers' leadership, the AFL concentrated on bread-and-butter issues such as higher wages, shorter hours, and better working conditions.

*It is very important to understand the similarities and differences among the Knights of Labor, Industrial Workers of the World, and the American Federation of Labor. All three were dedicated to organizing laborers. The Knights and the IWW both attempted to organize all skilled and unskilled workers into one union. However, the Knights strove for a cooperative society, while the IWW embraced class conflict and violent tactics. In contrast, the AFL organized skilled workers, repudiated violence, and fought for higher wages and better working conditions.*



### E. THE PULLMAN STRIKE, 1894

1. During the late nineteenth century, the American labor movement experienced a number of violent strikes. The two best-known strikes were the Homestead Strike (1892) and the Pullman Strike (1894).
2. When the national economy fell into a depression, the Pullman Palace Car Company cut wages while maintaining rents and prices in a company town where 12,000 workers lived. This action precipitated the Pullman Strike.
3. The Pullman Strike halted a substantial portion of American railroad commerce.

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4. The strike ended when President Cleveland ordered federal troops to Chicago, ostensibly to protect rail-carried mail but, in reality, to crush the strike.

## III IMMIGRATION

### A. THE NEW IMMIGRANTS

1. Prior to 1880, most immigrants to the United States came from the British Isles and Western Europe.
2. Beginning in the 1880s, a new wave of immigrants left Europe for America. The so-called New Immigrants came from small towns and villages in southern and eastern Europe. The majority lived in Italy, Russia, Poland, and Austria-Hungary.
3. The New Immigrants primarily settled in large cities in the Northeast and Midwest.
4. Very few New Immigrants settled in the South.

### B. THE CHINESE EXCLUSION ACT OF 1882

1. This was the first law in American history to exclude a group from America because of ethnic background.
2. The act prohibited the immigration of Chinese to America.
3. Working-class Americans who felt threatened by Chinese workers strongly supported the law.
4. Support for the law was particularly strong in California.

### C. NATIVIST OPPOSITION TO THE NEW IMMIGRANTS

1. Nativists had previously opposed Irish and German Catholic immigrants.
2. Nativists opposed the New Immigrants for the following reasons:
  - ▶ *The immigrants were heavily Catholic and Jewish.*
  - ▶ *They spoke different languages and practiced different cultural traditions.*
  - ▶ *They did not understand American political traditions.*
  - ▶ *They threatened to take away jobs because they were*

## IV THE NEW INDUSTRIAL ORDER: SUPPORTERS AND REFORMERS

### A. SOCIAL DARWINISM

1. Social Darwinism is the belief that the fittest survive in both nature and society.
2. Wealthy business and industrial leaders used Social Darwinism to justify their success.
3. Social Darwinists believed that industrial and urban problems are part of a natural evolutionary process that humans cannot control.

### B. GOSPEL OF WEALTH

1. This gospel was promoted by Andrew Carnegie.
2. It expressed the belief that, as the guardians of society's wealth, the rich have a duty to serve society.
3. Over his lifetime, Carnegie donated more than \$350 million to support libraries, school, peace initiatives, and the arts.

### C. SOCIAL GOSPEL

1. The Social Gospel was a reform movement based on the belief that Christians have a responsibility to confront social problems.
2. Christian ministers were among the leaders of the Social Gospel movement.

## V LITERARY AND ARTISTIC MOVEMENTS

### A. LITERATURE

1. Realism was the most significant movement in American literature during the late nineteenth century.
2. Edward Bellamy's book *Looking Backward: 2000 to 1887* was a utopian reaction to the author's disillusionment with the problems created by the growth of industrialism.

## B. ART

1. The Ashcan School of art focused on urban scenes such as crowded tenements and boisterous barrooms.
2. The 1913 International Exhibition of Modern Art (or Armory Show) provided the American public's first exposure to the new trends in European art. Astonished visitors saw Cubism and other forms of modern art. The show served as a catalyst for American artists, who began to experiment with the new styles.

# POPULISM AND PROGRESSIVISM

## —1890–1917

## I. AGRARIAN DISCONTENT

## A. CAUSES OF AGRARIAN DISCONTENT

1. Belief that railroads were using discriminatory rates to exploit farmers
2. Belief that big business used high tariffs to exploit farmers
3. Belief that a deflationary monetary policy based on gold hurt farmers
4. Belief that corporations charged exorbitant prices for fertilizers and farm machinery

## B. THE POPULIST OR PEOPLE'S PARTY

1. The Populist Party attempted to unite discontented farmers.
2. It attempted to improve their economic conditions.
3. It attempted to support the following:
  - ▶ Increasing the money supply with the free and unlimited coinage of silver and gold at the legal ratio of 16 to 1
  - ▶ Using the Interstate Commerce Act of 1887 to regulate railroads and prevent discrimination against small customers
  - ▶ Organizing cooperative marketing societies
  - ▶ Supporting the candidacy of William Jennings Bryan in the 1896 presidential election

## C. REASONS THE POPULIST PARTY FAILED

1. Western and Southern farmers did not agree on political strategies.
2. Racism prevented poor White and Black farmers from working together.
3. The dramatic increases in urban population caused by the wave of New Immigrants led to higher prices for agricultural products.
4. The discovery of gold in the Yukon increased the supply of gold, thus easing farmers' access to credit to expand
5. The Democratic Party absorbed many Populist programs.
6. William Jennings Bryan lost the 1896 presidential election to William McKinley and the Republicans.

see  
next

## II. THE PROGRESSIVES

## A. KEY POINTS

1. Progressive leaders were primarily middle-class reformers concerned with urban and consumer issues.
2. Progressive reformers believed that government should be used to ameliorate social problems.
3. Progressive reformers wanted to use governmental power to regulate industrial production and improve labor conditions.
4. Progressive reformers rejected Social Darwinism, arguing that cooperation offered the best way to improve society.

## B. KEY GOALS

1. Democratization of the political process
  - ▶ Direct election of senators
  - ▶ Women's suffrage
2. Reform of local governments
  - ▶ Initiative, recall, and referendum—ways to make local governments more responsive to public opinion
  - ▶ Commission or city-manager forms of government to make local governments more professional
  - ▶ Nonpartisan local governments to weaken political machines

## 3. Regulation of big business

- ▶ Passage of child labor laws
- ▶ Passage of antitrust legislation
- ▶ Passage of Pure Food and Drug Act



It is important to remember what the Progressives fought for. It is also important to remember what they did not fight for. Progressives did not fight for the passage of civil rights laws or the creation of a socialist commonwealth.

## C. PROGRESSIVE CONSTITUTIONAL AMENDMENTS

1. The Sixteenth Amendment gave Congress the power to lay and collect income taxes.
2. The Seventeenth Amendment provided that senators shall be elected by popular vote.
3. The Eighteenth Amendment forbade the sale or manufacture of intoxicating liquors.
4. The Nineteenth Amendment granted women the right to vote.

## III. THE MUCKRAKERS

## A. KEY POINTS

1. Muckrakers were investigative reporters who promoted social and political reforms by exposing corruption and urban problems.
2. Muckrakers were the leading critics of urban bosses and corporate robber barons.
3. The rise of mass-circulation newspapers and magazines enabled muckrakers to reach a large audience.

## B. LEADING MUCKRAKERS

1. Upton Sinclair
  - ▶ Sinclair wrote the novel *The Jungle*, graphically exposing abuses in the meatpacking industry.
  - ▶ He helped convince Congress to pass the Meat Inspection Act of 1906 and the Pure Food and Drug Act.

2. Jacob Riis
  - ▶ Riis was a journalist and photographer working primarily in New York City.
  - ▶ Riis's book *How the Other Half Lives* provided poignant pictures that gave a human face to the poverty and despair experienced by immigrants living in New York City's Lower East Side.
3. Ida Tarbell
  - ▶ Tarbell was the foremost woman in the muckraking movement.
  - ▶ She published a highly critical history of the Standard Oil Company, calling it the Mother of Trusts.



Most APUSH students can identify Upton Sinclair and Ida Tarbell. However, few can identify Jacob Riis. APUSH test writers are aware of this inconsistency and have devoted a number of questions to Riis and his work.

#### IV THE PROGRESSIVE PRESIDENTS

##### A. THEODORE ROOSEVELT

1. Teddy Roosevelt addressed all of the following Progressive issues:
  - ▶ Conservation of natural resources and wildlife
  - ▶ Unsanitary conditions in the meatpacking industry
  - ▶ Monopolization and consolidation in the railroad industry
  - ▶ Unsafe drug products
2. He promoted a Square Deal for labor by using arbitration to settle the Anthracite Coal Strike of 1902.
3. Roosevelt ran as the Progressive or Bull Moose candidate for President in the 1912 presidential election.

##### B. WOODROW WILSON

1. Wilson was a vigorous reformer who launched an all-out assault on high tariffs, banking problems, and the trusts.



Theodore Roosevelt, William Taft, and Woodrow Wilson all supported Progressive reforms. However, they do not receive equal attention on APUSH exams. Test writers focus almost all of their attention on Teddy Roosevelt, while omitting Taft and limiting questions on Wilson to the Federal Reserve Act. As you will see in Chapter 14, there are a number of questions about Wilson's foreign policy.

#### V REFORMERS AND SUFFRAGETTES, 1865–1920

##### A. JANE ADDAMS

1. Jane Addams is best known for founding Hull House in Chicago.
2. Hull House and other settlement houses were dedicated to helping the urban poor.
3. Settlement-house workers established day nurseries for working mothers, published reports condemning deplorable housing conditions, and taught literacy classes.

##### B. THE FIGHT FOR SUFFRAGE

1. Frontier life tended to promote the acceptance of greater equality for women.
2. The only states with complete women's suffrage before 1900 were located west of the Mississippi. Wyoming (1869) was the first state to grant women the full right to vote.
3. The Nineteenth Amendment (1920) guaranteed women the right to vote.

##### C. THE WOMEN'S CHRISTIAN TEMPERANCE UNION (WCTU)

1. Carry Nation was one of the best known and most outspoken leaders of the WCTU.
2. The WCTU successfully convinced many women that they had a moral responsibility to improve society by working for prohibition.

#### D. WOMEN AND THE PROGRESSIVE REFORMS

1. Dorothea Dix worked tirelessly on behalf of the mentally ill.
2. Ida B. Wells-Barnett was an African American civil rights advocate and an early women's rights advocate. She is noted for her opposition to lynching.
3. Women reformers were also actively involved in the following Progressive Era reforms:
  - ▶ Passage of child labor legislation at the state level
  - ▶ Campaigns to limit the working hours of women and children

#### E. WOMEN AND THE WORKPLACE

1. During the late nineteenth and early twentieth centuries, the majority of female workers employed outside the home were young and unmarried.
2. During the late nineteenth and early twentieth centuries, women were most likely to work outside their homes as one of the following:
  - ▶ Domestic servants
  - ▶ Garment workers
  - ▶ Teachers
  - ▶ Cigar makers
3. During the late nineteenth century, women were least likely to work outside their homes as either of these:
  - ▶ Physicians
  - ▶ Lawyers

#### VI BLACK AMERICANS DURING THE PROGRESSIVE ERA, 1897–1917

##### A. W.E.B. DU BOIS

1. During the Progressive Era, W.E.B. Du Bois emerged as the most influential advocate of full political, economic, and social equality for Black Americans.
2. Du Bois founded the National Association for the Advancement of Colored People (NAACP) in 1909.

3. Du Bois advocated the intellectual development of a "talented tenth" of the Black population. Du Bois hoped that the talented tenth would become influential by, for example, continuing their education, writing books, or becoming directly involved in social change.
4. Du Bois opposed the implementation of Booker T. Washington's program for Black progress. Du Bois supported cooperation with White people to further Black progress. His goal was integration, not Black separatism.

##### B. THE NAACP

1. The NAACP rejected Booker T. Washington's gradualism and separatism.
2. The NAACP focused on using the courts to achieve equality and justice.

##### C. THE BIRTH OF A NATION AND THE RESURGENCE OF THE KKK

1. The KKK first emerged during Radical Reconstruction (1865–1877)
2. D. W. Griffith's epic film *The Birth of a Nation* (1915) became controversial because of its depiction of KKK activities as heroic and commendable.
3. *The Birth of a Nation* played a role in the resurgence of the KKK during the Progressive Era.
4. The KKK favored White supremacy and immigration restriction.

# IMPERIALISM AND WORLD WAR I 1890–1919

## I AMERICAN IMPERIALISM: POLITICAL AND ECONOMIC EXPANSION

### A. GENERAL CAUSES OF AMERICAN IMPERIALISM

1. The sensational stories published by “yellow journalists”
2. The New Navy policy promoted by Alfred Thayer Mahan and Theodore Roosevelt
3. The example of European imperialism in Africa
4. The emphasis of Social Darwinism on survival of the fittest
5. Unlike Manifest Destiny, imperialism included the idea of moral improvement by bringing the blessings of civilization to less technologically advanced people.

### B. SPANISH-AMERICAN WAR

#### 1. Causes

- ▶ The battleship Maine was sunk mysteriously in Havana harbor.
- ▶ A circulation battle between the “yellow journalism” newspapers of Joseph Pulitzer and William Randolph Hearst. Their sensational headlines and lurid stories aroused public support for a war to liberate Cuba from Spanish control.

#### 2. Territorial Acquisitions

- ▶ As a result of the Spanish-American War, Spain relinquished control of Puerto Rico, Cuba, Guam, and the Philippines to the United States.
- ▶ By establishing a protectorate over Cuba, the United States began implementing an imperialist foreign policy.

### 3. The Debate Over Annexing the Philippines

- ▶ The Anti-Imperialism League opposed annexation, arguing that it violated America’s long-established commitment to the principles of self-determination and anti-colonialism.
- ▶ Supporters of annexation argued that America had a moral responsibility to “civilize” the islands. They also pointed out that the Philippines could become a valuable trading partner.

### C. THE ROOSEVELT COROLLARY TO THE MONROE DOCTRINE, 1904

1. President Theodore Roosevelt worried that the Dominican Republic and other Latin American nations would default on debts owed to European banks. These defaults could then provoke European military intervention.
2. Roosevelt issued the Roosevelt Corollary to the Monroe Doctrine to forestall European intervention.
3. The Roosevelt Corollary expanded America’s role in Central America and the Caribbean.
4. The Roosevelt Corollary claimed America’s right to assume the role of “an international police power.” Presidents Roosevelt, Taft, and Wilson enforced the Roosevelt Corollary by sending American troops to Cuba, Panama, Nicaragua, the Dominican Republic, Mexico, and Haiti.
5. Theodore Roosevelt explained and justified the Roosevelt Corollary as follows:  
“Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States . . . to the exercise of an international police power.”

### D. TAFT AND DOLLAR DIPLOMACY

1. President Taft believed he could use economic investments to bolster American foreign policy.
2. Taft’s attempt to use Dollar Diplomacy in Asia and Latin America achieved very little success.

### E. THE OPEN DOOR POLICY

1. As China’s Qing (Manchu) dynasty weakened, European powers carved out spheres of influence where they exercised political leverage and obtained exclusive commercial privileges.
2. Although he knew he could not force the Europeans to leave China, Secretary of State John Hay was determined to protect American missionaries and commercial interests.
3. In 1899, Hay sent the nations with spheres of influence in China a note calling for open access to China for American investment and commercial interests.
4. Known as the Open Door, the policy underscored America’s commitment to free trade and opposition to obstacles that thwarted international commerce.



The Open Door policy is easy to overlook. Most APUSH textbooks devote less than a page to the topic. Don’t be deceived by this modest coverage. The Open Door has a high priority in the minds of APUSH test writers. The Open Door has been on all but one of the released exams. Be sure you know that the Open Door was intended to protect American commercial interests in China.

## II THE ROAD TO WAR

### A. AMERICAN NEUTRALITY

1. President Wilson sought to distance America from World War I by issuing a proclamation of neutrality.
2. Wilson’s policy of neutrality was consistent with America’s traditional policy of avoiding European entanglements.
3. Wilson insisted that all belligerents respect American neutral rights on the high seas.

### B. THE GERMAN CHALLENGE TO AMERICAN NEUTRALITY

1. Faced with a stalemate in the trenches across France and a British blockade that was exhausting its ability to continue fighting, Germany launched a campaign of unrestricted submarine warfare in early February 1917.

- In late February 1917, the German foreign secretary, Arthur Zimmermann, sent a secret telegram to the German minister in Mexico. Intercepted by British intelligence, the telegram asked Mexico to join a military alliance against the United States. In return, the Germans promised to help Mexico recover territories it had lost following the Mexican War.

### C. WILSON'S WAR MESSAGE

- Wilson accused the Germans of violating freedom of the seas, killing innocent Americans, and interfering with Mexico.
- Wilson galvanized public opinion by calling on America to launch a noble crusade "to make the world safe for democracy."

## III. WORLD WAR I AT HOME AND ABROAD

### A. THE BLACK MIGRATION

- Causes of the migration:
  - ▶ *Jim Crow laws denied African Americans their rights as citizens and forced them to endure poverty and systematic discrimination.*
  - ▶ *Beginning with World War I, the wartime demand for labor attracted African Americans to cities in the North and West.*
- Exodus from the rural South:
  - ▶ *In 1915, the overwhelming majority of African Americans lived in the rural South.*
  - ▶ *Attracted by the wartime demand for labor, African Americans migrated to urban centers in the North and West.*

### B. THE COMMITTEE ON PUBLIC INFORMATION

- The Committee on Public Information used propaganda to arouse public support for the war and stifle dissent.
- Americans were persuaded to buy war bonds and believe that Germany was a particularly barbarous nation.

## IV. TREATY OF VERSAILLES

### A. THE FOURTEEN POINTS

- Wilson's Fourteen Points included a call for the following:
  - ▶ *Open diplomacy*
  - ▶ *Freedom of the seas*
  - ▶ *The creation of an international organization to preserve the peace and security of its members*
  - ▶ *National self-determination for oppressed minority groups*
- Wilson's Fourteen Points did not include the following:
  - ▶ *Recognition of Allied economic and territorial agreements made during the war*
  - ▶ *A provision to create the International Monetary Fund*

### B. REASONS THE UNITED STATES DID NOT JOIN THE LEAGUE OF NATIONS

- Wilson refused to compromise on the issue of America's unconditional adherence to the charter of the League of Nations. This hardened Senate opposition to the Treaty of Versailles.
- Opponents believed that the League would lead to further involvement in foreign wars.
- Senator Lodge was a skillful opponent of the League. The personal and political rivalry between Wilson and Lodge precluded any chance of a compromise.

## V. THE "RED SCARE" OF 1919–1920

### A. THE BOLSHEVIK REVOLUTION IN RUSSIA

- Led by Lenin, the Bolsheviks overthrew the czar and seized power in Russia.
- Widespread postwar labor strikes confused and frightened Americans.

### B. THE PALMER RAIDS OF 1919–1920

- The Palmer Raids were caused by the fear of communism and radicalism.
- These raids were conducted against suspected communists and anarchists.
- The Palmer Raids disregarded basic civil liberties. For example, government agents in 33 cities broke into meeting halls and homes without search warrants. More than 4,000 people were jailed and denied counsel.

## THE ROARING TWENTIES

## I. ECONOMIC CONDITIONS

### A. SIGNS OF PROSPERITY

- During the 1920s, the standard of living rose, and more and more people moved to urban centers.
- All of the following provided evidence of economic prosperity during the 1920s:
  - ▶ *Larger numbers of women and men working in office jobs*
  - ▶ *Increased emphasis on the marketing of consumer goods*
  - ▶ *Growing investment in the stock market*
- The assembly-line production of Henry Ford's Model T enabled average American families to purchase automobiles.
- Beginning in 1920, the number of children aged ten to fifteen who were in the industrial workforce began to decline.

### B. SIGNS OF TROUBLE

- The least-prosperous group in the 1920s consisted of farmers in the Midwest and South.
- For American farmers, the years 1921 to 1929 were a period of falling prices for agricultural products.



## II REPUBLICAN POLITICS: HARDING, COOLIDGE, AND HOOVER

### A. REPUBLICAN PROSPERITY

1. Republican presidents of the 1920s favored tax cuts for wealthy Americans.
2. During the presidencies of Harding and Coolidge, the federal agencies created during the Progressive Era aided business.

### B. FOREIGN POLICY

1. Despite its isolationist position in the 1920s, the U.S. government actively participated in decisions regarding international finance and the payment of war reparations.
2. The Kellogg-Briand Pact of 1928 was an international agreement in which 62 nations pledged to forswear war as an instrument of policy.
3. The Washington Naval Conference of 1921–1922 was called to restrain the naval arms race among the United States, Britain, Japan, Italy, and France. The signatory nations agreed to specific limitations on the number of battleships each nation could build.
4. The United States responded to the economic crisis in Germany during the 1920s by adopting the Dawes Plan. The plan rescheduled German reparation payments and opened the way for American private loans to Germany.

## III THE CULTURE OF MODERNISM: THE ARTS AND MASS ENTERTAINMENT

### A. THE ARTS

1. The “Lost Generation of the 1920s”
  - ▶ Key writers included Sinclair Lewis and F. Scott Fitzgerald.
  - ▶ They were called the Lost Generation because they were disillusioned with American society during the 1920s.
  - ▶ Writers criticized middle-class materialism and conformity. For example, Sinclair Lewis criticized middle-class life in novels such as *Babbitt* and *Main Street*.



Recall that according to the APUSH rubric (see Chapter 1), 40 percent of the multiple-choice questions cover social change and cultural and intellectual developments. Given this requirement, the “Lost Generation” of writers is a favorite topic for APUSH test writers. The key point to remember is that writers such as F. Scott Fitzgerald and Sinclair Lewis criticized middle-class materialism and conformity.

### 2. Jazz

- ▶ Black musicians such as Joseph (“Joe”) King Oliver, W. C. Handy, and “Jelly Roll” Morton helped create jazz.
- ▶ Jazz was especially popular among the youth because it symbolized a desire to break with tradition.

### B. MASS ENTERTAINMENT

1. Movies were the most popular form of mass entertainment.
2. Led by baseball, sports became a big business.
3. During the 1920s, technological innovations made long-distance radio broadcasting possible. National radio networks reached millions of Americans.

## IV RESPONSES TO MODERNISM: RELIGIOUS FUNDAMENTALISM AND NATIVISM

### A. RELIGIOUS FUNDAMENTALISM

1. Fundamentalism was an anti-liberal and anti-secular movement that gained strength throughout the 1920s.
2. The Scopes Trial was an important test case.
  - ▶ John T. Scopes was a high school biology teacher in Tennessee who was indicted for teaching evolution.
  - ▶ The Scopes Trial illustrates the cultural conflict in the 1920s between fundamentalism and modernism.

### B. NATIVISM

1. The Ku Klux Klan (KKK)
  - ▶ The 1920s witnessed a dramatic expansion of the KKK.
  - ▶ D. W. Griffith’s full-length film *The Birth of a Nation* glorified the KKK.

- ▶ During the 1920s, the KKK favored White supremacy and restrictions on immigration.
- ▶ The KKK was hostile toward immigrants, Catholics, Jews, and African Americans.



Although the KKK is a particularly distasteful topic, don’t skip it. The resurgence of the Klan during the 1920s provides a good example of the nativist reaction to modernism. Also be sure you can identify D. W. Griffith’s film *The Birth of a Nation*.

2. The National Origins Act of 1924
  - ▶ The primary purpose of the National Origins Act was to use quotas to restrict the flow of newcomers from Southern and Eastern Europe.
  - ▶ The quotas established by the National Origins Act discriminated against immigrants from Southern and Eastern Europe. These quotas were the primary reason for the decrease in the numbers of Europeans immigrating to the United States in the 1920s.
  - ▶ The number of Mexicans and Puerto Ricans migrating to the United States increased because neither group was affected by the restrictive immigration acts of 1921 and 1924.
3. The Sacco and Vanzetti Case
  - ▶ The Sacco and Vanzetti case was significant because it illustrated a fear of radicals and recent immigrants.

## V THE STRUGGLE FOR EQUALITY: AFRICAN AMERICANS AND WOMEN

### A. AFRICAN AMERICANS

1. The Harlem Renaissance
  - ▶ The Harlem Renaissance thrived during the 1920s.
  - ▶ The Harlem Renaissance was an outpouring of Black artistic and literary creativity.
  - ▶ Harlem Renaissance writers and artists expressed pride in their African American culture. They supported full

- ▶ Key figures in the Harlem Renaissance included James Weldon Johnson, Zora Neale Hurston, Langston Hughes, and Josephine Baker.

### 2. The Great Migration

- ▶ The migration of Black Americans from the rural South to the urban North and West continued during the 1920s.
- ▶ The demand for industrial workers was the primary pull; the primary push came from the restrictions of Jim Crow segregation.

### 3. Marcus Garvey

- ▶ Marcus Garvey was the charismatic leader of the Universal Negro Improvement Association.
- ▶ Garveyism was identified with the following:
  - Black pride
  - Black economic development
  - Black nationalism
  - Pan-Africanism
- ▶ Garvey was committed to the idea that Black Americans should return to Africa.

### B. WOMEN

#### 1. Flappers

- ▶ Flappers symbolized the new freedom by challenging traditional American attitudes about women.
- ▶ Flappers favored short bobbed hair, smoked cigarettes, and even wore the new one-piece bathing suits.

#### 2. Women and the Workforce

- ▶ Although new jobs became available in offices and stores, the percentage of single women in the labor force actually declined between 1920 and 1930.
- ▶ Women did not receive equal pay and continued to face discrimination in the professions.
- ▶ Most married women did not seek employment outside the home.

#### 3. Margaret Sanger

- ▶ Margaret Sanger was an outspoken reformer who openly championed birth control for women.



#### 4. Factors causing the decline of the feminist movement during the 1920s:

- ▶ Passage of the Nineteenth Amendment granting women the right to vote
- ▶ The inability of women's groups to agree on goals
- ▶ The decline of the Progressive reform movement

# THE GREAT DEPRESSION AND THE NEW DEAL

## 1929–1941

### I. CAUSES OF THE GREAT DEPRESSION

#### A. CONSEQUENCES OF THE 1929 STOCK MARKET CRASH

1. A loss of confidence in the stock market
2. A reduction in the output of manufactured goods
3. A decline in investment in capital goods

#### B. OVERPRODUCTION AND UNDERCONSUMPTION

1. Companies overproduced consumer goods.
2. Consumers did not have enough money or credit to purchase goods.

#### C. DECLINE IN FARM PROSPERITY

1. The decline in farm prosperity in the 1920s was an important factor contributing to the Great Depression in the 1930s.
2. Depression of the prices of agricultural products during the 1920s was an important sign of economic weakness.

#### D. INTERNATIONAL TRADE

1. Serious dislocations in international trade were a significant cause of the Great Depression.
2. The Hawley-Smoot Tariff Act of 1930 raised tariffs, thus triggering a decline in trade. Within three years, world trade declined in value by 40 percent.

### II. HERBERT HOOVER AND THE GREAT DEPRESSION

#### A. THE BONUS EXPEDITIONARY FORCE

1. In 1932, a ragtag “army” of World War I veterans known as the Bonus Expeditionary Force marched on Washington, D.C. Their objective was to demand that Congress pay them a bonus, which had been promised to World War I veterans.
2. President Hoover used force to disband the Bonus Expeditionary Force.

#### B. HOOVER'S ECONOMIC POLICIES

1. President Hoover believed that the economic recovery of the United States depended primarily on the business community.
2. President Hoover approached the task of caring for unemployed workers by emphasizing the importance of private charities.
3. President Hoover supported federal loans to private businesses and to state and local governments.
4. President Hoover established the Reconstruction Finance Corporation (RFC) in a belated attempt to fight the Great Depression.

### III. FRANKLIN D. ROOSEVELT AND THE NEW DEAL

#### A. GOALS

1. The three Rs were Relief, Recovery, and Reform.
2. Unlike Hoover, FDR favored direct federal relief to individuals.
3. The New Deal was a reform program that sought to restructure American capitalism rather than replace it with a socialist system.
4. The program used deficit spending on public works programs to revive the economy.

#### B. THE FIRST HUNDRED DAYS

1. All of the following concerns were addressed during the First Hundred Days of the New Deal:

- ▶ Restoring public confidence in the banking system (Note: The New Deal did not propose legislation that would nationalize the banks.)
  - ▶ Creating new jobs in the public sector to reduce unemployment
  - ▶ Raising farm prices by restricting agricultural production
  - ▶ Providing mortgage support for homeowners
  - ▶ Creating the Tennessee Valley Authority as a model project to provide cheap electricity, prevent floods, and serve as an experiment in regional planning
2. All of the following were passed during the First Hundred Days:
    - ▶ The Civilian Conservation Corps
    - ▶ The National Recovery Administration
    - ▶ The Agricultural Adjustment Act
    - ▶ The Tennessee Valley Authority

#### C. FARM POLICY: THE AGRICULTURAL ADJUSTMENT ACT (AAA) OF 1933

1. The purpose of the Agricultural Adjustment Act (AAA) of 1933 was to raise farm prices by limiting agricultural production.
2. The AAA established a national system of crop controls and offered subsidies to farmers who agreed to limit the production of specific crops.
3. Although the AAA was based on sound economic principles, it seemed to defy common sense. Hungry Americans were outraged when farmers plowed crops under and destroyed millions of piglets.

#### D. THE NATIONAL INDUSTRIAL RECOVERY ACT (NRA)

1. The National Industrial Recovery Act (NRA) sought to combat the Great Depression by fostering government–business cooperation.
2. The NRA allowed businesses to regulate themselves through codes of fair competition.
3. The NRA did not succeed. In contrast, Social Security proved to be much more enduring.

**E. THE CIVILIAN CONSERVATION CORPS**

1. The CCC was created during the First Hundred Days of the New Deal.
2. It established a jobs program for unemployed youth.

**F. THE SOCIAL SECURITY ACT OF 1935**

1. The Social Security Act created a federal pension system funded by taxes on a worker's wages and by an equivalent contribution by employers.
2. The aging of the U.S. population is now widely seen as a threat to the long-term viability of the Social Security system.

**G. THE WAGNER ACT OF 1935**

1. The Wagner Act is also known as the National Labor Relations Act.
2. It is often called the Magna Carta of labor because it ensured workers' right to organize and bargain collectively.
3. It led to a dramatic increase in labor union membership.

**H. THE NEW DEAL AND BLACK AMERICANS**

1. New Deal programs helped Black Americans survive some of the worst hardships of the Great Depression.
2. The New Deal did not directly confront racial segregation and injustice. As a result, there was no major action on civil rights.

**I. THE COURT-PACKING SCHEME**

1. Much to FDR's chagrin, the Supreme Court declared key parts of the New Deal unconstitutional.
2. FDR responded by attempting to "pack" (add more justices to) the Supreme Court. His goal was to make sure that New Deal laws would be found constitutional.

**J. IMPACT OF THE NEW DEAL**

1. Historians generally regard the New Deal as a program of reform rather than of revolution because the New Deal sought to restructure American capitalism rather than replace it.

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2. The New Deal did mark a new direction for the federal government. For example, New Deal programs all demonstrated a willingness to use the government to enhance social welfare.
3. The New Deal programs were partially successful in reducing unemployment and reviving the economy.
4. The New Deal led to the emergence of the Democratic Party as the majority party.
5. The New Deal helped African Americans survive the Great Depression. (Note: New Deal programs did *not* directly confront racial injustice.)
6. It is important to remember that the United States did not fully emerge from the Great Depression until the massive military expenditures prompted by World War II.
7. Key things that the New Deal did *not* do include the following:
  - ▶ The New Deal did not integrate the armed forces.
  - ▶ The New Deal did not sponsor the Equal Rights Amendment.
  - ▶ The New Deal did not include programs specifically designed to protect the civil liberties of African Americans.
  - ▶ The New Deal did not establish the Bureau of Indian Affairs.
  - ▶ The New Deal did not nationalize basic industries.
  - ▶ The New Deal did not provide for legal recognition of unions for migrant workers.



It is very important to remember New Deal programs and accomplishments. It is equally important to know what programs and accomplishments were *not* part of the New Deal. APUSH test writers construct a number of questions asking you to identify programs that were *not* part of the New Deal. Be sure to carefully study the list of programs that were *not* part of the New Deal.

**IV. LABOR AND UNION RECOGNITION****A. THE CIO AND JOHN L. LEWIS**

1. The CIO (Congress of Industrial Organizations) organized unskilled and semiskilled factory workers in basic manufacturing industries such as steel and automobiles.
2. Here is how John L. Lewis explained the goals and strategy of the CIO:

"The productive methods and facilities of modern industry have been completely transformed. . . . Skilled artisans make up only a small proportion of the workers. Obviously the bargaining strength of employees under these conditions no longer rests in organizations of skilled craftsmen. It is dependent upon a national union representing all employees—whether skilled or unskilled, or whether working by brain or brawn—in each basic industry."

**B. THE SPLIT BETWEEN THE AFL AND THE CIO**

1. The American Federation of Labor (AFL) split apart at its national convention in 1935.
2. A majority of AFL leaders refused to grant charters to new unions that were organized on an industry-wide basis.
3. The AFL favored the organization of workers according to their skills and trades.
4. The CIO favored the organization of all workers in a particular industry.

**V. THE NEW DEAL COALITION****A. THE DEMOCRATIC COALITION**

1. All of the following were part of the Democratic Coalition that elected FDR in 1936:
  - ▶ White Southerners
  - ▶ African Americans
  - ▶ Ethnic minorities
  - ▶ Union members

2. The Democratic Coalition did *not* include wealthy industrialists.

**B. SHIFT IN VOTING**

1. As a result of the Emancipation Proclamation and the Reconstruction amendments, African Americans were loyal voters for the Republican Party.
2. During the presidency of Franklin D. Roosevelt, large numbers of Black voters switched their allegiance from the Republican Party to the Democratic Party.



Although the New Deal was popular, it did have a number of outspoken critics. For example, Dr. Francis E. Townsend, Gerald Smith, Huey Long, and Father Charles Coughlin all criticized aspects of the New Deal.

**VI. AMERICAN SOCIETY DURING THE NEW DEAL****A. HOOVERVILLES**

1. Millions of Americans were evicted from their homes and apartments because they could not pay their mortgage or rent.
2. Hoovervilles (shantytowns of unemployed and homeless people) sprang up in most American cities.

**B. PEOPLE ON THE MOVE**

1. During the 1930s, the Great Depression led to a mass migration of Americans looking for work.
2. African Americans continued to migrate from small Southern towns to urban centers in the North and West.

# WORLD WAR II

## 1941–1945

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### I. AMERICAN RESPONSES TO THE GROWING THREAT OF WAR

#### A. THE STIMSON DOCTRINE, 1932

1. In September 1931, the Japanese invaded and conquered the Chinese province of Manchuria.
2. Proclaimed in 1932, the Stimson Doctrine declared that the United States would not recognize any territorial acquisitions achieved by force. Although the United States did not recognize the Japanese occupation, the Hoover administration refrained from taking any military action.
3. The failure of the United States and other powers to take any concrete action marked the failure of collective security.

#### B. THE NEUTRALITY ACTS

1. The Neutrality Acts of the 1930s were expressions of a commitment to isolationism.
2. During the 1930s, isolationists drew support for their position from Washington's Farewell Address.

#### C. THE LEND-LEASE PROGRAM

1. Under the Lend-Lease program, President Roosevelt authorized the sale of surplus military equipment to the Allies.
2. The Lend-Lease program was used primarily to help Great Britain and the Soviet Union resist Nazi Germany.

Chapter 17

World War II, 1941–1945

### II. THE ATTACK ON PEARL HARBOR AND THE GERMANY-FIRST STRATEGY

#### A. PEARL HARBOR

1. The Japanese war machine was dependent on shipments of oil, aviation gasoline, steel, and scrap iron from the United States. In late 1940, the Roosevelt administration imposed the first of a series of embargoes on Japan-bound supplies. In mid-1941, President Franklin D. Roosevelt froze Japanese assets in the United States and halted all shipments of gasoline.
2. The U.S. actions left Japanese leaders with two alternatives: (1) they could give in to American demands that they withdraw from Manchuria or (2) they could thwart the embargo by attacking the U.S. fleet at Pearl Harbor and then seizing the oil supplies and other raw materials in Southeast Asia.
3. The Japanese attack on Pearl Harbor occurred after diplomatic negotiations with the United States had reached a stalemate.



*Pearl Harbor is the only World War II battle that has appeared on an APUSH exam. Do not expect to see the Battle of the Bulge or the D-Day invasions appear as test questions.*

#### B. GERMANY FIRST

1. The Japanese attack unified America. Angry Americans vowed to avenge the treacherous attack on Pearl Harbor.
2. After the attack on Pearl Harbor, the United States announced a strategy of first defeating Germany and then turning to a full-scale attack on Japan. Although at first unpopular, the get-Germany-first strategy prevailed. The United States could not allow Hitler to defeat Great Britain and the Soviet Union, thus transforming the continent into an unconquerable Fortress Europe.

### III. DIPLOMACY AND THE BIG THREE

#### A. LATIN AMERICA

1. Based upon the principles of the Good Neighbor Policy, the Roosevelt administration formally renounced the right to intervene in Latin America.
2. During World War II, the United States sought greater cooperation with the nations of Latin America, primarily to develop a hemispheric common front against fascism.

#### B. THE PHILIPPINE ISLANDS

1. In response to widespread anti-imperialist sentiments, the United States pledged to grant independence to the Philippine Islands.
2. The Philippines gained independence from the United States in 1946.

#### C. THE BIG THREE

1. The Big Three were Roosevelt, Churchill, and Stalin.
2. The Big Three demanded the unconditional surrender of Germany and Japan.
3. The Big Three held their final meeting at Yalta in February 1945.
4. The presence of Soviet troops in Poland limited President Roosevelt's options at the Yalta Conference.

### IV. WARTIME MOBILIZATION OF THE ECONOMY

#### A. IMPACT OF MILITARY SPENDING

1. Military spending revived the U.S. economy.
2. As American industry prepared for war, unemployment plummeted.
3. The dramatic increase in military spending enabled the United States to finally emerge from the Great Depression.

**B. PRICE CONTROLS**

1. The government instituted direct price controls to halt inflation.
2. The Office of Price Administration (OPA) established a nationwide rationing system for consumer goods such as coffee and gasoline.

**V. AFRICAN AMERICANS AND WOMEN****A. AFRICAN AMERICANS**

1. The war years witnessed a continuing migration of African Americans from the rural South to urban centers in the North and West. Some 1.6 million African Americans left the South.
2. President Roosevelt issued an executive order forbidding discrimination in defense industries. The order was monitored by the Fair Employment Practices Commission.

**B. WOMEN AND THE WORKPLACE**

1. "Rosie the Riveter" was a nickname given during World War II to American women who did industrial work in the 1940s.
2. The war mobilization caused a significant movement of married women into the workforce.



Although you should not expect to find questions about battles and generals, you should prepare for questions about developments on the home front. There is a much greater chance that Rosie the Riveter will be on your exam than General Patton.

**VI. CIVIL LIBERTIES AND CIVIL RIGHTS DURING WARTIME****A. THE INTERNMENT OF JAPANESE AMERICANS**

1. In March 1942, President Roosevelt ordered that all Japanese Americans living on the West Coast be removed to "relocation centers" for the duration of the war.

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2. Japanese Americans were sent to the internment camps on the grounds that they were, allegedly, a potential security threat.

**B. KOREMATSU v. UNITED STATES**

1. The relocation of Japanese Americans during World War II raised the constitutionality of the internment of Japanese Americans as a wartime necessity.
2. The Supreme Court ruling in *Korematsu v. United States* upheld the constitutionality of the internment of Japanese Americans as a wartime necessity.

**VII. THE UNITED STATES AND THE ATOMIC BOMB****A. THE MANHATTAN PROJECT**

1. President Roosevelt authorized the Manhattan Project.
2. President Truman authorized the use of the atomic bomb on the Japanese cities of Hiroshima and Nagasaki.
3. The United States was the only country possessing atomic bombs in 1945.

**B. TRUMAN'S DECISION TO USE THE ATOMIC BOMB**

1. Continuing to use conventional weapons would result in the loss of thousands of American lives.
2. Using the atomic bomb would persuade the Japanese to surrender.
3. Ending the war against Japan as quickly as possible would prevent Soviet intervention.
4. Using the atomic bomb would convince the Soviet Union of the need to be more cooperative in formulating its postwar plans.

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## THE COLD WAR

### 1945–1989

**I. TRUMAN AND CONTAINMENT****A. KEY POINTS**

1. Containment was a foreign policy designed to contain or block Soviet expansion.
2. Containment was the primary U.S. foreign policy from the announcement of the Truman Doctrine in 1947 to the fall of the Berlin Wall in 1989.

**B. ROLE OF GEORGE KENNAN**

1. George Kennan was an American diplomat and specialist on the Soviet Union.
2. Kennan wrote an influential article advocating that the United States focus its foreign policy on containing the spread of Soviet influence.



What comes to your mind when you think of containment? If you are like most APUSH students, you recall the Truman Doctrine, the Marshall Plan, and NATO. Don't overlook George Kennan. His widely circulated "long telegram" played a key role in persuading the Truman administration to adopt the policy of containment.

**C. THE TRUMAN DOCTRINE**

1. President Truman was determined to block the expansion of Soviet influence into Greece and Turkey.
2. On March 12, 1947, Truman asked Congress for \$400 million

- Truman justified the aid by declaring that the United States would support “free peoples who are resisting attempted subjugations by armed minorities or by outside pressures.” This sweeping pledge became known as the Truman Doctrine.

#### D. THE MARSHALL PLAN

- World War II left Western Europe devastated and vulnerable to Soviet influence.
- The Marshall Plan was a program of economic aid designed to promote the recovery of war-torn Europe while also preventing the spread of communist influence.
- The Marshall Plan was an integral part of Truman’s policy of containment. Here is an excerpt from Truman’s speech justifying the Marshall Plan:  
“Our policy is directed not against any country or doctrine, but against hunger, poverty, desperation, and chaos. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist. . . . Any government that is willing to assist in the task of recovery will find full cooperation, I am sure, on the part of the United States government.”

#### E. THE NATO ALLIANCE

- Ten Western European nations joined with the United States and Canada to form a defensive military alliance called the North Atlantic Treaty Organization (NATO).
- The NATO alliance marked a decisive break from America’s tradition of isolationism.

#### F. THE BERLIN AIRLIFT

- Fearing a resurgent Germany, the Soviet Union cut off Western land access to West Berlin, located deep within the Soviet zone.
- President Truman ordered a massive airlift of food, fuel, and other supplies to the beleaguered citizens of West Berlin.
- The Berlin Airlift marked a crucial and successful test of containment.

▶ General MacArthur disagreed with President Truman’s policy of fighting a limited war. MacArthur publicly favored a blockade of the Chinese coast and bombardment of Chinese bases. Truman responded by relieving the insubordinate MacArthur of his command.

#### 4. Peace Agreement

▶ The combatants finally signed an armistice in July 1953.  
▶ The armistice set the border between North Korea and South Korea near the 38th parallel at approximately the prewar boundary.

#### 5. Truman’s Integration of the Armed Forces

▶ Prior to the Korean War, African Americans fought in segregated units.  
▶ President Truman ordered the racial desegregation of the armed forces. The Korean War marked the first time American forces had fought in integrated units.



President Truman’s decision to desegregate the armed forces marked an important, but often overlooked, event. Be sure you make a mental note and remember this important milestone in the civil rights movement.

#### C. THE VIETNAM WAR, 1946–1963

##### 1. Containment and Vietnam

▶ Following World War II, the United States adopted a policy of containment to halt the expansion of Communist influence.  
▶ American involvement in Vietnam grew out of the policy commitments and assumptions of containment.

##### 2. The French Withdrawal

▶ Following World War II, the French continued to exercise influence and control over Indochina.  
▶ Led by Ho Chi Minh, the Viet Minh defeated the French at the pivotal battle of Dienbienphu. Following their defeat, the French withdrew from Vietnam in 1954.  
▶ The United States refused to sign the Geneva Accords and soon replaced France as the dominant Western power in Indochina.

## II. THE COLD WAR IN ASIA: CHINA, KOREA, AND VIETNAM

### A. THE “FALL” OF CHINA

- Led by Mao Zedong, the Chinese Communists defeated the Chinese Nationalists and declared the People’s Republic of China both an independent and a Communist nation.
- The collapse of Nationalist China was viewed as a devastating defeat for America and its Cold War allies. The “fall” of China had the following consequences:
  - ▶ The United States refused to recognize the new government in Beijing.
  - ▶ The United States interpreted the Chinese Revolution as part of a menacing Communist monolith.
  - ▶ The “fall” of China contributed to the anti-Communist hysteria in the United States.

### B. THE KOREAN WAR

#### 1. The United Nations and Korea

- ▶ The Korean War began when North Korea invaded South Korea on June 25, 1950.
- ▶ President Truman took advantage of a temporary Soviet absence from the United Nations Security Council to obtain a unanimous condemnation of North Korea as an aggressor. The Korean War thus marked the first collective military action by the United Nations.
- ▶ It is important to note that the Korean War was fought under U.N. auspices. In contrast, the Vietnam War was not fought under U.N. auspices.

#### 2. A Limited War

- ▶ The Korean War was a limited war that extended the containment policy to Asia.
- ▶ Stung by criticism that the Democratic Party had “lost” China, Truman was determined to defend South Korea.

#### 3. Truman’s Firing of MacArthur

- ▶ The Chinese entered the war when the U.N. forces approached the strategic Yalu River.

### 3. The Domino Effect

- ▶ The United States believed that if one nation fell under Communist control, nearby nations would inevitably also fall under Communist influence.
- ▶ Here is how Secretary of State Dean Rusk explained the domino effect: “If Indo-China were to fall and if its fall led to the loss of all of Southeast Asia, then the United States might eventually be forced back to Hawaii, as it was before the Second World War.”

## III. KEY COLD WAR EVENTS DURING THE EISENHOWER ADMINISTRATION

### A. SPUTNIK

- Launched by the Soviet Union in 1957, Sputnik was the first Earth-orbiting satellite.
- Sputnik stunned America, prompting President Eisenhower to establish the National Aeronautics and Space Administration (NASA).
- Sputnik made education an issue of national security. Congress responded by passing the National Defense Education Act. The legislation significantly expanded federal aid to education by funding programs in mathematics, foreign languages, and the sciences.

### B. DIPLOMATIC CRISES

- Egypt seized the Suez Canal.
- Castro gained control over Cuba.
- The Soviet Union shot down an American U-2 spy plane.



The Suez crisis, the rise of Castro, and the U-2 crisis were all very important events. However, this importance has yet to be reflected on APUSH exams. For now, it is enough to simply be able to identify the events.



## IV. THE RISE AND FALL OF McCARTHYISM

### A. BACKGROUND

1. Joseph McCarthy was a relatively unknown U.S. senator from Wisconsin who catapulted to national attention by making sensational accusations that the U.S. State Department was “thoroughly infested with Communists.”
2. McCarthyism is the making of public accusations of disloyalty without sufficient evidence.

### B. THE RISE OF McCARTHYISM

1. The following factors contributed to the rise of McCarthyism:
  - ▶ Fears raised by the “fall” of China to Communism and the emergence of Mao Zedong as the leader of the People’s Republic of China
  - ▶ Fears raised by the Soviet Union’s development of an atomic bomb
  - ▶ Fears raised by President Truman’s emphasis on a foreign policy designed to contain Soviet expansion
  - ▶ Fears raised by revelations that Soviet spies had infiltrated sensitive agencies and programs in the United States (Two spy cases seemed to add credibility to the fear.)
2. The first case involved a former State Department official named Alger Hiss. It is interesting to note that a young California congressman named Richard Nixon played a key and highly publicized role in the investigation of Hiss.
3. The second case involved Ethel and Julius Rosenberg. The Rosenbergs were executed for secretly giving information to the Soviet Union about the U.S. atomic bomb project.

### C. McCARTHY’S TACTICS

1. McCarthy directed his attack at alleged Communists and Communist sympathizers.
2. Senator McCarthy played on the fears of Americans that Communists had infiltrated the State Department and other federal agencies.

3. McCarthy’s accusations helped create a climate of paranoia, as Americans became preoccupied with the perceived threat posed by the spread of Communism.
4. As a result of McCarthy’s anti-Communist “witch hunt,” millions of Americans were forced to take loyalty oaths and undergo loyalty investigations.
5. The fear of Communist infiltration even spread to the motion picture industry. Hollywood executives instituted a “blacklist” of about 500 entertainment professionals who were denied employment because of their real or imagined political beliefs or associations. The blacklist ruined the careers of many actors, writers, and directors.
6. Senator McCarthy cynically used the climate of fear for his own political advantage.

### D. THE FALL OF JOSEPH McCARTHY

1. In 1954, Senator McCarthy accused the U.S. Army of being infiltrated by Communist sympathizers.
2. A huge national audience watched the Army-McCarthy Hearings. McCarthy’s boorish conduct and lack of evidence turned public opinion against him. A few months later, the Senate formally condemned him for “conduct unbecoming a member.”
3. McCarthy died three years later of chronic alcoholism.



The rise and fall of Senator Joseph McCarthy has generated a significant number of APUSH questions. Make sure that you review and study the key points listed above in the review of McCarthyism. Also, it is important to note that both Richard Nixon and John F. Kennedy began their political careers as outspoken opponents of Communism.

## THE UNFINISHED FIFTIES

# Chapter 19

### I. MILESTONES IN THE MODERN CIVIL RIGHTS MOVEMENT

#### A. PRESIDENT HARRY S. TRUMAN

1. President Truman issued an Executive Order desegregating the armed forces in 1948. This marked the most significant civil rights breakthrough of his administration.
2. The Dixiecrats walked out of the 1948 Democratic National Convention to demonstrate their opposition to President Truman’s civil rights legislation.

#### B. BROWN v. BOARD OF EDUCATION OF TOPEKA, 1954

1. The Supreme Court ruled that segregation in public schools was a denial of the equal protection of the laws guaranteed in the Fourteenth Amendment.
2. The Supreme Court decision directly contradicted the legal principle of “separate but equal” established by *Plessy v. Ferguson* in 1896.
3. As a result of its victory in *Brown v. Board of Education of Topeka*, the NAACP (National Association for the Advancement of Colored People) continued to base its court suits on the “equal protection” clause of the Fourteenth Amendment.

#### C. PRESIDENT DWIGHT D. EISENHOWER

1. President Eisenhower sent federal troops to Little Rock’s Central High School to enforce court-ordered desegregation.
2. Ike supported his decision by saying, “The very basis of our individual rights and freedoms rests upon the certainty that the President and the Executive Branch of Government will



support and insure the carrying out of the decisions of the Federal courts, even, when necessary, with all the means at the President's command."

- Although President Eisenhower did send troops to Little Rock, he was not a vigorous supporter of civil rights legislation.
- The primary power granted to the Civil Rights Commission in 1957 was the authority to investigate and report on cases involving discrimination.

#### D. DR. MARTIN LUTHER KING JR.

- Dr. King's goal was a peaceful integration of the races in all areas of society.
- Dr. King's theory of nonviolent civil disobedience was influenced by the writings of Henry David Thoreau.
- Dr. King was head of the Southern Christian Leadership Conference (SCLC).
- On December 1, 1955, Rosa Parks refused to give up her bus seat to a White passenger. Her refusal helped galvanize the Montgomery Bus Boycott led by Dr. King.
- The following quote vividly expresses Dr. King's philosophy of nonviolence:  
"The problem with hatred and violence is that they intensify the fears of the White majority, and leave them less ashamed of their prejudices toward Negroes. In the guilt and confusion confronting our society, violence only adds to chaos. It deepens the brutality of the oppressor and increases the bitterness of the oppressed. Violence is the antithesis of creativity and wholeness. It destroys community and makes brotherhood impossible."



**APUSH** test writers know that you can identify Dr. King, so they often use a challenging but tricky question, asking you to identify Dr. King as the leader of the Southern Christian Leadership Conference (SCLC). Do not confuse the SCLC with Stokely Carmichael's more confrontational Student Nonviolent Coordinating Committee (SNCC).

#### E. THE SIT-IN MOVEMENT

- Students staged the first sit-ins in Greensboro, North Carolina, in 1960 to protest segregation in public facilities.
- The sit-ins provide an excellent example of nonviolent civil disobedience.

### II. PROSPERITY AND CHANGE

#### A. THE AFFLUENT SOCIETY

- The decade after World War II was characterized by the following:
  - ▶ *Unprecedented prosperity*
  - ▶ *A population explosion known as the baby boom*
  - ▶ *Rapid and extensive suburbanization*

#### B. WOMEN AND THE WORKPLACE

- Following World War II, large numbers of women left their industrial jobs to make room for returning soldiers.
- As Rosie the Riveter gave up her tools and returned home, the housewife became the new ideal for married women.
- Television programs such as *I Love Lucy*, *Father Knows Best*, and *The Honeymooners* all portrayed women in their roles as housewives.

#### C. INTERSTATE HIGHWAYS AND THE GROWTH OF SUBURBIA

- Passed during the Eisenhower administration, the Federal Highway Act of 1956 created the interstate highway system.
- The Federal Highway Act of 1956 vastly accelerated the growth of suburbia.

### III. SOCIAL CRITICS, NONCONFORMISTS, AND CULTURAL REBELS

#### A. SOCIAL CRITICS

- Social commentators criticized the conformity of postwar culture. The leading social critics were:
  - ▶ *William H. Whyte*—The Organization Man
  - ▶ *David Riesman*—The Lonely Crowd
  - ▶ *Sloan Wilson*—The Man in the Gray Flannel Suit
  - ▶ *John Kenneth Galbraith*—The Affluent Society
- Critics lambasted most television programs, calling the new medium a "vast wasteland."

#### B. NONCONFORMISTS

- Led by Jack Kerouac, Beat Generation writers rejected middle-class culture and conformity.
- In his book *On the Road*, Kerouac expressed the alienation and disillusionment he felt toward mainstream American culture.



**Both** the Lost Generation writers of the 1920s and the Beat Generation writers of the 1950s wrote about their alienation and disillusionment with American conformity and materialism.

#### C. CULTURAL REBELS

- Rock and Roll
  - ▶ *Rock and Roll first emerged during the 1950s.*
  - ▶ *Rock and Roll was inspired and strongly influenced by Black musical traditions, especially rhythm and blues.*
- Abstract Expressionist Artists
  - ▶ *Abstract Expressionism emerged in New York City in the late 1940s and early 1950s.*
  - ▶ *Led by Jackson Pollock, Abstract Expressionist artists abandoned paintings that represented reality. Instead, they created works of art that expressed their state of mind.*
- Movie Stars
  - ▶ *Movie stars such as James Dean and Marlon Brando symbolized youthful rebellion.*

## THE TUMULTUOUS SIXTIES

### I. THE NEW FRONTIER AND THE GREAT SOCIETY

#### A. THE NEW FRONTIER

- The Election of 1960
  - ▶ *John F. Kennedy was a Roman Catholic—the first to be nominated since Al Smith's losing campaign in 1928.*
  - ▶ *The 1960 election was the first to include televised debates. Audiences estimated at 60 million or more watched each of the four debates between JFK and Richard Nixon.*
- Camelot
  - ▶ *JFK was the youngest elected president in American history.*
  - ▶ *JFK challenged Americans to boldly enter the "New Frontier" of the 1960s.*
  - ▶ *Kennedy and his glamorous wife, Jacqueline, presided over an elegant White House that was soon nicknamed Camelot after the legendary court of King Arthur.*

#### B. THE GREAT SOCIETY

- Primary Goals
  - ▶ *Use the federal government to enhance social welfare.*
  - ▶ *Use education and job training to help disadvantaged people overcome the cycle of poverty limiting their opportunities.*
- Legislative Achievements
  - ▶ *The Civil Rights Act of 1964*
  - ▶ *The Voting Rights Act of 1965*
  - ▶ *Medicare and Medicaid*
  - ▶ *The War on Poverty*
  - ▶ *Programs offering significant federal aid to education*

### 3. Similarities Between the New Deal and the Great Society

- ▶ Both the New Deal and the Great Society used the government to enhance social welfare.
- ▶ Both the New Deal and the Great Society included all of the following:
  - Government-sponsored employment programs
  - Government support for the arts
  - Federal programs to encourage housing construction
  - Federal legislation to help the elderly

### 4. Differences Between the New Deal and the Great Society

- ▶ Preschool education for disadvantaged children was an innovative Great Society program that was not an extension of a New Deal program.
- ▶ In contrast to the New Deal, the Great Society included federal legislation protecting the civil liberties of African Americans.



It is very important to know the similarities and differences between the New Deal and the Great Society. Especially note that, unlike the New Deal, the Great Society included landmark laws that protected the civil liberties and voting rights of African Americans.

## II. MOVEMENTS FOR CIVIL RIGHTS

### A. THE CIVIL RIGHTS MOVEMENT

#### 1. Leadership of Dr. Martin Luther King Jr.

- ▶ In April 1963, Dr. King led a campaign against segregation in Birmingham, Alabama.
- ▶ Within a few days, Police Commissioner Eugene "Bull" Connor arrested Dr. King and other marchers. In his "Letter from Birmingham Jail," Dr. King argued that citizens have "a moral responsibility to disobey unjust laws." Dr. King believed that civil disobedience is justified in the face of unjust laws.
- ▶ Connor ordered his police to use attack dogs and high-pressure fire hoses to disperse civil rights marchers. Millions of horrified TV viewers watched what Dr. King called a "visual demonstration of sin."

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- ▶ Outraged by the violence, President Kennedy called upon Congress to pass a comprehensive civil rights bill that would end legal discrimination on the basis of race.
- ▶ In August 1963, Dr. King led a massive March on Washington to support President Kennedy's bill. Appealing for racial harmony and social justice, Dr. King declared, "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."
- ▶ On July 2, 1964, President Johnson signed the Civil Rights Act of 1964. This landmark legislation prohibited discrimination because of race, religion, national origin, or gender. It also banned racial discrimination in private facilities such as restaurants and theaters that are open to the public.

### 2. The Sit-In Movement

- ▶ Students staged the first sit-ins in Greensboro, North Carolina, in 1960 to protest segregation in public facilities.
- ▶ The sit-ins provide an excellent example of nonviolent civil disobedience.

### 3. Black Power

- ▶ The Black Power movement of the late 1960s advocated that African Americans establish control of their political and economic life.
- ▶ The most important Black Power leaders were Malcolm X, chief spokesman of the Nation of Islam; Stokely Carmichael, head of the Student Nonviolent Coordinating Committee (SNCC); and Huey Newton, head of the Black Panthers.

### B. THE WOMEN'S RIGHTS MOVEMENT

#### 1. Betty Friedan

- ▶ Betty Friedan was the author of *The Feminine Mystique* and the first president of the National Organization for Women (NOW).
- ▶ NOW was founded in 1966 in order to challenge sex discrimination in the workplace.
- ▶ Here is a famous excerpt from *The Feminine Mystique*: "The problem lay buried, unspoken, for many years in the

minds of American women. It was a strange stirring, a sense of dissatisfaction, a yearning that women suffered in the middle of the twentieth century in the United States. Each suburban wife struggled with it alone. As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night—she was afraid to ask even of herself the silent question—"Is this all?"

- ▶ It is important to note that this passage from *The Feminine Mystique* reflects the fact that during the 1960s feminism tended to be a movement of middle-class women.



Be sure that you can identify Betty Friedan. A significant number of APUSH questions are devoted to Friedan's role in the women's rights movement.

### 2. The Expansion of Women's Rights

All of the following contributed to the expansion of women's rights since 1963:

- ▶ The Equal Credit Opportunity Act of 1974
- ▶ The Supreme Court decision in *Roe v. Wade*
- ▶ Title VII of the Civil Rights Act of 1964
- ▶ Affirmative action regulations

## III. COLD WAR CONFRONTATIONS: LATIN AMERICA

### A. LATIN AMERICA

#### 1. The Alliance for Progress

- ▶ The Alliance for Progress was initiated by President Kennedy in 1961. It aimed to establish economic cooperation between North America and South America.
- ▶ The Alliance for Progress was intended to counter the emerging Communist threat from Cuba.

#### 2. The Bay of Pigs

- ▶ President Kennedy inherited from the Eisenhower administration a CIA-backed scheme to topple Fidel Castro

- ▶ When the invasion failed, Kennedy refused to rescue the insurgents, forcing them to surrender.
- ▶ Widely denounced as a fiasco, the Bay of Pigs defeat damaged U.S. credibility.
- ▶ The Bay of Pigs failure, along with continuing American covert efforts to assassinate Castro, pushed the Cuban dictator into a closer alliance with the Soviet Union.
- ▶ Soviet Premier Khrushchev responded by secretly sending nuclear missiles to Cuba.

#### 3. The Cuban Missile Crisis

- ▶ The Cuban Missile Crisis was precipitated by the discovery of Soviet missile sites in Cuba.
- ▶ The Soviets withdrew their missiles from Cuba in exchange for a promise from the United States not to attack Fidel Castro.
- ▶ As part of the negotiations to end the Cuban Missile Crisis, President Kennedy promised to refrain from a military invasion of Cuba.

## IV. COLD WAR CONFRONTATIONS: THE VIETNAM WAR

### A. THE TONKIN GULF RESOLUTION, 1964

#### 1. An Incident in the Gulf of Tonkin

- ▶ The United States alleged that North Vietnamese torpedo boats launched an unprovoked attack against U.S. destroyers in the Gulf of Tonkin.
- ▶ The facts of what actually happened have never been fully explained.

#### 2. The Resolution

- ▶ Congress responded to the unsubstantiated report of North Vietnamese aggression by passing the Tonkin Gulf Resolution overwhelmingly.
- ▶ The resolution authorized President Lyndon Johnson to "take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression."
- ▶ The Tonkin Gulf Resolution gave President Johnson a

- ▶ Within a short time, President Johnson began to dramatically escalate the number of U.S. troops in Vietnam.

## B. THE TET OFFENSIVE, 1968

1. What Happened?
  - ▶ In late January 1968, the Viet Cong suddenly launched a series of attacks on 27 key South Vietnamese cities, including the capital, Saigon.
  - ▶ The Viet Cong were eventually forced to retreat after suffering heavy losses.
2. Consequences
  - ▶ The Tet Offensive undermined President Johnson's credibility.
  - ▶ As a result of the Tet Offensive, public support for the war decreased and antiwar sentiment increased.

## V. THE ANTIWAR MOVEMENT AND THE COUNTERCULTURE

### A. PROTESTING GROUPS

During the 1960s, the following groups protested various aspects of American society:

1. African Americans
2. American Indians
3. Women
4. Youth—The Woodstock music festival was a countercultural gathering.
5. Hispanic Americans

### B. ISSUES

1. The Vietnam War
2. Exclusion of women from the mainstream of American life
3. Increasing bureaucratization and impersonality of American life
4. Marginal economic status of minorities
5. The materialism of American society

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## KEY POLITICAL EVENTS AND DEMOGRAPHIC TRENDS

### — 1968 TO THE PRESENT

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## I. THE ELECTION OF 1968

### A. DISSENSION WITHIN THE DEMOCRATIC PARTY

1. The assassination of Robert Kennedy left the Democratic Party divided between supporters of Vice President Hubert Humphrey and Senator Eugene McCarthy.
2. Humphrey won the nomination, but antiwar demonstrations at the Democratic National Convention in Chicago forced Humphrey to lead a badly divided party into the fall election.

### B. GEORGE WALLACE AND WHITE BACKLASH

1. George Wallace was the former governor of Alabama. He was a long-time champion of school segregation and states' rights.
2. Running as the candidate of the American Independent Party, Wallace's campaign appealed to Americans who were upset by the violence and civil disobedience associated with antiwar and civil rights demonstrations.
3. Wallace won five states in the South and received strong support in some Northern states.

### C. THE RISE OF NIXON

1. The turmoil within the Democratic Party benefited former vice president Richard Nixon.
2. Nixon campaigned and won on a promise to restore law and order. He successfully appealed to many middle-class Americans fed up with years of riots and protest.

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**APUSH test writers have written a number of questions on the pivotal 1968 presidential election. Interestingly, several of their questions have focused on the role of George Wallace. Be sure you know that Wallace was a segregationist who ran as a third-party candidate. His campaign showed that a number of voters were upset by antiwar demonstrators, Black Power militants, and government officials, whom Wallace derisively called "pointy-headed bureaucrats."**

## II. NIXON AND VIETNAM

### A. THE DOVES DEMAND PEACE

1. Doves opposed the Vietnam War and staged massive demonstrations, demanding immediate troop withdrawals.
2. Senator William Fulbright was a leading Dove. He wrote a critique of the war entitled *The Arrogance of Power*.

### B. HAWKS AND THE SILENT MAJORITY SUPPORT NIXON

1. Hawks supported the Vietnam War, believing that withdrawing troops would be tantamount to surrender.
2. The Silent Majority was the name given by President Nixon to the moderate, mainstream Americans who quietly supported his Vietnam War policies. Members of the Silent Majority believed that the United States was justified in supporting South Vietnam.

### C. THE INVASION OF CAMBODIA, 1970

1. The Silent Majority favored gradual withdrawal from Vietnam.
2. Given that support, Nixon began to slowly withdraw American troops from Vietnam and replace them with newly trained South Vietnamese troops.
3. Withdrawal was known as Vietnamization; the policy promised to preserve U.S. goals and bring "peace with honor."
4. The United States invaded Cambodia. On April 29, 1970, President Nixon, suddenly and without consulting Congress, ordered American forces to join with the South Vietnamese army and clean out the Viet Cong sanctuaries in officially

5. Nixon defended the action, saying that it was necessary to protect American forces and support Vietnamization.

### D. KENT STATE, 1970

1. Stunned by the invasion, college students across the nation erupted in protest.
2. More than 1.5 million angry students shut down 1,200 campuses.
3. Disaster struck hardest at Kent State University in Ohio. A massive student protest led to the burning of the ROTC building. In response to the growing unrest, the local mayor called in the National Guard.
4. Nervous members of the National Guard fired into a crowd of protesters, killing four students and wounding nine.
5. The Kent State shootings triggered massive antiwar rallies across the United States.

### E. ENDING THE VIETNAM WAR

1. Henry Kissinger, President Nixon's national security advisor and top negotiator in Vietnam, engaged in a series of secret negotiations with the North Vietnamese, aimed at reaching a negotiated settlement.
2. The United States and the North Vietnamese finally reached an armistice: The Paris Accords, January 1973.
3. The United States agreed to withdraw the last of its troops. In exchange, the North Vietnamese released over five hundred prisoners of war.

### F. CONSEQUENCES OF THE VIETNAM WAR

1. The war affected the economy as follows:
  - ▶ The United States could not afford both President Johnson's Great Society programs and the Vietnam War.
  - ▶ The combination of spending on the war and expensive social programs produced the high inflation rates of the late 1960s and 1970s.

2. The war affected international involvements as follows:
  - ▶ *The Vietnam War increased public skepticism toward international involvements.*
  - ▶ *In 1973, Congress passed the War Powers Act, which stipulated that the president must inform Congress within 48 hours if U.S. forces are sent into a hostile area without a declaration of war.*

### III. NIXON AND DÉTENTE

#### A. BACKGROUND OF DÉTENTE

1. The United States and the Communist world had been locked in a Cold War since the end of World War II.
2. The United States and the Soviet Union had experienced a series of tense Cold War confrontations that included the Berlin Airlift, the construction of the Berlin Wall, and the Cuban missile crisis.
3. Meanwhile, the United States had not formally recognized the Chinese Communist government.
4. Nixon and Henry Kissinger believed that the United States needed a new and more flexible foreign policy.
5. Détente called for a relaxation of tensions between the United States and the Communist world.

#### B. DÉTENTE AND CHINA

1. In late 1971, Nixon stunned the nation and the world by announcing that he intended to visit China, "to normalize relations between the two countries."
2. Nixon visited Beijing in February 1972. His trip to China marked a dramatic example of détente.

#### C. DÉTENTE AND THE SOVIET UNION

1. Just three months after becoming the first American president to visit China, Nixon became the first American president to visit Moscow.

2. Nixon's visit led to a series of agreements that reduced tensions between the United States and the Soviet Union. The most important agreements were:
  - ▶ *The Strategic Arms Limitation Talks (SALT) (These talks led to the SALT I Treaty, which limited the number of intercontinental ballistic missiles and submarine-launched missiles each superpower could have in its arsenal.)*
  - ▶ *A series of agreements that expanded trade between the two superpowers.*

### IV. NIXON AND THE NEW FEDERALISM

#### A. BACKGROUND

1. The Great Society programs had led to a dramatic increase in federal influence and federal spending.
2. Nixon wanted to reduce the size and influence of the federal government.

#### B. THE NEW FEDERALISM

1. Known as the New Federalism, Nixon's plan called for distributing a portion of federal power to state and local governments.
2. Under a program called revenue sharing, state and local governments could spend their federal dollars however they saw fit, within certain limitations.

### V. THE CARTER ADMINISTRATION

#### A. THE ECONOMY

1. Inflation was the primary domestic issue during the Carter administration.
2. During the 1970s, the American economy experienced both an increasing rate of inflation and a slowing of economic growth.
3. This combination of rising inflation and rising unemployment was called stagflation.

4. All of the following characterized the economy during the Carter administration:
  - ▶ *Increasing unemployment*
  - ▶ *Increasing inflation*
  - ▶ *Increasing government spending*
  - ▶ *Increasing prices of gasoline due to the 1973 Arab oil embargo and the 1979 revolution in Iran*
  - ▶ *Increasing interest rates*
5. All of the following were causes of inflationary pressure during the 1970s:
  - ▶ *Spending from the Vietnam War*
  - ▶ *Rising energy costs*
  - ▶ *Soaring federal budget deficits*
  - ▶ *Rising healthcare costs*

#### B. FOREIGN POLICY

1. President Carter emphasized a foreign policy based on human rights.
2. Carter's human rights policy aroused global concern and helped make human rights an international issue.
3. Carter was responsible for the Camp David Accords.
  - ▶ *In the summer of 1978, Carter invited the leaders of Egypt and Israel to Camp David—the presidential retreat in Maryland.*
  - ▶ *After 12 days of intense negotiations, the leaders reached a peace agreement known as the Camp David Accords.*

#### C. THE 1980 ELECTION

1. The Iran hostage crisis played a key role in President Carter's defeat in the 1980 election.
2. Other factors that hurt Carter included the following:
  - ▶ *Double-digit inflation*
  - ▶ *The energy crisis*

### VI. KEY POLITICAL EVENTS AND DEMOGRAPHIC TRENDS, 1980–PRESENT

#### A. THE RISE OF REAGAN

1. Like Jimmy Carter, Ronald Reagan capitalized on his status as a Washington outsider.
2. Key issues in the 1980 election included the following:
  - ▶ *The Iranian hostage crisis*
  - ▶ *The weak economy and high rate of inflation*
  - ▶ *Hostility toward big government*
  - ▶ *Call for a more conservative Supreme Court*

#### B. REAGANOMICS

1. President Reagan implemented a series of economic policies known as "Reaganomics" or supply-side economics.
2. Key goals were as follows:
  - ▶ *Reduce federal tax rates for businesses and wealthy Americans (The Reagan tax cuts led to large increases in the incomes of wealthy Americans.)*
  - ▶ *Reduce corporate tax rates and encourage private investment*
  - ▶ *Promote economic growth by deregulating business*

#### C. DEMOGRAPHIC TRENDS

1. The 1970s witnessed a significant migration of Americans from the Frostbelt to the Sunbelt. This migration has continued to the present.
2. The South and West have experienced the greatest population gains since 1970.
3. The last 25 years have witnessed a significant increase in immigration from Latin America and Asia.
4. An aging population will ultimately threaten the long-term solvency of the Social Security system.