

# Continental United States

## Geography

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

## Colonial Period

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

## Independence Movement/Revolutionary War (American Revolution)

### Declaration of Independence-

- States the colonial grievances against British rule (**a list of reasons for separating from Great Britain**).
  - Written by **Thomas Jefferson** who was most **influenced by** the writers of the **Enlightenment**.
  - Is described as a statement of democratic principles rather than a framework for government.
  - Takes ideas from **John Locke's theory of natural rights**-power to govern belongs to the people ("*consent of the governed*").
  - Contributed to the political development of the U.S. by presenting a clear statement of the **social contract theory of government**- the fundamental purpose of government is to secure the natural rights of the people. If a government denies its people certain basic rights, that government can be overthrown.
  - Similar to the Bill of Rights because both documents support limitations on governmental power and stress the importance of individual liberty.
  - **NO TAXATION WITHOUT REPRESENTATION**- Many colonists believed they could not be taxed by the British because they had no representatives in the British government, which means that the British did not have **consent of the governed**.
- **Thomas Paine**- Published *Common Sense* which was influential in persuading American colonists to support colonial independence from Britain. Convinced many Americans who had been undecided on declaring independence from Britain.
  - **Response to Mercantilist Policies**- Committees of Correspondence/Non-importation Agreements/Boston Tea Party First Continental Congress

### Major Events Leading to Revolutionary War-

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

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

### Articles of Confederation

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

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

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

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

### **Great Compromise-**

- Settled a dispute over how the states would be represented in the **national legislature aka Congress** (group of people who write and vote on laws). Delegates from **states with small populations supported** the idea of **equal representation** for the states in the national legislature (ex New Jersey). Delegates from **states with large populations supported** the idea of **representation based on the size** of population (ex Virginia).
- **Solution**- Created a **bicameral legislature** (two houses that write and vote on laws). One house would be based on population (**House of Representatives**) and the other house would have equal representation for all states (**Senate**).
- **Three-Fifths Compromise**- Solution to the problem of how to determine the number of representatives in the *House of Representatives (branch of Congress)* from states with large slave populations. Determined that **3/5 of the slave population would be counted for representation in the House**.
- **Other Major Compromises**- Slave Trade, Taxation, Election of President.

### **U.S. Constitution vs. Articles of Confederation**

#### **Differences**

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

#### **Similarities**

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

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

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

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

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

## Constitution: Basic Principals

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

### Enlightenment Influence-

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

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

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

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

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

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

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

### Structure of the Federal Government

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

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

#### Marbury v. Madison

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

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

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

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

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

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

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

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

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

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

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

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

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

**Thomas Jefferson**-

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

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

### Louisiana Purchase-

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

### Nationalism/ Sectionalism

John Marshall- Chief Justice of the U.S.

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

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

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

President James Monroe-

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

## President Andrew Jackson-

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

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

## Westward Expansion

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

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

### Pacific (Transcontinental Act) Railway Act 1862

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

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

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

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

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

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

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

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

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

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

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

## **U.S. Civil War**

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

### **Reasons for Secession of Southern States-**

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

### **Abraham Lincoln-**

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

### **Lincoln expands Presidential powers during wartime**

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

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

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

#### **Reasons for North (Union) Victory-**

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

#### **Results (U.S. Civil War)-**

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

### **Post-Civil War/ Reconstruction Era**

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

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

#### **Lincoln's Plan for Reconstruction-**

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

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

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

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

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

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

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

**Constitutional Amendments During Reconstruction** 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> were all passed during the Reconstruction Era and showed that Federal powers could be expanded to protect the rights of minorities.

**13<sup>th</sup> Amendment** (1865)-Law that formally abolished slavery in the U.S.

**14<sup>th</sup> Amendment**-

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

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

**Jim Crow Laws**- 1870's 1880's

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

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

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

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

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

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

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

## **Industrialization/Industrial Revolution**

### **Causes of Industrial revolution-**

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

### **Effects of Industrial Revolution-**

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

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

### **Corporation-**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Economic/ Progressive Reform:

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

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

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

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

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

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

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

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

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

### **Progressive Era** (Late 1800's -1917)

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

### **Progressive Era Political Reform**

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

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

### **Progressive Labor Movement/Unions**

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

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

**Wagner Act** (1935)- Legalized collective bargaining.

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

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

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

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

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

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

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

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

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

### **Theodore Roosevelt-**

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

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

### **U.S. Global Involvement/ Imperialism**

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

### **Spanish American War- (1898)**

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

### **Woodrow Wilson**

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

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

## U.S. in World War I

### Causes of WWI

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

### During War

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

### Economic Effects of WWI

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

### Political Effects

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

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

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

### **Women's Rights**

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

### **Roaring Twenties**

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

### **Social Change**

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

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

## Economic Change

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

## The Great Depression

### Causes of Great Depression

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

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

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

## FDR and the New Deal

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

## FDR's Administration

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

## New Deal-

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

## Opposition to New Deal

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

## Impact of New Deal

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

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

## World War II

### U.S. Neutrality

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

### U.S. Involvement in WWII

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

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

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

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

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

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

### **President Harry Truman**

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

### **End of World War II/ Impact of World War II**

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

## 1950's/ Post World War II Era

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

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

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

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

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

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

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

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

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

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

**Effects of Vietnam War**

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

## President Dwight D. Eisenhower

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

## President John F. Kennedy

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

## Civil Rights Movement

- Movement to end segregation based on race during the 1960’s.
- **Civil Disobedience**- Lunch counter sit-ins and freedom riders are examples of nonviolent attempts to oppose segregation.
- **Jackie Robinson** breaks color barrier in Major League Baseball.
- President Truman issues executive order desegregating armed forces.
- **NAACP (National Association for the Advancement of Colored People)**- Focused on higher education, full political participation, and continued support for civil rights. Challenged school segregation.
- **Brown v. Board of Education of Topeka**- Required the integration (desegregation) of all public schools in the U.S. Overturned Plessy v. Ferguson ruling of “separate but equal.” Says that “separate educational facilities are inherently unequal.” Demonstrates that the Supreme Court can change an earlier decision.
- In 1957 President Dwight D. Eisenhower sends federal troops into Little Rock, Arkansas to enforce a Supreme Court decision to desegregate public schools. This showed that the Federal Government would enforce court decisions on integration. Some Supreme Court decisions are not effective unless the President enforces them.
- **Martin Luther King Jr.**- Leader of the **civil rights movement** during the 1960’s.
  - Believed that **civil disobedience** (nonviolent protest) is sometimes necessary to bring about change.
  - Believed that unjust laws must be disobeyed and the consequences accepted peacefully.
  - Was **against using violence** to express frustration in achieving racial equality.
  - Led the **bus boycott** in Montgomery, Alabama.
  - Wanted to replace racial segregation with an integrated society.
- **Malcolm X**- Civil right leader during 1950’s and 60’s that advocated black separatism.
- **Rosa Parks**- Practiced civil disobedience by refusing to give up her seat on a bus to a white man in Montgomery, Alabama.

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

### **President Lyndon Baines Johnson**

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

### **President Richard Nixon-**

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

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

### **President Gerald Ford**

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

### **President Jimmy Carter**

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

### **President Ronald Reagan**

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

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

### **President Bill Clinton**

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



# I. Representative and Limited Governments.

## DEFINITIONS:

1. **Representative Government.** Government's laws are legitimate only if they are approved by the people's elected representatives.
2. **Limited Government.** Government's powers should be strictly defined and limited by the provisions of a constitution and a bill of rights.
3. **House of Burgesses.** America's first representative assembly for making laws.
4. **Mayflower Compact.** An agreement by Pilgrim settlers of Plymouth Colony, in which they pledged to participate in making laws for the colony.
5. **Magna Carta.** A document signed by England's king in 1215 promising to respect certain rights.

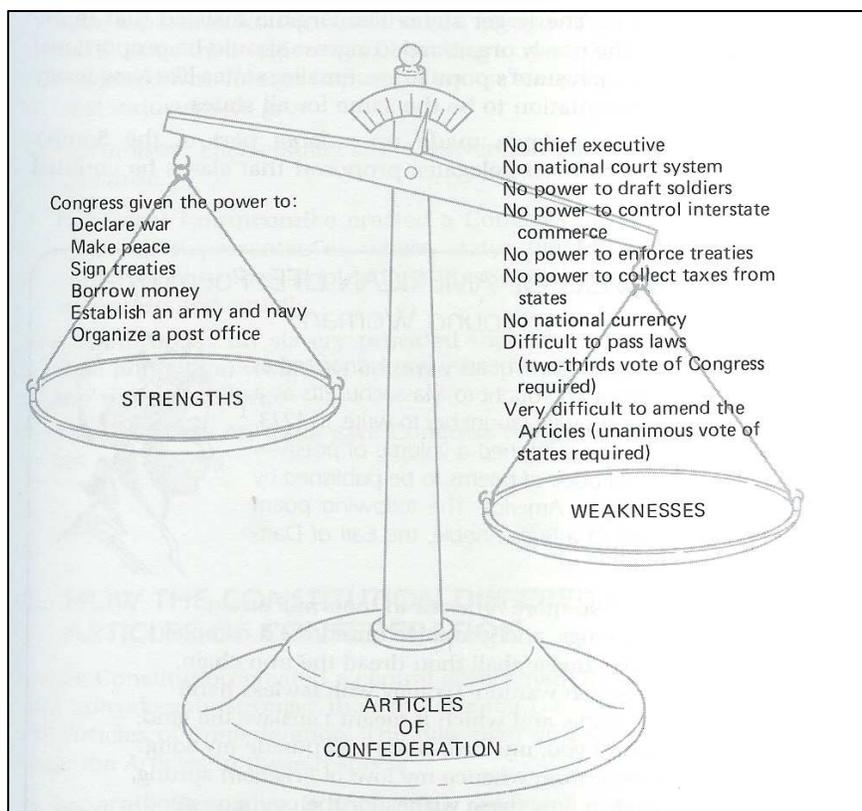
## IMPORTANT PEOPLE:

1. **John Locke.** An Enlightenment philosopher who believed that people are born free with certain natural rights, including the rights to life, liberty, and property.
2. **Baron de Montesquieu.** An Enlightenment philosopher who believed that power should be divided among the monarch and the two houses of Parliament.
3. **John Peter Zenger.** Zenger, a German immigrant to New York, was tried for libel for accusing the governor of the colony of wrongdoing. Zenger was found not guilty because what he printed was true. This helped establish the principle of freedom of the press in the United States.

# II. Declaration of Independence

THE PURPOSE OF THE DECLARATION	THE DECLARATION'S KEY IDEAS OF GOVERNMENT
<ul style="list-style-type: none"> <li>• To announce to the world that the colonies were now a new, independent nation</li> <li>• To explain and justify the reasons that the united colonies had decided to become the United States of America.</li> </ul>	<ul style="list-style-type: none"> <li>• Borrowing from Locke, people have natural rights, including the rights to "Life, Liberty, and the pursuit of Happiness."</li> <li>• Governments receive their power to govern "from the consent of the governed" by social contract or compact in which the government agrees to protect the people's natural rights.</li> <li>• When a government fails to protect and respect those rights, it is the "Right of the People to alter or to abolish" that government.</li> </ul>
THE THREE PARTS OF THE DECLARATION	
<ul style="list-style-type: none"> <li>• A theory of government</li> <li>• A list of grievances against the King</li> <li>• A formal resolution declaring independence</li> </ul>	

# III. STRENGTHS AND WEAKNESSES OF THE ARTICLES OF CONFEDERATION



## DEFINITIONS:

1. **Articles of Confederation.** The first document to serve as constitution for the United States.
2. **Northwest Ordinance.** A U.S. law of 1787 setting forth a system for governing western lands.

# IV. WRITING AND RATIFYING THE CONSTITUTION, 1787-1789

## GOVERNMENTS OF THE UNITED STATES: 1781 AND 1789

HOW THE WEAKNESSES OF THE ARTICLES OF CONFEDERATION WERE CORRECTED BY THE CONSTITUTION	
ARTICLES OF CONFEDERATION	CONSTITUTION OF THE UNITED STATES
<ul style="list-style-type: none"> <li>States have most of the power. The national government has little.</li> <li>No executive officer to carry out the laws of Congress.</li> <li>No national courts. Only state courts exist.</li> <li>Congress is responsible to the states.</li> <li>Nine out of 13 states have to approve a law before it can go into effect.</li> <li>Congress has no power to tax.</li> <li>Congress can not regulate trade among the states.</li> <li>Each state coins its own money. There is no national currency.</li> </ul>	<ul style="list-style-type: none"> <li>States have some power, but most power is given to the national government.</li> <li>A President heads the executive branch of government.</li> <li>Both national and state courts exist.</li> <li>Congress is responsible for the people.</li> <li>Laws may be passed by a majority vote of both houses of Congress.</li> <li>Congress given the power to tax.</li> <li>Congress given the power to regulate interstate and foreign trade.</li> <li>Only the national government has the power to coin money.</li> </ul>

## MAJOR COMPROMISES OF THE CONSTITUTIONAL CONVENTION

Compromise	Issue	Solution
<b>Connecticut or Great Compromise</b>	<ul style="list-style-type: none"> <li>Representation in Congress</li> </ul>	<ul style="list-style-type: none"> <li>Bicameral legislature: States have equal representation in Senate; representation in the House depends on State's population.</li> </ul>
<b>Three-Fifths</b>	<ul style="list-style-type: none"> <li>Counting slaves within population to determine representation</li> </ul>	<ul style="list-style-type: none"> <li>Slaves were counted as if 3/5 of one person, both for representation and taxation.</li> </ul>
<b>Commerce and Slave Trade</b>	<ul style="list-style-type: none"> <li>Granting Congress the power to regulate foreign and interstate trade</li> </ul>	<ul style="list-style-type: none"> <li>Congress was forbidden to tax a State's exports or take action against the slave trade for 20 years.</li> </ul>

### DEFINITIONS:

- Anti-Federalists.** Those Americans who opposed the ratification of the Constitution in 1787. They wanted a weak national government and added a bill of rights to protect the people against abuses of power.
- Federalists.** Those Americans who supported the ratification of the Constitution in 1787. They wanted a strong national government to provide order and protect rights of people, claimed that a bill of rights was unnecessary.
- The Federalists.** A series of pro-ratification essays by Hamilton, Jay and Madison – helped to ratify the Constitution.

# V. THREE BRANCHES OF U.S. GOVERNMENT

LEGISLATIVE	EXECUTIVE	JUDICIAL
<b>SENATE</b> <b>HOUSE OF REPRESENTATIVES</b>	<b>PRESIDENT</b> <b>VICE PRESIDENT</b>	<b>SUPREME COURT</b> <b>FEDERAL COURTS</b>
<i>Makes Laws</i>	<i>Enforces Laws and Treaties</i>	<i>Explains and Interprets Laws</i>
<ul style="list-style-type: none"> <li>Overrides presidential vetoes</li> <li>Approves presidential appointments</li> <li>Approves treaties</li> <li>Taxes to provide services</li> <li>Provides for defense, declares war</li> <li>Regulates money and trade</li> <li>Impeaches officials</li> </ul>	<ul style="list-style-type: none"> <li>Can veto laws</li> <li>Appoints high officials</li> <li>Conducts foreign policy</li> <li>Enforces laws and treaties</li> <li>Commander in chief of the military</li> <li>Recommends bills to Congress</li> <li>Reports the state of the Union to Congress</li> </ul>	<ul style="list-style-type: none"> <li>Settles legal disputes between states</li> <li>Settles State and federal disputes</li> <li>Settles disputes between States and foreign countries</li> <li>Hears cases with ambassadors of foreign governments</li> <li>Settles disputes between individuals and Federal Government</li> </ul>

# VI. CHECKS AND BALANCES

## DEFINITIONS:

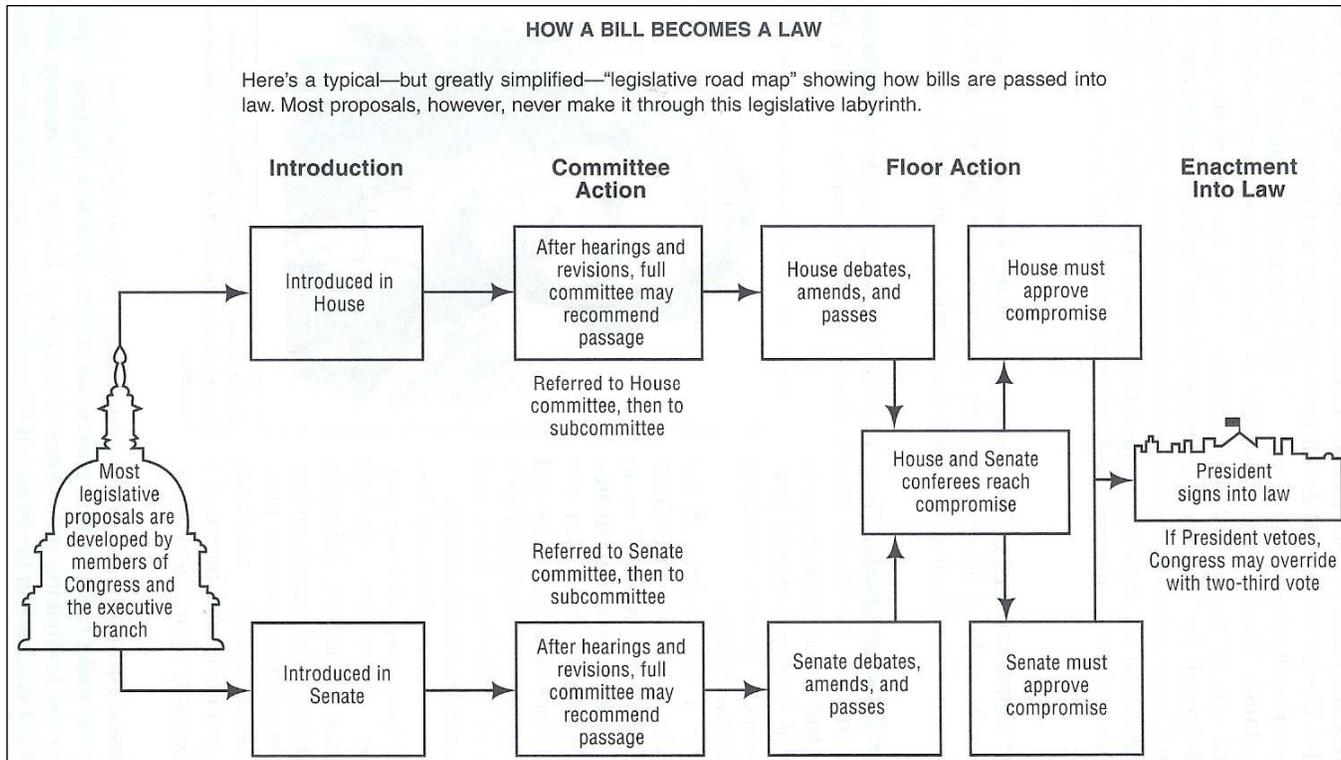
**1. Checks and Balances.** A system by which one branch of government may oppose and defeat the policies or decisions of other branches.

<b>Checks and Balances</b>	
<i><b>Actions</b></i>	<i><b>Another Branch Checks</b></i>
 <p style="text-align: center;"><u><b>The President</b></u></p> <ul style="list-style-type: none"> <li>• Makes a treaty with a foreign government.</li> <li>• Commits certain “crimes and misdemeanors.”</li> <li>• Vetoes an act of Congress.</li> <li>• Makes an appointment to a cabinet post.</li> </ul>	<p style="text-align: center;"><u>Checks against the President</u></p> <ul style="list-style-type: none"> <li>• The Senate rejects the treaty (fails to ratify it by a two-thirds vote).</li> <li>• The House impeaches the president; then the Senate votes to remove the president from office.</li> <li>• Congress overrides the veto by a two-thirds vote of each house.</li> <li>• The Senate rejects the president’s nominee.</li> </ul> <p><b>Historical Examples: Senate rejects the Treaty of Versailles and Impeachments of A. Johnson and W. Clinton.</b></p>
 <p style="text-align: center;"><u><b>Congress</b></u></p> <ul style="list-style-type: none"> <li>• Enacts a bill.</li> <li>• Enacts a bill that is signed by the President.</li> </ul>	<p style="text-align: center;"><u>Checks against the Congress</u></p> <ul style="list-style-type: none"> <li>• The president vetoes Congress’s act.</li> <li>• The Supreme Court declares Congress’s act to be unconstitutional.</li> </ul> <p><b>Historical Example: U.S. v. Butler (AAA), Dred Scott v. Sandford (Missouri Compromise).</b></p>
 <p style="text-align: center;"><u><b>The Supreme Court</b></u></p> <ul style="list-style-type: none"> <li>• Declares an act of Congress unconstitutional.</li> <li>• Declares an action of the president unconstitutional.</li> </ul>	<p style="text-align: center;"><u>Checks against the Supreme Court</u></p> <ul style="list-style-type: none"> <li>• Congress proposes a constitutional amendment.</li> <li>• The president appoints a new justice to the Supreme Court (if there is a vacancy).</li> <li>• President’s refusal to enforce court orders.</li> </ul> <p><b>Historical Example: Worcester v. Georgia, court appointments and FDR’s court-packing</b></p>

# VII. DELEGATED, RESERVED AND CONCURRENT POWERS

National Government	SHARED BY BOTH NATIONAL AND STATE GOVERNMENTS	State Government
<p><b>DELEGATED POWERS:</b> powers granted to the U.S. government that the Constitution mentions directly and explicitly</p>	<p><b>CONCURRENT POWERS:</b> powers that are exercised jointly by both the U.S. government and state governments</p>	<p><b>RESERVED POWERS:</b> powers such as police protection and education that remain with the states after other powers were delegated to the national government by the Constitution</p>
<ul style="list-style-type: none"> <li>• Maintain army and navy</li> <li>• Declare war</li> <li>• Coin money</li> <li>• Regulate trade between states and with foreign nations</li> <li>• Make all laws necessary for carrying out delegated powers</li> </ul>	<ul style="list-style-type: none"> <li>• Enforce laws</li> <li>• Establish courts</li> <li>• Borrow money</li> <li>• Protect the safety of the people</li> <li>• Build roads</li> <li>• Collect taxes</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct elections</li> <li>• Establish schools</li> <li>• Regulate businesses within a state</li> <li>• Establish local governments</li> <li>• Regulate marriages</li> <li>• Assume other powers not given to the national government or denied to the states</li> </ul>

# VIII. HOW A BILL BECOMES A LAW



# IX. AMENDMENTS

## DEFINITIONS:

1. **Amendment.** An addition to or change in the U.S. Constitution; also, a change in a law or proposed law.
2. **Bill of Rights.** The first ten amendments of the Constitution which guarantee certain basic rights of the people against the power of the federal government.

## *Bill of Rights*

Amendment	Subject
1 <sup>st</sup>	Guarantees freedom of religion, of speech, and of the press; the right to assemble peacefully; and the right to petition the government.
2 <sup>nd</sup>	Protects the right to possess firearms.
3 <sup>rd</sup>	Declares that the government may not require people to house soldiers during peacetime.
4 <sup>th</sup>	Protects people from unreasonable searches and seizures.
5 <sup>th</sup>	Guarantees that no one may be deprived of life, liberty, or property without due process of law. Right to “remain silent”, freedom from double jeopardy
6 <sup>th</sup>	Guarantees the right to a trial by jury in criminal cases.
7 <sup>th</sup>	Guarantees the right to trial by jury in most civil cases.
8 <sup>th</sup>	Prohibits excessive bail, fines, and punishments.
9 <sup>th</sup>	Declares that rights not mentioned in the Constitution belong to the people.
10 <sup>th</sup>	Declares that powers not given to the national government belong to the states or to the people.

## *Other Amendments:*

1. 13<sup>th</sup> Amendment – Abolition of slavery
2. 14<sup>th</sup> Amendment – Citizenship and civil rights
3. 15<sup>th</sup> Amendment – Voting rights for African American men
4. 16<sup>th</sup> Amendment – Income tax
5. 17<sup>th</sup> Amendment – Direct election of senators
6. 18<sup>th</sup> Amendment – Prohibition of alcoholic beverages
7. 19<sup>th</sup> Amendment – Voting rights for women
8. 21<sup>st</sup> Amendment – Repeal of 18<sup>th</sup> Amendment
9. 22<sup>nd</sup> Amendment – President limited to two terms
10. 26<sup>th</sup> Amendment – Voting age lowered to eighteen

## **X. IMPORTANT GOVERNMENT TERMS/CONCEPTS**

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### **DEFINITIONS:**

1. **Direct Democracy.** A system of government in which the people participate directly in decision making through the voting process.
2. **Direct Election of Senators.** System put into practice under the Seventeenth Amendment whereby the voters rather than the state legislatures elect members of the Senate.
3. **Due Process.** A constitutional guarantee that persons under legal investigation receive fair treatment from government officials.
4. **Elastic Clause.** Congress can make all laws “necessary and proper” for carrying out the tasks listed in the Constitution. Examples of usage include the purchase of Louisiana Territory, regulation of railroad and creation of a National Bank.)
5. **Electoral College.** An assembly elected by the voters that meets every four years to formally elect the President of the United States.
6. **“Equal Protection Under the Law.”** A right guaranteed to American citizens under the Fourteenth Amendment.
7. **Executive Privilege.** The right claimed by Presidents to withhold information from the legislative or judicial branches.
8. **Federalism.** A system of government in which authority is divided between national and state governments.
9. **Habeas Corpus.** An order requiring that a detained person be brought before a court at a stated time and place to decide whether the person’s detention is proper and lawful.
10. **Impeach.** To accuse an official of wrongdoing – an accusation that *may* lead to the person’s being removed from office.
11. **Judicial Review.** Established by *Marbury v. Madison*, power of the Supreme Court to determine the constitutionality of acts of the legislative and executive branches of the government.
12. **Lobby.** To attempt to influence legislation; also, groups that attempt to do so.
13. **Loose Construction or Interpretation.** A belief that the provisions of the Constitution, especially those granting power to the government, are to be construed in broad terms.
14. **Marshall Court.** The Supreme Court during the tenure of John Marshall as chief justice, in which key decisions were made that strengthened the federal government’s role in the nation’s economic business.
15. **Separation of Powers.** Power to govern is divided among the legislative, executive, and judiciary branches.
16. **Strict Construction or Interpretation.** A literal reading of the Constitution holding that the federal government has only those powers explicitly delegated to it in the Constitution.
17. **Unwritten Constitution.** Traditions in government that are consistently practiced even though they are not specifically written into the Constitution. Examples include President’s cabinet, political parties, “two-term tradition” until FDR’s presidency.

# XI. SUPREME COURT CASES

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1. **Marbury v. Madison (1803)** – established the right of Judicial Review. It was the first time a law or portion of a law was declared unconstitutional by the Supreme Court. It emerged from a Supreme Court decision involving appointments made as Federalist President John Adams left office in 1801. The new Democratic-Republican President, Thomas Jefferson, told Secretary of State James Madison not to deliver the appointments. One of the appointees, William Marbury sued Madison. Madison won the case, but in the *Marbury v. Madison* (1803) decision, Chief Justice John Marshall overturned a Congressional act (Judiciary Act of 1789). This established the precedent for the power of judicial review. Marshall went on to use the power in a number of famous cases, and of course, it remains the Supreme Court’s major power to this day.
2. **McCulloch v. Maryland (1819)** – established the right of the Federal Government to tax a bank incorporated within a state. It also established the fact that a state may not tax a branch of the United States bank which is located in that state. “The power to tax is the power to destroy.” This statement was made in the majority decision in an effort to point out that if a state could tax a part of the Federal Government it could severely weaken it.
3. **Gibbons v. Ogden (1824)** – established the supremacy of the Federal Government to regulate interstate commerce.
4. **Dred Scott v. Sanford (1857)** – Dred Scott, a slave, had been taken by his master into the Minnesota region, which according to the Missouri Compromise was free territory. He was then brought back to Missouri, a slave state. To create a test case, the abolitionists had Dred Scott sue for his freedom on the grounds that his residence in free territory had made him a free man. The court ruled against Scott. Chief Justice Roger B. Taney began the majority opinion by stating that a slave could not be a citizen and that Scott could therefore not bring suit in a federal court. Taney then went beyond this point and ruled on the entire issue of slavery in federal territories. His further conclusions were labeled by antislavery men as an *obiter dictum* (Latin for “something said in passing”) and therefore not legally binding. Taney stated that (a) slaves are property, (b) Congress may not deprive any person of the right to take property into federal territories, (c) the Missouri Compromise, which prohibited slavery in part of the Louisiana Territory, was unconstitutional. The Dred Scott decision was applauded by the South, denounced by the North.
5. **Plessy v. Ferguson (1896)** – Supreme Court declared that separate public facilities for blacks were legal as long as they were equal. This in effect upheld legal segregation in society. Segregation which is allowed by the law is known as de jure segregation.
6. **Schenck v. United States (1919)** – Schenck’s right to freedom of press was restricted. He had sent pamphlets through the mail urging young men to resist the draft during World War I. The court ruled that unlimited freedom of the press or speech under these circumstances presented a “clear and present danger” to the nation. Justice Oliver Wendell Holmes stated that “you don’t yell fire in a crowded theater.”
7. **Schechter Poultry v. United States (1935)** – declared the National Industrial Recovery Act unconstitutional. This was a major setback for FDR’s New Deal.
8. **U.S. v. Butler (1936)** – declared the Agricultural Adjustment Act unconstitutional. This case and the Schechter case led to FDR’s request to “pack the Supreme Court.”
9. **Korematsu v. United States (1944)** – Supreme Court ruled that the removal of the Japanese Americans in California to camps away from the coast during World War II constitutional.
10. **Brown v. Board of Education of Topeka, Kansas (1954)** – ended once and for all de jure segregation in the United States. The majority opinion stated that “separate but equal was inherently unequal.” This decision reversed the decision in *Plessy v. Ferguson* (1896).  

Facilities for African-Americans were almost always inferior to those for whites. In education, schools for African-Americans were poorly constructed and equipped. African American teachers were poorly paid.

In 1954, in *Brown vs. Board of Education of Topeka* (Kansas), the Supreme Court unanimously decided that segregation of African American children in public schools violates the Fourteenth Amendment. Chief Justice Earl Warren pointed out that (1) education plays a vital role in training children for citizenship, employment and use of leisure, (2) separating African-American children from others solely on the basis of race “generates a feeling of inferiority” that may affect them “in a way unlikely ever to be undone,” and (3) therefore, “separate educational facilities are inherently unequal.”

In 1955 the Supreme Court empowered federal District Courts to supervise plans of state and local authorities for achieving school desegregation with “all deliberate speed.”
11. **Mapp v. Ohio (1961)** – The Supreme Court ruled that if police are to search a person’s home they MUST have a search warrant. The evidence presented in a court from an illegal search and seizure would be excluded. This was based upon the Fourth Amendment protection against unreasonable searches and seizures.
12. **Engel v. Vitale (1962)** – first in a series of several Supreme Court decisions declaring use of prayers in public schools to be unconstitutional. The Court decided that school prayers were a violation of the separation of church and state established by the first amendment of the Constitution.

13. **Baker v. Carr (1962)** – Supreme Court decided that districts within the United States that were established for determining representation in legislative bodies must be established so that they are approximately equal. This became known as the “one man one vote” principle.
14. **Gideon v. Wainwright (1963)** – Issue: Due Process of Law and Rights to Counsel. Clarence Gideon, charged with burglary, was tried in a Florida state court. Too poor to afford a lawyer, Gideon requested free legal counsel of the state court, but his request was refused. Found guilty and imprisoned, Gideon appealed to the Supreme Court, which unanimously overturned his conviction. The Supreme Court held that Florida had denied Gideon his “due process” under the Fourteenth Amendment, which, the Court reasoned, requires that the state fulfill the Sixth Amendment guarantee of “assistance of counsel,” even for the poor. Subsequently assisted by a lawyer in a new trial in Florida, Gideon was acquitted of the original burglary charge.
15. **Escobedo v. Illinois (1964)** - Issue: Self-Incrimination and Right to Counsel. Escobedo was arrested as a murder suspect. The police told him that they had a “pretty tight” case and subjected him to a continuous barrage of questioning. The police refused Escobedo’s repeated demands to see his lawyer and failed to inform him that he had a right to remain silent. Escobedo eventually made incriminating statements that were used against him in court to secure a verdict of “guilty.” Escobedo appealed the case, and the Supreme Court, by a 5-to-4 decision, reversed the conviction. The majority opinion held that the police had denied the accused his Constitutional rights: to speak to his counsel and to be informed of his privilege against self-incrimination. The dissenting opinion held that the ruling was “wholly unworkable...unless police cars are equipped with public defenders” and claimed that it would cripple law enforcement.
16. **Miranda v. Arizona (1966)** – The Supreme Court ruled that a person when arrested for a crime must be informed of their rights at the time of the arrest. The warning by the police must include; 1) the right to remain silent, 2) the right to an attorney, 3) the right to know that anything they say will be used against them in court, 4) the right to have an attorney even if they cannot afford one. These warnings became known as the Miranda Warnings.
17. **Tinker v. Des Moines School District (1969)** – In December 1965, Marybeth and John Tinker planned to wear black arm bands to school signifying their protest of the Vietnam War. School officials became aware of the plan beforehand and adopted regulation banning the wearing of such armbands. Failure to comply with this regulation would result in suspension until the student returned to school without the armbands. Both Tinkers went ahead and wore the black armbands to school. They were suspended and told not to return with the armbands. The Tinkers claimed that their rights of free speech and expression, which are protected under the First Amendment of the Constitution of the United States, had been violated, and that they should have been allowed to attend school wearing armbands. The Court found high school antiwar protests, including the wearing of black armbands, to be protected speech, holding that students do not shed their freedom of expression “at the schoolhouse gate.”
18. **New York Times Co. v. United States (1971)** – The United States anted to restrain the New York Times and the Washington Post newspapers from publishing a classified study on Vietnam policy entitled, “History of United States Decision Making Process on Vietnam Policy,” commonly called “Pentagon Papers.” The Court ruled that prior restraints (prohibiting information from being published or aired) are almost never valid. The Government must strongly justify any abridgement of a newspaper’s freedom of speech. Since, in the eyes of the Court, national security was not threatened by the printing of the “Pentagon Papers,” no prior restraint was necessary and the Government’s attempt at censorship was unconstitutional.
19. **Roe v. Wade (1973)** – A Texas woman sought to determine her pregnancy. However, a Texas law made it a crime to procure or attempt an abortion except when the mother’s life would be in danger if she remained pregnant. Ms. Roe challenged the Texas law on the grounds that the law violated her right of personal liberty given in the Fourteenth Amendment and her right to privacy protected by the Bill of Rights. In a 7 to 2 decision, written for the Court by Justice Harry Blackmun, the constitutional right of a woman to have an abortion was recognized. The Court held that this was part of the right to privacy implied by the Bill of Rights. The decision gave unqualified abortion rights to pregnant woman during the first trimester (3 months), permitted the states to place limitations during the second trimester, and affirmed the right of the state to prohibit abortion during the final trimester except when the mother’s life was in jeopardy.
20. **U.S. v. Nixon (1973)** – As a result of the Watergate investigation, President Nixon claimed Executive Privilege in the matter of turning over White House tape recordings to the Congress. As a result, the Supreme Court resolved a dispute two other branches of government.
21. **University of California v. Bakke (1978)** – the Supreme Court ruled that while the use of affirmative action programs is legal, they must apply them in such a way that the right of others is not violated.
22. **New Jersey v. T. L. O. (1985)** – In 1980, a teacher at Piscataway High School, New Jersey, discovered two girls smoking in the lavatory. Since smoking was a violation of a school rule, the two students, T.L.O. and a companion, were taken to the principal’s office. School officials demanded to see T.L.O.’s purse. Upon opening the purse, he found cigarettes and cigarette rolling paper. He proceeded to look through the purse and found marijuana, a pipe, plastic bags, money, lists of names, and two letters that implicated her in drug dealing. T.L.O. argued the search of her purse was unconstitutional. The Supreme Court held for the school and the school officials. The Court reasoned to maintain discipline in school, the school officials who have “reasonable suspicion” that a student has done something wrong can conduct a reasonable search of the suspicious student. A school’s main objective is to educate students in a legal, safe learning environment. Police need “probable cause,” a higher standard, to search people, places, and things. School officials, unlike the police, need only “reasonable suspicion” to search student when they believe unlawful conduct is occurring.

# XII. CONSTITUTIONAL PRINCIPLES

CONSTITUTIONAL PRINCIPLES	EXAMPLES OF THIS PRINCIPLE AS A RECURRING THEME IN U.S. HISTORY
NATIONAL POWER – LIMITS AND POTENTIAL	<ul style="list-style-type: none"> <li>• Loose v. Strict interpretation of the Constitution: Hamilton’s financial plan and Louisiana Purchase.</li> <li>• New Deal: expanding role of government</li> </ul>
FEDERALISM – BALANCE BETWEEN NATION AND STATE	<ul style="list-style-type: none"> <li>• Marshall Supreme Court cases: McCulloch v. Maryland, Gibbons v. Ogden</li> <li>• Conflict over slavery: 1820 - 1860</li> </ul>
THE JUDICIARY	<ul style="list-style-type: none"> <li>• Marbury v. Madison</li> <li>• Plessy v. Ferguson and Brown v. Board of Education</li> <li>• Scott v. Sandford</li> </ul>
CIVIL LIBERTIES	<ul style="list-style-type: none"> <li>• Schenck v. United States</li> <li>• Korematsu v. United States</li> <li>• Red Scare and McCarthyism</li> </ul>
CRIMINAL PROCEDURES	<ul style="list-style-type: none"> <li>• Mapp v. Ohio</li> <li>• Miranda v. Arizona</li> <li>• New Jersey v. TLO</li> </ul>
EQUALITY	<ul style="list-style-type: none"> <li>• Plessy v. Ferguson and Brown v. Board of Education</li> <li>• Civil Rights Movement</li> <li>• Women’s Movement</li> </ul>
THE RIGHTS OF WOMEN UNDER THE CONSTITUTION	<ul style="list-style-type: none"> <li>• Seneca Falls Convention and 19<sup>th</sup> Amendment</li> <li>• Effects of Industrialization on Women</li> <li>• Roe v. Wade</li> </ul>
THE RIGHTS OF ETHNIC AND RACIAL MINORITY GROUPS UNDER THE CONSTITUTION	<ul style="list-style-type: none"> <li>• Scott v. Sandford</li> <li>• Plessy v. Ferguson and Brown v. Board of Education</li> <li>• Korematsu v. United States</li> </ul>
PRESIDENTIAL POWER IN WARTIME AND IN FOREIGN AFFAIRS	<ul style="list-style-type: none"> <li>• Washington’s Proclamation of Neutrality</li> <li>• Schenck v. United States</li> <li>• Korematsu v. United States</li> <li>• War Powers Act</li> </ul>
THE SEPARATION OF POWERS AND THE EFFECTIVENESS OF GOVERNMENT	<ul style="list-style-type: none"> <li>• Marbury v. Madison</li> <li>• U.S. Nixon</li> <li>• FDR and Supreme Court reorganization</li> <li>• Treaty of Versailles</li> </ul>
AVENUES OF REPRESENTATION	<ul style="list-style-type: none"> <li>• Great Compromise: representation in Congress</li> <li>• Direct election of senators</li> <li>• Passage of 19<sup>th</sup> and 26<sup>th</sup> Amendments</li> </ul>
PROPERTY RIGHTS AND ECONOMIC POLICY	<ul style="list-style-type: none"> <li>• Gibbons v. Ogden</li> <li>• Northern Securities Co. v. United States</li> <li>• Sherman and Clayton Acts</li> <li>• Wagner Act</li> </ul>
CONSTITUTIONAL CHANGE AND FLEXIBILITY	<ul style="list-style-type: none"> <li>• Washington: the unwritten constitution</li> <li>• Hamilton’s bank plan: elastic clause</li> <li>• Louisiana Purchase</li> <li>• Federal Reserve System</li> <li>• Amendments and court decisions and expand rights</li> </ul>

# XIII. IMPORTANT ITEMS IN U.S. HISTORY

## Geography

Isolation of North America	Natural Harbors	Chesapeake Colonies
Slavery in the South	New England Colonies	Mid-Atlantic Colonies
Mississippi River / New Orleans	Geography's influence on foreign policy	Great Plains

## AMERICAN REVOLUTION and ARTICLES OF CONFEDERATION

Mayflower Compact	mercantilism	salutary neglect
French and Indian War	Enlightenment	John Locke
Democracy	Boston Tea Party	Boston Massacre
Intolerable Acts	Common Sense	Declaration of Independence
Articles of Confederation	Shay's Rebellion	

## CREATING THE CONSTITUTION

Constitutional Convention	Great Compromise	Three-Fifths Compromise
Slave Trade Clause	Separation of Powers	bicameral legislature
Federalism	Federalists	Anti-Federalists
Bill of Rights	ratification	<i>The Federalist Papers</i>
electoral college	elastic clause	amendment
loose/strict interpretation	habeas corpus	delegated powers
implied powers	checks and balances	concurrent powers
reserved powers	due process of law	"equal protection" clause
judicial review	unwritten constitution	"establishment" clause
Impeachment	<i>Marbury v. Madison</i>	Veto
John Marshall	<i>McCulloch v. Maryland</i>	<i>Gibbons v. Ogden</i>

## POLICIES OF THE FIRST FIVE PRESIDENTS

Whisky Rebellion	Hamilton's Financial Plan	Proclamation of Neutrality
Washington's Farewell Address	Louisiana Purchase	Jefferson's Embargo Act
Alien and Seditions Acts	XYZ Affair	War of 1812
Monroe Doctrine	Internal Improvements	

## REFORM MOVEMENT

Seneca Falls Convention	Declaration of Sentiments	Elizabeth Cady Stanton
Susan B. Anthony	Horace Mann	Dorothea Dix
temperance movement		

## EXPANSION, SECTIONALISM AND CIVIL WAR

Cotton Gin / expands slavery	"King Cotton"	"King Cotton"	"King Cotton"
Great Plains	frontier	manifest destiny	Slavery
Era of Good Feelings	Missouri Compromise	Jacksonian Democracy	"Tariff of Abominations"
nullification	"Trail of Tears"	spoils system	Texas Annexation
Mexican War	Mexican Cession	Gold Rush	Gadsden Purchase
"Fifty-four forty or fight!"	Compromise of 1850	Fugitive Slave Act	Kansas-Nebraska Act
Harriet Beecher Stowe	Abolitionist Movement	Harriet Tubman	Frederick Douglass
William Lloyd Garrison	John Brown	<i>Dred Scott v. Sandford</i>	Lincoln-Douglas Debates
popular sovereignty	Election of 1860	Secession	Emancipation Proclamation
Suspension of Habeas Corpus	Gettysburg Address	Confederacy	Dawes Act

## RECONSTRUCTION

Reconstruction	Lincoln's Plan	Johnson's Plan
Radical Republican's Plan	13 <sup>th</sup> , 14 <sup>th</sup> and 15 <sup>th</sup> Amendments	Black Codes
Freedmen's Bureau	Andrew Johnson	Ku Klux Klan
carpetbaggers	scalawags	"Solid South"
Hayes – Election of 1876	Jim Crow Laws	literacy tests
"grandfather clause"	sharecroppers	poll tax
Booker T. Washington	W.E.B. Du Bois	<i>Plessy v. Ferguson</i>
		segregation

## RISE OF AMERICAN BUSINESS AND LABOR

corporations	Interstate Commerce Act	land grants to RR
Urbanization	"Captains of Industry"	"Robber Barons"
Bessemer Process	Gospel of Wealth	philanthropy
Andrew Carnegie	Social Darwinism	laissez-faire
John D. Rockefeller	Samuel Gompers	unions
Horatio Alger	monopoly/trusts	collective bargaining
Knights of Labor	American Federation of Labor	Pullman Strike
Great Railway Strike	Homestead Strike	
Sherman Antitrust Act	Gilded Age	

## AGRARIAN PROTEST

Homestead Act	Morill Act	Grange
<i>Munn v. Illinois</i>	Populist Movement	William Jennings Bryan
		Free silver

## IMMIGRATION

"Old Immigrants"	"New Immigrants"	assimilation
Cheap labor	Industrialists' support	melting pot theory
Know-Nothings	Nativism	Chinese Exclusion Act
quota laws	Gentlemen's Agreement	Red Scare
	urban growth	

## PROGRESSIVE MOVMENT

Progressive Movement	temperance movement	civil service system
Pendleton Act	Jacob Riis and <i>How the Other Half Lives</i>	Lincoln Steffens and <i>Shame of the Cities</i>
Muckrakers	Upton Sinclair and <i>The Jungle</i>	Muir & Pinchot - conservation
Meat Inspection Act	Ida Tarbell and <i>History of the Standard Oil Company</i>	Pure Food and Drug Act
Boss Tweed	political machine	secret ballot, referendum, initiative, recall
Graduated Income Tax (16 <sup>th</sup> Amendment)	Direct Election of Senators (17 <sup>th</sup> Amendment)	Jane Addams and Hull House
Roosevelt's "Square Deal"	Trustbuster	tenements
Bull Moose Party	Wilson's "New Freedom"	Eugene V. Debs
19 <sup>th</sup> Amendment	NAACP	Federal Reserve System
<i>Northern Securities</i>	3 <sup>rd</sup> Parties	Triangle Shirtwaist Fire

## IMPERIALISM

Imperialism	Open Door Policy	Spanish-American War
“yellow journalism”	De Lôme Letter	<i>Maine</i>
Platt Amendment	Hawaii, Cuba, Puerto Rico	Panama Canal
Roosevelt Corollary to Monroe Doctrine	Dollar Diplomacy	Good Neighbor Policy
	U.S. Interventions in Latin America	

## WORLD WAR I

Causes of World War I: Militarism, Alliances, Imperialism, Nationalism	Ultimatum	Freedom of the Seas
	Unrestricted Submarine Warfare	propaganda
Sinking of the <i>Lusitania</i>	“He Kept Us Out of War”	Neutrality
Zimmermann Note	Selective Service Act	Espionage and Sedition Acts
<i>Schenck v. United States</i>	“clear and present danger”	Fourteen Points
League of Nations	Treaty of Versailles	“war guilt” clause
Washington Conference	Kellogg-Briand Pact	minority migration

## TWENTIES, GREAT DEPRESSION AND THE NEW DEAL

“return to normalcy”	Teapot Dome	Roaring Twenties
Harlem Renaissance	Mass Consumption	Farm overproduction
Langston Hughes	Flapper	Prohibition
Henry Ford and assembly line	Sacco and Vanzetti	re-emergence of the KKK
National Origins Act	Palmer Raids	Red Scare
John Scopes	Marcus Garvey	Bull Market
Great Migration	Causes of the Great Depression (unequal distribution of wealth, industrial overproduction, installment plan, buying on margin...etc.)	Bonus Army
Stock Market Crash		Herbert Hoover
Dust Bowl		rugged individualism
FDR’s “New Deal”	“Relief, Recovery, and Reform”	AAA
WPA and PWA	“Hundred Days”	TVA
SEC	CCC	Wagner Act
Court-Packing	FDIC	Social Security Act
John Steinbeck	<i>The Grapes of Wrath</i>	
Criticism of New Deal:	high National Debt	Too much executive power

## WORLD WAR II AND FIFTIES

Appeasement	Neutrality Acts	Arsenal of Democracy	Lend-Lease Act
Atlantic Charter	Pearl Harbor	Holocaust	Manhattan Project
D-Day	Invasion of Poland	Munich	rationing
Yalta Conference	Nuremberg Trials	<i>Korematsu v. United States</i>	United Nations
Taft-Hartley Act	Women at Work	GI Bill of Rights	Truman’s “Fair Deal”
integration of armed forces	rise of the Middle Class	suburbanization	Interstate Highway Act
	Presidential term limits	baby boom	rock and roll

## THE COLD WAR

Cold War	arms race	nuclear “fear”	communism
satellite nations	Iron Curtain	containment	Domino Theory
Truman Doctrine	Eisenhower Doctrine	Marshall Plan	Berlin Airlift
NATO	Warsaw Pact	<i>Sputnik</i>   Space Race	Korean War
MacArthur	Cuban Revolution	Bay of Pigs	Cuban Missile Crisis
Peace Corps	House Un-American Activities Committee	Alger Hiss and Rosenbergs	McCarthyism
SEATO	Vietnam	Afghanistan	Berlin Wall

## CIVIL RIGHTS MOVEMENT

Jackie Robinson	Brown v. Board of Education	Little Rock 9	Bus Boycott in Montgomery
integration	Sit-Ins	civil disobedience	Martin Luther King, Jr.
Rosa Parks	Malcolm X	separatism	Black Panthers
James Meredith	March on Washington	Affirmative Action	Betty Friedan and <i>The Feminine Mystique</i>
Civil Rights Act of 1964	Voting Rights Act of 1965	Equal Rights Amendment	<i>Roe v. Wade</i>
National Organization of Women (NOW)	Title IX	Native Americans	American w/ Disabilities Act
Cesar Chavez	United Farm Workers		

## SIXTIES

JFK's "New Frontier"	Johnson's "Great Society" and War on Poverty	Medicare and Medicaid
<i>Gideon v. Wainwright</i>	<i>Escobedo v. Illinois</i>	<i>Miranda v. Arizona</i>
<i>Engle v. Vitale</i>	<i>Mapp v. Ohio</i>	Head Start
	Ralph Nader's <i>Unsafe at Any Speed</i>	Rachel Carson and <i>Silent Spring</i>

## VIETNAM WAR AND THE SEVENTIES

The Gulf of Tonkin Resolution	Vietnamization	Kent State / Jackson State	War Powers Act
realpolitik	Nixon's Trip to China	Nixon Doctrine	SALT
Environmental Protection Agency	"New Federalism"	Pentagon Papers	stagflation
executive privilege	Watergate	26 <sup>th</sup> Amendment	<i>New York Times v. U.S.</i>
Gerald Ford	détente	OPEC - energy crisis	

## RECENT HISTORY

Jimmy Carter	Camp David	Hostage Crisis	<i>TLO v. New Jersey</i>
Ronald Reagan	Iran-Contra Affair	Lobbying / special interests	<i>Vernonia</i>
supply-side economics	Reaganomics	George H. W. Bush	USSR - Russia
Persian Gulf War	Bill Clinton	Somalia	NATO and Bosnia
NAFTA	Impeachment	Social Security/Medicare	regional differences (Geog.)
George W. Bush	9/11	Muslim Extremism	Patriot Act
War on Terror	Barack H. Obama	Consumption rising	Homeland Security
Cultural pluralism	Rising costs of entitlements	Independent voters	Electoral College

#### XIV. POSSIBLE ESSAY TOPICS

Note Well: To do well on the essay portion of the exam, you must include specific details (date, historical characters, events...etc.). Below is a list of possible essay topics along with several specific examples. Your task is to fill out the chart using the Review Book.

TOPICS	SPECIFIC EXAMPLES
<p><b>FOREIGN POLICIES</b></p>	<p>containment (Marshall Plan, Truman Doctrine, détente, Korean War, Vietnam War)</p> <p>isolationism (Washington’s Farewell Address, Neutrality Acts)</p> <p>manifest destiny and imperialism (Monroe Doctrine, westward expansion, Big Stick Policy, Roosevelt Corollary)</p>
<p><b>CONSTITUTIONAL ISSUES AND COURT CASES (also see Constitutional Principles Supreme Court Cases Handout)</b></p>	<p>Freedom of speech and expression (Schenck v. United States)</p> <p>Criminal Procedures (Mapp v. Ohio, Miranda v. Arizona, New Jersey v. TLO)</p> <p>Separation of Powers (Marbury v. Madison, FDR and the Supreme Court, Treaty of Versailles)</p> <p>Judicial Review (Marbury v. Madison, New Deal legislations)</p> <p>Elastic Clause (National Bank, Louisiana Purchase)</p> <p>Presidential Powers During Wartime (Korematsu v. U.S., Cuban Missile Crisis, War Powers Act and Gulf of Tonkin Resolutions)</p> <p>Federalism (Nullification of National Bank, McCulloch v. Maryland, Gibbons v. Ogden)</p>
<p><b>ECONOMIC AND DOMESTIC POLICIES</b></p>	<p>Square Deal (trustbusting)/T. Roosevelt</p> <p>New Deal/FDR</p> <p>Great Society (Medicare, Head Start)/LBJ</p> <p>supply-side economics (Reaganomics)/Reagan</p>
<p><b>MINORITIES AND STRUGGLE FOR CIVIL RIGHTS</b></p>	<p>Women (Seneca Falls Convention, ERA, Roe v. Wade, Glass Ceiling)</p> <p>African-Americans (W.E.B. Du Bois, NAACP, Martin Luther King, Jr., Rosa Parks)</p> <p>Disabled Americans (mainstreaming, Americans with Disabilities Act of 1990)</p> <p>Immigrants</p>
<p><b>INDIVIDUALS/ PRESIDENTS</b></p>	<p>Review Famous Americans Puzzle</p>

<p><b>HISTORICAL PERIODS</b></p>	<p><b>AMERICAN REVOLUTION</b></p> <p><b>CIVIL WAR</b></p> <p><b>RECONSTRUCTION</b></p> <p><b>INDUSTRIALIZATION</b></p> <p><b>WWI</b></p> <p><b>ROARING TWENTIES</b></p> <p><b>GREAT DEPRESSION</b></p> <p><b>NEW DEAL</b></p> <p><b>WWII</b></p> <p><b>COLD WAR</b></p> <p><b>SIXTIES</b></p> <p><b>VIETNAM WAR</b></p>
<p><b>PROBLEMS/ ISSUES</b></p>	<p><b>Computer Revolution</b></p> <p><b>Education</b></p> <p><b>AIDS epidemic</b></p> <p><b>Environmental Threats</b></p> <p><b>Terrorism</b></p> <p><b>Affirmative Action</b></p>
<p><b>REFORM MOVEMENTS</b></p>	<p><b>Progressive and Other Reforms (Jacob Riis, <i>The Jungle</i>, Ida Tarbell, Jane Addams, Dorothea Dix, Abolition, Horace Mann)</b></p> <p><b>Labor Movement (early unions, collective bargaining)</b></p> <p><b>Women's Movement (Seneca Falls Convention, Roe v. Wade, ERA, 19<sup>th</sup> Amendment)</b></p> <p><b>Civil Rights Movement (sit-ins, Brown v. Board of Education, Rosa Parks, Civil Rights Acts)</b></p>