

UTAH STATE UNIVERSITY
UINTAH BASIN
USU 1300 (BAI)
U.S. INSTITUTIONS
fall 2006 r/ v



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Office Hours: T/TH 2 - 5 p.m.

Call anytime and if I am not in my office, leave a voice mail and I will respond usually by the next day. I prefer students with questions send me an e-mail. I usually check my e-mail twice a day and will respond in a timely manner. If you contact me about this class please specify USU 1300 evening section.

Meeting Times: Monday 8:00 - 10:30

Required texts:

Don't Know Much About History, Kenneth C. Davis

Common Sense, Thomas Paine

Extended Syllabus

Objectives:

1. To assist each student understand the American Institutions and the American Experience, both from a personal and a national level, and to examine our historic, economic, and political roles and responsibilities.
2. To assist each student understand what history is, what its role is in academics, and how to improve their critical thinking, research, and writing skills.

Schedule of Assignment Due Dates and Meeting Times for USU 1300

Aug. 28th Roosevelt Introduce class, Spain, France, and England's colonialism
Sept. 4th Vernal **No Class, Labor Day**
Sept. 11th Roosevelt Seeds of Independence, Independence and Revolution
Sept. 18th Vernal**To Keep Our Liberty & Independence*
Sept. 25th Roosevelt Constitution **Exam 1.**
Oct. 2nd Vernal Political Wheel Washington to Lincoln Political Parties **Essay #1 due.**
Oct. 9th Roosevelt **Debate.**
Oct. 16th Vernal Causes of the Civil War
Oct. 23rd Roosevelt Living conditions of the Slaves. **Essay #2 Due**
Oct. 30th Vernal Industrial Era or the Era of the Robber Barons
Nov. 6th Roosevelt
Nov. 13th Vernal **Exam 2**
Nov. 20th Roosevelt Progressive Era and WWI **Essay #3 Due.**
Nov. 27th Vernal The Roaring 20s and the Depression
Dec. 4th Roosevelt WWII **Reading Journal Due** The Cold War Modern America.
Final Exam out of Class.

Overview, Assignments, Exams (On all exams, papers, etc. please write your name, the course, instructor's name and the site you wish the material returned to).

To meet the course objectives there will be a mixture of lectures, reading primary documents, discussion, and film. There are three exams worth 100 points each. Exams may include matching, fill in the blank, mapping, and essay.

Exam 1 Major essay question: How is the Constitution of the United States significant to the present day World? Nation? To You?

Exam 2 Major Essay question: What Caused the Civil War and why was it a threat to democracy?

Exam 3 Major essay question: How and why has the United States moved from an Isolationist Thinking Country to Global Involvement in the 20th Century?

Chronologically each section will cover:

section 1 Discovery to Constitution, Chapters 1 - 3 in Don't Know Much About History

section 2 the 19th Century, Chapters 4 - 5 in Don't Know Much About History

section 3 the 20th Century, Chapters 6 - 9 in Don't Know Much About History

Debate: worth 25 points. You must prepare your speech from an minimum of three sources and hand in a one-page outline of your speech and your sources. You may use internet, encyclopedia, texts, lecture, etc. as sources. You must make a stand on any part of, or the whole bill/case either for or against. However you must demonstrate understanding of the issue prior to

making your specific argument(s). If you miss that class you may not make it up. However, you may turn in your argument outline for half credit.

You are a member of the U.S. Senate in 1860 just before the Civil War and the Lincoln election. You must prepare a three minute speech defending your state's position on the question of states' rights and succession. (You must stay in character and time frame. You are in 1860 and cannot use information after that point. Your arguments should reflect that time and mind set).

Reading Journal. Each student will read *Don't Know Much About History* and keep a reading journal that will be turned in and graded at the end of the semester. Journal entries should include a brief outline of each chapter from *Don't Know Much About History*, **AND** your thoughts and reactions to each chapter. What did you learn new? Did you agree with the author's interpretations? Why or why not? And most importantly, **how and/or why is this information significant to you, current society, government, etc.** In other words demonstrate that you not only read but thought about your reading. (50 points possible).

Essays (worth 100 points).

Essay 1. Each student will read Common Sense and write a 4 - 5 page essay on: Why the idea of Liberty developed during the Revolutionary Era. (Worth 50 points). Use Common Sense as your document to establish your points/argument.

Essay 2 . Write a 2 -3 page essay using *Plessey v Ferguson* and *Brown v The Board of Education of Topeka*. Outline the issues behind the *separate but equal* rulings and then using the evidence argue a point(s) and draw conclusions on: How did separate but equal come about and how does it effect us today? (Look these cases up on internet). (Worth 25 points).

Essay 3. Write a 2 - 3 page essay comparing and contrasting Charlton Heston's, *Winning the Cultural Revolution* and Andy Rooney's segment from *60 Minutes* see appendix 1. Are their comments, relevant, appropriate and accurate? Why or why not? (Worth 25 points).

Good writing is expected for all assignments. Include an **introduction** with a clearly stated **thesis**. The **body** of your paper comes next and should include the narrative of events and your evidence and interpretations of arguments. Your arguments should be based on evidence not merely your opinion. One on the main points of college writing is forming informed opinions based on researched evidence and then analysis of that evidence. The final part of your paper is the **conclusion**. This is not the place to introduce new evidence or arguments but to sum up those already outlined in the body of your paper. Keep in mind this is **formal writing**. Avoid contractions, first and second person pronouns, colloquial expressions and slang, etc.

Many students unknowingly plagiarize. Plagiarization is using others words or ideas as your own. ANY THOUGHT, IDEA, WORDS, NUMBERS, PHOTO, DRAWING, STATS, ETC. THAT DID NOT ORIGINATE FROM YOU MAY BY USED, BUT IF NOT SITED AND THE AUTHOR CREDITED, IT IS PLAGIARIZATION.

How to read and analyze Historic Documents: (Primary or secondary documents).

The major factors in reading and analyzing documents is to question:

1. What was the primary purpose or motive of the author in writing this document? Secondary purpose?
2. Who was the intended audience?

3. What are the author's biases?
4. What did this document evidence from the time or era?
5. What did this document mean in a larger scale of the times? Does this document assist us in understanding the human experience?
6. One of the hardest parts of reading a document is recognizing our own bias. We cannot judge the past by present standards or our own belief and value system. Are we maintaining objectivity or subjecting the document to a view colored by our own experience and thoughts that may not be reflective of the time or place?

As we seek answers to these questions, we then interpret or advance arguments about the significance and relevance of the document. This is the beginning of critical thinking and analysis, which are key elements in understanding history.

Grades:

Total points:

300 points from Exams

50 points from reading journal

25 points from debate

100 points from essays

475 points possible.

University Grading Scale

A 100-93% A- 92-90% B+ 89-87% B 86-83% B- 82-80% C+ 79-77% C 76-73% C- 72-70% D 69-60% F 59% and below.

Academic Freedom and Professional Responsibilities (Faculty Code)

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities:

Academic Integrity - "The Honor System" Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities:

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Classroom Civility: Each student is expected to be considerate of fellow students and the instructor, and assist in making the classroom a non-threatening experience for all. Rude behavior, vulgar expressions, mocking questions and mannerisms, profanity, lack of courtesy, etc. will not be tolerated. Cell phones and beepers or pagers should be turned off during class time except for emergency medical personnel.

Add/Drop, Incomplete Grades:

Every term students try to change their schedules without completing the necessary paperwork. Entry into any class after the scheduled registration time has passed requires an add card being completed. To withdraw from any class you must complete a drop card. If you do not do so, you will receive a failing grade and still be financially responsible for the course. The only exceptions after the drop period has ended are medical or family emergencies and a petition for a late drop form must be completed and approved by the Dean of Continuing Education. Incomplete grades are solely up to the instructor and are only considered if there are extenuating circumstances; poor performance in class is not an extenuating circumstance according to the

USU Undergraduate Catalogue. INCOMPLETE GRADES ARE RARELY GRANTED!

Late Assignments: If there is an unavoidable conflict with an assignment of test date, you must clear it with the instructor prior to the due date to ensure that the assignment will be accepted or an alternative test date may be arraigned. Exceptions to this will only be considered if a genuine emergency has occurred. Documentation of such emergencies may be required. Otherwise Late Assignments *will not be accepted*. **IF YOU KNOW YOU HAVE A CONFLICT WITH AN ASSIGNMENT DATE, HAND IT IN EARLY! THE RESPONSIBILITY IS YOURS.**

Appendix I

Speech given by Charlton Heston at Harvard University Feb. 16, 1999

“Winning the Cultural War”

I remember my son when he was five and explaining to his kindergarten class what his father did for a living. “My Daddy,” he said, “pretends to be people.” There have been quite a few of them. Prophets from the Old and New Testaments, a couple of Christian saints, generals of various nationalities and different centuries, several kings, three American presidents, a French Cardinal and two geniuses, including Michelangelo. If you want the ceiling repainted I’ll do my best. There always seem to be a lot of different fellows up here. I’m never sure which one of them gets to talk. Right now, I guess I’m the guy.

As I pondered our visit tonight it struck me: If my Creator gave me the gift to connect you with the hearts and minds of those great men, then I want to use that same gift now to re-connect you with your won sense of liberty of your own freedom of thought ... your own compass of what is right.

Dedicating the memorial at Gettysburg, Abraham Lincoln said of America: “We are now engaged in a great Civil War, testing whether this nation or any nation so conceived and so dedicated can long endure.” Those words are true again. I believe that we are again engaged in a great civil war, a cultural war that’s about to hijack your birthright to think and say what resides in your heart. I fear you no longer trust the pulsing lifeblood of liberty inside you ... the stuff that made this country rise from wilderness into the miracle that it is.

Let me back up. About a year ago I became president of the National Rifle Association, which protects the right to keep and bear arms. I ran for office, I was elected, and now I serve ... I serve as a moving target for the media who’ve called me everything from “ridiculous” and “duped” to a “brain injured, senile, crazy old man.” I know I’m pretty old ... but I sure ain’t senile. As I have stood in the cross hairs of those who target Second Amendment freedoms, I’ve realized that firearms are not the only issue. No, it’s much, much bigger than that. I’ve come to understand that a cultural war is raging across our land, in which, with Orwellian fervor, certain acceptable oughts and speech are mandated.

For example, I marched for civil rights with Dr. King in 1963 – long before Hollywood found it fashionable. But when I told an audience last year that white pride is just as valid as black pride or red pride or anyone else’s pride, they called me a racist. I’ve worked with brilliantly talented

homosexuals all my life, but when I told an audience that gay rights should extend no further than your rights or my rights, I was called a homophobe.

I served in World War II against the Axis powers. But during a speech, when I drew an analogy between singling out innocent Jews and singling out innocent gun owners, I was called an anti-Semite. Everyone I know knows I would never raise a closed fist against my country. But when I asked an audience to oppose this cultural persecution, I was compared to Timothy McVeigh.

From *Time Magazine* to friends and colleagues, they're essentially saying: "Chuck, how dare you speak your mind. You are using language not authorized for public consumption!" But I am not afraid. If Americans believed in political correctness, we'd still be King George's boys – subjects bound to the British crown. In his book, *The End of Sanity*, Martin Gross writes that "blatantly irrational behavior is rapidly being established as the norm in almost every area of human endeavor." There seem to be new customs, new rules, new anti-intellectual theories regularly foisted on us from every direction.

Underneath, the nation, is roiling. Americans know something without a name is undermining the nation, turning the mind mushy when it comes to separating truth from falsehood and right and wrong. And they don't like it. Let me read a few examples. At Antioch college in Ohio, young men seeking intimacy with a coed must get verbal permission at each step of the process from kissing to petting to final copulation .. All clearly spelled out in a printed college directive. In New Jersey, despite the death of several patients nationwide who had been infected by dentists who had concealed their AIDS – the state commission announced that health providers who are HIV positive need not -- NEED NOT – tell their patients that they are infected. At William and Mary, students tried to change the name of the school team "The Tribe" because it was supposedly insulting to local Indians, only to learn that authentic Virginia chiefs truly like the name. In San Francisco, city fathers passed an ordinance protecting the rights of transvestites to cross-dress on the job, and for transsexuals to have separate toilet facilities while undergoing sex change surgery. In New York City, kids who don't speak a word of Spanish have been placed in bilingual classes to learn their three R's in Spanish solely because their last names sound Hispanic. At the University of Pennsylvania, in a state where thousands died at Gettysburg opposing slavery, the president of that college officially set up segregated dormitory space for black students.

Yeah, I know...that's out of bounds now. Dr. King said "Negroes." Jimmy Baldwin and most of us on the March said "black." But it's a no-no now. For me, hyphenated identities are awkward ... particularly "Native-American." I'm a Native American, for God's sake. I also happen to be a blood-initiated brother of the Miniconjou Sioux. On my wife's side, my grandson is a thirteenth generation native America ... with a capital letter on "American."

Finally, just last month ... David Howard, head of the Washington D.C. Office of Public Advocate, used the word "niggardly" while talking to colleagues about budgetary matters. Of course, "niggardly" means stingy or scanty. But within days Howard was forced to publicly apologize and resign.

As columnist Tony Snow wrote: "David Howard got fired because some people in public employ were morons who, (a) didn't know he meaning of niggardly, (b) didn't know how to use a dictionary to discover the meaning, and, (c) actually demanded that he apologize for their

ignorance.”

What does all of this mean? It means that telling us what to think has evolved into telling us what to say, so telling us what to do can't be far behind. Before you claim to be a champion of free thought, tell me: Why did political correctness originate on America's campuses? And why do you continue to tolerate it? Why do you, who're supposed to debate ideas, surrender to their suppression? Let's be honest, who here thinks your professors can say what they really believe? It scares me to death, and should scare you too, that the superstition of political correctness rules the halls of reason. You are the best and the brightest. You, here in the fertile cradle of American academia, here in the castle of learning on the Charles River, you are the cream. But I submit that you, and your counterparts across the land, are the most socially conformed and politically silenced generation since Concord Bridge. And as long as you validate that ... and abide it ... you are, by your grandfather's standards, cowards.

Here's another example. Right now at more than one major university, Second Amendment scholars and researchers are being told to shut up about their findings or they'll lose their jobs. Why? Because their research findings would undermine big-city mayor's pending lawsuits that seek to extort hundreds of millions of dollars from firearm manufacturers. I don't care what you think about guns. But if you are not shocked at that, I am shocked at you. Who will guard the raw material of undeterred ideas if not you? Who will defend the core value of academia, if you supposed soldiers of free thought and expression lay down your arms and plead: "Don't shoot me." If you talk about race, it does not make you a racist. If you see distinctions between genders, it does not make you a sexist. If you think critically about denomination, it does not make you anti-religion. If you accept but don't celebrate homosexuality, it does not make you a homophobe. Don't let an epidemic of new McCarthyism exist. But what can you do? How can anyone prevail against such pervasive social subjugation? The answer's been here all along. I learned it 36 years ago, on the steps of the Lincoln Memorial in Washington D.C. standing with Dr. Martin Luther King and two-hundred thousand people. You simply DISOBEY! Peaceable, yes. Respectfully, of course. Nonviolently, absolutely. But when told how to think or what to say or how to behave, we don't. We disobey social protocol that stifles and stigmatizes personal freedom. I learned the awesome power of disobedience from Dr. King, who learned it from Gandhi, and Thoreau, and Jesus, and every other great man who led those in the right against those with the might. Disobedience is in our DNA. We feel innate kinship with that disobedient spirit that tossed tea into Boston Harbor, that sent Thoreau to jail, that refused to sit in the back of the bus, that protested a war in Viet Nam. In that same spirit, I am asking you to disavow cultural correctness with massive disobedience in rogue authority, social directives and onerous laws that weaken personal freedom. But be careful ... it hurts. Disobedience demands that you put yourself at risk. Dr. King stood on lots of balconies. You must be willing to be humiliated ... to endure the modern-day equivalent of the police dogs at Montgomery and the water cannons at Selma. You must be willing to experience discomfort. I'm not complaining, but my own decades of social activism have taken their toll on me.

Let me tell you a story. A few years back I heard about a rapier named Ice-T who was selling a CD called "Cop Killer" celebrating ambushing and murdering police officers. It was being marketed by none other than Time/Warner, the biggest entertainment conglomerate in the world. Police across the country were outraged. Rightfully so – at least one had been murdered. But Time/Warner was stonewalling because the CD was a cash cow for them, and the media were tiptoeing around it because the rapier was black. I heard Time/Warner had a stockholders

meeting scheduled in Beverly Hills. I owned some shares at the time, so I decided to attend. What I did there was against the advice of my family and colleagues. I asked for the floor. To a hushed room of a thousand average American stockholders, I simply read the full lyrics of “Cop Killer” – every vicious, vulgar, instructional word:

“I GOT MY 12 GAUGE SAWED OFF
I GOT MY HEADLIGHTS TURNED OFF
I’M ABOUT BUST SHOE SHOTS OFF
I’M ABOUT TO DUST SOME COPS OFF...”

It got worse, a lot worse. I won’t read the rest of it to you. But trust me, the room was a sea of shocked, frozen, blanched faces. The Time/Warner executives squirmed in their chairs and stared at their shoes. They hated me for that. Then I delivered another volley of sick lyric brimming with racist filth, where Ice-T fantasizes about sodomizing two 12-year old nieces of Al and Tipper Gore.

Well I won’t do to you here what I did to them. Let’s just say I left the room in echoing silence. When I read the lyrics to the waiting press corps, one of them said: “We can’t print that.” “I know,” I replied, “but Time/Warner’s selling it.” Two months later, Time/Warner terminated Ice-T’s contract. I’ll never be offered another film by Warner’s, or get a good review from *Time Magazine*. But disobedience means you must be willing to act, not just talk. When a mugger sues his elderly victim for defending herself ... jam the switchboard of the district attorney’s office. When your university is pressured to lower standards until 80% of the students graduate with honors ... choke the halls of the board of regents. When an 8-year old boy pecks a girl’s cheek on the playground and gets hauled into the court for sexual harassment ... march on that school and choke its doorways.

When someone you elected is seduced by political power and betrays you ... petition them, oust them, banish them. When *Time Magazine*’s cover portrays millennium nuts as deranged, crazy Christians holding a cross as it did last month boycott their magazine and the products it advertized.

So that this nation may long endure, I urge you to follow in the hallowed footsteps of the great disobediences of history that freed exiles, founded religions, defeated tyrants, and yes, in the hands of an aroused rabble in arms and a few great men, by God’s grace, built this country. If Dr. King were here, I think he would agree.

Andy Rooney from "60 Minutes"

I don't think being a minority makes you a victim of anything except numbers. The only things I can think of that are truly discriminatory are things like the United Negro College Fund, Jet Magazine, Black Entertainment Television, and Miss Black America. Try to have things like the United Caucasian College Fund, Cloud Magazine, White Entertainment Television, or Miss White America; and see what happens...Jesse Jackson will be knocking down your door.

Guns do not make you a killer. I think killing makes you a killer. You can kill someone with a baseball bat or a car, but no one is trying to ban you from driving to the ball game.

I believe they are called the Boy Scouts for a reason, that is why there are no girls allowed. Girls belong in the Girl Scouts! ARE YOU LISTENING MARTHA BURKE?

I think that if you feel homosexuality is wrong, it is not a phobia, it is an opinion.

I have the right "NOT" to be tolerant of others because they are different, weird, or tick me off.

When 70% of the people who get arrested are black, in cities where 70% of the population is black, that is not racial profiling, it is the Law of Probability.

I believe that if you are selling me a milkshake, a pack of cigarettes, a newspaper or a hotel room, you must do it in English! As a matter of fact, if you want to be an American citizen, you should have to speak English!

My father and grandfather didn't die in vain so you can leave the countries you were born in to come over and disrespect ours.

I think the police should have every right to shoot your sorry ass if you threaten them after they tell you to stop. If you can't understand the word "freeze" or "stop" in English, see the above lines.

I don't think just because you were not born in this country, you are qualified for any special loan programs, government sponsored bank loans or tax breaks, etc., so you can open a hotel, coffee shop, trinket store, or any other business.

We did not go to the aid of certain foreign countries and risk our lives in wars to defend their freedoms, so that decades later they could come over here and tell us our constitution is a living document; and open to their interpretations.

I don't hate the rich. I don't pity the poor.
I know pro wrestling is fake, but so are movies and television. That doesn't stop you from watching them.

I think Bill Gates has every right to keep every penny he made and continue to make more. If it ticks you off, go and invent the next operating system that's better, and put your name on the building.

It doesn't take a whole village to raise a child right, but it does take a parent to stand up to the kid; and smack their little behinds when necessary, and say "NO!"

I think tattoos and piercing are fine if you want them, but please don't pretend they are a political statement. And, please, stay home until that new lip ring heals. I don't want to look at your ugly infected mouth as you serve me French fries!

I am sick of "Political Correctness." I know a lot of black people, and not a single one of them was born in Africa; so how can they be "African-Americans"? Besides, Africa is a continent. I don't go around saying I am a European-American because my great, great, great, great, great, great grandfather was from Europe. I am proud to be from America and nowhere else. And if you don't like my point of view, tough...

USU 1300 AMERICAN INSTITUTIONS

JOHN D. BARTON, SENIOR LECTURER

What are institutions? “A significant practice, relationship, or organization in a society or culture – an established organization or public character. A collection of such principles and precepts for the promotion of a cause.” (Webster’s New Collegiate Dictionary).

What are American Institutions? American History and Institutions...

History, What is history? Why study it?

Part I Discovery to Constitution:

Mercantilism – The Manner in Which the European Country Exploits the New World.

- a. The European country must have internal problems at an acceptable level
- b. They must have military/navy sufficient to support New World conquest and holding an empire
- c. They must have the will and or desire to do so.

Spain: Invaded by Moors in 711 A.D. and continued war until 1492. The marriage of Ferdinand and Isabella united much of Christian Spain. After the expulsion of the Moors in 1492 from Iberia they could turn to the next project – Columbus.

Colombus 1492

Three G’s

Cortez 1519 - 1521 conquest of the Aztecs

Cabasa de Vaca and the story of cities of gold

Coronado 1540 - 42

Onate and the colonization of New Mexico

Pueblo Revolt of 1680 – horses for Native Americans

de Vargas 1694 reconquers Santa Fe.

France: Internal problems, Renaissance and Reformation slowed France’s entry into the New World. Started colonization into Northeastern portion of the continent: Nova Scotia, New Brunswick, and particularly along the St. Lawrence River, in 1608-9.

Samuel Champlain and the French Fur Trade

Huron and Iroquois

Exploration on the Great Lakes and Mississippi River:

Marquette and Joliet 1673

Robert LaSalle 1682

Expansion of French Fur Empire to 1754 and the start of the French and Indian War

England: Internal problems – Henry VII through James I.

England’s Mercantilism in theory

Roanoke 1584 - 87

Treatment of Native Americans – Isolation and Separation

Jamestown 1607

Plymouth 1620 (Mayflower 48' long 25' wide, 180 tons, max speed 8 knots, gun ports 10. John Smith Capt. 25 - 30 crew.)

Disease Frontier in North America

Tobacco and Codfish

Seeds of Independence

Population growth in colonies 250,000 1700, 2.5 million by 1775.

French and Indian War 1754 - 1763

Treaty of Paris 1763

The Road to Independence – From Colony to Country

L140,000,000 debt and Britain wants American Colonies to assist with payment

Need to leave standing army in colonies Lord Grenville decides American Colonies should pay

L100,000 per year to upkeep army.

1763 Sugar Act

1765 Stamp Act

Taxation without Representation is Tyranny

1766-67 Townshend Duties

1770 (March 5) Boston Massacre

1773 Tea Act

Dec. 16, 1773 Boston Tea Party

March 1774 Boston Harbor Closed

1774 First Continental Congress at Philadelphia. 55 delegates from 12 colonies

April 19, 1775 Lexington and Concord. 1000 man army sent to seize arms. Br. 273 Am. 93.

May 10, 1775 Second Cont. Congress. Washington Commander in Chief of Armies, Olive Branch Petition.

Jan. 1776 Common Sense

July 4, 1776 Dec. of Independence -- Colonies to States

1777 France assists New States, Valley Forge,

1778 France enters the war.

1780 All states have new government instead of colonial charters.

1781 Articles of Confederation Yorktown

Treaty of Paris 1783

1787 Northwest Ordinance of, Constitutional Convention (55 men

1789 Ratification of Constitution – The United States of America!

1791 Bill of Rights

Capitalism and Democracy – Social/Economic Structures Middle Class and Democracy/Revolutions.

Constitution:

Ideologies of the Founding Fathers

Balancing Powers Sovereignty of the People, Republic means the public good of the whole as opposed to the good of the sovereign.

Part II: The 19th Century

Political Wheel:

Washington to Lincoln, Political Parties, 2 Wars, Expansion.

Washington – Measuring Rod for all Future Presidents, Fair well Address to Congress

Adams and the Federalists

Jefferson and the 1800 election, Democratic Republicans, Jeffersonian Era, Louisiana Purchase
Madison

War of 1812: Napoleonic Wars led England to seize neutral vessels, impressment of sailors,
British Agents talking with Tecumseh about halting US expansion to Ohio. US and British
offensives. Treaty of Ghent Dec. 24, 1814 boundaries took 4 more years to settle 49 parallel.

Monroe: Monroe Doctrine

1824 Election

Jackson: Democratic Party, Jacksonian America, Indian Removal Act

Van Buren.

Wm. Henry Harrison: Whigs

Tyler and Texas

Manifest Destiny: Magazine editor, John L. O'Sullivan, 1845 wrote that it was "*the fulfilment of
our manifest destine to overspread the continent allotted by Providence for the free development
of our yearly multiplying millions.*"

James K. Polk: *54 – 40 or Fight*, Texas

War with Mexico

Treaty of Guadalupe Hidalgo and the Mexican Cession – Gold in California

Zachary Taylor

Millard Fillmore

Franklin Pierce

Republican Party

1856 election: Fremont v. Buchanan

1860 election: Lincoln

What Caused the Civil War?

The Civil War is still the greatest challenge our Nation has faced.

Slavery and the Civil War!

1618 Slaves introduced into Virginia Colony

1618 to 1866 Slavery as an Institution

1776 Dec. of Independence "all men are created equal" do we live up to this even today?

1787 Constitutional Convention and slavery

1793 Eli Whitney's Cotton Gin

Cotton is King

1808 Slave Importation/Trade Banned

1820 Compromise

1832 Tariff Crisis

Southern Nationalism

Abolitionism

1836 Gag Rule

Expansion and Containment

Wilmot Proviso and the Mexican Cession

1850 Compromise

a. California Admitted as 31st state

b. Utah and New Mexico admitted as territories

c. Fugitive Slave Act

d. Slavery banned in Washington D.C.

Blundering Generation

1854 Kansas Nebraska Act

Bleeding Kansas

Dred Scott

Hatred and Fanaticism

John Brown

Divergent Culture

Divergent Economies

1860 Election

States Rights v. Constitutionalism and Union

Alexander Stevens: *When the Founding Fathers had completed the Constitution they had to go to the states for ratification of the Constitution to empower it – to put it into force.*

Therefore it is obvious that States Rights precede the Constitution. Therefore it is obvious that when the Union of States is going a direction that is injurious to a state or region of states, that state or region has the right of secession.

A. Lincoln: *While it is true that the founding fathers had to go to the individual states for ratification of the Constitution, upon ratification of the Constitution, the individual states surrendered their sovereignty to the Union of States, therefore secession is impossible.”*

Secession poses grave threat to Democracy:

“Secession presents a stark question: whether a democracy could maintain its territorial integrity against its internal foes. The answer to Lincoln was clear – “A government could not be so tender about the rights of its citizens that it lost power to maintain its existence...”

“The central idea pervading the struggle of the Civil War was the necessity of proving that popular government is not an absurdity. The question is whether in a free government the minority have the right to break up the government whenever they choose.” If the Civil War failed it would have proven the incapability of people to govern themselves... The Union is more than the sum of the States”

Living Conditions of Ante-bellum slaves.

Early slaves 1618 - 1700 hard but times were hard. 50 % mortality rate for all settlers

Economics of Slavery:

\$400 for female 18 - 35

\$600 for male 18 - 35

Food, clothing, shelter.

Whipping, auction, sexual abuse, run away slaves.

Four arguments:

1. Slaves outlived their masters
2. Slave numbers increased nearly 100% from 1808 to 1861.
3. No Major Slave uprising in history of the South
4. When freed 2/3 former slaves stay on the plantation as sharecroppers.

Analogy of slave owner

The Civil War: North and South in 1861

	<u>North</u>	<u>South</u>
states:	19 free and 4 loyal slave states	11 Seceding states

population:	22,340,000	9,103,000
blacks:	508,000	3,368,000
military age:	4,000,000	1,100,000
enlistments:	1,557,000	1,082,000
real estate:	11,000,000,000	5,000,000,000
manufactures:	1,794,417,000	155,552,000
factories and shops:	111,000	21,000
farmland:	105,831,000	56,832,000
r.r. track:	21,846	8,947
draft animals:	4,550,000	245,000

Nov. 6, 1860 Lincoln elected

Feb. 1861 Confederate States of America formed

April 14, 1861 Ft. Sumpter fell Lincoln calls for 75,000 militia to put down *Southern Rebellion*.

South wins major battles 1861 - 1863.

The focus of the: Union v. Free the Slaves

U.S. Grant: *Scorched Earth Policy*

April 9, 1865 Lee surrenders to Grant at Appomattox Courthouse

Civil War: 10,455 military actions in 4 years

Battle Deaths:	110,000	94,000
Disease Deaths:	225,000	164,000
Wounded:	275,000	194,000

totals – they were all Americans

204,000 Battle Deaths

389,000 Disease Deaths

469,000 Wounded

Reconstruction:

April 9, 1865 war ends

April 14, 1865 Lincoln shot by John Wilkes Booth

Andrew Johnson and the 10% Plan

Reconstruction: Military Law, Black Codes, KKK, Carpetbaggers and Scallywags

1873 military occupation ends

1877 fully restored south, reconstruction ends.

13, 14, 15 Amendments

The Gospel of Wealth

The Industrial Age or the Era of the Robber Barons:

Rise of the Republican Party and merging with Big Business

Laissez-faire economics

New Inventions – Machine Age speed v. quality, national marketing

Railroad and Transportation

Western Resources

Political Machines

Political Bosses organize voting districts control votes with force, money, bribery, trickery.

Social Darwinism

Monopolies and Holding Companies

Gilded Age:

Opposition to Big Business

Sweat shops, child labor – Debt Peonage

Immigration 26,000,000 come between 1870 - 1929

Labor Unions

Impacts on the environment, animals, pollution, mining, clear cutting timber,

Native Americans – Wars and Reservations Dawes Act 1887

Populism and The Green Backers Movement -- Interest and Inflation

1873-77 Depression

1877 R.R. Strikes

1879 Edison and Light

1886 AFL organized

1892 Steel Strike

1893-97 Depression

American Imperialism:

Alaska 1867 for 7.2 million from Russia

Spanish American War.

April 19, 1898 Sinking of the USS Maine, 260 Americans killed

August 12, 1898 Treaty of Paris, Cuba, Philippines, Puerto Rico, Guam, US pay 20,000,000

1898 Hawaii, Wake Island

1899 Samoa

Section III: The Twentieth Century

How did we move from Isolationism to World Power?

The Progressive Era 1900 - 1920

Grew out of the reformers after the 1896 election.

William Jennings Bryan and the Cross of Gold Speech: *“Burn down your cities and leave our farms and your cities will spring up again as if by magic. But destroy our farms and grass will grow in the streets of every city in the county. If they (gold forces) dare to come out into the open field and define the gold standard as a good thing we will fight them to the uttermost. We will answer their demand for a gold standard by saying: You shall not press down upon the brow of labor this crown of thorns: You shall not crucify mankind upon a cross of gold!”*

1900 Election and McKinley killed.

Teddy Roosevelt – First President to expand size and scope of Executive Branch.

Forest Service and BLM

attacks Big Business, Railroad, Meat packing, oil trusts with antitrust laws.

Panama Canal

muckrakers – Upton Sinclair *The Jungle*

150,000,000 acres of National Parks

Nobel Peace Prize

1908 election: Taft

1912 election Bull Moose Party

Woodrow Wilson *“He Kept Us Out of War!”*

World War I

Germany, Austria, Turkey v. Britain, France, Russia
Serbia

U.S. neutrality: 1914 - 1917.

Causes for U.S. entry:

1. Ethnic background
2. Trade
3. Pro-Allied Sympathy. Wilson and most Americans believe a German victory will hurt free trade and destroy government by law in Europe. Wilson believed in free market, non-exploitive capitalism, political constitutionalism for all nations to ensure world peace and good society.
4. May 7, 1915 *Lusitania* is sunk. 128 Americans died.
5. *Zimmermann Telegram* intercepted Jan. 1917 and Germany announced unrestricted submarine warfare.
6. Bolshevik Revolution

April 2, 1917 Wilson urges Congress for a declaration of war with the plea: "The World must be safe for democracy!"

51,000 U.S. dead, 230,000 wounded.

7 to 12 million total dead.

Nov. 11, 1918, Armistice Agreement

The Treaty of Versailles:

Big Four: Wilson, Lloyd-George, Clemenceau, Orlando

Germany guilty for war

Germany pay war reparations of 33,000,000,000

Wilson's 14 Point Plan:

1-5 diplomacy of public view, freedom on seas, lower tariffs, reduce arms, decolonize empires

6-13 self determination for national groups in Europe – Austria, Hungary, Yugoslavia,

Czechoslovakia, Poland, from Russia: Finland, Estonia, Latvia, Lithuania

14 League of Nations

Wilson and the Republicans,

16th Amendment: 1913 Income Tax

17th Amendment: 1916 Direct Election of Senate

18th Amendment: 1919 Prohibition, Carry Nation

19th Amendment: 1919 Women's Suffrage

The Roaring 20's The Era of Frivolity

Big Business and post war optimism.

Materialism, cars, vacuums, washers, toasters.

Era of the Automobile, Henry Ford. 8 to 23 million cars in 1920s.

Charles Lindbergh 1927.

Movies – Clara Bow and Tom Mix

Puritan Ethic v. New Morality Speakeasies. Scarface.

Politics: Warren G. Harding most corrupt president in history, dies August 2, 1923

Calvin Coolidge

Herbert Hoover

Oct. 29, 1929

Stock and the Market.

The Depression

Causes of the Depression:

1. Overproduction, declining farm prices, mounting debt, bankruptcies, and small bank failures all came together. The two mainstays of the economy: auto manufacturing and home building were in sharp decline.
2. Under consumption of goods.
3. Big Business – no balance of trade no competition,
4. Speculation on stock with borrowed cash
5. Economic troubles internationally.
6. Failed Federal Policies
 - a. Failed to regulate wild speculation on stock,
 - b. Failed to check corporate power.

Banks failed, runs on banks, Panic.

Unemployment rose from 4 to 13 million by 1933 – 25% unemployment nationwide.

Wages cut 40% Farm prices fell 60% - Drought, Foreclosures Dust Bowl. The Grapes of Wrath. Hobos and Tramps. America no longer a Garden of Eden – The dream perished.

Hoover rejects direct aid believing it will undermine the work ethic of the people. Finally starts some public works projects such as Grand Coulee, Boulder, and Hoover Dams.

The New Deal: Franklin Roosevelt won and brought on his coat-tails a majority to both the Senate and the House. “The only thing we have to fear is fear itself – nameless, unreasoning, unjustified terror.” He installed hope and courage.

Goals of New Deal:

1. Regulate Big Business
2. Immediate and Direct Relief to poor and unemployed
3. Centralized Economic Planning

How it was put into effect:

100 days Special Session of Congress pass 15 major bills including:

1. Banking Relief Bill
2. Economy Act – Balanced Budget
3. Agricultural Adjustment Act
4. CCC's
6. Federal Emergency Relief Act – \$500 million paid to state and local governments
 - a. National Industrial Recovery Act
 - b. Public Works Administration PWA
 - c. NIRA help industry, stop cutthroat business
7. TVA
8. Abandoned Gold Standard
9. FDIC in Banking
10. Federal Securities Act

1934 Midterm elections Democrats gained ten seats in both house and senate.

By 1936 Unemployment fell from 13 to 9 million, farm income went from 2.5 billion in 1932 to 5.85 billion in 1937. Salaries and wages rose from 6.25 billion to 13 billion by 1937. Still far

from 1928.

1935 2nd New Deal 2nd 100 Days.

1. WPA employed 8.5 million men built 650,000 miles of highway, 125,000 public buildings, 8,000 parks, bridges, airports, etc. Artists and Dances hired, Historians took oral interviews.

2. RA Resettlement Administration

3. REA Rural Electrification Administration

Big Business was not cooperating so:

4. Social Security Act

5. Banking Act

6. Public Utilities Holding Act

7. Revenue Act – tax on Wealthy

1936 Roosevelt easily wins second term.

1937 - 39 slow down on the economy and Europe gets close to war.

FDR and the Supreme Court

Last two major bills of the New Deal Era: Ag. Adjustment Act and Fair Labor Standards Act.

World War II

There can be no permanent peace unless economic satisfactions are enjoyed. Sec. of State Evans 1922.

Europe owed 26.5 billion to U.S. in war debt. Germany owed 33 B. to France and England on reparations. Germany's economy was in shambles,

1931 Europe defaulted after paying only 2.6 B.

1931 China invades Manchuria

1937 Japan invades China

Hitler and the rise of Nazism.

1933 ends German involvement in League of Nations, start to rearm, stops reparations.

1935 Mussolini in Ethiopia

1936 Rhineland taken from France, Rome Berlin Axis formed.

1936 - 39 Spanish Civil War Hitler aids Franco

1938 Munich Conference "Peace in our time."

March 1939 Hitler takes Czechoslovakia

Summer 1939 Nazi/Soviet Pact

September 1939 USSR from the east and Germany from the west strike Poland. England and France declare War on Germany. WWII begins.

U.S. 1935 Neutrality Act – no shipment of arms to either side.

1936 amend act to "forbid loans to belligerents."

1937 Cash and Carry and US neutral in Spanish Civil War

After Poland falls US and Roosevelt ready to assist allies with anything short of going to war.

Nov. 1939 Poland fell

March 1940 Finland fell

April 1940 Denmark and Norway

May Netherlands and Belgium

July France falls.

June 1941 Hitler turns on Russia

1939 - 41 US wanted neutrality and Hitler defeated.

Jan. 1941 Lend Lease expands. *US will be the arsenal of democracy.*

December 7, 1941 *A date which shall live in infamy.* Pearl Harbor attacked by Japan. 2,400 U.S. dead, several battleships destroyed, aircraft destroyed.
US declares war on Japan on Dec. 8. Dec. 11 Germany and Italy declare war on US. Global War.

U.S. has a two front war. First effort goes to Europe. Send MacArthur and Nimitz to deal with Japan in island hopping and naval war.

We start in North Africa then Sicily then Italy by Sept. 1943.

June 6, 1944 D-Day and by Sept. U.S. forces were in Germany, Russia takes Warsaw.

Jan. 1945 planning assault on Berlin

May 1 Germany announces Hitler's suicide and May 7 V.G. Day.

In Pacific Wake Island and Coral Sea. Island hopping from Australia to New Guinea to Philippines to Gilbert, Marshall, Marianas, to Okinawa by April 1945. Firestorm in Japan.

August 6 and 9 A bombs

August 14, V.J.

Dead Russia, 20 million

Poland 5.8 million

Germany 4.5 million

some 35 - 45 million Europeans die

Japan 2 million

China 20 million

US 400,000 dead 600,000 wounded.

Total 65 to 80 million dead in World War II!

1944 elections FDR wins 4th term and dies April 12, 1945.

Harry Truman and the ending of the war.

Atom Bomb Moral – Immoral?

Yalta and USSR zones of influence.

War at home: Women in the work force, rationing, patriotism, interment of Japanese.

US only country to escape bombings and war torn land. Its economy was better as a result.

Post War and Modern Times

Cold War:

Truman Doctrine *“Policy of supporting free peoples who are resisting attempted subjection by armed minorities or outside forces.”*

Stalin's Two Camp Theory

Yugoslavia, Greece, Berlin Blockade, China,

Apr, 1949 NATO formed with US. Canada, Western Europe

Soviet Block USSR, East Europe

Anti-Communism at home

1950 McCarthyism Un-American Activities

By 1951 US ends occupation of Japan and sign defense pact.

Korea:

North and South split after war. On June 25, 1950 NK troops invade SK. June 30, Truman orders US troops in. UN votes to assist SK and MacArthur UN Commander.

MacArthur attacks NK in NK north of 38th parallel, leads China to openly assist NK.
MacArthur and Truman
July 23, 1953 Armistice signed POWs want to stay in US.
54,000 US Dead, 2 million total dead.

I Like Ike! 1952 election.
Eisenhower gave top priority to minimizing government regulation over economy.
1956 High Way Act 41,000 miles on interstate highway.

Civil Rights:
Brown v. Board of Education of Topeka –
Separate but equal. 1958 - 59 schools close in Little Rock.
Nov. 1955 Rosa Parks and Jim Crow
Martin Luther King
1957 Civil Rights Law passed and Jim Crow laws banned.

1960 Election: Nixon v. Kennedy
Bay of Pigs
Cuban Missile Crisis
Nov. 22, 1963

Johnson and the Great Society
Viet Nam
French Colony 1681
Anti-Colonial forces under Ho Chi Minh defeat France 1946
1956 Geneva Conference France wants out Divide country at 17th parallel
Ngo Dinh Diem and the National Liberation Front – Viet Cong
Tonkin Gulf Resolution USS Maddox
Johnson's world view escalates troops – 543,000 by 1969
Nixon wins 89' election starts decreasing troops
Jan. 1973 ceases fire signed and US troops out
April 1975 SV falls to NV and one country under communistic leadership.
57,000 dead
\$150 billion cost

The 60's – Rock and Roll Music Hippies, Drug Culture, Down with the establishment, Riots,
protests, civil rights, assassinations,

Carter
Reagan and the move to conservatism
Bush and the Gulf War
Clinton
Bush and the election of 2000/2004
War on Terrorism