

History 2700
United States History
Discovery to 1877
Utah State University
Fall 2006



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Office Hours: Tue. - Thur. 2:00 – 5:00 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 to e-mail. I usually check my e-mail twice a day and

will respond in a timely manner.

History 2700 is a rapid survey of United States History from Discovery through Reconstruction. In a lecture based class of this type not all topics and historic events can be covered. The following themes will receive particular attention: Discovery, Colonization, Mercantilism, Native Americans, Independence, Constitution, Federalism, Land Acquisitions, Slavery, and the Civil War's significance and impact.

Meeting Schedule: Wednesday 5:15 - 7:45 p.m.

(The dates of lecture topics may vary somewhat).

Aug. 30, Introduction, America prior to Columbus, Europe/Spain on the eve of Discovery, Mercantilism.

Sept. 6, Columbus, Spanish Exploration and France in the New World,

Sept. 13, Colonization to Pueblo Revolt England's internal problems, Disease Frontier, English colonization

Sept. 20, The English Civil War Stuart Restoration, Dominion of New England Seeds of Independence,

Sept. 27, The French and Indian War, Treaty of Paris 1763.

Oct. 4, Revolution/ Independence, Declaration of Independence. Forging a New Nation, 1763 to 1776,

Mapping Assignment Due Film: *Independence*

Oct. 11, The Revolutionary War Film: *To Keep Our Liberty*, The Articles of Confederation, Treaty of Paris 1783 - Constitutional Convention, Capitalism and Democracy. Ideologies of the Founding Fathers. From Colony to Country,

Oct. 18, **PART ONE ESSAY JOURNAL DUE** The Constitution, Washington as President, Whisky Rebellion, Fair well Address

Oct. 25, Political Parties and Wheel,

Nov. 1, **Research Paper Due** Jeffersonian Era, *Lewis and Clark Film* War of 1812. 1824 Election, Jacksonian Era, Trail of Tears

Nov. 8, Land Acquisitions: East Coast, Louisiana Purchase, Oregon, Texas Independence,

Nov. 15, War with Mexico, Gadsden Purchase Living Conditions of the Slaves,

Nov. 22, **No Class Enjoy Thanksgiving.**

Nov. 29, What Caused the Civil War?

Dec. 6, **Essay Journal PART 2 Due** Lincoln, The Civil War.

Johnson, Reconstruction.

Required texts:

Give Me Liberty: An American History, Eric Foner.

Democracy in America, Alexis DeTocqueville

Objectives:

1. To assist each student understand 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 and writing skills.

Understanding and thinking history:

The study of history is sadly something that many people do not understand. It is, as most assume, a study of the past, but it is more than that. If we only study the past it is academic mind games and of little real value. Many of the people who feel some distaste for history likely had a

teacher in their past who taught history only as an endless memorization of boring dates, facts and figures. **That is not history!** Although it is a part of history. History is examining the past, analyzing and interpreting it, and advancing valid arguments for what occurred, why it occurred, and how it is meaningful (how it may effect us) presently. As societal evolution continues to change how we perceive ourselves and interact with one another, how we interpret what occurred in that past also changes. Not that the facts about what occurred change – but how we explain how it relates to us changes. For example: Consider the former USSR. Their truths of just a few years ago were completely centered in a government directed truth of socialism. Since the USSR broke up would you expect the interpretation of the social contract that seems to have failed the Russian people to be interpreted the same as it was previous to the breakup? Hardly. So have the facts of Marxist doctrine changed? No, but the interpretation of its application and validity have certainly changed.

One of the most significant factors in history then is the ability to critically think about the material that you read and study from. Get familiar with the following questions that should be applied to the books and documents that you read for this class. As you do so you may notice that you start applying the same evaluation to many other things in your life such as the news, or commentary, politics and politicians, even the movies we watch. No longer do we simply take everything at face value. We question and analyze what we see and hear. This leads us to make our own interpretations on life not blindly accepting those that some want to share with you. This doesn't make us jaded and cynical about life, just the opposite. We find life filled with a million questions that need to be answered: Why did that occur? How did that come about? Where did you get that information? Why are you telling me this? What is the real motive here? How does this relate to ...?

Read and re-read these following questions until they become somewhat an automatic part of your thinking.

How to read an Historic Document: (Primary or secondary documents).

The major factors in reading and analyzing documents are 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? How is this document relevant to gaining an understanding of the contemporary times and people?
5. What did this document mean in a larger scale of the times? To future generations? To us presently? Does this document assist us in understanding the human experience? How?
6. Often to understand a document we need to gain an understanding of the history of the time and place to evaluate the document fairly and accurately. Then we can assess if it is consistent with what is generally assumed about the time, if it is not, how accurate is it? Why does it contradict what is thought? Remember **History is a series of arguments to be debated not merely a body of facts to be memorized**, therefore, if a document does not agree with other contemporary documents we do not necessarily throw it out, but carefully analyze it and advance an arguments based on reasonable thought.

7. 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.

Good writing is expected on all assignments. Read the following information on writing. All assignments will be graded based on these expectations. Include an introduction with a **clearly stated thesis**. The thesis should forecast your argument(s) or point. Avoid being vague or non-specific with your thesis. Without a clear thesis rarely is the argument presented in good form nor the organization of the paper logical. 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. Avoid long block quotes. One of the main points of college writing is forming informed opinions/arguments based on researched evidence and then analysis of that evidence. Be sure and use proper transitions between ideas. 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. One of the most common lapses in formal writing is: “*I think or I feel*” statements. Use of the “I” breaks formality and is redundant. If you write it you had to think it so to say it is repetitious and weakens your point.

Editing: What to look for in editing your written work:

- a. Clearly stated thesis and arguments. Is their argument logical? Supported with documents?
- b. Is the paper in good form with introduction, body, and conclusion?
- c. Are the requirements of the paper met? Length? Conventions of writing?
- d. Sources: are there sufficient sources, are they annotated correctly, is a works cited page added?
- e. Conventions of writing: Punctuation, grammar, spelling, tone, flow, etc.

Plagiarism: In historical writing it is acceptable to use information from other people’s work. In fact, most of the information you will use to write about in your assignments will come from your readings. However, if you do not cite it in your paper you are stealing others’ ideas. This is a form of theft as insidious as identity or credit card theft. **ANY IDEA, NUMBERS, RESEARCH, WORDS (PARTS OF OR WHOLE SENTENCES, PARAGRAPHS, PAGES), ETC. THAT DOES NOT ORIGINATE FROM YOUR MIND, IF NOT SITED TO GIVE CREDIT TO THE SOURCE, IS PLAGIARISM** **Cite your sources in all assignments.** Points will be subtracted from any assignment with the sources not cited. If it is blatant plagiarism sever penalties will result. For further information on plagiarism see section below. Use and document your sources with either MLA or Chicago style annotation.

PROPER FOOTNOTING: A **footnote** refers to a note in an essay or paper which appears at the bottom of a page. An **endnote** is a note which appears at the end of a paper. Because most word processing programs (such as Microsoft *Word* or Corel's *Wordperfect*) make it easy to construct either kind of notes, and since footnotes are far easier to follow when reading a paper, all assignment need to include footnotes (and not endnotes) in your paper(s) for this class. Historians use a particular kind of footnoting, popularized by the University of Chicago in its *Chicago Manual of Style*. It is sometimes known as Turabian style, after Kate Turabian who wrote, *A Manual for Writers of Term Papers, Theses, and Dissertations*, which condensed the original 700+ page book into a mere 300 pages. This short addition to the syllabus is to further condense these rules to just a few pages, including only the most common rules for citation of sources.

There are two main kinds of footnotes:

- 1) **Reference footnotes:** These are used to identify one's source for a quotation or idea used in a paper or to make cross-references. These are the most common kind of footnotes expected of college students.
- 2) **Content footnotes:** These are used to make less significant comments on the argument or on a particular source which are seen as important but might detract from the main argument if left in the text. They are also used to acknowledge individuals who have assisted the author in his or her research.

REFERENCE FOOTNOTES: The basic rules of reference footnoting are relatively simple. A reference footnote should be used any time a writer uses a reference material from another author or a **paraphrase** (putting into one's own words) of an idea, concept or story from another writer. In essence, whenever you use the intellectual property of someone else, either a quotation or a paraphrase, you should use a reference footnote immediately after the quotation or idea. This is known as giving a **citation** or "citing one's sources." There is a particular style for correctly giving a citation.

The first time you make use of a source in a footnote you should give a **full citation**. This includes the author's name, the title of the work, publication information and the page or pages on which the quotation or information is to be found. Every time afterwards when you cite this source you should give a **short citation**. This includes only the last name of the author and the page number, if this is the only work of that author which you are using in your paper. If you are using two or more works by the same author then you must distinguish between them by also including a short version of the title. Following are few examples of proper citation for sources from books and articles.

EXAMPLE #1: (For a book with a single author)

Full citation:

Maurice Keen, *Chivalry* (New Haven, Connecticut and London: Yale University Press, 1984), 14.

Short citation (only work by the author):

Keen, 156.

Short citation (other works by the same author):

Keen, *Chivalry*, 156.

EXAMPLE #2: (For a book with multiple authors)

Full citation:

Michael Schaller, Virginia Scharff & Robert Schulzinger, *Coming of Age: America in the Twentieth Century* (New York: Houghton Mifflin Co., 1998), 102.

Short citation (only work by the author):

Schaller, 247.

Short citation (other works by the same author):

Schaller, *Coming of Age*, 247.

EXAMPLE #3: (For a journal article)**Full citation:**

Norman L. Jones, "Profiting from Religious Reform: The Land Rush of 1559," *Historical Journal*, v.22, no.2 (1979), 279.

Short citation (only work by the author):

Jones, 281.

Short citation (other works by the same author):

Jones, "Profiting from Religious Reform," 281

EXAMPLE #4: (For an article found in a book)**Full citation:**

Barbara Hanawalt, "Lady Honor Lisle's Networks of Influence," in Mary Erler and Maryanne Kowaleski, eds., *Women and Power in the Middle Ages* (Athens, Georgia and London: The University of Georgia Press, 1988), 189.

Short citation (only work by the author):

Hanawalt, 193.

Short citation (other works by the same author):

Hanawalt, "Lady Honor Lisle's Networks," 193.

CONTENT FOOTNOTES: You should use a content footnote when you want to give additional information, explain more fully a part of your argument or discuss a particular source in more detail. You may combine a reference and content footnote, citing a source and then discussing it.

EXAMPLE #5: (Additional information)

95. Arthur Lisle was imprisoned in the Tower of London for two years while the rest of his kin were led to the chopping block. He was finally released by his nephew, Henry VIII, but when the messenger arrived, he dropped dead. By Muriel St. Clare Byrne's estimate he would have been in his early eighties.

EXAMPLE #6: (Fuller explanation of an argument)

4. This is not to say that Batman was an insignificant hero for DC Comics during World War II; rather, he played second fiddle to both Superman and Captain Marvel of Timely Comics as a popular culture icon. This is clearly demonstrated by sales numbers of his books as compared with those of the other two. See Bradford Wright, *Comic Book Nation: The Transformation of Youth Culture in America* (Baltimore: Johns Hopkins University Press, 2001), 114-116.

EXAMPLE #7: (Discussion of a source in detail)

10. The meaning of the document is uncertain at this point because the manuscript is damaged. Whether the author meant to examine the "fine" points of horsemanship or the "five" points is unclear due to the fire damage.

EXAMPLE #8 (Combined reference and content footnote)

12. Byrne, *Lisle Letters*, v.2, 362-65. Lady Lisle made frequent use of tokens. Cramp rings were

narrow rings of gold and silver made of coins that the king had blessed. They were supposed to be good for the health.

Assignments: Note all assignments must be submitted via e-mail, except the mapping assignment. If you wish your mapping assignment returned you must include a stamped, addressed envelope with your assignment.

1. Mapping Assignment: Each student will prepare maps (as many as needed to show each of the following geographic and historical locations). 50 points possible.

1. Geography sites: Chesapeake Bay, Hudson River, St. Lawrence River, Lakes Michigan, Erie, Superior, 42nd parallel, 49th parallel, 100th meridian, Red River, Mississippi River, Missouri River, Gila River, Colombia River, Snake River, Cape Cod, Continental Divide, Appalachian Divide,

2. Historic Sites: Jamestown, Philadelphia, Boston, Fort Duquesne, New Orleans, St. Louis, Washington D.C., Charleston, Roanoke, El Camino Royal, Santa Fe, Oregon Trail, South Pass,

2. Democracy In America Essay: 100 points. This paper should be typed, double spaced with regular 1" margins, and 8 - 10 pages in length. Please **no slick cover folders** or folders of any type. Make your title page with regular type paper and staple your report together. Include in your essay: An overview of De Tocqueville, his reasons for coming to America. How much of what Tocqueville observed in 1832 is still true today? What of his predictions came about? What is tyranny of the majority as defined by Tocqueville? Is there any evidence of it in today's America?

3. Essay Journal: In lieu of exams, below are identifications and essay questions that you need to prepare good, insightful answers for. Most of the information for your essays will come from my lectures and the text. In writing an essay answer the recommended method to ensure the most points is to 1) turn the question in to the topic **heading/thesis** of your answer. For example if the question read: "What caused the Civil War?" Your answer should start: "The Civil War was caused by ..." 2) then go to work on answering the question. After years of reading essay answers by students many times they do not answer the question that I asked or their answer is so general and/or vague that they do not get as good a score as they maybe could have had. Work into your essay answers **specific details and examples** from history, add interpretations and conclusions. Remember that history is not merely remembering the past but interpreting the past. You must, to get full points, interpret and draw conclusions in addition to showing understanding of the material. Each identification should be a paragraph in length, essay answers should be 1-2 pages in length. They should be well written with an introduction, thesis, body and conclusion. Write in formal tone. Each identification is worth 5 points for a total of 75 points and each essay is worth 25 for a total of 375. The entire essay journal is worth 450 points. Information for the journal will come from a combination of reading the text and lectures. **INCLUDE REFERENCE CITATIONS IN YOUR JOURNAL!**

Identifications: Essay Journal Identifications

1. Tecumseh
2. Mayflower Compact

3. The Indian Removal Act of 1830
4. Liberal/Conservative
5. Alvar Nunez Cabeza de Vaca
6. Virginia Plan-
7. Bill of Rights-
8. Townshend Duties-
9. Alexander Hamilton-
10. Whiskey Rebellion-
11. Washington's farewell address-
12. Northwest Ordinance of 1787-
13. Roanoake
14. John Winthrope-
15. Tippicanoe and Tyler Too-

Essays:

Essay journal part I.

1. Outline Spain's, France's, and England's mercantilistic theories and practices, how did each impact the Native Americans, and how did Spanish mercantilistic practices change after 1540s?
2. Why, if England had the largest impact on the development of the United States, was it the slowest of the three major countries that colonized in North America, and once here why did it neglect its colonies?
3. What was the disease frontier and its possible impact on American History?
4. What were the historic causes of the French and Indian War and what were the impacts of the Treaty of Paris 1763?
5. Explain the difference between political and economic revolutions, which did we have, and how is capital and democracy interdependent upon each other?
6. Though outnumbered and poorly equipped what enabled the Revolutionary Army under General Washington to win the War of American Independence?
7. Outline how we gained our attitude of independence, and detail how we moved from Colony to Country 1763 - 1789. What was the ideological background of the founding fathers and how did these ideas impact the Constitution
8. Outline and/or diagram how the constitution works with the division of powers, checks and balances, what were the founding fathers trying to achieve, why was government by the people a radical thought at the time.
9. Briefly outline the political parties from Washington to the Civil War, how and when they started and what the basic platform of each was about.
10. What caused the War of 1812 and the War with Mexico? What were the results of these Wars?
11. Outline how did we acquire the land that makes up the Continental U.S.?
12. What were living conditions like for average slaves?
13. What caused the Civil War and why was it a threat to democracy?
14. What were the expectations of the North and the South at the beginning of the Civil War? How did Pres. Lincoln change the objectives of the war to make it popular in the North
15. Outline President Johnson's and Congress's versions of reconstruction, how did each violate the Constitution, and why/how did Congress impeach Johnson?

Grades – Total:

50 points mapping

450 points essay journal

100 points for *Democracy In America*

600 total

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.

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.

Late Assignments: If there is an unavoidable conflict with an assignment due 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.**

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:

1. Espouses academic integrity as an underlying and essential principle of the Utah State University community;
2. Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
3. 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."

LECTURE OUTLINES:

History, What is history? Why study it?

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

The Ill Fated Narvaez Expedition

Cabasa de Vaca and the story of cities of gold

Coronado 1540 - 42

Cabrillo, Lobo, Urdenta, the Philippines and California

Onate and the colonization of New Mexico

Pueblo Revolt of 1680 – horses for Native Americans

Don Diego de Vargas 1694 reconquer of 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.

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 destiny 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

Land Acquisitions:

1. Treaty of Paris 1783
2. Louisiana Purchase 1803
3. Florida Adams Onis Treaty
4. Oregon Territory Mountain Men
5. Texas
6. Mexican Cession
7. Gadsden Purchase

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

What Caused the Civil War?

	North	South
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
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Disease Deaths:	225,000	164,000
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Wounded:	275,000	194,000
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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

Impeachment of the *President*

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

1868 Election

1873 military occupation ends

1877 fully restored south, reconstruction ends.

13, 14, 15 Amendments