

INTENSIVE REVIEW GUIDE



For students preparing for the South Carolina End of Course (EOC) Examination in U.S. History

Seneca High School
May 13-14, 2013



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USHC 1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences.

Motives for Colonization: Religious motives Economic Motives

Contrasting the Colonial Regions

	Religion	Society	Politics	Economy
New England	Religious freedom and tolerance	egalitarian	Town meetings	Commerce Fishing Ship building
Mid-Atlantic	Limited Diversity and tolerance	<i>Not Assessed</i>		Staple crops Wheat, corn Family farms
Southern	Religion not a motive	Hierarchical	House of Burgesses Virginia	Plantation economy Slave labor cash crops tobacco, rice, indigo

Religion in the Colonies

New England

John Winthrop (MA) City on a hill

The “Religious Freedom” Myth

Although the Puritans fled England to escape religious persecution, but they turned around and persecuted dissenters in their own communities.

Exiled Dissenters:

Roger Williams Anne Hutchinson

Mid-Atlantic

Pennsylvania

William Penn

Quakers

Maryland

Lord Baltimore

Catholics

The Colonial Economy

The Triangular Trade

Colonies: raw goods

Europe: finished goods

Africa: slaves

Mercantilism

Economic Regulation

The Navigation Acts governed colonial trade, but were not strictly enforced – a policy known as

salutary neglect.

PORTS: Boston, New York, Philadelphia, Charleston

USHC 1.2 Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the **rule of law** as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British **Parliament** over the right to tax that resulted in the American Revolutionary War.

Constitutional Government = LIMITED Government

The early American colonists brought traditions of constitutional government with them to the New World. Two English documents embody these traditions:



The MAGNA CARTA, or “Great Charter,” was signed by King John in 1215. The Magna Carta limited the power of the English monarch and recognized the rights of individuals in the following ways:

Taxation BY CONSENT

The king cannot tax unless he gets approval from the people’s representatives

Trial by JURY

The RULE of LAW

Everyone obeys the law – even the king.

English monarchs had to get the approval of PARLIAMENT for all taxes. Parliament was a representative body made up of nobles, bishops, and landowners.

In the 1600s, the Stuart kings clashed with Parliament, leading to the English Civil War and the “GLORIOUS Revolution” of 1688.



William and Mary signed the English BILL of RIGHTS, which established the following principle:

Parliament > King

The English Bill of Rights guaranteed many of the same liberties that Americans are guaranteed by our Bill of Rights, including freedom of speech, freedom to petition the government, the right to bear arms, and protection from cruel and unusual punishments.



Natural Rights (John LOCKE)

1. LIFE
2. LIBERTY
3. PROPERTY

John Locke wrote that the purpose of government is to protect people’s natural rights of life, liberty, and property.

<u>“Consent of the Governed”</u>	<u>“Right of Revolution”</u>
IN ENGLISH BILL OF RIGHTS AND THE DECLARATION OF INDEPENDENCE	ENGLISH BILL OF RIGHTS DECLARATION OF INDEPENDENCE

The English colonists brought these ideas with them to the colonies, where they created their own representative bodies that made their laws.

Parliament pursued a policy of “SALUTARY NEGLECT” with the colonies, leaving them alone. However, this would change with the French and Indian War.

Parliament Taxes the Colonies

1754-1763 FRENCH AND INDIAN WAR

After the French and Indian War, Parliament decided to quarter troops in the American colonies and that the colonists should pay to maintain the troops. The new restrictions and taxes Parliament placed on the colonies included:

1763 The PROCLAMATION of 1763, which restricted colonists from settling west of the Appalachian Mountains

1764 SUGAR ACT IMPORT TAX ON FOREIGN SUGAR- COLONISTS PROTEST BY SMUGGLING

1765 STAMP ACT (TAX ON LEGAL DOCUMENTS) PARLIAMENT PASSES THE FIRST *Internal Tax*; **COLONISTS RESPOND WITH MASSIVE RESISTANCE, BOYCOTTS, MOB VIOLENCE**

“NO TAXATION WITHOUT REPRESENTATION”

1767 TOWNSHEND ACTS TAX ON IMPORTS

Paper Paint Lead Glass Tea

The Road to Revolution

1770 BOSTON MASSACRE SONS OF LIBERTY SHOT DEAD BY BRITISH SOLDIERS

1773 TEA ACT TEA MONOPOLY OF BRITISH EAST INDIA TEA COMPANY

1774 INTOLERABLE ACTS IMPOSES MARTIAL LAW ON BOSTON

1. _____
2. _____
3. _____
4. _____
5. _____

1775 Battles of LEXINGTON and CONCORD “THE SHOT HEARD ROUND THE WORLD”

IN CONGRESS, JULY 4, 1776

The unanimous Declaration of the thirteen united States of America

When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are **Life, Liberty and the pursuit of Happiness**. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. **Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shew that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.** — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. **The history of the present King of Great Britain is a history of repeated injuries and usurpations**, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

BEGIN LITANY OF ABUSES

USHC 1.4 *Analyze how dissatisfactions with the government under the Articles of Confederation were addressed with the writing of the Constitution of 1787, including the debates and compromises reached at the Philadelphia Convention and the ratification of the Constitution.*

The Articles of Confederation

The first plan of government for the United States was the ARTICLES of CONFEDERATION, which were drafted in 1776. The Articles were replaced by the U.S. Constitution in 1789.

Ordered Government SHAYS Rebellion (1786)

The Articles vs. the Constitution		
	Articles of Confederation "A Firm League of Friendship"	U.S. Constitution "A More Perfect Union"
Representation	EACH STATE HAD ONE VOTE	House of Rep-population Senate – two per state
Taxation	ONLY STATES COULD TAX	Can levy taxes
Powers of Congress	FOREIGN RELATIONS MAINTAIN AN ARMY AND NAVY DECLARE WAR TREATIES AND AMBASSADORS	In addition to the Articles: FEDERAL GOV'T CAN TAX REGULATE INTERSTATE COMMERCE COIN MONEY/CURRENCY CRUSH REBELLIONS
Amendments	UNANIMOUS CONSENT REQUIRED	2/3 of Congress + 3/4 of States




The Constitutional Convention

May-September, 1787 (Philadelphia, Pennsylvania) For what purpose? REVISE ARTICLES

Conflict and Compromise at the Constitutional Convention		
Virginia Plan	WRITTEN BY JAMES MADISON; PROPOSED A BICAMERAL (TWO HOUSE) LEGISLATURE; BOTH HOUSES TO BE BASED ON POPULATION IN EACH STATE	
New Jersey Plan	PROPOSED UNICAMERAL (ONE HOUSE) LEGISLATURE WITH EACH STATE RECEIVING ONE VOTE	
Great (Connecticut) Compromise	BICAMERAL LEGISLATURE HOUSE OF REPRESENTATIVES BASED ON POPULATION, ELECTED BY VOTERS SENATE; 2 SENATORS PER STATE; CHOSEN BY THE STATE LEGISLATURES	
3/5 ("Not So Great") Compromise	SOUTH GOT TO COUNT 3/5THS OF A SLAVE AS A PERSON – BOOSTING THE NUMBER OF REPRESENTATIVES THEY RECEIVED; NORTH GOT RIGHT TO END SLAVE TRADE (SLAVES BROUGHT INTO THE COUNTRY) IN 20 YEARS	
Slave Trade Compromise	CONSTITUTION PROHIBITED ENDING THE SLAVE TRADE FOR A LEAST 20 YEARS	
Electoral College	STATES SELECT ELECTORS WHO SELECT THE POTUS	Electors = <u>MEMBERS IN THE HOUSE OF REPS FROM EACH STATE + 2 SENATORS</u>
Amendments	<u>2/3 OF CONGRESS + 3/4 OF THE STATES RATIFYING</u>	

Ratification

The Constitution had to be ratified by conventions in 3/4 OR 9 of the thirteen states in order to take effect.

FEDERALISTS SUPPORTED RATIFYING			ANTI-FEDERALISTS OPPOSED
WRITTEN BY JOHN JAY, ALEXANDER HAMILTON AND JAMES MADISON TO PERSUADE NEW YORK TO RATIFY THE CONSTITUTION			
<i>The Federalist [Papers]</i>			
			Moderate Antifederalists agreed to support the Constitution if a <u>BILL of RIGHTS</u> was added.
JOHN JAY	HAMILTON	MADISON	

USHC 1.5 Explain how the fundamental principle of limited government is protected by the Constitution and the Bill of Rights, including democracy, republicanism, federalism, the separation of powers, the system of checks and balances, and individual rights.

Principles of the Constitution

Constitutional (LIMITED) Government

Federalism – power is divided between the FEDERAL government and the STATE governments.

Delegated Powers	Concurrent Powers	Reserved Powers
POWERS THE CONSTITUTION GIVES TO THE FEDERAL GOV'T	POWERS THE FEDERAL GOVT AND THE STATES SHARE	POWERS ONLY THE STATES HAVE NOT THE FEDERAL GOVT

Representative Government (Republicanism)

Separation of Powers

LEGISLATIVE Branch
Makes laws

EXECUTIVE Branch
Enforces the law

JUDICIAL Branch
Interprets the law

Checks and Balances

In addition to separation of powers, the Framers proposed a system of *checks and balances* - to make sure that one branch of government did not become too powerful or corrupt.


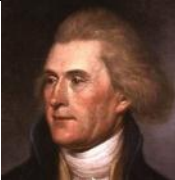
Examples: Veto, Treaty Ratification, Judicial Nomination and Confirmation

USHC 1.6 *Analyze the development of the two-party system during the presidency of George Washington, including controversies over domestic and foreign policies and the regional interests of the Democratic-Republicans and the Federalists.*

Washington's First Cabinet

Secretary of the Treasury	Secretary of War	Attorney General	Secretary of State
HAMILTON	Henry Knox (MA)	Edmund Randolph (VA)	JEFFERSON

The First Two-Party System

	FEDERALISTS		(Jeffersonian) REPUBLICANS	
	HAMILTON ADAMS	Leaders	JEFFERSON MADISON	
STRONG CENTRAL GOVERNMENT		Federalism	STATES RIGHTS	
LOOSE CONSTRUCTION		Constitution	STRICT CONSTRUCTION	
YES		Economy	NO	
YES!!!!!!		National Bank	NO!!!!!!	
YES		Protective Tariff	NO	
YES		Federal Assumption of State War Debts	NO	
URBAN COMMERCIAL INTERESTS		Supporters	RURAL AGRARIAN INTERESTS	



Washington's Farewell Address:

1. POLITICAL PARTISANSHIP

Washington urged Americans to avoid

2. ENTANGLING ALLIANCES

The Adams Administration

	Alien and Sedition Acts (1798)	Virginia & Kentucky Resolutions (1798-1799)
WHO?	FEDERALISTS IN CONGRESS	THOMAS JEFFERSON AND JAMES MADISON
WHAT?	RESTRICTIONS ON CITIZENSHIP AND POLITICAL SPEECH	STATES CAN NULLIFY LAWS OF CONGRESS THEY CONSIDER UNCONSTITUTIONAL

The “ REVOLUTION ” of 1800

Jefferson elected President / Jeffersonian Republican majority in both Houses of Congress

USHC 1.7 *Summarize the expansion of the power of the national government as a result of Supreme Court decisions under Chief Justice John Marshall, such as the establishment of judicial review in Marbury v. Madison and the impact of political party affiliation on the Court.*

Before leaving office, John Adams appointed several FEDERAL judges, who would serve life terms and be able to undermine Jefferson's Republican administration from the bench. These included John MARSHALL who Adams appointed as CHIEF JUSTICE of the Supreme Court.

MARBURY V MADISON established the principle of judicial REVIEW, which says that the Supreme Court has the authority to interpret the Constitution (specifically, in this case, to overturn a law passed by CONGRESS). This differed from Thomas Jefferson's belief that the STATES should interpret the Constitution.

John Marshall vs. Thomas Jefferson

John Marshall (<i>FEDERALIST</i>)		Thomas Jefferson (<i>REPUBLICAN</i>)
STRONG CENTRAL GOV'T	Federalism	STATES RIGHTS
YES	National Bank	NO
YES	Economic Development?	NO
LOOSE	Strict / Loose Construction	STRICT
SCOTUS	Who Interprets the Constitution?	STATES

USHC 2.1 Summarize the impact of the westward movement on nationalism and democracy, including the expansion of the franchise, the displacement of Native Americans from the southeast and conflicts over states' rights and federal power during the era of Jacksonian democracy as the result of major land acquisitions such as the Louisiana Purchase, the Oregon Treaty, and the Mexican Cession.

The Louisiana Purchase

1803 – Jefferson purchased Louisiana from FRANCE. He sent Lewis and Clark to explore the Purchase (**WIN**) and to find a NORTHWEST Passage (**FAIL**).

Jefferson had doubts as to whether the CONSTITUTION permitted the federal government to purchase land, but he did it anyway.

The War of 1812



The EMBARGO Act (1807)
Economic Coercion [INNEFFECTIVE]



Madison's War Message

1. Impressment of Sailors
2. Cutting off American Trade
3. Arming NATIVE AMERICANS on the western frontier



THIS CURSED OGRABME!!!

After the War of 1812, the U.S. continued to expand to the West, ushering in an era of **democracy** and the **common man**. Andrew JACKSON, the hero of the Battle of New Orleans, was elected president in 1828. Jackson typified this era of the common man.



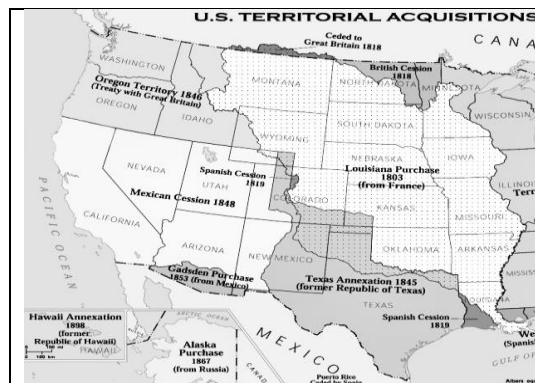
Indian Removal



Trail of TEARS: Jackson approved of moving Native American tribes, such as the Cherokee, from the Southeast to the Indian Territory (Oklahoma).

(Jackson had spent much of his military career fighting Indians.)

KEY TERRITORIAL ACQUISITIONS



1803

LOUISIANA TERRITORY

1845

TEXAS

1846

MEXICAN CESSION

1848

OREGON TERRITORY

USHC 2.2 Explain how the Monroe Doctrine and the concept of Manifest Destiny affected the United States' relationships with foreign powers, including the role of the United States in the Texan Revolution and the Mexican War.

Monroe Doctrine (1823)

U.S. to Europe:

NO NEW COLONIZATION OF AMERICAS

The Monroe Doctrine had little impact on European Powers at the time, but it is significant for U.S. foreign policy because it provided justification for later U.S. presidents (e.g., TR, Taft, and Wilson) to intervene in Latin America in the 20th century.



Manifest Destiny

Sea to Shining Sea...



THE CONCEPT THAT IT WAS THE MANIFEST DESTINY, OR OBVIOUS COURSE OF EVENTS, FOR THE UNITED STATES OF AMERICA TO CONTROL ALL LAND FROM THE ATLANTIC OCEAN TO THE PACIFIC OCEAN IN NORTH AMERICA

Texas and the Mexican War (1835-1848)

Texas, a Mexican state, attracted many American colonists from the Southern United States. In 1835, after disputes with the Mexican government about dictatorship and slavery, Texas declared independence.

1836: Texas asks to be *annexed* as a U.S. state.

The U.S. (accepts / refuses)

Reasons: 1. BORDER DISPUTE
2. BALANCE OF POWER

1844 Presidential Campaign: Texas annexation an issue

James K. POLK wins. Americans supported annexation.

1845: U.S. annexes Texas = War with MEXICO

AMERICA WINS BIG!!!

1848: Mexican CESSION
US gets land from Mexico

States included: AZ, CA, CO, UT, NM

The United States and Mexico became (allies / adversaries) as a result of the Mexican War.



Meanwhile, the U.S. compromised with Britain on the border of OREGON.

USHC 2.3 Compare the economic development in different regions (the South, the North, and the West) of the United States during the early nineteenth century, including ways that economic policy contributed to political controversies.

Antebellum means “ BEFORE THE WAR.” In U.S. History, *antebellum* describes the period from 1820 to 1860, between the MISSOURI Compromise and the CIVIL WAR.

SECTIONALISM

	NORTH	SOUTH	WEST
Economy	INDUSTRY	AGRICULTURE	DEVELOPING AGRICULTURE
Political Leaders	DANIEL WEBSTER	JOHN C CALHOUN	HENRY CLAY
Political Issues	ANTI-SLAVERY PRO TARIFF	PRO-SLAVERY ANTI-TARIFF	ECONOMIC DEVELOPMENT

USHC 2.4 Compare the economic development in different regions (the South, the North, and the West) of the United States during the early nineteenth century, including ways that economic policy contributed to political controversies.

ANTEBELLUM REFORM MOVEMENTS

Movement	Key Figures	Information
Second Great Awakening	-----	RELIGIOUS REVIVAL BY BAPTISTS AND METHODISTS
Abolitionism	WILLIAM LLOYD GARRISON	ANTI-SLAVERY
Temperance	N/A	ANTI-ALCOHOL
Women’s Rights	ELIZABETH CADY STANTON	RIGHT TO VOTE

Antebellum reform movements were strongest in the NORTH, but did not catch on in the more traditionally-minded South.

The more aggressively Northerners criticized the institution of slavery, the more the South SUPPORTED it.

USHC 3.1 Evaluate the relative importance of political events and issues that divided the nation and led to civil war, including the compromises reached to maintain the balance of free and slave states, the abolitionist movement, the Dred Scott case, conflicting views on states' rights and federal authority, the emergence of the Republican Party, and the formation of the Confederate States of America.

Events Leading to the Civil War

Monroe



1820 MISSOURI COMPROMISE



J.Q. Adams



1824 The “ CORRUPT ” Bargain (Clay and Adams)

Jackson



1828 JACKSON ELECTED POTUS

1828-1833 NULLIFICATION Crisis



1831 THE LIBERATOR published

William Lloyd GARRISON

Van Buren



1836 Texas INDEPENDENCE

Tyler

1845 Texas ANNEXATION

Polk

1846-1848 THE MEXICAN WAR

WILMOT Proviso NO SLAVERY IN THE MEXICAN CESSION

Clay's American System

1. ROADS AND CANALS
2. PROTECTIVE TARIFF
3. NATIONAL BANK

WHO LOSES?

THE SOUTH

The Great Compromiser

1. MISSOURI COMPROMISE (1820)
2. TARIFF COMPROMISE (1833)
3. COMPROMISE OF 1850 (1850)

Abolitionism vs. Free Soil

<i>Abolitionism</i>	<i>Free Soil</i>
IMMEDIATE END TO SLAVERY	OPPOSE THE SPREAD OF SLAVERY
Geographic Base: NORTHEAST	Geographic Base: NORTHWEST

Compromise of 1850

1. ADMIT CALIFORNIA AS A FREE STATE
2. STRONGER FUGITIVE SLAVE LAW
3. POPULAR SOVERIGNTY IN MEXICAN CESSION
4. TEXAS SELLS LAND – FEDERAL GOVERNMENT ASSUMES DEBT
5. ABOLISH SLAVE TRADE IN WASHINGTON, D.C.

The Great Triumvirate

on compromising

Webster YES

Clay YES

Calhoun MAYBE

Popular (Squatter) Sovereignty

Stephen DOUGLAS

Taylor
Fillmore

The Crisis of the 1850s

<i>The 1830s vs. the 1850s</i>	
1830s	1850s
ACCEPT DIFFERENCES AND DON'T DISCUSS SLAVERY; KNOWN AS THE GAG RULE	ADVANCE SECTIONAL INTERESTS AT THE EXPENSE OF NATIONAL UNITY

Pierce

Buchanan

Lincoln

1852 _UNCLE TOM'S CABIN_ published IMPACT:

1854 _KANSAS_- _NEBRASKA_ Act

REPUBLICAN Party Founded PLATFORM: **NO EXTENSION OF SLAVERY** 1856

"Bleeding _KANSAS_"

Notable abolitionist involved: _JOHN BROWN_

Sen. Charles Sumner, "The Crime Against Kansas"

BROOKS-SUMNER Beating



1857 *Dred Scott v. Sandford*

1. _PEOPLE OF AFRICAN DESCENT CANNOT BE CITIZENS_

2. _CONGRESS CANNOT PROHIBIT SLAVERY IN THE TERRITORIES_

3. Nullified _MISSOURI COMPROMISE_

1859 John Brown's _HARPER'S_ Ferry Raid

1860 _LINCOLN_ Elected President

1. _SEVEN_ South secedes (12/1860-2/1861)

2. Fort _SUMTER_ attacked (4/1861)

3. Lincoln's Response: **CALL FOR VOLUNTEERS**

4. _FOUR_ South secedes (April-June/1861)

USHC 3.2 Summarize the course of the Civil War and its impact on democracy, including the major turning points; the impact of the Emancipation Proclamation; the unequal Treatment afforded to African American military units; the geographic, economic, and political factors in the defeat of the Confederacy; and the ultimate defeat of the idea of secession.

Causes of Southern Secession

1. Conflicting views about **FEDERAL** authority and states' rights
2. Economic & cultural differences between the **AGRICULTURAL** South and the **INDUSTRIAL** North
3. Debates over the expansion of **SLAVERY** into the western territories
4. The election of **ABRAHAM LINCOLN** in 1860.

Union and Confederate Advantages

	UNION Advantage	CONFEDERATE Advantage
Population	YES	FIGHTING ON HOME TERRITORY
Manufacturing	3.5 X THE SOUTH	LIMITED MANUFACTURING
Money	MORE CAPITAL AND TAX REVENUE	
Defense	MORE ESTABLISHED WEAPONS MANUFACTURING	
Military Leadership		EFFECTIVE MILITARY LEADERSHIP
Political Leadership	LINCOLN BETTER PRESIDENT THAN JEFFERSON DAVIS	

Decisive Battles of the Civil War

Battle	Year	Victor		Significance
		Union	Confed.	
FORT SUMTER	1861		x	Began the Civil War
ANTIETAM	1862	DRAW- UNION		SINGLE BLOODIEST DAY OF THE WAR
GETTYSBURG	1863	X		LEE'S FIRST TACTICAL DEFEAT
VICKSBURG	1863	X		CONFEDERATES LOSE CONTROL OF THE MISSISSIPPI RIVER
APPOMATTOX COURT HOUSE	1865	X		LEE SURRENDERS TO GRANT

Civil War Generals

Robert E. LEE (CSA)	Ulysses S. GRANT (USA)	William T. SHERMAN (USA)
GENERAL OF MAIN CSA ARMY – OUTSMARTED UNION AT 1ST	GENERAL WHO FIGURED OUT HOW TO BEAT LEE	MARCHED THRU GEORGIA – DESTROYING INFRASTRUCTURE

The Emancipation Proclamation

EFFECTIVE DATE: 01/01/1863

Which slaves were freed by Lincoln's Emancipation Proclamation? SLAVES IN STATES REBELLING

How many slaves were freed on January 1, 1863? 0

What value did it have, then? NORTH HAS ANOTHER CAUSE TO FIGHT FOR;

By what authority did Lincoln free these slaves? COMMANDER IN CHIEF

Lincoln defined the proclamation as a "necessary WAR measure."

Why didn't Lincoln issue the Emancipation Proclamation sooner? WAITING FOR A MILITARY VICTORY

Lincoln and the Civil War



Lincoln's primary goal in fighting the Civil War was to

SAVE the UNION. To this goal, he added the emancipation of slaves as it became clear that the war would be a long and bitter conflict.

USHC 3.3 Analyze the effects of Reconstruction on the southern states and on the role of the federal government, including the impact of the thirteenth, fourteenth, and fifteenth amendments on opportunities for African Americans.

Reconstruction

THE BIG QUESTION:

By what process will the Southern states be brought back into the Union?



"With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds... to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations."

-- Abraham Lincoln (Second Inaugural Address)

Presidential Reconstruction

10% Plan – Lincoln's plan to allow Southern states back into the Union quickly and easily

Lincoln's ASSASSINATION by John Wilkes Booth in 1865 hardened Northern attitudes toward the defeated South. Lincoln's successor, Andrew JOHNSON, attempted to continue Lincoln's generous plans for Reconstruction, but encountered resistance from Congress.

Northern Republicans also resented Southern states' efforts to impose BLACK Codes, which denied basic rights of citizenship to African-Americans.

Radical Republicans in Congress

Goals of the Radical Republicans: 1. PUNISH THE SOUTH

2. PROTECT AFRICAN AMERICANS

Presidential Reconstruction (1863-1867)	Congressional (Radical) Reconstruction (1867-1877)
"WITH MALICE TOWARD NONE" LINCOLN PROPOSED EASY TERMS FOR THE SOUTH TO RE-JOIN THE UNION, JOHNSON WAS A LITTTLER HARSHER ON WEALTHY PLANTATION OWNERS	TREAT SOUTH AS A CONQUERED TERRITORY AND THE FORMER CONFEDERATE LEADERS AS TRAITORS TO THE UNITED STATES

President Johnson vetoed Reconstruction Acts that were passed by the Radical Republicans in 1867, but his vetoes were overridden by a 2/3 vote of Congress. The Radical Republicans IMPEACHED - President Johnson over disagreements about Reconstruction plans. Johnson avoided being removed from office by 1 vote.

Reconstruction Amendments



<i>Presidential Reconstruction</i>	<i>Radical Reconstruction</i>	
13th Amendment (1865)	14th Amendment (1868)	15th Amendment (1870)
OUTLAWED SLAVERY AND FORCED LABOR	1. <u>DEFINES CITIZENSHIP</u> 2. <u>EQUAL PROTECTION OF THE LAW</u> 3. <u>DUE PROCESS OF LAW</u>	GAVE THE FORMER SLAVES AND OTHER AFRICAN AMERICAN CITIZENS THE RIGHT TO VOTE

USHC 3.4 Summarize the end of Reconstruction, including the role of anti-African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era.

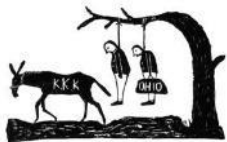
Reconstruction in the South

Radical Republicans divided the South (except for Tennessee, which ratified the 14th Amendment voluntarily) into five MILITARY districts. Radical Republicans believed that the defeated South should be treated like "CONQUERED provinces."



Freedmen's Bureau: HELP FORMER SLAVES WITH JOBS, HEALTHCARE AND EDUCATION

Carpetbaggers	Scalawags
Northerners who came south after the Civil War to help former slaves or make money	Southerners who cooperated with the federal gov't efforts to help freedmen



The KU KLUX KLAN committed acts of violence and intimidation against "carpetbaggers," "scalawags," and freedmen.

Compromise of 1877: HAYES WINS POTUS AFTER AGREEING TO END RECONSTRUCTION

Jim Crow - SEGREGATION LAWS, POLL TAXES AND GRANDFATHER LAWS KEEPING BLACKS FROM VOTING

Plessy v. Ferguson (1896): SEPARATE, but EQUAL

USHC 3.5 Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period, including the leadership and strategies of Booker T. Washington, W. E. B. DuBois, and Ida B. Wells-Barnett.

The post-Reconstruction and Progressive Eras was a low point for American race relations.

- Racial segregation (Jim **CROW**) was prevalent in many parts of the country, especially the South (including Washington, D.C.) and **lynchings** (executions of African Americans by angry mobs without a trial) were common during this period.
- Progressive reformers did plenty to try to help immigrants to assimilate into American culture but did little to promote racial equality.
- Black leaders, such as **W.E.B. DuBois** and **Booker T. Washington**, disagreed about the best way to help black citizens achieve political, economic, and social equality in America.

Booker T. Washington	W.E.B. DuBois	Ida B. Wells(-Barnett)
BLACKS SHOULD CONCENTRATE A FINDING A TRADE AND GETTING TRAINED TO DO MANUAL LABOR; OKAY IF BLACKS AND WHITES DON'T ASSOCIATE SOCIALLY	BLACKS WERE ENTITLED TO FULL CITIZENSHIP NOW; JUST AS SMART AS WHITES AND COULD ACHIEVE IN ANY FIELD IN GIVEN THE OPPORTUNITY	Anti-Lynching

Although Teddy Roosevelt had dinner with Booker T. Washington at the White House and appointed a black man to the post of Customs Collector at the Port of Charleston, the backlash from whites caused him to stop short of anything more ambitious than this. Woodrow Wilson sent race relations back several years by segregating the federal civil service, which had been integrated before his presidency.

Marcus Garvey



Wikipedia on Marcus Garvey (17 August 1887 – 10 June 1940),^[1] was a Jamaican political leader, [publisher](#), [journalist](#), [entrepreneur](#), and [orator](#) who was a staunch proponent of the [Black Nationalism](#) and [Pan-Africanism](#) movements, to which end he founded the [Universal Negro Improvement Association and African Communities League \(UNIA-ACL\)](#).^[2] He founded the [Black Star Line](#), which promoted the return of the [African diaspora](#) to their ancestral lands.

USHC 4.1 Summarize the impact the transcontinental railroad had on the development of a national market and on the culture of Native American Peoples

Railroads after the Civil War: KNOW!

- Cost of **_STEEL_** dropped making RR construction cheaper
- More track made travel more **_EFFICIENT_**
- First **_TRANSCONTINENTAL_** railroad – 1869

RR's and their impact: KNOW!

- Added to the tension before the Civil War
- Northerners and Southerners fought over **_THE ROUTE_** to the Pacific
- Kansas- **_NEBRASKA_** Act established a route
- Pacific Railway Act – government gave RR companies **_SUBSIDIES_** to buy land on which to build the RR
- **_HOMESTEAD_** Act – granted farm land to settlers for free as long as they created a home there

Transcontinental railroad: KNOW!

- fostered the growth of a national **_MARKET_**
- Provided access for farmers and ranchers to eastern markets
- Provided access to **_NATURAL_ _RESOURCES_** in the West – for example – oil

RR's impact on Native People: KNOW!

- **_BISON_** were a threat to the tracks – RR's encouraged hunting
- Plains Indians depended on the _____ – nomadic way of life threatened – eventually destroyed
- Government moved Natives off land to make way for white settlement
- Some resisted and were pursued by US **_CALVARY_** in a series of Indian Wars
- Some agreed to live on **_RESRVATIONS_**
- Government tried **_ASSIMILATION_**
- Tribal lands divided into farms – but Natives did not know how to farm
- Natives taken advantage of by corrupt agents of the **_INDIAN_ _BUREAU_**
- Treaties were broken
- Native children taken from parents and sent to boarding schools in the east – taught to act white, speak **_ENGLISH_**, dress white
- **_GHOST_** Dance was an effort by Native Americans to revive their traditional culture
- Many whites saw this as a threat and push to bring the Ghost Dancers to the **_RESERVATION_**

USHC: 4.2: Analyze factors that influenced economic growth during the Industrial Revolution

1. Periods of rapid economic growth are known as Boom .
2. In economic terms, land can also include
 - a) Timber
 - b) Copper
 - c) Oil
 - d) **All of the above**
3. 3. One very important factor of production involves the work that people do. This is called labor .
4. True or **false**: Government always impedes or limits economic growth.
5. Someone who risks his capital, or his money in hopes of making a profit is an entrepreneur
6. True – **False**: American individualism was all that was required to foster the economic boom in the 19th century
7. The government took all of the following actions after the Civil War to foster economic growth EXCEPT for
 - a. Promoting westward expansion thru treaties , land purchases and war
 - b. Issuing court decisions protecting the sanctity of contracts
 - c. **Refusing to assist big railroads in acquiring land to build their rail lines**
 - d. Regulating interstate commerce
8. The government ALSO took all of the following actions before and after the Civil War to foster economic growth EXCEPT for
 - a. Passing patent laws that protected inventors
 - b. Protecting infant industries with protective tariffs
 - c. **Requiring all goods to be shipped on British trains**
 - d. Creating a national bank to regulate lending
9. A technological change pre-Civil War that were very important to economic development was
 - a. The invention of the microwave oven
 - b. The invention of the microchip
 - c. The invention of the jet engine
 - d. **The invention of the steam engine**
10. When workers began to organize and strike against management the government took the side of management during the labor strikes

Study Guide for Indicator 4.3

People to Know

1. **John D Rockefeller** – entrepreneur who built the Standard Oil company and became one of the richest men in the world
2. **Henry Ford** – entrepreneur who built the Ford Motor Company by improving assembly line production to lower the cost of each car. Also increased the pay of his workers so they could afford to purchase his cars.
3. **Andrew Carnegie** – entrepreneur who built Carnegie Steel, later U.S. Steel and became one of the wealthiest men in the world
4. **J P Morgan** – financial genius who built J P Morgan Chase bank and financed Thomas Edison's electrical company and became so rich he was able to bail out the US government when it was going broke.
5. **Robber Barons** – derogatory name given to wealthy entrepreneurs in the late 19th century, based on the assumption that they became wealthy by exploiting others

Terms to Know

1. **Capitalism:** economic system in which private individuals and corporations control the means of production and use them to make money
2. **Monopoly:** having total control of an industry
3. **Corporations:** an independent legal entity owned by the shareholders

Concepts/Events

1. **Social Darwinism** – an economic and social philosophy – supposedly based on the biologist Charles Darwin's theory of evolution by natural selection – holding that a system on unrestrained competition will ensure the survival of the fittest
2. **Laissez faire capitalism** – philosophy that government should keep its "hands off" business and not regulate business practices
3. **Gospel of Wealth** – idea promoted by Andrew Carnegie that the wealthy should give back their money to charitable causes

4. **Mass production – production of goods in large quantities, using machinery and the division of labor**
5. **Trusts – large monopolistic combinations of industries**
6. **Anti-Trust – philosophy that large trusts should be broken up into smaller businesses**
7. **Sherman Anti-Trust Act – law passed in 1890 that was intended to prevent the creation of monopolies by making it illegal to establish trusts that interfered with free trade**

Background Essay

What caused the rise of labor/management problems in the late 19th Century?

Directions: Read the essay, answer the question and highlight the words that support your answer.

John D Rockefeller and Andrew Carnegie were able to build enormous empires of wealth in the 19th century. Rockefeller, in the oil business and Carnegie, in steel. As their businesses grew so did their ability to influence governmental policy. Some saw that as a good thing. What was good for business was good for America, they said. Others saw this **laissez faire (government hands off)** attitude towards business as harmful to workers and their families. As the influence of Big Business grew in the late nineteenth century, workers formed political organizations in an effort to influence the government and claim greater political leverage and economic well-being for themselves.

1. **What did workers do to try to influence governmental policy and improve their standard of living?**
 - a. **They formed political organizations to support their cause. (examples would include the Populist Party)**

Workers' attempted to protect themselves against the abuses of the **market** place by joining **unions**. The **Gilded Age** saw the greatest movement toward union organization. Deteriorating working conditions, long hours, low wages, and unsafe working conditions, and the changing **composition of the work force** (immigrant workers) all encouraged the growth of unions. The **pursuit of profit** caused **management** to treat workers as replaceable cogs in the wheels of production. Long hours and unsafe working conditions also resulted from management's attempt to hold down the cost of production.

2. **What specific working conditions were addressed by labor unions?**
 - a. **Bad working conditions**
 - b. **Long hours**
 - c. **Low wages**
 - d. **Unsafe working conditions**
 - e. **Competition from immigrant workers**

The law of supply and demand applied to labor. As more and more immigrants came to the United States, women and children were added to the industrial work force and the influx of **dispossessed** farmers (farmers who lost possession of their land) drove down wages. During the 1890s only forty-five percent of **unskilled** workers earned more than \$500 a year, the equivalent of today's poverty line. Unemployment, injury, and death were a constant threat to the industrial worker. Labor unions developed to address these conditions. Although the early unions advocated **arbitration** and opposed the strike, wildcat walkouts, spontaneous responses to lay-offs, or wage cuts, were blamed on the union. These conditions often occurred during

depressions. Striking when many other unskilled workers were also desperately seeking employment undermined the effectiveness of the strike. Management used recent immigrants and African Americans as 'scabs' to break the strikes. Management also use private security forces, exercised economic pressure through company ownership of homes and stores, 'yellow dog' contracts and blacklisting to control the workers.

3. What competitive disadvantages did workers face in trying to get management to pay higher wages and offer better working conditions?
 - a. Competition from dispossessed farmers
 - b. Competition from recent immigrants
 - c. Competition from African American workers seeking better jobs
4. Who did management hire as replacement workers or scabs during strikes?
 - a. Recent immigrants and African American workers
5. Management used
 - a. Private security forces
 - b. Economic pressure with company stores and homes
 - c. Blacklisting workers
 - d. Yellow dog contracts – contracts with employees agreeing not to join a labor union

Local and national governments took the side of management, protecting their property and arresting strikers. As a result of violence during strikes, union members were often viewed as dangerous foreign radicals such as **socialists**, **communists**, and **anarchists**. **Nativist** prejudices created animosity towards labor organizations. The arrest and imprisonment of the leader of the Pullman Strike led to the Supreme Court's application of the Sherman Anti-Trust Act to unions. This act was designed to control the power of Big Business but it was used against the workers' unions at the same time that the court was finding that it could not be applied to Big Business.

6. Did the courts take the side of the workers or management during periods of strikes?
 - a. Management
7. The violence often seen during strikes led people to see the union members as
 - a. Foreign radicals
 - b. Socialists
 - c. Communists
 - d. Anarchists
8. What act designed to be used against big business was also used against workers?
 - a. Sherman Anti-trust Act
9. What is meant by the phrase “nativist prejudices” in the case of labor unions?
 - a. Prejudice against recent immigrants by workers who were born in the US

The organization of workers into **unions of skilled workers** led to some success for the movement on the "bread and butter" issues of wages, hours, and conditions. **Skilled** workers were more difficult to replace and so the threat of strike was more effective. Wages rose and hours fell by the end of the century, however, the average hours worked were longer than the eight hour day unions wanted. Wages were still very low. Union effectiveness was undermined by the relatively small number of workers who belonged to unions, (4% of all workers by 1900). The labor unions of the late nineteenth century were neither socialist nor communist. This common misunderstanding is the result of anti-immigrant, anti-union **rhetoric**. By the end of the 19th century, unions were not successful in changing workplace abuses, because of public opposition to unions as dangerous and government support of business.

10. What caused the common misunderstanding that labor unions of this time period were socialist or communist?
 - a. People thought they were socialist or communist but they were not
11. Ultimately, were the unions successful in changing management behavior during the 19th century?
 - a. Unsuccessful in changing workplace abuses by the end of the 19th century

USHC 4.5 Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West.

The “New Immigrants”

In the late nineteenth and early twentieth century, the United States was flooded with millions of “New Immigrants” from SOUTHERN and EASTERN Europe, which included countries such as ITALY, GREECE, RUSSIAN AND POLAND.

Native born Americans tended to resent the “New Immigrants” for several reasons:

1. They didn’t understand ENGLISH.
2. Their home countries lacked traditions of REPRESENTATIVE government.
3. Their religions (CATHOLIC, JEWISH, ORTHODOX) were largely alien to native born Americans.
4. They provided a steady supply of UNSKILLED WORKERS, which undermined efforts by labor unions to get better wages.

Catholicism and cheap labor were also reasons why people resented the IRISH immigrants during the antebellum period. However, the Irish did speak English and had traditions of republican government, so no efforts were made by Congress to limit Irish immigration during the nineteenth century.

Anti-Immigrant Legislation and Quotas

Chinese Exclusion Act (1880s)	Immigration Quota Acts (1920s)
The first legislation to prohibit immigration by people of a specific nationality. Laws restricting immigration from Asia remained on the books until the WWII era.	Severely limited immigration from <u>CHINA</u> and <u>EASTERN</u> Europe, giving preference to immigrants from the British Isles and Germany.

Ethnic Neighborhoods and Immigrant Poverty

In most cases, immigrants were too poor to move beyond coastal cities, leading to the rise of densely populated ethnic neighborhoods. Immigrants relied on **political machines**, led by party bosses, to help them find jobs. The political machines relied on immigrant votes to keep themselves in power.

Muckrakers, such as Jacob RIIS, author of *How the Other Half Lives*, exposed the poor conditions in urban **tenements** (low-rent apartments) and **sweatshops**, where immigrants performed cheap labor.

Although most immigrants stayed in coastal cities, such as NYC, many went to Chicago and other cities in the Midwest where low-paying, undesirable jobs (e.g., meatpacking) were available. Upton Sinclair’s book, The JUNGLE, exposed the wretched working conditions in Chicago’s meatpacking industry.

USHC 4.6 Compare the accomplishments and limitations of the women's suffrage movement and the Progressive Movement in affecting social and political reforms in America, including the roles of the media and of reformers such as Carrie Chapman Catt, Alice Paul, Jane Addams, and presidents Theodore Roosevelt and Woodrow Wilson.

The Settlement House Movement



JANE ADDAMS (Pictured) started the HULL House, a “settlement house” where immigrant families could go to receive education, job training, and child care, amongst other things. Settlement houses served as community centers for immigrants trying to make their way in America.

The Progressive Presidents

Teddy Roosevelt

Before Teddy Roosevelt (“TR”) was elected president, the federal government had tended to side with “big business” when there were conflicts between business and labor. Roosevelt offered Americans a “SQUARE Deal,” promising to stand up to corporations who didn’t play fairly.

Anthracite Strike – The first attempt by a president to end a strike by **INTERVENTION**.

TR earned the reputation as a “TRUST buster” for prosecuting corporations who flagrantly violated the principles of the Sherman Antitrust Act. However, it became apparent that the Sherman Act was not strong enough to rein in monopolies.

Progressive Legislation Passed During Roosevelt’s Administration

Pure <u>FOOD and DRUG</u> Act (1906)	<u>MEAT</u> Inspection Act (1906)
Created the FOOD AND DRUG ADMINISTRATION	Prompted by Upton Sinclair’s publication of <u>THE JUNGLE</u> .

Conservation

Of wildlife and natural resources




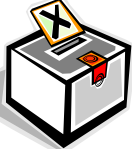


Progressive Legislation Passed During Woodrow Wilson’s Administration

Clayton Antitrust Act	Child Labor Legislation	Federal Reserve Act
Strengthened the provisions of the Sherman Antitrust Act Exempted Labor Unions	Declared unconstitutional by the Supreme Court. This is an example of judicial <u>ACTIVISM</u> .	A central banking system created to regulate the <u>MONEY</u> supply and <u>INTEREST</u> rates.

Constitutional Amendments Ratified During the Progressive Era

During the Progressive Era, four amendments were proposed by a 2/3 vote of Congress and ratified by 3/4 of the states. These amendments were products of two of the goals of Progressives:

1. Popular election of US Senators
2. An expanded role for the federal government
3. Alcohol Reform (e.g., Temperance)

16th Amendment		GRADUATED INCOME TAX
17th Amendment		SECRET BALLOT
18th Amendment		PROHIBITION AGAINST SALE OF ALCOHOL Repealed by the <u>21ST</u> Amendment
19th Amendment		WOMEN'S RIGHT TO VOTE

USHC 5.1 Analyze the development of American expansionism, including the change from isolationism to intervention and the rationales for imperialism based on Social Darwinism, expanding capitalism, and domestic tensions.

Isolationism to Interventionism

19 th Century (1800s)	20 th Century (1900s)
__ISOLATIONISM__ (Neutrality)	__INTERVENTION__ (Imperialism)
AVOID CONFLICT WITH OTHER NATIONS WHENEVER POSSIBLE	ENGAGE OTHER NATIONS TO PROMOTE THE NATIONAL INTERESTS OF THE UNITED STATES

Motivations for American Imperialism

Social __**DARWINISM**__



Europeans and Americans believed that their civilization as superior to those of Latin America, Africa, Asia, and the Pacific Islands.

Expansion of __**MARKET**__



Imperialism opened foreign markets for American agricultural and industrial products, easing economic tensions at home.

Spread __**CHRISTIANITY**__ and Western Civilization



American imperialists had convinced themselves that they had an obligation, referred to as the “White Man’s Burden,” to spread Christianity and elevate subject peoples while exploiting them economically.

__**NAVAL**__ Bases



America sought to assert itself as a naval power in the early twentieth century. Imperialism provided the United States with naval bases in the Caribbean and the Pacific.



Although American imperialism established the United States as a world power and spread American political, economic, and religious ideals, it also provoked **__RESENTMENT__** from people who were subject to American domination – especially in the Philippines and Cuba.

USHC 5.2 Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including the role of yellow journalism in the American declaration of war against Spain, United States interests and expansion in the South Pacific, and the debate between pro- and anti-imperialists over annexation of the Philippines.

The Spanish-American War marked the United States' emergence as a **WORLD POWER**.



1
8
9
8

Causes



American sympathy for rebels in **CUBA** who were fighting against Spain for their independence.



The explosion of the U.S.S. **MAINE** in Havana Harbor.



YELLOW Journalism
NYC Newspapers published sensational headlines in order to compete for circulation.

These factors resulted in **PUBLIC PRESSURE** on the U.S. government to declare war on Spain.

“REMEMBER THE MAINE !!!”

AMERICA WINS and inherits what's left of Spain's colonial empire:

<u>In the Pacific</u>	<u>In the Caribbean</u>
1. PHILLIPINES	1. PUERTO RICO (Annexed)
2. GUAM	2. CUBA (Controlled)



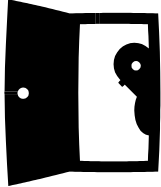
The Supreme Court ruled at the time that the **CONSTITUTION** “does not follow the flag” and that people in American overseas territories **WERE NOT** did not have the same constitutional rights as people living on the North American continent.

The United States mercilessly crushed a rebellion in the **PHILLIPINES**.

Imperialist Arguments	Anti-Imperialist Arguments
FILIPINOS ARE INCAPABLE OF SELF-GOVERNMENT	WE SACRIFICE OUR VALUES BY ENGAGING IN IMPERIALISM

USHC 5.3 Summarize United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's "big stick diplomacy," William Taft's "dollar diplomacy," and Woodrow Wilson's "moral diplomacy" and changing worldwide perceptions of the United States.

U.S. Imperialism in China




The "**OPEN DOOR**" Policy opened Chinese markets to the U.S. by allowing American businesses to trade alongside European powers.

The **BOXER** Rebellion was an anti-imperialist uprising in China that was put down by American and British forces.



US Intervention in Latin America



C **U** **B** **A** **PLATT** Amendment: U.S. can intervene in to prevent civil unrest
Guantanamo Bay: Perpetual lease of a **NAVAL** base (still there today)

	<p>Teddy ROOSEVELT</p> <p>"BIG STICK" Diplomacy</p>	<p>TR described his foreign policy as being inspired by the West African proverb,</p> <p>"Speak softly and carry a big stick."</p>
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TR's "Big Stick" projected American **naval power** and increased American dominance in **Latin America**.

The **Roosevelt Corollary** to the **MONROE** Doctrine established the U.S. as the "policeman" in Latin America. The U.S. intervened in Latin American nations to collect debts on behalf of European nations (so that they wouldn't intervene in Latin America directly).

The United States helped **Panama** gain independence from Colombia in order to gain access rights to construct the Panama **Canal**.

	<p>William Howard TAFT</p> <p>"DOLLAR" Diplomacy</p>	<p>Protect American ECONOMIC interests and investments in Latin America</p>
	<p>Woodrow Wilson</p> <p>"moral / Missionary" Diplomacy</p>	<p>Intervene to promote DEMOCRATIC governments and oppose non-democratic governments.</p> <p><i>"Teach the Mexicans to elect good men."</i></p>

NOTE: Features of Wilson's "moral diplomacy" can be found in his rationale for entering World War I, declaring that the United States' cause in the war was to "make the world safe for democracy."

USHC 5.4 Analyze the causes and consequences of United States involvement in World War I, including the failure of neutrality and the reasons for the declaration of war, the role of propaganda in creating a unified war effort, the limitation of individual liberties, and Woodrow Wilson's leadership in the Treaty of Versailles and the creation of the League of Nations.

1914: World War I Begins

Where? SARAJEVO

The Causes:

The ALLIANCE System

NATIONALISM

The Igniting Incident:

Archduke Franz FERDINAND of Austria was assassinated by a Serbian nationalist in 1914.

Following the assassination, **alliances** were invoked, leading to a full-scale war with Britain, France, and allies on one side and Germany and allies on the other.

1914-1917 U.S. maintains a policy of NEUTRALITY.

THIS GUY would have been proud! →



~~TRADE~~ Naval warfare made it difficult for the U.S. to carry on trade with Europe as a neutral power.

PROVOCATIONS Three things prompted the U.S. to enter the war:

1. CRUISE SHIP Sinking of the LUSITANIA (1915)

"He kept us out of WAR" Wilson's 1916 Re-Election Slogan

2. TELEGRAM The ZIMMERMAN Note (Germany to MEXICO)

3. SUBMARINE UNRESTRICTED Submarine Warfare

Wilson: The U.S. is fighting to "make the world safe for DEMOCRACY_."

PROPAGANDA

The U.S. government launched a massive propaganda campaign with **FOUR GOALS** in mind:



Soldiers, Sailors, Nurses



Food and Resources



the War (Liberty Bonds)



the Enemy (the Hun)

Espionage and SEDITION Acts (1917-1918)

The **Espionage and Sediton Acts** banned Americans from undermining the war effort by speaking out against the war and doing anything else (discouraging the purchase of war bonds, opposing the draft, etc.) that could undermine the war effort.



Anti-German Sentiment:

This is a HOT DOG!



Frankfurter

DON'T TEACH THIS!



German Language

DON'T DISPLAY THIS!



Flag of Germany



ARMISTICE

11/11/1918

11:00 AM



WILSON'S FOURTEEN POINTS:

1. Freedom of the SEAS
2. Reduction of ARMS
3. Open TREATY Negotiations
4. SELF - DETERMINATION of Peoples
5. LEAGUE of NATIONS

Most
Important
to Wilson



Wilson's Goal: LEAGUE OF NATIONS

The Treaty of Versailles



Although President Wilson exercised a leadership role at the Paris Peace Conference, he had to make **concessions** to the Allies, who insisted on a "WAR GUILT" Clause blaming Germany for the war and the payment of REPARATIONS from Germany to the Allies.

However, the **Treaty of VERSAILLES** also included Wilson's Fourteen Points, including re-drawing new national borders in Central Europe along ETHNIC lines, although it failed to accommodate every European ethnic group (What is a Yugoslavian?).

The Treaty also created a LEAGUE of NATIONS, which Wilson believed to be the most important thing to prevent future wars.



USHC 5.5 Analyze the United States rejection of internationalism, including postwar disillusionment, the Senate's refusal to ratify the Versailles Treaty, the election of 1920, and the role of the United States in international affairs in the 1920s.

The Versailles Treaty Controversy



Although President Wilson played a leading role at the Paris Peace Conference, he had an even bigger task when he returned to the United States:

Convince the U.S. SENATE to ratify the VERSAILLES Treaty.

According to the Constitution, 2 / 3 of the Senate must approve any treaty negotiated by the President. Wilson, a Democrat, had an uphill battle, since the Republican Party had a majority in the Senate.



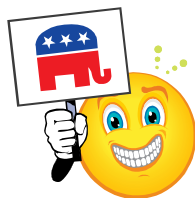
Factions in the U.S. Senate

Internationalists	Reservationists	Irreconcilables
<i>Mostly Senate Democrats</i>	NOTE: <i>The Republicans were divided into two camps.</i>	
SUPPORTED THE TREATY AND THE LEAGUE OF NATIONS	WILLING TO SUPPORT TREATY WITH CHANGES	WOULD NOT VOTE FOR THE TREATY AT ALL

Republican senators opposed the treaty, believing the LEAGUE of NATIONS would obligate the United States to enter future European wars.

Wilson refused to COMPROMISE with the Reservationists, insisting on an “all or nothing” approach to ratification. The United States never ratified the Treaty of Versailles and never joined the League of Nations, although the government did send an observer to the meetings.

1920s



In 1920, Americans elected Warren G. HARDING, a Republican who promised America a “Return to NORMALCY.” Harding had opposed America’s entry into the League of Nations, but supported America’s continued involvement in efforts to promote peace and understanding in Europe, including hosting a conference that limited the size of the great powers’ NAVAL forces.

The DAWES Plan was designed by the U.S. government to help Germany pay its war reparations while facilitating economic cooperation between the United States and Europe.

1930s

The “Good NEIGHBOR Policy

In the 1930s, the U.S. attempted to cultivate a better relationship with **Latin America** and get rid of the legacy of resentment from the days of U.S. imperialism.

NEUTRALITY Acts

Believing that America’s entry into WWI was a mistake, Congress passed the Neutrality Acts to make it difficult for the president to assist **belligerent** nations.

As a result of the **Neutrality Acts**, the U.S. did little as dictators began to rise in Germany, Italy, and the Soviet Union and there was not much that President ROOSEVELT (FDR) could do to provide assistance to the Allies in the early days of the war.

USHC 6.1 Explain the impact of the changes in the 1920s on the economy, society, and culture, including the expansion of mass production techniques, the invention of new home appliances, the introduction of the installment plan, the role of transportation in changing urban life, the effect of radio and movies in creating a national mass culture, and the cultural changes exemplified by the Harlem Renaissance.



A BOOMING ECONOMY!

The U.S. experienced unprecedented economic growth during the 1920s, but not everyone shared in the prosperity. There was a widening GAP between the “haves” and the “have nots.”

The Losers:



1. FARMERS
(low crop prices)
2. LABORERS
(anti-union sentiment)

Mass Production



Henry Ford's ASSEMBLY Line made production more efficient but cut out the need for skilled laborers. Automobiles became prevalent during the 1920s because of Ford's assembly line.

Many other products, such as RADIOS and REFRIGERATORS, were mass produced on assembly lines.

Household Appliances and Consumer Culture



New electric appliances, such as the vacuum cleaner, iron, and washing machine made it easier than ever for housewives to do household chores.

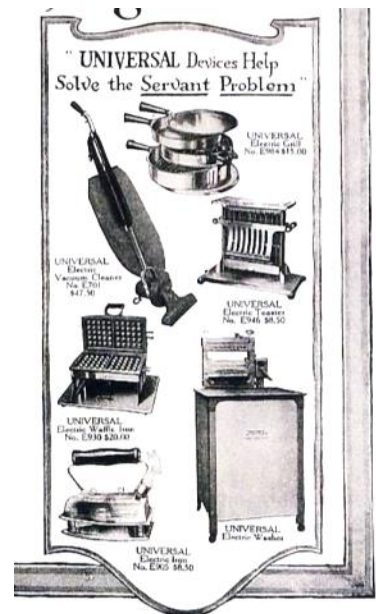
ADVERTISING!!!



BUY NOW
Pay LATER!

Americans who couldn't afford the new appliances purchased them on the INSTALLMENT plan.

RESULT: DEBT



African Americans in the 1920s

The Great Migration



Black Americans leave the South to

Search for JOBS

Escape VIOLENCE

jazz Music



Black musicians played for white audiences, leading to some cultural exchange.

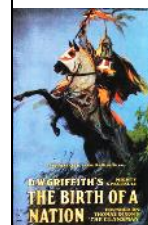
Harlem Renaissance



An African American artistic and literary movement.

LANGSTON Hughes
(Famous Writer)

Stereotyping in Film



Birth of a Nation

(Popular film promoted racial stereotypes and made the KKK appear heroic.)

USHC 6.2 Explain the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including the role of women, the “Red Scare”, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.

The Role of Women

Although women could vote in the 1920s thanks to the passage of the 19THth Amendment, women made little impact on politics, typically voting the same way as their husbands did.

Many young women, known as FLAPPERS, challenged cultural norms of “ladylike” behavior. Flappers could be identified by their short hair, knee-length skirts, and their permissive lifestyles.

Flapper culture had very little impact on women, as a whole, as most women either stayed at home and made use of their new electrical appliance or worked menial jobs where they were paid less than men.



A “Flapper”

Nativism



NATIVISM - Fear of Foreigners

American *nativism* reached a new peak in the 1920s due to the effects of WWI propaganda and the RUSSIAN Revolution in 1917.

This political cartoon showcases American fears that many of the “New Immigrants” from Southern and Eastern Europe were

COMMUNISTS, SOCIALISTS, or ANARCHISTS.

[First] Red Scare

FEAR of a COMMUNIST takeover of the United States

PALMER Raids (4000 alleged communists arrested – hundreds deported)

Immigration Quota Acts

Placed quotas on immigration from SOUTHERN and EASTERN Europe (New Immigrants)

Sacco and Vanzetti Trial

Two ITALIAN immigrants were found guilty of murder and executed based on questionable evidence of guilt

Prohibition



ORIGINS: TEMPERANCE Movement (Antebellum Period)

Prohibition gained traction during WWI due to anti-German sentiment and the wartime push to conserve grain (the primary ingredient in beer and liquor).

18 th Amendment	ENFORCEMENT UNSUCCESSFUL		21 st Amendment
Banned the sale and consumption of “intoxicating liquors”	<u>BOOTLEGGERS</u> <i>Illegal alcohol sellers (e.g., Al Capone)</i>	<u>SPEAKEASIES</u> <i>Private clubs where alcohol was illegally consumed</i>	REPEALED the 18 th Amendment (1933)

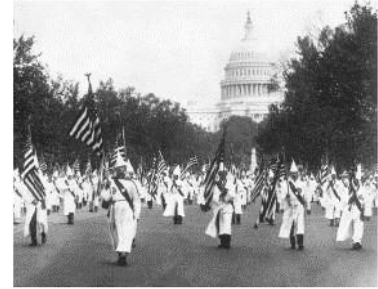
The [Second] Ku Klux Klan

Nativist sentiment and the success of the film, *Birth of a Nation*, laid the groundwork for a revival of the Ku Klux Klan. Members of the “Second” Ku Klux Klan cast themselves as the guardians

of “One Hundred Percent **AMERICAN**”

<u>“TRUE AMERICAN”</u>	<u>“UNAMERICAN”</u>
1. WHITE	1. BLACK
2. NATIVE Born	2. FOREIGN Born
3. PROTESTANT	3. CATHOLIC or Jewish

The Klan considered anyone “Un-American” who did not fit the “WASP” [White Anglo-Saxon Protestant] profile. Note that while the Klan was a white supremacist organization, it also targeted immigrants and religious minorities.



Klan members march on Washington in the 1920s.



MORAL WATCHDOG: The Klan also supported Prohibition, opposed bootlegging and gambling, and held its members of high moral standards. This function of the Klan was undermined by scandals involving its members in the late 1920s and early 1930s.

The Klan’s membership exceeded four million in the 1920s, and the organization was stronger in the **MIDWEST** (Indiana, Ohio, etc.) than it was in the South.

The Scopes “ **MONKEY** ” Trial

QUESTION:

How do we explain the origins of humanity?

FACT: The phrase, “Monkey Trial,” was coined by **H.L. Mencken**, a reporter covering the trial for the *Baltimore Sun*.



<p>Religious FUNDAMENTALIST “Conservative”</p>  <p>The BIBLE contains a literal and true account of creation by God.</p>	<h1>VS.</h1>	<p>Modern Science “Liberal”</p> <p>Charles DARWIN Theory of EVOLUTION</p> 
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In 1925, the Tennessee legislature passed a law forbidding the teaching of Charles Darwin’s theory of **EVOLUTION** in public schools.



John Scopes, a substitute teacher and football coach, taught a lesson on evolution so that the town of Dayton, Tenn., could host a trial. The trial received national media coverage.

William Jennings Bryan, a Fundamentalist, volunteered to prosecute the case against Scopes.

Scopes was defended by an attorney from the **AMERICAN CIVIL LIBERTIES UNION**

USHC 6.3 Explain the causes and consequences of the Great Depression, including the disparities in income and wealth distribution; the collapse of the farm economy and the effects of the Dust Bowl; limited governmental regulation; taxes, investment; and stock market speculation; policies of the federal government and the Federal Reserve System; and the effects of the Depression on the people.

Causes of the Great Depression

Consumers bought goods on credit during the 1920s, and most Americans were heavily indebted by the end of the decade.

DEBT

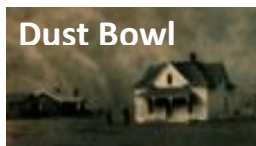
Factors Contributing to Consumer Debt:

The CHEAP CREDIT 's "Easy Money" Policies	Overconsumption	Stock Market SPECULATION
During the 1920s, the Federal Reserve kept interest rates low, which encouraged borrowing. <i>After the stock market crash, the Fed suddenly TIGHTENED the money supply.</i>	Consumers borrowed money to pay for new appliances and other consumer goods, purchasing these items on the INSTALLMENT plan.	SPECULATION: Buying on the MARGIN (Borrowing \$\$\$ to buy stocks)

By the late 1920s, consumers had so much debt that they could no longer pay for expensive consumer goods, which lowered demand. This resulted in **overproduction**, resulting in decreased profits for companies.



STOCK MARKET **CRASH** (1929)



Dust Bowl

Farm Economy **COLLAPSES**

"**OKIES**" migrate to California looking (unsuccessfully) for work.

UNEMPLOYMENT:

25%



INEFFECTIVE

President Herbert **HOOVER** tried unsuccessfully to help:

1. Tax **INCREASE**
2. **SMOOT** - **HAWLEY** Tariff (Second Highest in US History)

Hoover **REJECTED** the idea of **DIRECT** **RELIEF** to the poor.
(payments from the government to individuals)



"**HOOVERVILLES**" became a symbol of most Americans' lack of confidence in Hoover's leadership.



In 1932, a group of World War I veterans known as the

"**BONUS** Army" marched on Washington to demand an early payment of their "Bonus," or veterans pensions that were due to be paid in 1945.

The U.S. Army attacked the Bonus Army with cavalry, tanks, and gas, furthering the impression that Hoover was callous toward those who were suffering during the Depression.

USHC 6.4 Analyze President Franklin Roosevelt’s New Deal as a response to the economic crisis of the Great Depression, including the effectiveness of New Deal programs in relieving suffering and achieving economic recovery, in protecting the rights of women and minorities, and in making significant reforms to protect the economy such as Social Security and labor laws.

The New Deal



**Franklin D.
ROOSEVELT_ (FDR)**
(Elected 1932)




**First Lady:
ELANOR**

The “Three R’s” of the New Deal:	Successful?
R ELEIF	_____
R ECOVERY	_____
R EFORM	_____

PANIC: “The only thing we have to fear is FEAR, itself.” – Inaugural Address

FDR addressed panic by declaring a bank HOLIDAY and used “FIRESIDE chats,” radio addresses that he used to explain his plans to the people in plain language.

FDR’s Alphabet Soup (New Deal Agencies created by the FDR administration)

	Name: <u>FEDERAL DEPOSIT INSURANCE CORPORATION</u> (FDIC) Purpose: INSURE THE DEPOSITS OF BANK CUSTOMERS
AAA	Name: <u>Agricultural Adjustment Administration</u> (AAA) Purpose: CROP SUBSIDIES
	Name: <u>National Recovery Administration</u> (NRA) Purpose: FAIR COMPETITION
SEC	Name: <u>SECURITIES AND EXCHANGE COMMISSION</u> (SEC) Purpose: MAKE RULES FOR SELLING STOCKS AND BONDS
	Name: <u>TENNESSEE VALLEY AUTHORITY</u> (TVA) Purpose: RURAL ELECTRIFICATION
CCC	Name: <u>Civilian Conservation Corps</u> (CCC) Purpose: PUBLIC WORKS PROJECTS TO PROVIDE JOBS TO YOUNG MEN
SSA	Social Security Administration
	NLRB National Labor Relations Board

Criticisms of the New Deal

From the "Left"	From the "Right"
TOO COLD: THE NEW DEAL WAS NOT DOING ENOUGH TO HELP PEOPLE IN NEED	TOO HOT: THE NEW DEAL WAS GETTING IN THE WAY OF BUSINESS, GIVING MONEY TO PEOPLE WHO DID NOT WANT TO WORK, BUSTING THE BUDGET OF THE UNITED STATES

The Supreme Court and the New Deal

In *Schechter v. United States* (1935), the Supreme Court declared the National Recovery Act **UNCONSTITUTIONAL**. This is an example of judicial **REVIEW**, a principle established by John Marshall in *MARBURY v. MADISON*.



In response to the Supreme Court's ruling, FDR presented a plan to Congress to **PACK** the Supreme Court, which would have allowed the president to appoint more justices to the Court. This plan undermined the system of **CHECKS** and **BALANCES** that are enshrined in the U.S. Constitution. Congress rejected the "court packing" plan, handing FDR his first major legislative defeat.

African Americans and the New Deal

African American workers were typically the **LAST** hired and the **FIRST** fired, leading to black workers suffering from a much higher level of unemployment (50%) than whites (25%). Although FDR took little official action to combat racial discrimination, black voters began to align themselves with Roosevelt's **DEMOCRATIC** Party in the 1930s. Before the New Deal, African American voters had typically supported the **REPUBLICAN** Party.

The New Deal (did / **did not**) bring about economic recovery in the 1930s. However, New Deal programs (**did** / did not) provide relief for people who were suffering during the Depression.

USHC 7.1 Analyze the decision of the United States to enter World War II, including the nation's movement from a policy of isolationism to international involvement and the Japanese attack on Pearl Harbor.

TOTALITARIANISM

In totalitarian states, the government holds full power and does not recognize individual rights.

TOTALITARIAN STATE	DICTATOR
GERMANY	HITLER
RUSSIA	STALIN
JAPAN	TOJO
ITALY	MUSSOLINI

MILITARISM Germany and Japan both launched aggressive wars against their neighbors.



__APPEASEMENT__:

Britain and France tried to “appease” Hitler by allowing him to invade neighboring countries

WWII began, IN EUROPE when Hitler invaded __POLAND__ in 1939. The German army's *blitzkrieg* (lightning war) strategy was effective against French and British forces and France fell in just over a month. Britain was left to fight against Hitler alone. Germany attacked Britain by air in a three month battle known as the Battle of Britain.



Most Americans favored a policy of __ISOLATIONISM__ that would keep the United States out of the European War.

__NEUTRALITY__ Acts: Banned the sale of arms to *belligerent* nations

Although Americans wanted to stay out of the war, President Roosevelt (FDR) believed that the British were in need of our help. He wished for America to become the

“Arsenal of __DEMOCRACY__”



1. __CASH__ and __CARRY__ (1939)
Pay cash and take it with you.
2. __DESTROYERS__ for __BASES__ (1940)
U.S. gives Britain ships in return for naval bases
3. __LEND__ - __LEASE__ (1941)
Britain can borrow our weapons since we're not using them!

Selective Service Act (1940): The first __PEACETIME__ draft in US history

The United States placed an oil __EMBARGO__ on Japan for launching aggressive warfare in Manchuria, China, and the Pacific.

Japan, seeing the embargo as a threat to its ability to maintain a navy, attacked the U.S. Pacific Fleet at __PEARL__ Harbor on __DECEMBER__ 7, 1941. The United States declared war on Japan the next day.



__AXIS__ PACT

After the U.S. declared war on Japan, Germany and Italy declared war on the U.S. in keeping with the **Axis Pact** – an alliance between the three nations. The United States responding by declaring war against Germany and Italy.

USHC 7.2 Evaluate the impact of war mobilization on the home front, including consumer sacrifices, the role of women and minorities in the workforce, and limits on individual rights that resulted in the internment of Japanese Americans.

MOBILIZATION

The effort to win WWII required sacrifices from all Americans in a process known as **MOBILIZATION**.

Private Industry	Government Action	Citizens
Converted to war production	Managed the economy Controlled limited resources Imposed rationing	Victory gardens Purchasing war bonds Rationing of staples like sugar and gas

New opportunities for women and minorities

Women often took traditionally male jobs and "**Rosie the Riveter**" became an icon of the period.



A leader of an African American labor union, **A. Philip Randolph**, threatened to organize a march on Washington demanding equal access to war-time jobs. In response, President **Roosevelt** issued an executive order establishing a commission to ensure that war jobs were open to **African American** workers.

Mexican workers were also welcomed into the United States to take the place of American farm workers who had enlisted or been **drafted**

Propaganda and Racial Tensions

Although the war unified many Americans it also frightened some. Wartime propaganda, racial and ethnic tensions impacted **African** Americans, Japanese **Americans**, and **Mexican**, Americans threatened individual liberties.

African Americans	Japanese Americans	Mexican Americans
Served in segregated units Faced discrimination on military bases in the South	Attack on Pearl Harbor made western states suspicious of Japanese Americans FDR ordered them to sell belongings and be deported to camps	Young Mexican Americans attacked in Los Angeles because they looked foreign

7.3 EOC Review Key: WWII: Big Three Conflict and Its Post-War Impact

- 1) Why were the United States and the Soviet Union allies during WWII?
 - a. They had a common enemy: Germany invaded the Soviet Union in violation of Hitler and Stalin's non-aggression pact
- 2) What was the source of tension between the United States and the USSR?
 - a. The US was capitalistic system of free enterprise and democracy while the USSR was totalitarian and communist
- 3) What did Hitler do that made the US and the Soviet Union allies?
 - a. Germany invaded the Soviet Union in violation of Hitler and Stalin's non-aggression pact
- 4) Who were the big three and which countries did they govern?
 - a. Franklin Roosevelt – USA, Joseph Stalin – USSR (Russia), Winston Churchill – Great Britain
- 5) What strategy did the Soviet Union urge the US to adopt?
 - a. Open a second front in western Europe to take pressure of the eastern front where the Soviets were fighting Germany
- 6) What strategy did Great Britain favor?
 - a. First, attack Germans in North Africa (Operation Torch) then attack the “soft underbelly” of Europe in Italy. Only win those campaigns are successful should the Allies open a second front
- 7) What was the goal of the island hopping strategy?
 - a. Make Japanese retreat toward their home islands and use the captured islands as bases to launch final assault on Japanese home islands
- 8) What was the significance of the Battle of Midway?
 - a. Turning point of the war in the Pacific
- 9) What lesson did the US take from the heavy losses on Iwo Jima and Okinawa?
 - a. American casualties in an invasion of the Japanese home islands would be very heavy
- 10) How did the US believe the Soviet Union could help with the invasion of the Japanese homeland? What country did the Soviet Union occupy at the end of the war and after?
 - a. Help supply forces for the invasion of the Japanese home islands
 - b. Korea
- 11) Why did President Truman decide to drop the atomic bombs on Hiroshima and Nagasaki?
 - a. To save American lives; see question 9
- 12) What were the consequences for the US decision not to share the atomic bomb technology with the Soviet Union?
 - a. Led to a nuclear arms race

Define:

1. **Lend-Lease** – one of the steps taken by FDR to help Britain fight Hitler – the US lent war materials to Great Britain
2. **Atlantic Charter** – agreement between FDR and Churchill – Allies had not desire to occupy conquered land when they won the war
3. **Cash and Carry**- US would sell materials to Britain if they paid cash and transported it home themselves
4. **Destroyers for bases**- US and British agreement to trade American destroyers for British bases
5. **Operation Torch** - invasion of North Africa - was launched to free the Mediterranean Sea from German control and protect the oil fields of the Middle East; delayed direct attack on Germany
6. **Battle of Stalingrad** – turning point of land war in Europe – Germans defeated by Russians at Stalingrad
7. **Italian Campaign** - Italian Campaign opened another front in Europe but again delayed a direct attack on Germany
8. **D-Day** –Operation Overlord - The invasion of Normandy on D-Day [Operation Overlord] finally provided the long-awaited western front.
9. **Three front stage of the war** – fighting in France, Russia and in the Pacific
10. **Battle of the Bulge** - was the last German offensive and the beginning of the end for the Nazis
11. **Post war division of Berlin and Germany** - Laid the foundation for the post-war division of Berlin and Germany and Cold War tensions over the Soviet dominance of Eastern Europe.

7.4: Economic, humanitarian and diplomatic impact of WWII

Economic Impact of WWII	Humanitarian Impact of WWII	Diplomatic Impact of WWII
Government spending on the war provided jobs for workers and military personnel	Americans horrified by the images of the Holocaust	US grants diplomatic recognition to the Israel in sympathy for the victims of the Holocaust; hurts US relations with oil producing Arab nations
Workers accumulated cash during the war; no consumer goods produced; after the war pent up demand	African-American veterans motivated to end discrimination in the US after serving with honor during the war	Nazi leaders tried for war crimes

7.5 EOC Review Study Guide: Impact of the Cold War

What was the Cold War? Conflict between the democratic, **capitalistic** United States and the totalitarian, **communist** regime in the Soviet Union (USSR).

Postwar goals also put the United States and the Soviet Union at odds.

- USSR wanted **buffer zone** of friendly countries on its eastern border so that Germany could not invade again as it had in WWI and WWII.
- The US wanted **Eastern** European countries to be able to hold free and fair elections.
- The United States supported the efforts of their wartime allies to continue their influence in other regions.
 - **Greece**; US supported the Greek government when it was in danger of falling to a communist-leaning rebel force
 - The **Chinese** attempted to restore their control of **Chinese mainland**. US helped the nationalist Chinese fighting Chinese communists.
 - The **United States** became involved around the world in containing the **communist** threat as a result of wartime and postwar circumstances.

Battle Lines Drawn

- 1946 Winston Churchill said an **Iron Curtain** had descended upon Europe, **cutting off Soviet-dominated Eastern Europe from the west**
- The United States formulated a policy of **containment**
- The **Truman Doctrine** pledged to contain communism in Europe - first applied when the US supplied military and financial aid to Greece and Turkey to resist the communist-backed rebel forces there.
- **Marshall Plan** - US economic and military aid to rebuild Europe
- **Germany/Berlin**, divided at the end of World War II, became the first Soviet test of the United States policy when the Soviets blockaded Berlin.
 - **Berlin Airlift** which delivered food and other supplies to Berlin by air – US victory
 - Berlin became the symbol of the Cold War when Soviet forces erected the **Berlin Wall** to separate East and West Berlin and keep people of the eastern block from escaping to freedom in the west through Berlin [1962].

WATERSHED YEAR 1949, a series of events increased Cold War fears.

- North Atlantic Treaty Organization **NATO** which established a military alliance aimed at the Soviet Union.
- The test explosion of a **atomic** bomb by the Soviet Union began a nuclear arms race.
- After a long civil war, **China** fell to communist forces led by Mao Tse-tung

THE KOREAN CONFLICT

In 1950, communist North Korea invaded South Korea.

- The United Nations voted unanimously to demand a cease fire and supported a **'police action'** to defend South Korea.
- The **majority** of troops and financial support for the Korean War came from the United States.
- When United States forces neared the Chinese border, the **Chinese** attacked and drove

the forces back to the 38th parallel.

- Formal peace negotiations ended with North Korean forces contained above the 38th parallel, a victory for **_containment_** at a cost of tens of thousands of American lives.

Soviet Threats:

- The Soviet Union organized the **_Warsaw Pact_** - **military alliance of Eastern European nations and the Soviet Union for defense against NATO**
- The **space race** took off - Soviet Union launched **_Sputnik**
- Americans built **bomb shelters**
- Eventually the US won the space race when the first man landed on the moon [1969].

Red Scare

- Republicans accused Democrats of being "soft on communism."
- **Republican Senator Joseph _McCarthy_** lent his name to the anticommunist crusade, **_McCarthyism_**.
- McCarthy used the tactic of the **Big Lie**, repeating an untrue accusation of affiliation with communism loudly and often, to smear countless diplomats, artists, and statesmen.

THE COLD WAR: PART TWO: Cuba and the Cold War

Cuba became a battleground for the **Cold War** when

- Forces under **Fidel _Castro_** **overthrew the American-backed dictator of Cuba.**
- Cuban **_exiles_**, (**Cubans living in the US**), **trained** by CIA invaded Cuba- plan failed.
- **President Kennedy** wanted to prove his cold war commitment in **_Vietnam_**, **_Berlin_** and Cuba
- In the fall of 1963, American spy planes photographed **_nuclear missile sites_** being built **in Cuba.**
- President Kennedy placed a naval **_blockade_** around Cuba to prevent the Soviets from arming these sites.
- After 13 days of escalating fear of nuclear war, an agreement was reached that ended the crisis and averted nuclear confrontation.
- The **_Cuban Missile Crisis_** was the closest that the United States and the Soviet Union came to armed conflict during the Cold War.
- In its aftermath, efforts were made to avoid nuclear war through the installation of a hot line in the White House and in the Kremlin and the signing of a nuclear test ban treaty.

THE COLD WAR AND THE MIDDLE EAST

The Cold War rivalry between the US and the USSR contributed to American involvement in the Middle East **and** to continuing conflict in the region. This conflict was the result of

- **extensive American interests in _oil_**
- **and American support for the state of **_Israel_**,**

BIG IDEA: Israel was recognized by the United States in 1948 as a **_Jewish_ homeland** after the **Holocaust** and **America has supported Israel in their ongoing defense against their Arab neighbors.** The **Soviet Union increased its influence on Arab nations that opposed the creation of the state of Israel.**

Middle East Cold War Events

- President Eisenhower intervened in the **_Suez Crisis_** [1956] extending US **_containment_** policy to the Middle East in the Eisenhower Doctrine.
- The importance of Middle East oil to the US economy led the US to engage in diplomacy to stop an **oil embargo** in the 1970s.
- The United States attempted to facilitate peace in the Middle East, resulting in the **_Camp David Accords_**, **an agreement between the US, Egypt and Israel**
- **US and Iran**
 - In the 1950s, the CIA helped the **Shah of Iran** overthrow a rival who had attempted to nationalize foreign oil interests
 - **US supported the Shah's unpopular regime in order to maintain a friendly buffer state on the southern border of the Soviet Union.**
 - When the Shah's government was overthrown by a fundamentalist Islamic group, **popular anger against the United States led to the taking of the American embassy and the holding of over one hundred fifty American hostages for more than a year in the 1970s.**
 - Relations with the regime in Iran continue to be strained today.

US and Afghanistan

- When the **USSR** invaded **Afghanistan** to support a friendly government on their southern border,
 - **The US containment policy led the US to support the Afghan rebels**
 - **These rebel groups evolved into the Taliban, which later harbored al Qaeda terrorism.**

BIG IDEA: THE END OF THE COLD WAR CAME ABOUT BECAUSE OF THE CHANGES WITHIN THE USSR

- the economic cost of the arms race
- the economic cost of the Soviet war in Afghanistan
- A liberation movement in Eastern Europe resisting Soviet dominance
- The 1989 fall of the Berlin Wall, the most important symbol of the Cold War, marked the end of the Cold War.

USHC-8.1: Analyze the African American Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the Civil Rights Movement on other groups seeking equality.

The Big *Idea*

The Civil Rights Movement was a liberal movement that challenged the conservative status quo of race relations in the United States. Civil rights activists wanted to secure for African Americans the full rights of citizenship including the right to "life, liberty, and the pursuit of happiness."

The goals of the Civil Rights Movements were:

- equality under the law and

The Racial Status Quo:

Segregation or discrimination was found in:

Housing
Employment
Education
Public Accommodations like motels, hotels, theaters and

Liberal Challenge

Types of segregation

Two types of segregation existed in America prior to the Civil Rights Movement:

- One was called de jure (by law) segregation, which was segregation required by law. Examples of de jure segregation included segregated schools, movie theaters and restrooms.
- The second type of segregation was called de facto (by fact) segregation. This type was more common in the north where races tended to live, shop and go to school in segregated neighborhoods but the law in those states did not segregation.

Civil Rights Movement confronted the Failed Promises of America such as;

Declaration of Independence (1776) – did not include African Americans:

Reconstruction (1865-1876) – federal government abandons the South before rights of African Americans secured.

Civil War amendments – not enforced in the south

- 13th – forbids slavery
- 14th – equal protection (and citizenship)
- 15th - right to vote

Great Migration (1915-1970) – many African Americans left the South hoping for more opportunity /less discrimination in the North; especially with housing and employment

- Non- violence civil- disobedience: designed to show the face or racism to the nation and the world.
- Civil disobedience - the refusal to comply with certain laws as a non-violent form of political protest.
- Role of media – for the first time, white Americans could see discrimination on TV or photos in magazines and many reacted with horror, (Emmitt Till).

Civil Rights Movement: Landmark Legislation

- Civil Rights Act – outlawed major forms of discrimination in public places like restaurants, hotels and movie theaters. Voting Rights Act – prohibited discrimination in registering to vote or voting.

Civil Rights Movement: Reaction by Southern Whites:

- Truman's support for civil rights led to the civil rights movement – Strom Thurmond of SC ran a third party campaign for POTUS in 1948
- POTUS LBJ's support for civil rights and Richard Nixon's "Southern Strategy" led to many whites in the South switching from the Democratic Party to the Republican
- Today the South is solidly Republican

Civil Rights Movement: Landmark Court Cases:

- Plessy v Ferguson (1896)– SCOTUS decided separate but equal was constitutional
- Brown v Board of Ed (1954) – SCOTUS decided "segregation is inherently unequal"
- Roe v Wade (1973) – SCOTUS extended equal protection clause of 14th amendment to women who wished to terminate a pregnancy

Civil Rights Movement: Roles of Key Advocates

- Martin Luther King – chief spokesman and organizer of the movement. NAACP – attacked discrimination in the courts – legal effort led by NAACP attorney Thurgood Marshall
- Some begin to criticize MLK's non-violent strategy as weak and ineffective prior to his death in 1968
- Black Power Movement: Led by Malcom X and Stokely Carmichael whose Goals were to empower African Americans/Promote nationalism (Black is Beautiful/Encourage African Americans to arm themselves against white violence. Urban riots in Detroit, Los Angeles and other cities led many whites to see the civil rights movement as violent

Civil Rights Movement: Influence on other groups seeking equality

- Women - National Organization for Women (NOW)
 - The Feminine Mystique by Betty Freidan (criticized traditional homemaker role of women)
 - Roe v Wade (1973)
 - Equal Rights Amendment – proposed – never ratified amendment that would have banned all discrimination based on gender
- Native Americans – Naitonal Indian Movement (AIM)

USHC-8.2 Compare the social and economic policies of presidents Lyndon Johnson and Richard Nixon, including support for civil rights legislation, programs for the elderly and the poor, environmental protection, and the impact of these policies on politics.

Comparing Johnson/Nixon Policies Graphic Organizer

	Civil Rights Laws	Programs Elderly/Poor	Environmental Policy	Impact on Politics
Johnson (LBJ)	Civil Rights Act 1964 Voting Rights Act 1965 Fair Housing Act 1968 “affirmative action”	Medicare Medicaid Great Society (LBJ) War on Poverty	?	African Americans begin to vote heavily Democratic
Richard Nixon	Law and order Southern strategy Limit enforcement of civil rights	Limit government programs for the poor	Clean Air and Water EPA	Resurgence of conservatism in reaction to Great Society Southern Strategy

8.3: Vietnam War Study Guide: Most important things to know for EOC and Unit 8 Test

1. Vietnam War part of Cold War – US in Vietnam because we want to contain communism
2. Containment policy and Vietnam – US pledged to contain communism and Ho Chi Minh and North Vietnam were communist
3. Ho Chi Minh – communist leader of North Vietnam
4. Viet Minh – resistance movement organized by Ho Chi Minh to fight French control of Vietnam
5. Domino theory – if one nation in SE Asia fell to communism the others would follow
6. Viet Cong – communist guerilla force fighting against the South Vietnamese government
7. US Military advisors sent to Vietnam – type of support the US first gave South Vietnam
8. Gulf of Tonkin Resolution – Congressional resolution that gave LBJ the authority to wage Vietnam War
9. Bombing campaigns against North Vietnam and the Ho Chi Minh trail – military strategy used against North Vietnam and the Ho Chi Minh trail
10. Ho Chi Minh trail – network of jungle paths from North Vietnam thru Laos and Cambodia into South Vietnam, major supply route of the Vietcong
11. Draft deferments – exceptions made exempting some people from the draft
12. Burning draft cards – form of protest against the Vietnam War and the draft
13. Hawks – people who supported the US military effort in Vietnam
14. Doves – people opposed to the US military effort in Vietnam
15. Tet Offensive – attack by North Vietnamese and Vietcong that demonstrated the strength of the North Vietnamese as a fighting force; called into question LBJ's description of the war
16. Vietnamization – Nixon policy to gradually turn over the fighting to the South Vietnamese
17. Secret bombing of Laos and Cambodia – secret bombing of the Ho Chi Minh trail by the Nixon administration that prompted massive protests against the expansion of the war
18. Kent State shooting – Ohio National Guard killing of Kent State University students protesting the secret bombing of Laos and Cambodia
19. POWs-MIAs – Prisoners of War and Missing in Action during Vietnam War
20. My Lai Massacre – American troops killing of all My Lai villagers led some to question American values
21. Agent Orange – chemicals that destroyed vegetation used Vietnam; goal was to destroy hiding places for guerillas
22. Napalm – thickening agent that helps start an incendiary fire; used in bombs
23. Pentagon Papers – secret government documents published in 1971 that revealed the US misled Americans about the Vietnam War.
24. Watergate Scandal – scandal in which Richard Nixon authorized the cover-up of a break-in at Democratic party headquarters, eventually leading to his resignation; only POTUS to resign
25. War Powers Act – act limiting presidential authority to commit American troops to a military operation; required to seek the approval of Congress within 60 days
26. Vietnam Syndrome – the fear of being mired in a long draw out war with not clear end in sight

USHC-8.4 Analyze the causes and consequences of the resurgence of the conservative movement, including social and cultural changes of the 1960s and 1970s, Supreme Court decisions on integration and abortion, the economic and social policies of the Reagan administration, and the role of the media.

Conservatism and **LIBERALISM** have been in conflict throughout the history of the USA, especially in times of great social and cultural change and economic uncertainty such as the 1920s, 30s, 40s, 60s & 70s. Political positions on issues span a continuum, from the far **Right** (**CONSERVATIVES**) to the far **Left** (**LIBERALS**), with moderates of both sides finding some common ground in the middle.

_FISCAL_____ Conservatives believe in balanced budgets
_SOCIAL_____ Conservatives believe in traditional values
_FISCAL_____ Liberals tolerate deficit spending by government
_SOCIAL_____ Liberals believe in expanding civil liberties

Conservatives believe that a large **FEDERAL** government threatens individual liberties.

Liberals believe that the **_FEDERAL GOVERNMENT_____** should take an **_ACTIVE_** role in protecting the rights and welfare of the individual and of minority groups against local prejudices.

Political Persuasion	Response to Civil Rights Movement	Response to the Great Society
Liberals	Supported Civil Rights Act Voting Rights Act Brown v Bd. of Education	SUPPORTED THE GREAT SOCIETY AND ANTI-POVERTY PROGRAMS
Conservatives	Opposed	Opposed Anti-POVERTY programs _AFFIRMATIVE_ action

Specific events and issues that split Liberals and Conservatives

1. Women's Rights Movement (ERA) Conservatives **___N___** Liberals **___Y___**
2. Roe v Wade: Woman's right to **_CHOSE_** Conservatives **___N___** Liberals **___Y___**
3. Vietnam War- Hawks and **___DOVES_** Conservatives **___HAWKS___** Liberals **___DOVES___**
4. Counterculture and Sexual Revolution: Conservatives **___N___** Liberals **___Y___**
5. Family Values: Conservatives **___Y___** Liberals **___N___**
6. Protecting the environment: Conservatives **___N___** Liberals **___Y___**
7. Support for Christian fundamentalism: Conservatives **___Y___** Liberals **___N___**
8. Defense spending: Conservatives **___Y___** Liberals **___N___**
9. Lower taxes to spur economic growth: Conservatives _____ Liberals _____

The Reagan Revolution

President Reagan (1981-1989) - the "**REAGAN** Revolution" Reaganomics

- Cutting the taxes for the wealthy to promote investment and the creation of jobs,
- Cutting government spending.

Conservatives – Supply Side Economics	Liberals Demand Side Economics
Conservatives believe that if the wealthy have more money prosperity will "trickle down" to the rest of society as the rich invest in building factories and hire workers (SUPPLY SIDE).	Liberal opponents of so-called " REAGANOMICS " believe that the economic well-being of the nation depends on the ability of ALL of the people to consume the goods produced (demand side). The wealthy should pay more in. Tax cuts should go to the lower and middle class.

LIBERALS hold that in economic hard times, the federal government should stimulate the economy through **DEFICIT** spending. Conservatives advocate **balanced budgets**.

Reagan limited

- Enforcement of regulations on businesses and banks.
- Enforcement of environmental protections.

Conservatives	Liberals
Conservatives _CHEERED_ when Reagan took a hard line against USSR - significantly increased Cold War DEFENSE spending. Conservatives credit Reagan's policies with bringing about the dissolution of the Soviet Union	Liberals attribute the fall of the SOVIET UNION to internal problems there as well as a change of Soviet leadership

The Reagan Legacy

Reaganomics and defense spending, as well as **TAX CUTS FOR THE WEALTHY**, had a long term impact on the economy that is still being debated today.

- Yearly budget **DEFICITS** - increased defense spending - tripling of the national debt.
- De-regulated banks and financial institutions failed - added to the debt and the crisis in economic confidence in the **_1980S_** and again in **2008_**.
- Low wages and **low taxes on the wealthy** contributed to a **WIDENING** of the gap between the rich and the poor.
- President Reagan - **MEDIA** personality, successfully changed political labels

Conservatives	Liberals
CONSERVATIVE = economic growth and traditional values	LIBERAL = with wasteful spending and an overweening government

- Liberals countered this interpretation. They see themselves as the **DEFENDERS** of the middle class and the role of government as protecting the **MIDDLE** class.

USHC-8.5 Summarize key political and economic issues of the last twenty-five years, including continuing dependence on foreign oil; trade agreements and globalization; health and education reforms; increases in economic disparity and recession; tax policy; the national surplus, debt, and deficits; immigration; presidential resignation/impeachment; and the elections of 2000 and 2008.

Modern Challenges Caused by Increasing Globalization

Challenge	Impact on the United States
<i>Foreign Oil</i>	Cost of oil _INCREASES_
<i>European Union</i> Common _MARKET_ Promote European trade Promote European cooperation	Competition
<i>NAFTA</i> North _Atlantic_ Free Trade AGREEMENT_	Competition
<i>GAFTA</i> General Agreement on _FREE TRADE	Competition_
<i>Outsourcing of jobs: A Flat World</i> _INDIA_ _CHINA_	COMPETITION 4 JOBS
<i>Demographic changes</i> _aging_ population _increasing_ obesity _demand_ day care and other services	<i>Demand for day care</i> <i>Regulation of fast food?</i> <i>Make smoking illegal?</i> <i>Provide aid to working mothers who are poor?</i>
Deficit_ spending_	Should taxes be raised to balance the budget
<i>Shrinking middle_ Class</i>	Increase support for education?
<i>Damaged _infrastructure_</i>	Roads, _railroads public schools

Modern Presidents

40. Ronald Reagan

- **Iran-contra scandal**: Reagan sold weapons to Iran to fund guerrilla war in Nicaragua
- Reaganomics
 - Cut **taxes**
 - Reduce **_spending_** on social programs
 - Increase spending on **_defense_**
- Led to large **_deficits_**
- “ **Morning_ in America**” idea that America’s best day are still ahead

Big Question: Did Reagan win the Cold War? Historians still debate how much credit he deserves. He negotiates with Gorbachev

- __Strategic__ Defense Initiative (SDI) nicknamed Star Wars
- “Mr. Gorbachev, tear down this wall” And the wall came down. (__Berlin__ Wall)

41. George H. W. Bush

- Campaign slogan – Read my lips – no new __taxes__
- First POTUS to have led the __CIA__
- Two foreign policy events
 - End of the __Cold War__
 - First Gulf War - Iraq invades Kuwait

42. Bill Clinton

- Very skilled politician
- His __health care__ initiative fails to pass Congress
- __scandals__ investigated
 - Whitewater
 - Travelgate
 - Sexual harassment suit and Monica Lewinsky
- Loses control of __Congress__ – moves to the right (more conservative)
- __welfare__ reform
- __partisan budget__ battles – taxes are __increased__; spending __decreased__; defense spending reduced (peace dividend) budget balanced; government has a surplus (more revenue than spending)
- Clinton __impeached__ over his lies about the Lewinsky scandal

43. George W. Bush

- Won disputed election – not settled for weeks – votes in __Florida__ contested
- Tax cuts for the wealthy – designed to stimulate the economy
- Increased gap between rich and poor
- Policies created budget deficits – not surpluses like in the Clinton years
- US becomes involved in Afghanistan and Iraq
- POTUS on 9/11 when terrorists attack New York and Washington
- Deep Recession in 2008-09 – supported deficit spending to boost the economy and economy got worse
- unemployment rose to over 10%

44. Barack Obama

- First African-American POTUS
- Continued to spend large sums of money to stimulate the economy
- Deficits continued to grow
- Congress refused to repeal tax cuts for the wealthy (over \$250K/year) to bring in more revenue

Current issues: Economic

1. Globalization increasing trend toward integrated world-wide trade networks. Example: Swedish Co. Volvo, now owned by Chinese investors, builds a plant in South Carolina.
2. Trade Agreements reduction of trade barriers and lowering tariffs. Examples:
 - a. GATT – General Agreement on Trade and Tariffs (1994)
 - b. NAFTA North American Free Trade Agreement
3. Impact on the US economy – increased competition for jobs
 - a. Loss of manufacturing jobs
 - b. Labor unions lose membership
 - c. Lower wages
 - d. outsourcing of service jobs to low wage countries (India, Pakistan, Bangladesh)
 - e. Impact of technology on US Economy (internet, cell-phones, computers etc.)
 - i. outsourcing of IT and other service jobs
 - f. Immigration - increased competition for low wage jobs
 - g. mechanization increase in use of robots or other machines in manufacturing – more job loss
 - h. Manufacturing jobs moving from the rustbelt to the sunbelt (Example – SC) mostly “right to work” states

Current Issues: Demographic

1. Population is aging
2. medical advances helping Americans live longer
3. Costs of health care rising
4. Social Security hotly debated because it is now the largest single government expense

Current Issues: Political

1. Conservatives and liberals; Republicans and Democrats debate
 - a. Spending and budget deficits
 - b. National debt
 - c. Taxes
 - d. Defense policy
 - e. Social issues like gay marriage, abortion, gun control and the death penalty

8.6

The Dissolution of the Soviet Union

___ **Liberals** ___ and **conservatives** interpret foreign policy from different perspectives.

- ___ **Conservatives** ___ credit United States policy with the dissolution of the Soviet Union.
- Liberals credit forces within the **Soviet Union** for bringing about change.
- When Mikhail ___ **Gorbachev** ___ became the leader of the Soviet Union in 1985, he advocated
 - ___ **glasnost (openness)** ___ and
 - ___ **perestroika (restructuring)** ___
- Soviet-bloc nations (nations behind the ___ **Iron** ___ **Curtain**) were also seeking change, including
 - independence movements within ___ **Poland** ___ and the ___ **Baltic** ___ states.

The Soviet invasion of ___ **Afghanistan** ___ placed a strain on the Soviet economy and it was near collapse.

- the destruction of the ___ **Berlin Wall** ___ in 1989 signaled
- the waning power of the Soviet Union and symbolized the end of the ___ **Cold War**.

Soviet hardliners attempted to overthrow Gorbachev and the resulting confusion led to the **breakup** of the Soviet Union into separate states. Controversy surrounds what role the United States played in this result. Contributing factors:

- the buildup of arms throughout the Cold War and especially during the ___ **Reagan** ___ administration placed added strain on the Soviet economy.
- However, the Soviet Union fell from internal problems rather than as a direct result of the American policy of ___ **containment** ___.

The Expansion of the European Union

At the end of World War II, the United States assisted European nations in their recovery from the war in order to serve as a strong bulwark against the spread of communism. The United States continued to protect Europe through

- the ___ **North Atlantic Treaty Organization** ___ (NATO) and
- the deployment of weapons in Europe to confront the Soviet threat,

The Europeans established

- the **European Common Market** in order to improve trade within the region.

Eventually the Common Market established a common currency and evolved into the European **Union**. The United States provided a model of the federal system.

The Continuing Crisis in the Middle East

As a result of the end of the Cold War, the U.S. became the world's only superpower. Consequently, the U.S. had a greater responsibility for maintaining world peace in the face of regional conflicts, but in the process has also aroused resentment. **Liberals** and **conservatives** have different perspectives on the proper role of the U.S. in the world. The establishment of the state of Israel as a homeland for the Jewish people in the wake of the atrocities experienced in the Holocaust precipitated an ongoing conflict in the Middle East. The U.S. has been involved in this crisis since it first recognized the state of Israel in 1948 [Truman].

- containment policy was extended to the Middle East [Eisenhower].
- The (CIA) aided in the overthrow of a nationalist government in Iran and supported the repressive regime of the Shah until he was overthrown by Muslim fundamentalists.
- American foreign policy supported Israel in its ongoing defense against its Arab neighbors and the (PLO).

Terrorist groups attempted to call attention to the plight of the Palestinians and extort concessions from the Israelis by

- hijacking airplanes and cruise ships and
- by sending suicide bombers to murder civilians and spread terror.
- The U.S. policy - never negotiate with terrorists in cases where hostages were held

Students should be able to locate Israel, Afghanistan, and Iraq on a map of the Middle East.

The prompt withdrawal of United States military forces from Iraq after the first Gulf War did not alter the balance of power in the Middle East, but the presence of United States troops in bases in Saudi Arabia aroused the enmity of religious fanatics.

- These joined with other fanatic religious fundamentalists groups, particularly the Taliban that had driven the Soviets out of Afghanistan, to form terrorist groups such as al Qaeda.
- After the bombing of the World Trade Center on 9/11 by al Qaeda, the United States sent military forces to overthrow the Taliban in Afghanistan because they had harbored al Qaeda.
- The United States government, citing the presence of weapons of mass destruction (WMD), also invaded Iraq [George W. Bush]. Such weapons were never found.

As of this writing, the United States continues

- to have troops in Afghanistan to
- to support the development of democratic institutions in both Afghanistan and Iraq. (During the Arab Spring of 2011 the United States provided diplomatic support to those protesting for more democratic institutions and gave air support to the Libyan pro-democracy forces.)
- to have strained relations with Iran because of the Iranian development of nuclear capability.
- to try to mediate the issue of a Palestinian state with little success [Clinton and Obama].

The Middle East continues to be a major area of concern for American foreign policy.