**II.  Jeffersonian Era**

* **Jeffersonian Era** 
  + **Election of 1800** 
    - Election again pitted John Adams against Jefferson
    - Jefferson won
    - Signaled end of Federalist era
  + **Early actions of Jefferson** 
    - Appeals for unity--asks for end to factionalism
    - Seeks balance in government
    - Jefferson uses patronage to put people into office, rewarding friendship and building party organization
    - Got Congress to repeal the Judiciary Act of 1801
    - Alien and Sedition Acts repealed
  + **Dispute with John Marshall--*Marbury v. Madison* (USSC, 1803)** 
    - William Marbury given a j.p. appointment at last moment by Adams
    - Jefferson refused to honor it
    - Marbury sues in Supreme Court for writ of mandamus
    - Marshall faced with a dilemma
    - Rules Marbury has right to the writ, but the law giving the Court the right to hear the case was not constitutional
    - Preserved integrity of the court and established principle of judicial review
  + **Louisiana Purchase** 
    - With thousands of Americans moving westward each year, pressure built for new land
    - Jefferson purchases 827,000 square miles from France for $15,000,000 (3 cents per acre)
    - Meriwether Lewis and William Clark were sent on exploratory trip to the Pacific to learn more about the newly purchased lands
    - Zebulon Pike explored into the Colorado area, and on into New Mexico--helped pave the way for the Santa Fe Trail
  + **Disputes between Republicans and Federalists** 
    - Jefferson decides not to run for third term
    - His secty. of state, James Madison runs and easily wins the election of 1808
* **War of 1812** 
  + **Causes** 
    - Impressments of American-British sailors
    - U.S.S. Chesapeake affair (1807)--fired on by British ships
    - Attempts to cut off trade with warring factions in Europe--Embargo Act (1807) and Non-Intercourse Act (1809)--failures
    - War Hawks vs. New Englanders (mostly Federalists)
  + President James Madison asks Congress to declare war
  + **Fighting the war** 
    - U.S. declared war in June 1812
    - Unprepared for war--mostly ill-equipped and trained militia
    - Land campaigns amounted to little, most major fighting took place on the water--Atlantic, Caribbean, or the Great Lakes
    - War officially ends with Treaty of Ghent, Dec. 1814--neither side gains much from treaty

**III. Era of Good Feelings**

* + **Results of the War** 
    - **Defeat of effective Indian resistance to western expansion** 
      * In Northwest, Shawnee leaders Tecumseh and Prophet wanted to use British-American tensions to resist expansion--initially successful, but eventually lost at Tippecanoe Creek in 1811
      * In Southeast, the Creek nation also attempted to stop westward movement of settlers--Andrew Jackson defeated them in Marcy 1814 at Horseshoe Bend, forcing the Creeks to give claims in Tennessee, Georgia, and much of Alabama
    - **U.S. independence reaffirmed**
    - **Economic consequences** 
      * serious damage to U.S. trade, especially harmful in Northeast
      * stimulated production of manufactured goods in U.S.--especially in Northeast
    - **Hartford Convention** 
      * New Englanders unhappy with war
      * Most meeting at Hartford in 1814 were Federalists
      * Members of convention decided to either revise the national constitution, or if that failed, to pull out of the republic
      * Members barely aborted an outright call for secession from the convention
      * War's end caused the Hartford Convention to look like treason, as well as stupid
      * Death knell of Federalist party
    - U.S. decides not to become entangled in European affairs
* **First American System** 
  + Called for the support of the federal government in helping create internal improvements to the nation and its economic infrastructure
  + Leaders of American System--Calhoun and Clay, with some support from President Madison
  + Elements of system--agreed on by all three
    - need for National Bank
    - Protective tariffs--tax on imported goods--to raise revenues and help spark growth of industry
  + Elements of system not supported by Madison
    - need to build roads and canals
    - Madison vetoed bill for Federal funding of local roads, saying it was not a federal matter
  + Following his victory in presidential campaign in 1816, James Monroe followed Madison's policies
  + Supreme Court decision in ***MCCulloch v. Maryland (1819***) established supremacy of Federal law over state law
* **Foreign Policy** 
  + Adams-Onis Treaty
    - U.S. seized panhandle of Florida during War of 1812, then occupied much of the state during Seminole Wars
    - 1819, John Q. Adams negotiates with Onis for ceding of Florida to U.S. in exchange for U.S. assuming claims of American citizens against Spain
  + Monroe Doctrine (Dec. 1823)
    - declaration against European interference in New World
    - called for non-colonization of New world
    - demanded nonintervention by Europe
    - pledged noninterference by U.S. in European affairs
* **Panic of 1819** 
  + Postwar expansion of economy
  + Expansion built on loose credit and widespread speculation, especially in Southwest and frontier states
  + 1818, manufacturing slows to a standstill, causing depression
  + 2d National Bank of U.S. tightens credit, calling in loans, causing depression to deepen and beginning economic panic--receives much blame for panic
  + Depression lasts until 1823
* **Expansion of slavery** 
  + slave trade closed Jan. 1, 1808 with little opposition
  + Missouri Compromises
    - 1819, Missouri Territory petitions for admission to statehood
    - admitting it as a slave state would thrust slavery further northward
    - opposed at first until a series of compromises
      * Missouri admitted as a slave state, with Maine admitted as a free state--to balance slave vs. free in Congress
      * 36, 30' line drawn

**Jacksonian America and   
Westward Expansion**

**I.  Jackson ascendant**

* **Election of 1824** 
  + For first time since 1800, multiple candidates run for office--including William Crawford, J.Q. Adams (son of John Adams), Henry Clay, and Andrew Jackson
  + Jackson gets largest percentages of popular and electoral votes (43% and 38% respectively)
  + Since Jackson does not have a majority of electoral votes, election thrown into House of Reps. for decision (Crawford and Clay drop out)
  + each state gets one vote in Congress to break the electoral deadlock
  + Adams gets 13 of 24 votes (gets some votes originally meant for Clay
  + Clay gets appointed secty. of state--Jackson's supporters cry "corrupt bargain"
* **Presidency of J.Q. Adams** 
  + Adams was a less effective president than his father
  + Adams underestimates the dislike of a strong national government that formed during this period
  + Continues to push the First American system forward--banks, RR's and canals, protective tariffs
* **Election of 1828 and birth of party politics** 
  + Election again pits Adams against Jackson
  + Intensely personal campaign--Jackson blames death of wife Rachel (question about when divorce from previous husband took place--bigamy) on abuse poured on him during campaign
  + With the backing of Martin Van Buren's organized political machine--the Democratic Party--Jackson ran the first party-based campaign
  + Jackson rewards supporters (and reinforces power of the party with "spoils sytem"--giving government posts (usually postmaster positions) to key national and local supporters
* **Jackson's philosophies of government** 
  + Democrats differ sharply from idea of strong national government--such as one Adams and Clay advocated
  + Followed Jeffersonian concept of an agrarian society
  + Democrats believed that a strong central government was the enemy of individual liberty--a type of tyranny to be feared and fought
  + individualism was key principle under Jackson
  + Jacksonians also feared concentration of economic power as much as concentrated political power
    - thus viewed any government aid to economy as helping special-interest groups
    - lashed out against privilege and monopoly
    - favored the artisan and yeoman farmer over corporations or planters--Republicanism
    - Jackson's supporters also attacked reform movement, and its ideology
      * disliked reformers' calls for government intervention
      * felt reforms restricted individual freedoms

**II.  Crises under Jackson**

* **Nullification controversey**
  + Tariff of Abominations (1828)
    - high protectionist tariff, hurt South
    - Provoked Calhoun into responded anonymously with Exposition and Protest--where he argues a state could nullify a federal law with which it disagrees
  + Jackson is elected, Calhoun his V.P. (stays silent about nullification)
  + By 1830, dispute over tariffs has reached floor of Senate
    - Daniel Webster (N.H.) and Robert Hayne (S.C.) debate the tariff and principle of nullification
    - Hayne argues that U.S. is a compact of states, and that states can nullify laws to protect themselves--protection of a minority against tyranny of majority
    - Webster argues nation a compact of people, not between states--therefore state cannot nullify
    - Webster evokes image of crisis and civil strife and bloodshed if nullification allowed
  + Jackson and Calhoun quickly make their positions known--Jackson for dominant union and Calhoun for states' rights
  + 1832, S.C. nullifies Tariff of 1832--making it unlawful for officials to collect duties in state after Feb. 1 1833
  + Jackson gets tough
    - moved federal troops to forts in S.C.
    - prepared U.S. marshalls to collect the tariff duties
    - asked Congress for the Force act--renewed Jackson's power to call out troops--also gave him way to use navy to board ships and collect duties before they reach S.C.
  + Jackson and Calhoun compromise
    - Jackson asks Congress to reduce tariffs
    - Calhoun, now in Senate and fearful of where S.C. is headed, helps rewrite tariff law
    - S.C. rescinds nullification
    - Jackson removes troops
* **Rechartering the national bank** 
  + In operation since 1816, the 2d Bank of the U.S. acted as a clearinghouse for state banks
  + most state banks resent power National Bank has over their operations--saw it as unresponsive to their local needs
  + Conservative nature of Nicholas Biddle, president of the bank, was viewed by many as representing all that was wrong with the National Bank
  + Biddle got Congress to renew the charter for the bank early--in 1832, hoping to create public pressure to force Jackson to sign the bill
  + Jackson instead, vetoes bill, presenting a veto message stating why he did so
    - first time President has vetoed a bill on grounds other than it being unconstitutional
    - attacked the bank as being undemocratic, aiding special privilege and concentrating economic power in hands of a few
    - Congress does not override the veto
  + Jackson then proceeds to kill the bank by depositing federal funds in his favorite state-chartered banks--without money the Second National Bank withers
* **Species Circular** 
  + in 1836, worried about speculation on buying public lands would lead to a craze that could threaten state banks, Jackson issues Species Circular--providing that only gold or silver would be accepted as payment for federal lands
  + significantly reduced purchase of public lands
  + the circular created a demand for specie, thus squeezing the state banks which began calling for payment of loans
  + created a credit crunch which affected the entire economy, though not until Jackson had left office

**III.  Birth of Whig Party**

* Whig party formed in the 1830's as opposition party to the Democrats
  + Whigs believed in an activist government
  + supported government economic measures--national bank, corporate charters, and paper currency
  + believed government should help reform movements
* Democrats believed that government should be minimal
* Whigs tended to come more from British stock and be evangelical Protestant in the North, Democrats tended to be more from non-British Catholics and non-evangelical Protestants---in South, Whig party gained most of its strength in the backcountry (more centered on economic issues)
* Van Buren elected president
  + First contest between Whigs and Democrats came in 1836, when three Whig candidates lost to Democratic power boss Martin Van Buren (of New York)
  + Van Buren had a hard time from the beginning because of economic collapse
  + Jackson's Specie Circular had caused a severe tightening of the credit markets
  + Van Buren's continued insistence on a hard money policy only made matters worse--causing a depression that lasted from 1839-1843
* Tippecanoe gets you Tyler too
  + Van Buren's economic woes paved the way for a Whig victory in the presidential election of 1840
    - William Henry Harrison runs as Whig candidate
  + Large voter turnout--due to dissatisfaction over depression and very colorful campaigning
  + Harrison defeats Van Buren
  + Harrison dies of cold after long-winded (over two hours) inauguration speech
  + John Tyler steps up and assumes presidency--showed himself to be more in line with Democrats than Whigs--not very successful
    - attempts to gain popularity with success in foreign policy
    - In 1844, Tyler and Secty. of State John C. Calhoun sign treating annexing Texas--Calhoun then hampers efforts with letter defending slavery and its expansion
    - Senate rejects treaty, northerners fearing annexation a plot to spread slavery

**IV.  Westward expansion**

* Not all participated in growth of industry, some moved westward to escape it
  + as population grew, people began to move westward in search of opportunity--i.e. land
  + settlers tended to move in groups, not the isolated pioneers of legend (Some families would sell small tract of expensive land in East and move westward to find larger tracts at cheaper prices--that way whole family could be accommodated)
* most Americans of European descent from the eastern part of the country had little regard for those they pushed out of the way--mention James Fenimore Cooper's Last of the Mohicans’s
  + Indian Removal
  + Assimilation of Native Americans in Euro-American culture had long been the expressed goal of Indian policy
  + Native Americans could never quite become sufficiently assimilated to satisfy majority of whites
  + Push to remove different Indian groups from eastern lands began in ernest during 1820s
  + 1826--Georgia took lead in removal of unwanted Creek Indians from it boundaries--despite threats from President John Quincy Adams
  + Georgia continued to push for removal of all Indians, this time the Cherokee, in late 1820s, 1830s
  + Despite U.S. Supreme Court rulings in favor of Cherokee, President Jackson sides with Georgia
  + Jackson creates a new Indian Territory for Cherokee and other southeastern nations in what is now Oklahoma (Jackson challenges Supreme Court to do something about his actions)
  + Jackson begins by sending Choctaw, Creek, and Chickasaw tribes to Indian Territory in 1830s
  + Trail of Tears--1838--20,000 Cherokee marched to territory, close to 5,000 die during march
* **Manifest Destiny** 
  + Indian removal just one part of westward expansion in U.S.
  + Manifest Destiny--concept that American westward expansion was inevitable, and good for the brown folk that lived there
* **Republic of Texas** 
  + Tejano settlers and conflict with Hispanic elites in Texas
  + Conflict arises with Mexican government, Anglos and insurgent Hispanics rebel in 1836
  + 1836-- Alamo and San Jacinto
  + Texas not immediately recognized as a free government by U.S.
  + Texas not annexed into U.S. until 1845--opposition before then based on issue of expansion of slavery
* **The Mexican War** 
  + Reasons U.S. goes to war with Mexico
    - stated reasons
    - underlying reasons
  + Wilmot Proviso
    - David Wilmot
    - proposal to keep slavery out of newly gained territories
    - Calhoun's response--Congress has no right to regulate slavery in territories
    - Wilmot Proviso defeated
  + **Henry David Thoreau** 
    - protest of the war
    - Essay on Civil Disobedience
  + Treaty of Guadalupe Hidalgo
    - cedes California, New Mexico, and Utah territories to U.S.
    - Announcement that gold is found in California comes right after the treaty signed, even though it had been found earlier
    - Between Texas, the land ceded in the treaty of Guadulupe Hidalgo, and the Gadsen Purchase, Mexico loses half of its territory to the U.S. in 15 years
  + **Fate of Latinos living in West**

**The Market Revolution**

**I.  From moral economy to market economy**

* **During 17th and 18th centuries, most Americans had stood along the edge of the market economy** 
  + market economy based on producing goods and crops for market
  + most Americans did not produce primarily for market--only along navigable waterways did you find many people growing crops to sell
  + Moral economy (aka pre-capitalist economy)
    - During this period (and even later in some parts of the country), people lived in interdependent communities
    - They grew crops for their own subsistence
    - Traded goods and labor with neighbors
    - sort of a personal credit system (not a true barter)
      * in New England, people frequently kept diaries or account books with detailed accounts of these transactions
      * although people kept close track of who owed what, they would forgive debts for those in too deep
    - Any surplus crops or products--especially high value farm products such as whiskey, maple sugar, botash, and salted beef or pork--would be sent to market for cash or used to pay bills or taxes
    - labor and products of both men and women critical to household in this type of economy
    - in this moral economy, men and women had different duties
      * Women were responsible for the keeping up the inside of the house, cooking, food preservation, gardens, poultry, dairy animals, and making textiles (carding, spinning, weaving, dyeing, quilting, sewing, and mending)
      * men attended the field crops, livestock, bubildings, firewood, hunting and fishing, and repairing buildings
      * basically two family economies, one managed by the husband and the other by the wife
  + **In the early 19th century, shift away from moral economy began** 
    - people began to grow crops and produce goods for the marketplace
    - money received from these sales went to purchase goods produced by other people
    - system encourages specialization
  + **Factors leading to change** 
    - **Specialization of labor**
    - **Industrialization** 
      * **Early industry** 
        + clothing industry one of first branches of economy to switch to factories
        + during 18th century, people wore clothes they made at home--from either imported fabric or from homespun
        + wealthy person might have a tailor make individual clothes
      * **Early mills** 
        + putting-out system--women would receive thread from mill owners, then turn it into finished cloth--subtle yet important change--no longer making cloth for self, but for market
        + other mills frequently had tailors oversee the operation, journeymen cut the fabric, fabric panels would be put out to women working at home who sewed seams, then returned to mill (or shop) for finishing
        + beginning in 1790, some early mills began to rely on water-powered spinning machines constructed from British models
      * **Waltham System (Lowell, Mass.)** 
        + In 1813 the Boston Manufacturing Company constructed the first American power loom (water-powered) just outside of Boston
        + Led by Francis Cabot Lowell, it was a well capitalized firm, allowing it to build large factory
        + Combined all elements of the manufacturing process--spinning, weaving, and cutting--in one factory, thus eleminating problems associated with putting-out system
        + produced cloth so inexpensive that many women in area began to purchase cloth rather than make it themselves--took less time and effort
      * **Eli Whitney and interchangeable parts** 
        + developed the concept of using precision machinery to produce interchangeable parts--parts that could be switched without extra filing or fitting
        + needed precise machine tools to produce these parts
        + first real applications came in 1820s with the making of armaments--Springfield and Harper's Ferry arsenals
        + began to import machine tools to Europe--describe testing of rifles (taking parts from different crates)
      * **Steam power** 
        + changed manufacturing completely
        + no longer did mills have to be next to streams
        + did not come about until 1840s and easy transportation of coal
    - **Technology** 
      * **Transportation** 
        + **roads**
        + **canals**
        + Erie Canal--first really successful canal

In 1817, Gov. DeWitt Clinton persuades N.Y. state legislature to finance the canal project

work was completed 1825 for $7 million

connected New York City with Great Lakes and midwestern states

cut freight rates (from $100 to an avg. of $9 per ton) and travel time

so popular that had to be widened and deepened (carried $15 million per year)

Canal building spread rapidly in following years

Many canals failed , either bad ideas, or underfunded

* + - * + **railroads**

began in U.S. around 1830

by 1850, 9,000 miles of track laid, mostly in northeastern U.S.--10 years later over 30,000 miles

most lines failed to connect with one another

provided a year-round, all-weather system of transportation

* + - * + **steamships**

water transportation remained important

cheapest way to transport large bulk of goods, especially if close to waterways

first steamship in 1807, gradually began to replace sailing ships

* + - * **Telegraph** 
        + early 1840s, Samuel Morse introduces telegraph
        + by 1860, 50,000 miles of telegraph line laid down.
        + speeded communications--gave rise to modern journalism
    - **Urbanization** 
      * entrepot and hinterlands
        + NYC as entrepot for U.S.
        + Explain how cities develop--point to Savannah
        + hinterlands
      * Urban centers also provided centers for financing
        + banking and credit
        + investors
    - **Migration** 
      * first wave--1840s and the Irish
        + lack of employment in Ireland
        + 1846--potato famine
      * 1850s--increased German immigration--1848 revolution
      * Internal migration
        + gradual movement of people from countryside to cities   
          people in cities moved frequently--1/2 of Boston's population changed every 10 years
    - **Corporations-**-from legislative charters to general charters
    - Government investment in business
      * Federal government limited its investment in business ventures
      * State governments played an active role in investing in transportation systems and in the banking industry
  + **Life in factories** 
    - **Cyclical nature of market economy** 
      * Economy went through cycles of boom and bust
      * Caused severe hardships, especially for factory workers
      * Unemployment was way of life for most--average worker usually unemployed at least part of the year
    - **Mill Girls** 
      * Lowell factories deemed a model of using young women for factory work
      * Lowell designed a "model" community--courtyards, secure dormitories for girls to live in, prepared meals, religious exercises, etc.
      * many women came straight from the farms of New England, frequently with other female relatives or friends from home
      * most only worked for a few years, then left to get married
      * Mill owners begin to seek more from their employees for less
        + competition for jobs became stiff
        + speedup and stretch-out
        + wage cuts
      * workplace begins to become depersonalized
    - **Birth of labor movement** 
      * conflict between skilled laborers (journeymen, etc.) and owners of factories
      * National Trades Union--founded in 1834
        + successful for about five years
        + fell apart when jobs became scarce during business downturn in early 1840s
      * organized labor had little impact before the Civil War
* **Reemphasize** that this shift in economic system and in work habits is gradual, and is just really beginning in the decades before the Civil War--most Americans still live in small communities as farmers

**The Antebellum North**

**I.  Life in the cities**

* Growth in number and size of cities
  + 40 years before Civil War saw most rapid urbanization in American history
  + Number of towns with more than 2,500 inhabitants jumped from 56 to 350 during that period from 1820-1850
  + N.Y. largest, with over 1,000,000 people when combined with Brooklyn
  + Large numbers of those living in large cities were transients--estimated in NYC that 1/2 of people moved every 10 years
* Life in cities
  + Physical setting
    - crowded housing--no high rises yet, so lots of people living in little space
    - problems with water and sewers--usually left to private companies at first, finally city takes over
  + Police and fire protection
    - in private hands at first--nightwatch and patrols
    - gradually moved to professional, especially with police
  + Entertainment
    - Theatre--different types for different classes--still Shakespeare was performed for all types (and appreciated)
    - Sports--horse racing, boxing, running, and baseball
    - Urban clubs--from sporting clubs, social clubs, to elitist associations such as Freemasons
    - Entertainment for lower classes found in the yards and streets--served as gathering places for a variety of events--chatting, political rallies, etc.
  + Change in living patterns in cities
    - In the cities, people began to live apart from their work--no longer home and business always combined
    - Wealthy elite gradually moved farther and farther away from the city center
    - away from smells and dangers of city, immigrants, migrants from the countryside, and lower classes
    - saw these lower-class people as polluting urban society--they were troublemakers
    - horse-drawn streetcars aid move
  + Differences of wealth
  + The rich control large part of wealth in cities
    - Rich form an aristocracy of wealth--brings them power
    - in NYC, by 1845, wealthiest 5 percent of population owned more than 80% of all wealth
  + Day-to-day existence
    - improvements in manufacturing and improved machine tools led to
    - mass production of products
    - reduced labor costs led to lower prices and faster development of products--sewing machine
    - world became a smaller place with spread of telegraph--news of events elsewhere reached city people quickly
    - for most in city, daily life still a precarious existence because of cyclical nature of economy
* **Life in the country also changes**
  + Agriculture was affected by new inventions
  + Cyrus McCormick introduces a mechanical reaper in 1834, making harvesting of wheat faster and easier
  + John Deere developed a steel-tipped plow in 1837, made it easier to cut through soil--opened the prairies to farming
  + Growth of crops also improved by introduction of better animal feed and the use of chemical fertilizers
  + Spread of railroads
    - stimulated economic growth of Midwest, tied the farms to the market
    - led to increased settlement, growth of towns and cities
  + Chicago and Milwaukee became the entrepot's of the new Midwest

**II.  Antebellum Reform Movements in the North**

* **Second Great Awakening**
  + Begins around the turn of the century and runs through the 1830s
  + Builds upon the evangelical movement that grew during the late 18th century
  + Lyman Beecher (New England) and Charles G. Finney (upstate New York) helped spark the movement with their sermons
  + The religious fervor in upstate New York, around Rochester, was so fierce that it became know as "the Burned Over District"--one person noted that "You could not go on the streets and hear any conversation, except upon religion."
  + Helps break down the establishment of religion in many states--talk about Baptists and Methodists in Virginia
  + Also leads to efforts to make political participation more widespread among white males and to a series of reform movements, especially in the North
* **Utopian movements**
  + Developed as attempt to form cooperative communities (communes) as alternatives to competitive, materialistic capitalism
  + **Mormons**
    - Joseph Smith, who grew up in Burned Over district of NY, formed Church of Jesus Christ of Latter Day Saints (Mormons) in 1820s
    - Smith based this new religion on what he claimed was a newly found book of the Bible, the Book of Mormon
    - he quickly gains followers and enemies, moving steadily westward to escape persecution (received hostile reception wherever he went because many saw his claims as undermining authority of the Bible)
    - 1843, Smith creates even more controversey by claiming yet another revelation--polygamy
    - in 1844, Smith jailed in Illinois under charges of treason, where he and his brother murdered by a mob
    - Brigham Young takes over, moves Mormons west to Utah
  + **Shakers**
    - Began in late 18th century, but really began to grow during the 2d Great Awakening
    - Centered in upstate New York, one of the most unusual utopian movements
    - Believed strongly in perfectionism, the surrender of all worldly property to the community, and devoting oneself to bringing about the millennial kingdom of heaven
    - Shakers believed in absolute chastity--sex is a sin, pure and simple
    - Sect would continue through converting others
    - Shakers pretty much died out by the beginning of the Civil War
  + **Brook Farm and the Transcendentalists**
  + **Transcendentalists**
    - drew somewhat on the ideas expressed by British Romantic writers
    - transcendentalism embraced a theory of the individual that rested on a distinction between "reason" and understanding"
    - reason being individual's innate capacity to grasp beauty and truth by giving full expression to the instincts and emotions, understanding (objective, empirical thought) was a limited form of reason (limited by society's repression of instinct)--one thus becomes transcendent of traditional bounds
    - the self became the center of life and thought--subjective analysis, not scientific reasoning became the mode of approaching human problems
    - Ralph Waldo Emerson argued that in nature, all forms existed not as objective realities, but as subjective "expressions of some property inherent in man the observer."
    - leaders of the transcendentalist movement included Ralph Waldo Emerson, Bronson Alcott, Margaret Fuller, and Henry David Thoreau
    - concentrated near Concord, Mass.
  + **Brook Farm**
    - Boston transcentendentalist George Ripley and Bronson Alcott established Brook Farm in 1841 as experimental community in West Roxbury, Mass.
    - individuals would gather to create a new society permitting every member to have full opportunity for self-realization
    - everyone would share equally in labor of community so all could share too in leisure
    - tensions plagued experiment from the start, when fire breaks out and destroys main building in 1847, falls apart
    - The Dial--edited by Margaret Fuller, newspaper of Transcendentalists
* **Temperance**
  + attacks on "demon rum"
  + moved for Sunday closing laws
  + supported by employers, who deplored "St. Monday"
  + helped garner support for prohibition in a number of northern states (except for "medicinal purposes")
* **Asylums and Prisons**--Dorothea Dix gets her start in Mass. attempting to reform asylums
  + Dix's report to the Mass. legislature on facilities for the insane left it shocked
  + Stated that inmates were confined in "cages, closets, stalls, pens!  Chained, naked, beaten with rods, and lashed into obedience."
  + Dix suggested that an asylum with trained attendants be set up for the insane
  + Dix and others moved to get more humane treatment throughout the nation for inmates of public facilities--insane, deaf, dumb, and blind, and prisons
* **Public education**
  + 1800--no public schools outside of New England
  + 1860--every state has some form of public education
  + Horace Mann
    - heads Mass. state board of education
    - Mann claimed well-educated population essential to maintaining democracy
    - est. minimum school year (6 mos.), formalized training of teachers, emphasized reading and writing, emphasized applied skills rather than religious training
  + Public education accepted in North as businessmen learned that it allowed one to instill basic values in children at an early age
    - work hard and succeed
    - accept the instructions of your superiors
    - do not envy rich--God determines who will be rich or poor and you can't change it
* **Abolition**
  + abolitionist movement built up force again (following emancipation in northern states) in 1817, with formation of the American Colonization Society
    - pushed for gradual, compensated emancipation
    - return of blacks to Africa
  + American Colonization Society's conservative views of emancipation challenged by more radical voices
    - black abolitionists called for no colonization--most were native born Americans
    - David Walker, a free black from Boston, called for a rebellion to crush slavery
  + In 1831, William Lloyd Garrison begins The Liberator, a newspaper dedicated to spreading his radical abolitionist message
    - Garrison called for immediate emancipation and equal rights for blacks
    - he argued that Americans should stop supporting or participating in government, because it was immoral and illegal
    - northern African Americans supported Garrison's efforts
  + white and black abolitionists often sharply disagree on goals and methods
    - many white's sought only to abolish slavery, had no thought of treating African Americans as social or political equals
    - black abolitionists, often led by Frederick Douglas (an escaped slave) pushed for full equality
  + Being abolitionist dangerous--1837, abolitionist editor Elijah Lovejoy murdered in Illinois by angry mob
  + American Anti-Slavery Society forms in 1833
    - largest abolitionist organization in U.S.
    - in 1839, AA-SS split over two issues:
      * whether to form political party and run candidate for office (Garrison opposed any form of participation in government, said it legitimized illegal govt.)
      * role of women in organization
  + Abolitionists petitioned Congress
    - during early 1830s, abolitionists flooded Congress with petitions calling for an end to slavery in D.C.
    - to stop these petitions from interrupting business (which was their primary goal), southerners in government get Congress to pass "gag rule" which automatically tabled any abolitionist petitions (stopping any discussion of it)
    - "gag rule" causes a stink, even among congressmen who have no sympathy for abolitionists--overturned in 1845

**The Changing Role of Women**

**I.  Creation of separate women's sphere (late 18th-mid 19th century)**

* Rise of industrialization and cities leads to changes in gender roles
  + men and women's lives increasingly grew apart from one another once manufacturing left the home and with the advent of larger department stores, wage work began to leave the home
  + this took place gradually, over a period of 40-50 years
  + In rural areas, households remained more centered, with overlap still occurring
* These changes led to the creation of separate spheres--as work took on greater gender meaning and segregation
  + Religion, education, morality, domestic skills and culture began to overshadow women's economic functions
  + A "True Woman" expected to have four cardinal virtues:
    - piety--religion is "exactly what a woman needs, for it gives her that dignity that best suits her dependence."
    - purity--terrible consequences befall women who lose their purity before marriage (madness, loss of child, etc.)
    - submissiveness--most feminine virtue, submit to husband (or father)
    - domesticity--woman's true place at her own fireside--she is to provide a haven of purity and comfort to men struggling in the wicked public world
  + Magazines, books, and sermons frequently spoke about this "new" role for women
* "Female World of Love and Ritual"
  + separate spheres for women create similar roles for all--women find themselves bound together by commonality of their experiences
  + rites of passage--marriage and birth of first child move girl from mother's circle to her own network of support

**II.  The Cult of Domesticity**

* many women go along with status quo
* some actively embrace status quo and urge separate spheres
  + Catherine Beecher, Sarah Josepha Hale, and Lydia Sigourney
  + *Godey's Lady's Book*, *The Ladies' Repository*, *The Ladies Companion*, and *The Young Lady's Book*
  + These authors advised women on proper ways to behave and think
* women begin to seek smaller family--use of birth control in form of condoms, rhythym method, coitus interruptus, and abortions (although outlawed in more than 20 states by beginning of the Civil War)
  + emphasis on children and changes in childhood begin
  + technological change brought changes in housekeeping
* What place would women like Martha Ballard or the Lowell Girls have in this world?

**III. Other women take advantage of separate spheres to form groups specifically for women**

* Women's groups are an urban phenomenon, not rural
* women began to form groups to aid other women
* groups formed primarily around churches
* women began to promote the idea of sisterhood
* women's movement well under way before the abolitionist movement begins

**IV. Separate spheres not really relevant in southern households before the war**

* Women remained part of an integrated household throughout the South
  + exception, some signs of separate seen in urban areas
  + in cities, labor and household divided, thus separate spheres begin to form
* Thus, did not move toward forming a "sisterhood" with other women until much later

**The Antebellum South**

**I.  Growth of the Cotton South**

* Spread of the South
  + Settled parts of the South grew dramatically from 1800-1860
  + Early pioneers
    - generally herdsmen and yeomen farmers
    - most moved because population growth in eastern states cut down amount of grazing and farmland
    - tended to move into areas similar to what they left
    - some moved into rich agricultural areas, but many settled in piney woods regions
  + Floodtide begins
    - Alabama and Mississippi saw large-scale migration during 1830s
    - Pushed into northern Louisiana and Texas during 1840s and 1850s
* Cotton fuels growth of the South
  + for years, best cotton was long-staple cotton, grown along coast of Georgia and South Carolina
  + production of short-staple cotton--began to blossom in early 1800s
  + short-staple cotton was deemed too expensive to cultivate in 18th century because of difficulty in removing seeds
  + 1793--Eli Whitney develops cotton gin to easily remove seeds from cotton
  + with advent of cotton gin, cultivation of cotton spread throughout much of the South--into any area where soil and growing season could support it
* Reason for spread of cotton
  + demand for cotton from mills
  + English mills imported close to 70% of its cotton from South
  + Growth of northern mills further increased the demand
  + although the demand for cotton sometimes dwindled, it remained sufficiently profitable to make more and more people want to reap its rewards
  + at same time cotton on the rise, tobacco goes into a slide during 1790s
* Spread of slavery
  + With the spread of cotton came the spread of slavery
  + In the 40 years between 1820 and 1860, around 2 million African Americans were either forcibly moved by their owners or sold to others in the Gulf states region

**II.  Social Relations in the White South**

* Southern society mixes aristocratic and democratic, premodern and modern elements
* Landownership widespread
* Slaveholders and Yeomen -- Different social classes
  + Planters
    - usually defined as owning 20 or more slaves
    - make up about 5% of white population, but control large amount of land (usually the best land) and most of slaves
    - lifestyle often different from that portrayed in movies
      * often in debt
      * looking for better land, higher efficiency, and profits
      * frequent moves often leave planters isolated from other planters and their wives
      * plantation mistress had heavy burden of responsibility--running household, deputy to husband, child-rearing
      * stress on planters' wives caused by double standard
        + mulatto children--Mary Boykin Chesnut
        + expected roles for women put them on pedastal--means of controlling women
  + small slaveholders
    - own less than 20 slaves
    - much more numerous than planters--around 15-20% of white population
    - in the uplands, the small slaveholders often side with yeomen, but in lowlands side with planters
    - frequently on move looking for better land and profits
  + yeomen
    - largest group of southern whites (2/3d's)
    - definition of yeoman
      * own no slaves
      * do own their own farms--usually 50-200 acres in uplands (away from plantation belt)
    - focus on food crops for self-sufficiency, but do grow some cash crops
    - work their own land, sometimes hire slaves at harvest time
    - many yeomen desire to become slaveholders if possible
  + poor whites
    - sometimes called "people of the pine barrens," although they can be found anywhere in the South
    - about 10% of white population
    - own no land, no slaves
    - often squatters or laborers on other farms
    - self-sufficient and independent
* big planters socially and politically dominant
  + planter hegemony
    - control of society and politics by planters--with consent of nonslaveholders (requires some trade-offs)
    - reasons nonslaveholders consent
      * hopes of becoming slaveowners
      * best means of controlling what they see as socially inferior blacks
      * idea that having blacks as laborers (for other people) means all whites are equal
* Proslavery Arguments
  + slavery a positive good--for blacks and whites
  + slavery sanctioned by history and religion
  + southern black slaves treated better than northern "wage slaves"
  + southern churches increase support of slavery (1830s-1860s)

**III.  Slave life and culture**

* Life as a slave
  + there is no one way that slaves lived, the kind of existence they had depended on a number of variables
    - who owner was
    - kind of agriculture practiced
    - whether they lived in rural or urban area, also upper South vs. lower South
    - presence of other slaves on same place or nearby
  + Material provisions to slaves--not much beyond bare necessities
    - Food
      * basic diet consisted of pork, cornmeal, coffee, and molasses or corn syrup
      * supplementing diet with vegetables grown from own gardens
      * sometimes master would allow trusted slaves to hunt to add more meat
    - Clothing
      * rough clothing--usually one or two cotton shirts or dresses per year, osnaburg (rough canvas) pants for men, straw hat
      * shoes--none until weather got cool
    - Housing
      * Usually lived in one-room cabins (often no bigger than 10' x 20'), with a door and one or two windows--shuttered, no glass--dirt floor, mud-daubed walls, crude chimney
      * little furniture--usually hand made
      * straw bedding
      * few pieces of cookware
      * frequently one or two families lived in a single cabin
      * grouping of quarters when larger numbers of slaves
    - Disease--combination of poorly balanced diet, no shoes, and crowded housing aided spread of contagious diseases and increased severity of infections
  + Work patterns
    - in agriculture
      * Gang labor versus task labor
        + gang labor

everyone works together as group

men and women both work the fields--though often at different jobs

most common kind of labor in cotton or tobacco areas

* + - * + task labor

used mostly in rice and sugar plantations

each individual has different tasks to complete--works separately from others

* + - * Amount of labor
        + usually long hours--from sunup to sundown
        + intensity and hours varied from season to season
        + spring and summer longest and hardest hours (breaks during hot hours of summer days)
        + fall (after harvest) and winter spent more on preparations for growing--intensity of work less severe
    - Slaves working in households or as artisans
      * types of work:  maids, personal servants, blacksmiths, carpenters, etc.
      * working conditions
        + good--escape harsh labor of fieldwork
        + bad--having to work in close proximity to owners at all times; behavior always looked at closely; close proximity for women had additional hazard of unwanted sexual advances
        + status of
    - Slaves in the cities and industry
      * types of work
        + household
        + artisans--tin, copper, and silversmiths; blacksmiths; carpenters
      * greater freedom of movement for city slaves
      * a few slaves work in southern factories, mines, lumbering
      * these slaves (especially in skilled crafts) seen as having a higher value than field hands--Charleston slave who was expert silversmith had value of $25,000
* Control of slaves
  + Physical conditions of slaves frequently differed little from that of yeomen or poor whites--NOTE:  physical conditions are not what make slavery so bad
  + Physical  control
    - Whipping
    - Other forms of abuse (branding, caging, denial of food most common)
    - Comparisons with other slave societies
    - Discussion of *State v. Mann* (N.C.S.C., 1830)
      * C.J. Thomas Ruffin
      * compares to control over children, etc.
      * hopelessness of slave's condition
      * "Absolute control over the body"
  + Mental aspect of slavery (**the really bad par**t)
    - Control over movement---Slave patrols
    - Required to submit to demands of master
    - Uncertainty! Uncertainty! Uncertainty!
  + Attitudes toward the master
    - "Good" masters vs. Simon Legree types
      * few Simon Legrees
      * reminder that to the slaveowner, a slave is a valuable piece of human property--should not be abused so badly that ability to work is hampered
    - Two-faces of slave attitudes
* Culture of slaves
  + Persistence of African culture
  + Religion
  + Family life
  + Gender roles
    - slave men seen by whites as unmasculine, could not protect their women and children
    - women played special role in nurturing young girls to adulthood
    - women often had more to do with children, because if couple belonged to different masters, children stayed with mother
* Resistance to slavery
  + Individual resistance
    - work slowdowns and refusals to obey orders
    - sabotage of work equipment--break implements
    - running away--temporarily and permanently
    - theft
    - arson
    - murder
  + Rebellion
    - Gabriel's rebellion--Virginia, 1800
      * Word of slave revolt in Haiti gradually spread to mainland
      * Gabriel Prosser, a slave blacksmith who enjoyed a modest amount of freedom because of his position, plotted with his brother to lead an insurrection to free blacks in tidewater Virginia
      * Prosser managed to gain support of about 50-60 slaves--perhaps as many as 1,000 other slaves knew about it
      * Plans to burn Richmond failed because of wet weather
      * Whites learned of the plan, and executed a number of the leaders, including both Prossers
      * Not all blacks were executed -- many sold away to Deep South
      * Failed revolt left many whites in the area very nervous for a long time
    - Denmark Vesey
      * free black -- won freedom in a lottery
      * conspired to lead a rebellion in Charleston in 1822
      * many slaves from leading families involved (maybe as many as 3,000)
      * rebellion harshly put down
    - Nat Turner's Rebellion
      * Southampton County, Virginia--Aug. 1831
      * Turner somewhat educated as a child, became a preacher
      * Planned for a long time on how to revolt
      * led group of about 100 slaves on rebellion--tried to get more to join, but they were scared
      * killed sixty whites, men and women, young and old
      * nearly 200 blacks executed, including many who knew of rebellion but did not join
      * Image of Nat Turner's Rebellion remained in the minds of white Southerners for decades afterward
      * Why so few known rebellions

**Westward expansion**

* Not all participated in growth of industry, some moved westward to escape it
  + as population grew, people began to move westward in search of opportunity--i.e. land
  + settlers tended to move in groups, not the isolated pioneers of legend (Some families would sell small tract of expensive land in East and move westward to find larger tracts at cheaper prices--that way whole family could be accommodated)
* most Americans of European descent from the eastern part of the country had little regard for those they pushed out of the way--mention James Fenimore Cooper's Last of the Mohicans’s
  + Indian Removal
  + Assimilation of Native Americans in Euro-American culture had long been the expressed goal of Indian policy
  + Native Americans could never quite become sufficiently assimilated to satisfy majority of whites
  + Push to remove different Indian groups from eastern lands began in ernest during 1820s
  + 1826--Georgia took lead in removal of unwanted Creek Indians from it boundaries--despite threats from President John Quincy Adams
  + Georgia continued to push for removal of all Indians, this time the Cherokee, in late 1820s, 1830s
  + Despite U.S. Supreme Court rulings in favor of Cherokee, President Jackson sides with Georgia
  + Jackson creates a new Indian Territory for Cherokee and other southeastern nations in what is now Oklahoma (Jackson challenges Supreme Court to do something about his actions)
  + Jackson begins by sending Choctaw, Creek, and Chickasaw tribes to Indian Territory in 1830s
  + Trail of Tears--1838--20,000 Cherokee marched to territory, close to 5,000 die during march
* **Manifest Destiny**
  + Indian removal just one part of westward expansion in U.S.
  + Manifest Destiny--concept that American westward expansion was inevitable, and good for the brown folk that lived there
* **Republic of Texas**
  + Tejano settlers and conflict with Hispanic elites in Texas
  + Conflict arises with Mexican government, Anglos and insurgent Hispanics rebel in 1836
  + 1836-- Alamo and San Jacinto
  + Texas not immediately recognized as a free government by U.S.
  + Texas not annexed into U.S. until 1845--opposition before then based on issue of expansion of slavery
* **The Mexican War**
  + Reasons U.S. goes to war with Mexico
    - stated reasons
    - underlying reasons
  + Wilmot Proviso
    - David Wilmot
    - proposal to keep slavery out of newly gained territories
    - Calhoun's response--Congress has no right to regulate slavery in territories
    - Wilmot Proviso defeated
  + **Henry David Thoreau**
    - protest of the war
    - Essay on Civil Disobedience
  + Treaty of Guadalupe Hidalgo
    - cedes California, New Mexico, and Utah territories to U.S.
    - Announcement that gold is found in California comes right after the treaty signed, even though it had been found earlier
    - Between Texas, the land ceded in the treaty of Guadulupe Hidalgo, and the Gadsen Purchase, Mexico loses half of its territory to the U.S. in 15 years