APUSH PERIOD SEVEN (1890-1945) KEY CONCEPTS REVIEW

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| **Key Concept 7.1**  **Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.** | |
| *I. The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.* | |
| 1. New technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods, contributing to improved standards of living, greater personal mobility, and better communications systems. | \* Henry Ford’s moving assembly line produced the Model T, a car that a working class man can afford and rely on; mass production began in late nineteenth century, and continually deskilled every job it could to speed it up and increase production; Ford paid his workers 5$ a day, which allowed them to afford the cars they were making (an early form of welfare capitalism which would expand in the 20s, and allow for more consumption and less agitation for workers)  \* Twenties saw an enormous expansion of consumer culture, as buying on credit increased purchases of household goods: vacuum cleaners, refrigerators, radio. washing machines, etc.  \* Newspapers persisted, but radio became the dominant form of mass communication, |
| 1. By 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants. | \* 1920 saw America become an urbanized country, with more than half of the population living in cities  \* Women entered the workplace in significant numbers (over four million in 1900; WWI saw nearly 10 million in the workplace; WWII saw the percentage of women working fries from 28% of the population in 1940 to 34% (Rosie the Riveter)  \* Immigration to America peaked before WWI, with roughly 20 million immigrants coming between 1890 and 1924 (the year immigration was almost completely shut down by Congress with the National Origins Act, following a radical cutback in 1921 with the emergency Quota Act); most immigrants came seeking a better life, and found work in the cities, particularly in factories  \* Mexican-Americans not restricted in 1924; migrated to Southwest for agricultural work, as well as factories in cities; deportations began in the Great Depression  \* Internal migration accelerated by WWI; the Great Migration of African-Americans out of the South, drawn by job openings in the northern factories, as white males went overseas |
| 1. Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system. | \* Panic of 1893 and earlier economic unrest among farmers leads to Populists calling for regulation of banks, railroads, and telecommunications, as well as Sherman Anti-Trust Act and Interstate Commerce Commission (neither properly enforced; Progressive Teddy Roosevelt uses Sherman Act to trust-bust; conservative William Howard Taft enforces law even more than Roosevelt)  \* Clayton Antitrust Act (1914) replaced the Sherman Anti-Trust Act, to create the Federal Trade Commission, to prevent corporations from blocking competition  \* 1929 crash and the Great Depression deepened call for major regulation: bank holiday (Emergency Banking Act closed all banks until each bank was inspected; when banks opened, deposits exceeded withdrawals; “Capitalism was saved in eight days); FDIC / Glass-Steagall Act (separating commercial and investment banking; Federal Deposit Insurance Corporation insures deposits in banks); |
| *II. In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.* | |
| 1. Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations. | \* muckrakers journalists were publishing extended exposés on social ills, particularly corruption: Ida M. Tarbell on Standard Oil and John D. Rockefeller, Lincoln Steffens on Boss Tweed and political machines, Upton Sinclair’s novel *The Jungle* on immigration and food safety, Jacob Riis’ book of photographs of the poor in *How the Other Half Lives*  \* Settlement house movement, most famously Jane Addams and Hull House, led middle class college educated women to move into poor immigrant neighborhoods and open up social welfare centers; social services – day care, kindergartens, English classes, citizenship test training, libraries, gyms, etc. – offered to help immigrants assimilate and cope with poverty  \* prostitution and red light districts targeted; 1910 Mann Act passed to criminalize “white slavery” and make it illegal to transport women across state lines for sex trade [during WWI, many red light districts were closed by reformers  \* Margaret Sanger began crusade to spread knowledge of birth control, to help poor women have fewer children (she ran afoul of the Comstock Law preventing mails from delivering “obscene” materials; she later helped found Planned Parenthood and after WWII, secured the financing for the development of the birth control pill)  \* Josephine Shaw Lowell and Florence Kelley led groups like the National Consumers’ League to promote worker safety; |
| 1. On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and woman suffrage. | \* *Muller v. Oregon* (1908) limits women’s work hours (first Supreme Court ruling to regulate the work place; argument succeeded because it relied on protecting women so they could be good wives and mothers)  \* Pure Food and Drug Act (1906) responded to fury over the sausage hole in Upton Sinclair’s *The Jungle* to clean up our food and drugs  \* Elkins Act (1903) and Hepburn Act (1906) asserted federal government’s control over railroad system  \* Children’s Bureau created in 1912 to regulate child labor  \* 17th amendment created direct election of senators, shifting the republic more towards a democracy  \* Adamson Eight-Hour Act (1916) set up eight-hour workday for interstate railroad workers  \* 18th Amendment (1919) created Prohibition (temperance movement had long argued alcohol created poverty, crime, and disease, as well as destroying families; ironically, banning alcohol led to the establishment of organized crime in America, especially the Mafia)  \* 19th Amendment (1920) established women’s suffrage |
| 1. Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources. | \* Yellowstone (1872) and Yosemite (1890 federal takeover); Congress established a dozen parks after 1900  \* John Muir fought for the preservation of wilderness areas; founded Sierra Club in 1892 to preserve wilderness, especially mountains  \* Teddy Roosevelt was a major conservationist, even though he was also a hunter [he famously refused to shoot a captive bear cub, demanding it be set free; an enterprising toy company quickly released a stuffed bear, known as a Teddy Bear] Roosevelt, unlike Muir, believed in using wilderness areas as well as preserving them for future generations  \* TR got Newlands Reclamation Act , which sold public lands to raise money for irrigation projects to increase farming land  \* TR established National Forest Service in 1905 and expanded size of national forests  \* TR got the Antiquities Act in 1906 to allow him to set aside national monuments (TR set aside Grand Canyon in 1908); monuments still allowed logging and mining, unlike national parks  \* Wilson established National Park Service to run the thirteen national parks  \* governments began limiting hunting and fishing, and requiring permits |
| 1. The Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient. Progressives also disagreed about immigration restriction. | \* Teddy Roosevelt invited Booker T. Washington to the White House, but southern outrage prevented him from doing so again  \* NAACP founded out of the Niagara Movement ; W.E.B. DuBois advocated for civil rights and the “talented tenth”  \* 1912 election highlighted many of the divisions within Progressivism;  Wilson was a Southerner, and a racist (he applauded the most racist film ever made, *Birth of a Nation*, which showed the KKK as the heroes; he also segregated the federal government’s work force, which had been integrated since the Civil War), but he also called for the government to regulate big business in his “New Freedom”: tariff reform to end protective tariffs (very traditional Southern demand), federal supervision of business practices (passed Federal Trade Commission and Clayton Antitrust Act), banking reform (Federal Reserve created)[once in office, Wilson enacted many of TR’s proposals]  \* Progressives believed in government having an active role to regulate and restrain the ills of capitalism and modern society;  \* William James’ philosophy of pragmatism often a major influence on Progressive actions  \* Progressives were often wealthy and upper class, and often promoted policies (like Prohibition) which placed them into direct conflict with immigrants’ cultural demands; Progressives could be hostile to minorities (during WWI, Teddy Roosevelt demanded immigrants “drop the hyphen” and abandon their culture in favor of 100% Americanism)  \* eugenics movement was a progressive movement, designed to restrict “defectives” and to uplift the American people [even W.E.B. DuBois supported eugenics as a way to practice racial uplift; Carnegie Institute financed eugenics programs; Margaret Sanger and the major suffrage organizations also supported eugenics; Teddy Roosevelt and Alexander Graham supported eugenics]; sterilization of mentally disabled people widespread as a progressive reform [morally discredited when Nazis adopted eugenics; by the end of WWII, many states had dropped eugenics laws mandating sterilization; California continued practice into the Sixties, and had the most sterilizations in any state]; eugenicists called to testify when Congress considered nativist immigration restrictions after WWI  \* Progressivism was reborn with the New Deal; emphasis on experts invested in FDR’s “Brain Trust” of professors who advised the government, and an exceptional cabinet [first woman: Frances Perkins, at labor; Henry Morgenthau, Treasury; Harold Ickes, Interior; Henry Wallace, Agriculture]; others influential as well: Eleanor Roosevelt on civil rights and women’s issues; Bernard Baruch on finance; right-hand man Harry Hopkins |
| *III. During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.* | |
| 1. Franklin Roosevelt’s New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy. | \* Hundred Days (“alphabet soup” of agencies) saw over a dozen major pieces of legislation [synthesis: LBJ and the Great Society / War on Poverty]  \* Direct relief and works programs: FERA (Federal Emergency Relief Administration) gave direct relief (“the dole”); CWA (Civil Works Administration), PWA (Public Works Administration), WPA (Works Progress Administration), NYA (National Youth Administration), and CCC (Civilian Conservation Corps) all created government jobs for a variety of people, from young people to artists to musicians to writers to your average Joe (FDR preferred jobs to the dole) (Federal Writers Project, for example: Zora Neale Hurston wrote *Their Eyes Were Watching God*)  \* Farming: AAA (Agricultural Adjustment Act: paid farmers NOT to grow crops, thus lowering food production and raising food prices, which brought more profits to farmers) [ironically, black sharecroppers kicked off land when white landowners realized they could make more money *not* having debt peonage]  \* American banking and corporations brought under federal regulations: bank holiday (Emergency Banking Act closed all banks until each bank was inspected; FDIC / Glass-Steagall Act (separating commercial and investment banking; Federal Deposit Insurance Corporation insures deposits in banks); NRA (National Industrial Recovery Act established the National Recovery Administration) set up private associations in hundreds of different kinds of industries to set prices and production rates ( |
| 1. Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal’s scope. | \* Second New Deal saw Roosevelt moving to the left to counter political challengers (Dr. Townsend, Huey Long, Father Coughlin)  \* Social Security a response to Dr. Francis Townshend, who proposed old people should retire to give their jobs to younger workers; in exchange, the government would provide them with pensions (Social Security would provide old-age pensions, unemployment compensation, and aid for the “deserving poor” – widowed mothers, the blind and disabled, the deaf)  Huey Long and his Share Our Wealth Society, which called for the 100% taxation of all incomes over a million dollars, and the redistribution of those funds to poor people:  \* Supreme Court overturned a number of New Deal programs as unconstitutional, because the federal government was not allowed to regulate matters *within* the states: NRA in 1935 (“sick chicken” case of *Schechter v. US*), AAA in 1936, and others; after his 1936 landslide election, FDR responded with the court packing scheme, because Wagner Act, TVA, and Social Security all coming up for review – FDR wanted the right to add a new justice to the court for every justice over the age of 70; Congress refused, because they saw it as a violation of separation of powers and checks and balances; although FDR failed, the Supreme Court upheld his other programs  \* Wagner Act a response to Supreme Court overturning NRA in 1935; Wagner Act recognized right of workers to organize into unions and strike  \* FDR’s loss in the court-packing scheme, and the Roosevelt Recession, led conservative southern Democrats to ally with Republicans and corporations to block more New Deal programs |
| C. Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working- class communities identified with the Democratic Party.  C) cont. | \* TVA (Tennessee Valley Authority) brought electricity and flood control to much of the rural south [TVA also financed teachers to provide free education in small rural communities] ; (Rural Electrification Administration) brought farmers electricity across the nation; Hoover Dam and Grand Coulee Dam provided irrigation and electricity; CCC and WPA built trails, roads, hospitals, zoos, bridges, parks, fire watch towers, etc.  \* Soil Conservation Service fought the Dust Bowl and other environmental risks by teaching new farming techniques, and most importantly, planting Shelterbelts of 220 million trees to prevent soil erosion [in 2000, the US had SIX times as many trees as we did in the Twenties!]  \* fireside chats and press secretary created the modern bully pulpit of the presidency, enhancing the power and influence of the president through mass media  \* NRA and Wagner Act brought unions fully into the Democrats  \* Indian New Deal of 1934 ended Dawes Act, assimilation programs, and restored tribal governments  \* Good Neighbor Policy [ended Roosevelt Corollary] made FDR a respected figure throughout Latin America; despite Mexican deportations in the early Thirties, the vast majority of Latinos became staunch Democrats [Cubans would be the exception when they became Republicans in wake of Bay of Pigs fiasco]  \* end of restrictions on Chinese immigration in 1943 would also create ties to Democratic Party that lasted generations [despite internment camps, the majority of Japanese have also remained Democrats]  \*, A. Philip Randolph’s threatened 1941 March on Washington forced FDR to sign Executive Order 8802, barred racial discrimination in defense industry jobs, and established the Fair Employment Practices Commission (armed services still segregated, though); although FDR refused to support a federal anti-lynching law or civil rights bills [“Solid South” prevented that], black voters abandoned Republican Party in 1936, and have remained overwhelmingly Democratic ever since  \* GI Bill of Rights of 1944 offered servicemen education, vocational training, housing loans – immensely influential for decades afterward  \* New Deal Democratic coalition created by social welfare programs, environmental programs, work programs, and so forth: immigrants, African-Americans, elderly, unemployed, intellectuals, Solid South, Native Americans, organized labor, veterans, urban and rural voters, middle class, liberals – dominated until the 70s  \* big government initiated by New Deal, expanded by WWII, and cemented in place by Cold War that followed |
| **Key Concept 7.2:**  **Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.** | |
| *I. Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity.* | |
| 1. New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures. | \* Radio was the single luxury almost every American maintained, as a cheap form of entertainment and information; radio in the 20s and 30s was the dominant form of communication; FDR’s fireside chats  \* Movies developed as mass entertainment, offering up models of behavior to imitate (celebrity culture erupted, from the antics of Charlie Chaplin |
| 1. Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement.   B) Cont. | \* vaudeville and burlesque created by immigrants (in the 20s and 30s, the Marx Brothers and the Three Stooges were Jewish-Americans who later migrated to the movies when sound came in)  \* movie industry in Hollywood almost entirely the product of immigrants, as most of the studio heads were Jewish-Americans; many stars were immigrants, from Charlie Chaplin to Greta Garbo to Rudolph Valentino to Marlene Dietrich; Hollywood became a magnet for migrants looking to become movie stars or work in the movies  \* Harlem Renaissance (poetry – Langston Hughes, Countee Cullen; novels – Zora Neale Hurston; dance – Josephine Baker, Bill “Bojangles” Robinson, the Nicholas Brothers; jazz – Louis Armstrong, Duke Ellington; theater – Paul Robeson; nonfiction – Alain Locke, *The New Negro*)  \* Okies coming to California brought country music [Bakersfield generated a number of famous country music stars after WWII, including Buck Owens and Merle Haggard] |
| C) Official restrictions on freedom of speech grew during World War I, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture. | \* WWI propaganda machine CPI (Committee on Public Information) and patriotic speeches by “Four-Minute Men” encouraged hostility to immigrants to become “100% American” (Teddy Roosevelt’s demand that immigrants drop the hyphen,  \* hostility towards Germans particularly intense: German language banned in schools, German music banned from concerts, sauerkraut became “liberty cabbage,” hamburgers became “liberty sandwiches” [synthesis: War on Iraq and “freedom fries”]  \* Espionage Act of 1917 and Sedition Act of 1918 severely curtailed free speech; *Schenck v. US* allowed conviction for socialist passing out anti-draft literature; *Abrams v. US* said first amendment did not protect speech that showed a “clear and present danger” (you can’t yell fire in a crowded theater); Socialist Party leader Eugene V. Debs sent to jail for ten years  \* FBI created to investigate communists  \* Red Scare began when attorney general A. Mitchell Palmer’s house was bombed in June 1919 (other bombs found in post office before delivery in April); Palmer manipulated the situation to try to leverage himself into the White House by conducting the Palmer Raids with his assistant J. Edgar Hoover in charge of the new FBI; P  \* Sacco and Vanzetti case (immigrants executed largely because they were immigrants and anarchists)  \* immigration restrictions grew out of WWI prejudices and the Red Scare  \* 1919 saw widespread strikes; when the Boston police struck, Calvin Coolidge fired them all: “There is no right to strike against the public safety by anybody, anywhere, anytime.” |
| D) In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration. | \* Women suffrage achieved in 19th amendment  \* Congress created Sheppard-Towner Federal Maternity and Infancy Act to provide women with prenatal care; later removed when Congress realized most women were voting with their husbands instead of on the basis of gender (also, the AMA opposed renewing the bill as socialized medicine)  \* (flappers challenged status quo on drinking and sex and smoking)  \* Alice Paul (militant feminist jailed in WWI and force-fed to end hunger strike opposing war) pushed Congress for the Equal Rights Amendment  \* modernism and science (typically in urban settings) often combated with fundamentalism (typically in rural settings); Scopes Monkey Trial (Clarence Darrow defending Darwin and William Jennings Bryan defending fundamentalist reading of Bible) the most famous conflict  \* experience of WWI and modernist protests against rising consumerism and conformity led many to write scathing critiques of American and modern culture (Sinclair Lewis, *Babbitt* and *Main Street*, John Dos Passos, *The USA Trilogy*, F. Scott Fitzgerald, *The Great Gatsby*, Ernest Hemingway, *The Sun Also Rises*) or to leave the country completely, especially for Paris (the Lost Generation, Gertrude Stein)  \* Marcus Garvey and UNIA (Universal Negro Improvement Association) advocated black separatism, and created the Black Star steamship to return blacks to Africa; Garvey deported by government; Garvey and Harlem Renaissance promoted pan-Africanism and celebration of black culture (opposed by KKK) |
| *II. Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.* | |
| A. Immigration from Europe reached its peak in the years before World War I. During and after World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.  A) cont. | \* Between 1865 and 1918, 25 million immigrants came to U.S.; WWI and Nativist laws brought that to a crashing halt after WWI  \* 1882 Chinese Exclusion Act ended in 1943, due to China being our ally against the Japanese  \* 1907 Gentleman’s Agreement blocked Japanese immigration  \* Mexican immigration encouraged in WWI and WWII (WWII Bracero Program actively recruited them as farm workers), but in the Great Depression, large numbers were deported for the first time  \* National Origins Act blocked all Arab and Asian immigration, and reduced quota down to 2% of 1890 numbers, radically cutting all but northwestern European immigration |
| B. The increased demand for war production and labor during World War I and World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities.. | \* rural migrations (Great Migration of African-Americans, rural whites) helped make the US an urban country by 1920  \* Great Depression and Dust Bowl drove Okies west to California (John Steinbeck, *The Grapes of Wrath*)  \* WWII saw enormous shift of population to the West begin, because defense industry expanded in Western states (especially California: LA, San Francisco, San Diego) |
| C. In a Great Migration during and after World War I, African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved to the North and West, where they found new opportunities but still encountered discrimination. | \* WWI factories recruited black workers from the South, even paying their train fares  \* Great Migration into North expanded black economic opportunities, voting rights, and more civil rights – but it also increased white racism in the North, as well as increased numbers of lynchings in the South when black soldiers came home in their uniforms (over 400,000 served in WWI) |
| D. Migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration. | \* Gentleman’s Agreement of 1907 led farm owners to turn to Mexican migrant workers; after WWI welcomed them in, many remained in US, creating Mexican-American population for the first time in significant numbers  \* Depression led to Mexican deportations  \* WWII saw Bracero Program recruiting Mexican workers  \* After 1917, Puerto Ricans had full rights to immigrate to U.S., but numbers remained small until after WWII  \* Zoot Suit Riots saw violence used against Mexican-Americans by soldiers and sailors in WWII LA, while cops watched |
| **Key Concept 7.3:**  **Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.** | |
| *I. In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America’s role in the world.* | |
| A. Imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the Western frontier was “closed” to argue that Americans were destined to expand their culture and institutions to peoples around the globe. | \* Frederick Jackson Turner announced in 1893 that the 1890 census showed the American frontier was gone (Turner’s frontier thesis insisted frontier was critical for the formation of the American character, given the opportunity to begin over again, as well as the development of individualism, democratic character; Americans responded to closing of frontier by turning outward for world  \* Anglo-Saxonism, American exceptionalism, and Social Darwinism taught that white Protestant races deserved to rule, that they were the “fittest” and therefore had not only a right, but a responsibility, to take over the world (Teddy Roosevelt’s version respected Japanese, but his history of the West celebrates white advance, and his foreign policy showed little regard for other non-white groups and countries)  \* Europeans taking over the world, and Americans were being locked out; Open Door Policy established to keep America from being locked out of China trade  \* Alfred Thayer Mahan’s *The Influence of Sea Power upon History* argued that US needed to have a two-ocean navy, coaling stations around world, and a canal across Central America, in order to expand national power and gain markets (Teddy Roosevelt a major devotee – turn Mahan’s ideas into American foreign policy with Spanish-American war as assistant Secretary of the Navy, and then as president) |
| B. Anti-imperialists cited principles of self- determination and invoked both racial theories and the U.S. foreign policy tradition of isolationism to argue that the U.S. should not extend its territory overseas. | \* Anti-imperialists like Jane Addams and Mark Twain saw acquisition of territories in Spanish-American War as deeply threatening to American institutions, as well as violating isolationism – we were not going to remain a republic if we became an empire with colonies we would have to administer and dominate  \* Racism and anti-Catholicism also played a role; many anti-imperialists didn’t want territories because they didn’t want Catholic and/or non-White populations  \* Andrew Carnegie offered to repay the American government the entire amount they had paid for the Philippines |
| C. The American victory in the Spanish–American War led to the U.S. acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia, and the suppression of a nationalist movement in the Philippines. | \* William Randolph Hearst and yellow journalism whipped up support for the Cuban revolutionaries; the sinking of the *Maine* (“Remember the Maine!”) provided the excuse  \* Hawaii was annexed at the same time, as American planters arranged a takeover from Queen Liliuokalani  \* Teddy Roosevelt had arranged as Assistant Secretary of the Navy for Commodore Dewey to be ready to sail into Manila and take the Islands – entire Spanish fleet sunk, with only one American sailor dying (he drowned)  \* In the Philippines, Emilio Aguinaldo declared independence from Spain, only to watch the US take the Philippines from Spain for $20 million; Filipinos then launched a revolt against the U.S., which was brutally suppressed  \* Open Door policy in China and American aid suppressing Boxer Rebellion built on American desire to have trade in Asia, which is why we grabbed the Philippines as well  \* TR sent the Great White Fleet around the world to impress how powerful our Navy now  \* Taft and “dollar diplomacy” – shifted away from TR’s geopolitical approach to foreign policy to one based on economics: |
| *II. World War I and its aftermath intensified ongoing debates about the nation’s role in the world and how best to achieve national security and pursue American interests.* | |
| A. After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs, in response to Woodrow Wilson’s call for the defense of humanitarian and democratic principles. | \* When WWI broke out, our traditional policy of Washingtonian isolationism and neutrality was invoked Neutrality (Washington’s policy, and largely followed by everyone except for Teddy Roosevelt!); pacifism (William Jennings Bryan was the Secretary of State; tried to get Europe to “cool off”; Henry Ford, after the war started, sent over a “Peace Ship”); isolationism (many still were unhappy over the US taking TR’s choice of a world empire: the Philippines, Puerto Rico, Guam, the Canal – which was finished under Wilson!); unrestricted submarine warfare (the *Lusitania* led the US to threaten Germans to stop – which they did from 1915 to 1917 – then started again as a last-ditch gamble to win the war), British blockade, and freedom of the seas (SYNTHESIS: sounds like a modern version of the War of 1812. minus the impressment!); the Zimmermann Telegram  \* Financial incentives: the Allies owed us $2.5 billion, the Germans only $56 million...  \* Wilson’s idealism: 1916 campaign slogan: “He kept us out of war.” became a few months later “The world must be made safe for democracy.” |
| B. Although the American Expeditionary Forces played a relatively limited role in combat, the U.S.’s entry helped to tip the balance of the conflict in favor of the Allies. | \* American technology and manufacturing made WWI possible (American inventions: machine guns, airplanes, barbed wire; American financing supported Allies; American weapon factories supplied Allies)  \* America registered 9.5 million men for the draft; US Navy began fighting German U-boats and German navy with armed convoys  \* African-Americans served in segregated units, and only small numbers saw combat; Native Americans were integrated, and often served as scouts and snipers |
| C. Despite Wilson’s deep involvement in postwar negotiations, the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations. | \* Wilson’s Fourteen Points intended to make WWI “the war to end all wars” [actually an H.G. Wells phrase that Wilson said exactly once]; Fourteen Points are essentially Progressivism brought to the international level: open diplomacy (no more secret agreements that had caused the domino of countries to enter the war); “freedom of the seas”  \* League of Nations was Wilson’s one great hope but he failed to bring a single Republican with him to the negotiations, and the Senate was controlled by Republicans – who would have to ratify the Versailles Treaty! / Wilson thought he could just ram the Treaty down their throats (“The Senate must take its medicine”); ratification battle ensued, over isolationism (western Republican progressives), and constitutional objections to Article X, which would have denied Congress the right to declare war by mandating military involvement in any war against aggressor nations; Wilson went out on a major tour, making so many speeches for the League that he had a stroke which incapacitated him; Versailles Treaty never ratified (we had to negotiate a separate peace treaty with Germany); Wilson died a broken man |
| D. In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism. | \* America returned to traditional isolationism in the 20s  \* Washington Conference of 1921 tried to shut down naval arms race by establishing a ratio of battleships  \* Kellogg-Briand Pact was a promise never to outlaw war – signed by dozens of nations, but there were no enforcement provisions: called “an international kiss”  \* Charles G. Dawes set up plan for American banks to make huge loans to Germany, who would then pay reparations to Britain and France, who would then repay American banks... |
| E. In the 1930s, while many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of  Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II.  E) cont. | \* Nye Committee claimed “merchants of death” – arms manufacturers – had caused American entry into WWI to make money; bankers accused of pushing for entry on Allied side to protect their loans  \* Neutrality Acts designed to prevent another chain of events which had led to WWI: 1935 Neutrality Act barred the sale of all arms to any nation at war (we had sold arms to Allies) and told president to warn American travelers of dangers (*Lusitania*); 1936 Neutrality Act barred loans to any nation at war (because we had loaned so much money to Allies in WWI, which was then blamed for our entry); 1937 Neutrality Act imposed “cash and carry” on any nation at war trying to buy nonmilitary goods – they had to pick them up themselves, and pay cash (our shipping had been attacked by Germans, which helped lead to war)  \* FDR began pushing to at least help arm the Allies; he got the 1939 Neutrality Act pushed, which allowed the purchase of weapons on a cash-and-carry basis  \* America First Committee, led by Nye and Charles Lindbergh, opposed all involvement with WWII;  \* After he won third term, FDR stepped up aid: started lend-lease program (“fire-hose” analogy) to get weapons and supplies to a bankrupt Britain; US Navy began defending convoys to Britain halfway  \* When Germany invaded USSR in June 1941, FDR extended lend-lease to Soviets as well; in September, 1941, US Navy ordered to sink all German subs; merchant vessels armed  \* FDR and Churchill signed the Atlantic Charter in August 1941, effectively created the alliance which would fight the Nazis (and ended isolationism as American foreign policy permanently)  \* July 1841 – US institutes an oil and trade embargo as well as freezing Japanese assets in the US, to protest Japan’s continuing assaults on China and the Far East  \* Attack on Pearl Harbor happened while Japanese were apparently still pursuing diplomatic discussions to resolve conflicts with US; a “day which will live in infamy” enraged US and public opinion swung immediately to support war (Hitler declared war on US, which was met in turn by US declaration |
| *III. U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.* | |
| A. Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust. | \* WWII was the “good war” fought by the “greatest generation”; we were the forces for freedom, the light blazing against the dark and evil Hitler and Tojo and Mussolini; Americans were “citizen-soldiers” fighting for a noble cause, to preserve freedom  \* vast numbers of Americans united together, as never before, behind a single cause: to win the war  \* news of Nazi concentration camps and the Holocaust began to leak to the public {US had a wide streak of anti-Semitism, going back for decades; in 1939, the worldwide (and American) refusal to accept the Jewish refugees aboard the *St. Louis* condemned many of them to being returned to Europe, and many ended up in the camps); anger and determination built from the horrors, which went fully unappreciated until the first camps were liberated  \* Japanese brutality, both to the conquered and to prisoners of war, was unprecedented in the American experience; Japanese were portrayed as inhuman, as monkeys, as animalism as sneaky and untrustworthy |
| B. The mass mobilization of American society helped end the Great Depression, and the country’s strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops. | \* By the summer of 1941 – before Pearl Harbor, but after we started gearing up for war – unemployment was gone and the economy was booming; the war killed the Great Depression, not the New Deal, which simply hadn’t gone far enough in deficit spending to kick-start the economy back to life  \* Unions vastly expanded during WWII, but strikes largely kept under control, as were wage increases, but in exchange, unions were guaranteed new workers would be in unions  \* government rationing also in place, and it wasn’t voluntary as it had been under Herbert Hoover’s guidance in WWI (Wheatless Mondays, Porkless Thursdays) – ration books controlled sugar, coffee, meat, butter, tires, shoes, gasoline, etc. (black market rampant)  \* WPB (War Production Board) oversaw production for war (never as successful or highly organized as Bernard Baruch and the WWI War Industries Board) – despite difficulties, the nation’s manufacturing expanded to meet demands of war, and the West became a manufacturing center overnight; nation produced twice what all the Axis countries did – combined! |
| C. Mobilization and military service provided opportunities for women and minorities to improve their socioeconomic positions for the war’s duration, while also leading to debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans. | \* Rosie the Riveter a symbol of women taking jobs in defense industry, which for many, were the first high-paying jobs they’d ever had (although men still made considerably more for the same work); end of war meant end of jobs, but many women decided to pursue employment outside of home (unlike WWI, where almost all women returned to the home) – permanent change began  \* African-Americans put into segregated groups, led by white officers [as they had since the Civil War], and often put to menial tasks instead of combat, A. Philip Randolph used threat of march on Washington to get Executive Order 8802 prohibiting discrimination in defense industry; NAACP expanded; James Farmer founded CORE (Congress of Racial Equality),  \* Zoot Suit Riots in LA saw white servicemen roaming Mexican-American neighborhoods attacking Latinos, while police either watched – or arrested the kids who were being attacked (zoot suits were then banned).  \* Navajo Code Talkers – Native Americans used throughout both theaters to provide unbreakable communications  \* Japanese-American internment camps authorized by FDR in Executive Order 9066 – West coast paranoia, and longtime discrimination against Asians, particularly in California, led to over 100,000 Japanese-Americans being rounded up and sent to the interior; property largely lost; *Korematsu v. US* that it was allowed |
| D. The United States and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific “island-hopping” and the D-Day invasion. The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons. | \* British and Americans and Soviets worked closely together, with FDR, Stalin, and Churchill personally meeting several times to work out strategy; Americans financed and supplied our allies, while they did the brunt of the fighting in Europe until we could get there (Japan largely fought by US, although British were involved on the periphery); Britain and US formed Atlantic Charter alliance, which USSR was not a party to; Soviets also wanted an immediate second front, but Churchill opposed until Allies were ready  \* British development of radar, and refinement of WWI sonar, made early detection of air and submarine attack possible  by US Navy,  \* Manhattan Project was the single greatest American scientific achievement; atomic bombs ended the war in Japan, although the project’s scientists protested its use against Japan (many of them were European refugees who were terrified of Hitler getting the bomb first); even today, questions abound about the use of the bombs on civilians, especially the bomb on Nagasaki; those who argue it was the right thing to do point at the estimates of a million casualties in invading mainland Japan |
| E. The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on earth. | \* At the end of the war, only the US was relatively unscathed; Depression was over, population had large savings, economy was ready to boom; US took over far larger share of world market as a result [SYNTHESIS: led to Fifties economic boom, but as both Allies and Axis recovered, disproportionate share of world market slowly slipped away in Sixties and Seventies]  \* unconditional surrender of Japan and Germany allowed US to remake defeated enemies into new allies; Soviets controlled Eastern Europe  \* nuclear weapons, control of Japan and Pacific, dominant role in Western Europe and control of Atlantic, economic power, leader of United Nations, control of 1944 Bretton Woods System: World Bank, International Monetary Fund, GATT |