

RECONSTRUCTION

Three-Fifths Compromise

Slavery was legal in the U.S. Constitution, which was insisted upon by the southern States at the Constitutional Convention. In addition, the southern Founding Fathers, in order to maintain their superiority in the new Congress, insisted that slaves be counted as population. The northern states objected. In order to keep the southern states involved in the constitutional process, a compromise was agreed to: **EACH SLAVE would be counted as not one person, but three-fifths of a person for calculating population and apportioning representative.** *3/5 person*

Reconstruction

Period directly following the Civil War and lasting until 1877, when the Republican government attempted to rebuilt and “revamp” the South. During this period, Amendments were passed to bring ex-slaves into their civil rights. Almost one hundred years would pass before civil rights for African Americans would be addressed in the modern civil rights movement, which began in 1955.

Black Codes

Black Codes, often called “Jim Crow Laws,” became legal in the South after the Civil War to enforce segregation between ex-slaves and the white population of the South, who would not accept the equality of the races, which was sought by the Reconstruction Republicans. These laws covered every aspect of life for black people and would last for almost 100 years. *Jim Crow Laws enforce segregation*

Civil War Amendments (3)

Passed by the Reconstruction Congress after the Civil War to provide Constitutional rights to ex-slaves. Following Reconstruction, especially in the South, these amendments curtailed all blacks marginalized in society.

- **Thirteenth Amendment:** constitutionally freed all slaves in America (**abolishment of slavery**)
- **Fourteenth Amendment:** extended liberties and rights granted by the Bill of Rights to former slaves, citizenship to ex-slaves and provided them due process of law.
- **Fifteenth Amendment:** provided the vote for all black males in America stated the right to vote should not be denied on the basis of “*race, color or previous condition of servitude.*”

AMERICAN INDUSTRIAL REVOLUTION *Laissez Faire- hands off*

The third American industrial revolution, based on electricity and gas power, began shortly after the conclusion of the Civil War. Many factors contributed to the beginning of American industrialization, especially the existence of a large workforce, primarily from Europe, plentiful natural resources, a host of new inventions (especially from Thomas Edison), and a government system that promoted *laissez-faire*, and free enterprise. *Laissez-faire is a doctrine opposing governmental interference in economic affairs beyond the minimum necessary for the maintenance of peace and property rights.*

The American **railroad industry was the first monopoly in the United States**, run by a group of aggressive businessmen like **Cornelius Vanderbilt**, whose tactics served as a business model for future industrialists, **John D. Rockefeller and Andrew Carnegie**, pursued America’s industrial growth as well as their own personal wealth. As businesses grew to increased demand from our expanding population, new business models were created to organize industry, such as the corporation, and the trust. Cities blossomed around the country, populated by the rising influx of American immigrants looking for opportunities not available in Europe or Asia. **Andrew Carnegie (Steel Magnate), Henry Ford (automaker), J.P. Morgan (corporate financier), John D. Rockefeller (Standard Oil Trust Co.) and Cornelius Vanderbilt (railroad) are five of the greatest American businessmen.** Remembered for their entrepreneurial spirit and innovative approaches to growing their respective empires, these men ushered post-Civil War America into the modern era. By the end of the 19th century, American had become the industrial leader of the world, with high exports and a growing GNP: by 1910, the American gross national product had grown x 8 since the Civil War. **BIG 5! \$\$**

GILDED AGE

Approximately 1877 to 1900, characterized by industrialism and immigration. The name "Gilded Age" was coined by Mark Twain, in his novel of the same name, which reflected the fact that America was a country of great wealth enjoyed by the few, while the majority of the population, immigrants and farmers, lived in abject poverty. Society was defined by three distinct classes: an enormous underclass of immigrant labor, a small middle class and a small but powerful upper class, that controlled half of the wealth in America.

SPANISH-AMERICAN WAR AND AMERICAN COLONIALISM

In 1898, America fought a brief war with Spain and gained an empire. President McKinley declared war on fading imperialist power Spain over a conflict of interests in Cuba, where America had many financial holdings and where we objected to the Spanish treatment of its colonials. When the *USS Maine* was sunk in Havana Harbor, the president declared war with Spain. Fighting occurred on two fronts, the Atlantic in Cuba and in the Pacific, as Spain controlled the Philippines and Guam. When the brief war ended in an American victory, we gained the Philippines, Guam, Puerto Rico and Cuba was given its freedom, although would be tightly controlled by the American Platt Amendment.

McKinley – war Spain – Cuba – Spain sunk USS Maine – President War!

America wins – Philippines, Guam, Puerto Rico - Cuba gains freedom – controlled by Platt Agreement

To protect our interests, President Theodore Roosevelt issued the Roosevelt Corollary to the Monroe Doctrine, warning Europe to stay out of North America. Roosevelt threatened any intruders with his "Big Stick Diplomacy," the threat of American force should any nation interfere with our holding, although his successor, William Howard Taft, would soften this belligerent policy with what is now called "Dollar Diplomacy," offering nations monetary rewards for their cooperation.

Tariffs-Bribes- Roosevelt a Bully

Panama Canal

A canal was inevitable. A boat trip from New York to San Francisco forced a crew to sail around the tip of South America — a journey of 12,000 miles. President Theodore "Teddy" Roosevelt decided it was time for action. The canal became his legacy. Construction on the canal was extremely difficult and an engineering feat. Beginning in 1907, American civilians blasted through tons of mountain stone. U.S Army physicians Walter Reed and William Gorgas curbed the threats of yellow fever and malaria. When Theodore Roosevelt visited the blast area, he became the first sitting American President to travel outside the country. In 1914, at the cost of \$345 million, the Panama Canal opened.

Construction began 1907-Theodore Roosevelt- physicians Walter Reed and William Gorgas curbed yellow fever and malaria- opened 1914-cost \$345 million

PROGRESSIVE ERA

Approximately 1900-1920, characterized by a move to correct the damage caused by the excesses of the Gilded Age. This era of reform began in the farm community, which was abused by industrialism, especially abuses by the railroad industry and the financial sector, in the Populist movement, led by the Grange and reformist politician William Jennings Bryan.

Reform moved into the cities, led by reformers, known as "muckrakers," for the dirt they stirred up in American magazines and newspapers, such as Jane Addams (Founder of Hull House), Lillian Wald (Nurse, Social Worker, Women's Rights Activist and Founder of Henry Street Settlement), Upton Sinclair (Journalist) and three American presidents, Theodore Roosevelt, William Howard Taft and Woodrow Wilson. Business was controlled by the Sherman Anti-Trust Act, which was approved July 2, 1890. The Sherman Anti-Trust Act was the first measure passed by the U.S. Congress to prohibit trusts and outlawed monopolistic business practices. It was named for Senator John Sherman of Ohio, who was a chairman of the Senate finance committee and the Secretary of the Treasury under President Hayes. Several states passed similar laws, but they were limited to intrastate businesses. The Sherman Antitrust Act was based on the constitutional power of Congress to regulate interstate commerce.

"Muckrakers" Jane Addams, Lillian Wald, Upton Sinclair, Presidents T Roosevelt, Taft and Wilson

William Jennings Bryan fought for a "righteous cause." For thirty years the Great Commoner was a progressive force in the Democratic Party. As a congressman from Lincoln, Nebraska, he supported women's suffrage, championed the rights of farmers and laborers and believed passionately in majority rule. In 1921, Bryan began a new campaign -- to ban the teaching of evolution in public schools. Bryan was progressive in politics and a conservative in religion. The eight-day **Scopes trial** took a toll on Bryan. The next day the jury pronounced John Scopes guilty. William Jennings Bryan won the case, but history would not look kindly on his last crusade. The Scopes trial cast a long shadow over his remarkable career. Clarence Darrow was a famed criminal defense lawyer for Scopes, who supported evolution. He caused William Jennings Bryan to appear foolish when he questioned Bryan about the Bible. "Scopes Monkey Trial" Evolution vs. Religion

Amendments

The 16th Amendment provides a national, per capita income tax, the 17th Amendment increased democracy with the direct election of senators, in 1919 the 18th Amendment curtailed alcohol abuse and prohibited the "sale, manufacture and transportation" of alcohol, due to the era's attempt to "purify" its populace. The amendment was so violated, that Congress was forced to pass the Volstead Act in 1919, which established a force within the Treasury Department to catch violators, including members of the Mafia, who controlled much of the illegal alcohol in America. The "speakeasy" was born, underground drinking clubs, which were often raided by police. The 19th Amendment granted women the right to vote. President Roosevelt was a keen conservationist, and who oversaw the increase in our national park system (Grand Canyon, Yellowstone) and supported the National Reclamation Act 1902. President Taft supported the establishment of the Bureau of Mines to improve mine safety. The Progressive Era also established labor unions in America to protect the rights and safety of America's industrial class.

Roosevelt-conservationist- National Reclamation Act 1902- National Parks

Taft-Bureau of Mines-safety in mines

Progressive Era- established Labor Unions

National Reclamation Act 1902

June 17, 1902, Congress enacted the National Reclamation Act, also known as the Newland Act, to "appropriate the receipts from the sale and disposal of public lands in certain States and Territories to the construction of irrigation works for the reclamation of arid lands." With this act, Congress intended to harness the intermittent precipitation in seventeen western states and use it to encourage individual families to settle in the West by converting arid federal land into agriculturally productive land. The act created a Reclamation Service with the technical expertise to construct monumental water projects to irrigate the West, and established a Reclamation Fund to finance these expensive ventures. A century later, with every major river but the Yellowstone dammed, the Bureau of Reclamation was forced to shift its focus from massive construction projects to the operation and maintenance of these facilities.

Labor Unions Improve Working Conditions

By 1900, only 3% of American workers belonged to unions. Management held the upper hand in labor disputes and struggles with organized labor with government generally taking its side. With a surplus of cheap labor, strikers could easily be replaced by bringing in strikebreakers, or scabs that were unemployed persons desperate for jobs. The first attempt to organize all workers in all states (skilled and unskilled), (agricultural and industrial workers) was the National Labor Union founded in 1866, it had 640,000 members in two years. Besides the goals of higher wages and the 8-hour day, they wanted equal rights for women and blacks, monetary reform and worker cooperatives. Its chief victory was winning the 8-hour day for workers employed by the federal government. It lost support, however, after a depression began in 1873, and after the unsuccessful strikes of 1877. However the public recognized the need for a better balance between the demands of employers and employees to avoid the numerous strikes and violence that characterized the late 19th century (Great Railroad Strike of 1877, Haymarket Riots, Homestead Strike, and Pullman Strike.)

WORLD WAR I

America will overcome our commitment to isolationism and enter WWI April 1917, as a direct result of the activities of Germany, especially the resumption of unrestricted submarine warfare against our Atlantic

shipping, the discovery of the Zimmermann Telegram, inciting Mexico to attack the United States and President Wilson's commitment to safeguarding democracy in the world. John J. Pershing led the American Expeditionary force. This fairly "unpopular" war saw a massive mobilization of the American economy through the War Industries Board; the draft of 4 million men and the selling of war bonds financed the war. **Germany-unrestricted submarine warfare-Zimmerman Telegram, President Wilson's safeguarding democracy- John J Pershing led American Expeditionary force**

CAUSES, EVENTS AND EFFECTS OF WWI

World War 1 is more complicated than a simple list of causes. While there was a chain of events that directly led to the fighting, the root causes are much deeper and part of continued debate and discussion. This is an overview of the most popular reasons cited as the root causes of World War 1.

1. Mutual Defense Alliances

Over time, countries throughout Europe made **mutual defense agreements**, which pulled them into battle. Thus, if one country was attacked, **allied countries were bound to defend** them. Before World War 1, the following alliances existed: **these countries were BFF's and had to defend each other.**

- Russia and Serbia
- Germany and Austria-Hungary
- France and Russia
- Britain and France and Belgium
- Japan and Britain

Austria-Hungary declared war on Serbia, Russia got involved to defend Serbia. Germany seeing Russia mobilizing, declared war on Russia. France was then drawn in against Germany and Austria-Hungary. Germany attacked France through Belgium pulling Britain into war. Then Japan entered the war. Later, Italy and the United States would enter on the side of the allies.

2. Imperialism Countries want more land / territory / power

Imperialism a country increases their power and wealth by bringing additional territories under their control. Before World War 1, Africa and parts of Asia were points of contention amongst the European countries. This was especially true because of the raw materials these areas could provide. The increasing competition and desire for greater empires led to an increase in confrontation that helped push the world into World War I.

3. Militarism Military wants to be strong

As the world entered the 20th century, **an arms race began. By 1914**, Germany had the greatest increase in military buildup. Great Britain and Germany greatly increased their navies in this time period. Furthermore in Germany and Russia particularly, the military establishment had a greater influence on public policy. **This increase in militarism helped push the countries involved to war.**

4. Nationalism Proud of your country

Much of the origin of the war was based on the desire of the Slavic peoples in **Bosnia and Herzegovina to no longer be part of Austria Hungary** but instead be part of Serbia. In this manner, **nationalism led directly to the War.** But in a more general way, the nationalism of various European countries contributed not only to the beginning but the extension of the war in Europe. **Each country tried to prove their dominance and power.**

5. Immediate Cause: Assassination of Archduke Franz Ferdinand

The immediate cause of World War I that made all the aforementioned items come into play (**alliances, imperialism, militarism, nationalism**) was the **assassination of Archduke Franz Ferdinand of Austria-Hungary.** In June 1914, a Serbian nationalist assassinated him and his wife while they were in Sarajevo, Bosnia that was part of Austria-Hungary. This was in protest to Austria-Hungary having control of this region. Serbia wanted to take over Bosnia and Herzegovina. This assassination led to **Austria-Hungary declaring war on Serbia.** When Russia began to mobilize due to its alliance with Serbia, Germany declared war on Russia. Thus began the expansion of the war to include all those involved in the mutual defense alliances.

The Start of the War

World War I began July 28, 1914, when Austria-Hungary declared war on Serbia. This seemingly small conflict between two countries spread rapidly: soon, Germany, Russia, Great Britain, and France were all drawn into the war, largely because they were involved in treaties that obligated them to defend certain other nations. Western and eastern fronts quickly opened along the borders of Germany and Austria-Hungary.

The Western and Eastern Fronts

The first month of combat consisted of bold attacks and rapid troop movements on both fronts. In the west, Germany attacked first Belgium and then France. In the east, Russia attacked both Germany and Austria-Hungary. In the south, Austria-Hungary attacked Serbia. Following the Battle of the Marne (September 5–9, 1914), the western front became entrenched in central France and remained that way for the rest of the war. The fronts in the east also gradually locked into place.

The Ottoman Empire Germany LIED to Russia

Late in 1914, the Ottoman Empire was brought into the fray as well; after Germany tricked Russia into thinking that Turkey had attacked it. As a result, much of 1915 was dominated by Allied actions against the Ottomans in the Mediterranean. First, Britain and France launched a failed attack on the Dardanelles. This campaign was followed by the British invasion of the Gallipoli Peninsula. Britain also launched a separate campaign against the Turks in Mesopotamia. Although the British had some successes in Mesopotamia, the Gallipoli campaign and the attacks on the Dardanelles resulted in British defeats.

Trench Warfare

The middle part of the war, 1916 and 1917, was dominated by continued trench warfare in both the east and the west. Soldiers fought from dug-in positions, striking at each other with machine guns, heavy artillery, and chemical weapons. Though soldiers died by the millions in brutal conditions, neither side had any substantive success or gained any advantage.

The United States' Entrance and Russia's Exit US – IN – Atlantic ships sunk - against Germany

Despite the stalemate on both fronts in Europe, two important developments in the war occurred in 1917. In early April, the United States, angered by attacks upon its ships in the Atlantic, declared war on Germany. Then, in November, the Bolshevik Revolution prompted Russia to pull out of the war.

Russia – OUT – Bolshevik Revolution

The End of the War and Armistice (cease fire: peace or treaty)

Although both sides launched renewed offensives in 1918 in an all-or-nothing effort to win the war, both efforts failed. The fighting between exhausted, demoralized troops continued to plod along until the Germans lost a number of individual battles and very gradually began to fall back. A deadly outbreak of influenza, meanwhile, took heavy tolls on soldiers of both sides. Eventually, the governments of both Germany and Austria-Hungary began to lose control as both countries experienced multiple mutinies from within their military structures. Flu! – Germany and Austria-Hungary – mutinies

The war ended in the late fall of 1918, after the member countries of the Central Powers signed armistice agreements one by one. Germany was the last, signing its armistice November 11, 1918. As a result of these agreements, Austria-Hungary was broken up into several smaller countries. Germany, under the Treaty of Versailles, was severely punished with hefty economic reparations, territorial losses, and strict limits on its rights to develop militarily.

War ended 1918 – Armistice Agreement – Austria-Hungary broken – Germany, Treaty of Versailles – punished severely!

Germany after the War (WWI)

Many historians believe the Allies were excessive in their German punishment and the harsh Treaty of Versailles planted the seeds of World War II, rather than foster peace. The treaty's declaration that Germany was entirely to blame for the war was a blatant untruth, which humiliated the German people. Furthermore, the treaty imposed steep war reparations payments on Germany, meant to force the country to bear the financial burden of the war. Although Germany ended up paying only a small percentage of the reparations it was supposed to make, it was already stretched financially thin by the war, and the additional economic burden caused enormous resentment. Ultimately, extremist groups, such as the Nazi Party, exploited this humiliation and resentment and took political control of the country in the following

decades. Allies excessive- Germany humiliated and blamed for WW1- steep war reparations- Germany financially responsible-caused resentment-Nazi Party took control

Isolationism Stay out of other people's business

U.S foreign policy that avoided involvement in European affairs after World War I. Isolationism refers to America's longstanding reluctance to become involved in European alliances and wars. Isolationists held the view that America's perspective on the world was different from European societies and that America could advance the cause of freedom and democracy by means other than war. American isolationism did not mean disengagement from the world stage. Isolationists were not averse to the idea that the United States should be a world player and even further its territorial, ideological and economic interests, particularly in the Western Hemisphere.

Fourteen Points

Woodrow Wilson's plan for a peace treaty after World War I. The U.S. entered World War I in April 1917. On January 8, 1918, President Woodrow Wilson announced his Fourteen Points, which would serve as the basis for peace in November 1918. Primary Source document retrieved from <
<http://www.fordham.edu/halsall/mod/1918wilson.html>>

1. No more secret agreements ("*Open covenants openly arrived at*").
2. Free navigation of all seas.
3. An end to all economic barriers between countries.
4. Countries to reduce weapon numbers.
5. All decisions regarding the colonies should be impartial
6. The German Army is to be removed from Russia. Russia should be left to develop her own political set-up.
7. Belgium should be independent like before the war.
8. France should be fully liberated and allowed to recover Alsace-Lorraine
9. All Italians are to be allowed to live in Italy. Italy's borders are to "*along clearly recognizable lines of nationality.*"
10. Self-determination should be allowed for all those living in Austria-Hungary.
11. Self-determination and guarantees of independence should be allowed for the Balkan states.
12. The Turkish people should be governed by the Turkish government. Non-Turks in the old Turkish Empire should govern themselves.
13. An independent Poland should be created which should have access to the sea.
14. A League of Nations should be set up to guarantee the political and territorial independence of all states.

Treaty of Versailles

The final important treaty that ended World War I, which was chief among the five peace treaties that terminated World War I. Signed on June 28, 1919 at Versailles, by Germany on the one hand and by the Allies (save Russia) on the other; the Treaty of Versailles embodied the results of the long and often bitter negotiations of the Paris Peace Conference of 1919. The leading negotiations figures were the "*Big Four*" Woodrow Wilson (United States), Georges Clemenceau (France), David Lloyd George (England), and Vittorio Emanuele Orlando (Italy). Germany, as the defeated power, was not included in the consultation. Wilson's Fourteen Points were, to a large extent, sacrificed, but his main objectives, the creation of states based on the principle of national self-determination and the formation of the League of Nations, were embodied in the treaty. However, the U.S. Senate refused to ratify the treaty, and the United States merely declared the war with Germany at an end in 1921.

The treaty formally placed the responsibility for the war on Germany and its allies. Germany was imposed the burden of the reparations payments. The German army was reduced to a maximum of 100,000 soldiers, the navy was similarly reduced, and they were forbidden to build major weapons of aggression. Germany, after futile protests, accepted the treaty, which became effective January 1920. Later German dissatisfaction with the terms of the treaty was thought to play an important part in the rise of National Socialism, or the Nazi movement. Reparations payments, the most ruinous part of the treaty, were suspended in 1931 and never resumed. In 1935 Chancellor Adolf Hitler unilaterally canceled the military clauses of the treaty. In 1936 he began the remilitarization of the Rhineland.

Germany and Allies Responsible- reparations \$\$- military reduced- forbidden to build weapons- rise of National Socialist Party (Nazi Party)- 1935 Chancellor Adolf Hitler ignored treaty- 1936 remilitarized Germany

League of Nations **Big Failure**

Peace-keeping organization in Europe after World War I. Like its successor, the United Nations purpose was the promotion of international peace and security. The League was a product of World War I in the sense that the conflict convinced most the necessity of averting another such cataclysm. The League of Nations proved ineffectual in the 1930's in dealing with world crises, and only weakly dealt with the dictatorships that arose after WWI. When the League imposed economic sanctions on Japan for its aggressive moves in the Pacific and Italy for its aggression against Ethiopia, both simply resigned from the League. The League never dealt with the violations of the Treaty of Versailles by Nazi Germany.

The Roaring Twenties **disillusionment- WW1- Jazz Age- Prohibition violation- new personal credit- overspending- trade imbalance- rise in mass culture**

The 1920's were characterized by disillusionment as a direct result of our participation in WWI. The conservatism of the older generation clashed with the younger generation or the "Jazz Age." Young women, called flappers (cut her hair, wore make-up, and went to petting parties. She smoked, drank, danced, voted, was giddy and took risks), and young men violated Prohibition; the new, available credit led to overspending and industry overproduced goods, which would lead to a trade imbalance. The twenties would see the rise of mass popular culture, including the rise of radio, movies, professional sports, and popular literature from such authors as F. Scott Fitzgerald and Ernest Hemingway.

Bull market- rising prices – farms and international trade declined - stock market crash

Economically, America will invest heavily in the stock market, using the now-illegal practice of speculation and margin buying, buying stock for only a fraction of its value and carrying the balance of the price as a loan to a broker. Throughout the decade, the stock market would soar in a "bull market," while the farm community and international trade contracted, resulting in a weak base that will result in the great "Stock Market Crash" of 1929, leading America into the Great Depression. Socially, the twenties were a time of intolerance for "modernity" among the older generation, highlighted by the famous Scopes "Monkey" Trial of 1925, which pitted science against fundamentalist religion in USA.

Senator Henry Cabot Lodge, Sr.

Massachusetts Senator and Woodrow Wilson's political foe and heir to a shipping fortune, was a son of two wealthy Boston families - the Cabot's and the Lodge's. He was a blue-blooded Republican, conservative, not fond of immigrants, and determined to protect the sovereignty of the United States by defeating the League of Nations. He also opposed Wilson's Fourteen Points peace plan. Unable and perhaps unwilling to reach an agreement with Wilson, Lodge used his power and position to ensure the defeat of the treaty -- and prevent American participation in the League of Nations.

CHANGES IN US BETWEEN WWI AND WWII: CAUSES OF THE GREAT DEPRESSION

1. False Prosperity

- overdependence on mass production, consumer spending, advertising, welfare capitalism, high tariff, "invisible hand"
- automobile was the leading industry
- chemicals, appliances, radio, aviation, chain stores
- overproduction in textiles, farming, autos
- real wages increased only 11%
- 60% population less than \$2000 poverty minimum
- top 5% earned 33% income - spending by the rich essential
- Andrew Mellon cut taxes

2. Speculation **GAMBLING-business transactions involving considerable risk but offering chance of large gains**

- Fed loaned at 3.5%, gold inflow 1927, Great Bull Market 1928

- broker loans on call rose from \$3.5b in 1927 to \$8.5b in 1929
- Goldman Sachs investment trusts, 50% margin trading at 5% interest
- only 1.5m of 120m population were investors
- pooling tactic of "anglers" - John J. Raskob

3. Stock Market Crash

- September 3 Dow high of 381
- September 6 Babson break - market became erratic
- September 20 - collapse of Hatry in Britain
- October 23 - J.P. Morgan buys to stop price decline
- October 24 - panic selling began - 12.8m shares
- October 29 - "**Black Tuesday**" - 16.4m shares
- prices decline to Dow low 41.22 on July 8, 1932

4. Banking Crisis "run on the bank"

- **deposits withdrawn**, deflation
- 9000 banks fail in 1930, 1932 waves
- Austria's bank failed May 1931

5. Unemployment

- ripple effect as leading factories close "**What dun it game**" and the multiplier effect
- rose to 25-35% of total labor force, 80% in Toledo
- farm income declined 60%; 1/3 lost land

6. Trade Collapse **high cost for trade items**

- foreign countries retaliate with high tariffs
- Weimar Republic unable to pay reparations or U.S. banks loans
- U.S. had been **creditor** with \$638m annual surplus

7. Republican Policy

- "*The Ordeal of Herbert Hoover*"
- **laissez faire, balanced budget, trickle down, voluntarism**
- **no use of monetary or fiscal policies**
- Agricultural Marketing Act, Hawley-Smoot tariff, RFC of Jesse Jones

THE GREAT DEPRESSION

Stock market crash- unbalanced business- wealthy controlled economy- railroads and farms failed

An economic American crisis that began with the crash of the stock market in 1929 and lasted until 1940 and was due to an unbalanced business system in America, an unequal distribution of wealth (1% of the population controlled 50% of America's wealth), and a crisis in the business community, especially the railroads and the farm community. When the Great Depression began, jobs contracted due to a lack of new orders and businesses began closing. Homes began to foreclose and shantytowns dotted the fringes of every American city. By 1932, approximately one-third of Americans were unemployed. Since there were no federal aid programs, relief was only available at the local level, and included bread lines (food lines) and soup kitchens. In 1934, the Midwest was struck by the Dust Bowl, caused by drought and overused soil, and approximately one million Americans from five Midwest states left the area for California, Oregon and Washington, hoping for work in the migrant farm community. As Europe was also in the throes of a depression, world trade almost came to a standstill. President Herbert Hoover, in the American spirit of "*rugged individualism*," only supported a minimal amount of help due to the philosophy of the era. **Great Depression – fewer jobs – businesses closed – foreclosure- shanty towns- 1/3 Americans unemployed – no federal assistance only local – soup kitchens and breadlines.**

Songs from the Great Depression and other topics in history

What is the theme for each song? Tone? Mood?

(What do these songs discuss? What are the topic, theme, and examples from the time period)

"Brother, Can You Spare a Dime," lyrics by Yip Harburg, music by Jay Gorney (1931)

Things he had with good economy – lost everything- no job, food- can you spare a dime?

They used to tell me I was building a dream, and so I followed the mob,
 When there was earth to plow, or guns to bear, I was always there right on the job.
 They used to tell me I was building a dream, with peace and glory ahead,
 Why should I be standing in line, just waiting for bread?
 Once I built a railroad, I made it run, made it race against time.
 Once I built a railroad; now it's done. Brother, can you spare a dime? Repeating line for emphasis
 Once I built a tower, up to the sun, brick, and rivet, and lime;
 Once I built a tower, now it's done. Brother, can you spare a dime?
 Once in khaki suits, gee we looked swell, he was a Soldier / maybe businessman?
 Full of that Yankee Doodly Dum,
 Half a million boots went slogging through Hell, World War 1
 And I was the kid with the drum!
 Say, don't you remember, they called me Al; it was Al all the time.
 Why don't you remember, I'm your pal? Buddy, can you spare a dime?
 Once in khaki suits, gee we looked swell,
 Full of that Yankee Doodly Dum,
 Half a million boots went slogging through Hell,
 And I was the kid with the drum!
 Say, don't you remember, they called me Al; it was Al all the time.
 Say, don't you remember, I'm your pal? Buddy, can you spare a dime?

"Life is Just a Bowl of Cherries," lyrics by Lew Brown, music by Ray Henderson (1931)

People are queer, they're always crowing, scrambling and rushing about;
 Why don't they stop someday, address themselves this way?
 Why are we here? Where are we going? It's time that we found out.
 We're not here to stay; we're on a short holiday.
 Life is just a bowl of cherries.
 Don't take it serious; it's too mysterious.
 You work, you save, you worry so,
 But you can't take your dough when you go, go, go.
 So keep repeating it's the berries,
 The strongest oak must fall,
 The sweet things in life, to you were just loaned
 So how can you lose what you've never owned?
 Life is just a bowl of cherries, All is well, happy, on the road to recovery as a nation...
 So live and laugh at it all.
 Life is just a bowl of cherries.
 Don't take it serious; it's too mysterious.
 At eight each morning I have got a date,
 To take my plunge 'round the Empire State.
 You'll admit it's not the berries,
 In a building that's so tall;
 There's a guy in the show, the girls love to kiss;
 Get thousands a week just for crooning like this:
 Life is just a bowl of . . . aw, nuts!
 So live and laugh at it all!

"We're in the Money," lyrics by Al Dubin, music by Harry Warren (from the film Gold Diggers of 1933, 1933)

*We're in the money, we're in the money;
 We've got a lot of what it takes to get along!
 We're in the money, that sky is sunny,
 Old Man Depression you are through, you done us wrong.
 We never see a headline about breadlines today.
 And when we see the landlord we can look that guy right in the eye
 We're in the money, come on, my honey,
 Let's lend it, spend it, send it rolling along!
 Oh, yes we're in the money, you bet we're in the money,
 We've got a lot of what it takes to get along!
 Let's go we're in the money, Look up the skies are sunny,
 Old Man Depression you are through, you done us wrong.
 We never see a headline about breadlines today.
 And when we see the landlord we can look that guy right in the eye
 We're in the money, come on, my honey,
 Let's lend it, spend it, send it rolling along!*



Depression is over- everyone has all they need and more

THE NEW DEAL

President Franklin Roosevelt, economic and social recovery program which began with his inauguration in 1933. Included in the New Deal were the famous “alphabet soup agencies,” such as the AAA, NRA, TVA, which attempted to solve the issues of the depression with relief, recovery and reform. The New Deal also supported labor for the first time in the nation’s history, with reforms through the Wagner Act and the Fair Labor Standards Act, still existent today.

The first problem addressed by the President in the “100 Days” was reform of the collapsed banking system. 1. All banks in America were closed for 4 days in a “bank holiday” and not reopened until inspectors declared them “sound.” Congress followed that with the 2. Glass-Steagall Bank Act, which separated investment banking and private banking, and reformed the stock market with the Securities and Exchange Act, which established a commission to oversee investment practices (SEC). 3.

The Federal Emergency Relief Agency (FERA) addressed relief to those in desperate situations. Recovery was handled by re-opening factories and businesses and offering federally-paid jobs to the unemployed through the Works Progress Administration (WPA), the Public Works Administration (PWA), the Agricultural Adjustment Act (AAA), National Industrial Recovery Act (NIRA) and the Tennessee Valley Authority (TVA). Reform was accomplished with acts such as the Wagner Act, which protected the rights of labor in America for the first time, the National Labor Relations Act (NLRB), which ended child labor in America and instituted the 8-hour day, and Social Security, which protected the most vulnerable in society from job loss and retirement.

The Supreme Court challenged several New Deal measures, especially AAA and NIRA, which forced President Roosevelt to threaten to “pack the court” with new, younger justices, but the Supreme Court discovered his plan and became more friendly to other New Deal measures, especially the Wagner Act and Social Security.

As a direct result of the New Deal, America became a different type of nation, where the government took responsibility for the welfare of society, which by definition increased the power of the federal government over the power of the states. In addition, many New Deal measures are still a component of American life, such as the SEC, Social Security, NLRB, Wagner Act and Glass-Steagall.

Social Security

Long-lasting reform program of the New Deal that helped the most vulnerable in American society, which was a U.S. federal benefits program developed in 1935. The program includes retirement benefits, disability income, veteran’s pension, public housing and even the food stamp program.

Supreme Court Challenges Supreme Court fights with FDR

Less than three years after President Franklin D. Roosevelt enacted the New Deal, the sweeping economic programs designed to help the United States recover from the Great Depression, the **Supreme Court began overturning key aspects of Roosevelt's legislation.** *"When the first New Deal case reached the Supreme Court in January 1935, the court struck down a key piece of the National Recovery Administration, the centerpiece of [Roosevelt's] plans to get the country out of the Depression, And from that point on, for the next year and a half, the court essentially struck down all of the central pillars of the New Deal..."* the Supreme Court's conservative majority left much of FDR's agenda in ruins.

The pillars of the New Deal fell in short succession. It was not just the New Deal, **but democracy itself, that stood on trial.** In February 1937, Roosevelt struck back with an audacious plan to expand the Court to fifteen justices—and to **"pack" the new seats with liberals** who shared his belief in a "living" Constitution. The ensuing fight engulfed the White House, the Court, Congress, and the nation. The final verdict dealt FDR the biggest setback of his political life, split the Democratic party, and set the stage for a future era of Republican dominance. Yet the battle also transformed America's political and constitutional landscape, hastening the nation's march into the modern world.

WORLD WAR II

CAUSES, EVENTS AND EFFECTS OF WW2

WWII officially 1939-1945 (US entered after Pearl Harbor December 7, 1941)

The bloodiest conflict in history, World War II consumed the globe from **1939 to 1945.** World War II was fought predominantly in Europe and across the Pacific and eastern Asia, and pitted the Axis powers of Nazi Germany, Fascist Italy, and Japan against the Allied nations of Great Britain, France, China, the United States, and Soviet Union. While the Axis enjoyed early success, they were gradually beaten back, with both Italy and Germany falling to Allied troops and Japan surrendering after the use of the atomic bomb.

US Neutral "sorta"

While Europe entered into war in **1939,** the **United States maintained the façade of neutrality** while aiding Britain with programs such as Lend Lease, Destroyers-for-bases and Cash and Carry, since Britain, by 1940, stood alone against Nazi aggression. In the Pacific, America lodged sanctions against the territorial aggression of the Japanese, **"forcing" the Japanese to retaliate by bombing our naval base at Pearl Harbor.** Once **America had issued a declaration of war against Japan,** the United States was again involved in a two-front war, one in the Pacific and one against Japan's allies, Germany and Italy in Europe. America became the "arsenal of democracy" as the entire American economy was transformed to support the effort. As men enlisted, women moved into the factories, virtually all of which had been turned over to the government for the production of war materiel. As in WWI, minorities found new economic opportunities across the country in war-related industries.

Militarily, the turning point of the Pacific war occurred with the **Battle of Midway, June 1942,** when the United States, having broken the Japanese military code, was able to intercept a surprise Japanese attack at that island. From that point on, although Japan remained a formidable enemy, Japan was on the defensive. In 1944, the Allied powers opened the long-awaited **"second front" on the Normandy coast of France,** and the liberation of Europe from the Nazis began. In one year, the Rhine had been crossed and the United States from the West and the Soviets from the East converged on Berlin. **VE Day was declared in May 1945.** The war in the Pacific dragged on for three more months. **After the death of Roosevelt,** President Truman made the fateful decision to use a new secret weapon developed through the Manhattan Project, the atomic bomb, two of which were dropped on Japan in August 1945. By the end of that month, the emperor had surrendered and VJ Day was proclaimed.

World War II Europe: Causes

The seeds of World War II were sown in the **Treaty of Versailles,** which ended World War I. Germany was crippled economically by the terms of the treaty and the Great Depression, which led **Germany to embrace the fascist Nazi Party.** Led by Adolf Hitler, the rise of the Nazi party mirrored the ascent of Benito Mussolini's fascist government in Italy. Taking total control of the government in 1933, **Hitler remilitarized Germany, stressed racial purity, ARYANS and sought "living space" for the German people.** In 1938, he annexed Austria and bullied Britain and France into allowing him to take the Sudetenland region of

Czechoslovakia. The following year, Germany signed a non-aggression pact with the Soviet Union and invaded Poland on September 1, beginning the Second World War.

World War II Europe: Blitzkrieg

Following the invasion of Poland, a period of quiet settled over Europe. Known as the "Phony War," it was punctuated by the German conquest of Denmark and the invasion of Norway. After defeating the Norwegians, the war moved back to the Continent. In May 1940, the Germans surged into the Low Countries, quickly compelling the Dutch to surrender. Defeating the Allies in Belgium and Northern France, the Germans were able to isolate a large segment of the British Army, causing it to evacuate from Dunkirk. By the end of June, the Germans forced the French to surrender. Standing alone, Britain successfully fended off air attacks that August and September, winning the Battle of Britain and eliminating any chance of German landings.

World War II Europe: The Eastern Front

On June 22, 1941, German armor attacked into the Soviet Union as part of Operation Barbarossa. Through the summer and early fall, German troops scored victory after victory, driving deep into Soviet territory. Only determined Soviet resistance and the onset of winter prevented the Germans from taking Moscow. Over the next year, both sides battled back and forth, with the Germans pushing into the Caucasus and attempting to take Stalingrad. Following a long, bloody battle, the Soviets were victorious and began to push the Germans back all along the front. Driving through the Balkans and Poland, the Red Army pressed the Germans and ultimately invaded into Germany, capturing Berlin in May 1945.

World War II Europe: North Africa, Sicily, and Italy

With the fall of France in 1940, the fighting shifted to the Mediterranean. Initially, combat largely occurred at sea and in North Africa between British and Italian forces. Following their ally's lack of progress, German troops entered the theater in early 1941. Through 1941 and 1942, British and Axis forces battled in the sands of Libya and Egypt. In November 1942, US troops landed and aided the British in clearing North Africa. Moving north, Allied forces captured Sicily in August 1943, leading to the fall of Mussolini's regime. The next month, the Allies landed in Italy and began pushing up the peninsula. Battling through numerous defensive lines, they succeeded in conquering much of the country by the war's end.

World War II Europe: The Western Front

Coming ashore in Normandy on June 6, 1944 (D-Day), US and British forces returned to France, opening the western front. After consolidating the beachhead, the Allies broke out, routing the German defenders and sweeping across France. In an attempt to end the war before Christmas, Allied leaders launched Operation Market-Garden, an ambitious plan designed to capture bridges in Holland. While some success was achieved, the plan ultimately failed. In a final attempt to stop the Allied advance, the Germans launched a massive offensive in December 1944, beginning the Battle of the Bulge. After defeating the German thrust, the Allies pressed into Germany forcing its surrender on May 7, 1945.

World War II Pacific: Causes

After World War I, Japan sought to expand its colonial empire in Asia. As the military exerted ever control over the government, Japan began a program of expansionism, first occupying Manchuria (1931), and then invading China (1937). Japan prosecuted a brutal war against the Chinese, earning condemnation from the United States and the European powers. In an effort to stop the fighting, the US and Britain imposed iron and oil embargoes against Japan. Needing these materials to continue the war, Japan sought to acquire them through conquest. To eliminate the threat posed by the United States, Japan launched a surprise attack against US fleet at Pearl Harbor on December 7, 1941, as well as against British colonies in the region.

World War II Pacific: The Tide Turns

Following the strike at Pearl Harbor, Japanese forces quickly defeated the British in Malaya and Singapore, as well as seized the Netherlands East Indies. Only in the Philippines did Allied forces hold out, stubbornly **defending Bataan and Corregidor** for months buying time for their comrades to regroup. With the fall of the Philippines in May 1942, the Japanese sought to conquer New Guinea, but were blocked by the US Navy at the Battle of the Coral Sea. A month later, **US forces won a stunning victory at Midway, sinking four Japanese carriers.** The victory stopped Japanese expansion and allowed the Allies to go on the offensive. Landing at Guadalcanal on August 7, 1942, Allied forces fought a brutal six-month battle to secure the island.

World War II Pacific: New Guinea, Burma, & China

As Allied forces were moving through the Central Pacific, others were desperately fighting in New Guinea, Burma, and China. Following the Allied victory at Coral Sea, Gen. Douglas MacArthur led Australian and US troops on a lengthy campaign to expel Japanese forces from northeastern New Guinea. To the west, the British were driven out of Burma and back to the Indian frontier. Over the next three years, they fought a brutal battle to retake the Southeast Asian nation. **In China, World War II became a continuation of the Second Sino-Japanese War, which began in 1937. Supplied by the Allies, Chiang Kai-Shek fought the Japanese while warily cooperating with Mao Zedong's Chinese Communists.**

World War II Pacific: Island Hopping to Victory

Building on their success at Guadalcanal, **Allied leaders began advancing from island to island as they sought to close on Japan.** This strategy of island hopping allowed them to bypass Japanese strong points, while securing bases across the Pacific. Moving from the **Gilberts and Marshalls to the Marianas,** US forces acquired airbases from which they could bomb Japan. In late 1944, Allied troops under General Douglas MacArthur returned to the Philippines and Japanese naval forces were decisively defeated at the Battle of Leyte Gulf. Following the **capture of Iwo Jima and Okinawa,** the Allies opted to drop the atom bomb on Hiroshima and Nagasaki rather than attempt an invasion of Japan.

World War II: Conferences & Aftermath

The most transformative conflict in history, World War II impacted the entire globe and set the **stage for the Cold War.** As World War II raged, the leaders of the Allies met several times to direct the course of the fighting and to begin planning for the postwar world. With the defeat of Germany and Japan, their plans were put into action as both nations were occupied and a new international order took shape. **As tensions grew between East and West, Europe was divided and a new conflict, the Cold War, began.** As a result, the final treaties ending World War II were not signed until forty-five years later.

World War II: Battles

The battles of the World War II were fought across the globe from the **fields of Western Europe and the Russian plains to the China and the waters of the Pacific.** Beginning in 1939, these battles caused massive destruction and loss of life and elevated to prominence places that had previously been unknown. As a result, names such as **Stalingrad, Bastogne, Guadalcanal, and Iwo Jima became eternally entwined with images of sacrifice, bloodshed, and heroism.** The most costly and far-reaching conflict in history, World War II saw an unprecedented number of engagements as the Axis and Allies sought to achieve victory. **During World War II, between 22 and 26 million men were killed in battle as each side fought for their chosen cause.**

Major Turning Points

- **Battle of Midway Island:** one of the most decisive **U.S. victories against Japan in the Pacific,** six months after Pearl Harbor. The U.S. broke Japan's secret code and surprised the Japanese. During the four-day sea-and-air battle, the outnumbered U.S. Pacific Fleet succeeded in destroying four Japanese aircraft carriers while losing only one of its own, the *Yorktown*, to the previously invincible Japanese navy. U.S. navy sinks 4 Japanese carriers and goes from a defensive war to offensive war.
- **D-Day:** Code name for the **Allied invasion of France on June 6, 1944.** On June 6, 1944,

more than 160,000 Allied troops landed along a 50-mile stretch of heavily fortified French coastline, to fight Nazi Germany on the beaches of Normandy, France. Gen. Dwight D. Eisenhower called the operation a crusade in which, "we will accept nothing less than full victory." More than 5,000 Ships and 13,000 aircraft supported the D-Day invasion, and by day's end, the Allies gained a foothold in Continental Europe. The cost in lives on D-Day was high. More than 9,000 Allied Soldiers were killed or wounded, but their sacrifice allowed more than 100,000 Soldiers to begin the slow, hard slog across Europe, to defeat Adolf Hitler's crack troops.

- **Atomic Bombs:** American B-29 bomber, the *Enola Gay*, drops the world's first atom bomb, over the city of Hiroshima. A second atom bomb is dropped on Japan by the United States, at Nagasaki, resulting finally in Japan's unconditional surrender, which assisted the United States to win and conclude WWII. **2 bombs: Hiroshima and Nagasaki**

World War II: Leaders & People

Fought on a global scale, World War II required the rapid expansion of armies and navies to meet the threat posed by the enemy. While the major combatants all possessed a core of professional officers and soldiers, these were soon supplemented by **large numbers of volunteers and conscripts with over 100 million mobilized by war's end.** As the fighting raged, less effective leaders were weeded out and replaced with those capable of achieving victory. Many of these successful soldiers and sailors became household names and would later play key roles in the postwar world.

U.S. Homefront:

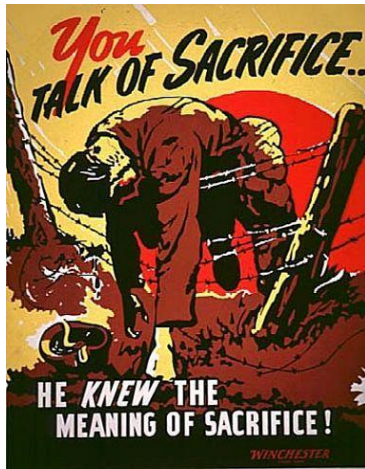
Following the December 7, 1941, Japanese attack on the American naval fleet at Pearl Harbor, Hawaii, the U.S. entered World War II (1939-45), and everyday life across the country was dramatically altered. **Food, gas and clothing were rationed. Communities conducted scrap metal drives. To help build the armaments necessary to win the war, women found employment as electricians, welders and riveters in defense plants. Japanese Americans had their rights as citizens stripped from them.** People in the U.S. grew increasingly dependent on radio reports for news of the fighting overseas. And, while popular entertainment served to demonize the nation's enemies, it also was viewed as an escapist outlet that allowed Americans brief respites from war worries. A woman who toiled in the defense industry came to be known as a "Rosie the Riveter." The term was popularized in a song in 1942 and became a hit for bandleader Kay Kyser (1905-85). During the war years, the decrease in the availability of men in the work force also led to an upsurge in the number of women holding non-war-related factory jobs. **By the mid-1940s, the percentage of women in the American work force had expanded from 25% to 36%.**

War Bonds

Throughout World War II, the **War Finance Committee in the Department of the Treasury** oversaw the sale of war bonds. Through a series of specific Bond Drives throughout the war, over 85 million Americans purchased over \$185.7 billion worth of securities. **These bonds were purchased to lend the Federal government money to finance the war effort.** Soon afterward, Walter Pidgeon (1897-1984), a Hollywood leading man, traveled to the Willow Run aircraft plant in Ypsilanti, Michigan, to make a promotional film encouraging the sale of war bonds. One of the women employed at the factory, Rose Will Monroe (1920-97), was a riveter involved in the construction of B-24 and B-29 bombers. Monroe, a real-life Rosie the Riveter, was recruited to appear in Pidgeon's film

World War II Propaganda posters (The Homefront, European Theater and Pacific Theater)

What do the propaganda posters mean? What is the topic? What historical time period were they written and addressing? What is the message? Who is the message intended for and what action does the poster encourage?



Albert Einstein: On August 2, 1939, Einstein wrote a letter to President Franklin D. Roosevelt, explaining that it might be possible to build an atomic bomb. Einstein also warned the President that Nazi Germany might already be trying to build an atomic bomb. His letter helped set the United States on the long, difficult, and costly path that finally led to the production of an atomic bomb in 1945.

Einstein wrote letter to FDR-A-bomb possibility

Navajo Code Talkers: Philip Johnston recruited the Navajos from the New Mexico and Arizona reservations to enlist in the Marine Corp, and create a language for communication during WWII. The Marine Corps realized they could make the system virtually unbreakable by further encoding the language through word substitution; the trainees took familiar words from their language and applied them to items such as tanks (turtles) and planes (birds). This intense training regimen achieved the desired goal of making the code undecipherable to everyone but the Code Talkers.

Interventionism: The U.S foreign policy that [encouraged involvement in world affairs](#).

Atomic Bomb: The key people who designed the bomb included [Robert J. Oppenheimer, who was known as the father of the Atomic Bomb](#). From 1943-1945 he was the director of the secret laboratory at Los Alamos, New Mexico. Early on the morning of July 16, 1945, the Manhattan Project held its first successful test of an atomic device—a plutonium bomb—at the Trinity test site at Alamogordo, New Mexico. On August 6, 1945, during World War II (1939-45), an American B-29 bomber named the *Enola Gay*, dropped the world's first deployed atomic bomb over the Japanese city of Hiroshima. The explosion wiped out 90 percent of the city and immediately killed 80,000 people; tens of thousands more would later die of radiation exposure. Three days later August 9, 1945, a second A-bomb was dropped on Nagasaki, killing an estimated 40,000 people. Japan's Emperor Hirohito announced his country's unconditional surrender in World War II in a radio address on August 15, citing the devastating power of "a new and most cruel bomb."

After World War II 13 War crime trials: Nuremburg, Germany

After WWII, the victorious allies conducted war crimes trials in Nuremberg, German, and in Tokyo, Japan, to punish the greatest offenders and bring Nazi war criminals to justice, the Nuremberg trials were a series of 13 trials carried out in Nuremberg, Germany, between 1945 and 1949. Many of those found guilty were executed and many would serve long prison sentences for their crimes against humanity from 1939-1945.

The defendants, who included Nazi Party officials and high-ranking military officers along with German industrialists, lawyers and doctors, were indicted on such charges as crimes against peace and crimes

against humanity. Nazi leader Adolf Hitler (1889-1945) committed suicide and was never brought to trial. Although the legal justifications for the trials and their procedural innovations were controversial at the time, the Nuremberg trials are now regarded as a milestone toward the establishment of a permanent international court, and an important precedent for dealing with later instances of genocide and other crimes against humanity. **Bad guys: charged with crimes against humanity: convicted- executed/prison**

The Fifties in America

The decade following WWII was characterized by rapid growth, social stability, and contentment while at the same time being the decade of many radical changes. The decade was a time of enormous postwar economic boom as America made a successful transition to a peace time and Cold War economy, a surge in wealth that was demonstrated by the “*organization man*” of corporate America and in the “*baby boom*,” where from 1946-1961, almost 77 million babies were born. The government offered the **National Highway Act, which began the construction of the interstate highway system**, as the automobile dominated American life. Ex-GI’s used the new **GI Bill to attend college** in record numbers and to escape to the new suburbs across America, where home BBQ was established and television dominated life, with shows that extolled the value of the traditional American family. As the nation settled into a sense of security and “*sameness*,” a rebellious element arose with the Beat poets and writers, highly critical of what they considered were the empty values of the decade. **In music, the birth of Rock and Roll with the advent of Elvis Presley resulted in the birth of a teen culture for the first time in America.**

All is great- “baby boom”- National Hwy Act- GI Bill- Rock and Roll

THE COLD WAR Fake war-focused on fear/ state of political hostility between countries through threats, propaganda, short of open warfare, which existed between the Soviet bloc countries and the US-led Western powers from 1945 to 1990.

This was a period of great tension between the United States and the communist dictatorships of the Soviet Union and China from 1945-1991. This period would intensify the fear felt by the United States since Lenin formed the Soviet Union in 1917, when he withdrew Russia from WWI and established his communist regime.

Even before WWII ended, the United States became involved with conflict with its former ally, the Soviet Union that would result in tension from 1945 to 1991, in an era known as The Cold War. The problems arose at the Potsdam Conference in 1945, when the Soviet Union demanded that it would be allowed to control virtually all of Eastern Europe under communism, which was not acceptable to the United States, which held that peoples should be allowed to decide their own form of government. The United States developed a policy of “*containment*” to stop the spread of communism, which was diametrically opposed to western democracy. To do this, the United States initiated several measures to “*contain*” the communist threat, such as the Truman Doctrine and the Marshall Plan and NATO, while the Soviets countered with the Warsaw Pact. Both countries developed nuclear weapons and aired their differences in the United Nations.

Tensions would lead to several crises during the period, some domestic, some foreign.

- **Tensions in the Middle East**, which resulted from the formation of the State of Israel from Palestine in 1947, organized by Britain, as well as Soviet flirtation with Iran, strongly objected to by the United States, who was intent on protecting our oil interests there.

U.S. as World Leader:

- **Truman Doctrine:** On March 12, 1947, in an address to Congress, President Harry S. Truman declared it to be the foreign policy of the United States to assist any country whose stability was threatened by communism. His initial request was specifically for \$400 million to assist both Greece and Turkey, which Congress approved. The Truman Doctrine was followed by the Marshall Plan later that year. **Truman wants to stop communism**

- **Marshall Plan:** As the war-torn nations of Europe faced famine and economic crisis in the wake of World War II, the United States proposed to rebuild the continent in the interest of political stability and a healthy world economy. On June 5, 1947, in a commencement address at Harvard University, Secretary of State George C. Marshall first called for American assistance **in restoring the economic infrastructure of Europe. Western Europe responded favorably, and the Truman administration proposed legislation.** The resulting Economic Cooperation Act of 1948 restored European agricultural and industrial productivity. Credited with preventing famine and political chaos, the plan later **earned General Marshall a Nobel Peace Prize.** **Marshall's plan to provide economic support to help rebuild European economies after the end of World War II.**
- **NATO:** (North Atlantic Treaty Organization) the beginnings of this alliance began with the Treaty of Brussels in 1948. The countries involved in **this treaty thought that the United States should be involved to counter the threat of the Soviet Union.** This led to the North Atlantic Treaty, which was signed on **April 4 1949,** and this led to the creation of NATO. The first test for the alliance was the Korean War. There are many reasons why NATO was formed, but the **main reason was to create a military force that was capable of defending itself against the USSR during the cold war.**
Create military to defend against USSR during Cold War
- **United Nations:** The United Nations was formed after World War II as a **successor to the League of Nations and has served as a forum for many international disputes,** notably the Arab-Israeli conflict and the Cuban missile crisis. It also engages in **peacekeeping operations** by sending lightly armed detachments of soldiers from neutral nations to supervise cease-fires between combatants. Through the United Nations High Commissioner for Refugees (**UNHCR**), it provides aid for those uprooted by war or famine. **An organization that includes virtually all countries in the world, with nearly 190 member nations.** Its General Assembly, in which each member nation has one vote, guides policies and finances generally, an international organization, with headquarters in New York City, **formed to promote international peace, security, and cooperation under the terms of the charter signed by 51 founding countries in San Francisco in 1945.** The nations signed the joint declaration in Washington, D.C., January 2, 1942, pledging to employ full resources against the Axis powers.
- **Red Scare:** The end of the fighting in Europe did not bring peace and security to the United States. **The word "Red" has long been associated with the Communists and Socialists, while "White" has been associated with the conservatives.** For instance, in the aftermath of World War I, control of Russia was contested between the Red Army of the Bolsheviks and various White armies. **The entire prospect of growing Communist influence became known as the "Red Menace."**
 - **McCarthyism:** 1950-1953: Charges by Senator Joseph McCarthy that the **US State Department was "riddled" with communist spies.** His accusations would lead to a **"witch hunt"** for communist subversives in America that would disturb the country for a long period.
 - **House UnAmerican Activities Committee (HUAC):** House of Representatives committee dedicated to routing out communists in American society, especially in the Hollywood community.
 - **Nuclear arms race with the Soviet Union.**

External Confrontations:

- **Berlin Blockade** in 1947: **Emergency air relief** to **the starving people of West Berlin** when Stalin blocked American access to that city.

- **Bay of Pigs:** CIA-financed and -trained group of Cuban refugees lands in Cuba and attempts to topple Fidel Castro's communist government. The "*Hand-me-down*" attack failed. Before his inauguration, John F. Kennedy was briefed on a plan by the Central Intelligence Agency (CIA), which was developed during the Eisenhower administration to train Cuban exiles (refugees) for an invasion of their homeland. JFK was uncertain about the plan but was pushed into it by the Joint Chiefs of Staff. Success was never certain, but was **doomed to failure** with JFK withdrew promised air support for the rebels, many of whom were killed or captured by Castro troops, who had been alerted to the plan. JFK would never trust the military again.
- **Space Race and Sputnik:** Sputnik- world's first artificial satellite and first man-made object in the Earth's orbit. Sputnik's launch surprised U.S. space was next frontier, extension of the grand American tradition of exploration, and crucial not to lose too much ground to the Soviets. **In 1957, the Soviet Union launched the first artificial satellite, Sputnik.** In fear that America was falling behind their communist nemesis, America launched an effort to catch up, which it did in **1958, when it launched its own satellite.** In further response, **President Eisenhower established NASA,** the National Aeronautic Space Agency, which focused on further space endeavors. **In 1969, NASA will supervise the first moon landing, as promised by President Kennedy in 1962.**
- **Space Race:** 1959, the Soviet space program step forward with launch of Luna 2, the first space probe to hit the moon. In April 1961, the Soviet cosmonaut Yuri Gagarin the first person to orbit Earth. On May 5, astronaut Alan Shepard became the first American in space (though not in orbit). Later that May, President John F. Kennedy, public claim U.S. would land a man on the moon before the end of the decade. In February 1962, John Glenn became the first American to orbit Earth. December 1968, Apollo 8 launched, the first manned space mission to orbit the moon. On July 16, 1969, U.S. astronauts Neil Armstrong, Edwin "Buzz" Aldrin and Michael Collins set off on the Apollo 11 space mission, the first lunar landing attempt. After landing successfully on July 20, Armstrong became the first man to walk on the moon's surface; he famously called the moment "*one small step for man, one giant leap for mankind.*" **Soviet space program versus US. Soviets first probe to moon, but US first to land on the moon.**
- **Berlin Wall:** The building of the Berlin Wall in 1961 when President Kennedy refused to remove U.S. troops from West Berlin. **The Berlin Wall was both the physical division between West Berlin and East Germany from 1961 to 1989 and the symbolic boundary between democracy and Communism during the Cold War.** On August 13, 1961, the Communist government of the German Democratic Republic (GDR, or East Germany) began building a barbed wire and concrete wall between East and West Berlin. The official purpose of this Berlin Wall was to keep Western "*fascists*" from entering East Germany and undermining the socialist state, but primarily served to cease mass defections from East to West. **The Berlin Wall stood until November 9, 1989, when the head of the East German Communist Party announced that citizens of the GDR could cross the border whenever they pleased.** That night, ecstatic crowds swarmed the wall. Some crossed freely into West Berlin, while others brought hammers and picks and began to chip away at the wall itself. To this day, the Berlin Wall remains one of the most powerful and enduring symbols of the Cold War. **June 1987, President Ronald Reagan visits Berlin. He tells the Soviet leader: "Mr. Gorbachev, tear this wall down!" Wall physically divides West Berlin and East Germany and symbolic boundary between democracy and Communism**
- **Cuban Missile Crisis 1962:** Thirteen tense days when the U.S. came close to nuclear war the Soviet Union when Nikita Khrushchev refused to remove Soviet missiles from Cuba. President John F. Kennedy announces that U.S. spy planes discovered Soviet missile bases in Cuba. These missile sites—under construction but nearing completion—housed medium-range missiles capable of striking a number of major cities in the United States, including Washington, D.C. Kennedy announced that he was ordering a naval "*quarantine*" of Cuba to prevent Soviet ships from transporting any more offensive weapons to the island and explained the United States would not tolerate the existence of the missile sites currently in place. The president made it clear that America would not stop short of military action to end what he called a "*clandestine, reckless, and provocative threat to world peace.*" **Soviet Union missiles in Cuba approximately 90 miles from US**

- **The Korean War** 1950-1953: A war to contain communism to North Korea when that country invaded democratic South Korea. The war ended in a stalemate at the 38th parallel and remains divided today. The Korean War was part of the early Cold War containment policy of the United States. After WWII, Korea had been divided along the 38th parallel, with the North controlled by communist leader Kim Jong Il, supported by communist China and the USSR, and an American controlled South Korea. When the north invaded the South, the United States appealed to the new United Nations, and a "police action" was authorized of 17 major nations to stop the invasion, although the United States contributed the majority of the troops. For three years, the war waged back and forth with no clear victory for either side. In 1953, a cease-fire was declared and the peninsula remained divided, almost exactly along the original line. This became known as America's "forgotten war," since it was so ill supported by the post WWII generation.

VOTING AND CIVIL RIGHTS

Almost one hundred years (since Reconstruction) would pass before civil rights for African Americans would be addressed in the modern civil rights movement, in 1955 triggered by the decision of the Supreme Court in *Brown vs Board of Education*, which finally reversed the "separate by equal" decision from the 1896 *Plessy vs Ferguson*, in which segregation of all public facilities became the law of the land. In the *Brown* decision, the court ruled, "separate educational facilities are inherently unequal." The civil rights movement moved on from there, inspired in part by the heroic leadership of Rosa Parks, who sparked the Montgomery Bus Boycott of 1955; Martin Luther King, whose March on Washington in 1963 led to the passage of the Civil Rights Act of 1964; Malcolm X, who inspired a radicalization of the civil rights in the late 1960's, and finally, Cesar Chávez, who fought for better working conditions for Mexican-Americans in the agricultural community of California.

The Civil Rights Act 1964, was a comprehensive U.S. legislation intended to end discrimination based on race, color, religion, or national origin; it is often called the most important U.S. law on civil rights since Reconstruction (1865–77). Title I of the act guarantees equal voting rights by removing registration requirements and procedures biased against minorities and the underprivileged. Title II prohibits segregation or discrimination in places of public accommodation involved in interstate commerce. Title VII bans discrimination by trade unions, schools, or employers involved in interstate commerce or doing business with the federal government. The latter section also applies to discrimination on the basis of sex and established a government agency, the Equal Employment Opportunity Commission (EEOC), to enforce these provisions. The act also calls for the desegregation of public schools (Title IV), broadens the duties of the Civil Rights Commission (Title V), and assures nondiscrimination in the distribution of funds under federally assisted programs (Title VI).

The Civil Rights Act was a highly controversial issue in the United States as soon as it was proposed by President John F. Kennedy in 1963. Although Kennedy was unable to secure passage of the bill in Congress, a stronger version was eventually passed with the urging of his successor, President Lyndon B. Johnson, who signed the bill into law on July 2, 1964, following one of the longest debates in Senate history. White groups opposed to integration with blacks responded to the act with a significant backlash that took the form of protests, increased support for pro-segregation candidates for public office, and some racial violence. The constitutionality of the act was immediately challenged and was upheld by the Supreme Court in the test case *Heart of Atlanta Motel v. U.S.* (1964). The act gave federal law enforcement agencies the power to prevent racial discrimination in employment, voting, and the use of public facilities.

Plessy v Ferguson Famous United States Supreme Court case that dealt with the Supreme Court deciding to uphold the constitutionality of the state laws that required racial segregation in private businesses, under the doctrine "separate but equal." The Supreme Court decision was decided by a seven to one vote, in favor of keeping the law upheld.

- **The Case...** On June 7, 1892 Homer Plessy boarded on the Easy Louisiana Railroad in New Orleans and he was headed to Covington, Louisiana. When he boarded the car on the train he boarded the car that was designated for white people only, which was a state law. Homer Plessy

was a born free man who was one-eighth black and seven-eighths white, however, under the Louisiana law of 1890, he was still considered black and therefore would be required to sit in the "colored" car. Plessy was told to leave the white car and go to the colored car; he refused, was arrested and jailed. When this case, **Homer Adolph Plessy vs. The State of Louisiana**, first went to trial Plessy argued that the state laws that segregated trains had denied him his rights under both the thirteenth and fourteenth amendments. Unfortunately for Plessy the judge, John Howard Ferguson, did not agree with him and he **ruled in favor of the railroad companies**. Plessy along with the Committee of Citizens, who were helping him, decided to take this case and appeal to the Louisiana Supreme Court. When Plessy got there they also was met with an unsympathetic judge and ruling. From that point on Plessy along with his committee took it to the Supreme Court where they too turned the case down.

- **The Ruling...** When the Supreme Court ruled against the case, they stated they rejected the ruling in favor of Plessy based upon his arguments using the Fourteenth Amendment. **The Fourteenth Amendment stated that all citizens in the United States be provided equal protection.** Of course the Supreme Court rejected this argument, stating that Louisiana did not violate that law. The Supreme Court also went further and stated that Louisiana did nothing to imply or suggest the inferiority of blacks. When it came time to summarize all that was said, Supreme Court Justice Brown declared that the plaintiff, Plessy, was arguing that the forced separation of the two races makes the colored race look inferior. However, Justice Brown declared that there was no reason to think of that and if that is what is seen it is because the colored race chooses to put that on themselves. **The Plessy vs Ferguson case really helped to bring to light the separate but equal doctrine and it should people that whites and colored people were separate, but they were not equal.** After five years of going in and out of court, in the end Plessy plead guilty to the violation and paid the fine. **Separate but equal is EQUAL**

Brown v Board of Education of Topeka, Kansas. In the early 1950's, racial segregation in public schools was the norm across America. Although all the schools in a given district were supposed to be equal, most black schools were far inferior to their white counterparts. In Topeka, Kansas, a black third-grader named Linda Brown had to walk one mile through a railroad switchyard to get to her black elementary school, even though a white elementary school was only seven blocks away. Linda's father, Oliver Brown, tried to enroll her in the white elementary school, but the principal of the school refused. Brown went to McKinley Burnett, the head of Topeka's branch of the National Association for the Advancement of Colored People (NAACP) and asked for help. The NAACP was eager to assist the Browns, as it had long wanted to challenge segregation in public schools. With Brown's complaint, it had "Other black parents join Brown, and, in 1951, the NAACP requested an injunction that would forbid the segregation of Topeka's public schools."

The U.S. District Court for the District of Kansas heard Brown's case from **June 25-26, 1951.** At the trial, **the NAACP argued that segregated schools sent the message to black children that they were inferior to whites; therefore, the schools were inherently unequal.** One of the expert witnesses, Dr. Hugh W. Speer, testified that:

"...if the colored children are denied the experience in school of associating with white children, who represent 90 percent of our national society in which these colored children must live, then the colored child's curriculum is being greatly curtailed. The Topeka curriculum or any school curriculum cannot be equal under segregation."

The Board of Education's defense was that, because segregation in Topeka and elsewhere pervaded many other aspects of life, segregated schools simply prepared black children for the segregation they would face during adulthood. The board also argued that segregated schools were not necessarily harmful to black children; great African Americans such as Frederick Douglass, Booker T. Washington, and George Washington Carver had overcome more than just segregated schools to achieve what they achieved. The request for an injunction put the court in a difficult decision. On the one hand, the judges agreed with the expert witnesses; in their decision, they wrote:

Segregation of white and colored children in public schools has a detrimental effect upon the colored children...A sense of inferiority affects the motivation of a child to learn."

On the other hand, the precedent of *Plessy v. Ferguson* allowed separate but equal school systems for blacks and whites, and no Supreme Court ruling had overturned *Plessy* yet. Because of the precedent of *Plessy*, the court felt "compelled" to rule in favor of the Board of Education.

Brown and the NAACP appealed to the Supreme Court on October 1, 1951 and their case was combined with other cases that challenged school segregation in South Carolina, Virginia, and Delaware. The Supreme Court first heard the case on December 9, 1952, but failed to reach a decision. In the reargument, heard from December 7-8, 1953, the Court requested that both sides discuss "the circumstances surrounding the adoption of the Fourteenth Amendment in 1868." The reargument shed very little additional light on the issue. The Court had to make its decision based not on whether or not the authors of the Fourteenth Amendment had desegregated schools in mind when they wrote the amendment in 1868, but based on whether or not desegregated schools deprived black children of equal protection of the law when the case was decided, in 1954. On May 17, 1954, Chief Justice Earl Warren read the decision of the unanimous Court: "We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does... We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment."

The Supreme Court struck down the "separate but equal" doctrine of *Plessy* for public education, ruled in favor of the plaintiffs, and required the desegregation of schools across America.
Overturned *Plessy*, ruled separate but equal is NOT equal

The Supreme Court's *Brown v. Board of Education* decision did not abolish segregation in other public areas, such as restaurants and restrooms, nor did it require desegregation of public schools by a specific time. It did, however, declare the permissive or mandatory segregation that existed in 21 states unconstitutional. It was a giant step towards complete desegregation of public schools. Even partial desegregation of these schools, however, was still very far away, as would soon become apparent.

Roe v Wade: January 22, 1973, the historic Supreme Court decision overturning a Texas interpretation of abortion law and making abortion legal in the United States. The *Roe v. Wade* decision held that a woman, with her doctor, could choose abortion in earlier months of pregnancy without legal restriction, and with restrictions in later months, based on the right to privacy.

Martin Luther King Jr: (1929-1968) was a United States civil rights leader and Baptist minister who campaigned against the segregation of Blacks at 6:01 p.m. on April 4, 1968, civil rights leader Dr. Martin Luther King Jr. was hit by a sniper's bullet. King had been standing on the balcony in front of his room at the Lorraine Motel in Memphis, Tennessee, when, without warning, he was shot. The .30-caliber rifle bullet entered King's right cheek, traveled through his neck, and finally stopped at his shoulder blade. King was immediately taken to a nearby hospital but was pronounced dead at 7:05 p.m.

Malcolm X: (1952-1963) originally named Malcolm Little and was an American activist (1925-1965). A member of the Black Muslims he advocated separatism and Black pride. After converting to orthodox Islam, he founded the Organization of Afro-American Unity (1964) and was assassinated in Harlem.

Rosa Parks: (1913-2005) was a United States civil rights leader who refused to give up her seat on a bus to a white man in Montgomery, Alabama. She was arrested and fined and triggered the national Civil Rights movement. The Montgomery Bus Boycott began the day of Parks' court hearing in which African Americans refused to ride city buses in Montgomery, Alabama, to protest segregated seating, and lasted 381 days and is regarded as the first large-scale demonstration against segregation in the U.S. The U.S. Supreme Court ultimately ordered Montgomery to integrate its bus system.

Russell Means: (1939-2012) is a **Native American rights activist**. Means also pursued careers in politics, acting, and music. The *L.A. Times* called him the most famous American Indian since Sitting Bull and Crazy Horse. His indomitable sense of pride and leadership became embedded in our national character. His path brought him to Hollywood, thus enabling him to use different means to communicate his vital truths. **Through the power of media, his vision is to create peaceful and positive images celebrating the magic and mystery of his American Indian heritage.** Thirty years ago, reflecting the consciousness of the sixties, he captured national attention when he **led the 71-day armed takeover on the sacred grounds of Wounded Knee, in the heart of South Dakota's Pine Ridge Reservation.** Means joined **"The Longest Walk"** in 1978 to protest a new tide of anti-Indian legislation including the forced sterilization of Indian women. Following the walk, the U.S. House of Representatives passed a resolution saying that national policy was to protect the rights of Indians, **"to believe, express and exercise their traditional religions, including but not limited to access to sites, use and possession of sacred objects, and the freedom to worship through ceremonials and traditional rites."**

Born on South Dakota's Pine Ridge Reservation in 1939, Russell Means is the eldest son of Hank Means, an Oglala Sioux, and Theodora (Feather) Means, a full-blooded Yankton Sioux. Shortly after the outbreak of WWII, his family moved to California, where he graduated from San Leandro High in 1958 and continued his formal education at Oakland City College and Arizona State. Russell's commitment to uplift the plight of his people escalated when he served as director of Cleveland's American Indian Center. It was there he met Dennis Banks, co-founder of the American Indian Movement, and embarked upon a relationship that would rocket them both into national prominence. During this period, Russell staged numerous events designed to bring dignity to the American Indian. His most famous act of defiance, however, occurred at Wounded Knee on February 27, 1973. Responding to the numerous murders perpetrated by puppet tribal governments and the extreme conditions of oppression, the takeover at Wounded Knee revisited the sight of the American Indian massacre at the hands of U.S. soldiers in 1890. Ever vigilant for his cause, Russell has been lauded by the international community for his tireless efforts.

Russell split his time between San Jose, NM, and his ranch on the Pine Ridge Sioux Indian reservation, Porcupine, SD and his office in Santa Monica, CA. He takes pride in having instituted programs for the betterment of his people: notable, the Porcupine Health Clinic (the only non-government funded clinic in Indian Country) and KILI radio, the first Indian owned radio station. Today, one of his principle goals is the establishment of a **"Total Immersion School"**, which is based on a concept created by the Maori people of New Zealand, where children are immersed in the language, culture, science, music and storytelling of their own people. Russell will adapt this total immersion concept to the Indian way of life and philosophy which is taught from a perspective that will nurture a new generation of proud children educated in the context of their own heritage. Russell Means has devoted his life to eliminating racism of any kind, and in so doing he leaves a historical imprint as the most revolutionary Indian leader of the late twentieth century. **An inspirational visionary, Russell Means remains one of the most magnetic voices in America today.** Whether leading a protest, fighting for constitutional rights, starring in a motion picture, or performing his **"rap-ajo"** music, the message he delivers is consistent with the philosophy he lives by, which states: **The Universe, which controls all life, has a female and male balance that prevalent throughout our Sacred Grandmother, the Earth. This balance has to be acknowledged and become the determining factor in all of one's decisions, be they spiritual, social, healthful, educational or economical. Once the balance has become an integral part of one's life, all planning, research, direct action and follow-up becomes a matter of course. The goals that were targeted become a reality on a consistent basis. Good things happen to good People; remember time is on your side**

Cesar Chávez (1927-1993) was a **Mexican American labor activist and leader of the United Farm Workers.** During the 20th century he was a leading voice for **migrant farm workers (people who move from place to place in order to find work).** His tireless leadership focused national attention on these laborers' terrible working conditions, which eventually led to improvements.

1964 Civil Rights Act: This act, **signed into law by President Lyndon Johnson on July 2, 1964, prohibited discrimination in public places, provided for the integration of schools and other public facilities, and made employment discrimination illegal.** This document was the most sweeping civil rights legislation since Reconstruction. In 1964 Congress passed Public Law 88-352 (78 Stat. 241). **The provisions of this civil rights act forbade discrimination on the basis of sex as well as race in hiring, promoting, and firing.**

The Voting Act of 1965: President Lyndon Johnson signed this act into law on August 6, 1965. It outlawed the discriminatory voting practices adopted in many southern states after the Civil War, including literacy tests as a prerequisite to voting.

Equal Rights Amendment (28th Amendment): The Equal Rights Amendment affirms both women and men hold equally all of the rights guaranteed by the U. S. Constitution. The most important effect of the ERA would be to clarify the status of sex discrimination for the courts, whose decisions still show confusion about how to deal with such claims. For the first time, "sex" would be a suspect classification like race. It would require the same high level of "strict scrutiny" and have to meet the same high level of justification – a "necessary" relation to a "compelling" state interest – as the classification of race. The Equal Rights Amendment was first proposed in 1923, but has never been made part of the U.S. Constitution. The ERA has been ratified by 35 of the necessary 38 states. When three more states vote yes, the ERA might become the 28th Amendment. The ERA was first introduced into Congress in 1923. Congress finally passed it and submitted it to the states for ratification on March 22, 1972. Congress extended an original deadline of seven years to June 30, 1982. When this deadline expired; only 35 states (of the necessary three-fourths, or 38) had ratified. It has been reintroduced into every session of Congress since that time.

19th Amendment: Passed by Congress June 4, 1919, and ratified on August 18, 1920, the 19th amendment granted women the right to vote.

24th Amendment: The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

Black Power: The expression first entered the lexicon of the civil rights movement during the Meredith March Against Fear in the summer of 1966. Martin Luther King, Jr. believed that Black Power was "essentially an emotional concept" that meant "different things to different people," but he worried that the slogan carried "connotations of violence and separatism" and opposed its use. The controversy over Black Power reflected and perpetuated a split in the civil rights movement between organizations that maintained that nonviolent methods were the only way to achieve civil rights goals and those organizations that had become frustrated and were ready to adopt violence and black separatism. It was a call for Black self-alliances and less dependence on whites. They fought black poverty by setting up day-care centers, running community job-training programs, and working to improve housing and healthcare in the inner cities. Black pride. The NAACP condemned "Black Power" as a "menace to peace and prosperity...no Negro who is fighting for civil rights can support black power, which is opposed to civil rights and integration." Martin Luther King Jr. was more diplomatic in his criticism of the phrase. He believed that the term "Black Power" was "unfortunate because it tends to give the impression of Black Nationalism...black supremacy would be as evil as white supremacy. Vice-President Hubert Humphrey probably spoke for many Americans, regardless of color, when he said "racism is racism - and there is no room in America for racism of any color."

Brown Power: Phrase describing attempts by Hispanic Americans to use their growing numbers to improve their political and economic standing, which is also known as the Chicano Movement. The Chicano Movement emerged during the Civil Rights era with three goals: restoral of land, rights for farm workers and education reforms. Prior to the 1960s, however, Latinos lacked influence in the national political arena. That changed when the Mexican American Political Association worked to elect John F. Kennedy president in 1960, establishing Latinos as a significant voting population.

American Indian Movement: Founded in 1968, the American Indian Movement (AIM) is an organization dedicated to the Native American civil rights movement. Its main objectives are the sovereignty of Native American lands and peoples; preservation of their culture and traditions; and enforcement of all treaties with the United States. Despite the straightforwardness of its stated objectives, AIM's reputation had been seriously harmed by well-publicized and controversial incidents of law breaking, vandalism, and violence, resulting in the organization's peak and decline within a few years. Significant historical events include AIM's hostile occupation of Alcatraz Island (1969); the "Trail of Broken Treaties" march on Washington, D.C. (1971); occupation of Wounded Knee (1973); and the Pine Ridge shootout of 1975, which resulted in

the controversial arrest and imprisonment of the most famous AIM member, Leonard Peltier. Following these events, the organization's visibility and viability as a political force greatly declined.

The United Farm Workers of America (UFW): is the most influential farm-labor union in America. Founded in southern California, in the small San Joaquin Valley agricultural town of Delano in 1962, and led by Cesar Chávez, Dolores Huerta and others, the United Farm Workers of America (UFW) has ceaselessly battled some of the most powerful forces in the agribusiness industry in an attempt to organize farm laborers, raise wages and improve working conditions. Arguably the most well-known fight Mexican Americans waged during the 1960s was to secure unionization for farm workers. To sway grape growers to recognize United Farm Workers--the Delano, Calif., union launched by Cesar Chávez and Dolores Huerta--a national boycott on grapes began in 1965. Grape pickers went on strike, and Chávez went on a 25-day hunger strike in 1968. At the height of their fight, Sen. Robert F. Kennedy visited the farm workers to show his support. It took until 1970 for the farm workers to triumph. That year (1968), grape growers signed agreements acknowledging UFW as a union.

VIETNAM WAR

1954-1975: The Vietnam War was a long, bloody conflict that ended with the United States' first major military upset. It had huge ramifications, nationally and globally. The French had occupied Indochina since the 1800s. At the First Indochinese War, which lasted from the late 1940s to the mid-1950s, Communist forces defeated American-aided French troops in Vietnam. President Eisenhower, attempted to establish an anti-Communist government in 1954 along the 17th parallel, the United States pledged to protect democratic South Vietnam from communism in line with its Cold War policy of "containment." A pro-American named Ngo Dinh Diem came to power. Since he resisted the Communist movement's insurgent tendencies, the United States Government and Vietnam Catholics supported him. However, the large non-Christian population of Vietnam rebelled at Diem's authoritarian manner. The U.S. sent large amounts of military aid to Diem's regime. This was done to protect South Vietnam, to halt the spread of Chinese Communism, and to keep Diem in power.

Anti-Diem groups banded together to form the Viet Cong, a group against which the U.S. centered a major strategic policy program. The Viet Cong, by 1960, had evolved into the National Liberation Front of South Vietnam (NLFSV.) Since guerrilla warfare, propaganda, and recruiting were the Viet Cong's tactics, American strategists devised "strategic hamlets," relocation sites designed to keep Vietnamese isolated from Viet Cong influence. However, this plan backfired as the relocated Vietnamese became disgruntled, rebelled from the hamlets, and eventually joined the Viet Cong in droves. With this, American military presence in the region increased dramatically. At the start of Kennedy's presidency, about 2,000 American troops were in Vietnam, compared to upwards of 15,000 by 1963. Simultaneously, more military advisors, training, and equipment were provided to Diem's Army of the Republic of Vietnam (ARVN.) During this period, two "hot wars" were fought in Korea and Vietnam, which were classes between democracy and communism. In Vietnam, the leadership of communist Ho Chi Minh for control of his country against French imperialism and American political interference will lead to a 10-year war that will end in America's first military loss in its history. Vietnam remains communist today.

Anti-Diem groups became Viet Cong (bad guys) then evolved into NLFSV
Hot wars (Korea and Vietnam), democracy v communism

The U.S. maintained almost 15,000 "advisors" in South Vietnam, until the presidency of Lyndon Johnson, who used the Gulf of Tonkin Incident in 1964 to move air and ground troops into Vietnam. In 1973, under President Nixon, it became apparent that America could not be able to defeat the Vietcong and the North Vietnamese Army, and an armistice was signed in 1973. By 1975, all American personnel were evacuated from South Vietnam, and North Vietnam recaptured the entire country. It remains the only war America lost.

On January 27, 1973, the United States, North and South Vietnam, and the Viet Cong signed a cease-fire in Paris. Two months later, the last American forces left Vietnam. Without U.S. intervention, however, the peace negotiations disintegrated, and war resumed. North Vietnam began to conquer the south. In April, President Ford asked Congress for \$722 million in aid for Vietnam. However, Congress only appropriated

\$300 million. This money was mostly used to evacuate South Vietnamese from Communist-occupied Saigon. The war ended on April 30, 1975, with the South Vietnamese surrender. The Communists renamed Saigon as Ho Chi Minh City. 2.7 million Americans served in the war. 58,000 of them were killed. Another 365,000 were wounded. The South Vietnamese lost upwards of one million soldiers, while the North had between 500,000 and a million deaths. Scores of civilians were killed, and 10 million became refugees. The bombs and defoliants used in the war scarred the countryside, permanently in some cases. Vietnam still remains a poor country, with over a million people fleeing the nation since 1975. It relies heavily on Communist aid, and has hardly any economic value.

VIETNAM WAR PROTESTS

Protests against the Vietnam War did not begin when America declared open involvement in the war in 1964. America rallied to the call of the commander-in-chief and after the Gulf of Tonkin incident it became apparent that few would raise protests against the decision to militarily support South Vietnam. Involvement in the Vietnam War was sold as a patriotic venture so few were prepared to protest. If there was to be a political protest, it never became apparent in Congress where the entire House voted to support Johnson and only two Senators voted against US involvement.

The first protests began October 1965 when the draft was increased. In February 1965, it had only been 3,000 a month but in October it was increased to 33,000 a month. Those who had the necessary 'pull' had the opportunity to 'draft-dodge' – but this was not a luxury open to many poor working class young men. Tearing up or burning your draft paper became a common occurrence and was seen to be the first of the protests against the Vietnam War. The most famous person to do this was the world heavyweight-boxing champion Muhammad Ali. He was punished by having his boxing title taken away from him. However, his very public stance brought a more worldwide dimension to the problem America was experiencing with the draft.

Protests begin when draft increased (3000 to 33000 month), poor didn't have "pull" or opportunity to "draft dodge," many tore up or burned draft paper- Muhammad Ali stripped of boxing title.

The war was sold to the US public as one where a sophisticated and ultra-wealthy super-power would have few problems defeating a Third World nation that North Vietnam seemed to represent. The war protests increased when body bags began returning to America in increasing numbers. Coupled with these casualty figures were stories about atrocities committed by US troops against the very people they were meant to defend and support. 1968 was the key year for protests. To some, especially the young, America was sacrificing her male youth but the government also sanctioned the death of children not only in South Vietnam but also in the North with daily bombing raids. One protest cry particularly hurt President Johnson: "Hey! Hey! LBJ! How many kids did you kill today?"

However, it would be wrong to assume that everyone protested against the American involvement in South Vietnam. A 1968 Gallup poll demonstrated 46% of Americans approved of Johnson's handling of the war while 50% believed it was essential to combat the expansion of communism in Southeast Asia. Not everyone protested.

International coverage of the protests showed the protests became larger and more vocal. In March 1966, 50,000 anti-war protesters participated in a New York rally. In 1967, 100,000 took part in a protest rally in Washington DC. In 1971, 300,000 took part in an anti-war demonstration in the same city. This DC protest involved Vietnam veterans who publicly threw away their medals and ribbons. Many veterans used the opportunity to throw their medals on the steps of the Capitol building.

The various protests drew to an end as President Richard Nixon, who served from 1969-1974, began to withdraw American soldiers from North and South Vietnam. With the signing of the Paris Peace Accords in 1973, which basically ended American involvement in the Vietnam War, the protests drew to a formal close.

Late 1960- early 1970's: was a curious mixture of cultures. The hippy movement preached love not war. Many young men and women claimed that they wanted to "drop out" of society. This clashed with the concept of doing the "right thing" for your nation. The world's media also affected human emotion when US

television brought visions of war into American homes. The Vietnam War was the first to receive news broadcasts and clearly influenced the American population. Two images turned U.S. opinion, the first was film of children running away from their village which was burned by napalm and the second was the summary execution of a Vietcong suspect by a South Vietnamese police chief on the streets of Saigon in 1968. These images were published internationally and did not help the U.S. government's cause, especially when it became known the napalm attack was a mistake against the wrong village.

Add images

Kent State Shootings: May 1970, students protesting the Cambodia bombing by United States military forces, clashed with Ohio National Guardsmen on the Kent State University campus. When the Guardsmen shot and killed four students on May 4, the Kent State Shootings became the focal point of a nation deeply divided by the Vietnam War. The most well-known protest involving the Vietnam War occurred at Kent State University in Ohio in May 1970.

May 1, Kent State students held an anti-war protest. That evening rocks and bottles were thrown at police officers, the early closure of bars by authorities to reduce alcohol consumption, and the lighting of bonfires. Eventually students, other anti-war activists, and common criminals broke windows and looted stores.

May 2, Kent mayor, Leroy Satrom, declared a state of emergency. He requested Governor James A. Rhodes send the Ohio National Guard to Kent to help maintain order. Rhodes agreed. As the soldiers arrived, they found the Reserve Officer Training Corps building at Kent State University in flames. The protestors, which included both students and non-students, jeered at the fire fighters and sliced the hoses fire fighters were using to extinguish the flames. National Guard members arrived to reestablish order and resorted to tear gas to disperse the protestors.

May 3, approximately one thousand National Guard soldiers were on the Kent State campus. Tensions remained high. Some Kent State students assisted local businesses and the city in cleaning up damage from the previous night's activities, but other students and non-students continued to hold protests, further exacerbating the situation.

May 4, Monday, classes resumed at Kent State. Anti-war protestors scheduled a noon campus rally. University officials attempted to ban the gathering but proved unsuccessful in their efforts. As the protest began, National Guard members fired tear gas at the demonstrators, which proved ineffective due to the wind. Some of the protestors threw the canisters, along with rocks, back at the soldiers. Eventually seventy-seven guardsmen advanced on the protestors with armed rifles and bayonets. Protestors continued to throw things at the soldiers. Twenty-nine of the soldiers, fearing for their lives, eventually opened fire. The gunfire lasted thirteen seconds, sixty-seven shots were fired, nine students lay wounded, and four other students were killed. Two of the students killed did not participate in the protests.

Rather than causing a decline in protests, the Kent State Shootings escalated protests. Many American colleges and universities cancelled classes and closed for the remainder of the academic year in fear of violent protests erupting on their campuses. In 1970, The Ohio State University dismissed its Spring classes in early May rather than in June because of campus protests. Other Ohio institutions followed suit. Kent State University closed with the shootings on May 4, and did not offer classes until the summer term in June.

AMERICAN ARTISTS

Edward Hopper: Painter in the 1920's and 1930's, Hopper was New York American artist who represented the Ashcan School of Art and was part of the Realist movement that arose during the Gilded Age. He often portrayed the disillusionment and loneliness of life that was prevalent during the post WWI era, with paintings such as "Nighthawks" and "The Automat" and the Great Depression, with "The Employment Agency."

Jackson Pollack: (1912–1956) American painter of the Abstract Expressionist school who rose to prominence after WWII with his unique style of "drip painting," where he would walk around a large canvas, and simply "drip" paint wherever he felt it should be.

Georgia O’Keeffe: (1887–1986) She was one of the most famous 20th century painters who began her career in earnest in New York, where she developed a post-modern, stark style of cityscapes and still life’s. In 1946, she resettled in New Mexico, and thereafter, her art focused on Southwest desert landscapes.

Andy Warhol: (1928–1987) He was Modern American artist and filmmaker who reigned from 1950’s through the 1970’s. Warhol led the emerging Pop Art movement in America, part of the cultural revolution of the era. He painted everyday consumer objects as the subjects of his work, like the painting of the Campbell Soup Can, because he said these items reflected “*the essence of nothing*,” which reflected his view of society. Later, he painted famous people, most notably Marilyn Monroe and Mao Zedong. His paintings are collectors’ items and sell for millions of dollars.

Maria Martinez: (1887–1980) a modest American Indian woman from San Ildefonso Pueblo, a federally recognized, self-governing tribe in New Mexico. Her artistic and technical ability with clay made her one of the most famous artists of the twentieth century. She learned how to make pottery at an early age from watching her aunt, one of the finest potters of her generation. By the time Maria was a teenager; traditional pottery making was declining due to the introduction of commercially made goods spurred by the opening of the transcontinental railroad. Maria’s enthusiasm to keep the tradition alive made her an important figure in her community and that commitment was recognized in the early 1900s when the Director of the Museum of New Mexico asked her to make bowls for the Museum using multicolor designs and techniques of prehistoric pottery discovered in an archeological excavation he directed near her Pueblo. Upon this request, Maria, and her husband, Julian Martinez, studied and recreated ancient ceramics, experimented with firing and finishing techniques, and produced vessels with a unique ebony finish called black-on-black. The artistic collaboration between Maria and Julian not only reintroduced their people to the art of pottery making, which was facing extinction, but their style also became world famous. After her husband’s death, Maria kept making pots in with her daughter-in-law Santana Roybal Martinez, and finally with her son Popovi Da. Throughout her life, Maria taught three generations of her family to make pots.