

# FULL LECTURE NOTES

by David Underhill for:

Western Civilization II – Major Callahan – Fall 2004

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## Background

25 August 2004 (Lecture #01)

### Statebuilding and War (~1715)

- European conflict began somewhat global as it spread to the colonies
- Peripheral strategy
  - Finance a continental power
  - Prevent enemies from using the sea
  - Wage peripheral campaigns to force nations to spread thin and lose money
  - England grabs colonies while other countries destroy each other

*Rising Ambitions in Eastern Europe* – economy moves backwards towards the feudal system; peasants kept as serfs

- Peter the Great modernized Russia and conquered much territory – convinces nobles to be more western
- Social structure
  - No middle class: nobles and peasants only
  - Jews handle the money
- Son: Frederick the Great; uses the army and money to attack Austria
  - Seven Years War
    - The controversial female ruler defends on all sides and the war ends with peace
    - Prussia closed in on by all except Britain
    - UK sides with because they hate the French
  - Europe unchanged; UK has seized North Africa, Caribbean, India, ...
  - Completed UK dominance (also stresses itself greatly)

### Warfare in the Eighteenth Century

- Armies still not professional – conscripts, crooks, etc
- Generals become conservative as technology improves (more accurate weaponry, professional officers)
  - Small advantages sought – supply lines, forts, etc to prevent death of entire armies (i.e. complete loss)
  - Only fighting for 4-5mo per year
  - Small conflicts devolve into a monetary battle – whoever runs out loses → however, still has an army to bargain with
- Battles cost high casualties – deep ranks of muskets, charging cavalry, heavy artillery

### Western Europe and the Great Colonial Rivalry

- Biggest profits for France and Britain came from colonies so they fought over it
- Dutch trade routes challenged and dominated by superior UK Navy

### The Twilight of Monarchies? The Question of Enlightened Absolutism (18<sup>th</sup> century)

- Britain and France both decline – Monarchs try to appear “enlightened” to maintain power (tried to appear progressive)
  - Britain – parliament continues to gain the upper hand
  - France – successors lacked interest and talent

### Changes in Country and City Life

- The Agricultural Revolution – huge production increase ... Two major developments:
  - 1) intro of new crops and farming techniques (New crops replenished the soil)
  - 2) transformation of rural land into large farms
- Manufacturing Spreads In The Countryside: Cottage Industry
  - Cottage Industry: entrepreneurs invest in raw materials and sometimes equipment for families to work with
  - Whole-family operations; appealed b/c it allowed families to stay in rural locations

### Holy Roman Empire Collapses

- Collapses into Austria (weak, mixed languages, buffer state); Germany (disjointed – not even called Germans for centuries); Prussia (common heritage)

### American Colonization

- Setup over time by various countries

- Supports trade and grows new crops not available in Europe
  - Slavery much worse in South America than US
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## Scientific Revolution and Enlightenment

27 August 2004 (Lecture #02)

Laying the Foundations for Enlightenment (p495)

- Scientific revolution spread quickly in the 18<sup>th</sup> century

*Science Popularized* – leads to revolution of action

*Skepticism and Religion* (p497)

- With science comes doubt of some religious practices
- France, and others, are not tolerant of dissension and persecute those who do
- Scientists began to uncover evidence which challenged church word
- Hume said reason demanded that people live with “skeptical uncertainty rather than dogmatic faith”

*Broadening Criticism of Authority and Tradition* (p498)

- Writers travel abroad and write about their experiences
- Gives those at home a new perspective
- Some painted the era as on the “brink of unprecedented historical achievements” and urged rapid change
- Reactionary – tries to go back to the way things were
- Conservatism – resistance to change
- Progressivism – want to make changes
- Romanticism – want to change slowly and appropriately

*The Enlightenment in Full Stride*

*The Philosophes* (p499) (French thinkers)

- France was the heart of the Enlightenment
- Often extended and distributed ideas started by others
- Hobbes – man is naturally evil but they make the pragmatic decision to band together
- Locke – experiences make you who you are; man can develop government and ideas without the church

*Reforming Society* (501)

- Locke wrote about how the government was to serve the people and how it needed to be limited
- Montesquieu believed limited gov could be secured through separation of powers and checks and balances
- Rousseau wrote that private property was the root of trouble and the need for gov – individual remains important within society
- Reformers did not champion the lower class – most thought them ignorant; did not advocate democracy
- Slavery denounced as irrational and inhumane

*The Culture and Spread of the Enlightenment* (506)

- By the last quarter of the 18<sup>th</sup> century, even clergy and gov officials spread Enlightenment ideas
- Monarchies passed Enlightenment reforms which led to more people demanding for revolutionary change

*Second Treatise of Government by Locke* (Lecture notes only)

- P134: A common-wealth's laws are at society's consent → only gov that has legitimacy from its people
- P139: Absolute power must still be limited by reason – it is not arbitrary → laws must still serve the common good
- Laws are supreme – even the rulers must abide by them
- Does not discuss how to replace government once it stops serving the common good

*Social Contract by Rousseau* (Lecture notes only)

- You gain the equivalent of what you lose through union
- Natural liberty is limited by the might of an individual and civil liberty is limited by the general will
- There are certain things you cannot give up (life, etc.)
- Any modification or violation of social contract reverts the people back to individuals who can construct a new system for the common good

- **Conclusions**

- Scientific Revolution – fundamentally changes how man sees the world – go discover the truth rather than accept tradition
  - Enlightenment – manifestation of new social and political theory
  - Locke – government for the people with their consent
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### **Prelude to the American Revolution**

30 August 2004 (Lecture #03)

- Brits win war, ending French presence in America with the Treaty of Paris, 1763
- American colonists had done well financially from the subsidies and money made from supplying the Brit forces
- Americans expected to be considered equals for their support and also lower taxes since war ended
- Brit debt was high (more taxes needed) and many English were told the Americans were tightfisted and not helpful fighters
- **British Colonies**
  - Governors see themselves as British, not Americans
  - Governor appoints councils
  - Most legislatures could not make laws, but had control over taxes
- Mercantilism – try to import raw materials and improve them, exporting them at a profit
  - Get materials from colonies and forbid them from exporting them to certain areas
  - Heavily tax non-UK goods
- Brit army stationed in US to protect colonists from Indians, French
- Proclamation of 1763 – prohibited whites from going west (try to avoid Indian conflict and keep them close to the coast)
- Sugar Act – halves tax in hopes of reducing smuggling
- US not happy that admiralty, courts tried cases; thought only they should levy taxes on their country - representation
- US let down for being treated as 2<sup>nd</sup> class citizens after being optimistic after war
- Declaratory Act – Parliament says they can tax, etc.
- Stamp Act – took money out of all US pockets; angered many
  - The fight over the act showed Americans how they were united and different than the Brits
- Townsend takes over and has Parliament tax US heavily to improve Brit gov
- Customs officials forced US merchants to pay unfair fines
  - Boston Massacre – Bostonians losing jobs to cheap off-duty soldiers; redcoats fire into crowd when hit w/snowballs
- US associate with others being oppressed overseas
- Resistance quietened some when Townsend was repealed but was revived
  - Brit schooner run aground and then burned by Providence
  - Brits send a commission which sidesteps US courts, angering colonists
- Boston Tea Party – colonists dressed as Indians through 10k lbs of tea into the harbor; occurs elsewhere too
  - Tea Act was designed to help a failing Brit monopoly on tea in the colonies
  - Tax reduced after non-importation on all but tea which is not changed much
- Coercive (Intolerable) Acts passed – Boston port closed, colony gov handed over to royal officials
  - UK believed applying pressure to the whole would squeeze out the rebels
  - Backfires massively with Coercive Acts
- The First Continental Congress meets and they agree Parliament cannot tax or legislate the US
  - Trade ceased until the Coercive Acts repealed
  - Authorized defense strategy of civil disobedience; No plans for revolution
- Second Continental Congress met to determine whether or not to call for independence
  - They told the Brits they did not want independence, but still raised an army and paid it with their own paper money
  - Brits had no intention to work peace – they intended to use force
  - Congress declares independence, saying they are no longer English
- 1/5 of the population were loyalists in 1775
  - Feared civil war w/o the Brits overseeing the colonies
  - Never substantial enough to threaten the Revolution

## Conclusions

- Tyranny in the US probably did not justify revolution
  - Revolution not wanted by all – started by a radical minority
  - Were not seeking representation in Parliament
  - Revolution occurred because of economic conflict and perspectives of injustice
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## American Revolution

01 September 2004 (Lecture #04)

- Remarkable: revolution vs. an imperial power had never before succeeded
- In 1775, more were neutral than anything else
- Washington made CDR of army because he was the only Seven Years War hero young enough to lead
  - He is also from the South, which helped pull reluctant southerners into the revolution
- British Troops – Hessian presence convinces many loyalists to become rebels
- US Troops – militia could not be counted on
  - Little discipline, could not compete in open battle
- US Advantages
  - Motivation (defend our land)
  - Logistics (did not have to move supplies overseas)
  - Geography (know the land)
- US Strategy – avoid losing
  - Make UK chase you around
  - Another day is another day for the new nation, a day the UK may quit or allies may join from overseas
- British regulars were well-trained, very highly disciplined, and well-equipped
- US regulars started at 16,600 but few joined from there (high discipline required, low pay); most preferred to be irregulars
  - Made it difficult for Washington to plan long campaigns
- Women followed both armies around (paid half-rations for cleaning, bathing, treating wounds, burying the dead)
- GEN Howe (UK) is overly cautious (trying to save lives) and ADM is not aggressive (hopes for reconciliation)
- Brits alienate the citizens of NYC (food shortages caused by army) and Hessians alienate the countryside (rape, pillage, ...)
- UK Army also angers the MD countryside (loots their crops, etc. en route) and Philadelphia (food shortages, mean troops)

### *Disaster for the British at Saratoga*

- GEN Burgoyne marches 9,500 Brits from Canada into NY; carries much unnecessary luggage
- GEN Gates stops Burgoyne at Saratoga, forcing his surrender
- France was eager for revenge from the Seven Years War
- With Saratoga, and the convincing Ben Franklin, France signs a treaty of alliance with the US

### *Winding Down the War in the North (1791)*

- Howe replaced; Brit forces reduced to be dispersed elsewhere to fight France, Spain
- Prussian Baron von Stueben arrives and helps drill the US army into a disciplined force; improves morale
- Indians mostly stay neutral; some join the Brits b/c they tried to prevent colonist expansion westward

### *The Struggle in the South (1780)*

- Brits realized the South was more profitable and closer to the West Indies
- More loyalists in these areas and farmers would need guns pointed at slaves, not soldiers

### *The Siege of Charleston*

- Savannah quickly captured and Charleston, SC fell too (loyalists came out in numbers)
- Rebels found themselves under siege, but prevailed
- Cornwallis' error: allowed his troops to mistreat civilians; turned more Americans to the rebel cause

### *The World Turned Upside Down (1781)*

- Washington and French GEN Rochambeau agree to siege Yorktown when French ships arrive to help from sea
- Cornwallis surrenders
- Treaty of Paris signed, ending the war
  - US convinces Brits to recognize generous borders and independence by offering to weaken ties to France

- US convince France to sign in order to present a united front vs Brits
- UK tried to give Cornwallis' sword in surrender to French GEN, who pointed to Washington who pointed to his 2<sup>nd</sup> in cmd

## Conclusions

- UK makes early mistakes and fail to decisively stamp out the initial insurrection
  - UK forgot to win the population's loyalty
  - UK lost sea control at a critical time
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## Confederation and Constitution

03 September 2004 (Lecture #05)

### *From Confederation to Constitution*

- Congress realizes a central gov is needed to hold the nation together
- Articles of Confederation
  - 1<sup>st</sup> written social contract presented for ratification
  - Little federal power
  - Told people what *not* to do
- Federalism – idea that you can take a group of states and get them to surrender power in order to form an effective union

### *The Jay-Gardoqui Treaty*

- Spain refused to let US trade on the Mississippi River, angering southwesterners
- Jay agrees to give up rights to the river for 25 years for trading privileges to US merchants
  - Would help northern merchants but enraged southerners – felt it was betrayal

### *Shays' Rebellion*

- Farmers in MA were in debt and could not pay their mortgages
  - 2,000 farmers rebel, closing the courts and marching on a federal arsenal before being put down

### *Framing a Federal Constitution (192)*

- Madison's Virginia Plan – central gov, 3 branches, Congress could veto states, representation in Congress by population
- Paterson's New Jersey Plan – (less radical), increased Congress power to tax and trade, unicameral, equal representation
- Representation was a big issue (big states for representative congress, small states for equal rep)
- Constitution
  - Officers, officials swear to the Constitution – not people
  - Allows states to choose how Congressional reps are selected (so US was not a direct democracy)
  - Rights given: habeas corpus, no nobility
  - Religion: no religious tests; God not mentioned in the Constitution

### *The Deadlock Broken (194)*

- Compromise suggested – senate (equal rep, can't init money bills) and house (proportionate)
  - slaves counted as population (3/5 each)
- Electoral College established
- Executive given command of the armed forces, ability to conduct diplomatic relations, pick judges, and veto legislation
- Separation of each branch a key idea
- Madison's only real defeat was an inability to give Congress the power to veto state laws
- Constitution made difficult to change

### *Ratification (196)*

- Anti-Federalists opposed the Constitution
- Bill of Rights – there was none, which Madison could not rationalize with Anti-Fed complaints
  - Madison promised it would be amended to include these after ratification
- Thomas Paine claimed it was simply a matter of common sense that an island could not rule a continent
- Former colonies have won independence since us with regularity
- Popular sovereignty has become the accepted path to national success
- US geographic isolation and bountiful resources allowed it to flourish
- “Whig Principles” – suspicion of centralized power
- “Americans” – term used to designate colonists as inferiors to full Brits
- Civil War was a direct consequence of the failure to resolve slavery in the Constitution

- The founders did not represent a diverse population; they would have languished in obscurity in England or France
- Factions came together in common cause to overthrow the reigning regime

### Conclusions

- Constitution is the first time Enlightenment ideals are put into practice
  - Second try by the US (first was the Articles of Confederation)
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## The French Revolution

08 September 2004 (Lecture #06)

### *Trouble Brewing in France*

- Middle-class and upper-class clamored for more rights
- Most thought little reason for worry – France had become more wealthy and educated and had been around for centuries

### *Financial Crisis Weakens the Monarch*

- France was deep in debt from the military, supporting US independence, etc.
- Lower debt than England, Netherlands but had a poor taxation system
- King Louis is forced to call the Estates General, a meeting of wealthy people to decide how France would fix the crisis

### *Underlying Causes of the Revolution*

- Nobility had been seeking more power from the monarchy and refused to help them
- Middle class also refused: they wanted rights equal with the nobility – do not believe the gov is good for the economy
- After 1780, economic depressions and low harvests further upset the population, including the peasants who began to starve

### *The Tennis Court Oath*

- Cannot decide how to vote (one vote per estate with tradition [nobles would win] or head count [lower class would win])
- Clergy break off and form the National Assembly and invite all to join
  - All who come swear an oath (in a tennis court near the meeting place) to keep working until a constitution was made
- Rumors circulate that the King has called for troops – believed to be en route to oppress Parisians
  - A riot storms Bastille, occupies it, and parades around with the governor's head

### *The End of the Old Order – what people really want is food*

- Nobility now in retreat as well as the King
- National Assembly – one night nobles get up and each renounces traditional rights and privileges
  - Assembly declares an end to serfdom, special taxes, and restricted posts
- Declaration of Rights of Man and Citizen – like US Decl. of Independence; explicitly says the law is the supreme authority
  - Gives liberty and freedom to all men; does not delineate specific freedoms – high ideals but without authority
  - Louis refused to sign these new decrees and is essentially imprisoned in his castle

### *The Constitutional Monarchy: Establishing a New Order*

- Only tax-paying males could vote and hold office → mostly bourgeoisie
- Passed sweeping reforms
  - Judicial system reformed; taken away from the upperclass
  - Old tax system replaced by uniform taxes on land and profits
  - Debts and new costs paid off with assignats (new paper money backed up with seized church assets)
  - Church reorganized under the gov (have to take an oath to gov and get salary from it)
  - In just two years, France had stripped the monarch of power and nobles of special rights, given individual liberty, and absorbed the church into the gov
- Outside reformers liked what they saw
- Many countries feared revolutions within their borders
  - Nobility and clergy wanted their old powers restored

### *War and the Breakdown of Order*

- Louis convinces Prussia and Austria to declare war on France to put revolutionaries in all countries back
  - Their armies crush the inexperienced French (most officers had been exiled or deposed: nobility) and advance on Paris
- External problems: many monarchies contribute to the war against the French rebels (Brit, Dutch, Spain, Portugal, ...)
- Internal problems: peasants stirred up by non-oath'ed clergy; major cities rebel; major port in vite in the Brits

### *The Revolution Spreads Outside of France*

- Sister republics set up (a result of French success in battle) in Italy, Holland, Switz.
- National Convention abolishes slavery (1794)

## Conclusions

- Began as middle class drive more sensible reforms (not trying to topple the government)
  - No external memory to unite against so they fought each other
  - External invasion threat was real but sent the public into hysteria
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## Napoleon Bonaparte

10 September 2004 (Lecture #07)

- Born to a poor but well-known family in Corsica
- Graduated from a French military academy at 16 to become a 2<sup>nd</sup> LT (started at age 9)
- Liked enlightenment ideas
- Helped suppress a crowd for which he gained recognition (without aristocrats, talent leads to success)
- Married a well-connected widowed politician
- Napoleon uses his prominence to gain control of a French army in northern Italy
  - Paints his force as a liberating force – inspires moral, cooperation
  - Loses in Egypt, but smoothes over reports, painting it as an expedition, experiment, etc.
- Coup d’etat – The Directors of France overthrown by internal forces
  - Conspirators put him as the figurehead; believe he is young, popular, and controllable (on the last point, they’re wrong)
  - Napoleon used the Army to get rid of all who disagreed – remainder voted in favor of his consulate
- Draws up a short, obscure new constitution which is overwhelmingly approved
- Makes himself the first consul (other two will have limited power)
- Secret police created to put down political opposition
- Press censored
- Approves transfers of property and removal of feudal privileges (gains favor with the peasants)
- Approves formal equality and property rights (gains favor with the middle class)
- Invites most exiled nobles back and endorses science (gains favor with the upper class)
- Creates the Legion of Honor for particularly loyal and those who do great things
- Makes peace with the pope to bring back religion (“excellent stuff for keeping the common people quiet”)
  - Oath still required, pay still from the gov, and land not returned, however

### *Reforming France*

- Civil Code of 1804 – Napoleonic Code
- Legal reforms (equality); forbid strikes; limited divorces
- Est. Bank of France to handle money printing and spending
- Est. U of France and rewarded professionals (chemists, surgeons, mathematicians, etc.)

### *Creating the Empire*

- Napoleon goes across the Alps and crushes Austria out of the coalition against France
- Declares France an empire and crowns himself emperor (with support of the Senate and people and reluctant approval from the pope)
  - Made his family members princes, gave titles to successfully (wealthy too) officers
- Napoleon’s weaknesses were his thirst for recognition and hunger for conquest
- Divorces Josephine (cannot produce a male child) for Princess of Austria (making his blood legitimately royal)

### *War and Conquest*

- Napoleon defeats Austria, Prussia, Russia on the mainland – he destroys all who oppose him
- French empire grows quite a bit, and many nations weakened greatly by resisting him
- Napoleon prohibits UK goods in Europe in an attempt to hurt the Brits (Brits respond by blockading France)

### *Decline and Fall*

- Loses grip overseas due to Brit naval power and thinly stretched military
- Napoleon defeats part of Russian army but chases them across Russia, losing most of his army (only 100k of 600k remain)
- Brits fund rebellions as he retreats back to France
- Napoleon exiled after defeat by Brits, Prussians

## Conclusions

- Became powerful by offering effective leadership
  - Failed because he resorts to garrisoning troops in Spain and succumbs to his ego in Russia
  - Napoleonic Era was more costly than any other (more deaths in Russia alone than US in WWII)
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## Liberalism and the Congress of Vienna and Conservatism

13 September 2004 (Lecture #08)

### *Congress of Vienna*

- Representatives from all of Europe joined to decide what would happen in the aftermath of Napoleon
- Four major powers: Austria, Great Britain, Prussia, Russia
- Goals: legitimacy (place territory in the hands of traditional rulers); stability (est. balance of power for a lasting peace)
- France let off lightly – territory reduced to 1789 boundaries, fined 700M francs, and ordered to return stolen art
- Europe had no more major conflicts until WWI 100 years later

### *The Concert of Europe: Securing the Vienna Settlement*

- Holy Alliance – conservative alliance b/w Austria, Prussia, and Russia
- Concert of Europe – effective conservative alliances b/w the above and Great Britain; France joins after paying indemnities

### *Liberalism: Individual Freedom and Political Freedom*

- Thought government's powers should be separated by checks and balances – for the people
- Middle class supported because they wanted freedom, equality, and representation
- Economists thought the government should practice laissez-faire (hands-off) business

### *Nationalism: A Common Identity and National Liberation*

- Harbored a spirit of optimism and promised to unify nations, liberate subjects, and create a brotherhood of nations

### *Romanticism: Freedom, Instinct, and Spontaneity*

- Emphasized freedom and spontaneity; said humans were complex, emotional, and only sometimes rational
- German “storm and stress” literature influenced the rise of romanticism

### *Restoration and Repression*

- After Napoleon's defeat, conservatism held power over Europe through the Vienna agreements
- Louis XVIII ruled with conservatism – made it harder to vote, but kept Napoleonic rules and an elite legislature
- Charles X paid nobles for lost land, gave the church more say, and dissolved the House (all unpopular changes)
- German states consisted of Austria, Prussia, and 37 little states under a very weak German Confederation
  - Prussia forms a trade agreement which opens borders to free trade between German states (all join but Austria)
- Italian restoration: ruled directly or indirectly by Austria; only a geographic expression (“Italy”)
- Russian Conservatism – Alexander I was tolerant but changed under Austrian influence
- Great Britain – had a representative gov but only represented a small portion of the population

### *A Wave of Revolution and Reform*

- Greece earns independence with help from UK, France, and Russia (motivated by profit more than anything else)
- France overthrows Charles X in 1830 (his oppression only stiffened liberals)
- Liberal uprisings in Poland (Russia secures, 1000s to Siberia) and Italy (Austria crushes but groups remain active)
- Liberalism in the UK
  - They pass the Reform Act of 1832 which increases male suffrage
  - Slavery abolished in 1807 after France's defeat
  - Economic and social reform – hands-off approach; Corn Laws repealed (lowered bread price)

### *The Glory Days in 1948*

- France, Austria, Prussia, and Germany – rebellions, reforms
- Conservatives had returned to power for three reasons
  - Alliances among the middle-class was only against the status quo, and not anything more
  - The alliance of nationalism and liberalism conflicted once in power (different views)
  - Conservatives were still strong and were able to eventually muster their armies to crush divided liberals

### *Political Confession of Faith by Metternich*

- 1<sup>st</sup> Principle – maintain stability
- Commoners should see the benefits of their tax money

## Conclusions

- Liberal ideas from Enlightenment gained momentum – hard to take rights back
  - Conservative elites maintain control for now as liberals seen as the cause for war
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## The Early Republic

15 September 2004 (Lecture #09)

- US experiencing resistance to unpopular whiskey tax
- Federal government assumes all debt to pay it off faster and unite the states
- Many wondered if the US could maintain a gov (they'd overthrown two in the past 15 years)
- John Adams: against aiding the wealthy, not fully committed to industrialism, and opposed to allying with Brits

### 1789: A Social Portrait

- White population was doubling about every 20 years
- Blacks (20% of population) and Indians had no political voice
- Most significant difference was whether one was dependent on commercial economy vs. being semisubsistence farmers
- Federalists pass acts to suppress disloyalty (unpopular)
  - Alien Act – Pres can deport those suspected of treasonable leanings
  - Naturalization Act – increases time to become a citizen (and vote) to 14 years (most immigrants were republican)
  - Sedition Act – imposed heavy fines for speaking falsely against gov (heavily opposed)
  - Naturalization Act repealed when republicans gain control; the other two expire quietly before that

### The Jeffersonian Republic

- First transfer of power was a success – no confusion, bloodshed, or violence
- In his inaugural speech, he tried to emphasize some Federalist views too
- He was committed to paying down the debt, which he did by slashing the military and establishing tariffs
- Acted pragmatically and yielded to principles when he needed to

### Jefferson and Western Expansion

- Spain abruptly forbid US to use the Mississippi, which hurt shipping a great deal
- Napoleon needs money to fuel his military and offers to sell all of Louisiana too
- Negotiators agree on the spot, beyond their power, but Jefferson pleased and gets Senate approval

### Whites and Indians on the Frontier

- Some tried to adopt white ways, but were unsuccessful in the end
- White population grew very quickly, displacing Indian culture and people

### The Second War for Independence

- France and Britain are at war and both are raiding US ships
- US offers to stop trade with one country if the other lifts its hostilities on US ships
- US goes to war with Brits, angry about Indians incited by Brits and Brit policy vs US ships
- War not easy – Jefferson's military cuts made the US fleet unable to break the Brit blockade
  - Brits dedicate very few troops to US
  - Creek Indians rise up against US but are put down, permanently killing Indian military power there
  - Brit makes peace with France and sends three offensive armies to the US
    - Brits defeated on Lake Champlain
    - Brits burn DC but cannot take Baltimore and so retreat
    - Brits land in New Orleans with a far superior force but are defeated badly

### America Turns Inward

- US annexes West Florida; Spain too busy securing the Indies and more worried about Mexico
- Spain signs a treaty establishing a line dividing US and Spanish territory; gives US territory all the way to the coast
- US falls into tough times with a debate over slavery

### Jacksonian Democracy

- None got a <50%; House picked Adams (#2 by votes) which enrages many → adoption of universal male suffrage
  - Now candidates must persuade a large group of people
  - Growth of a 2-party system – an individual cannot get his word out alone

## Conclusions

- US survival by no means assured
  - Geographic isolation, economic stability, and European wars gave the US time to succeed
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## The 1<sup>st</sup> Industrial Revolution and American Expansionism 17 September 2004 (Lecture #10)

### *In Europe*

- Machines allow mass production by low skilled workers vice small, inefficient produced by skilled artisans
- Steam revolution – more powerful and efficient
  - Allows for huge machines
  - Power allows for creation of metal machines
- Industrialized in UK
  - Capital needed to start factories – UK had lots of this
  - Grows faster than in the rest of Europe
- Entrepreneurs benefit the most; working class lose out because of the introduction of wages
- Wage Labor – 70-90 hours a week to barely survive
  - Strength not an issue so women and children are hired (compose 2/3 of workers – paid less)

### *American Economic Growth*

- World's cotton (60%) from the US; huge scale production
- North produces factories to refine cotton and then ship overseas
- War of 1812 prevents overseas trade and helps bring the US together to develop a market economy
- Boat is the most efficient transportation means (pre-railroad)
- Steam locomotive much faster and more efficient – 9000 miles of track built in its first 20 years
- Immigration is very high in the early 1800s

### *US Westward Expansion*

- People move west because they can transport goods back
  - People think the US should stretch to the Pacific
  - Mexico's former Texas asks to join the US so US annexes it
  - Mexico refuses to sell Western territory; border dispute over Texas
    - US invades Mexico and overwhelms Mexican forces, forcing it to cede the southwest
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## Nationalism and Sectionalism

20 September 2004 (Lecture #11)

### *European Nationalism*

- Italian unification
  - Count in northern Italy says Italy should unite into a nation because Italy was where the Roman greatness was
  - The conservative count begins conquering states of Italy, giving them a say in government
  - Liberals from the south begin conquering states too
  - They meet in the middle and instead of fighting, join together
    - Nationalism appealed to both
  - Venetia added later when it requests to be annexed (it was worried about a nearby war)
  - Rome was under a papal government, but was invaded, conquered, and converted to the Italian capital
- German Unification
  - After Napoleon, they were like a gang of states
  - Austria becomes weaker from war and Prussia leads other German states' natural resources and capitalizes on their resources during Industrialism
  - Prussia conquers Denmark, gains support, and sets up a government
  - Conservatives put in charge; Chancellor Bismarck consolidates power by advocating nationalism bringing conservatives and liberals together
    - Builds railroads, modern army; attacks Austria, crushes it, and forces it out of the German Confederation
    - Prussia now boss of the Confederation; Confederation happy because of so many victories

- Kaiser Wilhelm put out fake reports to incite France then declare a defensive war
  - Prussia gets help from Confederation and crushes France
  - At Versailles peace, Prussian solidifies into Germany
  - Some progressive reforms come out, but important ones remain outside the people's power

### *American Sectionalism*

- Slavery essential to the south (economically and socially)
- South begins losing seats to the North (N. population growing faster due to immigration)
- South tries nullification (to end US existence; not enough votes)
- North is against slaves because:
  - 1) Abolitionists
  - 2) Free soil argument – People tired of cities can buy land in the west and farm, but rich plantation owners could farm big plots there with slaves, ruining the local economy for small farmers
  - 3) Free labor argument – slavery is an unnatural force preventing the US from becoming more powerful; evidence: North has better roads, working people, and better utilities; South economy corrupt due to slavery
- North becomes worried as slave advocating minorities would continue to expand its interests
- Republican party formed against slavery; solid party → Lincoln is the Presidential candidate
- Democratic party splits over slavery giving Republicans a majority
- Lincoln elected → Southern states secede (seven before his inauguration)
- South secedes because of slavery ... the Union feels states cannot do their own thing if the US is to be successful
- Fort Sumter – Lincoln sends troops to relieve men here
  - South attacks and Lincoln declares these states in open rebellion and musters an army
  - Three more states secede over states rights – they feel that states should be able to secede

### **Conclusions**

- Nationalism successfully built the states
  - Regional conflicts overwhelmed US national identity
  - South fighting for slavery, North to preserve the Union
- 

## **Civil War**

22 September 2004 (Lecture #12)

- Myths dispelled
  - Confederacy did not fight over states rights → its Constitution was identical to US except it protected slavery
  - Union did not fight for slavery or racial equality
  - It is a gross misconception that it is a war between industrial vs. agricultural
- Strategies
  - Confederacy
    - Avoid losing and buy time
    - Use advantage of interior communications
    - Attack if a gap appears to threaten North to attract allies
  - Union
    - Isolate Confederate economy
    - Maintain state allegiance and win back split states
    - Divide Confederacy with deep penetration
- Character of Civil War Forces
  - Initially composed of volunteer armies and augmented by a draft
  - Leadership inexperienced with handling such massive forces
  - Professional officers go mostly south IVMI, citadel are there)
- Battle of First Manassas – Confeds almost defeated but reinforcement join the fight, forcing Union withdrawal; mental blow

### *1862*

- Anaconda Plan – seize ports surrounding the Confederacy (Atlantic, Gulf, Mississippi)
- Peninsular Campaign – McClellan attacks Richmond from South; unnecessarily withdraws, allowing Lee to attack
- Antietam – McClellan slow to act, allows Lee to combine armies and offer heavy resistance; bloodiest day in US history
- Fredericksburg – each army races from Antietam to Richmond and meet here; both sides settle into a defensive position
- Results of 1862
  - Union morale low
  - Emancipation proclamation – frees Confederate slaves

## 1863

- Vicksburg – Confederate stronghold on the Mississippi which prevents ships from going down the river
  - Union able to secure it and thereby the river too
- Results of 1863 – Lincoln puts the aggressive General Grant in Charge
- Maneuver vs. Attrition
  - Maneuver – tries to avoid bloodshed and trap the enemy
  - Attrition – seek to lock the enemy fight
- Limited vs. Total War
  - Limited – confines destruction to combat force and war materials
  - Total War – attack anything that can help an enemy fight

## 1864

- Grant follows Lee to Petersburg and lays siege
- Sherman drives across the middle of the Confederacy to the ocean, burning farms, etc.
  - Many Confederates desert and go home to try to protect their land
    - Utilize guerilla warfare
- Colored regiments are introduced
  - Brutality and hostility grow greatly – any blacks which surrender to Confederates are slaughtered
  - As a result, US regiments become less likely to surrender
- Peace Movement – Lincoln vs. McClellan election
  - Sherman's success generated a massive re-enlistment
  - Many could have gone home (3 year enlistment over)
  - Lincoln gets re-elected as a result – landslide victory
- Civil War inflation – Confederate \$ inflates badly from '63 to '65
  - A loaf of bread rockets to \$70
  - Union money is stable, however
  - Richmond food riots
- Confederacy surrenders at Appomattox
- Deaths – More US casualties than any other war
  - **final** 1<sup>st</sup> modern industrialized total war
- Federal government's powers were expanded and slavery was abolished

## Conclusions

- Emancipation Proclamation – pragmatic policy designed to end the war
  - Confederacy lost because they were at a material and manpower disadvantage
- 

## Reconstruction

24 September 2004 (Lecture #13)

- Reconstruction – effort to knit the country back together
- Slavery – very bad; no leave, church overseen, brutal punishment, no reading or writing, etc.
- President Johnson – broad amnesty (leaves many Confederate leaders in power)
  - Tries to gain support of whites
  - White supremacy – prevent blacks from having a good standard of living, buying lands or weapons, having large meetings, or becoming educated
    - Debt Peonage – sharecropping and tenet farming emerges
      - Sharecropping – pay in crops; never get enough money to improve their lives or more
      - Tenet Farming – high rent charged which gets blacks in debt and prevents them from leaving
    - Vagrancy laws
    - Black codes
- Congressional Reconstruction – harsher readmission policies; 14<sup>th</sup> Amendment; Civil Rights Act of 1866
  - Somewhat fails due to redemption
    - Republican party very corrupt at the core
    - Depression of 1873
    - Contested 1876 election led republicans to seek whites approval
  - White Southern Democrats think reconstruction is meant to put northern carpetbaggers into office

- **Conclusions**
    - Reconstruction is successful for the economy
- 

### **Industrialism and the Progressive Response** 27 September 2004 (Lecture #14)

- **1 course objective is to define this1** What is Western?
  - Main Theme: Concepts
  - Liberalism: Nationalist; Civil Liberties; Limited Gov. with Constitution; Secular; Progressive; Representative Gov.
  - Industrialism: Prosperous; Urban
  - Judeo-Christian Values

#### ***Second Industrial Revolution***

- Key Technological Innovations
  - Steel – stronger, less heavy, flexible
    - Railroads are key to US dominance in steel
    - Allowed transportation and the railroads being built increase steel demand which give steel a jumpstart
  - Electricity – light; very efficient and cleaner than oil
  - Chemical – acid etching, fertilizer, etc.
- Growth of big business – railroads allow goods to be shipped all over at little cost
  - Professional management emerges – white-collar class
  - Competition grows (areas overlapped) – scale of production grows dramatically
  - Scientific Management – do everything possible to minimize inefficiencies
  - Participation in and lobbying the government grows
- Immigration – laws passed to limit
  - 75% intended to make money and go home (about 40% did)
  - Expansion west could only go so fast
- Capitalism pays an hourly wage which increases profits which go to wealthy investors
  - Wealthiest 1% own 51% of the land
  - Labor organizations formed – successful because they are peaceful and do not have a huge economic impact
    - Drops off during the depression (those out of work willing to take any job)
    - Violence begins as strikers try to prevent scabs from working
- Progressivism – gradual attempts to help the common man; ban narcotics, required quality control on food, etc.
  - Roosevelt elected to reform the business – worker relationship
  - Woodrow – aggressive social reforms instead of regulating big business

#### **Conclusions**

- Industrialization – social tensions (US does not get involved in big business)
- 

### **European and American Imperialism** 29 September (continued 04 October) 2004 (Lecture #15)

- Industrialism – gives the country the reason and ability to conduct imperialism (steam ships, railways, rifled guns, etc.)
- Imperialism – process where by a country dictates the policies of another from a position of power

#### ***American Imperialism***

- Spanish-American War – pivotal event turning Americans from peaceful isolation into an imperialist power
  - Yellow journalism – press publishes stories to influence the people
  - Maine sunk – in Havana to show force; media says it was destroyed by Spanish (probably false) → war declared
    - Teller Amendment – war is for Cuban sovereignty
- Cuba – US soldiers fight with determination and overwhelm better trained and equipped Spanish soldiers
  - Spanish fleet destroyed (US far superior here; essentially no casualties)
  - US allows Cuba to form the Constitution but makes it a US protectorate up until 1934

- Philippines
  - US sunk the Spanish fleet here no losses)
  - Spain waits under a two month siege so they can surrender to white US rather than Filipinos who were winning
  - US takes Philippines as a colony, killing 225,000 to suppress a rebellion (lose only 4,000)
  - The war brings the US back together
  - US takes islands throughout the Pacific (including Hawaii) and Puerto Rico

#### *Teddy Roosevelt*

- Opening the Panama Canal (1914) – huge efficiency increase
  - When Columbia tries to raise price for land, but the US supports (indirectly) Panamanian revolt which succeeded
  - Panama is then happy (of course) to rent the land to the US at the former price
- US takes over Moroccan government when it cannot control its people
- The Great White Flag – cruise around the world of the combined US fleet; show the world he carries the big stick doctrine
  - Allows the US to use force in the hemisphere to ensure stability
- Peacemaker – negotiates peace with several countries
- Won the Medal of Honor and Nobel Peace Prize

#### *Taft*

- Dollar diplomacy; still uses military force to stabilize the Americas

#### **Conclusions**

- 19<sup>th</sup>/20<sup>th</sup> century – increased influenced in Western influences
  - US becomes *Weltmach* (German: great power) through economic and military power
  - Use of this power conflicted with US ideals
- 

### **Origins of World War I**

04 October 2004 (Lecture #16)

- New alliances form in order to protect economic and political interests
  - Countries militarize to have a sense of security and industrialize which stimulates the economy
  - Arms race ensues – vision of total war in which industry would be destroyed
  - Diplomats feel Europe will be destroyed if war comes – feels that no country would do this
  - If a country mobilizes, its economy's focus changes, putting it behind other nations unless they actually go to war
    - Puts pressure on countries which mobilize to actually to go to war or put themselves at a disadvantage
- The Schlieffen Plan – devote most forces to attack into France and a small amount to the Russian border
  - Russia is slow to mobilize – force France out of the war and then turn around and defeat Russia
  - Required a strict timetable – Paris must be captured before Russia mobilized
- Balkan Tensions – Austrians try to convince Russia not to defend Serbia upon invasion because Serbs had killed Aus. leader
  - Russia refuses because Serbia has a similar background and it could cut them off from the sea (Russia wants it too)
  - Germans mobilize because they have to fight before Russia can mobilize
  - Every nation joins to defend itself and power balance except Austria-Hungary

#### **Conclusions**

- Competitive alliance system in which a nation could not back down without hurting its interests
  - No mechanism to resolve conflict
- 

### **The Great War**

06 October (continued 08 October) 2004 (Lecture #17)

- Global in the sense that it involved all major powers and spread to peripheral countries (Africa, Turkey, Iraq)
- Population: Russia has the biggest population (US 2<sup>nd</sup>)
- Money: US has the most; UK, France, and Germany have a fair amount too
- Military Force: Russia huge but poorly trained; France and Germany large
  - US tiny force – isolated for Europe's pressures

#### *1914: Schlieffen Plan*

- Not enough men devoted to the attack through Belgium to Paris

- Logistics fail – no railways in Belgium for military movement
- Tracks (new invention) fail: tires stick in the mud and not enough of them
- Germans form a defensive line and the French and British line up on the other side
- Trench system evolves (by 1917 you could walk from Switzerland to the English Channel in a trench)
- US exports grow from \$1B in 1913 to \$6B in 1917
  - US has manpower at home concentrated on making goods
- German U-boats sink US shipping but eventually stop when the US threatens to enter the war

*1915: Year of Frustration – war spreads*

- Gallipoli – lands strait blocking Allied passage to Russia (needed to get Russia supplies)
  - British fleet cannot break through (too many mines)
  - Amphibious assault fails (equal number of German forces in better positions)

*1916: Year of Exhaustion*

- Gas used by Germans – huge impact, but its potential is not exploited
  - No longer effective (both sides issue gas masks)
- Verdun – huge German attack; 8-mile long concentrated attack
  - Cannot overwhelm the rear trench network; 1M men dead
- Somme – Allied offensive (huge) after Verdun; figure the Germans are weak now
  - Allies gain eight miles of territory at a cost of 1.2M men (60k each)
- Eastern front a deadlock (Russia cannot break into Germany; focuses on Austria-Hungary)
- Kaiser fires his head general; hires von Hindenburg (charismatic) and Ludendorff as #2 (military genius)
- New technologies
  - Aircraft – brand new; used for picture taking, dog fighting, and extremely limited bombing
  - Zeppelins used to bomb the UK (ineffective: easy to shoot down)
    - Wood frame and primitive engine – cannot carry much weight
  - Armor – British develop first and use in small numbers with limited effectiveness
    - Germans develop in time to meet large tank attacks
  - Chemical Gas – Germans use well but fail to exploit before both sides get gas masks and nullify gas effectiveness

*1917*

- French try a frontal attack with 1.2M men and lose half
- Field Marshall Peitan takes charge – introduces decimation
  - Decimation – if a unit flees, 1/10 of its men are shot and the rest must carry a noose (so they can be hung if they run)
- US enters the war due to the Zimmerman Note
  - Russia sues for peace at this time
  - Germany tries to invade one last time but stops
    - British and French hold their ground in hopes of US aid
    - US arrives and is the final touch – Germans fall back to work
    - Allies overrun weak defenses and Germans sue for peace before the Allies even get to Germany

*Conclusions*

- Enormously destructive – new modern weapons favor defenders
- Germany loses because it engages in a war of attrition

**Wilson's 14 Points And The League Of Nations**

08 October 2004 (Lecture #18)

- Armistice – 11 November 1918
- The Big Four met (US, UK, France, Italy); Germany reorganizing the government and the Russian government did not exist
  - France and UK agenda very different from the US – they wanted Germany to pay for the war
  - US wants to expand democracy to foster stability
- Treaty of Versailles – Germany saddled with \$6B debt; border industrial area occupied by troops until debt repaid
  - Austria-Hungary split up into smaller countries
  - Arms limitation on Germany (150,000 troops the cap)
  - Germany forbidden from allying with Austria
  - “Carthaginian Peace” (Rome burned Carthage and destroyed their soil)

(Note: short notes because the discussion of WWI ran into this day; not as much content for this day)

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## Communism

11 October 2004 (Lecture #19)

- Marxism (Karl Marx) – German philosopher from the Age of Metternich (1800s revolutionary conservative)
- Helped write Communist Manifesto – wrote German ideology revealed a materialist interpretation of history
- Bourgeois ('Bore-jua-zee'; haves) vs. Proletariat (have-nots) – “religion is the opiate of the masses”
  - Conflict of classes can be ended by eliminating private property
  - The word communism comes from ‘communal property’
- Wants international revolution because then nations would not oppress each other either
- First Intl. (1864-76) – confed. of social and labor practices collapse over internal strife between Marxists and anarchists
- Second Intl. (1894-14) – also fails (leaders decided for countries to fight in WWI)
- Communism – state-owned property, no private prop., goods and factories owned by the gov., classless aim, totalitarian gov.
- Socialism – very ambiguous and widely used – a government of collective ownership and administration of goods
  - Not necessarily totalitarian or bad (Canada, for example, has a socialist medical system)
- American Opposition
  - Challenges economic order
  - Requires totalitarian government
  - Abolishing private property violates Enlightenment ideals
- Russian Revolution
  - Russia xenophobic due to multiple invasions
  - Imperial ambitions overstressed Russia
  - Assassinations brought liberal reforms
  - Defeated during the Russo-Japanese War – end liberalization (they turn back the clock)
- Lenin: advocated communism throughout Europe
  - Believed the Great War was due to capitalism
  - Lenin and communists take over the Russian government, killing 200,000 opponents
  - White Russians – supported the tsar or Mensheviks (like Capitalists)
    - Successfully held off the Red Army; backed by foreign power until the end of WWI
  - Lenin open to slow change and allows a liberal economy which is very popular
  - Stalin becomes Secretary of the party; Lenin feels like he can control him
    - Lenin thought Stalin was evil and ignorant
  - Lenin dies and Stalin takes power by convincing people with false evidence that he was Lenin’s friend
  - Stalin tries to modernize too rapidly – moves farmers into factories, etc.
    - 20M starve and the economy is dies
    - Makes the government absolute totalitarian – it exiles 4M, executes 1M, and eliminates 20% of officers

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## Capitalism And The Great Depression

13 October 2004 (Lecture #20)

- 1896-1932 (except 1912-1920): Republicans keep President because the US is prospering

### *Hoover*

- Associationalism – foster cooperation between big business and government
  - Foridney-McCumber Tariff – tax foreign goods → more US sales → higher wages since companies make more \$
  - Company unions used to pre-empt labor unions; keeps wages normal and allows companies to keep profits
- Rapid economic growth → prices growing faster than wages
  - Increased reliance on credit
  - Increased speculation – banks begin lending more money and pursue risky speculations
  - Overproduction – too much product and increased competition → low profits
- Employment cut to raise profits – backfires because many are cut across the nation and with fewer buyers fewer can buy stuff which cause even lower profits
- Corporate cash dries up → no money left to repay loans
  - Have to get out of business because banks could not lend anymore (many businesses unable to repay loans)
  - Stocks sell at wholesale – people just want to get out of investments with as much as possible
  - Sell-off starts Black Tuesday; does not ruin the econ, but destroys confidence which in turn cripples the economy

- US has unemployment as high as 25% - not nearly as bad as many European countries (namely Germany)
- Hoover cuts taxes and begins Keynesian spending (too little, too late) ... Keynesian spending:
  - Weak economy: decreased taxes so consumers can spend more and increased government spending to produce jobs
  - Strong economy, increase taxes to pay back debt and reduce consumer's cash to prevent overproduction

#### *FDR*

- FDR elected in a landslide over Hoover
- Had a practical administration
- Ended prohibition
- Recognized Germany and Japan as dangerous
- Recognized USSR and allowed the US to trade with them so the US could sell products there
- The New Deal – worked well in the first 100 days; showed people that the government was trying to help them
- 1937: FDR tries to cut back on programs but the economy slips so he adds programs to catch it
- WWII saves the economy and makes it boom
- Long-term consequences
  - US businesses forced to become more efficient
  - A powerful union movement emerged
  - New Deal programs set the foundation for the regulation of big business

#### **Conclusions**

- Great Depression proved dangers of unregulated capitalism
- US avoids radical solutions, allowing democracy and capitalism to persist

### **The Rise Of German Fascism**

15 October 2004 (Lecture #21)

- Fascism – stick together and you can do more
  - Suppress individuals and act in favor of the unit
  - In practice, these governments are nationalistic and totalitarian
- Post WWII Germany: few resources → cannot pay reparations → awful economy

*Hitler* – son of an Austrian bureaucrat; starving artist before the war

- Very charismatic
- Rails against the democracy which is not working well (hated by all Germans)
- Forms SA (Storm Troopers) to control dissent and opposition
- Tries to overthrow the government but fails
  - Put in jail for a year (not more because the government did not want to make him a martyr)

*US Dawes Plan* – loans \$200M to Germany; US buys German products

- Stimulates the German economy – Nazi party remains minor (2.3%)
- When the US economy crashes, Germany's collapses even worse – over 50% unemployment
  - Drives people to the Nazi party (radical solution)
  - Nazi party gains 28% of the population (biggest of Germany's five parties)

#### *1932 Elections*

- Nazis win Reichstag majority but Hitler loses the race for President to Hindenburg
  - Hindenburg sees that Hitler is needed or the Nazis in the Reichstag would block any of his actions
  - Hindenburg has Hitler made Prime Minister
  - Reichstag burns and Hitler tells its members that they need to give him their power (they vote to do so)
- Hitler is now a dictator
  - Forms the SS and purges the SA; begins to persecute minorities

#### **Conclusions**

- Hitler gains power because people are willing to subordinate their interests and pursue radical solutions in times of economic difficulty

- People flock to Hitler who teaches them to hate Jews
  - Euthanasia – kill off Germans who are insane, in nursing homes, born with birth defects, etc.
  - Anti-Semitic policies
    - 1933 – boycott Jews; Star of David
    - 1935 – Nuremberg Laws
    - 1938 – Jewish property confiscated; Krystallnacht
  - Total War – Hitler announces “War of Destruction” → destroy the Jewish culture too
    - Poland – Jews interned and executed
    - Russia – Commissar Order; Barbarossa Decree
      - 90% of Soviet POWs killed
    - Final Solution – make Europe “judenfrei” ... ultimate goal: 14.3M
- 

### Origins Of WWII in Europe

20 October 2004 (Lecture #23)

#### *Nazi Expansionism*

- Realpolitik – might makes right
- Expansion critical to German resurgence
- Hitler said Germany had great potential
  - Militarizes Germany; provides more jobs in economy and army → Keynesian spending → good for the economy
  - Occupies the Rhineland; nobody stops him (political turmoil in France; Spain in a Civil War)
- Anschluss – Austria banned from joining with Germany but Hitler thinks Austrians are similar and asks Austria to join him
  - Austrian referendum says no (Hitler agitator makes government unstable; Hitler invades and annexes it)
  - No retaliation – Hitler proves Germany is great and can openly defy the Treaty of Versailles
- Hitler wants Czech to cede Sudenland (ostensibly for ethnic Germans there, but more for factories – armament powerhouse)
  - France and UK decide to believe him (meeting in Munich)
  - France and UK cede half of Czech to Germany
  - Czechs have no say
  - Shows Hitler that he could get away with almost anything
  - Gives Hitler the power to beat France
  - This was the final chance to stop Hitler
  - Hitler quickly breaks his promise – invades the rest of Czech
- Hitler sees he cannot expand west (France would be a huge war) so he tries to move East
  - Hitler offers to Russia to split Poland (secret part of a NAP)
  - Stalin agrees because he believes France and England will not stand up to Germany
  - He thinks this is best because it puts off what he sees as an upcoming war with Germany
    - He gets half of Poland and time to prepare
  - Germany invades Poland three weeks after this
- UK and France declare war on Germany but cannot mobilize quickly enough
  - France falls in five weeks
  - Germany fights and loses its war for air superiority over England though
    - Prevents an expansion of the invasion to the UK
- Stalin refuses to believe intelligence that Germany is preparing to invade
  - Russian army not recalled until three hours before the invasion
  - German army passes trains carrying war supplies into Germany

#### Conclusions

- Hitler began his expansion program in 1936 (probably planned in 1925)
  - *Munich* was Europe’s last chance to stop Hitler
-

## Japanese Militarism And Expansionism

22 October 2004 (Lecture # 24)

- 1853 – US sends Perry to entice Japanese to open their doors
  - Show Japanese US military might and technology
  - Treaty of Kanagawa – US recognizes Japanese as modern nation
    - In return Japanese adopt a western legal system and Constitution
  - The Meiji Restoration – central religious figure (emperor) restored to rally Japan's various religions
- Sino-Japanese War – Japanese fleets destroy China's, moves forces inland
  - Western powers largely ignore (yellow men beating up other yellow men)
- Russo-Japanese War – Japanese win because Russia cannot get its fleet to the eastern border until the war ends
  - West takes some notice (Japanese beat old European power)
  - West tries to negotiate expansion limits
- Imperialism
  - Economic impetus – western depression
  - Ideological impetus – wouldn't weaker Asian powers rather have Japanese over them than white men?
- Manchuria – Japanese invade during the Chinese Civil War under the pretense that they were securing it for the Chinese
  - Sets up a puppet state to feed the Japanese economy (boosts it 20%)
  - League of Nations protests so the Japanese leave it
- Japanese want more economic boosts so they invade China

### Conclusions

- Japanese become modern society but had big resentments vs. Western culture
  - Conflict probably inevitable
- 

## World War II

25 October 2004 (Lecture #25)

- Allies agree Germany first – a peripheral strategy
- USSR financed by the UK and US
- Allies launch campaigns in peripheral areas like Africa
  - USSR dislikes – wants a mainland attack to distract Germany from it
  - US and UK not strong enough for a mainland attack yet
- Japanese advance – quick gains in the Pacific (Europe colonies quickly conquered as Europe focuses on itself)
- German adv. – reach their culminating pt; Russian supply line shrinks and Germany's grow as distance to Moscow decreases
  - Front comes to a standstill
- **Turning Point**
  - US mobilizes – US economy so strong that it easily outpaces the Axis
    - Overproduces Japanese 10:1 in capital ships
    - Doolittle badly hurts Japanese moral; they thought US could not possibly touch their homeland
  - Midway strips Japanese of sea power
  - Guadalcanal secures vital US shipping lanes
- War at Sea
  - German subs thwarted by convoys and because their code is broken
  - US subs destroy Japanese supply and shipping lines and blockade Japan
- Italy – its people overthrow Mussolini and capitulate to the Allies
  - Germany invades Italy and sets up defensive lines south of Rome
  - Takes the Allies years to break through
- Pacific campaign
  - Japanese lose over 98% killed in most campaigns prior to the summer of 1944

- When they were about to lose an island, they would charge in a *bonsai* attack (essentially suicide)
  - Stopped in 1944 as the Japanese begin to just hole up (still refuse to surrender)
- European campaign
  - After six weeks, beachheads secured
  - In the next six weeks, France was recaptured
  - Germany was unprepared to fight a two-front war and rapidly fell in on itself
- WWII deaths
  - 87% of Allied military deaths belong to the Soviets (14.5M)
  - 40-50M killed total
  - 38% of German casualties due to extermination of German citizens by Hitler

### Conclusions

- Most costly and total war ever
  - Aircraft become a vital part of warfare
  - WWII shows transition to maneuver warfare
  - Axis was overwhelmed by US economy and Soviet manpower
- 

### The Atomic Bomb

27 October 2004 (Lecture #26)

- The Manhattan Project – atomic bomb program
- Technology important to the war – radar, sonar, and communications
- Germans made significant process on the atom bomb
  - Not successful because Germany had driven off many of its best scientists
  - Also, because once the US knew what was critical to the program they bombed those resources (ie heavy water)
- Leaders
  - GEN Grover – director
  - Dr. Oppenheimer – 2<sup>nd</sup> in Harvard class (graduated in three years); lead scientist
    - Had communist sympathies – three communist relatives
  - COL \_\_\_\_\_ - leader of the bombing group who would drop the bomb
- The Trinity – three ideas for making U-235 (before there had only been a few atoms – they needed pounds of it)
  - Each cost about \$500M
  - Whole project cost \$2B and 250,000 employees
  - Most workers focused on a small piece and did not know the final goal

### Conclusions

- Huge impact on world opinion
  - Nuclear weapons made future wars seem catastrophically destructive
  - It ended WWII and began a new era of warfare and politics
- 

### Origins Of The Cold War

29 October 2004 (Lecture #27)

- Fought in two stages
  - 1) Escalation up to 1962
  - More cautious approach after the Cuban Missile Crisis

### *Cold War Origins in WWII*

- Soviets knew they had lost more men and killed more Germans than other Allies
- Stalin's primary concern was security (through buffer states)
- US wanted world stability and peace
- Yalta Conference – US and UK let Soviets to continue to occupy Poland
- Truman becomes president – he has little trusts for foreigners and is hard-liner towards the Soviets
- Potsdam – meet to resolve issues but postponed (US and Soviets quarrel)

### *Mutual Suspicions between the US and Soviets*

- The Marshall Plan – US sought to impart stability to the spread of communism
  - Economic vitality essential to democracy
  - Gives money to European countries to help them rebuild
  - Very popular – Soviets don't accept (they don't like the US; hints it is gaining power) and force weak Eastern European countries to decline the aid (they want it)
- Soviets blockade Berlin and the US airlift supplies in – make the Soviets appear evil
  - Leads to North Atlantic Treaty Organization (NATO)

### **Conclusions**

- Mutual distrust led to the worst perceptions
  - Economic insecurity leads people to pursue radical solutions
- 

## **The Korean War**

01 November 2004 (Lecture #28)

### *The Chinese Civil War*

- Chinese nationalist had control over part of the country
- Communists had to fight guerilla warfare and hide in the mountains
- Chinese nationalists withdraw to Hong Kong area during WWII
- Chinese communists fight the Japanese and gain support of many Chinese
- After WWII, Allies occupy China and negotiate peace; only lasts until Allied troops withdrawn in 1948
- Chinese beaten back to Taiwan
- Situation still exists today; Chinese nationalists still hold Taiwan and claim China (vice versa exists too)

### *Korean War*

- Korea had been occupied by China or the Japanese for the past 100 years
- US, USSR split Korea and build governments in their images
- Proxy – empower someone to act on your behalf
- US and USSR had bred Korea into aggressive proxies
- USSR does not allow war before 1950 because
  - 1) Occupation forces left then
  - 2) Soviets got the bomb (no need for buffer states)
- North Koreans advance quickly through South Korea
- US forces in Japan deploy but not a lot of heavy equipment
- Withdraw to Pusan Perimeter where they stop the war
- US forces invade (amphibiously) at Inchon, cutting off North Korean forces
- US drives back and goes to the Chinese border
- China wants the buffer state so they attack back
- Standstill at original 38<sup>th</sup> parallel
- Stalin refuses to let North Korea surrender(says it will withdraw otherwise) allowing the US to easily win
  - Peace comes when Stalin dies
- 33,000 US casualties to 500,000 North Korea and 1M Chinese
- Consequences of the Korean War
  - Shows communism is aggressive
  - Resulted in militarization of the Cold War
  - NATO grows and becomes stronger

### **Conclusions**

- Help show that communism is dangerous and had to be contained
  - US reacted to Stalin more than China and Korea
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## **Cold War Escalation And Impact**

03 November 2004 (Lecture #29)

- When Stalin dies, an oligarchy forms until Khrushchev consolidates power
- Committed to communism and denounces Stalin's approach of harsh oppression

- Liberalizes the system – allow Soviet satellites to practice their own version of communism
    - Does not allow countries to become democratic
    - Soviets occupy Hungary when it tries to elect democratic leaders
  - US Prosperity – economy successfully transitions to post-war economy
    - Pent-up demand unleashed; industrial markets (European reconstruction, ...)
    - Veterans returned and bought much and found secure, good jobs
  - Alarm-ism
    - Red scare – fear of communism forces within the US
    - Nuclear – Sputnik and fear of Soviet perceived superiority (not true)
  - Détente – Khrushchev and Eisenhower want to try to work together to reduce the threat
    - U-2 shot down over Russia (sours détente)
    - Khrushchev affected when he visits the US; see those in DC prosperous → not like Russian peasants
  - JFK wins; much more photogenic
    - Surrounded himself with the best and brightest
    - Discarded massive response strategy for a flexible response
      - Included an option for limited war
- 

### **The Cuban Missile Crisis** 05 November 2004 (Lecture #30)

#### *Cuban background*

- US protectorate from the Spanish-American War until 1934
- US supported corrupt regime, waiting for a viable alternative
- Castro liberates Cuba from corrupt regime
  - Expected to be well-received by the US
  - US suspicious which turns Castro off (Castro rejects Soviets; his communist brother talks to Soviets)
- Castro nationalizes US businesses in Cuba
- CIA begins counter-revolution efforts
- Castro comes to the United Nations – gives three hour praising communism
  - UN had expected him to give a quick five minute introduction asking for aid

#### *Bay of Pigs*

- Good initial plan but Kennedy handicaps the plan
  - Takes away air support and moves to a location far from mountains where they could conduct guerilla warfare
  - Dismal failure – KGB knew of plans, told Castro; eliminates any chance of success

#### *Cuban Missile Crisis*

- Why missiles in Cuba?
  - Protect Cuban communists as Soviet prestige
  - Counter US Turkish missiles
- US detects large number of movements to Cuba by Soviets (engineers, air defense system, etc)
  - Kennedy secures promise from Khrushchev to only move in defensive weapons
- Khrushchev moves in nuclear weapons (US detects)
  - Kennedy sets up quarantine, Soviet ships turn back
  - Shows Khrushchev not willing to fight a limited war at the risk of nuclear holocaust
- Consequences: turning point → showed how dangerous nuclear brinkmanship was
  - Both sides agree only to use nuclear weapons to defend NATO and Warsaw
  - Communists between countries improved
  - Politburo for Khrushchev to retire
  - US still has bad relations with Cuba

#### **Conclusions**

- Cold War's point of max danger
- Has impact to today

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## Civil Rights

08 November 2004 (Lecture #31)

- Reconstruction – US pushes aside black’s new rights and ability to vote in an effort to unify the nation
- The Progressive Movement (1897-1920) – effort to preserve (white) social order
  - Regressive for blacks (Jim Crow segregationist laws, Plessy v. Ferguson “separate but equal”)
  - African American response: NAACP funded in 1905; W.E.B. Dubois urged blacks to protest for equality
- The Great Depression – economic distress made civil rights a low priority
  - New Deal program brings many blacks to the Democratic party
- World War II – many African American given jobs as need grew in factories
  - African Americans largely confined to logistics in the military
- Truman Administration – progressive reform to maintain black votes for his party
  - Military desegregated – Civil Rights Commission created to protect voting rights
  - Lynching becomes a federal crime
  - Non-discrimination grants awarded
- Brown v. Board of Education – separate but equal is inherently unequal; strikes down Plessy v. Ferguson
  - Allows each state to proceed at its own pace to minimize social turmoil
- Eisenhower Administration – not committed to racial equality
  - Avoids the issue until forced by violence to act (Little Rock)
- The African American response
  - King – committed to non-violence and civil disobedience
  - Organized Montgomery bus boycott, sit-ins, freedom rides
- Kennedy tries response only when forced; promises legislation when 100s march on DC
- Johnson Administration – prohibits laws restricting majority of black from voting
- Blacks begin turning to violence which removes support from many tolerant whites
- Consequences of Civil Rights movement
  - Basis of political realignment
  - Won equality before the law but not yet socially

### Conclusions

- Decreased capacity for white resistance
  - Judiciary took the initiative and forced change
  - Johnson exerted presidential force
  - Northward migration – removed blacks from social conditions which silenced their vote
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## Decolonization and Escalation in Vietnam

10 November 2004 (Lecture #32)

- Decolonization – colonial independence greatly accelerated during the world wars
  - In post-WWII Asia, Japanese surrendered, leaving a power vacuum
  - US fills some voids, setting up democratic nations
  - French not willing to give up colonies – resorts to brutality to avoid another embarrassing loss
- Ho Chi Minh – wants Vietnamese independence
  - Likes US Constitution, etc. but turns to communism after WWI when the French reassert their authority

- Supported by US OSS (pre-CIA agents)
- After WWII, Ho Chi Minh becomes pres.: US officers are with him, US planes fly over, he quotes the Constitution
- French want the colony so they invade (US supports because they see the French as greater allies vs. communism)
- Forces Ho Chi Minh to communism
- Viet Cong formed to challenge South Vietnam government
  - Use violence and intimidation to terrorize to overthrow the local government
  - Government's inability to protect people and their random oppression turned people to communism

### Conclusions

- US motivated by Cold War and a fear of the domino effect
  - South Vietnam tainted with corruption
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### US Failure In Vietnam

12 November (continued 15 November) 2004 (Lecture #33)

- Tonkin Gulf Incident – US destroyers in international waters appeared to have been attacked (Scanty radar and other information; in reality, probably a misinterpretation)
  - Outrages the US public (“US attacked”) – Johnson gets a mandate from Congress
  - **í final** Parallels modern conflict in Iraq and WMD
- Escalation – LBJ did not plan on having 600,000 troops in Vietnam, but a slow increase
  - Does not work because North Vietnam, China, and Soviet support increase to match
- US
  - Draft a small minority
    - Most sent are volunteers
    - National Guard was a cop-out at this time
  - Personal commitment decreased as the US men saw the ARVN were not dedicated to their country or its gov.
  - Huge number of support troops to the number actually fighting (10:1 = low “tooth to tail ratio”)
  - Units had 12-month tours – they became unwilling to risk their lives as the end neared
- NVA – highly motivated, well-trained, and equipped by the Soviets and Chinese
  - “Mr. Charles” – good light infantry force (more formal than the Viet Cong, called Charlie)
- Tet Offensive – VC/NVA try to attack and force an uprising
  - 50,000 VC/NVA die (small US losses)
  - Devastates the VC – never again an effective fighting force; mostly just NVA now
- US anti-war movement
  - Public demonstrations
  - Draft card burning – respectable because they were willing to go to jail
  - Draft evasion – unrespectable
  - Treason? Fonda ...
  - A vocal minority – never more than 10% of the population (support never less than 40%)
- Impetus of the anti-war movement
  - Provided a different interpretation and discussion of the war
  - Undermined US moral basis in Vietnam
  - Increased Vietnamese resolve, decreased US resolve
  - Limited Nixon's options
  - Further polarized an already fragmented US society
- US withdrawal
  - Try to convince NV to give SV a “decent interval” before taking it
  - This would allow the US to leave and not appear to have lost the war
    - Did not ask for this explicitly and publicly to NV, but as the US pulled out, if NV attacked US airpower was called in to crush them (Linebacker, etc.)

- US puts pressure on the Soviets and Chinese to get NV to agree (both start to pull out and tell NV to give the US what they want or force a complete loss of their support)

### Conclusions

- The US was unprepared to fight a guerilla war
  - The war was doomed because SV was not committed to democracy and was corrupt and not supported by its people
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### Decolonization In The Middle East

17 November 2004 (Lecture #34)

- An artificial Israeli state was formed:
  - British formed the Jewish state (Balfour recommended it)
  - Jews grew to become a large portion of a population previously dominated by Arabs as the Holocaust occurs
- Nasser of Egypt calls Arabs to invade Israel
  - Egypt seizes the Suez Canal (Suez Canal War)
  - British land paratroopers to keep Egyptians in Africa as Israel conquers Sinai land (former Egyptian territory)
  - Soviets threaten nuclear war unless they withdraw and back Egypt
    - Israel and the UK withdraw
    - US forced to back Israel
- Six-day war – Israel preemptively strikes, takes Sinai, Gaza, and northern lands – keeps Egypt on other side of Suez
  - Returns all but Gaza in exchange for no more Arab aggression
  - Gaza is mostly Palestinian; source of current and ongoing major disputes
  - Israel wanted Gaza because it forms a very odd-shaped cutout from its country which was much harder to defend than a straight boundary line – being invaded from Gaza was like an interior attack

### Conclusions

- Middle East forces of nationalism too hard for Europeans to control
  - Continued source of disproportionate number of world conflicts
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### Post Industrial America

19 November 2004 (Lecture #35)

- Nixon – modest Quaker origin
  - Eisenhower's Vice president; does his dirty work
  - Loses to JFK in 1960 – as a result, he resorts to dirty politics and wins the presidency in 1968
- Vietnam consequences
  - Social – anti-establishment (hippie): rejection of past traditions and culture
  - Vietnam syndrome – defeatist national psyche
  - **final** Weinberger / Powell Doctrine: what is required for war
    - Clear exit strategy
    - Vital interests at stake
    - Has support
    - No other options
    - Powell Corollary: use decisive force to achieve victory with minimal casualties
  - Soviet adventurism – supports revolutions in many countries
    - Soviets in Afghanistan – Islam does not mix with communism (says religion is the opiate for the masses)
- US post-industrial economy
  - US failed to keep up – exports are less than imports after 1973
  - Transition to information and services
  - If the gap continues, prosperity will decrease
- Carter – moralist president; restores faith in the presidency but fails to offer economic solutions
  - Iran revolts and establishes a theocratic government – US economic interests lost

- Hostages taken – Carter fails to get them back
- Reagan elected over Carter (promises war to get the hostages back)
  - Hostages were released within an hour of his election
  - Assertive – he places an emphasis on strategic programs to put pressure and stress on the Soviets to keep up
  - Reagan applies force around the world

### Conclusions

- 80's: US began to reassert itself and came in direct conflict with Islamic fundamentalists
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## End Of The Cold War

22 November 2004 (Lecture #36)

- Reagan hardened the cold war – increased military funding
  - This stresses out the Soviet system, highlighting their economic deficiencies
- Gorbachev – Soviet lawyer who is seen as a loyal communist but a promising “new thinker”
  - Allowed to travel around Europe to study economists – puts him in touch with the average man
  - Gorbachev made economic minister and his reforms fix short-term problems
  - Made General Secretary in 1985 because party leaders realized new ideas were needed to fix the system
- Gorbachev's Policies
  - 1) Glasnost – “openness” – attempt to foster economic success through liberalization
  - 2) Perestroika – “restructuring” – tries to motivate people by making the economy more like capitalism by lifting some socialist controls (price controls, etc.)
  - 3) Made it clear he would not use force to maintain communism in Eastern Europe
    - Allows other countries to make changes to their systems without worrying about invasion by the Red Army
    - Gorbachev did not intend to break up the Soviet system
      - He wanted to invigorate the system through economic reform
      - Instead, states begin to leave communism
- In 1989, countries began to hold elections and democratizing
  - Poland is the first to go – nobody changed in the past four years because they feared the policy was superficial
- Berlin wall – a symbol of Soviet oppression and the cold war
  - As borders open in formerly communist countries, West Berliners go through them to get to democratic East Germ.
  - Politburo meets to decide whether to issue temporary passes, etc.
    - Man who issues their statement just answers questions and does not understand his statement
    - He basically tells the nation they can cross the border on international TV
    - Politburo does not know what to do as 10,000s mass and cross the wall
  - Gorbachev wakes up the next day and is shocked – asks the German Politburo how they could have let the people leave communism through such a large flood gate
- USSR disintegrates because it finally allows independent states to exercise their will
  - Many break off into ethnic groups (new countries)
  - Russia draws the line at Chechnya – decides it cannot let any more people go or nothing will be left

### Conclusions

- Liberalization of the USSR was pursued for economic reform
  - Collapse of the Soviet *empire* destabilized their former empire (much like late decolonization)
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## Globalism

29 November 2004 (Lecture #37)

- Not yet covered

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**New World Order**  
24 November 2004 (Lecture #38)

- Iraq had the 4<sup>th</sup> largest military
  - It found an excuse to invade Kuwait and planned to conquer Arabian oil too
  - Thatcher (UK) convinces Bus to stop the invasion
  - US technology decimates the army (100,000 Iraqis to 113 US dead)
- New World Order
  - Collective stability to bring peace
  - End WMD proliferation
  - Compromise and negotiate solutions to world problems
  - Economic development for peace and progress
    - Those who cannot support themselves resort to radical solutions
- Rogue nations – refuse to follow the rules, often because the US limits their aggression and power
  - Includes Iraq, Afghanistan, Libya, and North Korea
- US interventionism
  - Albright Doctrine – US has an obligation to stop human rights violations
  - Somalia – after the Cold War, US left and tribal factions began to fight – no central government to this day
  - Bosnia – ethnic groups fight; US, UK, and France setting up a federalist government
    - Federalism makes states interdependent (common money and military) but leaves communities in charge of local affairs

**Conclusions**

- US is searching for its new role as the world's only superpower
- Some nations see that reality and cooperate while others become rogue states and define international conflict

(Note: this lecture's presentation date was switched with Globalism)

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**The 21<sup>st</sup> Century**  
01 December 2004 (Lecture #39)

- Not yet covered
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**American Ideals in Practice**  
03 December 2004 (Lecture #40)

- Not yet covered
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