**Imperialism**

1. Imperialism
   1. Definition
      1. Stronger nations attempt to create empires by dominating weaker nations.
   2. Context
      1. Late 1800s is peak of imperialism, with much of Africa and Asia under foreign domination.
      2. A major departure of the US policy of “isolation” to involvement in world affairs.
   3. Causes
      1. Economic
         1. The growth of industry increased the need for natural resources.
      2. Commerce
         1. New markets and expansion of trade into Asia & Latin America.
      3. Nationalistic
         1. European nations competed for large empires was the result of a rise in nationalism
      4. Military
         1. Europe had better armies than Africa and Asia, and it needed bases around the world to refuel and supply navy ships.
      5. Humanitarian
         1. Desire/duty to spread western civilizations to other countries.
   4. For Expansion Arguments
      1. Reasons
         1. Keep up with European nations
         2. Desire for prestige
         3. Theory of racial superiority
         4. Provide market for surplus goods and investments
      2. Imperialists
         1. Theodore Roosevelt
         2. William McKinley
         3. William Randolph Hearst
         4. Joseph Pulitzer
   5. Against Expansion
      1. Reasons
         1. America’s vastness provided enough of an outlet for the country’s energies
         2. America should not rule over other peoples
      2. Anti-Imperialist League
         1. Mark Twain
         2. Andrew Carnegie
         3. Susan B. Anthony
         4. Jane Addams
2. Causes
   1. Commercial/Business Interests
      1. American Foreign Trade: 1870-1914
   2. Military/Strategic Interests
      1. Alfred T. Mahan wrote *The Influence of Sea Power on History: 1660-1783*
      2. The Monroe Doctrine
         1. Originally meant that the United States declared itself neutral in European wars and warned other nations to stay out of the Western Hemisphere.
         2. Later, interpreted to mean a more active role to protect the interests of the US.
   3. Nationalistic
      1. European nations colonizing--US needed to do the same or become an insignificant county.
   4. Humanitarian Reasoning
      1. Social Darwinist Thinking
      2. The White Man’s Burden: to civilize the world
         1. Rudyard Kipling’s Poem
   5. Religious/Missionary Interests
      1. American Missionaries in China, 1905
3. Expanding U.S. Interests
   1. Japan
      1. Commodore Matthew Perry Opens Up Japan: 1853
   2. Alaska (Seward’s Folly)
      1. In 1867, Secretary of State William Seward bought Alaska from Russia for $7.2 million.
   3. Midway Islands (Pacific Ocean)
      1. Seward bought the Midway Islands for use as repairing and refueling stations for navy.
   4. Hawaii
      1. Hawaii becomes a U. S. Protectorate in 1849 by virtue of economic treaties.
      2. 1875 – Reciprocity Treaty
      3. 1890 – McKinley Tariff
      4. 1893 – American businessmen backed an uprising against Queen Liliuokalani.
      5. Sanford Ballard Dole proclaims the Republic of Hawaii in 1894.
4. Spanish American War
   1. Background
      1. Spain controlled Cuba since 1500’s.
      2. Cubans wanted their independence from Spain
      3. Spanish brutality towards Cubans
         1. The Butcher---Valeriano Weyler
   2. Causes
      1. Yellow Press/Journalism
         1. Sensationalistic News
         2. Editors of Largest Newspapers
            1. Joseph Pulitzer & William Randolph Hearst
            2. Hearst was heard to say, “Supply me with pictures and I’ll give you a war”.
         3. “Yellow Press” propaganda led Americans to support war with Spain.
      2. Spanish Ambassador de Lôme insulted President McKinley.
      3. The USS Maine exploded
         1. Cuba is 90 miles from U.S. and US wanted to protect trade
         2. American citizens threatened by revolution in Cuba.
         3. Pres. McKinley sent USS Maine to rescue US citizens.
         4. USS Maine---260 US sailors killed
         5. Polarized Americans to support the war against Spain.
   3. Teller Amendment
      1. US wants to help Cuba gains its independence and would not seek any land gains from Cuba.
   4. Course of the War
      1. War is declared April 17, 1898
      2. May 1, 1898: The United States launched a surprise attack in Manila Bay and destroyed Spain’s entire Pacific fleet in seven hours.
         1. Commodore Dewey Captures Manila.
      3. July 1: Roosevelt led the Rough Riders up San Juan Hill.
         1. Captured San Juan Hill and led to the end of the war once Santiago was surrendered.
         2. Became a hero of the Spanish American War.
      4. July 3: The United States Navy sank the remaining Spanish ships.
   5. Treaty of Paris, 1898
      1. Cuba receives independence.
         1. Cuba drafted a constitution in 1900 that did not allow for U.S. involvement.
         2. U.S. only agreed to remove its troops if Cuba included the Platt Amendment.
            1. Allowed for U.S. naval bases on island and intervention whenever necessary.
      2. Spain gave up the Philippines, Guam, and Puerto Rico to the US in return for $20 million.
         1. The island nations then became unincorporated territories of the United States.
   6. Puerto Rico
      1. Puerto Rico strategic post in Caribbean, for protection of future canal
      2. 1900, Foraker Act sets up civil government
         1. president appoints governor, upper house
      3. 1917-Puerto Ricans made U.S. citizens; elect both houses
5. Imperialism with Asia
   1. Philippines
      1. Causes
         1. Erupted between the nationalists and U.S. troops stationed on the islands.
         2. Filipinos adopted guerilla tactics.
         3. U.S. army responded by rounding peasants into "reconcentration camps"
      2. U.S. troops declared entire areas battle zones
         1. 4,200 American and 20,000 Filipino soldiers are thought to have been killed.
      3. Emilio Aguinaldo
         1. Leader of the Filipino Uprising.
         2. US captured and he pledged allegiance to the United States.
      4. July 4, 1946: Philippine independence
   2. China
      1. Spheres of influence
         1. Areas in a country where a foreign nation claims sole rights to trade and invest.
      2. Open Door Policy
         1. Secretary of State John Hay, proposed the Open Door Notes to the European powers to respect the territorial integrity of China and for trade rights.
      3. Boxer Rebellion
         1. Chinese nationalists fight to remove foreigners, 1899-1900….US troops were sent to put this down along with European troops
         2. Secret society, known as the Fists of Righteous Harmony
         3. Foreigners called members "Boxers" because they practiced martial arts.
         4. Believed that they had a magical power, and that foreign bullets could not harm them.
         5. Their cause was to expel all "foreign devils from China.
         6. The Boxer’s new slogan -- "Support China, kill the foreigner!”
         7. US and European nations sent troops to put down rebellion.
         8. Chinese govt. ordered to pay $333 million to European nations for damages and expand their trade.
   3. Russo-Japanese War
      1. Roosevelt acted as the mediator between the two warring nations
      2. Wins the Nobel Peace Prize in 1906.
      3. Concerned about US self-interest:
         1. Japanese expansion, Open Door Policy, Philippines
      4. Portsmouth Treaty
         1. Japan controls some of the territorial gains from the war.
         2. Russia and Japan would split the Sakhalin Island
         3. Japanese agreement to stop fighting and expanding
         4. Secret agreement between Roosevelt and Japan over Korea and free trade.
         5. Japan rivals the US for dominance in the South Pacific.
         6. US relations between Russia and Japanese decrease.
   4. Japan
      1. Keep good relations with Japan and prevent war.
      2. Countries feared Japan because they were the power in the Pacific along with the US.
      3. Gentlemen’s Agreement: 1907
         1. Japanese children discriminated against and segregated in San Francisco schools.
         2. TR negotiated with Japanese that discrimination and segregation would stop and in return, Japan agreed to stop the flow of Japanese immigrants to the US.
6. Panama Canal
   1. Causes
      1. Need quick access to Atlantic & Pacific
      2. Military protection of territories (Cuba, Puerto Rico, Guam, Philippines)
      3. Trade & economic value would increase
      4. Americans needed a shorter route between the Atlantic and Pacific oceans.
   2. Background
      1. French company bought a 25-year concession from Colombia to build Panama Canal.
      2. Defeated by yellow fever and mismanagement, the company abandoned the project and offered its remaining rights to the United States for $100 million.
   3. U.S Involvement
      1. U.S. Negotiations with Columbia failed.
      2. Roosevelt instigates the Panamanian Revolution to overthrow the Colombian government.
      3. Revolution is successful and the US recognizes Panama as an independent nation.
      4. US negotiated Hay-Bunau-Varilla Treaty which gave US the land for the canal.
         1. Paid Panama $10 million for the strip of land and a $250,000 yearly rental fee.
   4. Effect
      1. Began in 1904 and completed by 1914
      2. Dr. Walter Reed found ways to deal with yellow fever
      3. Eventually Panama would regain the Canal zone (Jan. 1, 2000, the canal zone returned)
7. The Roosevelt Corollary to the Monroe Doctrine
   1. The United States will act as “an international police power” in the Western Hemisphere and intervene to prevent intervention by other powers.
   2. Big Stick Policy
      1. US foreign policy, ask first but bring along a big army to help convince them.
      2. Threaten to use force, act as international policemen.
      3. It was his foreign policy in Latin America and Asia.
      4. “Speak softly and carry a big stick and you will go far.”
      5. Roosevelt used this old African proverb to guide his foreign policy.
   3. Roosevelt in Latin America — The United States often intervened in Latin America.
      1. Roosevelt first used the Corollary to act in the Dominican Republic in 1904, which at the time was severely indebted and becoming a failed state.
      2. Dispatched two warships and demanded the customs house be turned over to U.S. negotiators, who then used a percentage of the proceeds to pay foreign creditors.
   4. Roosevelt’s Great White Fleet
      1. 1907-1909 - Sent the Navy on a world tour to show the world the U.S. naval power.

**Progressivism**

1. Progressives (1890 to 1917)
   1. Background
      1. Reformers attempting to solve problems caused by industry, growth of cities & laissez faire.
   2. Members

White Protestants

Middle class and native born.

College Educated Professionals

Social workers

Preachers

Writers

* 1. Beliefs
     1. Reform = Progress
        1. Always possible and good
     2. Progress not inevitable but blocked by ignorance and corruption
     3. Everyone / everything can be improved
        1. Traditions = automatically suspect
     4. Experts can ALWAYS find one best way
     5. Education & Purity always = progress.
     6. Mission = Progress for world
  2. History
     1. The Grange—1867---local level
     2. Farmer’s Alliance---state level
     3. Populist Party--national level
  3. Adopt Populist Ideas
     1. Move away from laissez faire with government regulating industry
     2. Make US government responsive to the people (voting)
     3. Limit power of the political bosses.
     4. Improve worker’s rights, conditions for poor and immigrants
     5. Clean up the cities
     6. End segregation and Jim Crow

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| Populists | Progressives |
| * Rural | * Cities |
| * Poor and Uneducated | * Middle class and educated |
| * Too Radical | * Political Mainstream |
| * Failed | * Success |

1. Areas to Reform and Reformers
   1. Political Democracy
      1. Give the government back to the people, get more people voting and end corruption with political machines.
   2. Social Justice
      1. Improve working conditions in industry, regulate unfair business practices, eliminate child labor, help immigrants and the poor
   3. Economic Reforms
      1. Fairness & opportunity in work world, regulate unfair trusts & bring about changes in labor.
      2. Demonstrate to common people that U.S. Government is in charge and not the industrialists.
   4. Civil Rights
      1. Working to end segregation and lynching and promote economic opportunity for minorities
   5. Conservation
      1. Preserve natural resources and the environment
   6. Muckrakers
      1. Journalists and photographers who exposed the abuses of wealth and power.
      2. They felt it was their job to write and expose corruption in industry, cities and government.
      3. Progressives exposed corruption but often offered no solutions.
      4. Believed that if public could only see or read for itself there would be an outcry and people would want to help make conditions better to demand the government to make reforms.
      5. “Digging up the dirt” = Investigative Journalism
2. Political Democracy
   1. Goal
      1. Reform local and state governments by introducing direct involvement of the people.
      2. At the national level, women’s suffrage and direct election of the U.S. Senate
   2. Muckrakers
      1. Thomas Nast
         1. Political Cartoons
         2. Political corruption by NYC's political machine, Tammany Hall, led by Boss Tweed.
   3. Local Level
      1. City Commissioner Plan
         1. Cities hired experts in different fields to run a single aspect of city government. For example, the sanitation commissioner would be in charge of garbage and sewage.
      2. City Manager Plan
         1. Professional city manager is hired to run each department of the city and report directly to the city council.
   4. State Level
      1. Recall
         1. Allows voters to petition to have an elected representative removed from office.
      2. Initiative/Referendum
         1. Allows voters to decide if a bill or proposed amendment should be passed.
      3. Australian Ballot
         1. Privacy at the ballot box ensures that citizens can cast votes without party bosses knowing how they voted.
         2. Printed at public expense and given out only at the polls
         3. Vote in secret and lists names of all candidates and their parties
      4. Direct Primary
         1. Ensures that voters select candidates to run for office, rather than party bosses.
            1. 1790 to 1828

Caucus---small group of individuals who would choose a candidate

* + - * 1. 1828 to 1900

Convention---members from the political parties nominate a candidate

* + - * 1. 1900 to Present

Direct Primary---allow registered voters to choose a candidate

* 1. National Level
     1. 17th Amendment or Direct Election of Senators (1913)
        1. Increased voters’ power and reduced corruption in Senate
     2. 19th Amendment or Women’s Suffrage (1920)
        1. Women won the right to vote
     3. Preparing the Way for Suffrage
        1. American women first demanded suffrage in 1848 at the Seneca Falls Convention.
        2. The movement eventually split into two groups:
        3. National Woman Suffrage Association fought for a constitutional amendment.
        4. American Woman Suffrage Association fought to win voting rights on the state level.
        5. In 1890, Wyoming became the first state to grant women suffrage.
     4. Leaders
        1. Susan B. Anthony and Elizabeth Cady Stanton, leaders of the suffrage movement, died without seeing the victory of women’s suffrage.
        2. In 1872, in an act of civil disobedience, a suffrage leader, Susan B. Anthony, insisted on voting in Rochester, New York. She was arrested for this act.
        3. At the turn of the century, Carrie Chapman Catt became the leader of the National American Woman Suffrage Association (NAWSA).
        4. She led the movement from 1900 to 1904 and again after 1915.
        5. In March 1913 Alice Paul and Lucy Burns organized a parade of 5,000 women in Washington, D.C.

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| National Woman Suffrage Association (NWSA) | American Woman Suffrage Association (AWSA) |
| * Constitutional Amendment | * Individual State Suffrage |
| * Winning suffrage by a constitutional amendment | * Winning suffrage state by state |
| * The first federal amendment was introduced in Congress in 1868 and stalled. | * State suffrage seemed more successful than a constitutional amendment. |
| * In 1878, suffragists introduced a new amendment. | * Survival on the frontier required the combined efforts of men and women and encouraged a greater sense of equality. |
| * Stalled again, the bill was not debated again until 1887. It was defeated by the Senate. | * Western states were more likely to allow women the right to vote. |
| * The bill was not debated again until 1913. |  |

1. Social Justice
   1. Goal
      1. to improve working conditions, eliminate child labor, end segregation, assimilate immigrants and help the poor.
   2. Muckrakers
      1. Jacob Riis
         1. *How the Other Half Lives* (1890)
            1. Living conditions of the urban poor; focused on tenements.
            2. NYC passed building codes to promote safety and health.
      2. John Spargo
         1. *The Bitter Cry of the Children* (1906)
            1. Child labor in the factories and education for children.
            2. Ending child labor and increased enrollment in schooling.
      3. Upton Sinclair
         1. *The Jungle* (1906)
            1. Investigated dangerous working conditions and unsanitary procedures in the meat-packing industry in Chicago
            2. In 1906 the Meat Inspection Act and Pure Food and Drug Act were passed
   3. Local Level
      1. Margaret Sanger
         1. Educated urban poor about the benefits of family planning through birth control.
         2. She founded the organization that became Planned Parenthood.
      2. The Social Gospel Movement
         1. Sought to apply the gospel teachings of Christ. Preached salvation through service to poor
      3. The Settlement Movement
         1. Run by college-educated women reformers working to relieve urban poverty
         2. Moved into poor communities
         3. Their settlement houses served as community centers and social service agencies.
         4. Hull House, founded by Jane Addams a model settlement house in Chicago, offered cultural events, classes, childcare, employment assistance, and health-care clinics.
         5. provide educational, cultural, social services
         6. help with personal, job, financial problems
         7. By 1900 more than 400 houses had been established in major cities across the US.
   4. State Level
      1. Hiram Johnson---Governor of Calif.
         1. Worker’s compensation
         2. State insurance supported workers injured on the job.
      2. Robert La Follette---Gov. of Wisconsin
         1. Wisconsin Idea
            1. Universities are meant to help create public policy that benefits the most
            2. Primaries, Workman’s Compensation, Regulation of Railroads
         2. Taxes on incomes and corporations
   5. National Level
      1. Pure Food and Drug Act (1906/1911) Roosevelt
         1. Required that companies accurately label the ingredients contained in processed food.
      2. Meat Inspection Act (1906) Roosevelt
         1. Law required that meat processing plants be inspected to ensure the use of good meat and health-minded procedures.
      3. Federal Reserve Act (1913) Wilson
         1. Created 12 district Federal Reserve Banks, able to issue new currency and loan member banks funds at prime interest rate, as established by Federal Reserve Board.
      4. 16th Amendment: Income Tax (1913)
         1. Progressive income tax assigned higher tax rates to people with higher incomes.
      5. Keating-Owen Act (1916) Wilson
         1. Enacted by U.S. Congress prohibiting the sale in interstate commerce of goods manufactured by children. Act declared unconstitutional by the US Supreme Court
      6. 18th Amendment or Prohibition (1919)
         1. Banned manufacture and sale of alcoholic beverages
2. Prohibition
   1. Background
      1. Movement begins at the local, state levels and eventually effects the national level…..
   2. Leaders
      1. Frances Willard
      2. Carrie Nation
      3. Anti-Saloon League
      4. WCTU or Women’s Christian Temperance Union
   3. Women's Christian Temperance Union
      1. Founded in Cleveland, Ohio, in 1874, it used educational, social, and political means to promote issues ranging from health and hygiene, prison reform and world peace.
      2. Most successful work was in alerting the nation of the evils of alcohol and promoting legislation to outlaw it.
      3. Passage of the 18th Amendment in 1919 to outlaw alcohol.
   4. Carrie A. Nation
      1. Would march into a bar and sing and pray, while smashing the bar and stock with a hatchet.
      2. Between 1900 and 1910, she was arrested some 30 times, and paid her jail fines from lecture-tour fees and sales of souvenir hatchets.
      3. Changed her name to Carry A. Nation and referred to herself as “A Home Defender”.
3. Economic Reforms
   1. Goal
      1. Fairness & opportunity in work world, regulate unfair trusts & bring about changes in labor.
      2. Demonstrate to common people that U.S. Government is in charge and not the industrialists.
   2. Muckrakers
      1. Frank Norris
         1. *The Octopus* (1901)
            1. This fictional book exposed monopolistic railroad practices in California.
         2. In *Northern Securities v. U.S.* (1904), the holding company controlling railroads in the Northwest was broken up.
      2. Ida Tarbell
         1. "History of Standard Oil Company" in McClure's Magazine (1904)
         2. Exposed the ruthless tactics of the Standard Oil Company through a series of articles published in McClure's Magazine.
         3. In *Standard Oil v. U.S.* (1911), the company was declared a monopoly and broken up.
   3. National Level
      1. Elkins Act (1903) Roosevelt
         1. Outlawed the use of rebates by railroad officials or shippers.
      2. Hepburn Act (1906) Roosevelt
         1. Strengthened the Interstate Commerce Commission, allowing it to set maximum railroad rates.
      3. Underwood Tariff (1913) Wilson
         1. Substantially reduced import fees and enacted a graduated income tax (under the approval of the recent 16th Amendment
      4. Clayton Antitrust Act (1914) Wilson
         1. Strengthened the Sherman Antitrust Act by outlawing the creation of a monopoly through any means, and stated that unions were not subject to antitrust legislation.
      5. Federal Trade Act (1914) Wilson
         1. Established the Federal Trade Commission, charged with investigating unfair business practices including monopolistic activity and inaccurate product labeling.
4. Civil Rights
   1. Goal
      1. Working to end segregation and lynching and promote economic opportunity for minorities
   2. Segregation
      1. After Reconstruction, there were several ways that Southern states kept Blacks from voting and segregated, or separating people by the color of their skin in public facilities.
      2. Jim Crow laws, laws at the local and state level which segregated whites from blacks and kept African Americans as 2nd class citizens and from voting.
   3. Plessy vs. Ferguson, 1896
      1. Supreme Court legalized segregation throughout the nation.
      2. “Separate but Equal” as long as public facilities were equal
      3. Problem: Black facilities never equal to White facilities
      4. US would be segregated until the 1960’s.
   4. Booker T. Washington (Southern Perspective)
      1. How do Black Americans overcome segregation?
         1. Former slave
         2. Wrote a book, *Up From Slavery*
         3. Don’t confront segregation head on
         4. Before achieving equality in society--must be self-sufficient like most Americans
         5. Stressed vocational education for Black Americans
         6. Gradualism and economic self-sufficiency
         7. Founder of Tuskegee Institute
      2. Atlanta Compromise
         1. Speech given by Booker T. Washington in Atlanta, Sept. 18, 1895, at the Atlanta World Exposition.
         2. Many of those who viewed this speech saw it as a willingness on the part of Washington to accept social inequality in return for economic equality and security for the southern blacks.
   5. W.E.B. Dubois (Northern Perspective)
      1. How do Black Americans overcome segregation?
         1. Fought for immediate Black equality in society
         2. Talented 10%:
            1. Top 10% of the Black population be placed into places of higher education
         3. Gain equality by breaking into power structure
         4. Founder of National Association for the Advancement of Colored People (NAACP)
      2. Niagara Movement
         1. Begins in 1906 in a meeting at Niagara Falls, Canada in opposition to Booker T. Washington’s philosophy of accepting segregation.
         2. Encourage of Black pride
         3. Uncompromising demand for full political and civil equality
         4. No acceptance of segregation----opposed Booker T. Washington’s “gradualism”.
         5. Gain acceptance of white reformers.
         6. Creation of NAACP in 1906 with Dubois as editor of NAACP’s journal, *The Crisis*
         7. Other Black groups formed to support Dubois, National Urban League in 1911
   6. Ida B. Wells
      1. *A Red Record* (1895)
      2. Provided statistics on the lynching of African-Americans. NAACP joined the fight for Federal anti-lynching legislation.
5. Conservation
   1. Goal
      1. Preserve natural resources and the environment
   2. Conservation
      1. Definition
         1. Social value in the conservation of land and resources, with eye toward sustainability over time, but also the need to manage the resources provided by the land to best balance the benefit to society with social and economic values.
      2. Policies
         1. National Reclamation Act (1902) Roosevelt
            1. Encouraged conservation by allowing the building of dams and irrigations systems using money from the sale of public lands.to increase farming land
         2. National Forest Service (1905) Roosevelt
            1. Grew to protect and utilize millions of acres of forest on public land.
   3. Preservation
      1. Definition
         1. Social value in the preservation of natural beauty of landscape and preservation in natural state that trumps economic value.
      2. Policies
         1. Antiquities Act (1906) Roosevelt
            1. allow President to set aside areas of federal lands as national monuments
         2. National Park Service (1916) Wilson
            1. is the U.S. federal agency that manages all national parks, many national monuments, and other conservation and historical properties with various title designations.
6. Theodore Roosevelt
   1. Beliefs
      1. Believed in capitalism but believed that the system must be regulated by US Govt.
      2. Was a Hamiltonian but for the betterment of the “common man” as opposed to the elite.
      3. Believed U.S. Gov’t was running the country and not the rich or corrupt industrialists.
      4. U.S. involvement with “regulatory agencies”🡪Similar to “checks and balances”
   2. Square Deal
      1. Reforms of the Progressives start with President Roosevelt….
   3. Areas which he wanted to reform and use the “bully pulpit” of the Presidency were the following:
      1. Bad Trusts vs. Good Trusts
      2. Take the side of labor
      3. Railroads
      4. Limiting corruption in the workplace
      5. Conservation
   4. Trustbusting
      1. Filed more than 40 anti-trust suits using the Sherman Anti-Trust Act.
         1. Northern Securities
         2. Standard Oil
         3. Swift Beef
   5. Anthracite 1903 Coal Strike
      1. Union wanted shorter days and higher wages and owners would not negotiate.
      2. Winter, nation needed coal to heat homes.
      3. TR calls a White House Conference.
      4. TR threatens to send in troops to run mines
      5. Owners back down and TR becomes the “hero” of the common working man.
      6. Importance: First time US Govt. took the side of labor in a dispute.
   6. Consumer Safety
      1. Reading The Jungle, TR brought about reform in proposing and signing into law the Meat Inspection Act, 1906
         1. All meat sold must inspected
         2. Must be marked by Federal inspectors and graded.
         3. Meat industry cleaned up.
         4. Fish is regulated.
      2. Pure Food and Drug Act, 1906
         1. Federal inspection to all packaged foods and drugs.
         2. Labels with medicine as well as food.
         3. Contents of food and drug packages must be listed
         4. All additives/chemicals must be listed on labels.
         5. FDA today or Food and Drug Administration
   7. Railroad Reforms to boost the Interstate Commerce Commission.
      1. Elkins Act
         1. Anti-Rebate Act or Anti- Kick Back Act
         2. Regulates common carriers of people and freight, UPS, Greyhound, Amtrak, etc.
      2. Hepburn Act
         1. Regulates rates for passengers and freight
         2. Air travel cost controls
         3. Air freight price controls
   8. TR’s Conservation Policy
      1. 125,000 acres in reserve
      2. National Reclamation Act 1902
         1. 25 water projects
      3. National Reclamation Act gave birth to the Newlands Irrigation Project.
         1. Free land to Homesteaders who wanted to farm Lahontan Valley.
         2. Dairy farming, hay, beef and sugar beets
         3. Lake Lahontan and dam built in operation by 1914
7. Taft's Presidency
   1. Trustbuster
      1. Continued and expanded Roosevelt’s work in trustbusting
      2. Brought 70 cases in 4 years compared to Roosevelt’s 40 in 7 years
   2. Federal Children’s Bureau
      1. Bureau shall investigate all matters pertaining to the welfare of children and child life among all classes of our people,
      2. Investigate infant mortality, the birth-rate, orphanage, juvenile courts, desertion, dangerous occupations, accidents and diseases of children, employment, legislation affecting children in the several states and territories.
   3. Creation of a Department of Labor
      1. Split the Department of Commerce and Labor into two separate cabinets departments
   4. Required 8 hr. workday for federal contractor workers
   5. Mann-Elkins Act
      1. Strengthened government’s ability to regulate communication
   6. Aligns with Conservative Republicans and splits with Roosevelt’s Progressives.
   7. Ballinger-Pinchot Controversy
      1. Gifford Pinchot, head of the US Forestry Service, was dismissed by President Taft.
      2. Pinchot had helped expose some corruption in the Department of the Interior in their granting of coal field claims in Alaska.
      3. Pinchot was a friend of T. Roosevelt and this showed Taft was not following TR’s policies
8. The 1912 Election
   1. Key Issues
      1. TR runs against Taft for the Republican nomination.
      2. TR is not nominated for the Republican nomination because the Conservatives supported Taft.
      3. TR forms his own party called the Progressive “Bull Moose” Party
      4. As a result, TR splits the Republican Party and Woodrow Wilson (Democrat) will be elected.

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| Roosevelt’s New Nationalism | Wilson's New Freedom |
| * Favored an active government role in economic and social affairs. | Goal: Favored an active role in economic and social affairs. |
| * Good vs. bad trusts which were regulated by the U.S. Govt. | Favored small businesses and the free functioning and unregulated and unmonopolized markets. |
| * Continuation of his Square Deal policies. | Tackle the “triple wall of privilege”: the tariff, the banks, and the trusts. |
| * Direct Election of Senators | Similar to Roosevelt’s New Nationalism |
| * Tariff reduction |  |
| * Presidential primaries |  |
| * Regulation of monopolies |  |
| * End child labor |  |
| * Women’s suffrage |  |

1. Woodrow Wilson’s Presidency
   1. Wilson passes quite a bit of legislation which was similar to Roosevelt’s New Nationalism….
      1. Federal Trade Commission
      2. 16th Amendment
      3. Underwood Tariff Bill
      4. Federal Reserve Act
      5. Clayton Anti-Trust Act
      6. Keating-Owen Act
   2. Progressive Movement ends in 1917 with US entrance into WWI
   3. Wilson’s time is devoted to the WWI instead of the Progressive Reforms.

#### The White Man's Burden by Rudyard Kipling

Take up the White Man's burden, Send forth the best ye breed  
  Go bind your sons to exile, to serve your captives' need;  
To wait in heavy harness, On fluttered folk and wild--  
  Your new-caught, sullen peoples, Half-devil and half-child.  
  
Take up the White Man's burden, In patience to abide,  
  To veil the threat of terror And check the show of pride;  
By open speech and simple, An hundred times made plain  
  To seek another's profit, And work another's gain.  
  
Take up the White Man's burden, The savage wars of peace--  
  Fill full the mouth of Famine And bid the sickness cease;  
And when your goal is nearest The end for others sought,  
  Watch sloth and heathen Folly Bring all your hopes to nought.  
  
Take up the White Man's burden, No tawdry rule of kings,  
  But toil of serf and sweeper, The tale of common things.  
The ports ye shall not enter, The roads ye shall not tread,  
  Go mark[[14]](http://en.wikipedia.org/wiki/The_White_Man's_Burden" \l "cite_note-14) them with your living, And mark them with your dead.  
  
Take up the White Man's burden And reap his old reward:  
  The blame of those ye better, The hate of those ye guard--  
The cry of hosts ye humour (Ah, slowly!) toward the light:--  
  "Why brought he us from bondage, Our loved Egyptian night?"  
  
Take up the White Man's burden, Ye dare not stoop to less--  
  Nor call too loud on Freedom To cloke your weariness;  
By all ye cry or whisper, By all ye leave or do,  
  The silent, sullen peoples Shall weigh your gods and you.  
  
Take up the White Man's burden, Have done with childish days--  
The lightly proferred laurel, The easy, ungrudged praise.  
Comes now, to search your manhood, through all the thankless years  
Cold, edged with dear-bought wisdom, The judgment of your peers!

**The Real White Man’s Burden by Ernest Crosby**

*With apologies to Rudyard Kipling*

Take up the White Man’s burden, Send forth your sturdy kin,

And load them down with Bibles, And cannon-balls and gin.

Throw in a few diseases, To spread the tropic climes,

For there the healthy niggers, Are quite behind the times.

And don’t forget the factories. On those benighted shores

They have no cheerful iron mills, Nor eke department stores.

They never work twelve hours a day, And live in strange content,

Altho they never have to pay A single sou of rent.

Take up the White Man’s burden, And teach the Philippines

What interest and taxes are And what a mortgage means.

Give them electrocution chairs, And prisons, too, galore,

And if they seem inclined to kick, Then spill their heathen gore.

They need our labor question, too, And politics and fraud—

We’ve made a pretty mess at home, Let’s make a mess abroad.

And let us ever humbly pray The Lord of Hosts may deign

To stir our feeble memories Lest we forget—the *Maine.*

Take up the White’s Man’s burden. To you who thus succeed

In civilizing savage hordes, They owe a debt, indeed;

Concessions, pensions, salaries, And privilege and right—

With outstretched hands you raised to bless Grab everything in sight.

Take up the White Man’s burden And if you write in verse,

Flatter your nation’s vices And strive to make them worse.

Then learn that if with pious words You ornament each phrase,

In a world of canting hypocrites This kind of business pays.

**Document 1**

Source: E. E. Cooper, African American editor of the Washington, D.C., newspaper *Colored American*, newspaper articles, 1898.

March 19: [The war with Spain will result in a] quickened sense of our duty toward one another, and a loftier conception of the obligations of government to its humblest citizen. . . . April 30: [Black participation in the war will bring about] an era of good feeling the country over and cement the races into a more compact brotherhood through perfect unity of purpose and patriotic affinity [where White people will] . . . unloose themselves from the bondage of racial prejudice.

**Document 2**

Source: William Graham Sumner, sociology professor at Yale University, "The Conquest of the United States by Spain," speech given at Yale in 1899.

The Americans have been committed from the outset to the doctrine that all men are equal. We have elevated it into an absolute doctrine as a part of the theory of our social and political fabric. . . . It is an astonishing event that we have lived to see American arms carry this domestic dogma out where it must be tested in its application to uncivilized and half-civilized peoples. At the first touch of the test we throw the doctrine away and adopt the Spanish doctrine. We are told by all the imperialists that these people are not fit for liberty and self-government; that it is rebellion for them to resist our beneficence; that we must send fleets and armies to kill them if they do it; that we must devise a government for them and administer it ourselves; that we may buy them or sell them as we please, and dispose of their "trade" for our own advantage. What is that but the policy of Spain to her dependencies? What can we expect as a consequence of it? Nothing but that it will bring us where Spain is now.

**Document 3**

Source: Statement attributed to President William McKinley, describing to a church delegation the decision to acquire the Philippines, 1899.

When next I realized that the Philippines had dropped into our laps, I confess I did not know what to do with them. I sought counsel from all sides—Democrats as well as Republicans—but got little help. . . . I walked the floor of the White House night after night until midnight; and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed to Almighty God for light and guidance more than one night. And one night late it came to me this way—I don't know how it was, but it came:

1. That we could not give them back to Spain—that would be cowardly and dishonorable;
2. That we could not turn them over to France or Germany, our commercial rivals in the Orient—that would be bad business and discreditable;
3. That we could not leave them to themselves—they were unfit for self-government, and they would soon have anarchy and misrule worse than Spain's was; and
4. That there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them and by God's grace do the very best we could by them. . . .

And then I went to bed and went to sleep, and slept soundly, and the next morning I sent for the chief engineer of the War Departmentour map-maker, and I told him to put the Philippines on the map of the United States [pointing to a large map on the wall of his office], and there they are and there they will stay while I am president!

**Document 4**

Source: Jane Addams, social reformer, "Democracy or Militarism," speech given in Chicago, 1899.

Some of us were beginning to hope that . . . we were ready to accept the peace ideal . . . to recognize that . . . the man who irrigates a plain [is] greater than he who lays it waste. Then came the Spanish war, with its gilt and lace and tinsel, and again the moral issues are confused with exhibitions of brutality. For ten years I have lived in a neighborhood which is by no means criminal, and yet during last October and November we were startled by seven murders within a radius of ten blocks. A little investigation of details and motives . . . made it not in the least difficult to trace the murders back to the influence of the war. . . .The newspapers, the theatrical posters, the street conversations for weeks had to do with war and bloodshed. The little children on the street played at war, . . . killing Spaniards. The humane instinct . . . gives way, and the barbaric instinct asserts itself.

**Document 5**

Source: Theodore Roosevelt, "The Strenuous Life," speech given to business owners and local leaders, Chicago, 1899.

The Philippines offer a [grave] problem. . . . Many of their people are utterly unfit for self-government, and show no signs of becoming fit. Others may in time become fit but at present can only take part in self-government under a wise supervision, at once firm and beneficent. We have driven Spanish tyranny from the islands. If we now let it be replaced by savage anarchy, our work has been for harm and not for good. I have scant patience with those who fear to undertake the task of governing the Philippines, and who openly avow that they do fear to undertake it, or that they shrink from it because of the expense and trouble; but I have even scanter patience with those who make a pretense of humanitarianism to hide and cover their timidity, and who cant about "liberty" and the "consent of the governed," in order to excuse themselves for their unwillingness to play the part of men. . . . Their doctrines condemn your forefathers and mine for ever having settled in these United States.

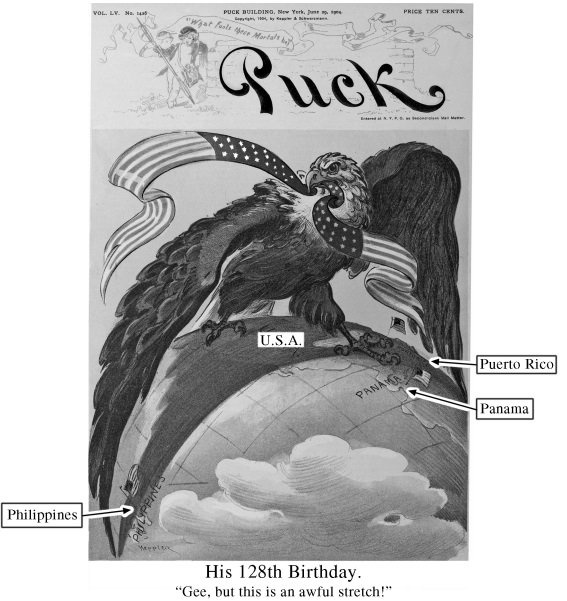
**Document 6**

Source: William Jennings Bryan speech, campaign for the presidency, 1900.

Imperialism is the policy of an empire. And an empire is a nation composed of different races, living under varying forms of government. A republic cannot be an empire, for a republic rests upon the theory that the government derive their powers from the consent of the governed and colonialism violates this theory. We do not want the Filipinos for citizens. They cannot, without danger to us, share in the government of our nation and moreover, we cannot afford to add another race question to the race questions which we already have. Neither can we hold the Filipinos as subjects even if we could benefit them by so doing. . . . Our experiment in colonialism has been unfortunate. Instead of profit, it has brought loss. Instead of strength, it has brought weakness. Instead of glory, it has brought humiliation.

**Document 7**

Source: *Puck*, a satirical magazine, June 29, 1904.

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**Document 1**



**Document 2**

Source: The Neill-Reynolds Report, June 4, 1906.

Meat scraps were also found being shoveled into receptacles from dirty floors where they were left to lie until again shoveled into barrels or into machines for chopping. These floors, it must be noted, were in most cases damp and soggy, in dark, ill-ventilated rooms, and the employees in utter ignorance of cleanliness or danger to health, expectorated at will upon them. In a word, we saw meat shoveled from filthy wooden floors, piled on tables rarely washed, pushed from room to room in rotten box carts, in all of which processes it was in the way of gathering dirt, splinters, floor filth, and the expectoration of tuberculosis and other diseased workers.

**Document 3**

Source: Speech by Theodore Roosevelt, February 22, 1912.

I believe in providing for direct nominations by the people, including therein direct presidential primaries for the election of delegates to the national nominating conventions. . . . I believe in the election of United States senators by direct vote. Just as actual experience convinced our people that presidents should be elected (as they are now in practice, although not in theory) by direct vote of the people instead of by indirect vote through an untrammeled electoral college, so actual experience has convinced us that senators should be elected by direct vote of the people instead of indirectly through the various legislatures.

**Document 4**

Source: Clayton Antitrust Act, October 15, 1914

That it shall be unlawful for any person engaged in commerce, in the course of such commerce, either directly or indirectly to discriminate in price between different purchasers of commodities which commodities are sold for use, consumption, or resale within the United States, where the effect of such discrimination may be to substantially lessen competition or tend to create a monopoly in any line of commerce. . . .

That the labor of a human being is not a commodity or article of commerce. Nothing contained in the antitrust laws shall be construed to forbid the existence and operation of labor organizations.

**Document 5**

Source*: Hammer* v. *Dagenhart,* 1918.

[Suit was brought] by a father in his own behalf and . . . his two minor sons, one under the age of fourteen years and the other between the age of fourteen and sixteen years, employees in a cotton mill at Charlotte, North Carolina, to enjoin [stop] the enforcement of the act of Congress intended to prevent interstate commerce in the products of child labor. . . . The controlling question for this decision, is it within the authority of Congress in regulating commerce among the states to prohibit the transportation in interstate commerce of manufactured goods, the product of a factory in which . . . children under the age of fourteen and sixteen years have been employed or permitted to work more than eight hours in any day, or more than six days in any week?

In our view, the necessary effect of this act is purely a state authority. Thus, the act in a two-fold sense is repugnant to the Constitution. . . . [I]t not only transcends the authority delegated to Congress over commerce, but also exerts a power as to a purely local matter.

**Document 6**

Source: W.E.B. DuBois, *The Crisis*, May 1919.

We are returning from war! The *Crisis* and tens of thousands of black men were drafted into a great struggle. For bleeding France and what she means and has meant and will mean to us and humanity and against the threat of German race arrogance, we fought gladly and to the last drop of blood; for America and her highest ideals, we fought in far-off hope; for the dominant Southern oligarchy entrenched in Washington, we fought in bitter resignation. For the America that represents and gloats in lynching, disfranchisement, caste, brutality and devilish insult - for this, in the hateful upturning and mixing of things, we were forced by vindictive fate to fight also.

But today we return! . . . This country of ours, despite all its better souls have done and dreamed, is yet a shameful

land.

**Document 7**

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**Unit 7: Imperialism and Progressivism**

**DBQs**

1. (2003B) #1: Evaluate the extent to which Progressive reformers and the federal government maintained continuity as well as fostered change during the period 1900-1920.

**Long Essays**

1. (2013) #4 (a): Explain how technological innovations’ impacted the lives of urban and rural workers during 1865 to 1920.
2. (2013) #4 (b): Evaluate the extent to which technological innovations contributed to maintaining continuity as well as fostered change in the lives of urban and rural workers in United States from 1865 to 1920.
3. (2010B) #4: Evaluate the causes and consequences of Progressive Era reforms in the late nineteenth and early twentieth centuries.
4. (2010) #4 (a): Explain the continuities and changes in the roles that women played in the Progressive Era political and social reforms from the 1880s through the 1920s.
5. (2010) #4 (b): Explain the impact women had on the political and social reforms of the Progressive Era from the 1880s through the 1920s.
6. (2009) #4 (a): Compare and contrast labor union strategies between the 1870s and 1920s. Be sure to address their strategies for advancing the interests of workers and their success in achieving those goals.
7. (2009) #4 (b): Compare and contrast the strategies of unions in advancing the goals of workers between the 1870s and 1920s.
8. (2009) #4 (c): Compare and contrast the success of unions between the 1870s and 1920s in achieving their objectives for workers.
9. (2008) #4 (a): Evaluate the extent to which politics and race relations contributed to maintaining continuity as well as fostered change from the end of Reconstruction till WWI in the South.
10. (2008) #4 (b): Evaluate the extent to which the New South envisioned by some southern leaders materialized between the end of Reconstruction and the First World War.
11. (2008B) #4: Evaluate the extent to which the Spanish-American War was a turning point in foreign policy in the United States.
12. (2007B) #4: Compare and contrast the responses of industrial leaders and progressive era reformers to the economic and social problems created by industrialization during the late nineteenth and early twentieth centuries.
13. (2005B) #4: Evaluate the extent to which conditions of industrial workers and urban life contributed to maintaining continuity as well as fostering change in American society from 1890 to 1920.

**Unit 7: Imperialism and Progressivism**

**Short Answer Questions**

1. U.S. participation in the Spanish-American War and its subsequent occupation of the Philippines created great domestic controversy. (SurvivalGuide-SAQ)
   1. Briefly explain ONE argument made by those who were in favor of annexing the Philippines.
   2. Briefly explain ONE argument made by those who were opposed to annexing the Philippines.
   3. Briefly explain how opponents of annexation rebutted the argument explained in Part A, or briefly explain how supporters of annexation rebutted the argument explained in Part B.

"The Philippines are ours forever...And just beyond the Philippines are China's illimitable markets. We will not retreat from either. We will not repudiate our duty in the archipelago. We will not abandon our opportunity in the Orient. We will not renounce our part in the mission of our race, trustee, under God, of the civilization of the world."

-Senator Albert J. Beveridge, 1900

"You cannot maintain despotism in Asia and a republic in America. If you try to deprive even a savage or a barbarian of his just rights you never do it without becoming a savage or a barbarian yourself."

Senator George F. Hoar, 1902

1. As the United States began to expand beyond its borders, several schools of thought emerged on whether or not these actions were justified. (FastTrackCH13)
   1. How do Beveridge’s and Hoar’s opinions on overseas expansion differ?
   2. Whose ideas on expansion did the United States act on?
   3. Provide historical evidence to support you answer.
2. Answer a, b, and c. (AMSCO20)
   1. Briefly explain ONE example of why the U.S. relationship with Great Britain improved during the period from the 1890s to 1914.
   2. Briefly explain ONE example of why the U.S. relationship with Japan became more difficult during the period from the 1890s to 1914.
   3. Briefly explain ONE example of why the U.S. relationship with Japan became more difficult during the period from the 1890s to 1920.
3. Answer a, b, and c. (AMSCO20)
   1. Briefly explain ONE argument that supports the view that the Spanish American War was caused by humanitarian concerns
   2. Briefly explain ONE argument that supports the view that the Spanish American War was caused by imperialist motives.
   3. Briefly explain ONE argument why the Spanish-American War could be considered the beginning of a new era in American foreign policy.
4. Between 1890 and 1920, reformers, sometimes called Progressives, attempted to respond to changes in the United States with a wide variety of reforms. (SurvivalGuide-SAQ)
   1. Briefly explain ONE Progressive economic reform between 1890 and 1920.
   2. Briefly explain ONE Progressive social or political reform between 1890 and 1920.
   3. Briefly explain the short- or long-term impact of the economic reform explained in Part A or the political reform explained in Part B.

A quintessentially American figure and a legitimate American hero, [Theodore] Roosevelt has been a subject of controversy. Especially during the periods when interventionism had been out of fashion, he has been denounced as heavy-handed imperialist, insensitive to the nationalism of the people he considered backward. During the Cold War years, on the other hand, he was widely praised as a realist, more European than American in his thinking, a shrewd and skillful diplomat who understood power politics, appreciated the central role America must play in the world, and vigorously defended interests.”

-George C. Herring, historian, *From Colony to Superpower,* 2008

1. Using the excerpt, answer a, b, and c. (AMSCO20)
   1. Briefly explain ONE example that supports the view that President Theodore Roosevelt was a “heavy-handed imperialist.”
   2. Briefly explain ONE example that supports the view that President Theodore Roosevelt was a “shrewd and skillful diplomat.”
   3. Briefly explain why the author believed that Roosevelt’s reputation has changed over time.

“None of Nature’s landscapes are ugly so long as they are wild.”

John Muir, 1901

“I recognize the right and duty of this generation to develop and use the natural resources of our land; but I do not recognize the right to waste them, or to rob, by wasteful use, the generations that come after us.”

Former president Theodore Roosevelt, 1910

1. Using the excerpts, answer (a), (b), and (c). (APUSH2015)
   1. Briefly explain ONE implication for public policy of John Muir’s view on land use.
   2. Briefly explain ONE way in which an implication for public policy of Theodore Roosevelt’s view contrasts with the implication for public policy of Muir’s view.
   3. Identify ONE specific example of land use policy in the United States from 1890 to 1945 and briefly explain how the example is consistent with the view of either Muir or Roosevelt.

"Most [Progressive Era reformers] lived and worked in the midst of modern society and accepting its major thrust drew both their inspiration and their programs from its specific traits. ... They prized their organizations ... as sources of everyday strength, and generally they also accepted the organizations that were multiplying about them. ... The heart of progressivism was the ambition of the new middle class to fulfill its destiny through bureaucratic means."

Robert H. Wiebe, historian, *The Search for Order, 1877-1920*, published in 1967

"Women's collective action in the Progressive era certainly expressed a maternalist ideology [a set of ideas that women's roles as mothers gave them a responsibility to care for society as well]. ... But it was also sparked by a moral vision of a more equitable distribution of the benefits of industrialization. ... Within the political culture of middle- class women, gender consciousness combined with an awareness of class-based injustices, and talented leaders combined with grass- roots activism to produce an impressive force for social, political, and economic change."

Kathryn Kish Sklar, historian, "The Historical Foundations of Women's Power in the Creation of the American Welfare State," *Mothers of a New World*, 1993

1. Using the excerpts, answer a, b, and c. (ExamDescription)
   1. Briefly explain ONE major difference between Wiebe's and Sklar's historical interpretations.
   2. Briefly explain how ONE example from the period 1880 to 1920 not explicitly mentioned in the excerpts could be used to support Wiebe's argument.
   3. Briefly explain how ONE example from the period 1880 to 1920 not explicitly mentioned in the excerpts could be used to support Sklar's argument.

This question is based on the following image.



The Temperance Crusade-Who Will Win?

The Daily Graphic, 1874

The Granger Collection, New York

1. Use the image above and your knowledge of United States history to answer parts A, B, and C. (SurvivalGuide-SAQ)
   1. Explain the artist’s point of view in the image above about ONE of the following:
      * Women’s roles
      * Reform efforts
      * Cultural attitudes
   2. Explain how ONE element of the image expresses the point of view explained in Part A.
   3. Explain how the point of view developed in your response to Part A led to ONE reform between 1900 and 1920.

"We believe also in protest against the curtailment of our civil rights... We especially complain against the denial of equal opportunities to us in economic life...We note with alarm the evident retrogression in this land of sound public opinion on the subject of manhood rights, republican government and human brotherhood...

Any discrimination based simply on race or color is barbarous, we care not how hallowed it be by custom, expediency or prejudice...but discriminations based simply and solely on physical peculiarities, place of birth, or color of skin, are relics of that unreasoning human savagery of which the world is and ought to be thoroughly ashamed.

"Of the above grievances we do not hesitate to complain, and to complain loudly and insistently. To ignore, overlook, or apologize for these wrongs is to prove ourselves unworthy of freedom. Persistent manly agitation is the way to liberty, and toward this goal the Niagara Movement has started and asks the cooperation of all men of all races."

-Principles of the Niagara Movement, July 1905

1. Using the excerpt, answer a, b, and c. (AMSCO21)
   1. Briefly explain how the point of view of this excerpt differed from the approach taken by Booker T. Washington.
   2. Briefly explain ONE form of discrimination against African Americans from the period that would support this excerpt.
   3. Briefly explain ONE way the Niagara Movement reflected the ideas of W.E.B. Du Bois.



Clifford Berryman, Washington Evening Star, 1907. Library of Congress

1. Using the cartoon, answer a, and b. (AMSCO21)
   1. Briefly explain the point of view expressed by the artist about TWO of the following:
      * Bad trusts
      * Good trusts
      * Role of Theodore Roosevelt
   2. Briefly explain ONE way that trust policies of Woodrow Wilson differed from those of Theodore Roosevelt.