

Chapter 09: Sectionalism

1. sectionalism- loyalty to a particular region
2. The North
 - a. two parts: Northeast (New England and Mid Atlantic States) and Old Northwest (Ohio to Minnesota)
 - b. improved transportation and high rate of economic growth
 - c. most populous section b/c of high birthrate and increased immigration
 - d. The Industrial Northeast
 - i. Organized Labor
 1. labor unions were formed in response to low pay, long hours and unsafe working conditions; they wanted higher wages, 10 hour work day, better working conditions, public education and no more debt imprisonment
 2. 1830s, a few wins for labor unions
 3. in **Commonwealth v. Hunt**, Supreme Court ruled that peaceful unions had the right to negotiate labor contracts with employers, not necessarily illegal combinations or monopolies.
 4. 1840s, state legislatures passed 10 hour workday for industrial workers
 5. progress limited by:
 - a. periodic depressions (Panic of 1837)
 - b. employers and courts that were hostile to unions
 - c. cheap immigrant labor
 - d. ethnic divisions
 - ii. urban life
 1. urban population grew from 5% in 1800 to 15% in 1850
 2. booming agricultural centers and trading centers became cities
 3. slums of poor people increased, so crowded housing, poor sanitation, infectious diseases, and high rates of crime also became characteristic of working-class neighborhoods
 - iii. African Americans
 1. urban free African Americans were 50 percent of all free African Americans
 2. freedom meant they could have a family and maybe land, but not economic or political equality b/c of racial prejudices
 3. immigrants took their jobs
 4. worked as strikebreakers/scabs, people who worked despite the strike
 5. no access to education
 6. sometimes sold back into slavery
 - e. The Agricultural Northwest (Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota)
 - i. Northeastern agriculture declined b/c land stagnation and competition from the Northwest
 - ii. industry bigger in the Northwest than in the South, but still less important than agriculture
 - iii. became tied to the rest of the North:
 1. military campaigns against the natives
 2. building of canals (Erie) and railroads that established common markets between the Great Lakes and the East Coast
 3. markets were in the Northeast, not the South, which alienated the South
 - iv. agriculture
 1. grew large grain crops like corn and wheat
 2. commercialized and specialized in certain crops

3. tools like steel plow (**John Deere**), mechanical reaper (**Cyrus McCormick**), and thresher (separated grain from wheat stalks) increased efficiency
4. rural population moved west for richer soil
5. farmers were relatively prosperous
6. used different types of wheat to slow down soil exhaustion
- v. their location as transportation points made new cities appear for shipment and distribution of manufactured goods
- vi. valued economic freedom and property rights
- vii. cherished farm life autonomy
 1. few opportunities to interact with popular culture and have a public social life
 2. but still interacted during barn raisings and in religious meetings
- f. Immigration
 - i. most immigrants stayed in the Northeast
 - ii. the South's plantation economy and slavery limited the opportunities for free labor
 - iii. surge in immigration was due to:
 1. development of inexpensive and relatively rapid ocean transportation
 2. famines and revolutions in Europe
 3. the growing reputation of the US as a country offering economic opportunities and political freedom
 - iv. immigrants provided steady stream of cheap labor and an increased demand for mass-produced consumer goods
 - v. immigration only increased in the 1830s b/c of economic problems in US and wars in Europe
 - vi. Irish
 1. reasons for immigration:
 - a. potato crop failure and famine in 1840s
 - b. discriminated against because of their Roman Catholicism
 2. competed with native Protestants and with blacks for domestic work and unskilled laborer jobs
 3. did not support abolitionism
 4. congregated in cities because too poor to go else where
 5. entered local politics as Democrats
 6. 1850s, jobs and influence
 7. 1880s, controlled Democratic party (Tammany Hall)
 - vii. Germans
 1. reasons for immigration:
 - a. economic hardships from industrialization
 - b. failure of revolution of 1848
 2. worked as farmers and artisans because they had money to move out west
 3. lived in Midwest as farmers
 4. supporters of public education and opponents of slavery
 - viii. Supporters of immigration
 1. industrialists and employers welcomed cheap labor
 2. western states and territories wanted a larger population to gain political power
 - ix. Nativists (native-born Americans)
 1. defense of "native-born" people and hostility to foreign-born
 2. reasons for Nativism:
 - a. racist
 - b. socially unfit, not civilized enough

- c. fearful of immigrants stealing their jobs
 - d. feared their religion (Irish and Roman Catholics gon' take over)
 - e. they voted Democratic O:
 - 3. led to rioting and **the Supreme Order of the Star-Spangled Banner**
 - 4. supported the **Native American party** or the **Know-Nothing party**
 - 5. faded in importance before the Civil War, but would return whenever immigration seemed to threaten the natives
- 3. The South (included states that permitted slavery, even if they didn't join the Confederacy)
 - a. Agriculture and King Cotton ("Cotton is king.")
 - i. although small southern factories were producing 15% of manufactured goods, agriculture was still top dog because it made \$
 - ii. industrialization unnecessary for south because the south's agriculture was enough
 - iii. though still important, tobacco, rice, and sugarcane, were overtaken by cotton
 - 1. tobacco rapidly exhausted land
 - 2. rice required substantial irrigation and a long growing period
 - 3. sugar required intensive labor and long growing period
 - iv. Eli Whitney's cotton gin supplied cotton to New England textile mills, stimulating US industrial revolution
 - v. world needed Britain for cloth, Britain needed American South for cotton fiber
 - vi. originally grown in just South Carolina and Georgia, but b/c of demand and depletion of soil, planters moved westward to Alabama, Mississippi, Louisiana, and Texas (Southwest)
 - vii. 2/3 of exports were cotton by 1850s
 - viii. heavy
 - b. industry
 - i. limited activity in flour milling and textile/iron manufacturing
 - ii. commercial sector developed only centered around the plantation economy
 - iii. merchants worked to find buyers for crops and other crops
 - iv. rudimentary financial system
 - v. inadequate transportation system-- railroads short and local
 - vi. subordinate to the North for manufactured goods-- colonial almost
 - vii. not as profitable as agriculture, so never became big force
 - c. Slavery, the "Peculiar Institution"
 - i. slave trade
 - 1. domestically, bought through professional slave traders
 - 2. were treated like livestock, separated from family, defects hidden
 - 3. foreign slave trade prohibited in 1808, but smuggling still existed
 - ii. wealth measured in terms of land and slaves
 - iii. called the "peculiar institution" because it was unique to the South
 - iv. its distinctiveness isolated the South
 - v. colonial justification was that it was an economic necessity
 - vi. 1800s justification was that it was beneficial for slave and master (warrants were historical and religious; Bible says it's okay)
 - vii. cotton boom --> 1 million slave in 1800 to 4 million in 1860
 - 1. mostly from natural reproduction
 - 2. some were smuggled in
 - viii. in many parts, slaves made up 75% of population
 - ix. slave code created to prevent revolts
 - 1. can't own property, leave master's premises w/o permission, meet w/ other

- slaves other than at church, carry firearms, or hit/testify against a white person
 - 2. but poorly enforced, and usually punished by *owners* not the government
- x. anyone with any black blood was black
- xi. culture
 - 1. **pidgin**- slave language/slang
 - 2. were Protestant (Baptists),
 - a. incorporated voodoo and other polytheistic religions
 - b. more emotional, with fervent chanting, spontaneous exclamations and conversion experiences
 - c. emphasized freedom and deliverance, both in the afterlives and in the current life
 - 3. sang with banjos to pass the time and express their anger and sadness
- xii. family
 - 1. most families broken up by slave trade, so strong kinship networks developed to compensate
 - 2. children of white masters, black mothers are enslaved
 - 3. blacks gave birth earlier than whites
 - 4. paternal relationship with masters which softened their bitter relationship and strengthened the white grip on them
- xiii. economics
 - 1. most worked in fields, others worked as house servants, in factories or construction
 - 2. heavy capital investment in slaves = less capital than North to industrialize
- xiv. slave life
 - 1. varied from humane to evil treatment, partially depending on the size of the plantation
 - 2. smaller plantations more intimate, larger plantations run by overseers
 - 3. were fed, had personal gardens, some medical care
 - 4. less healthy b/c of poverty
 - 5. house servants were closer to masters, more scared for lives
 - 6. sexual exploitation of women led to punishment by white wives
 - 7. but sense of family and religious faith maintained
 - 8. conditions were better than slave conditions on the sugar plantations in the Caribbean and may have been better than factory conditions
 - 9. owners had incentive to keep their investments healthy and loyal, so they protected slave children from hard work until early adolescence and used hire labor for dangerous tasks
- xv. urban slave/black life
 - 1. usually bought their freedom, but sometimes let go after master's death or b/c of moral qualms
 - 2. new laws restricted these methods b/c southerners were afraid of insurrection
 - 3. slaves
 - a. had to have more autonomy in order to be productive
 - b. were set free
- xvi. resistance
 - 1. most blacks unhappy, but some pretended to be **Sambos** (smiling buffoons)
 - 2. whites always knew that rebellion was possible
 - 3. **Denmark Vesey** in 1822 and **Nat Turner** in 1831 led revolts
 - 4. quickly and violently suppressed, but impacts were:

- a. hope to African Americans
 - b. governments tightened slave codes
 - c. demonstrated the evils of slavery
- 5. smaller scale rebellions
 - a. running away through the underground railroad, but difficult to run away b/c of slave patrols
 - b. stealing from masters
 - c. not working hard
- d. Free African Americans
 - i. mulatto children whose white fathers liberated them
 - ii. got their freedom from money from extra work
 - iii. free blacks lived in cities, so they could own property but still couldn't vote or enter certain occupations
 - 1. worked in mining, lumbering, docking, contracting, driving wagons
 - iv. some continued to live in South because they wanted to be near captive family members, felt the South was home, and that the North had no greater opportunities
- e. White society
 - i. planter aristocracy
 - 1. at least 100 slaves and at least 1000 acres
 - 2. two systems of slave labor
 - a. **task system**- slaves assigned task. When task finished, they are free for the day (rice plantations)
 - b. **gang system**- slaves were divided into groups and then forced to work for as many hours as the overseer ordered (cotton, sugar, tobacco plantations)
 - c. increase in death rate
 - 3. dominated state legislatures, enacted laws that favored themselves
 - 4. exercised influence greater than their numbers
 - 5. wanted to appear as genteel, long-standing aristocrats, but were in reality first-generation settlers
 - 6. held disdain for the industrialist capitalists, but they were as capitalist, since they had to supervise and invest carefully in land and slaves in order to make a profit
 - ii. farmers (yeoman)
 - 1. most slaveholders had fewer than 20 slaves and several hundred acres
 - 2. number of nonslaveowning farmers increased and there was little prospect of moving up into the planter class
 - 3. produced bulk of cotton crop, worked in fields alongside slaves, lived as modestly as farmers of North
 - 4. limited educational opportunities
 - 5. dependent on planter class for access to cotton gins, markets, livestock and credit
 - iii. poor whites (hillbillies, poor white trash)
 - 1. 3/4 of South's white population could not afford the rich farmland controlled by the planters; just subsistence farmers
 - 2. isolated
 - 3. no money to become educated or be connected to the commercial world of plantation system
 - 4. defended slave system b/c
 - a. they thought they could own slaves too someday and b/c at least they

were better than *someone*

“From childhood, the one thing in their condition which has made life valuable to the mass of whites has been that the niggers are yet their inferiors.”

- b. part of the “ruling race”
 - c. too poor to protest
 - 5. against the planter class
 - iv. mountain people
 - 1. lived in frontier conditions
 - 2. disliked planters and their slaves b/c threatened sense of independence
 - 3. later would remain loyal to the Union
 - v. some important trading centers, but small compared to North and unnecessary b/c South was mostly agricultural
 - f. Southern Thought
 - i. divisive opinions about slavery between North and South
 - ii. code of chivalry
 - 1. South was feudal society
 - 2. strong sense of personal honor, defense of womanhood, paternalistic treatment of inferiors
 - a. explains why Brooks beat Sumner with a caneawl
 - 3. lol they still dueled
 - 4. better than the “yankees” of the north
 - iii. the “southern lady”
 - 1. more subordinate than their northern counterparts b/c of the code of chivalry
 - 2. were either involved in the economic life of the farm or completely isolated if the farm was too large for the family to help out
 - 3. even fewer opportunities for education and higher child birth rate
 - 4. most women defended their class lines
 - 5. gender system used to ensure stability-- attack on slavery --> attack on other institutions
 - iv. education
 - 1. upper class valued college education so southern gentlemen could enter farming, law, ministry or military
 - a. military good because of chivalry
 - b. other occupations like trade and commerce were coarse and not “genteel”
 - 2. for lower classes, school past elementary school not available
 - 3. slaves prohibited from learning reading or writing
 - v. religion
 - 1. Methodist and Baptist churches split from northern counterparts b/c they preached biblical support for slavery, which allowed them to gain in membership
 - 2. Unitarians opposed slavery and Catholics and Episcopalians were neutral, so their numbers declined in the South
4. The West
- a. 1800s definition was anything beyond the Mississippi River
 - b. population pressures in the East from immigration and natural birth and limited agricultural opportunities in the East and the South made the West attractive
 - c. Native Americans
 - i. natives to the east of the Mississippi had been killed off, emigrated reluctantly or been forced to leave by treaty or military action

- ii. made natives dependent on whites through the factor system, where the government supplied tribes with goods
- iii. horses allowed the Cheyenne and the Sioux to become nomadic hunters, move away from advancing settlers or to oppose the settlers by force
- d. The Frontier
 - i. represented the possibility of a fresh start and new opportunities for the daring
 - ii. mountain men were people who had followed Lewis and Clark served as guides for settlers crossing the mountains into California and Oregon
- e. White Settlers on the Western Frontier
 - i. life similar to early colonial life
 - ii. died mostly from disease and malnutrition, not Indian raids
 - iii. women played the roles of doctor, teacher, seamstress, cook, chief field assistants = limited lifestand
 - iv. environmental impact:
 - 1. settlers cleared entire forests and exhausted the soil with poor farming methods
 - 2. trappers and hunters decimated beaver and buffalo to near extinction
- f. traded with Mexico, offering lower priced and higher quality goods in their market
- g. fur trappers were in constant debt to eastern merchants

Chapter 10: Industrial Revolution

- 1. population growth
 - a. high birth rate supplemented by European immigrants and growth of nonwhite population
 - b. one third lived west of the Alleghenies
- 2. transportation
 - a. Industrialization required transporting raw materials to factories and finished goods to create large domestic market for mass-production
 - b. created national market economy
 - c. created regional specialization
 - i. west- grain, east- industry, south- cotton
 - d. facilitated movement westward
 - e. little transportation in the South, partially why South didn't industrialize
 - f. necessity was shown during the war of 1812
 - g. roads ("turnpike era") (1790s -1820s)
 - i. turnpikes were initially privately financed, so they were short and only in densely populated areas
 - ii. interstate roads needed, but not built because of states' rights advocates
 - iii. exception: interstate road is **National (Cumberland) Road** from Maryland to Illinois
 - iv. became highway to the west
 - v. federal government wanted to pass act giving federal government authority to build roads, but Madison vetoed it, leaving road building to the states
 - h. Canal Age (1820-1830s)
 - i. roads were not enough
 - ii. steamboats made transportation easier, but still not efficient enough
 - iii. canals made transportation much cheaper
 - iv. had to be funded by governments
 - v. **De Witt Clinton's Erie Canal** linked the economies of western farms and eastern cities, spurred connection of all major lakes and rivers
 - 1. gave NY access to Great Lakes, Chicago, growing Western markets and making

NYC the wealthiest city on the Atlantic coast, replacing New Orleans

2. connected entire country by bypassing the Alleghenies
3. no other city could compete with NYC's Erie Canal
4. positive impacts: faster transportation, lower food prices, more immigrants in the West, stronger economic ties
5. negative impact: New England farmers adversely affected by competition from West

vi. steamboats

1. **Robert Fulton** created steamboat to replace the flatboat
2. made shipping faster and cheaper
3. now all navigable streams are *two-way*

i. railroads (1840s --)

- i. 1820s- early railroads built, but only connected waterways, did not connect to each other and did not have standard gauge
- ii. technological developments (locomotives, railroad cars, heavier iron rails) popularized railroads
- iii. short lines were consolidated into trunk lines-- many of which met at Chicago
- iv. railroads beat the canals-- faster, more reliable and cheaper
- v. money for railroads came from: private investors, foreign investors, governments
- vi. governments granted special loans, tax breaks and land grants for railroads
- vii. made Cleveland, Cincinnati, Detroit, and Chicago into commercial centers
- viii. merchants and farmers bought railroad stocks to connect their area to the rest of the world
- ix. promoted western agriculture and decreased its dependence on the South for the Mississippi River
- x. later gave North strategic advantages in the Civil War

3. communications

- a. telegraph lines (**Samuel Morse**) alongside railroad lines
- b. helped schedule and route trains
- c. instant communication between distant cities
- d. reinforced division between North and South b/c although they were inexpensive, they were more extensive in the North
- e. newspapers easily printed with the steam cylinder rotary
- f. also helped feed division between North and South because most higher budgeted magazines/newspapers were in North

4. growth of industry

- a. by the end of the 1800s, US was world leader in manufacturing
- b. as manufacturing became more profitable than trade, the merchant capitalists disappeared
- c. mechanical inventions
 - i. patent laws heavily rewarded inventors if their ideas for tools/machines were useful
 - ii. example: **Eli Whitney's** cotton gin and interchangeable part system
 1. basis of modern mass-production and assembly line methods
 2. large amount of domestically produced fiber spurred the development of the textile industry
 - iii. government also supported R&D for military purposes
- d. corporations for raising capital
 - i. easier for businesses to raise money by selling stocks
 - ii. **limited liability**- stockholders only risked however much they invested, could gain very much

- iii. before corporations had to obtain a charter by an act of the state legislature, but by the 1830s, corporations could get a charter just by paying a fee
 - iv. raised the money necessary to build factories and transportation
 - v. still depended on credit, which was dangerously unstable because official currency consisted of specie, which was scarce
 - vi. ownership of industries from families and individuals changed to many shareholders of a corporation
- e. factory system
- i. **Samuel Slater** established US factory using British secrets in 1791; **spinning jenny** - first efficient cotton-spinning machine in America
 - ii. New England became leader because
 - 1. decline of maritime industry and farming made capital and ready labor supply available, respectively
 - 2. decline of farming also made manufacturing attractive
 - 3. waterpower and good seaports for water power
 - iii. water initially used; coal, then petroleum later replaced, allowing for more diverse factory locations
- f. finding labor
- i. difficult at first b/c they needed to compete with the lure of cheap western land
 - ii. before, most people still worked on farms and urban residents were skilled artisans
 - iii. technology made farming less labor intensive
 - iv. child labor used
 - v. middle of the century, immigrants started to be used
 - vi. one system brought whole families to the mill to work
 - vii. **Lowell/Waltham system**- women (farmers' daughters) who worked for several years, saved wages then returned home to marry and raise children
 - 1. excellent conditions, especially when compared to British conditions
 - 2. clean boardinghouses and dorms, fed and supervised
 - 3. low wages, but still generous for the time
 - 4. women were lonely and bored, but textiles were the only industry they could enter
 - 5. conditions declined though, as the textile industry became more competitive
 - viii. immigrant labor decreased condition quality because there was less social pressure to provide good conditions for them
- g. unions
- i. comprised of skilled workers/artisans forced into the factory system b/c no longer able to compete
 - ii. goal was 10 hour workday
 - iii. obstacles:
 - 1. immigrant workers
 - 2. state laws outlawing unions
 - 3. frequent economic depressions with high unemployment
 - iv. excluded women
 - v. pretty much only victory was **Commonwealth v. Hunt** which declared unions lawful
- h. commercial agriculture
- i. cheap land and easy credit
 - ii. transportation made markets widely available and accessible
- i. cotton and the South
- i. **Eli Whitney's** invention of the **cotton gin** made cotton more profitable than tobacco and

- indigo
 1. increased demand for land, slaves and increased crop production
 2. unpatented, so everyone could use it
- ii. money was invested in slaves, so they didn't industrialize and cotton was shipped overseas for sale
 1. another reason they didn't industrialize was because local consumers could not afford finished products
- j. tariffs also helped promote industrialization
- 5. effects of the Market Revolution
 - a. growing interdependence of people
 - b. standard of living increased
 - c. women
 - i. before, they worked alongside their husbands on the farm
 - ii. now, they could work in domestic service, teaching or factory
 - iii. otherwise, married women had a "separate sphere" as "guardians of domestic values"
 - iv. working women were single
 - v. arranged marriages less common
 - vi. **Lowell Mills**- young daughters hired to work in factories
 - vii. began to work in teaching and domestic service after the Panic of 1837
 - d. economic and social mobility
 - i. gap between the very poor and the very rich widened
 1. rich created culture of wealth in cities
 2. many poor people actually starved to death!! D:
 3. blacks were poor everywhere, even in north where they were politically free
 - ii. but economic opportunities in US greater than in Europe
 - iii. also, comparing between time periods, factory workers ate better, were better clothed and housed and had greater access to consumer goods
 - iv. geographically mobility was possible, but unlikely b/c of expense
 - e. middle class
 - i. more opportunities for people to become wealthy without owning land
 - ii. able to own household inventions (cast-iron stove) and servants to alleviate the tedium of housework
 - iii. had greater access to meats, grains and dairy products, and some ice for preservation purposes
 - iv. greater decoration on their houses, children didn't sleep together anymore, more colors
 - f. slavery
 - i. at the beginning of the 1800s, people thought it would gradually disappear because of the exhausted soil of the South and the constitutional ban on the importation of slaves
 - ii. but the cotton industry exploded...so yeah

Chapter 11: Society, Culture, and Reform 1820-1860

1. **antebellum** period- period before the Civil War
2. **The Second Great Awakening**
 - a. Origin 1790s from efforts to fight spread of religious rationalism.
 - i. Enlightenment thinking like deism and rejecting original sin
 - b. Baptists, Presbyterians, Methodists (founded by John Wesley) successful at combating **New Light** dissenters (ppl who made religion more compatible w/ rationalism and believed that everyone was capable of salvation)

- c. was a reaction to rationalism (belief in human reason, Enlightenment thinking) and religious skepticism
 - i. few people attended church formally anymore
 - ii. some embraced deism
 - iii. creation of new sects like **Unitarianism** that denied Calvinist predestination and teachings of original sin in favor of believing in the inherent goodness of human nature and salvation through good works
 - d. began in 1790s among educated people, young men encouraged to become evangelical preachers by **Timothy Dwight**
 - i. audience centered, seemed democratic because they offered salvation for all
 - e. Second Great Awakening called individuals to readmit God + Christ into daily life, reject skeptical rationalism. New sects rejected predestination, combined piety w/ belief of God as active force whose grace achieved through faith + works
 - f. revivalism in New York “burned-over district” (were prone to religious awakenings) “hell-and-brimstone”
 - i. **Charles G. Finney** made people afraid of damnation
 - ii. preached that salvation is available to those through faith and hard work, ideas that appealed to the middle class
 - g. **Baptists** and **Methodists** became the largest Protestant denominations because of circuit preachers like **Peter Cartwright** who traveled from one location to another, attracting thousands to their preaching in “camp meetings”
 - h. Jonathan Edwards’ Sinners in the Hands of an Angry God
 - i. **Millennialism**- people believed that the world would end so they gathered for the second coming
 - j. **Mormons** (Church of the Latter-Day Saints)
 - i. founded by **Joseph Smith** in 1830 with the **Book of Mormon**, which was about a successful civilization in America which Mormons should mimic
 - ii. **Brigham Young** established cooperative social organization called **New Zion** in Utah
 - iii. their practice of polygamy, social organization and intense secrecy made US gov and those around them angry
 - iv. reflected belief in human perfectibility
 - k. effect on Native Americans
 - i. people like **Neolin** and **Handsome Lake** combined Indian and Christian imagery
 - ii. convinced their people to rise up in defense of their land
 - iii. “give up destructive habits like whiskey, gambling and other”
 - iv. “stop hunting and instead be farmers”
 - l. appeal?
 - i. black preachers interpreted religious message of salvation available to all as right to freedom for blacks
 - ii. women needed religion to compensate for personal and social strains caused by the Industrial Revolution
 - iii. did not appeal to wealthier, better-educated levels of society like Episcopalians, Presbyterians, Congregationalists and Unitarians
 - m. created broad acceptance of the idea that people could belong to different churches but still be Christian
3. Culture: Ideas, the Arts and Literature
- a. European romanticism became idealistic transcendentalism in the US
 - b. **The Transcendentalists**
 - i. questioned established church doctrine, capitalism/materialism, conformity and societal

- rationality
- ii. promoted discovery of inner self, God in nature, environmentalism and individuality
- iii. **Ralph Waldo Emerson**
 - 1. called for new American culture in address at Harvard College called **“The American Scholar”**
 - 2. In “Nature” he argued for self-fulfillment through nature
 - 3. argued for self-reliance, independent thinking and spiritual over material
 - 4. opponent of slavery, supporter of the Union
- iv. **Henry David Thoreau**
 - 1. lived in the woods by himself for two years
 - 2. wrote a book about it called **Walden**
 - 3. advocates nonviolent protest
 - a. does not pay tax during the US war with Mexico to protest
 - b. won’t pay poll tax b/c of slavery either
 - 4. was against the repressive forces of society, which produced “lives of quiet desperation”
- v. **Walt Whitman** wrote poems about democracy, liberation of the individual and pleasures of the flesh as well as of the spirit
- vi. **Brook Farm**
 - 1. communal experiment of transcendentalism
 - 2. everyone share in the labor equally, but failed
 - 3. **George Ripley** started it to achieve “a more natural union between intellectual and manual labor”
 - 4. **Margaret Fuller**, a feminist
 - 5. **Theodore Parker** is a theologian and radical reformer
 - 6. **Nathaniel Hawthorne** is a novelist (Scarlet Letter!!)
- c. Other Communal Experiments
 - i. **Shakers**
 - 1. religious society
 - 2. communal property
 - 3. complete celibacy
 - 4. genderless male
 - 5. wanted social discipline
 - ii. **New Harmony**
 - 1. **Robert Owen’s** utopian socialist community
 - 2. in response to inequity and alienation caused by Industrial Revolution
 - iii. **Oneida**
 - 1. perfect social and economic equality
 - 2. shared property, children, and partners-- major point of criticism “ew free love!”
 - 3. lawl prospered by selling good silverware
 - iv. **Fourier Phalanxes**- communal, very planned society according to Charles Fourier
- d. Arts and Literature
 - i. Painting
 - 1. genre painting- everyday life of ordinary people
 - 2. **George Caleb Bingham, William S. Mount, Thomas Cole and Frederick Church**
 - 3. the **Hudson River School** also painted the undiluted power of nature
 - 4. reflected
 - ii. Architecture began to reflect classical Greek styles

- iii. Literature
 1. changed from the sentimental novels popular among women to AMERICAN lit
 2. **Washington Irving** and **James Fenimore Cooper** wrote fiction using American settings
 3. *The Last of the Mohicans* - glorified the frontiersman
 4. *The Scarlet Letter* - questioned intolerance and conformity in American life
 5. Herman Melville's *Moby Dick* - reflected theological and cultural conflicts, the quest for triumph could liberate and destroy
 6. **Edgar Allen Poe** wrote macabre stories
 7. **American Spelling Book and American Dictionary of the English Language** by **Noah Webster** made an *American* language

4. Reforming Society

- a. driven by Second Great Awakening, wanting to create a perfect society by following God's laws
- b. reform movements reflected idea that institutions could prevent moral failure or rescue individuals from despair
- c. Temperance (moderation) and Prohibition (cold turkey)
 - i. high rate of alcohol consumption which decreased working efficiency and increased danger to women and children
 - ii. thus, women were particularly involved
 - iii. problem was increasing b/c of wider availability of alcohol and its status as a growing pasttime in rural areas
 - iv. shift from moral exhortation to political action
 - v. **American Temperance Society** used moral arguments to take a pledge of total abstinence
 - vi. **Washingtonians** argued that alcoholism was a disease that needed treatment
 - vii. temperance became a part of middle-class respectability
 - viii. factory owners and politicians also supported temperance, b/c it reduced crime and poverty and increased workers' output on the job
 - ix. Catholic immigrants opposed the imposition of Protestant values b/c alcohol was a central part of their culture
 - x. overshadowed by issue of slavery, but would return in the 1870s (**Women's Christian Temperance Union**) and succeed with the 18th Amendment
- d. Movement for Public Asylums
 - i. increasing numbers of criminals, emotionally disturbed persons and paupers
 - ii. **Dorothea Dix** brought awareness about the caretaker abuse and bad living conditions
 1. impact: mental treatment at state expense
 - iii. reformers thought that they could cure these things
 - iv. schools for blind and deaf people- **Thomas Gallaudet** (deaf people) and **Samuel Gridley Howe** (blind people)
 - v. **penitentiaries**- experiment with putting prisoners in solitary confinement so they could reflect on what they did
 1. too many people committed suicide and there was overcrowding
 - vi. general trend with prison reform was discipline, moral instruction and work programs
- e. Public Education
 - i. motivated by growing numbers of uneducated poor and laborers demanding for their children to be educated
 - ii. resulted in tax-supported public education
 - iii. education reform reflected new belief that everyone was able to become smart and also to resist societal instability

- iv. wanted to use education to inculcate Christian and democratic values
- v. critics believed that children should learn from themselves, rather than from teachers
- vi. free common schools
 - 1. before 1815, most schools aristocratic, only available for rich
 - 2. **Horace Mann** fought for improved schools, compulsory attendance for all children, longer school year and increased teacher preparation/salaries
 - 3. tax-supported schools accepted
- vii. **McGuffey** readers extolled the virtues of hard work, punctuality and sobriety; Protestant work ethic
- viii. lots of colleges, some new colleges began to admit women!
- ix. also attempted to educate natives to help them assimilate
- x. mostly successful in the North
- xi. overall, reform was successful b/c the literacy rate was super high
- f. medicine
 - i. outbreaks of cholera promoted the search for independent health theories
 - ii. examples:
 - 1. water cure (today hydrotherapy is still used)
 - 2. dietary theories proposed by **Sylvester Graham**
 - 3. phrenology- measuring people's heads to see their intelligence/disposition
 - iii. hard to reform medical field b/c people said it would be undemocratic monopoly
 - iv. people still defaulted to theology and tradition rather than science and innovation
 - v. **Edward Jenner** developed a vaccination against smallpox
 - vi. **William Morton** and **John Warren** developed anesthesia
 - vii. **Oliver Wendell Holmes** developed germ theory
- g. Indian reservation
 - i. transition from just getting them out of the way to better upholding moral duty
 - ii. reservation could help the Indian race "regenerate"
- 5. The Changing American Family and Women's Rights Movement
 - a. family as economic unit declined
 - i. role for women and men changed, as men left to work and women stayed at home
 - ii. people moved to cities where they worked individually in factories
 - iii. farms became increasingly commercialized, where hired men were more efficient than women
 - b. marriages out of love, not arrangement
 - c. birth control/abstinence used b/c economic value of children changed
 - d. with fewer children, women now had more time to devote to religious and social uplift organizations, developed closer friendships with one another
 - e. **cult of domesticity**- role of women was in the home, as helpers, as mothers, as consumers
 - i. promoted by **Godey's Lady's Book**, a woman's magazine which didn't deal with politics or religion b/c "other subjects are more important for our sex and more proper for our sphere"
 - ii. given lives of higher material comfort and responsibility to give religious/moral guidance to children (ooh dat complementary but equal stuff)
 - iii. working women was seen as undesirable, unless it was in nursing or teaching, which were sufficiently female enough
 - f. inequalities
 - i. no legal or political rights
 - ii. almost impossible to obtain divorces; custody of children almost always went to men
 - iii. wife beating legal in most places, rape "impossible" within marriage

- iv. discouraged from pursuing education past the elementary level
 - v. exception: Oberlin College
- “The mutual influence of the sexes upon each other is decidedly happy in the cultivation of both mind & manners”

g. early women’s rights movements

- i. **Grimke sisters** didn’t like how men made them inferiors in the antislavery movement
(Letter on the Condition of Women and the Equality of the Sexes (1837))
“Men and women were created equal. They are both moral and accountable beings and whatever is right for man to do, is right for woman to do.”
- ii. other reformers: **Lucretia Mott** and **Elizabeth Cady Stanton**
- iii. **Seneca Falls Convention (1848)**
 - 1. meeting where they issued the **“Declaration of Sentiments”** which declared that “all men *and women* are created equal” and listed women’s grievances against laws and customs
 - 2. **Elizabeth Cady Stanton** and **Susan B. Anthony** campaigned for equal voting, legal, and property rights for women
 - 3. however, women’s rights movements were overshadowed by the slavery crisis
- iv. embraced by Quakers who supported sexual equality and encouraged women as preachers and community leaders

h. leisure

- i. vacations and holidays were rare times to have fun
- ii. men liked to drink, talk and play games
- iii. women talked, played cards or shared work on household tasks
- iv. also liked to read, go to theatres, watch minstrel shows, cockfighting, public sporting events, lectures, liked seeing strange things like Barnum’s Circus

6. Antislavery Movement

- a. moderates wanted gradual abolition
- b. radicals wanted immediate abolition without compensating owners
- c. Second Great Awakening encouraged radicalism (slavery is a sin), which prevented compromise
- d. **American Colonization Society**
 - i. wanted to transport free slaves to an African colony while reimbursing owners
 - ii. appealed to moderates and racist politicians
 - iii. never fundable because the slave population exploded after the invention of the cotton gin
 - iv. but did receive some funding and did move some blacks to Liberia (capital= Monrovia)
 - v. blacks also didn’t want to go back to Africa, a place they didn’t know
- e. **American Antislavery Society**
 - i. began with **William Lloyd Garrison’s** publication of ***The Liberator***, a radical abolitionist newspaper
 - ii. argued that slavery should be evaluated not from the bad impacts on white society, but on the slaves themselves
 - iii. rejected gradualism as affirmation of slave system (get rid of the free!) and proposed immediate abolition
 - iv. condemned and burned the Constitution as a proslavery document
- f. **Hinton R. Helper’s** ***The Impending Crisis of the South*** was an economic argument against slavery
- g. **Liberty party**
 - i. politics more practical than Garrison’s moral crusade

- ii. **James Birney** was their nominated candidate
 - h. black abolitionists
 - i. those like **Frederick Douglass** (*The North Star*) are able to speak firsthand about the brutality and degradation of slavery
 - ii. wanted social, economic and political equality
 - iii. **Harriet Tubman, David Ruggles, Sojourner Truth, and William Still** organized the effort to help fugitive slaves escape to free territory
 - i. violent abolitionism
 - i. "slaves should rise up in revolt against their masters!" -- **David Walker** and **Henry Highland Garnet**
 - ii. **Nat Turner** led a revolt in which 55 slaves killed
 - iii. white response was to kill hundreds of blacks
 - iv. fear of future uprisings and Garrison's inflamed rhetoric put an end to antislavery talk in the South
 - j. anti-abolitionism
 - i. thought abolitionism would create a war between the sections
 - ii. cause instability
 - iii. great violence against abolitionists
 - iv. despite violence, abolitionism continued
 - k. Garrisonians who were extreme (complete abolition *now*, anti-government, pacifism) vs. moderates (moral suasion, convince their masters that what they were doing was wrong lol)
 - l. victories
 - i. was able to return the *Amistad* to Africa
 - ii. *Prigg v. Pennsylvania* ruled that states didn't have to enforce the 1793 law requiring return of fugitive slaves
 - iii. also passed laws to forbid state officials from capturing and returning runaways
 - iv. political power limited though, because slavery was a "domestic institution"
- 7. Southern Reaction to Reform
 - a. succeeded at state level in northern and western states but little impact in the South
 - b. south was traditional, slow to support public education and humanitarian reforms
 - c. viewed social reform as a northern conspiracy against the southern way of life