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| AP U.S. History: Unit 4.2  Teacher’s Edition |  |

**The Rise of Mass Democracy: 1820-1840**

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| I. The **"New Democracy"**      A. By the 1820s, politicians made an increased effort to appeal to the  voting masses.      1. Most high offices were still held by wealthy citizens.      2. Change in emphasis:          a. Jeffersonian democracy: the people should be governed as  little as possible; gov’t ***for*** the people          b. Jacksonian democracy: government should be done directly ***by***  the people.   * This idea underlay Jackson’s spoils system in the 1830s.       B. The New Democracy was based on universal white manhood  suffrage rather than property qualifications: the common man now  became more influential.          1. Between 1812 and 1821, 6 new western states granted universal  manhood suffrage          2. Between 1810 and 1821, 4 eastern states significantly reduced  voting requirements.   * However, by 1860 only New England still allowed African Americans to vote in the North.   3. South was last region to grant universal white manhood suffrage.         4. New voters demanded politicians that would represent common  peoples' interests.          5. **Frederick Jackson Turner: "The Significance of the Frontier**  **on American** **History"** (1893)   * Thesis: Existence of cheap unsettled land in the West created a frontier society that shaped the American character—more democratic and egalitarian.       C. Rise of **workingmen’s parties**          1. Laborers in the east formed organizations that demanded free  education for their children, a 10-hr work day, and an end to  debtor’s prisons.          2. Some groups became violent (especially during Panic of 1837)  II. Causes of the New Democracy      A. Panic of 1819          1. Workers and farmers blamed bankers (especially the BUS) and  land speculators for foreclosures on their farms          2. Their solution was to get more politically involved, especially  those who supported Jackson.              a. Sought control of the gov't in order to reform the BUS              b. State legislatures waged tax wars against the BUS  (see *McCullough v. Maryland*, in Unit 4.1)              c. States passed laws reducing debtor's prisons.      B**.** The Missouri Compromise          1. Northern opposition to Missouri’s admission as a slave state made              southerners fearful the federal gov’t would violate states' rights.          2. Goal of white southerners: control the federal gov't to protect  southern interests, especially slavery.      C. New Political Age          1. Two-party system reemerged by 1832: Democrats vs. National  Republicans/Whigs          2. Voter turnout rose dramatically: 25% of eligible voters in 1824;  78% in 1840          3. New style of campaigning developed (especially in 1840  election): banners, badges, parades, barbecues, free drinks, baby  kissing, etc.          4. Voting reform              a. Members of the Electoral College were increasingly chosen  directly by the people rather than by state legislatures   * 18 of 24 states in the 1824 election used the popular vote to select electors * This practice began to resemble today's system   b. Demise of the **caucus** occurred as it was now viewed as elitist   * 1831, first **nominating convention** held (Anti-Masonic party). * By 1836, both major parties used nominating conventions to nominate their candidates.   III. **Election of 1824: "The Corrupt Bargain"**      A. Candidates: Jackson, Clay, Crawford, and John Quincy Adams   * All four rivals were "Republicans" as only one party still existed.       B. Jackson polled the most popular votes but didn't get a majority of  the electoral vote.          1. 12th Amendment states House of Representatives must choose  among first 3 finishers if no candidate has a majority.         2. Clay finished 4th but was Speaker of the House and in charge of  the process to select the president.      a. Henry Clay hated Jackson, his major political opponent in the  West.          b. J. Q. Adams was a nationalist; supported Clay’s "American  System"      C. Early 1825, House of Representatives elected Adams president.          1. Largely due to Clay's influence          2. Jackson lost the election despite having had a plurality of votes.  3. Adams announced Clay as secretary of state a few days later   * Jackson's supporters called the affair the "**corrupt bargain"**   4. Adams' presidency would be plagued by increasing sectionalism  and the fracturing of the Republican party.  IV. **The "Tariff of Abominations"** (1828)     A. Congress had increased the tariff in 1824 from 23% on dutiable  goods to 37%; the tariff was largely protective               B. New England pushed for passage of a new tariff in 1828 that would  raise duties to an unprecedented 45%          1. Daniel Webster argued for it (reversing his previous position on  the 1816 tariff)          2. John C. Calhoun argued against it arguing the tariff would hurt  the South.      C. The tariff passed and furious Southerners called it the “Tariff of  Abominations” feared power of federal gov’t was too  strong.          1. Southerners feared the power of the federal gov’t had become too  strong.  2. Southerners argued they would suffer both as consumers and  exporters.          3. **John C. Calhoun's "The South Carolina Exposition"**              a. Written secretly as Calhoun was Adams’ vice-president              b. Denounced the tariff as unjust and unconstitutional              c. Said states should nullify the tariff (similar to Jefferson’s and  Madison’s Virginia and Kentucky Resolutions of 1798)              d. He hoped to save the Union by lowering the offensive tariff.             e. No other states supported South Carolina in its protest.  V. **Election of 1828**      A. Intense feuding between the two factions of the Republican party          1. **National Republicans** supported President John Quincy Adams   * Accused Jackson’s wife, Rachel Robards Jackson, of being a bigamist   2. **Democrats** supported Jackson      B. Jackson defeated Adams 178 electoral votes to 83         1. First president from the West; seen as a great common man   * Ironically, he owned one of largest plantations in the west and owned many slaves.   2. Jackson’s support came from the West, South, and laborers on the  east coast             a. Yet, much support came from machine politicians, especially in  New York and Pennsylvania.          b. Adams won New England and wealthy voters in the Northeast.          3. Election came to be called the **"The Revolution of 1828"**              a. No sitting president had been removed since John Adams in  1800.              b. Increased voter turnout from the “New Democracy” was  decisive.              c. Balance of power was shifting from the East to the expanding  West.              d. America hitherto had been ruled by educated wealthy elites:                 Federalist shippers and Jeffersonian planters.        C. **President Andrew Jackson** ("Old Hickory")          1. Personified the new West          2. Saw the federal gov't as a haven for wealth that was detached  from common folks.          3. Like Jefferson, sought to reduce role of federal gov’t in favor of  states’ rights; he hated Clay’s "American System"          4. Strong unionist and nationalist (to the dismay of the South);  federal supremacy over states.          5. Believed in a strong presidency: he defied will of Congress and  the Supreme Court              a. Employed the veto 12 times; his six predecessors combined  only used the veto 10 times  b. At times, he flouted the authority of the Supreme Court             c. Opponents condemned him as "King Andrew I" for his  perceived abuse of power  VI. **Spoils System** was brought to the federal government on a large  scale        A. The practice involved rewarding political supporters with public  offices, regardless of merit.   * Secretary of State Martin Van Burenwas the main architect of the spoils system as he had engineered a political machine in NY (known as the “Albany Regency”)         B. Jackson believed in the ideal of "rotation in office" or "turn about  is fair play"             1. Goal: Let as many citizens as possible hold office for at least a  short time.             2. Sought to remove Adams-Clay officials with loyal Jacksonians.             3. Ironically, only 20% of incumbents were removed.   * However, set a precedent for "clean sweeps" in subsequent   presidencies.       C. Consequences of the spoils system            1. A national political machine was built around Jackson.           2. Competence and merit were subordinated and many able  citizens were left out as a result.           3. Political corruption resulted  VII. Sectionalism in the Jackson Administration      A. **"Kitchen Cabinet"**         1. Jackson met at times with an unofficial group of about 13  temporary advisors.   * Some were newspaper people who kept Jackson in touch with public opinion.   2. Critics branded these members as the "Kitchen Cabinet"              a. Angry that advisors not answerable to Congress as was the  official cabinet              b. Congress saw it as a threat to checks and balances         3. Yet, the group never met officially and its influence was greatly  exaggerated.          4. Not unconstitutional: presidents are free to consult with unofficial  advisers      B. **Webster-Hayne Debate**          1. Senator Robert Y. Hayne argued against the “Tariff of  Abominations” of 1828  a. South Carolinian (one of Calhoun's protégés)  represented  states' rights              b. Accused New England of disloyalty during the War of 1812              c. Condemned New England's selfishness regarding the protective  tariff.              d. Proclaimed Calhoun's doctrine of nullification was the only  means of protecting southern rights.   * Hayne’s arguments later used by nullifiers and secessionists   2. Daniel Webster, from New England, spoke on behalf of the  Union.              a. Insisted the *people* not the *states* had framed the Constitution;  assailed the doctrine of nullification   * He thus refuted Jefferson and Madison’s “compact theory” of government   b. "Liberty and Union, now and forever, one and inseparable.”          3. Result of the debate:   1. Illustrated the rising sectionalism in the country 2. Some credit Webster for helping win the Civil War by   arousing a new generation of northerners to fight for ideal of Union.        C. Calhoun resigned the vice presidency in 1832.          1. The 1832 Tariff Controversy became the major wedge between  Calhoun and Jackson (see below)         2. Up until this time, Calhoun had publicly been a strong nationalist.              a. Saw himself in line for the presidency after Jackson served  1 term.              b. His falling out with Jackson destroyed his presidential hopes.         3. Calhoun became a fierce sectionalist: as a leader of the Senate he  rigorously protected slavery and states rights’  VIII. **Nullification controversy of 1832**      A. South Carolina still fuming over "Tariff of Abominations" (1828)   1. The tariff was seen as punitive in the short term. 2. It was seen as a precedent for federal interference with states’ rights in the long term. 3. The push for nullification in the South Carolina legislature had failed in 1828.     B. **Tariff of 1832**          1. Jackson attempted to lower the tariff of 1828 to conciliate the  South.             a. Lowered duties to 35% from about 45%, or the 1824 level.              b. Yet, law was still protective; not merely a revenue-based tariff              c. Fell far short of meeting all Southern demands          2. South Carolina took drastic action by nullifying the Tariff of 1832              a. Called upon state legislature to make necessary military  preparations              b. Threatened to secede from the Union if Jackson attempted  tariff collections by force.          3. Jackson condemned nullification              a. Violently angry in private; threatened to "hang" the nullifiers,  including Calhoun              b. Dispatched modest naval and military reinforcements to SC  while preparing a sizable army quietly.              c. Governor Robert Hayne (ex-Senator) rigorously advocated  nullification.              d. Standoff threatened a possible civil war.  C. Henry Clay proposed a compromise tariff in 1833.         1. The 1832 tariff would be reduced by 10% over eight years.              a. Rates would eventually be about the 1816 level: 20-25%  b. Many in New England and the Mid-Atlantic states opposed it.  c. Calhoun and the South favored it.             d. Compromise **Tariff of 1833** squeezed through Congress  e. South Carolina reluctantly repealed its nullification ordinance.         2. **Force Bill** (1833) was passed by Congress as a face-saving device              a. President in the future could use military force to collect federal  tariffs if necessary.              b. Dubbed the "Bloody Bill" by South Carolinians (who  symbolically nullified it)      D. Aftermath          1. Stepping stone to Civil War: South Carolina gradually abandoned  nullification in favor of secession by 1860.          2. The tariff crisis was the most compelling reason for the split  of Jackson and Calhoun  3. Henry Clay was later criticized by northerners as being an  “appeaser” to the South.   * Yet, Clay saved the Union from a civil war that the north was unprepared for.   IX. **Election of 1832**      A. Henry Clay (National Republican) vs. Andrew Jackson (Democrat)          1. Jackson earlier favored a one-term presidency; cronies convinced  him to stay.          2. Clay was author of "American System", a war hawk, and a  western senator.   * Made the recharter of the BUS a centerpiece of his campaign but it backfired when Jackson killed the unpopular BUS (see below)   3.Jackson defeated Clay 219-49 in Electoral College   * Jackson had the support of the masses that overwhelmed the vote of wealthier Americans.   B. New political features were introduced in the 1832 campaign.      1. **Anti-Masonic party** became the first third party in an American  presidential election.          a. Opposed the secrecy of the Masonic order, an 18th century  fraternal organization using rationalist Christian doctrine, ritual  symbolism, and civic virtue.   * Masons recruited upwardly mobile middle-class professionals, business leaders, and politicians (like George Washington and Andrew Jackson).   b. Masons were accused of using its membership to influence  appointments to offices and to gain economically at the expense  of the masses.          c. Anti-Masonic party attracted evangelical groups eager to fuse  moral and religious reforms with politics (e.g. keeping Sabbath  Day holy.)   * Meanwhile, Jacksonians were against all gov't meddling in social and economic life.   2. National nominating conventions were organized by all three  parties in 1831-32: a bit like today's system   * National Republicans and Anti-Masons had formal party platforms   X. Jacksonian economic policy     A. Main aim: divorce the gov’t from the economy (in essence,  *laissez faire*)          1. Anti-monopoly; common man should have a chance to succeed.          2. Return to Jeffersonian democracy: gov’t role should be limited          3. Give more power to states to promote equality of opportunity      B. End of the Bank of the United States (BUS)          1. Jackson distrusted the BUS (the "moneyed monster") and huge  businesses.   * Jackson may have tolerated the BUS’s recharter in 1836 with reforms   2. **Henry Clay** pushed to recharter the BUS in the 1832 as a  political ploy against Jackson during the election.   a. The recharter would create a dilemma for Jackson:   * If he signed it, he’d alienate his western supporters. * If he vetoed it, he’d alienate wealthy and influential supporters in the East.   b. Jackson: "The Bank... is trying to kill me, but I will kill it."          3. Jackson vetoed the BUS's charter in 1832.              a. He assailed the bank as monopolistic and unconstitutional.   * Criticized **Nicholas Biddle**, head of the BUS, for his alleged favoritism toward elite and for the BUS’s forced foreclosures in the West.   b. Jackson acted as if the president was superior to judicial branch   * The Supreme Court had ruled it constitutional in *McCulloch v. Maryland* (1819)   c. Jackson's demagogic message appealed to the masses.  d. In response, the senate censured Jackson (the censure was later  expunged by the Democrats)          4. BUS strengths before it was killed by Jackson              a. Sound organization             b. Reduced bank failures              c. Issued sound bank notes while the U.S. was flooded with  depreciated paper local and state money.              d. Spurred economic expansion by making credit and currency  available to businesses.              e. Safe depository for federal gov'ts funds; transferred and  disbursed its money.          5. **"Pet bank"** scheme              a.Jackson aimed to weaken BUS and Biddle              b. Transferred federal deposits from the BUS to 23 state **"pet**  **banks"**   * Overseen by Secretary of Treasury Roger B. Taney (soon to appointed by Jackson as Chief Justice of Supreme Court) * This effectively killed the Second National Bank four years before it was set to expire.   6. **Specie Circular:** public lands now had to be purchased with  "hard" money              a. In 1836, "Wildcat" currency had become unreliable, especially  in the West.   * This exacerbated the ongoing inflation problem   b. Jackson authorized the Treasury to issue a Specie Circular   * "Hard money" brought hard times to the West as farmers did not have hard money to buy land.   c. Inflation continued nonetheless and led to land speculation that  contributed to the Panic of 1837.      C. **General incorporation laws** (beginning with Connecticut in 1837)          1. Traditionally, corporate charters granted from state governments  were seen by many as monopoly-oriented.          2. States began to make incorporation easier, thus spurring the U.S.  economy with small and medium-sized businesses.          3. **Limited liability**: business owners were now allowed to be a  separate entity from their corporation.   1. If the corporation went bankrupt, the business owner still kept his own money. 2. Reduced the risk of owning a business.   4. Jacksonian in nature      D. **Charles River Bridge decision** (*Charles River Bridge v. Warren*  *Bridge), 1837*          1. Builders of Charles River Bridge had been given a charter by  Massachusetts in 1780.          2. 1828, Warren Bridge Co. was granted a charter by Massachusetts  to build a bridge 300 yards from the Charles River Bridge (whose  company made profits from tolls).   * Heavy traffic necessitated another bridge.   3. Charles River Bridge Co. sued Warren Bridge Co. since the new  charter interfered with the U.S. Constitution's provision for states  not to interfere with contracts (*Dartmouth v. Woodward*).          4. The Supreme Court, led by Chief Justice Roger B. Taney, granted  Warren Bridge Co. the right to build the new bridge.          5. Significance: encouraged economic development in  transportation and other public facilities via competition(began to  end monopolies in public facilities).   * Jacksonian in nature.   E. **Maysville Road veto**          1. Jackson favored states’ rights (at the expense of economic  nationalism).          2. Refused to spend federal money for intrastate improvements  (e.g. roads and canals)   * Strong states' rights principles (like Madison who vetoed   Calhoun’s Bonus Bill in 1817)          3. He vetoed the bill for improving theMaysville Road in Kentucky.    XI. Removal of Native Americans     A. By 1830, most territories east of the Mississippi had become states.          1. Most Amerindian tribes were surrounded by white settlements.  2. Jackson did not regard the tribes as separate nations within  individual states.   * Harbored some protective feelings toward Amerindians yet saw them as "uncivilized."       B. **Indian Removal Act**, 1830           1. Jackson proposed the bodily removal of remaining Indians—  especially the **Five Civilized Nations: Cherokee, Creek,**  **Choctaw, Chickasaw** and **Seminoles**—beyond the Mississippi  to **Indian Territory** (modern-day Oklahoma).           2. Individual Indians might remain if they adopted white ways.           3. As a result, more than 100,000 Indians were forcibly uprooted  and moved in the 1830s.  a. The U.S. gov’t promised that Indian lands in Indian Territory  would remain permanently in Indian hands (“as long as the  grass grows and the water runs”).  b. Land-hungry Americans continued to push west and  eventually encroached on Indian Territory in the 1880s & 90s          4. **Bureau of Indian Affairs** was established in 1836 to administer  relations with Amerindians      C. **Cherokee**          1. Developed certain aspects of society similar to whites              a. Sequoya created a Cherokee syllabic alphabet (85 characters)  and the Cherokee had their own newspaper, *Cherokee Phoenix*              b. They wrote a constitution similar to the U.S.; similar electoral  system              c. Established efficient agriculture-based economy  d. Despite strong attempts to assimilate, Cherokee not accepted  by white society         2. Cherokee nation sat on valuable land in northeast Georgia              a. Gold was discovered in 1829 and local whites wanted to mine  Cherokee land.              b. Land could also be used for cotton; coveted by land-hungry  white farmers.              c. Cherokee right to land had been recognized in the Treaty of  1791.   * Many Georgians had ignored the federal laws.   3. ***Cherokee Nation v. Georgia,*** 1831              a. Cherokee challenged a Georgia law that made Cherokee laws  null and void.              b. Supreme Court: Cherokee lacked jurisdiction over its land, as it  was a "domestic dependent, nation" possessing some  sovereignty, but not a foreign nation.   * Represented a major blow to Cherokee rights as an independent nation   4. ***Worcester v. Georgia,*** 1832              a. John Marshall ruled that Georgia’s laws had no jurisdiction  inside Cherokee territory and the Cherokee could invite  whomever it wished on its land.   * Samuel Worcester, a missionary living with the Cherokee for years, was forced by GA to take oath of allegiance or leave Cherokee land; he refused and was arrested   b. Worcester was released from jail within 3 months  c. Despite the Court’s support for Cherokee autonomy on its  lands, Jackson proceeded with Indian removal          5. **Trail of Tears**              a. In 1838, 18,000 Cherokees forcibly removed from their homes  and marched 1,000 miles to Indian Territory(Oklahoma).   * 4,000 died from malnutrition, exposure, cholera, and harsh treatment. * Soldiers forced the march with rifles and bayonets.   b. Earlier, 25% of Choctaws died en route to Indian Territory  between 1831-1835              c. 3,500 of 15,000 Creeks died during removal in 1836.      D. **Black Hawk War** (1832)          1. Braves in Illinois and Wisconsin led by Black Hawk resisted  removal on lands west of Lake Huron.          2. They were crushed by U.S. troops.          3. Area west of Lake Michigan became open for white settlement.      E. **Seminoles** in Florida          1. Seminoles were ordered by the U.S. to merge with their old  enemy – the Creek – and relocate to Indian Territory.   * They refused as the Creek were slave owners and many Seminoles had escaped Creek slavery.   2. Waged bloody guerrilla war in the **Second Seminole War** (1835-  1842) that left 1,500 U.S. soldiers dead.   * Bloodiest Native American conflict in U.S. history.   3. 4/5 or 3,000 were forcibly moved to Oklahoma; 3,000 still  survive today  XII. **The Birth of Texas**      A. U.S. dropped its claim to Texas when it bought Florida from Spain  in 1819.      B. In 1823, a newly independent Mexico granted **Stephen Austin** the  right to settle in Texas.          1. Immigrants were to be Catholic and properly Mexicanized.          2. Restrictions were largely ignored by Americans in Texas.      C. Friction between Mexicans and Americans occurred over slavery,  immigration, and local rights.          1. Mexico emancipated its slaves in 1830 and prohibited importation  of slaves into Texas.          2. Prohibited further settlement by Americans          3. Texans refused to abide by Mexico's decree; new settlers and  slaves poured in.         4. 1835, Mexican dictator **Santa Anna** outlawed all local rights and  raised an army to exert control in Texas.      D. Texas declared independence in 1836   1. **Sam Houston** was commander in chief of Texas 2. Santa Anna's 6,000 man army invaded Texas.  * Killed 342 American volunteers who surrendered at Goliad * Killed all Americans at the **Alamo** (including Davy Crockett and James Bowie) * Americans were outraged: "Remember the Alamo", "Remember Goliad," "Death to Santa Anna.”   E. Houston's army won at San Jacinto.          1. Santa Anna signed two treaties: withdraw Mexican troops and  recognize Rio Grande as Texas' southern border (Nueces River  had been original border)   * Santa Anna and the Mexican government repudiated the treaties upon his release.   2. American aid was important to Texas' fight for independence.              a. America's public opinion nullified existing U.S. neutrality  legislation.              b. Mexicans complained the U.S. was obligated to honor its  international neutrality law.      F. The issue of a potential new slave state stirred up sectionalism.          1. For Jackson, recognizing Texas might hurt the election of his  hand-picked successor, Van Buren, for president.          2. Jackson recognized Texas the day before he left office in 1837.          3. Texas officially petitioned to be annexed.              a. Antislavery Whigs in the North opposed it.              b. Southern Democrats welcomed the idea of annexation.          4. Texas was thus left to protect itself as an independent nation.             a. Texas feared reprisals from Santa Anna and Mexico.             b. Texas therefore courted Britain and France for aid.              c. Balance of power politics threatened the southern U.S.          5. Sam Houston: first president of Independent Republic of Texas.  XIII. **Election of 1836**      A. Birth of the **Whigs** (heirs of Hamilton’s Federalist ideas)          1. Emerged in 1834 where Clay and Calhoun joined forces to pass a  motion censuring Jackson for his removal of federal deposits  from the BUS.   * Shared a mutual hatred of Jackson   2. Evolved into a national political party of groups alienated by  Jackson.  a. Supporters of Clay’s “American System”  b. States’ rights advocates who were offended by Jackson’s anti-  nullification views  c. Larger northern industrialists and merchants  d. Evangelical Protestants (many had been Anti-Masons in 1832)  e. Nativists who opposed Irish immigration.  3. Many Whig principles were the foundation for the modern-day  Republican party.  4. **William Henry Harrison**, hero of the Battle of Tippecanoe,  emerged as the Whig candidate, defeating Clay.      B. **Martin Van Buren** was Jackson's hand-picked successor.          1. Old and ailing, Jackson decided not to run for a third term.          2. Decided to run a third term vicariously through Van Buren.  3. Van Buren defeated Harrison 170-73    C. Election of 1832 had ushered in the **“Second Party System”**  1. Democrats and Whigs would dominate national politics until  1852.  2. First party system lasted from c. 1796 to 1816: Federalists vs.  Democratic-Republicans   |  | | --- | | **The “Second Party System”: c. 1832-1852** |  |  |  | | --- | --- | | **Whigs**   * Supported by northern industrialists and merchants (wealthiest Americans) * Supported Clay’s "American System" * Sought to reduce the spoils system * Southern states’ rights advocates angry at Jackson’s stand on nullification * Often were nativist regarding Irish immigation * Evangelicals from Anti-Masonic party joined * Later supported moral reforms: prohibition of alcohol and abolition of slavery * Sought to use national gov’t to solve societies problems (over states’ rights issues) | **Democrats**   * Supported by the common people and machine politicians in the East * States’ Rights – opposed to "American System" * Favored spoils system * Anti-monopoly—favored increased competition * Believed federal gov’t should not be involved in people’s personal lives |       XIV. **Jackson's Legacy** (Quick Review)     A. Positive Contributions          1. Demonstrated value of strong executive leadership in the 1832  tariff controversy          2. Was perceived as the champion of the common people in politics          3. Established the Democratic Party (that sparked the 2-party system  with the Whigs as opposition)      B. Liabilities          1. Spoils system led to political corruption on a national scale         2. Killing the BUS resulted in thousands of bank failures and was a  cause of the Panic of 1837          3. Specie circular hurt western farmers          4. Flouted the authority of the Supreme Court vis-à-vis Cherokee  and the BUS          5. Indian removal         6. Cabinet crisis and break with Calhoun resulted in increased  sectionalism  XV. Martin Van Buren's presidency      A. Van Buren: Principle architect of the 2nd American Party System  B. Presided over the Panic of 1837 (Jackson's policies were a major  cause)  C. Established the Independent Treasury System (formalized the "Pet  Bank" scheme)     D. *Caroline Incident:*Rebellion in Canada in 1837 created ugly  incidents along the border and threatened to trigger war with Britain.  XVI. **Panic of 1837**      A. Causes          1. Most important cause: overspeculation              a. Land speculators in the West borrowed heavily from "wildcat  banks."              b. Speculation spread to canals, roads, and slaves.              c. Speculators unable to pay back loans thus causing bank failures          2. Jacksonian finance, including the BUS War & the Specie  Circular, further hurt the economy.          3. Flour Riot: crop failures forced grain prices so high that NY mobs  stormed warehouses and broke open flour barrels. (During  Jackson's last days)          4. Failure of two major British banks caused English investors  to call in their foreign loans.   * Hurt U.S. banks and helped trigger the beginning of the panic.       B. Results          1. American banks collapsed by the hundreds including "pet banks"  which lost several million dollars in gov't funds.          2. Commodity prices and sale of public land fell; customs revenues  dried up.          3. Factories closed; unemployment soared.  4. The economic depression lasted about five years.      C. Whig proposals were blocked by Van Buren (Jacksonian ideal of  limited gov't)   * Whigs sought expansion of bank credit, higher tariffs, and internal improvement funds (Clay’s “American System”)       D. **Treasury Bill of 1840 ("Divorce Bill")**          1. Van Buren was convinced that part of the depression was due to  the BUS’s federal funds being given to private banks.          2. He held the Jacksonian principle of "divorcing" gov't funds from  private banks.          3. **Independent Treasury System**: gov't could put its surplus  in certain banks in several of the nation’s larger cities.          4. Funds were safe but it denied the banking system of reserves  which decreased available credit resources.          5. Policy was condemned by the Whigs and repealed next year when  they won the presidency.   * Reenacted in 1846 by the Democrats after Polk became president and lasted, in various forms, until 1921.   XVII. **Election of 1840**      A. Van Buren renominated by Democrats      B. Whigs again chose William H. Harrison over both Clay and  Webster   * Slogan: “Tippecanoe and Tyler Too” (John Tyler was the Whig vice presidential candidate)   C. Voters blamed the depression on Van Buren (the party in power)      D. Whigs created false myths about Harrison being a poor farmer from  a log cabin:"Log Cabin and Hard Cider"   * In fact, he was born into a wealthy plantation family in Virginia   E. Harrison defeated Van Buren 234-60     F. Significance          1. First mass-turnout election in American history          2. Propaganda and silly slogans set an unfortunate example for  future campaigns.          3. **Liberty Party,** first anti-extension of slavery party, was also in  the race with James G. Birney as its candidate.    **Memory Aid for Jacksonian Democracy: “New KNICKSS"**    **New** Democracy  **K** illing of the BUS  **N** ullification Crisis of 1832  **I** ndian Removal  **C** reation of 2-party system (Democrats & Whigs)  **K** itchen Cabinet/Cabinet Crisis (break between Jackson & Calhoun)  **S** poils System  **S** ectionalism  **Terms to Know**   |  |  | | --- | --- | | “New Democracy”  Frederick Jackson Turner: “The Significance of the Frontier on American History”  workingmen's parties  caucus system  nominating conventions  election of 1824  The “corrupt bargain”  Henry Clay  President John Quincy Adams  “Tariff of Abominations,” 1828  John C. Calhoun, “Southern Carolina Exposition”  “Revolution of 1828”  President Andrew Jackson  spoils system  “Kitchen Cabinet”  Webster-Hayne Debate  Tariff of 1832  Nullification Crisis, 1832  Tariff of 1833  election of 1832  Anti-Masonic party  States  Nicholas Biddle  “Pet Bank” scheme  Specie Circular  veto of the BUS | general incorporation laws  limited liability  *Charles River Bridge* case  Maysville Road veto  Indian Removal Act, 1830  Bureau of Indian Affairs  Five Civilized Nations: Cherokee, Creek, Choctaw, Chickasaw, Seminole  *Cherokee Nation v. Georgia*, 1831  *Worcester v. Georgia,* 1832  “Trail of Tears”  Indian Territory  Black Hawk War  Second Seminole War  Republic of Texas  Stephen Austin  General Santa Anna  Alamo  election of 1836  Whigs  William Henry Harrison  President Martin Van Buren  Panic of 1837  Independent Treasury System  election of 1840  Liberty Party |   **Essay Questions**  *Note: This sub-unit is a medium probability area for the AP exam. In the past 10 years, 2 questions have come wholly or in part from the material in this chapter. Below are some questions that will help you study the topics that have appeared on previous exams.*   1. The era between 1820 and 1840 has been called “the rise of mass politics.” Analyze causes for this democratic trend. Were there any groups that were left out during this period? 2. Identify the goals and philosophies of Jacksonian Democrats. To what extent were Jacksonians successful in achieving these goals and implementing their philosophies politically and economically? 3. Compare and contrast the goals and philosophies of the Democrats and Whigs (National Republicans). 4. To what extent did the Jacksonian era lead to more sectionalism between North and South in the years between 1828 and 1848? 5. Analyze U.S. government policy towards Amerindians between 1828 and 1848.     **Overarching Questions and Themes from the AP® Curriculum Framework for Unit 4.1**   * **How have gender, class, ethnic, religious, regional, and other group identities, changed in different eras?**   **ID-5:** Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century. (4.1.I, 4.1.III)   * **How and why have different political and social groups competed for influence over society and government in what would become the United States?**   **POL-2:** Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century. (4.1.I)   * **How have Americans agreed on or argued over the values that guide the political system as well as who is part of the political process?**   **POL-5:** Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787. (4.1.I)  **POL-6:** Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century. (4.1.I, 4.3.II)   * **How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?**   **WOR-5:** Analyze the motives behind, and results of economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War. (4.3.I)  **WOR-6:** Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century. (4.3.I, 4.3.II)  **Bibliography:**  College Board, *AP United States History Course and Exam Description (Including the Curriculum Framework), 2014: History,* New York: College Board, 2014  Brinkley, Alan, Williams, T. 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| 4.1.1A  4.1.ID  4.1.1A  4.1.1A/  4.1.1D  4.1.IA  4.1.IA  4.1.ID  4.1.IA/  4.1.ID  4.1.IA  4.1.IA  4.1.ID  4.3.IIA/C  4.1.IB  4.3.IIA/C  4.3.IA  4.1.IA | POL-2  POL-2  ID-5  POL-2  POL-2  ID-5  POL-5  POL-2  POL-2  POL-5  POL-5  POL-2  POL-5  ID-5  POL-2  POL-5  ID-5  POL-2  POL-2  POL-5  POL-5  POL-6  WOR-6  POL-5  POL-6  POL-6  WOR-6  WOR-5/6  POL-2,5-6  ID-5 |