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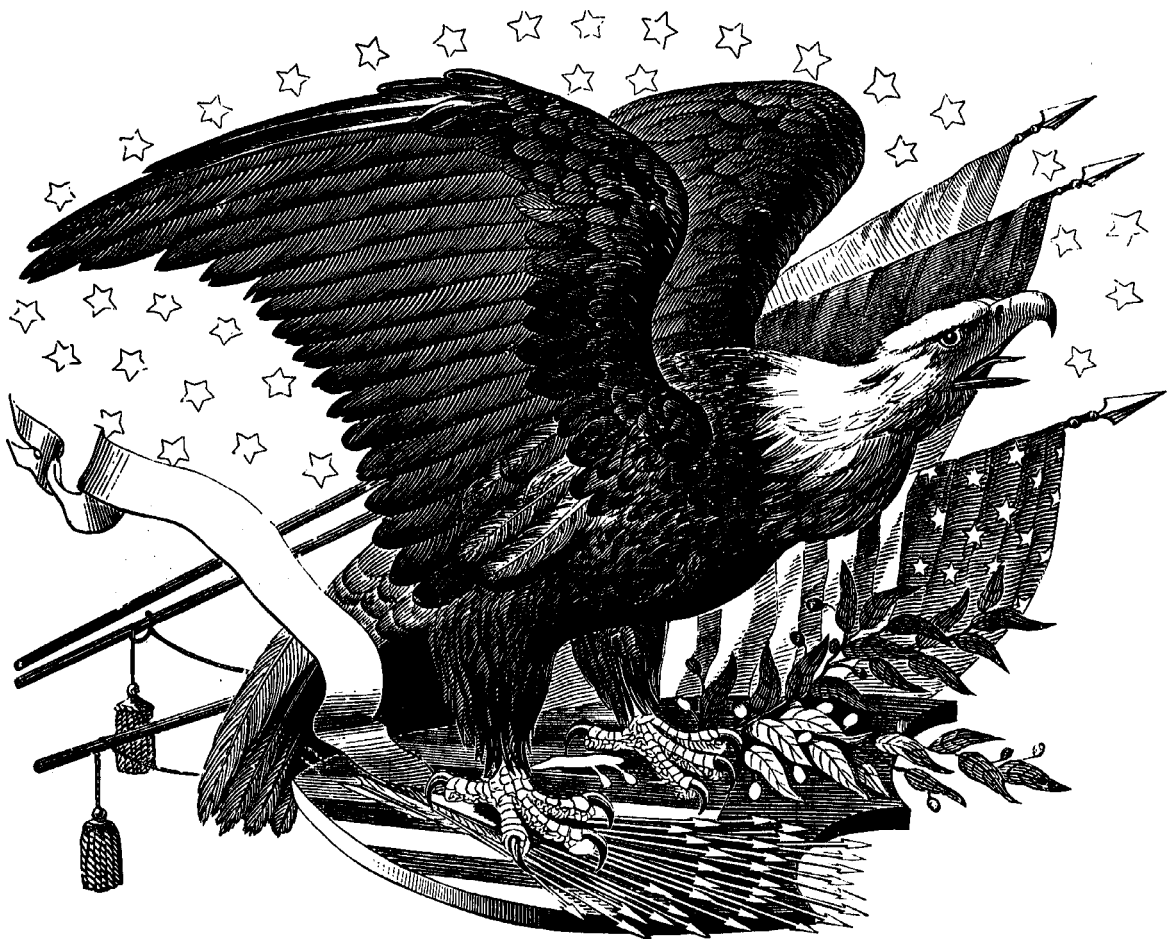
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Teaching Outlining in United States History



Stevens & Shea Publishers

Introduction

This game emphasizes note-taking, outlining and listening skills. The structure of the game allows for a variety of approaches in teaching the skills. The game presents eight lectures, each divided into four parts. The game also provides a partially filled-in outline for each part. All of the materials are reproducible for use in the school that purchased the unit.

Description

The class is divided into eight teams of four members each. The teams take turns making presentations to the class while the other seven teams practice listening, note-taking, and outlining skills. The teams use a structured four stage outlining form. The first outline is missing the supporting information which must be filled in by the students; the second outline is missing the topics; the third outline has a few of the topics listed and the last is completely blank.

The individual members of each team then compare notes and make a composite outline. The master outline is distributed and students compare what they have with the master outline. The team with the least number of errors after eight lectures is the winner.

There are also nine practice exercises in paraphrasing, summarizing and prioritizing information.

SS 117

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Materials and Preparation

8 lectures – 4 pages each. Each team presents one different four-page lecture.

2 practice outline pages for each lecture. Each student should receive a set of these to take notes; one additional set should be given to each team for the composite outline.

1 master outline page for each lecture – Each team should be given these after the composite outline is completed.

3 practice pages – Each containing 3 exercises. These would be used before the game begins.

Time

It takes two class periods to complete one four-part lecture and do the composite outline.

Sequence

Step 1: Explain game objectives and rules.

Step 2: Divide the class into 8 teams.

Step 3: Distribute the lectures to the teams. Give them time to read the lectures over carefully.

Step 4: Distribute practice outline sheets to each student.

Step 5: Have the first team make its presentation.

Step 6: At completion have the students compare their individual outlines and make a composite.

Step 7: Distribute master outlines to teams to compare their composite to the original.

Step 8: Total errors in the outline and record the score for each team.

Note-Taking Hints

Before this exercise begins it is useful to remind the students of several things.

1. Complete concentration is necessary.
2. Since the note-taking must be done quickly, students should not try to record every word, nor should they worry about spelling. This can be checked later.

3. Abbreviations and contractions should be used to speed the note-taking.

4. They can also create codes for names and terms that are repetitive; e.g., G can be used for Greeks without writing the whole word.

5. If they lose track of what the speaker is saying they shouldn't become upset but should use the outline guide to find out where they should be. What they missed can be obtained from other members of the team.

Reading Hints

Students have a tendency to read the lectures too quickly. They should be cautioned to slow down. Another helpful procedure is having students read each paragraph twice. Remind them to vary the tone and pitch of their voices.

Basic Rules

The students should be reminded of the following rules during the note-taking sessions.

1. The speaker should not be interrupted.
2. Other students should not be asked for information that might have been missed.
3. They will have a chance to compare notes with their team members after the lecture.

Teaching Hints

This activity is difficult and challenging for many students. Rather than doing all eight lectures at once, they could be spaced over the semester or school year. They can be used to introduce a unit, or at the conclusion of a unit while reviewing for a test.

Alternative Approaches

The materials in this unit can be used in a variety of ways depending upon the teacher's style and the ability of the students.

1. Rather than having the students read the lectures, the teacher can do it.
2. The materials can also be used silently, or for independent study. The written lecture can be read by the students, and they could practice outlining and note-taking skills individually.

Summarizing is a very important skill. In the exercises below, pretend that you are a reporter who must send a report of an event back to your paper. You are to send a telegram, but you have only enough money for ten words. (You do not have to use complete sentences.)

Exercise 1

The Continental Congress selected George Washington to be Commander-in-Chief of the newly formed Continental Army. Washington was selected over Artemus Ward, who is commanding the troops fighting the British in Boston, and Charles Lee, a former military officer in the British Army. Washington's only military experience was fighting the French in the Ohio Valley in the 1850's. He was selected because he is widely respected in the colonies.

Exercise 2

Today President Lincoln met with delegates of the Peace Convention. The Convention, made up of representatives of border states, is trying to come up with proposals to get the Southern states to rejoin the Union. Representatives from Virginia, Kentucky and Missouri were present. Lincoln declared his intention to preserve the Union and expressed a desire for peace. Governor Morehead of Kentucky said that nothing was accomplished in the meeting.

Exercise 3

President Roosevelt announced today a plan to expand the Supreme Court by adding six new justices. Roosevelt has been frustrated in his attempts to improve the economy because the Supreme Court has declared his major laws unconstitutional. Roosevelt pointed out that the Supreme Court is out of touch with today's reality. The average age of a justice is 71 and the youngest is 64 years old. Roosevelt said that only Congressional action would be required to expand the Court.

Paraphrasing

Being able to change someone else's words into your own words is a useful skill. It shows that you have some understanding of what they have said. In the exercise below there are quotes from Washington, Lincoln and Franklin Roosevelt. Change them into your own words.

Exercise 1

Famous quotes of George Washington.

1. "Few men have virtue to withstand the highest bidder."

2. "Be courteous to all, but intimate with few; and let those few be well tried before you give them your confidence."

3. "True friendship is a plant of slow growth and must undergo and withstand the shocks of adversity before it is entitled to the appellation."

Exercise 2

Famous quotes of Abraham Lincoln.

1. "While the people retain their virtue and vigilance, no administration, by any extreme of wickedness or folly, can very seriously injure the government in the short space of four years."

2. "It is difficult to make a man miserable while he feels he is worthy of himself and claims kindred to the great God who made him."

Exercise 3

Famous quote of Franklin Roosevelt.

1. "Freedom of conscience, of education, of speech and of assembly are among the very fundamentals of democracy and all of them would be nullified should freedom of the press ever be successfully challenged."

Some facts are more important than others. In the exercises below you are to rank the facts according to what you think the importance is. Give the most important piece of information a **1**, the second most important a **2**, and so on. Tell why you ranked them the way you did.

Exercise 1

These are facts about George Washington, our first president.

- A. _____ Washington defeated by the French at Fort Necessity in 1754.
- B. _____ Washington married to Martha Custis in 1759.
- C. _____ Washington appointed chairman of the Constitutional Convention in 1787.
- D. _____ Washington appointed Commander-in-Chief of the new American Army in 1775.

Why? _____

Exercise 2

These are facts about Abraham Lincoln, who led the country during the Civil War.

- A. _____ In 1837 Lincoln became a lawyer in Springfield, Illinois.
- B. _____ Lincoln nominated for presidency by Republican Party in 1860.
- C. _____ Lincoln defeated for U.S. Senate by Stephen A. Douglas in 1858.
- D. _____ Lincoln born in 1809.

Why? _____

Exercise 3

These are facts about Franklin D. Roosevelt, who led our country through the Great Depression of the 1930's.

- A. _____ Roosevelt elected governor of New York in 1928.
- B. _____ In 1921 Roosevelt paralyzed by a polio attack.
- C. _____ Roosevelt graduated from Harvard in 1904.
- D. _____ In 1913 Roosevelt appointed Assistant Secretary of the Navy by President Wilson.

Why? _____

The Constitution & The Supreme Court

The Constitution provides the basic framework for our government and the liberties we enjoy. The Constitution is a flexible instrument. Those people who wrote it did not try to take into account every problem that would come up in the future. The Constitution was left open to interpretation to what it would mean in the future.

The power of the Supreme Court to rule on the constitutionality of laws was not clearly established in the beginning. The **Supreme Court** under the leadership of **John Marshall** established itself as an equal partner in the government of the country in the late 18th and early 19th Centuries. In the case of **Marbury v. Madison**, Marshall ruled the **Judiciary Act**, a law passed by Congress, unconstitutional and in doing so established the power of the Supreme Court to rule on laws passed by Congress.

Marshall continued to lead the court to measure ordinary laws passed by Congress, states and local governments by the standards of the constitution. If the law did not measure up to constitutional standards, the law had no effect. In **McCulloch v. Maryland**, Marshall set two other important legal precedents.

In this case the Supreme Court decided that Congress could use any legal means to implement the powers given it in the Constitution. Since the Constitution limits the power of Congress, this interpretation gave Congress more power. The case involved the establishment of a "national" bank owned by the Federal government. The state of Maryland wanted to tax the bank. Marshall held that they couldn't. He decided that the power of the states did not extend over actions taken by the Federal government. These two principles became important powers for the Federal government in dealing with a variety of problems our country has faced during its history.

Marshall's place on the Supreme Court was taken by **Roger B. Taney** in 1835. Marshall had served from 1801 to 1835 and Taney served until 1866. These two men were important in making the Constitution the useful, practical document that gave our government the power to solve problems.

Taney's first major decision was the **Charles River Bridge** case. In this case Taney decided that a corporation that provided a public service could be more strictly regulated by the government than one that deals with non-essential services. This doctrine of "**public utility**" is an important concept today. Taney declared that not only did business corporations have rights, but the community had rights that must be protected as well.

Though the Constitution proved a flexible instrument capable of dealing with a variety of problems, it was ineffective in dealing with the conflict between the northern and southern states. This disagreement had to be settled by a war rather than the rule of law.

Big Business & The Constitution

The United States rapidly expanded its industrial capacity after the Civil War. The growth of large corporations created a large number of problems with which the Supreme Court had to deal.

After the Civil War, in order to protect the rights of African-American citizens, the **14th Amendment** was added to the Constitution. This amendment said that no person could be deprived of property or liberty without due process of law. The Supreme Court interpreted the word "individual" to mean corporations as well as persons. Using this interpretation, the Supreme Court took a pro-business stand for the last part of the 19th Century.

In 1876, in the case of **Munn v. Illinois**, the Court upheld the right of the state to regulate business. This was the last case in which the Court upheld the right of government to regulate business until 1937.

The Federal government tried to cope with the problems of increasing corporate power by regulating corporations and breaking them up into smaller units. It established the **Interstate Commerce Commission** and passed the **Sherman Antitrust Act**. The Supreme Court in 1895 destroyed the intended effect of the Sherman Antitrust Act and two years later denied that the ICC had the right to regulate the rates that railroads charged customers for shipping.

After the turn of the century, the Supreme Court softened its pro-business stand slightly. In the **Northern Securities** case of 1905 it conceded that a trust was a restraint of trade. However, in 1911 the Court declared that the Sherman Antitrust Act did not prohibit all monopoly but only permitted restraint of "unreasonable" monopolies. The same year it did approve of the Federal seizure of eggs that were rotten.

When the Federal government tried to restrict child labor by passing a law making it illegal to ship across state lines goods made by children, the Court ruled the law unconstitutional. It pointed out that the difference between this case and the case of the rotten eggs was that the eggs were harmful in themselves; goods made by children were not.

The **Great Depression**, beginning in 1929, changed the attitude of the Court toward government regulation of business. In 1938 the Court declared that the Federal government could regulate business. This new attitude produced approval of a series of laws which were designed to help workers, protect the consumer and to cure the bad effects of the Depression.

The Bill of Rights

One of the things that makes the United States unique among the nations of the world is the **Bill of Rights** and our ability to make it work. The main part of the Constitution establishes the framework of our government. The first ten amendments, the **Bill of Rights**, establishes the rights of individuals that must be protected from the power of the government.

The First Amendment is of particular importance because it provides for the freedom of expression and religious practice. These rights are constantly being challenged and the Supreme Court has had to make many rulings regarding them.

The most severe test of the Bill of Rights came at the beginning of World War II when 112,000 Japanese-American citizens were put into concentration camps and denied their civil liberties. Even though these citizens had not done anything illegal, the Supreme Court held their internment was constitutional because of the national emergency created by Japan's attack upon the United States. After World War II, the U.S. embarked upon a Cold War with Russia, and the right of people to disagree with the government was gravely challenged. A number of laws were passed restricting freedoms.

The Supreme Court upheld many of these laws at the time but has watered down its decisions in the years since the 1950's. In 1950 the Court held that labor unions could be required to sign "non-communist" oaths declaring that they did not have communists as leaders. The following year, the Court declared a law constitutional that required the registration of individuals belonging to organizations the U.S. Attorney General thought were subversive and out to overthrow the government. The Supreme Court later changed its position to say that an individual had to have knowledge of the organization's goals in order to be prosecuted under the law.

While the Court took a rather narrow view of a person's rights when it came to advocating the overthrow of the government, the Court began to take a broader view of a person's rights. This is particularly true of the Court under the leadership of **Chief Justice Earl Warren** who joined the Court in 1953. In 1949, for example, the Court decided that a person whose remarks caused a riot was not liable for prosecution if the riot was caused by those who disagree with the speaker and the speaker was peaceable.

The Court also placed limits on state and local governments in the censorship of "obscene" materials.

The Court was also faced with a number of decisions regarding the **separation of church and state**. The Court decided that it was unconstitutional to use public school buildings for religious instruction and to have required prayer in school. It did however permit books to be given by the states to parochial schools and allow parochial school students to be transported on public school buses on the grounds that it was a benefit to children rather than a religion.

The questions of freedom of speech, freedom of the press, book censorship and the separation of church and state are still issues of great importance.

The Constitution and Civil Rights

An important part of our legal heritage has been the creation and application of the law to protect the rights of various minorities. When the Constitution was written it ignored the problem of slavery. Seventy years later, the problem of slavery was settled by the Civil War. After the war, the United States Congress had to deal with the problem of what to do with the newly freed slaves who had no legal rights.

The first step was the passage of the **13th Amendment** to the Constitution which outlawed slavery. The second step was the **14th Amendment** which has become an important part of our Constitution. This amendment prevented states from making any law which discriminated against a citizen and prevented any law which deprived a person of life, liberty or property without due process of law. This amendment provided every citizen with equal protection of the law. The **15th Amendment** protected the right of all citizens to vote regardless of race, color or whether or not they had previously been slaves.

Even though Congress passed laws to enforce these amendments, it was difficult to enforce the laws when there was widespread prejudice. In fact, in the decision of **Plessy v. Ferguson** in 1896 the Supreme Court interpreted the laws to allow for separate but equal facilities for black citizens. This created in the South separate school systems, eating facilities and the like. The laws creating separate facilities were called "**Jim Crow**" laws.

The separate but equal approach was held until after World War II. Then the mood of the country changed and the Supreme Court began to issue different rulings. In 1948 the Court ruled that the states could not enforce civil suits involving **restrictive covenants**. These are clauses in a deed to a house that prevents the house from being sold to a member of a specified minority

group. The Supreme Court could not find the covenants illegal in themselves but could prevent the states from enforcing them.

In 1950, the pattern that would destroy the separate but equal interpretation was set. The Court found that a separate black law school in Texas was inherently unequal because all of the students didn't have the same opportunity. The Court also forbade discrimination in railroad dining cars.

The most famous decision of the Court took place in 1954 under the leadership of **Chief Justice Earl Warren**. In **Brown v. Topeka** it ruled that separate school systems were unequal. The **Civil Rights Movement** began in earnest in the 1960's and most of the legal segregation that had developed in the Jim Crow period was eliminated.

In the mid 1960's, the Congress passed the **Civil Rights Act** and a **Voting Rights Act** to ensure there was no discrimination. These laws helped end discrimination based upon race.

Electricity

America is noted for its advanced technology. Much of America's advance depended on the development of electricity as a source of power.

The discovery of electricity is usually associated with **Benjamin Franklin** and the development of electricity is a complicated one involving many scientists and inventors.

Though electricity was known long before Franklin, he discovered in 1752 that lightning was made of electricity and quickly invented the **lightning rod** to protect buildings. A real breakthrough in the use of electricity came in 1800 when an Italian, **Allesandro Volta**, invented the **wet battery**. This enabled people to generate electricity for power. Now it remained for someone to invent a motor that could use the electricity. This complex story had several people working on the problem at the same time.

Joseph Henry, an American scientist, invented a magnet which could lift 750 pounds though it weighed only 21 pounds. His work was based upon the discovery of a Dane, **H.C. Oerstad**, who discovered that electrical current sets up a magnetic field. Going a step further than relying on a battery for power, Henry thought that if electricity created magnetism, the process could be reversed and magnetism could be used to create electricity. He devised a machine, a **generator**, that could produce electricity. However, credit for the invention of the **dynamo** usually goes to an Englishman, **Michael Faraday**, who was working on the problem at the same time.

A Vermont blacksmith, **Thomas Davenport**, impressed by a demonstration of Henry's magnet became obsessed by the idea of an electric motor. By 1834, he had developed a working model and obtained the first patent for an

electric motor in 1837. However, Davenport could never obtain financial backing for his invention. The first use he put it to was running model electric trains. The first practical, productive use came about when the electric motor was attached to a printing press. Davenport, however, died in poverty.

Henry continued to develop his ideas. In July 1832, he used his electrical generator to power a **telegraph** which sent signals for one mile, but he failed to apply for a patent. **Samuel F.B. Morse**, relying heavily upon Henry's ideas, applied for the first patent on the telegraph and grew wealthy because of it. The telegraph was the first important use of electricity and rapidly speeded communication.

The Electric Light & Radio

Electricity was also used to produce light. The first electric light was the **arc lamp** with the light produced as the electricity jumped between two poles. The problem with this type of light was that it wasn't safe and that it was too powerful. The first street light was installed in San Jose, California, and was so powerful that one light illuminated the entire town and could be seen 20 miles away.

Thomas Edison tackled the problem of the reliable light bulb by testing over 4,000 different materials as a filament to carry the electricity between the two poles. Once he discovered one that worked, he went into the business of providing light to homes and businesses. However, Edison could supply electricity only over a short distance because he used **direct current**. The current was so powerful that it required impossibly heavy copper wires to carry it over a long distance.

Nikola Tesla solved the problem of transmitting electricity over long distances. Tesla was born in Croatia, which is now part of Yugoslavia. In 1882, Tesla discovered another method of sending electricity – **alternating current**. It was a dramatic development in that now the current could be sent hundreds of miles, but it also required the development of new generators and motors. He could not find backers for his system so he came to America and went to work for Edison.

Tesla worked only a short time for Edison and left him when Edison failed to pay him for some work. He formed his own company which was quickly bought out by Westinghouse. Without his ideas, electricity would not have become a common part of our daily lives.

Tesla had very advanced ideas for his time. He conducted experiments in sending electricity through the air rather than wires and thought of the possibility of sending radio signals. It was left to others, however, to explore this idea.

Guglielmo Marconi, an Italian inventor, developed the wireless transmission of sound which replaced the telegraph and telephone as the fastest means of communication. However, Marconi's device was still limited to the Morse Code, a series of dots and dashes invented for the telegraph because of the inability of receiving equipment to pick up the entire range of human sound.

Reginald Fessenden is credited for beam- ing the first radio broadcast in 1906. A year later the radio telephone was developed. Still, there was a limit on the ability to transmit the wide range of sound that is required to send music through the air. **Lee de Forest** finally developed the **audion tube** in 1912 that could receive musical tones. As with other inventions, other people were also working on the same problem.

De Forest's rival was **Edwin H. Armstrong**, who later developed **FM radio**. Their rival claims for a patent produced a court battle that lasted for 14 years. Finally, in 1934, the Supreme Court awarded the patent to de Forest, not that it did de Forest any good. At the time he was broke and unemployed.

The development of the radio opened a whole new era of communication that brought the country and the world closer together.

Television

The development of television actually preceded that of radio. The idea of transmitting pictures by electronic means was first patented by **Paul Nipkow** in 1884. Nipkow used a mechanical system to generate a picture to be sent over a wire. A rotating disk with small squares cut out along the edge of it was used to break up the image. This picture was not clear enough to be useful.

The next step was taken by a Russian, **Boris Rosing**, in 1910. He built a TV system using a cathode ray tube which had been developed in Germany by **Karl Braun**. Again, the results were too poor to make the system practical. However, Rosing's assistant, **Vladimir Zworykin**, escaped Russia during the communist revolution of 1917 and came to America to continue work on TV.

By 1923, Zworykin had developed his own TV system. He gradually improved the system while working for RCA. By 1929, he had developed the **kinescope** which set the pattern for modern **cathode ray tubes** found in TV sets. In 1931, he developed the **iconoscope** which was used in TV cameras to capture the picture. While the first good TV picture was transmitted in 1929, it wasn't until after World War II that commercial TV became a reality. By the 1960's, nearly every American home had a TV set.

With the launching of space satellites in the 1960's, TV began to enter a new era. By the 1970's, private broadcasting companies such as RCA began to launch their own satellites which could beam TV signals anywhere on earth. Anyone with a TV set could watch an event happening anywhere in the world at the moment it was happening. Wars such as the Vietnam War of the late 1960's that happened 10,000 miles away appeared each day in American homes. Americans became acutely aware of the events in the world.

TV has been a tremendous force in shaping the values, attitude and behavior of those who watch it. Young people, by the time they graduate from high school, have watched an average of 15,000 hours of TV, more time than they have spent in school.

Scientific studies have indicated that children are strongly influenced by TV. After watching violent shows, children play more violently. TV also has the effect of creating desires for things that are not really needed. TV shows are paid for by commercial advertisers who want to sell their products. They spend a great deal of money trying to influence the buying habits of the viewers. Politicians also use TV to influence voters. Critics of TV say this leads people to support candidates who are the best looking rather than those who have the best stands on the issues. TV news – most people get their information from TV – also does not encourage a thorough understanding of the issues. In spite of these negative aspects of TV, television has huge potential for good, and will continue to be a part of our lives.

The Transistor and the Computer

One of the most important breakthroughs in the development of electronics was the invention of the **transistor** by **Bell Laboratory**. The transistor replaced the **vacuum tube** invented by **Lee de Forest**. Its advantage was that it was extremely small, required less energy and produced less heat. There were also no parts to wear out. It was so small that one million transistors could fit inside a vacuum tube. Three scientists, **John Bardeen**, **Walter H. Brattan** and **William Schockley**, developed the transistor by using a semi-conductor material, a **silicon crystal**.

The invention of the transistor has had several far-reaching effects. It made radios smaller and cheaper. Now, even the poor in undeveloped countries could have small radios, and world-wide communications were improved. However, its most significant impact has been on the computer industry.

The computer, like other great inventions, evolved over a long period of time. Its story begins with an Englishman, **Charles Babbage**. Babbage invented a mechanical calculator in the 1930's and devised, but never built, a system for feeding punch cards into a machine and storing information. Storing information is basically what a computer does.

It was left to an American, **Herman Hollerith**, to develop an electronic calculator that could process information fed to it by punch cards. Hollerith invented his machine when, in the 1880's, it was discovered that the United States had grown so large that it was impossible to process the census data by hand. Hollerith grew wealthy from his machine and sold his company in 1911 to a company that later became International Business Machines, or **IBM**.

The next step in the development of the computer took place during World War II. The government wanted a machine that would help

keep track of large amounts of supplies needed for the war. **ENIAC** wasn't completed until after the war. It was the first computer that could store information electronically. It was literally a giant. It weighed 30 tons took 3,000 cubic feet of space. By comparison, there has been so much improvement in the computer that, today, a computer that weighs less than a pound can do the same calculations as ENIAC, and the calculations will be done faster and 100,000 times more reliably.

It was the development of the transistor that enabled rapid improvements in computers during the 1950's and 60's. The transistor enabled the development of **integrated circuits** that could hold many transistors and other components to channel the flow of electricity. The small size of the transistor produced smaller and more efficient computers. At the end of the 1960's, however, computers were still large and expensive.

The development of the **micro-processor chip** in 1971 by the **Intel Corporation** led to another breakthrough. Thousands of circuits could be reduced to the size of a fingernail or smaller. These chips could be produced cheaply in large quantities. They have now found their way into every facet of our lives. Wrist watches are controlled by them, as are microwave ovens and cameras. Most importantly they have reduced the size of powerful computers so that they can be carried in a small purse and they have reduced the price to the point where anyone can afford to purchase them.

There is no question that computers will have a tremendous impact upon our society, but no one knows for sure what that impact will be.

Immigration: 19th Century

It has been said that United States is a **"nation of immigrants."** And that it is. Most people can trace their ancestry to other countries and their forebearers who came to this country in the last 150 years. The cultures of these immigrant groups and where they settled have helped shape American culture into what it is today.

Most of the early settlers came from England and Holland. Many of them were religious dissenters and belonged to different religious groups. Catholics, Jews and many Protestant groups came to America to escape religious persecution.

In the 1840's, a disease devastated the potato crop in Ireland. The country of Ireland was greatly dependent upon potatoes for food. Facing starvation, large numbers of Irish came to the United States where they settled in big east coast cities. These Irish encountered much discrimination, but with years of hard work in laboring jobs, they found success in America.

Soon after the Irish began to come to America, there was a large German migration. Many Germans were seeking political refuge. In 1848, there was a series of revolutions throughout Germany, and the kings and princes were successful in putting them down. Many people had to leave to avoid prison, and they came to the land of liberty, America.

After the Civil War in America in the 1860's, the rapidly growing industrial system needed workers. In Eastern Europe and Russia, where there was much poverty and oppression, there were many who were willing to migrate to America where there was the promise of jobs. Poles, Russians, Slovaks, and Hungarians flocked to the U.S. in large numbers. For the most part, they settled in cities where large factories were located. Many of the Russians and Poles

were Jewish and they sought the religious freedom they were denied in their homelands.

People from Scandinavia, Norway, Sweden and Finland sought homes in the northern states of the mid-west where the climate was similar to that of their homelands. They found work as farmers and miners.

Toward the end of the 19th Century, large numbers of Italians began to come to this country. Many settled in large cities on the east coast, but some moved to cities in the west or to establish farms there.

The tens of millions of immigrants who moved to the United States changed America's population and culture. The first generation of immigrants usually clung to their old ways, but their sons and daughters soon learned English and began to drop the old customs of Europe. In many large cities, however, where there were large settlements of a particular ethnic group, the old culture survived. The Poles in Chicago, the Jews in New York and Los Angeles, the Irish in Boston, for example, have managed to keep many of their old-world customs.

Every country and culture in Europe is represented in America. These immigrants' labor, their intellectual vitality and their cultures have made America a richer, more diverse country.

Immigration: Hispanic, Asian & Black

The ancestors of most Americans arrived in this country relatively recently. There are some groups, however, that can trace their ancestry further back. Two of these groups make up this country's two largest minority populations.

The first black people arrived in this country in 1619 as **indentured servants**. This was the same condition under which many whites also came to this country. Indentured servants would work for a few years and gain their freedom. Later, when the growing of cotton became a large industry, **slavery** became an institution in the South and large numbers of blacks were forced to migrate here as slaves. When slavery was abolished during the Civil War, most African-Americans continued to live in the South. During the 20th Century, seeking better economic opportunities, many migrated to northern cities.

While oppressed and discriminated against for many years, African-Americans still made important contributions to American culture. Jazz and popular music, for example, are part of the cultural contributions of black people to American life.

In the west, the Mexican-American population has deep roots. The Spanish settled the southwestern portion of the country long before the United States became an independent country. Many of the place names, and the architecture of the southwest reflect this Spanish-Mexican-American heritage. The bulk of the Mexican-American population still lives in the states of the southwest, ranging from Texas to California.

Asians began to arrive on the West Coast about 150 years ago. The first group to come was the Chinese. At first they worked in the gold fields and later helped build the first transcontinental railroad. After completing work on the railroads, prejudice forced the Chinese to live in segregated

Chinatowns. Other Asian groups – Japanese, Filipino and Indian – followed in the footsteps of the Chinese. They encountered the same experiences. Each group, however, contributed to the development of agriculture in the west.

The Mexican population also made important contributions to the development of the west. They provided most of the equipment and techniques for early-day miners and cowboys.

Even though these groups often suffered great indignities, American culture would not be the same without them. Their cultural contributions have become an important part of American life.

Immigration: Restrictions

As the population of the United States changed after the Civil War, prejudice against the immigrants began to develop. Until the Irish arrived in large numbers in the 1840's, it was the policy of America to permit open, uncontrolled immigration. After the Civil War that policy began to change.

The first moves to restrict immigration came against the Chinese. Through a long series of actions beginning in the 1870's, immigration of the Chinese was restricted. By 1902, Chinese and Japanese were excluded from this country.

The United States also moved to exclude "undesirables" from entering the U.S. Paupers, criminals, convicts and the insane were excluded in 1882. In 1891 the list was expanded to include prostitutes, polygamists, mentally retarded and those suffering from contagious diseases.

The **Immigration Act of 1917** restricted immigration to those who could read 30 to 40 words in some language. All Asians were excluded. However, immigration continued, and over 800,000 immigrants arrived between 1917 and 1921. Beginning in 1921, the U.S. adopted a **quota system** for restricting immigration.

Under the quota system, no more than 3% of any given nationality already living in the United States could immigrate to the U.S. in a year. In 1924, the base year for deciding the 3% quota was set at 1890 with the intention of limiting the immigration of southern and eastern Europeans.

The quota system remained in place until after World War II. In 1953, the **Refugee Relief Act** legalized the admission of refugees without regard to the quota system. By 1968, the quota system was abandoned. The two rules for immigration that are currently followed are kinship and skills.

The 1920's, which saw the development of immigration laws which limited immigration to northern European countries, was the period in which the **Ku Klux Klan** was powerful. The **KKK**, which is notorious for its prejudice against African-Americans in the period after the Civil War, directed its energies against foreigners as well as blacks. It was groups such as the KKK that encouraged the restriction of immigration. The KKK today is also opposed to the new immigrants and many Americans are worried about the effect of new immigrants upon our society.

Americans were opposed to immigration because the immigrants were culturally different from Americans and because they posed a threat to jobs that could be held by Americans. These concerns still exist and the problem of immigration is still a problem for Americans to solve.

Immigration: 20th Century

After World War II, immigration began to take a different turn from what was experienced previously. The Cold War and World War II created **refugees** from communism and the devastation of war. The United States once again began to open its doors to people.

When Russia suppressed a revolt in Hungary in 1956, the United States opened its doors to the refugees who fled across the border to escape. Again, when the communists took over Cuba, the refugees settled in the United States. The U.S. is also receiving refugees from China, Laos, Cambodia and Vietnam.

The poverty of some **Third World** countries is also driving refugees to the United States. Many of these refugees come here illegally. The refugees come primarily from Haiti and Mexico, with most coming from Mexico because of the long border shared with that country.

Mexico has a serious problem with population growth and a lack of jobs. The minimum wage in Mexico, when work can be found, is about \$5 a day. The minimum wage in the U.S. is over \$5 an hour.

The influx of people from Mexico and Cuba is rapidly changing the population of America. By the end of the century, Hispanics will have replaced African-Americans as the largest minority group and a majority of the population will be made up of "minorities."

A number of Americans see this change in population as a problem. There is an increase in the activity of the Ku Klux Klan, which is directing its hostility towards recently arrived immigrant groups.

There is another type of immigration that a number of Third World countries worry about.

Many students from Third World countries come to the United States to study. When completing their degrees, they do not return home. To compound the problem, trained doctors, nurses and engineers are immigrating to the United States because of better wages and a higher standard of living. This creates a "**brain drain**" in Third World countries.

While some Americans worry about increased competition for jobs in America from immigrants, American corporations are exporting jobs to other countries by relocating factories in other countries for tax advantages and cheap labor.

Immigration from poor countries, the "brain drain" from Third World countries and the loss of American jobs to poor countries are all problems that America must deal with in the future.

Changes in the Work We Do

The United States has a very dynamic society. The many technological advances, the freedom and mobility that is provided and the abundance of our society has made change; social change and change for each individual's way of life.

In 1790, 9 out of 10 people were engaged in agriculture as the way they made their living. As the United States became industrialized, more and more Americans worked in industry and in the transport and sale of goods. By 1947, 3 out of 10 workers worked in industry, and many more in so-called white collar occupations involved in the sale and distribution of products.

From 1865 to 1960, industry grew steadily and agriculture declined. Farms became larger and more mechanized. They became more and more productive and required fewer and fewer people to work on them. Today, only 4 out of every 100 workers works on a farm.

The number of jobs in industry is also declining. Increasing automation of assembly lines and foreign competition has caused the decrease. By 1968, only 25 out of every 100 jobs were in industry and by 1980, the figure had dropped to 22 out of 100.

Our economy, which shifted from farming to industry, is now shifting to a new period. In this post-industrial society there will be more jobs in service occupations and more and more jobs will be related to technology.

The modern secretary, for example, is no longer a person who types, files and takes dictation. Rather, the person processes words on a computer, files information on the computer and communicates with others by electronic mail.

The technology of the future will bring about drastic changes in the way people live. Some

predict that more and more work will be done at home with computers connecting the worker with the workplace. Already, increasing amounts of shopping are done at home through catalogs and via TV and computer hook-ups.

It is possible that entire categories of workers will disappear. Already, banks are trying to replace tellers with computerized tellers. Whole new categories of workers will be created. There will be a definite upsurge in jobs that will require a scientific, technical background. New industries are emerging such as the computer industry and biological engineering and pollution control industries.

What actual changes will take place in the way we live will depend on how people cope with these changes.

Industrialization

After the Civil War the United States rapidly industrialized. This rapid growth of factories, which dramatically increased the standard of living in America, was due to a variety of factors.

America was blessed with an abundance of natural resources, particularly iron and coal which provided the raw material for rapid industrial growth. To move the raw materials to mills for processing and to ship the finished product, America developed an extensive railroad network that could move goods quickly and cheaply. In addition, the government helped by providing **subsidies** for railroad building and protected American products with taxes or **tariffs** to keep out foreign goods. The government also allowed industry to develop without any regulation to protect workers or consumers.

To make industry work, labor was needed as well as money to build new factories. Much of these two things was provided by Europe. Many people migrated to this country to get jobs and wealthy Europeans also invested their money in American factories and mills.

America also possessed a group of **capitalists** who had the ability to collect large sums of money and put it to work. These men viewed making money as an end in itself and as a positive good. The tool they used to make money was the corporation. By selling stocks and bonds they could gather the large sums of money needed to invest in factories. In addition, America produced many inventors who produced useful products to sell.

America pioneered the application of electricity, the invention of the radio, TV and the telephone. This country led in the development of rubber products and the **mass production** of the car. America also led in the development of consumer goods ranging from washing machines to refrigerators.

The rapid industrialization of the country was not without its problems. The economic growth of the country was characterized by the creation of large corporations that often controlled an entire industry. These huge corporations were called **trusts**. The consumer, workers and smaller competing corporations were often left without protection against the economic might of large trusts.

The Great Depression

The **Great Depression** beginning in 1929 brought many changes to our economy. During the eighty years prior to the depression the economy had had its ups and downs, periods of low prices and high unemployment in between periods of prosperity. The Great Depression, however, was by far the worst.

At the height of the Depression about 1 out of 4 workers was unemployed. Many had lost their savings in banks that closed or lost their money on the stockmarket that declined rapidly. The people of the country elected Franklin D. Roosevelt in 1932 to solve the problems of the Depression.

Because of the Depression the Federal government became involved in a big way in regulating the economy. The intent of the regulation was to provide economic security to Americans. Roosevelt attacked the problems of the Depression on all fronts. Many of the laws and programs that he devised are still in effect today. Most importantly, the active involvement of the government in the regulation of the economy became an established principle. Today, however, there is still debate about to what degree the government should control the economy.

To protect people who invested their savings in banks and stocks, the **Federal Deposit Insurance Corporation** was established to protect bank deposits and the **Securities Exchange Commission** was established to regulate the stockmarket.

To provide direct relief to the unemployed, a welfare system was started. For the old, **Social Security** which provides pensions was established along with an **unemployment insurance** program. These programs still exist.

Programs to put people to work were also begun. The **Works Progress Administration** constructed many public works in America's cit-

ies. The **Civilian Conservation Corps** worked on environmental improvement projects. Several large dams and the **Tennessee Valley Authority** provided many jobs as well as power and flood control to help certain parts of the country to improve their economies.

The unionization of workers was also encouraged by the passage of the **Wagner Act** which allowed workers to organize unions and gave them legal protection.

The Roosevelt administration also tried to help business through the **National Industrial Recovery Act**. This measure attempted to control prices and limit production.

Farmers, who had never really enjoyed prosperity, were seriously harmed by the low prices of the Depression and by natural disasters. The **Agricultural Adjustment Act** set limits on what farmers could produce in an effort to raise prices.

One of the important ideas that the Roosevelt administration used was the idea of "**priming the pump**." Using this method, the government tried to help improve the economy by borrowing and spending money. The hope was that by government expenditures, new jobs would be created and the government would recover its investment by the taxes paid by workers in the newly created jobs.

Corporate Regulation

Large monopolies and trusts sometimes abused their power. This led to increasing government regulation of industry. Government regulation took four forms. The government sought to protect fair competition among large and small corporations, to protect workers from unfair treatment, to regulate the flow of money and to protect the consumer from shoddy products. More recently, the government has sought to protect the environment from pollution by industry and individuals.

The first direct regulation of business came in 1887 with **Interstate Commerce Act**. This Act was designed to protect companies from unfair competition and to protect farmers from unfair railroad rates. It was followed in 1890 by the **Sherman Antitrust Act**. This was followed by the **Clayton Antitrust Act** in 1913. These laws were designed to prevent large corporations from restricting trade and fixing prices.

Since large corporations are a way of life in America and there is a constant tendency for large corporations to buy or merge with other corporations, the enforcement of antitrust laws is a continuing problem in our society.

Some corporations – those that provide essential services such as power and water – are regulated by state public utility commissions which were set up in the early part of the 20th century. The public utility commissions regulate the amount that public utilities can charge for their services.

Upton Sinclair was one of the many writers called **muckrakers**, who exposed dishonest practices. Sinclair described the harmful practices of the meat packing industry. The government responded to these revelations by passing the **Pure Food and Drug Act** in 1906.

Theodore Roosevelt was the first president to seek legislation to protect workers. He sought an employer's liability act, a child labor regulation bill, and a regulation of wages and hours bill.

During the administration of **Woodrow Wilson**, legislation was passed creating the Federal Reserve System. The purpose of this legislation was to help control the supply of money.

During the 20th Century, there was increasing regulation of business by the government.

Political Parties

When this country was founded there were no political parties. Political parties developed to provide a method to make democracy work. Political parties were organized to promote the interests of certain groups of citizens.

The first political party to develop was the **Federalist Party**. This was made up of those who wanted a strong central government. It drew support from merchants and bankers. Soon, an anti-Federalist group, the **Republicans**, developed. Their support came from small farmers, craftsmen and working people.

At the end of the administration of **James Monroe** the Republicans split into two groups. The Federalist Party had faded from the scene. The **National Republicans** drew their strength from the northeast section of the country, the same area that the Federalists had drawn their support from, and the **Democratic Republicans** drew their strength from the small farmers of the south and west. The Democratic Republicans eventually were called **Democrats**. The wing of the National Republican Party became the **Whig Party**.

It was during this early period that another feature of American politics emerged, the **third party**. When the two major parties fail to meet the needs of all the important interest groups, third parties develop. The first was the **Anti-Masonic Party**. This group was based upon the dislike for the secret Masonic societies. The next was the **Free Soil Party** which demanded free land in the west for the growing population of the country.

The stress of national growth and the problem of slavery led to a re-alignment of the political parties into what we know today.

The **Republican Party** first put up a candidate in 1856. It was a combination of businessmen from the northeast and farmers from the mid-

west. It blended together the Whig and Free Soil parties. The Democrats still kept their support in the south and among the workers and newly arrived immigrants in the big cities of the east. In the election before the Civil War, they split into northern and southern factions, allowing the Republicans to win. After the Civil War, they reunited.

This shaped the American political parties as we know them today. However, during the Great Depression of the 1930's there was a shift in support of some groups. African-Americans, who had been strong supporters of the Republicans, shifted to the Democratic Party because the Democrats adopted many social programs to help the poor during the Depression. The Democrats also picked up some support in the west and mid-west from farmers and businessmen because of their efforts to bring the country out of the Depression. Organized labor, also for the same reason, consistently supports the Democratic Party.

The Republicans and Democrats have dominated American politics. After the Civil War, the Republicans were the dominant party until 1932. Only two democrats were elected during this period. Since 1932, the Democrats have tended to dominate.

The Republican Party

The **Republican Party** dominated American politics from 1861 to 1932. During this period of time only two Democrats were elected to the presidency. The Republicans drew their strength from the merchants and bankers who financed the party and the farmers of the mid-west. Their presidential nominees usually came from the mid-west.

Republicans often campaigned in this period as the party that fought on the side of the Union during the Civil War and attacked the Democrats as being the party of "treason." Many Democrats fought on the side of the South. The Republicans generally supported business interests. Politics was often corrupt.

President **Chester Arthur** tackled part of the corruption problem by creating the **Civil Service Commission** which was designed to provide professional government workers rather than political appointees who were often incompetent. **Theodore Roosevelt** provided some balance to the party by promoting conservation interests while trying to reduce the power of big business.

However, corruption persisted as big money could be used to bribe politicians to get favorable laws passed. After the turn of the century, a group of Republicans banded together to eliminate corruption in politics. They were called **Progressive Republicans** and they put their support behind Roosevelt. They sought reforms to reduce the power of interest groups that influenced politicians.

It was during the period of rapid industrialization after the Civil War that another feature of American politics arose. Businessmen formed lobbies to influence the politicians. There were also other pressure groups in addition to business interests. Farmers in the west and the south

wanted the government to follow money policies which allowed for more inflation.

These groups eventually formed third parties, first the **Greenbacker Party** and, later, the **Populist Party**. They had some influence upon the government at the state and national levels in changing the policies of the government and increasing regulation of business.

However, the general thrust of the Republican Party – and of the Democrats of the time – was to encourage business rather than provide direct help to those who are in need. Today, in a general way, the Republicans still follow this philosophy.

Though the Republicans now accept a variety of social programs that began during the Great Depression, the Republican president **Ronald Reagan** espoused the philosophy of helping business which in turn would create jobs and wealth for the average person. This was called the "**trickle down**" theory. Republicans generally favor less government intervention in the affairs of people.

The Republican Party has undergone a revival in recent times with the elections of **Richard Nixon**, Ronald Reagan and **George Bush** to the presidency.

The Democratic Party

The **Democrats** did not achieve widespread popularity until the **Great Depression**. Up until that time Democratic policies were very similar to that of the Republicans. The Great Depression caused an important change in American life.

Under the leadership of **Franklin Roosevelt**, the Democrats embarked on a series of social programs to cure the problems of the Depression.

The Democrats historically had drawn their strength from farmers in the south and workers and immigrants in big cities. These groups suffered the most from the Great Depression, and Democrats undertook direct measures to relieve their suffering. In the eyes of many people the Democrats became the party of the "people" and the Republicans, the party of "business."

The Democrats now viewed government's role as one of providing direct help to those who were in need. If a person could not find a job because business did not generate enough jobs, the government should create work for the person.

Roosevelt's program was called the **New Deal** and this tradition was carried on by other Democrats. **Harry Truman** took Roosevelt's place as president after Roosevelt was elected to four terms, more than any other president. After a Republican presidency in the 1950's, **John Kennedy** and **Lyndon Johnson** carried on the tradition. It was Johnson's goal to eliminate poverty in America and insure all Americans equal opportunity.

The Democratic Party based its power upon an alliance of organized labor, liberals and minorities. It was during the 1930's that many African-Americans shifted their allegiance from the Republicans to the Democrats.

It was during the 1930's that a new pressure group or lobby emerged. With new laws to protect workers, organized labor now became a real political force.

The democratic alliance of labor, minorities and liberals was a fragile one. In 1948, it cracked when southern Democrats split to form their own party, the **Dixiecrats**. Again, in the 1960's, the liberals split to run their own candidate for president and the southern Democrats formed the **American Independent Party**. Southern Democrats and many workers do not always agree with the social programs for the poor and minorities that the Democrats have advocated.

Even though the Democrats far outnumber the Republicans in the number of people registered for their party, it is no longer certain that the Democrats will win an election. Even in the solid Democratic south the Republicans have been making headway, and three of the last five presidents have been Republicans.

Liberals and Conservatives

Politics is an important part of American life. Every two years a great deal of energy and money is spent on electing people to office to control the fate of our country. The struggle is not only conducted between Republicans and Democrats but among **liberals** and **conservatives**, and **middle-of-the-roaders**. You find these groups in each of the political parties.

Conservatives believe that the government that governs best, governs least. They are opposed to government interference in our lives. Therefore, they are opposed to many of the social programs designed to give direct help to people. However, they do favor government support for what they view as traditional American values. Conservatives are also strongly opposed to communism and support a strong national defense.

Liberals, on the other hand, believe that government should take an active role in helping people who need help. They support social programs run by the government. They also believe that the government should take an active role in reducing the inequality among people. While liberals believe that our country should be able to defend itself, they place less emphasis on this compared to conservatives.

Liberals believe that the government can help change life for the better. Conservatives aren't so sure. They would like to see as little change as possible, believing the traditional ways are usually better than new ways which haven't been tried yet.

Most people, and most politicians, are not extremely liberal or conservative. They are somewhere in between, or, as we call them, middle-of-the-road.

While philosophy plays a part in the American political scene, **interest groups**, or **pressure groups**, also play an important part. There

is a large number of groups that **lobby** for their point of view. They back up their arguments with money. Most **campaign funds** come from one pressure group or another. They contribute this money with the hope that their point of view will prevail when laws are made.

Television has had an enormous impact upon how elections are decided. Before TV, a candidate's ability to impress and persuade the voters with his speeches was very important. Today, large sums of money are spent to convince voters through TV ads. A candidate's image is now more important than his or her ability to explain the issues to the voters. It is more and more difficult for the voters to understand the issues and to find out where a candidate stands on them.

In spite of this difficulty, election battles, struggles between liberal and conservative philosophies will surely continue as a part of American life.

U.S. Foreign Policy

When **George Washington** took office as the first president of the United States he warned against involvement with other countries. This began a policy of “**isolationism**” which lasted until World War II. Washington was warning about involvement with European powers. President **James Monroe** in 1823 declared the Americas “off limits” to any European domination. The United States still follows the **Monroe Doctrine**.

While the United States followed a policy of **isolation** throughout the 19th Century, it emphasized the expansion of its own borders. The United States bought the Louisiana Territory from France in 1803, and fought a war with Mexico in 1845 to gain the western part of the United States. In 1867 it bought Alaska from Russia. At the end of the century, in 1898, the United States went to war with Spain and acquired the Philippines and Puerto Rico. It also acquired Hawaii.

As the dominant power in the Americas, the United States controlled the affairs of Latin American countries closest to the United States. The U.S. interference in the affairs of Latin American countries was usually to protect the American business interests. The U.S. sent troops to Haiti, Nicaragua, Mexico and the Dominican Republic. In 1903, the United States helped create the country of Panama and acquired part of its territory to build the Panama Canal. These intrusions into Latin America are still resented by Latin Americans.

This policy of sending in troops has been followed in more recent years in Lebanon and Vietnam. The U.S. has developed other tools of international diplomacy in the years after World War II when the U.S. dropped its policy of isolation.

During World War I, the United States became involved on the side of Britain and France only reluctantly. The war had gone on for two years before the U.S. became involved. After the war President **Wilson** proposed the **League of Nations** but the U.S. refused to join it, returning to its policy of isolation.

After World War II, the U.S. took the lead in forming the **United Nations**. The purpose of this international organization is to promote peace and cooperation among nations. There are other international organizations that the U.S. supports to promote solutions to world and regional problems. The most important are the **World Bank** and the **Organization of American States**.

After World War II the U.S. also entered into alliances with other countries. The most important alliance has been **NATO**, the North Atlantic Treaty Organization, which is designed to contain communist aggression in Europe.

The United States has also provided foreign aid to influence and support other governments. At the end of World War II the U.S. set up the **Marshall Plan** to help rebuild Europe and protect it from communist takeover.

Just as the major thrust throughout most of its history has been to remain isolated, the major thrust of U.S. policy since World War II has been to resist communism. The U.S. has done this through participation in international organizations, the formation of alliances, direct military intervention and foreign aid.

International Trade

International relations are strongly influenced by a country's economic policies. A highly industrialized country like the United States is closely tied to the rest of the world economically. We depend on many countries for raw materials and sell our products to many countries. Our economic well-being is tied to trade with other countries.

For many years, the United States followed a **protectionist** policy. The government placed taxes or **tariffs** on goods imported into the country. American businessmen favored high tariffs on imported goods as a way of reducing competition with American goods. The first reduction in these tariffs took place in 1890 and this began a series of reductions that continued until after World War I.

President **Grover Cleveland**, embarrassed by a surplus of government tax revenues urged the reduction of taxes on goods which would not provide competition to American made goods. In an effort to help the American consumer and farmer, **President Wilson** signed the **Underwood-Simmons Tariff Act** in 1913 which made the most drastic cuts in tariffs since 1857. After the war the influence of American businessmen brought about an increase in tariffs. By the end of the 1920's, the Great Depression had started and businessmen wanted even more protection from foreign competition. **The Hawley-Smoot Tariff** which provided that protection was passed in 1930.

The Hawley-Smoot Tariff encouraged other countries to react in a similar fashion by raising taxes on American goods exported to foreign countries. Some American businesses attempted to avoid such tariffs by opening factories in other countries. Thus the tariff act which was designed to help American business had the effect of losing jobs for American workers.

President **Franklin Roosevelt** adopted a new type of tariff policy that has been in use since 1934. The **Reciprocal Trade Agreement** allowed for the reduction of tariffs when other countries would reciprocate by reducing the tariffs on American goods.

Today, tariffs are as much an issue as they were one hundred years ago. Many American industries want high tariffs to protect themselves from competition by foreign goods. They argue that cheaper foreign labor and government subsidies to businesses in other countries put American producers at a disadvantage. Others favor "**free trade**" claiming that tariffs on imports hurt the American consumer by increasing prices and that other countries will fight back by placing tariffs on American goods.

In a competitive world, the struggle between free trade and protectionism will be a continuing problem.

Fighting Communism

Winston Churchill, the British Prime Minister, in a speech at Fulton, Missouri in 1947 described an “**iron curtain**” that the communists had dropped across eastern Europe at the end of World War II. Communist Russia had been allied with the U.S. and Britain during the war, but after the war it had become hostile to the United States.

United States policy was directed towards containing the expansionist policies of Russia. During World War II, the leaders of the U.S., Britain and Russia met to decide the fate of the world after the war. At **Yalta** in 1944 Russia was given influence over the countries of eastern Europe. Soon after the war these were divided and the part controlled by the Russians became communist.

After the war the Russians tried to force the allies out of Berlin by cutting off access to the city which is located in the middle of communist East Germany. The U.S. kept Berlin supplied by air. Russian communists threatened a take-over of Greece. The U.S. resisted these attempts to expand communism.

Fearing communist expansion into western Europe, the United States provided aid to countries destroyed by the war through the **Marshall Plan**. Countries used the aid to rebuild themselves economically. The United States also began a policy of “**containment**.” This policy took the form of a series of military alliances. In Europe, **NATO** was formed. In Asia, **SEATO** was created. The purpose of these alliances was to prevent communist military aggression.

Communist North Korea, however, invaded South Korea in 1950. The U.S. working through the **United Nations** came to the aid of South Korea and the war continued for four years.

Military conflict between the U.S. and communists was also brewing in Vietnam. After World War II, France took control of Indochina. They had controlled it before the war. The Vietnamese wanted their independence and began to fight for it. The Vietnamese appealed to the U.S. for help but the U.S. chose to support France. France was defeated in 1954, and Indochina was divided into four areas. In 1965 the U.S. sent soldiers to defend the non-communist government of South Vietnam. The communists finally won in 1974 as U.S. troops were forced to withdraw.

The U.S. also provided massive amounts of aid to Nationalist China to try to prevent a communist takeover. Again, the aid failed and the communist government took over China in 1949. More recently, in 1972, the U.S. opened diplomatic relations with communist China.

By 1962, the U.S. and Russia were in an arms race. Both countries had developed the capacity to destroy each other with nuclear weapons. This capacity is called the “**nuclear deterrent**” to aggression. Both sides, however, continued to add missiles and nuclear warheads.

In the early 1970's Russia and the United States attempted to reduce the potential for nuclear war by engaging in **Strategic Arms Limitation Talks**. An agreement was reached to limit the number of missiles, and surplus weapons were destroyed as talks continued.

After the breakup of the Soviet Union in the early 1990's, the force of communism was no longer seen as a major threat.

Relations With The Third World

The United States devotes a great deal of energy to dealing with **Third World** countries. It is in this area – Africa, the Middle East, South American and Asia – that the struggle between democracy and communism takes place.

After World War II, the U.S. backed the nationalists in China. In spite of U.S. support, the communists under the leadership of **Mao Tse-tung** defeated the nationalists in 1949. This was the first defeat of U.S. policies in an underdeveloped country, but not the last.

In the late 1950's a revolution led by **Fidel Castro** took place in Cuba. Castro turned to Russia for help and developed a socialist state. Meanwhile, U.S. involvement in Vietnam was increasing. The U.S. intervened with its military power in Vietnam in 1965. However, the U.S. was forced to withdraw its troops as the communists eventually won in 1974.

What creates a problem for U.S. foreign policy in Third World countries is that their governments are often unstable. Many of these countries have tremendous economic problems. They lack industries and jobs. They have very rapid rates of population growth. They are often saddled with governments that are run by the few wealthy people in the country who are very resistant to any change, and they often have a growing class of educated young people who want more of a say in how things are run. This makes it very difficult for the United States to decide whom they should support in many of these countries. This is made more difficult by the communists who support any group trying to overthrow the existing government.

Basically, the United States has followed a two-pronged approach. Where an

existing regime is threatened by a communist take-over, the U.S. has given military aid to the government in power. In a few cases we have sent in our troops. The other approach has been to help countries develop economically.

The United States has given massive amounts of **foreign aid**, including the **Alliance for Progress** in Latin America and the **Peace Corps**, in an attempt to provide help for developing countries. In the face of rapidly increasing population growth, and because many countries depend on the sale of a few raw materials for their income and thus are affected as the price of these raw materials goes up and down on the world market, U.S. aid has not been particularly effective and has been declining in recent years.

Another problem is that the United States is seen as an imperialist power in many countries. The United States uses a greater percentage of the world's resources than any other country, and this is resented by many Third World people.

In the Middle East, the U.S. has inherited the role of peace-keeper. The United States has always backed Israel's right to be independent, but we also obtain large amounts of oil from surrounding Arab countries who don't like Israel. The U.S. tries to maintain a balance between the two, giving arms to both sides, and tries to keep war from breaking out.

It appears that the U.S. will continue to have problems in its relations with the Third World for the foreseeable future.

How Waste Became A Problem

Early settlers in America found it a land of abundance. There was plenty of land for everyone. There were large forests and expansive prairies. There was an abundance of wildlife and resources. The air was clean and the water clear. Trees could be cut for houses and coal dug for fuel. When the car was developed there was a plentiful supply of oil for everyone. No one worried about air pollution. No one worried about the trees being cut for cities, rivers being damned or the prairies being turned into wheat and corn fields. The abundance of resources meant that pollution was not a problem.

But then the early settlers did not produce much waste. Until the Civil War, the country was not very industrialized and most people earned their living by farming and lived in rural areas. Much of what they used they made themselves, and they recycled or re-used whatever they could. Leftover scraps from the dinner table were fed to the animals, clothes were patched and handed down to younger children.

After the Civil War industry began to develop and cities grew in size. With this growth, problems developed. The smoke stacks of power plants and factories belched smoke. Garbage now had to be picked up and deposited somewhere. In the countryside, mines piled mountains of rubble taken from the earth and forests were completely cut down. By the end of the 19th Century many began to realize that America's precious natural resources were being destroyed forever.

President **Theodore Roosevelt** in the early 1900's established the **National Park** system to preserve the natural beauty of the wilderness and the **Bureau of Reclamation** to develop water resources for dry areas. The

Sierra Club was also founded at the end of the 19th Century to begin the conservation movement.

The population of the country at the time was only about 100 million. Serious pressures on the country's environment did not take place until after World War II.

After World War II, American society quickly changed. America became a consumer society. Every American family expected a car and many could afford it. This resulted in the construction of freeways and the decline of streetcar systems. Every American family expected a home and many could afford it so suburbs grew. Inside the home, people wanted, and could afford, a TV, washer and dryer, and as time passed, popcorn poppers, hot dog cookers, hair dryers, and an endless assortment of appliances. Advertising on TV reinforced the impulse to buy, and buy, and buy.

America became a consumer society. Goods became packaged in ever increasing fancy packages. Clothes were made to last only a short while. If they lasted longer, fashion changes would soon outmode them. This has led to increasing use of resources, more pollution and serious problems with garbage. These are continuing problems in our society.

America: A Consumer Society

There is no question that America is a nice place to live. We have everything. We have 95 million cars and 200,000 plus airplanes flying 4 billion passenger miles a year. We have motorcycles, bicycles and motorized skateboards. We have dune buggies, motorhomes and snowmobiles.

On top of that we have toothpaste that tastes good, makes our teeth whiter and stops cavities. We have toothpaste that is green, red and striped. We have deodorants galore. Hair sprays, shampoos, and dyes abound. There seems to be nothing we lack. If we do think that we have everything, TV will remind us that we don't.

Whatever we bought last year will be old-fashioned this year. If we can withstand temptation and hold off buying a new model, we soon discover that our car, hair dryer, or electric speedway racer will self-destruct in a few years, months or even days.

We are bombarded with 560 advertising messages each day on TV according to the Television Bureau of Advertising. What makes it even nicer, we don't even have to pay for this. You can fly now, buy now and pay later. Easy credit is everywhere. You can even get a loan to pay off your other loans.

We have the highest material standard of living ever reached by anybody, anywhere. Even the poor buy, and buy and buy. The affluence of Americans has reached staggering proportions in a very short time.

Personal income in 1950 was \$226 billion. By the 1970's it had tripled to \$743 billion. This increase in income added up to a big increase in consumption.

In 1960, 75% of all American households owned a car, and 16% owned 2 cars. Ten years later, 79.6% owned one car and 29% owned two or more. In 1960, 4.9% of the households had dishwashers. By 1970, that figure had increased to 13.4%. The same is true of air conditioners; they have increased from 12.8% to 20.5%. This tremendous increase in the amount that we can consume has created a problem with waste and pollution that is becoming increasingly expensive.

It has also placed a tremendous strain upon our resources. As one political leader noted, "We have been able to place a man on the moon but we are making a wasteland of earth."

Paper: An Environmental Problem

Packaging consumer goods is very important. Packages are often designed so that the product can be easily stored on a store's shelf. Prior to the development of the supermarket and large department store, foods were bought in bulk. Packaging was not a serious problem.

The problem with paper and the packages it is used for today is that we use too much of it. Americans consume 57 million tons of paper each year. Paper makes up 50 to 60 percent of our municipal garbage load.

The increasing use of paper has put tremendous pressure on our forests. For each ton of paper produced, 17 trees have to be chopped down. Now, where do these trees come from?

The paper industry itself owns 50 million acres of commercial forest. Beyond that, the paper industry leases 10 times that amount. The total available is about 500 million acres. Sounds like a lot? It is.

The problem is that 97 million acres of forest land come from the national forests. The lumber interests have steadily been encroaching on national forest lands. The U.S. Forest Service allows more and more cutting of trees in the national forests.

In 1950, the allowable cut in a national forest was 5.6 billion board feet of lumber. In 1971, the allowable cut was 13.75 billion board feet. In short, our national forests which are to be used to preserve nature and for recreation are threatened.

Even the American Paper Institute concedes that we have a problem. They predict that we would need twice as much pulpwood by 1986 as was used in 1969.

Paper is used for many legitimate purposes. Paper is needed for books, newspapers, magazines and other informative and educational materials. As the population grows, more and more paper will be consumed. But the real culprit is that increasing amounts of paper are used in packaging.

How Americans will cope with this increasing use of paper is one of the many problems that America will face in the future.

Garbage: An Environmental Problem

The consumer economy that we have developed since World War II has produced a huge mountain of garbage. Americans produce 360 million tons of garbage a year. That is an incredible 1.8 tons for each one of us every year. It is enough garbage to fill 5 million trailer trucks which, if placed end to end, would stretch around the world twice.

To remove this garbage it costs the taxpayers \$3.7 billion a year. We spend only \$2.5 billion on food stamps and other nutrition programs; only \$1.5 billion on medical research and only \$1 billion on urban renewal.

It is predicted that the amount of garbage will increase each year. Our garbage comes from a variety of sources. Household wastes account for 195 million tons. This includes everything from cereal boxes to potato peelings. From offices comes another 45 million tons, mostly in the form of paper.

Industry contributes another 110 million tons that include lumber, pipe, snips of wire and other metals. It adds up to a huge pile of waste, but it doesn't count 550 million tons of agricultural waste that is produced each year to keep us in corn flakes and the 1.5 billion tons of animal wastes to keep us in hamburgers and hot dogs. And there is also 1.1 billion tons of mining waste. Add it all up and America's garbage totals a colossal 3.5 billion tons every year.

Our garbage is of such good quality it could improve the standard of living of many countries. Each year we discard 7 million cars, 7.6 million TV sets, 62 billion cans, 43 billion glass containers, \$500 million worth of plastic and cardboard packaging materials, and 65 billion metal and plastic container tops. The President's Science Advisory Committee says that each of us throws away 135 bottles, 250 cans and 340 container caps each year.

It used to be that most garbage was food waste. Food waste was very easy to take care of. It could be easily fed to the chickens or the pigs or spread among the flowers to fertilize them. Now food waste comprises a very small part of our garbage. Only 9% of our municipal garbage is food waste. 50 to 60% is paper – old TV Guides, newspapers, direct mail ads, etc. A large amount is wrappings and packages.

Finding a place to put all of this garbage is placing a big strain on the government. As the population grows and as cities expand, land is increasingly expensive and sites to dump the garbage are rapidly disappearing. It also is straining our resources, many of which are irreplaceable.

Food Preservation

Food is so abundant in America it is taken for granted. The creation of a plentiful and varied diet is due to a variety of developments. Throughout history people ate only food that was immediately available. The problem with food is simple – it spoils. An early attempt to keep food from spoiling was the use of spices. Spices helped preserve meat and covered the bad taste when it was partially spoiled. Voyages of exploration were made and wars were fought to obtain these spices.

Meat could only be preserved by drying, salting or smoking it. Milk could not be kept and had to be obtained each day from a cow. Vegetables could only be had if they were grown close by and then only when they were in season. Diseases caused by nutritional deficiencies were common among both adults and children.

People sought ways to provide a healthier and more varied diet. **Napoleon**, the French Emperor, had to provide food for his large armies. He offered a prize to anyone who developed a method of preserving food.

Nicolas Appert, a Frenchman, developed a method of canning food by using glass jars. Appert believed that air caused food to spoil. By boiling the food in glass jars he was able to remove the air. **Peter Durand** in England decided that tin cans would work better than glass jars. He began to sell food in cans in 1812. Tin cans were not widely used in America until 1840.

An American, **Gail Borden**, developed a technique for condensing milk by evaporating most of the water content. The milk was then sealed in tin cans for preservation. He patented his process in 1856. His canned milk was not popular until the Civil War when the U.S. government bought his entire supply for the army.

Even though the people who developed canning did not understand what caused food to spoil, they developed a successful method for preserving food. It was left for a French doctor to discover that food was spoiled by the bacteria living off the food.

Louis Pasteur discovered that minuscule microbes could be harmful to human health. These microbes were not caused by a chemical reaction to food but were living things that lived off other living things. Pasteur revealed his ideas in 1857. Milk, it turned out, was not only food for people, but was an excellent meal for the harmful microbes as well. Pasteur discovered that by heating milk to 61 degrees for 30 minutes the microbes would be killed. The process is now called *pasteurization* and is used to process milk today.

The development of canning and milk pasteurization were great contributions to a better diet.

Refrigeration

It was known for a long time that cooling with ice was an effective way to preserve food. The cold temperatures of the ice either killed the bacteria that caused food to spoil or made them inactive. The problem with ice is that it is not available in many areas of the world, and it melts.

Frederick Tudor tackled the problem of shipping ice to areas that didn't have any in the early 1800's. He experimented with many different types of insulation to keep ice from melting. By 1806, he had shipped 130 tons of ice to the West Indies in the warm Caribbean. What was needed, however, was a machine that made ice.

Such a machine was developed in the 1830's and one of the best was invented by an Australian newspaperman, **James Harrison**. The Australians needed a way to ship their beef to market. Harrison believed that if the beef carcasses could be frozen, they would survive the long trip from Australia. His ice-making machine, which was patented in 1857, would freeze meat, but the meat would not stay frozen during the long sea voyage. What was needed was a machine that would keep the meat cold – a refrigeration unit.

By 1873, Harrison had invented a refrigeration unit that would keep the meat frozen. Now, food could be shipped around the world without spoiling.

While meat could be easily frozen, vegetables presented another problem. After vegetables were frozen and then thawed (unfrozen), they became mushy. The problem was that when the water turned to ice inside the plant, the sharp edges of the frozen crystals penetrated the walls of the plant cells. When the water in the plant thawed the plant simply collapsed.

An American, **Charles Birdseye**, solved this problem in the early 1920's by quick-freezing. If the food was rapidly frozen, the water crystals were kept small and the plants suffered little damage. By 1925, Birdseye was marketing his frozen vegetables.

Today, the process has become so refined that entire dinners are frozen and can be quickly cooked in minutes.

The electric refrigerator for the home began to become a common home appliance in the 1920's. Today, nearly every house and apartment has one.

The development of frozen food and the refrigerator were big steps in changing the diet of the American people.

Eating Habits

American eating habits have changed because of the availability of food and the ability to prepare it quickly. No longer did the mother have to spend hours in the kitchen preparing meals. Dinners could be prepared quickly. This fact, coupled with other technological developments, changed American family and social life.

Two things not related to food influenced how Americans ate in the period after World War II. One thing was the widespread use of television in the 1950's and 60's. This led to the development of the TV dinner. The frozen dinners, in little trays, were quickly and easily heated and served. They were eaten in front of the TV so that no one had to miss his or her favorite programs. The second factor was that more and more mothers were working outside the home to help support the family. This meant that they had little time to spend preparing meals. These factors contributed to a change in American eating habits.

A new type of restaurant sprang up in many American towns. The drive-in was a place where customers drove in, bought their dinners, and ate in the car. It wasn't long before the drive-in was standardized and became the most common form of eating establishment.

In the late 1950's **Ray Kroc**, a middle-aged salesman, bought an interest in a hamburger stand run by the **MacDonald** brothers near Los Angeles, California. Kroc rapidly expanded by selling franchises. In return for the franchise fee, the operator received a standard package for producing cheap hamburgers quickly. Through intensive TV advertising, MacDonald's became a household word. Others quickly followed the same pattern dispensing a variety of foods. Kentucky Fried Chicken, Pizza Hut, Taco Bell and others were

created. An extensive network of franchise fast food restaurants became a feature of American life. More and more families began to eat inexpensive meals out rather than at home.

Many of these restaurants featured hamburger. That indicated another change in the American diet. Beef became more and more a part of the American diet.

These changes, as convenient as they are for the family in which the adults work, contributed to a new set of problems in American life.

While the ability to preserve food eliminated disease and provided variety, and the fast food restaurant gave us convenience, modern food processing technology has created a variety of new health problems. Americans began eating more sugar, salt, beef and fried foods. With this change in diet, more Americans began to die of cancer and heart disease. Hyperactivity increased among young children. These continue to be problems in American life.

Breakfast Cereals and Soda Pop

Every American supermarket carries long rows of two American food inventions that are gradually gaining world-wide popularity. They are a big part of nearly every American's diet. It is difficult to imagine that they weren't always part of the American diet.

Breakfast cereals were not developed until the latter part of the 19th Century. Breakfast cereals began as a health food. **Dr. John Harvey Kellogg**, who was a Seventh Day Adventist and a vegetarian, ran a boarding house in Battle Creek, Michigan. Many people complained about the diet so Kellogg developed such foods as a coffee substitute. The boarding house gradually became a famous resort.

A salesman, **C.W. Post**, who was staying at the resort wanted to market the coffee substitute. Kellogg would not go along with the idea so Post opened his own factory at Battle Creek to make Postum. He used the Battle Creek location because the resort had become famous and was associated with the idea of good health. Post established the first of the breakfast food dynasties.

The Kelloggs soon followed. In 1894, John Kellogg and his brother Will made the first precooked flaked cereal. They were looking for a substitute for bread. The flakes were popular with the patients so **Will Kellogg** decided to go into the business of producing corn flakes. Battle Creek suddenly became the center of the manufacture of breakfast cereals. It still occupies that role today.

Just as breakfast cereals became a standard part of the American diet so did soda pop.

Soda water had been around a long time. It was invented by **Dr. Joseph Priestly** by adding carbon dioxide gas to water to provide the fizz. Soda pop was not created until **Dr. Pemberton**, who made patent medicines for a living, concocted a secret formula for making Coca-Cola in 1886.

Pemberton, who thought of his formula as a cure for hangovers, was not very successful. He sold his stock to an Atlanta, Georgia, druggist, **Asa Griggs Candler**. Candler made the drink successful by selling it as syrup to be mixed with soda water in soda fountains and dry goods stores. It was an instant success and through intensive advertising Coca-Cola became the world's most popular soft drink. Candler finally sold his interest in the company in 1919 for \$25 million. Of course, Coca-Cola has had many imitators but still retains its position as the premier soft drink.

Constitutional Law

Lecture A

- I. Constitution provides basic framework for government
 - A. Constitution is flexible
 - B. Left open to interpretation
- II. Supreme Court rules on the constitutionality of laws
 - A. Powers of Supreme Court not clearly established at beginning
 - B. John Marshall, Chief Justice, led Supreme Court in being an equal partner in government
 - 1. Marbury v. Madison established Supreme Court's power to rule Constitutional laws
 - 2. Supreme Court decided if law measured up to constitution
 - C. Marshall's court set important precedents in McCulloch v. Maryland
 - 1. Congress could use any legal means to implement powers of Congress
 - 2. The power of the states did not extend over actions taken by the Federal government
 - 3. These two powers became important in dealing with a variety of problems
 - D. Roger Taney took Marshall's place on the Supreme Court 1835-1866
 - 1. The Charles River Bridge case decided that the government could more closely regulate a public service that provides essential services
 - 2. The community as well as businesses had rights that must be protected
- III. The Supreme Court was ineffective in dealing with the slavery issue

Lecture B

- I. The growth of large corporations after the Civil War created new problems for the Supreme Court
 - A. After the Civil War the 14th Amendment was passed
 - 1. Provided equal protection—cannot be deprived of liberty and property without due process
 - 2. Supreme Court applied it to corporations
 - a. In 1876 the Court upheld the right of the government to regulate business—Munn v. Illinois
 - b. This decision was the last decision to regulate business until 1937
 - c. The Court said that business could not be deprived of liberty or property
- B. Federal government tried to regulate the increasing power of business
 - 1. Set up Interstate Commerce Commission and Sherman Antitrust Act
 - 2. Supreme Court destroyed their power—1895
 - 3. After 1900 Supreme Court changed position somewhat
 - a. In Northern Securities case Court conceded that a trust was a restraint of trade
 - 4. In 1911 Court limited power of Sherman Antitrust Act
 - 5. Also ruled child labor laws unconstitutional
 - 6. Depression changed attitude of Court and in 1938 Court gave approval to regulatory laws

Lecture C

- I. Bill of Rights established the rights of individuals and protects them from the government
 - A. First amendment provides for freedom of expression and religious practice
 - B. The Bill of Rights tested during WWII
 - 1. 112,000 Japanese-American citizens put into concentration camps
 - 2. Supreme Court upheld action even though they did nothing wrong
- C. After World War II, the Cold War caused restrictions on rights of people
 - 1. Court decided that labor unions could be required to sign non-communist oaths
 - 2. Court decided that members of subversive organizations could be required to register with the government
 - 3. Court later said a person had to have knowledge of the aims of organization
- D. The court under Earl Warren took a broad view of a person's rights
 - 1. Court decided that a person's remarks that caused a riot were protected if the person was peaceful
 - 2. Court limited censorship of obscene materials
 - 3. Court decided it was unconstitutional to have prayer in the classroom
 - 4. Court did permit certain rights to religious schools
 - a. Could use public school books
 - b. Could use public buses

Lecture D

- I. Part of our legal heritage is the application of law to protect minorities
 - A. The Constitution ignored slavery
 - B. After the Civil War Congress had to deal with the problem
 - 1. Passage of 13th Amendment outlawed slavery
 - 2. 14th Amendment prevented states from making laws which discriminate against a citizen
 - 3. 15th Amendment protected the right to vote
 - C. In 1896 the Court interpreted the law to allow separate but equal facilities—Plessy v. Ferguson
 - 1. Created separate school systems in South
 - 2. System called "Jim Crow"
 - D. After World War II Supreme Court reversed approach
 - 1. 1948 Court decided that states could not enforce restrictive covenants
 - a. Covenants prevent houses from being sold to minorities
 - b. Court said states could not enforce them
 - 2. 1950—Court decided that a separate law school illegal
 - 3. 1950—banned discrimination in railroad dining cars
 - 4. Brown v. Topeka, 1954, Court banned school segregation
 - 5. 1960's Congress passed Civil Rights Act that banned discrimination based upon race

Economics

Lecture A

- I. Social change in America is a way of life
 - A. Change caused by technology
 - 1. Technology
 - 2. Freedom and mobility
 - 3. Abundance
 - B. As America became more industrialized, the nature of work changed
 - 1. 1790, 9 out of 10 worked in agriculture
 - 2. 1947, 3 out of 10 worked in industry and many more in white collar jobs
 - 3. Today, only 4 out 100 work in agriculture
 - a. Farms larger and more productive
 - b. Fewer people required
 - C. Jobs in industry are now declining
 - 1. 1968, 25 out of 100 jobs in industry
 - 2. 1980, 22 out of 100 jobs in industry
 - a. Automation and foreign competition have cut number of jobs
 - b. Economy now shifted to service and technological jobs
 - D. Computers are bringing about drastic changes in work
 - 1. Nature of jobs is changing
 - 2. Some jobs are eliminated
 - 3. Future jobs will require scientific, technical background

Lecture B

- I. Rapid industrialization after the Civil War increased the standard of living
 - A. Industrialization based on
 - 1. Abundance of resources, especially iron and coal
 - 2. Extensive railroad network
 - 3. Taxes protected industry from foreign competition
 - 4. Government provided help for railroad building
 - 5. No government regulation to protect workers or consumers
 - 6. Workers were imported from Europe
 - 7. Money or capital also invested from Europe
 - 8. America had entrepreneurs who could collect money and put it to work
 - 9. America pioneered inventions
 - a. Electrical applications
 - b. Telephone
 - c. Radio and TV
 - d. Rubber products
 - e. Mass production of the car
 - f. Consumer products such as refrigerators and washing machines
 - B. Rapid industrialization created problems
 - 1. Large uncontrolled corporations
 - a. Consumers and workers unprotected
 - b. Small competitors left at mercy of big corporations

Lecture C

- I. Great Depression brought many changes to economy
 - A. Economy in previous 80 years had ups and downs
 - B. During Great Depression the economy was at its worst
 - 1. 1 out of 4 workers unemployed
 - 2. Banks closed
 - 3. Stock market collapsed; people lost savings
 - 4. Roosevelt elected in 1932 to solve problems
 - C. Federal government became involved in economy
 - 1. Intent of involvement was to provide economic security
 - 2. Many laws and programs are still in effect
 - 3. Government involvement became a principle
 - 4. There is still debate about how much the government should be involved
 - D. Types of government regulation
 - 1. Federal Deposit Insurance Corporation created to protect people who have savings in banks
 - 2. Federal Trade Commission set up to regulate stock market
 - 3. Welfare system started for unemployed and Social Security for the old
 - 4. Work programs developed
 - a. Works Progress Administration
 - b. Civilian Conservation Corps
 - c. Tennessee Valley Authority
 - 5. Unionization of workers also permitted
 - 6. Agricultural Adjustment Act helped farmers
 - E. Government tried to help by borrowing and spending money – called pump priming

Lecture D

- I. Large monopolies or trusts sometimes abused their power and government had to regulate them
 - A. Government regulation took four forms
 - 1. Government tried to provide competition
 - 2. Protect workers from unfair treatment
 - 3. Regulate the flow of money
 - 4. Protect consumers from shoddy products
 - B. Providing for competition
 - 1. First regulation
 - a. Interstate Commerce Commission
 - b. Provided for fair competition
 - c. Protected farmers from unfair rate setting
 - d. 1887
 - 2. Sherman Antitrust Act
 - a. 1890
 - b. Prevented large corporations from restricting trade and fixing prices
 - 3. Clayton Antitrust Act–1913
 - 4. Enforcement of antitrust legislation still a problem
 - C. Corporations that provide essential services such as utilities regulated in amount they can charge
 - D. Muckrakers exposed dishonest practices
 - 1. Upton Sinclair exposed meat packing practices
 - 2. Pure Food and Drug Act passed in 1906 to protect consumers
 - E. T. Roosevelt first president to try to protect workers
 - 1. Employer's Liability Act
 - 2. Child labor regulation bill
 - 3. Wages and hours bill
 - F. Pres. Wilson set up Federal Reserve

Technology

Lecture A

- I. America's technological advances depended on electricity
 - A. Ben Franklin's discoveries
 - 1. Lightning was electricity
 - 2. Lightning rod
 - B. Alessandro Volta invented the wet battery
 - 1. Could produce electric power
 - 2. 1800
 - C. Joseph Henry invented magnet powered by electricity that could lift 750 pounds
 - 1. Based work on discovery of J.C. Oersted that electric current sets up magnetic field
 - 2. Henry reversed process and used magnetism to create electricity
 - a. Called a generator a dynamo
 - b. Credit usually goes to Faraday
 - D. Thomas Davenport invented electric motor
 - 1. Patent 1837
 - 2. First use electric toy trains
 - 3. First practical use—printing press
 - 4. Could not obtain financial support
 - E. Henry used his generator to power a telegraph
 - 1. Failed to apply for a patent
 - 2. Samuel F.B. Morse obtained first telegraph patent
 - 3. Telegraph speeded communications

Lecture B

- I. Electricity used to produce light
 - A. First light was arc lamp
 - 1. Too powerful and not safe
 - 2. First street light in San Jose, Calif.
 - B. Thomas Edison developed reliable light bulb
 - 1. Tested 4,000 different filaments
 - 2. Started providing electricity to consumers
 - C. Nikola Tesla solved problem of transmitting electricity over long distances
 - 1. Used alternating current
 - 2. Worked for Edison
 - a. Left after disagreement over money
 - b. Bought out by Westinghouse
 - 3. Advanced ideas
 - a. Transmitting electricity through air
 - b. Sending radio signals
 - D. Marconi developed wireless transmission
 - 1. Replaced telegraph and telephone as fastest means of long distance communication
 - 2. Still used Morse Code
 - E. Reginald Fessenden made first radio broadcast in 1906
 - F. Lee de Forest invented audion tube in 1912
 - 1. Improved ability to pick up sound
 - 2. Fought lengthy battle with Edwin Armstrong to obtain patent
 - a. Won in 1934
 - b. Armstrong invented FM radio
 - G. Radio improved communications

Lecture C

- I. Development of TV took place before radio
 - A. Paul Nipkow patented first electronic method of sending pictures in 1884
 - 1. Rotating disk used
 - 2. Poor reproduction
 - B. Boris Rosing built TV system using cathode ray tube
 - 1. 1910
 - 2. Rosing a Russian
 - 3. Cathode ray tube invented by Karl Braun, a German
 - 4. Rosing's assistant, Vladimir Zworykin, escaped Russia in 1917 and came to America
 - C. Zworykin developed own TV system in 1923
 - 1. Worked for RCA
 - 2. 1929 developed kinescope which set pattern for modern cathode ray tube
 - 3. 1931 developed iconoscope used in TV cameras
 - 4. Transmitted first good TV picture in 1929
 - D. TV did not become commercial hit until after World War II
 - E. Use of satellites made TV communication instant
 - F. TV has had terrific impact upon people
 - 1. Young people watch an average of 15,000 hours by time they graduate from school
 - 2. Effects on values and behavior
 - a. Creates desires for unnecessary things
 - b. Makes children violent
 - c. Provides little in-depth news
 - d. Best looking politicians chosen rather than the one with the best ideas

Lecture D

- I. The invention of the transistor was an important breakthrough
 - A. Replaced de Forest's vacuum tube
 - B. Invented at Bell Labs by John Bardeen, Walter H. Brattain and William Shockley
 - C. Advantages
 - 1. Very small—1 million could fit inside vacuum tube
 - 2. No parts to wear out
 - 3. Used little energy and produced less heat
 - D. Effects
 - 1. Tiny radios could be made
 - 2. Communications improved
 - 3. Computers could be made smaller and cheaper
- II. Computer has long history
 - A. Charles Babbage invented mechanical calculator in 1830's
 - 1. Devised system for feeding information into it.
 - 2. Never built it
 - B. Herman Hollerith invented electronic calculator that could process information fed in by punch cards
 - 1. Developed in 1880's
 - 2. Invented to handle U.S. census data
 - 3. Company later to become IBM
 - C. Computer to store info. electronically invented in WW II
 - 1. Called ENIAC
 - 2. Weighed 30 tons and took 3,000 cubic feet of space
 - D. Use of transistor made computers more efficient in 1950's and 60's
 - E. Development of microprocessor chip by Intel Corp. in 1971 made computers cheaper and more reliable

Immigration

Lecture A

- I. U.S. is a nation of immigrants
 - A. Most trace ancestry to other countries
 - B. Groups have helped shape American culture
- II. Where immigrants came from
 - A. Early settlers
 - 1. England and Holland
 - 2. Many religious dissenters
 - B. Irish came in 1840's
 - 1. Hunger in Ireland
 - 2. Met discrimination
 - C. German migration because of polit. revolutions in 1848
 - D. Rapid industrialization after Civil War brought new immigrants
 - 1. Poles, Russians, Slovaks and Hungarians came
 - 2. Escaped poverty and oppression
 - 3. Many were Jewish and wanted religious freedom
 - E. Scandinavians settled in Northern states
 - F. End of 19th Century many Italians came
 - 1. Settled in eastern cities
 - 2. Became farmers in west
- III. Immigrants changed population and culture
 - A. First generation clung to old ways
 - B. Sons and daughters dropped language and customs
 - C. Stayed together in large cities
 - 1. Poles in Chicago
 - 2. Jews in New York and Los Angeles
 - 3. Irish in Boston
 - 4. Kept many of their customs
 - D. Labor and cultures of different groups have made America richer and diverse

Lecture B

- I. Country's two largest minority groups have deep roots
 - A. First black people arrived in 1619
 - 1. Came as indentured servants
 - a. Many whites were indentured
 - b. Worked for a period time and gained freedom
 - 2. Expansion of cotton growing brought slavery
 - a. Lived in South
 - b. Slavery abolished by Civil War
 - 3. Moved to northern cities for better jobs in 20th Century
 - 4. Many contributions to American culture
 - a. Jazz
 - b. Popular music
 - B. Spanish settled in S.W. long before U.S. existed
 - 1. Many place names and buildings reflect Spanish-Mexican heritage
 - 2. Most Mexican Americans still live in Southwest
 - C. Asians arrived in west 140 years ago
 - 1. First were Chinese
 - a. Worked in gold mines
 - b. Built first transcontinental railroad
 - c. Segregated into Chinatowns
 - 2. Japanese, Hindus, Filipinos followed
 - a. Faced prejudice
 - b. Worked in agriculture
 - D. Mexican Americans contributed to development of west
 - 1. Provided equipment and techniques for mining
 - 2. Helped cattle raising
 - E. Contributions have become part of American life

Lecture C

- I. Prejudice against immigrants developed after Civil War
 - A. U.S. allowed open, unrestricted immigration
 - B. Policy changed after Civil War
 - 1. Immigration of Chinese gradually restricted
 - a. Restrictions began in 1870's
 - b. 1902—Chinese and Japanese excluded from country
 - 2. "Undesirables" from any country excluded in 1882
 - a. Paupers, criminals, insane
 - b. In 1891 list expanded to include prostitutes, polygamists, and retarded
 - 3. Immigration Act—1917—restricted immigration to those who could read
 - a. 30-40 words in any language
 - b. All Asians kept out
 - c. 800,000 still came between 1917 and 1921
 - 4. 1921 quota system adopted
 - a. Only 3% of any nationality living in U.S. in 1890 could come
 - b. Limited immigration from southern and eastern Europe
 - c. Continued to 1953
 - 5. Policy changed after World War II
 - a. Refugee Relief Act allowed people in without quota—1953
 - b. 1968 quota system abolished
 - c. Kinship and skills still a requirement
 - 6. KKK opposed to immigrants

Lecture D

- I. Immigration changed after World War II
 - A. War created refugees
 - B. Communism drove people to U.S.
 - 1. 1956—Russia suppressed a revolt in Hungary and refugees came to U.S.
 - 2. Communists took control of Cuba and U.S. took in Cubans
 - 3. Refugees from China, Laos, Cambodia and Vietnam
 - C. Poverty of Third World countries drive many to U.S.
 - 1. From Haiti and Mexico
 - 2. Many are illegals
 - 3. Mostly from Mexico
 - a. Population growth and lack of jobs
 - b. Min. wage in Mexico \$5 a day; in U.S. \$4 an hour
 - D. Population changing
 - 1. Hispanics will be largest minority group
 - 2. Majority of population will be minorities
 - E. KKK hostile to new immigrants
 - F. Also brain drain from Third World countries
 - 1. Students do not go home
 - 2. Trained doctors and nurses come here
 - G. American companies are exporting jobs to foreign countries
 - 1. Tax advantages
 - 2. Cheap labor

- II. Immigration will continue to be a problem

International Relations

Lecture A

- I. The U.S. has followed a policy of isolation until World War II
 - A. Policy began by George Washington
 - B. James Monroe declared Monroe policy
 - 1. 1823
 - 2. Americas off-limits to European powers
 - C. U.S. emphasized expansion of own borders
 - 1. Bought Louisiana from France–1803
 - 2. Fought war with Mexico–1848
 - 3. Bought Alaska from Russia–1863
 - 4. Fought war with Spain–1898
 - a. Acquired Philippines
 - b. Acquired Puerto Rico
 - c. Acquired Hawaii
 - D. U.S. dominant power in the Americas
 - 1. Controlled affairs of many countries to protect business interests
 - a. Sent troops into Haiti, Nicaragua, Mexico and Dominican Republic
 - b. Created Republic of Panama–1903
 - 2. Policy extended to other countries in recent years
 - a. Lebanon
 - b. Vietnam
 - E. U.S. was reluctantly involved in World War I
 - F. After WW I U.S. refused to join the League of Nations
- II. After W.W. II U.S. became actively involved in World affairs
 - A. U.S. involved in United Nations and other international groups
 - B. U.S. involved in NATO
 - C. U.S. sponsored Marshall Plan
 - D. U.S. efforts designed to contain communism

Lecture B

- I. International relations strongly influenced by economic policy
 - A. Our economic well being is closely tied to other countries
 - 1. We sell to others
 - 2. We obtain raw materials from others
 - B. During the early years, government followed a protectionist policy–taxing imported goods
 - C. In the 1890's tariff reductions took place
 - 1. Grover Cleveland was embarrassed by a government surplus
 - 2. Underwood–Simmons tariff reduced taxes on imported goods
 - a. Lowest tariffs since 1857
 - b. Helped consumers and farmers
 - c. Passed 1913
 - D. After World War I tariffs again increased
 - 1. The Depression encourage higher tariffs
 - a. Hawley–Smoot Tariff raised taxes on imports–1930
 - b. Other countries reacted by raising tariffs on imported goods
 - c. Some American businesses relocated plants to other countries
 - E. Roosevelt adopted a new type of tariff–1934
 - 1. Reciprocal Trade Agreement
 - 2. Tariffs reduced when countries reciprocate
 - F. Many industries want higher tariffs to protect themselves from competition

Lecture C

- I. After World War II the U.S. and Russia began a long conflict
 - A. U.S. policy was to contain communism
 - 1. During the U.S. and Russia were allies
 - 2. At Yalta, Russia was given influence over eastern Europe; Germany was divided in half
 - 3. After the war the areas controlled by Russia became communists
 - 4. Russia also attempted to expand communism into other areas
 - a. Russia attempted to force U.S. out of Berlin
 - b. Russia encouraged communist take-overs in Greece and Iran
 - B. U.S. adopted policy of “containment”
 - 1. Marshall Plan provided aid to rebuild countries of Europe
 - 2. NATO and SEATO were formed as defensive alliances
 - 3. Communist North Korea invaded South Korea
 - a. U.S. fought North Korea
 - b. War lasted 1950-54
 - 4. U.S. fought communists in Vietnam
 - a. U.S. helped French in Vietnam
 - b. Vietnamese wanted independence
 - c. French defeated in 1954
 - d. War continued in south and communists finally won in 1974
 - 5. U.S. blocked Russia in Cuba in 1962
 - C. U.S. and Russia have met to reduce arms race.

Lecture D

- I. The U.S. spends a great deal of time on Third World Affairs
 - A. Third World is comprised of Middle East, South America, Africa and Asia
 - B. This is where the struggle between communism and democracy takes place
 - 1. Communists were successful in China in 1949
 - 2. Communists successful in Cuba in 1950's
 - 3. Communists won long war in Vietnam
 - a. U.S. intervened in 1964
 - b. forced to withdraw in 1974
 - C. Third World governments have problems which in turn create problems for U.S.
 - 1. Unstable governments
 - 2. Lack industry and jobs
 - 3. A few rich people resist change
 - 4. Rapid population growth
 - 5. Educated people want more say in their governments
 - 6. Communists support people trying to overthrow governments
 - D. U.S. has used two prong approach in dealing with problems
 - 1. Provided military aid to governments threatened by Communist take-over
 - 2. Given large amounts of foreign aid
 - a. Alliance for Progress
 - b. Peace Corps
 - c. Aid not effective
 - E. U.S. viewed by many poor countries as imperialistic
 - F. In Middle East U.S. has become peace-keeper
 - G. U.S. will continue to have problems

Food

Lecture A

- I. Food is taken for granted
 - A. Abundant
 - B. Variety
- II. Spoilage problem with food
 - A. Old ways of preserving food
 - 1. Salting
 - 2. Drying
 - 3. Spicing
 - B. Spoiled food caused disease
 - 1. Diphtheria
 - 2. Scarlet fever
 - 3. Ricketts
- III. People sought ways to preserve food
 - A. Napoleon offered prize for method of preserving food
 - B. Nicolas Appert developed canning method
 - 1. Used glass jars
 - 2. Believed that air caused disease
 - 3. Boiled to remove air
 - C. Peter Durand used tin cans
 - 1. England
 - 2. Used in 1812
 - 3. Not used in America until 1840
 - D. Gail Borden condensed milk
 - 1. Patented in 1856
 - 2. Put milk in tin cans
 - E. Louis Pasteur discovered microbes caused spoilage
 - 1. Revealed ideas in 1857
 - 2. Heating milk would kill microbes
 - a. 61 degrees
 - b. 30 minutes
 - 3. Process not accepted for a long time

Lecture B

- I. Ice was long known as means of preserving food
 - A. Frederick Tudor shipped ice to Caribbean in 1806
 - 1. Experimented with many methods to keep ice from melting
 - 2. Tudor was an American
 - B. James Harrison devised a machine that would make ice
 - 1. An Australian newspaperman
 - 2. Patented in 1857
 - 3. Used to ship beef from Australia to market
 - C. Harrison invented a refrigeration unit to keep meat cold
 - 1. Patented in 1873
 - 2. Worked with meat but not with vegetables
 - a. Sharp edges of frozen crystals broke down cell walls
 - b. When plants thawed walls collapsed
 - D. Charles Birdseye used quick freezing to solve problems
 - 1. An American
 - 2. Used in 1925
- II. Refrigeration has made big changes in our eating habits
 - A. Electric refrigerators are common in homes
 - B. Frozen foods have changed eating habits

Lecture C

- I. American eating habits have changed
 - A. Dinners could be prepared quickly
 - B. Quick dinners and other technological changes have changed family and social life
- II. Two factors have changed eating habits
 - A. Television has influenced eating habits
 - 1. Dinners were eaten in front of TV
 - 2. Quick frozen dinners lent themselves to this habit
 - B. More mothers worked to help support the family
- III. The car created a new type of restaurant
 - A. The drive-in
 - B. The drive-in led to standardization of food
 - 1. McDonald's led the way in selling the standard hamburger
 - a. Founded by Ray Kroc in the late 1950's
 - b. McDonald's sold franchises
 - c. Used extensive TV advertising
 - 2. Others followed suit
 - 3. Fast food restaurants became a way of life
- IV. Fast and processed food have their problems
 - A. Creates health problems
 - 1. Heart disease
 - 2. Cancer
 - B. Hyperactivity increased among children

Lecture D

- I. Breakfast cereals have become part of nearly every American's life
 - A. Dr. John Kellogg invented a coffee substitute
 - 1. A health food
 - 2. Late 19th Century
 - B. C. W. Post marketed the substitute
 - 1. Located factory in Battle Creek
 - 2. Called Postum
 - 3. Established the first of the breakfast food dynasties
 - C. Kelloggs followed
 - 1. John Kellogg developed first flaked, pre-cooked cereal
 - a. 1894
 - b. developed as substitute for bread
- II. Soda pop is also a part of the American diet
 - A. Soda Water was invented by Joseph Priestly
 - B. Coca-Cola was invented by Dr. Pemberton in 1886
 - C. Asa Candler bought the formula
 - D. In 1899 began to sell Coke in bottles
 - E. Candler sold the company in 1919 for \$25 million
 - F. Coke has since had many imitators

Politics

Lecture A

- I. Political parties developed as way of making democracy work
 - A. At first, there were no parties
 - B. Political parties were organized to promote interests
 - 1. Federalist Party
 - a. First
 - b. Wanted strong central government
 - c. Represented merchants and bankers
 - 2. Republicans
 - a. Support came from farmers, craftsmen, workers
 - b. Split into two groups
 - c. Federalists disappeared
 - 3. National Republicans
 - a. Drew support from same area as Federalists
 - b. Eventually called Whig Party
 - 4. Democratic Republicans
 - a. Drew support from farmers in south and west
 - b. Eventually called Democratic Party
 - 5. Third parties emerged
 - a. Anti-Masonic Party
 - b. Free Soil Party
 - C. National growth and slavery shaped modern political parties
 - 1. Republican Party–1856
 - a. Blend of Whigs and Free Soil
 - b. Supported by farmers in west and businessmen in east
 - 2. Democrats
 - a. Supported by city workers and southern farmers
 - b. Split before Civil War allowing Republicans to win
 - D. Depression caused some changes in support

Lecture B

- I. Republican Party dominated politics from 1861 to 1932
 - A. Drew strength from merchants and bankers who provided money
 - B. Also from farmers in midwest; candidates came from midwest
 - C. Republicans accused Democrats of being the party of “treason”
- II. Republicans had a problem with corruption
 - A. Chester Arthur created Civil Service to provide more honest, competent government workers
 - B. Theodore Roosevelt tried to reduce power of big business
 - C. Progressive Party formed to fight corruption
- III. After the Civil War lobbies became important
 - A. Lobbies try to influence politicians
 - B. Farmers also had a lobby and formed third parties
 - 1. Greenbacker Party
 - 2. Populist Party
 - C. General thrust of Republicans to help business
- IV. Republican philosophy
 - A. Helping business will help create jobs
 - B. Called “trickle down” theory
- V. Republicans have undergone a revival in last decade

Lecture C

- I. Democrats did not become popular until Great Depression
 - A. Up til that time Democrats and Republicans were very similar
 - B. Great Depression caused big change in America
- II. Democrats embarked on series of social programs to cure problems of Depression
 - A. Demos drew strength from farmers, workers and immigrants who suffered the most from the Depression
 - 1. Demos became party of the people
 - 2. Republicans became party of business
 - B. Demos viewed government as way of helping people
 - 1. Led by F.D. Roosevelt
 - 2. Program called New Deal
 - C. Series of Democratic presidents supported social programs
 - 1. Roosevelt elected four terms
 - 2. Harry Truman carried on tradition
 - 3. John Kennedy and Lyndon Johnson continued
 - a. Johnson tried to eliminate poverty
 - b. Johnson tried to eliminate racial injustice
 - D. Democrats based power on alliance of labor, liberals and minorities
 - 1. Labor emerged as an important lobby during 1930's
 - 2. Alliance is fragile and often broken
 - a. 1948 southern Demos form own party–Dixiecrats
 - b. 1960's liberals split off and again southern Demos

Lecture D

- I. Politics is important in America
 - A. Struggle takes place between
 - 1. Republicans and Democrats
 - 2. Liberals, conservatives and middle-of-the-roaders
 - B. Liberals, conservatives and middle-of-the-roaders are found in both parties
- II. Conservatives believe
 - A. Best government is the least government
 - B. Opposed to many social programs
 - C. Government should support traditional values
 - D. Strongly opposed to communism
- III. Liberals believe
 - A. Government should take an active role in helping people
 - B. Support social programs
 - C. Government should take an active role in reducing inequality
 - D. Place less emphasis on military defense
- IV. Tradition vs. change
 - A. Conservatives believe in the old, traditional ways
 - B. Liberals believe in change for the better
- V. Most people are middle-of-the-roaders who are found somewhere in between
- VI. Interest or pressure groups play a role
 - A. Try to influence political parties and politicians to their point of view
 - B. Spend money on campaigns to gain influence
- VII. Television is also influential and large sums of money are spent on TV ads

Environment

Lecture A

- I. America was a land of abundance
 - A. Plenty of land
 - 1. Large forests
 - 2. Expansive prairies
 - B. Abundant wildlife
 - C. Clean air and water
 - D. No one worried about pollution
 - E. Early settlers did not produce much waste
 - 1. Country was mostly farming
 - a. Made things themselves
 - b. Recycled items
 - 2. After the Civil War the country became industrialized
 - a. Pollution became a problem
 - b. Natural resources were destroyed
 - F. Conservation became important in the early 1900's
 - 1. Theodore Roosevelt set up National Park system
 - 2. Roosevelt established Bureau of Reclamation to develop water resources in west
 - 3. Sierra Club founded to begin conservation movement
 - G. Pressure on environment did not take place until after World War II
 - 1. American life changed to consumer society
 - 2. American families owned more goods
 - a. Cars became important
 - b. TV advertising encouraged buying
 - 3. High consumption had an impact upon environment
 - a. Models built to go out of fashion
 - b. Packaging a problem
 - 4. Consuming has led to increasing use of resources and pollution

Lecture B

- I. America is a nice place to live in because there is much abundance
 - A. 130 million cars
 - B. 200,000 airplanes
 - C. There is a large variety of consumer products
- II. People are encouraged to buy
 - A. Items are designed to go out of fashion
 - B. TV advertising makes us want things
 - C. Items are designed to fall apart
 - D. Credit makes it easy to buy the things we want
- III. The U.S. has the highest material standard of living reached by any country, anywhere
 - A. In 1950 personal income was \$226 billion
 - B. In 1970's personal income was \$743 billion
 - C. Cars
 - 1. 1960–75% of all American households owned a car; 16% owned two or more
 - 2. 1970–79.6% owned a car; 29% owned two or more
 - D. Other consumer items
 - 1. 1960–4.9% of households had dishwashers; 1970–13.4% had them
 - 2. 1960–12.8% had air conditioners; 1970–20.5% had them
 - E. Increase in consumption has created a problem with waste and pollution
 - F. It has also placed a strain on our resources

Lecture C

- I. How a product is packaged is very important
 - A. Packages are designed to store goods on shelves
 - 1. Development of supermarket encourages this
 - 2. In earlier times goods were sold in bulk
 - B. Problem
 - 1. Uses too much paper-57 million tons of paper are consumed each year
 - 2. Creates garbage problem-paper is 50-60% of garbage load
 - 3. Puts pressure on forests
 - a. Each ton of paper requires 17 trees
 - C. Where do trees come from?
 - 1. Paper industry owns 50 million acres of commercial forests
 - 2. Paper industry leases 10 times that amount
 - 3. 97 million acres of leased land comes from U.S. National Forests
 - D. Lumber interests have been steadily encroaching on national forests
 - 1. 1950-5.6 billion board feet cut in national forests
 - 2. 1971-13.75 billion board feet cut
 - E. American Paper Institute says that twice as much wood will be needed in 1986 as in 1969
 - F. Paper used for legitimate purposes
 - 1. Magazines, newspapers
 - 2. Real problem—increasing packaging

Lecture D

- I. Consumer economy that has developed after World War II has produced a huge amount of garbage
 - A. Amount produced
 - 1. 360 million tons a year
 - 2. 1.8 tons for each person
 - 3. Fills 5 million trailer trucks which would stretch around world twice
 - B. Costs of removal
 - 1. \$3.7 billion a year
 - 2. Only 2.5 billion spent on food, \$1.5 on medical research
 - C. The sources of garbage
 - 1. Household wastes-195 million tons
 - 2. Offices-45 million tons, mostly paper
 - 3. Industry-110 million tons
 - 4. Not counted is
 - a. 550 million tons of farm wastes
 - b. 1.5 billion tons of animal wastes
 - c. 1.1 billion tons of mining wastes
 - 5. Total amount is 3.5 billion tons
 - D. We have quality garbage
 - 1. 7 million cars are discarded
 - 2. 7.6 million TV sets
 - 3. 62 billion cans
 - 4. 43 billion glass containers
 - 5. 65 billion metal and plastic container tops
 - E. In the past most garbage was food waste which could be fed to animals or used as fertilizer
 - 1. Now, only 9% of city garbage is food waste
 - 2. 50-60% is paper
 - F. Finding a place to put it all is a problem

Constitutional Law

Lecture A

- I. Constitution provides basic framework for government
 - A.
 - B.
- II. Supreme Court rules on the constitutionality of laws
 - A.
 - B. John Marshall, Chief Justice, led Supreme Court in being an equal partner in government
 - 1.
 - 2.
 - C. Marshall's court set important precedents in *McCulloch v. Maryland*
 - 1.
 - 2.
 - 3.
 - D. Roger Taney took Marshall's place on the Supreme Court 1835-1866
 - 1.
 - 2.
- III. The Supreme Court was ineffective in dealing with the slavery issue

Lecture B

- I. The growth of large corporations after the Civil War created new problems for the Supreme Court
 - A.
 - 1. Provided equal protection – cannot be deprived of liberty and property without due process
 - 2.
 - a. In 1876 the Court upheld the right of the government to regulate business – *Munn v. Illinois*
 - b. This decision was the last decision to regulate business until 1937
 - c. The Court said that business could not be deprived of liberty or property
 - B.
 - 1. Set up Interstate Commerce Commission and Sherman Antitrust Act
 - 2. Supreme Court destroyed their power – 1895
 - 3. After 1900 Supreme Court changed position somewhat
 - a. In *Northern Securities* case Court conceded that a trust was a restraint of trade
 - 4. In 1911 Court limited power of Sherman Antitrust Act
 - 5. Also ruled child labor laws unconstitutional
 - 6.

Constitutional Law

Lecture C

I. Bill of Rights establishes the rights of individuals and protects them from the government

A.

B.

1.

2.

C.

1.

2.

3.

D. The court under Earl Warren took a broad view of a person's rights

1.

2.

3.

4.

a.

b.

Lecture D

I.

A.

B.

1.

2.

3.

C.

1.

2.

D.

1.

a.

b.

2.

3.

4.

5.

Economics

Lecture A

- I. Social change in America is a way of life
 - A. Change caused by technology
 - 1.
 - 2.
 - 3.
 - B. As America became more industrialized, the nature of work changed
 - 1.
 - 2.
 - 3. Today, only 4 out of 100 work in agriculture
 - a.
 - b.
 - C. Jobs in industry are now declining
 - 1. 1968, 25 out of 100 jobs in industry
 - 2. 1980, 22 out of 100 jobs in industry
 - a. Automation and foreign competition have cut number of jobs
 - b. Economy now shifted to service and technological jobs
 - D. Computers are bringing about drastic changes in work
 - 1.
 - 2.
 - 3.

Lecture B

- I. Rapid industrialization after the Civil War increased the standard of living
 - A.
 - 1. Abundance of resources, especially iron and coal
 - 2. Extensive railroad network
 - 3. Taxes protected industry from foreign competition
 - 4. Government provided help for railroad building
 - 5. No government regulation to protect workers or consumers
 - 6. Workers were imported from Europe
 - 7. Money or capital also invested from Europe
 - 8. America had entrepreneurs who could collect money and put it to work
 - 9.
 - a. Electrical applications
 - b. Telephone
 - c. Radio and TV
 - d. Rubber products
 - e. Mass production of the car
 - f. Consumer products such as refrigerators and washing machines
 - B.
 - 1. Large uncontrolled corporations
 - a. Consumers and workers unprotected
 - b. Small competitors left at mercy of big corporations

Economics

Lecture C

I. Great Depression brought many changes to economy

A.

B.

1.

2.

3.

4.

C.

1.

2.

3.

4.

D. Types of government regulation

1.

2.

3.

4.

a.

b.

c.

5.

6.

E.

Lecture D

I.

A.

1.

2.

3.

4.

B.

1.

a.

b.

c.

d.

2.

a.

b.

3.

4.

C.

D.

1.

2.

E.

1.

2.

3.

F.

Technology

Lecture A

I. America's technological advances depended on electricity

A.

- 1.
- 2.

B. Allesandro Volta invented the wet battery

- 1.
- 2.

C. Joseph Henry invented magnet powered by electricity that could lift 750 pounds

- 1.
2. Henry reversed process and used magnetism to create electricity
 - a.
 - b.

D. Thomas Davenport invented electric motor

- 1.
- 2.
- 3.
- 4.

E. Henry used his generator to power a telegraph

- 1.
- 2.
- 3.

Lecture B

I. Electricity used to produce light

A.

1. Too powerful and not safe
2. First street light in San Jose, Calif.

B.

1. Tested 4,000 different filaments
2. Started providing electricity to consumers
 - a. Used direct current
 - b. Could only be transmitted short distances

C. Nikola Tesla solved problem of transmitting electricity over long distances

1. Used alternating current
2.
 - a. Left after disagreement over money
 - b. Bought out by Westinghouse
3.
 - a. Transmitting electricity through air
 - b. Sending radio signals

D.

1. Replaced telegraph and telephone as fastest means of long distance communication
2. Still used Morse Code

E. Reginald Fessenden made first radio broadcast in 1906

F.

1. Improved ability to pick up sound
2. Fought lengthy battle with Edwin Armstrong to obtain patent
 - a. Won in 1934
 - b. Armstrong invented FM radio

G. Radio improved communications

Technology

Lecture C

I. Development of TV took place before radio

A.

- 1.
- 2.

B.

- 1.
- 2.
- 3.
- 4.

C. Zworykin developed own TV system in 1923

- 1.
- 2.

3.

4.

D.

E.

F. TV has had terrific impact upon people

1.

2.

- a.
- b.
- c.
- d.

Lecture D

I.

- A.
- B.

C.

1.

2.

3.

D.

1.

2.

3.

II.

A.

1.

2.

B.

1.

2.

3.

C.

1.

2.

D.

E.

Immigration

Lecture A

- I. U.S. is a nation of immigrants
 - A.
 - B.

- II. Where immigrants came from
 - A. Early settlers
 - 1.
 - 2.
 - B. Irish came in 1840's
 - 1.
 - 2.
 - C.

 - D. Rapid industrialization after Civil War brought new immigrants
 - 1.

 - 2.
 - 3.
 - E.

 - F. End of 19th Century many Italians came
 - 1.
 - 2.
- III. Immigrants changed population and culture
 - A.
 - B.

 - C. Stayed together in large cities
 - 1.
 - 2.

 - 3.
 - 4.
 - D. Labor and cultures of different groups have made America richer and diverse

Lecture B

- I. Country's two largest minority groups have deep roots
 - A.
 - 1.
 - a. Many whites were indentured
 - b. Worked for a period time and gained freedom
 - 2.
 - a. Lived in South
 - b. Slavery abolished by Civil War
 - 3. Moved to northern cities for better jobs in 20th Century
 - 4.
 - a. Jazz
 - b. Popular music
 - B.
 - 1. Many place names and buildings reflect Spanish-Mexican heritage
 - 2. Most Mexican Americans still live in Southwest
 - C.
 - 1. First were Chinese
 - a. Worked in gold mines
 - b. Built first transcontinental railroad
 - c. Segregated into Chinatowns
 - 2. Japanese, Hindus, Filipinos followed
 - a. Faced prejudice
 - b. Worked in agriculture
 - D.
 - 1. Provided equipment and techniques for mining
 - 2. Helped cattle raising
 - E. Contributions have become part of American life

Immigration

Lecture C

I. Prejudice against immigrants developed after Civil War

A.

B.

1.

a.

b.

2.

a.

b.

3.

a.

b.

c.

4. 1921 quota system adopted

a.

b.

c.

5.

a.

b.

c.

6. KKK opposed to immigrants

Lecture D

I.

A.

B.

1.

2.

3.

C.

1.

2.

3.

a.

b.

D.

1.

2.

E.

F.

1.

2.

G.

1.

2.

II.

International Relations

Lecture A

- I. The U.S. followed a policy of isolation until World War II
 - A. Policy began by George Washington
 - B. James Monroe declared Monroe policy
 - 1.
 - 2.
 - C. U.S. emphasized expansion of own borders
 - 1.
 - 2.
 - 3.
 - 4. Fought war with Spain – 1898
 - a.
 - b.
 - c.
 - D. U.S. dominant power in the Americas
 - 1. Controlled affairs of many countries to protect business interests
 - a.
 - b.
 - 2. Policy extended to other countries in recent years
 - a.
 - b.
 - E. U.S. was reluctantly involved in World War I
 - F. After WW I U.S. refused to join the League of Nations
- II. After World War II U.S. became actively involved in World affairs
 - A.
 - B.
 - C.
 - D.

Lecture B

- I.
 - A.
 - 1. We sell to others
 - 2. We obtain raw materials from others
 - B. During the early years, government followed a protectionist policy – taxing imported goods
 - C. In the 1890's tariff reductions took place
 - 1. Grover Cleveland was embarrassed by a government surplus
 - 2.
 - a. Lowest tariffs since 1857
 - b. Helped consumers and farmers
 - c. Passed 1913
 - D. After World War I tariffs again increased
 - 1.
 - a. Hawley – Smoot Tariff raised taxes on imports – 1930
 - b. Other countries reacted by raising tariffs on imported goods
 - c. Some American businesses relocated plants to other countries
 - E.
 - 1. Reciprocal Trade Agreement
 - 2. Tariffs reduced when countries reciprocate
 - F. Many industries want higher tariffs to protect themselves from competition

International Relations

Lecture C

I. After World War II the U.S. and Russia began a long conflict

A.

1.

2.

3.

4.

a.

b.

B. U.S. adopted policy of "containment"

1.

2.

3.

a.

b.

4.

a.

b.

c.

d.

5.

C.

Lecture D

I.

A.

B.

1.

2.

3.

a.

b.

C.

1.

2.

3.

4.

5.

6.

D.

1.

2.

a.

b.

c.

E.

F.

G.

Food

Lecture A

- I. Food is taken for granted
 - A.
 - B.
- II. Spoilage problem with food
 - A. Old ways of preserving food
 - 1.
 - 2.
 - 3.
 - B. Spoiled food caused disease
 - 1.
 - 2.
 - 3.
- III. People sought ways to preserve food
 - A. Napoleon offered prize for method of preserving food
 - B. Nicolas Appert developed canning method
 - 1.
 - 2.
 - 3.
 - C. Peter Durand used tin cans
 - 1.
 - 2.
 - 3.
 - D. Gail Borden condensed milk
 - 1.
 - 2.
 - E. Louis Pasteur discovered microbes caused spoilage
 - 1.
 - 2. Heating milk would kill microbes
 - a.
 - b.
 - 3. Process not accepted for a long time

Lecture B

- I.
 - A.
 - 1. Experimented with many methods to keep ice from melting
 - 2. Tudor was an American
 - B.
 - 1. An Australian newspaperman
 - 2. Patented in 1857
 - 3. Used to ship beef from Australia to market
 - C.
 - 1. Patented in 1873
 - 2. Worked with meat but not with vegetables
 - a. Sharp edges of frozen crystals broke down cell walls
 - b. When plants thawed walls collapsed
 - D.
 - 1. An American
 - 2. Used in 1925
- II.
 - A. Electric refrigerators are common in homes
 - B. Frozen foods have changed eating habits

Food

Lecture C

I. American eating habits have changed

A.

B.

II. Two factors have changed eating habits

A.

1.

2.

B.

III. The car created a new type of restaurant

A.

B.

1.

a.

b.

c.

2.

3.

IV. Fast and processed food have their problems

A.

1.

2.

B.

Lecture D

I.

A.

1.

2.

B.

1.

2.

3.

C.

1.

a.

b.

II.

A.

B.

C.

D.

E.

F.

Politics

Lecture A

- I. Political parties developed as means of making democracy work
 - A. At first, there were no parties
 - B. Political parties were organized to promote interests
 - 1. Federalist Party
 - a.
 - b.
 - c.
 - 2. Republicans
 - a.
 - b.
 - c.
 - 3. National Republicans
 - a.
 - b.
 - 4. Democratic Republicans
 - a.
 - b.
 - 5. Third parties emerged
 - a.
 - b.
 - C. National growth and slavery shaped modern political parties
 - 1. Republican Party–1856
 - a.
 - b.
 - 2. Democrats
 - a.
 - b.
 - D. Depression caused some changes in support

Lecture B

- I.
 - A. Drew strength from merchants and bankers who provided money
 - B. Also from farmers in midwest; candidates came from midwest
 - C. Republicans accused Democrats of being the party of “treason”
- II.
 - A. Chester Arthur created Civil Service to provide more honest, competent government workers
 - B. Theodore Roosevelt tried to reduce power of big business
 - C. Progressive Party formed to fight corruption
- III.
 - A. Lobbies try to influence politicians
 - B. Farmers also had a lobby and formed third parties
 - 1. Greenbacker Party
 - 2. Populist Party
 - C. General thrust of Republicans to help business
- IV.
- V.
 - A. Helping business will help create jobs
 - B. Called “trickle down” theory

Politics

Lecture C

- I. Democrats did not become popular until Great Depression
 - A.
 - 1.
 - 2.
 - B.
- II. Democrats embarked on series of social programs to cure problems of Depression
 - A.
 - 1.
 - 2.
 - B.
 - 1.
 - 2.
 - C. Series of Democratic presidents supported social programs
 - 1.
 - 2.
 - 3.
 - a.
 - b.
 - D.
 - 1.
 - 2.
 - a.
 - b.

Lecture D

- I.
 - A.
 - 1.
 - 2.
 - B.
- II.
 - A.
 - B.
 - C.
 - D.
- III.
 - A.
 - B.
 - C.
 - D.
- IV.
 - A.
 - B.
- V.
- VI.
 - A.
 - B.
- VII.

Environment

Lecture A

I. America was a land of abundance

A. Plenty of land

- 1.
- 2.

- B.
- C.
- D.
- E.

1. Country was mostly farming

- a.
- b.

2. After the Civil War the country became industrialized

- a.
- b.

F. Conservation became important in the early 1900's

1.

2.

3.

G. Pressure on environment did not take place until after World War II

1.

2. American families owned more goods

- a.
- b.

3. High consumption had an impact upon environment

- a.
- b.

4. Consuming has led to increasing use of resources and pollution

Lecture B

I.

A. 130 million cars

B. 200,000 airplanes

C. There is a large variety of consumer products

II.

A. Items are designed to go out of fashion

B. TV advertising makes us want things

C. Items are designed to fall apart

D. Credit makes it easy to buy the things we want

III.

A. In 1950 personal income was \$226 billion

B. In 1970's personal income was \$743 billion

C.

1. 1960–75% of all American households owned a car; 16% owned two or more

2. 1970–79.6% owned a car; 29% owned two or more

D.

1. 1960–4.9% of households had dishwashers; 1970–13.4% had them

2. 1960–12.8% had air conditioners; 1970 – 20.5% had them

E. Increase in consumption has created a problem with waste and pollution

F. It has also placed a strain on our resources

Environment

Lecture C

I. How a product is packaged is very important

A.

1.

2.

B.

1.

2.

3.

a.

C.

1.

2.

3.

D. Lumber interests have been steadily encroaching on national forests

1.

2.

E.

F.

1.

2.

Lecture D

I.

A.

1.

2.

3.

B.

1.

2.

C.

1.

2.

3.

4.

a.

b.

c.

5.

D.

1.

2.

3.

4.

5.

E.

1.

2.

F.