1. In order to get land, people moving to Texas must become Mexican citizens, convert to Catholicism, and must not own slaves.
2. 35,000 Americans (mostly southerners) move and now outnumber the natives.
3. People do not really convert, complain a lot to government, and bring their slaves.
4. Texas isn’t really able to stop them, leads to rebellion in Texas by Americans.
5. Texas becomes independent but wants to be added in as a state.
6. Mexico warns that if Texas is annexed they will see it as an act of war (3 presidents do not accept Texas because of this).
7. James Knox Polk was an expansionist, immediately approved annex of Texas (1845) and committed also to adding New Mexico, California, Nevada, etc. This angers Mexico, Texan revolution was wrong. They had all the authority to crack down. Manifest Destiny was just a land grab.
8. Mexico moves to reassert control = war.

4. Mexican American War (1846-1848)
   a. “Annexation is an act of war!”
   b. May 1846: the conflict begins.
   c. Antiwar feelings
      i. Whigs, anti-slavery type.
         1. The Wilmot Proviso (September 1846)—any land won from Mexico will be free land, passed by house but not Senate.
         2. Against war because they thought it was a scheme to expand slave territory.
   b. Fighting the war
      I. seizing New Mexico and California.
      II. Capturing Mexico City (September 1847).
      III. The end
         1. Mexico loses ½ of its land, paid $15 million by the U.S.
         2. Lingering bitterness between North and South, slavery supporters and slavery critics.
         3. Popular idea among Americans—“common man should fight in the war.”
         5. Anti-slavery supporters (Whigs) also believed it was a land grab to support and help spread slavery (ex: Ulysses S. Grant).
         6. Texas was annexed in 1845.
         7. Tough war, but U.S. wins.
Less harsh labor
Always watched
Wives hated that their husbands were having affairs with slave women without their consent (rape)

Factories: Made confederate arms during the war

■ Conditions: okay, given food, housed, and dressed ok
Child labor: didn't work in fields until teens, but given house work
Pregnant women: some had time off but it wasn’t strange to see them bring babies with them
Birth of African American Culture: adversity unifies. The need for culture and community to survive: they need support for each other

■ Happens in places were masters weren't (slave houses)

1860s religious value: important to slaves

■ Whites used the Bible to justify slavery
■ Slave Christianity: more singing; about being free; Moses story popular; gave slaves a moral worth

Family Life: Owners encouraged slaves to have kids and family

■ Could threaten to sell their family if they didn’t behave
■ More slaves = higher value of plantation
■ Children were worth a future years of work

In general: Slaves had a very harsh life that included a ton of violence.

■ Overseers rode a horse and carried a rifle or whip
  ■ Less educated, drunk, cruel, violent
  ■ Would punish slaves for the smallest things
  ■ Slaves always had to look busy

■ No matter how kind the master was, they still saw slaves as sitting objects, not humans
■ Women slaves had unwanted sexual advances from their masters and sons
  ■ If they resisted, they would be mutilated or punished

Slave Resistance

■ Any kind of resistance (wasn't always loud like fighting)
■ Mental and intellectual: religious stories gave them hope and took charge of their religious journey

■ Slacking: drove masters crazy
  ■ Did this when owners weren't watching
  ■ Would stop working, or work slowly, claiming tools broke
  ■ Owners didn’t know it was deliberate; thought slaves were just dumb; underestimated slaves intelligence

■ Escaping: would say they would come back if masters treated them better
  ■ Owners didn’t like effort of finding them, so they would negotiate
• Whiskey rebellion☆ - resist taxes on alcohol (taxed because they had to pay off money to Europe). Caused a large riot (shots were fired). Similar to Shay’s Rebellion so had to get troops to stop it. ANTI-FEDERALISTS V. FEDERALIST EXAMPLE - those who couldn’t afford to pay taxes because they were poorer and tended to be farmers WERE ANTI-FEDERALIST PEOPLE - these poor people lost their right to vote and social and economical importance in society (links to the “greatest civilizations” must have a lower class and those who can’t vote)
  • French revolution
  • Jay’s treaty
  • Quasi War w/ French
  • Alien and Sedition Act☆ - restrictions on immigration and illegal to criticize gov (reflection of British attitudes in the past towards americans) - FEDERALIST DECISION (remember federalists are for a central gov and for the people to be ruled by the richer % - but can have the right to vote. These decisions shows them putting these “common people ruled by richer” in action).
  • Election of 1800 - Jefferson (ANTI-FEDERALIST) saves america from dictatorship (”miracle of 1800”)
    • Irony of Louisiana Purchase

Lecture 3:
• What America looked like in 1800
• War of 1812 and consequences
  • Transportation
    □ technological development
    □ immigration
• Embargo Act - America’s attempts to demonstrate power (stops trading). But, doesn’t work out because economic strength decreased and traders were angry. ANTI-FEDERALIST DECISION (shows how under the anti-federalist decisions, traders and businessmen weren’t the priority)
  □ Intercourse Act - no trading with France or Britain.
• New Industrialization
• Formation of unions
• Artisans vs agrarians

Lecture 4:
• Andrew Jackson - ANTI FEDERALIST
• Republican Party
• ‘Democratic republicanism’
• Universal white male suffrage
  □ Campaigning & political parties
• Trail of tears and cherokee removal
Art and Nature - *Elite culture v. Class culture*: Nature was art to the elite. Patch jumped into it and “ruined” it. Patch saw his skill as art. Skills can be turned into art, everyone has a skill, so anyone can achieve art. 

**Economic challenges of industrialization**: Industrialization created a separation between North and South, however Patch brought the common people to these elite and urban areas. 

*Economic change creates social change and tension* - elites want to stay elite but when ALL classes were pushed together through Patch, it made the elites uncomfortable and afraid it may inspire the common to follow Patch and end up successful (like Patch). Made society less separated and hierarchy fades. Cheap entertainment allowed EVERYONE to experience a common entertainment.  

**Celebrity and elite-ism**: Elite-ism could be achieved in simpler and less civic ways (ways in which do not contribute as much to the benefit of the country - in terms of the advancement of industrialism, etc)  

**Tim Crane (importance? Please add)** - Industrialist, tolled people, Patch jumped from the toll bridge (Paterson NJ). Made the bridge after purchasing land that was used by mill workers and their families. Used the land in order to cater to the wealthier upper class. Bridge was supposed to be a big event but Sam Patch used it to to wow the crowds with his art (debatable whether he was drunk, in love, or protesting). Reputation as Jersey Jumper starts here. He also represented the federalist ideals that contrasted with patch's anti-federalist ideals (Ex: Believed entertainment was taking in very fine nature and art).  

Notes from one of the TA’s:  
- *the articles of confederation* did not work but there was a lot of conflict about replacing them with the Constitution. Think of the conflict b/w the Federalists and Anti-Federalists (mainly a conflict over centralized power and a strong federal govt vs. power residing with the states). They were replaced by the Constitution, which established a much stronger federal govt and assumed states' debts; also moved the capitol to DC  
- *Shay's Rebellion* forced American leaders to rethink the Articles of Confederation b/c they needed a stronger govt to put down rebellion. Fears of general rebellion encouraged states that didn't want to get rid of the Articles to reconsider.  
- *Many of Hamilton's ideas were put in place*. As a Federalist, what do you think Hamilton's overall goals were? Adding a Bank of the US and manufacturing certainly had a impact, but in what ways?  
- *The Embargo and Non-Intercourse Acts* were part of the reaction to British impressment of US sailors. The Embargo Act devastated the economy b/c it forbid any trade at all. It also affected Britain and France b/c they were at war and wanted to continue trading with the US. The Non-Intercourse Acts stepped back from the Embargo Act and only banned trade with Britain and France. It kept the US out of the war, but they hurt the economy badly.  
- This question is VERY broad and could take all day to answer. The simple answer is that people who are political and economic elites like keeping their power and when common